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| <b>Title of online course:</b>   |  |
| <b>Professor:</b>  |  |
| <b>Professor's Institution/University:</b>   |  |
| <b>Expert:</b>   |  |
| <b>Year drawn up/First deployment with the vhb:</b>  |  |
| <b>Measures to date for safeguarding quality (if documented):</b><br>(e.g. application for improvement grants)       |  |
| <b>Most recent update of the content:</b><br>(according to the professor's communiqué to the vhb office)             |  |
| <b>Recognised at the following higher education establishments /universities for the following courses of study:</b> |  |
| <b>Hours per week:</b>   |  |
| <b>ECTS (European Credit Transfer System – Credit Points)</b>  |  |

The ensuing evaluation criteria form the basis of the overall evaluation which can then be formulated in one's own words (see Point 5).

### 1. Subject-content level

| Criterion  | Evaluation  | Reasons / Comments |
|--|---|--------------------|
| Topicality of the content:<br>Is the course content sufficiently up-to-date? | best score 5 points,<br>0 if unanswerable<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>0 1 2 3 4 5 |                    |

### 2. Course of study - Applicability

| Criterion  | Evaluation             | Reasons / Comments |
|--|------------------------|--------------------|
| Curriculum:<br>Is the demand for the course acknowledged in the curriculum?<br>(e.g. reference to the course of study) | yes, for ...<br><br>no |                    |

|   |                        |  |
|---|------------------------|--|
| Evidence of academic achievement:<br>Can the certificate evidencing academic achievement be used for the course of study?   | yes, for ...<br><br>no |  |
| ECTS:<br>Is a system of awarding ECTS points acknowledged as well as being comprehensibly well-founded by virtue of statements detailing the workload?<br>If yes: for which courses of study? | yes, for ...<br><br>no |  |
| Additional usage potential:<br>Can the course be used in its current form in any other way other than in the curricula already mentioned, e.g. in further education?                          | yes, for ...<br><br>no |  |

### 3. Didactics and Methodology

| Criterion   | Evaluation<br>best score 5 points,<br>0 if unanswerable   | Reasons / Comments |
|---|---|--------------------|
| Material:<br>Is the didactic implementation appropriate to the material?  | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| Learner:<br>Are the needs of the learners being considered and dealt with?<br><br>(e.g. previous knowledge, the role of the learner, active learners)               | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| Teacher:<br>Are the teachers' tasks and aims apparent?<br><br>(e.g. explicit learning goals; the role of the teacher as a presenter, an advisor, a supporting role) | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| Learning achievements:<br>Is the level of knowledge being verified appropriately?<br><br>(e.g. test upon entry, test at the end of a unit, final test)              | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |

|   |   |  |
|---|---|--|
| <p>Communication learner-teacher:<br/>Is the communication between the learner and the teacher sufficient or could it be improved?</p>                                    | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |  |
| <p>Communication learner-learner:<br/>Is the communication among the learners sufficient or could it be improved?</p>   | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |  |
| <p>Supervision (<i>to be filled out by the vhb office</i>):<br/>Is the qualification of the tutors guaranteed and well documented?<br/><br/>(e.g. vhb tutor training)</p> | <p>Yes, by ...<br/><br/>no</p>  |  |

#### 4. Design & Layout - Technology

| Criterion  | Evaluation<br>best score 5 points,<br>0 if unanswerable   | Reasons / Comments |
|--|---|--------------------|
| <p>The current state of the technology:<br/>Are the technical methods used up-to-date?<br/><br/>(e.g. maintaining standards, security)</p>   | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| <p>Access to the course:<br/>Are there any obstacles or barriers in place for the target group when they are trying to access the course?<br/><br/>(e.g. browser requirements, special software required?)</p> | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| <p>Course design a):<br/>With regard to ergonomics, does the course design fulfil the learning-teaching requirements?<br/><br/>(e.g. navigation, layout)</p>   | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |
| <p>Course design b):<br/>Does the course fulfil the aesthetic requirements?</p>  | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |                    |

|   |   |  |
|---|---|--|
| <p>Tools - Interactivity:</p> <p>Is the degree of interactivity appropriate to the conveying of the teaching materials?</p> <p>(e.g. consideration of the teaching matter, variation of depiction forms, modification of content, variation of form and content, constructing the teaching matter, feedback given by the teaching matter)</p> | <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>0 1 2 3 4 5</p> |  |
| <p>Communication:</p> <p>Are the communicative aims sufficiently supported by the technical implementation and the design?</p> <p>(e.g. group work)</p>   | <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>0 1 2 3 4 5</p> |  |

### 5. Overall Evaluation