

Learning Object Quality Assessment Guide

Learning Object Under Review

Name:
Intended Grade Level:
Primary Subject Area:
Reviewer:
Date:

Step One: Is it a learning object? Yes/No? What is the evidence?

A Learning Object is a complete, standalone unit.

Underlying Premise:

1. There are common characteristics that define Learning Objects and they cannot be presumed.

There is evidence that the LO is a complete, standalone unit. The LO:	Yes	No	Comments
1. is focused on learning and the learner(s); it is instructional.			
2. is aimed at clearly stated learning objectives.			
3. targets learners at stated levels of age/grade, content knowledge and process skills.			
4. requires interaction on the part of the learner.			
5. has content validity, having been created by qualified content experts.			
6. has instructional validity, meeting standards for good instructional design.			
7. is interoperable / sharable, meeting international ICT and technical standards.			
8. is reusable in different learning contexts.			
9. can be repurposed and used in a variety of learning environments.			
10. contains all information and resources needed by learners to complete the unit.			
11. has both a teaching component and a learning assessment component.			
12. is very efficient; one can learn a lot in a short period of time.			

Step Two: Is it a quality learning object? What is the evidence?

Underlying Premises:

1. Some quality standards are critical, some are not.
2. Some are more important than others.
3. Not all criteria will apply in all cases; some may be rated “not applicable.”
4. Most important are learning outcomes. In the LO system, the order of priority is (1) learning outcomes, (2) teaching and learning processes, (3) teaching inputs and (4) feedback mechanisms.
5. There may be degrees of compliance, along a rating scale from excellence to absence.
6. Some quality indicators are highly or moderately subjective; others are very objective. Different parties may need to rate different aspects of an LO.
7. Some evidence of compliance with quality criteria is positive, and some may be negative, i.e., the absence of the requirement.
8. The purpose of Quality Assessment is for improvement of LO rather than judgement of the LO.

Rating System:

1. Use the following rating scale:
 - 4 = complete / excellent
 - 3 = almost complete / acceptable
 - 2 = adequate but needs improvement
 - 1 = inadequate
 - 0 = completely missing
2. Rate each numbered category on the basis of EVIDENCE, i.e., actual examples and references that can be attached to the rating sheet. The pivotal questions are:
 - How would a learner or consumer know that....?
 - **Based on that evidence**, what rating should be assigned to this category?

1. Quality Standards for Learning Outcomes

1.1.	The learner acquires content knowledge, with associated skills , that is:		Sample evidence Teacher rating
1.1.1.	consistent with established curriculum standards, learning objectives and/or completion requirements for the age, context, content and skill levels of the intended learner		<i>clear statement of position in or relationship to a provincial curriculum in the context of age/grade and content area(s); hyperlink to course outlines</i>
1.1.2.	relevant to academic, citizenship and/or life-work preparation within the mandate of the teaching environment		<i>clear statement of learning outcomes and their relevance to the learner</i>
1.1.3.	in addition to what s/he already knows, i.e., an increase and/or improvement in skills and knowledge		<i>pre-test and post-test</i>
1.2.	The learner acquires, if necessary, the skills required for:		
1.2.1.	successfully navigating and completing the LO		<i>explicit directions for navigation</i>
1.2.2.	learning in a manner consistent with a stated pedagogical philosophy		<i>stated reason for the underlying teaching approach</i>
1.2.3.	linking new knowledge with existing knowledge and future contexts		<i>element of reflection</i>
1.2.4.	demonstrating achievement of the learning objectives		<i>directions for completing assessment tasks</i>

Comments:

2. Quality Standards for Learning Processes And Practices:

Given the age, skill, and knowledge level of the learner, s/he is successfully engaged:

2.1. by appearance and functionality that is:	Sample evidence Teacher rating
2.1.1. appealing	<i>use of color; age-appropriate characters</i>
2.1.2. easily navigated	<i>directional buttons, scrolling options</i>
2.1.3. reliable	<i>reports from users</i>
2.1.4. well-organized	<i>clear logic model</i>
2.1.5. inclusive (able to accommodate diversity of learners, learning needs, learning context and modes of learning)	<i>text that is readable, sound where appropriate</i>
2.1.6. complemented by multimedia, rather than distracted by them	<i>links between the media chosen and the content area</i>
2.1.7. inclusive of “live” links to relevant and previewed sites subject to copyright law and learner security	<i>copyright acknowledgement</i>
2.1.8. secure to ensure the integrity and validity of information shared in the learning activities	<i>firewalls, security protocols</i>
2.1.9. free from errors	<i>absence of errors</i>
2.2. with content that is:	
2.2.1. directly related to and appropriate to stated learning outcomes	<i>stated links between stated learning outcomes and content</i>
2.2.2. credible, with sources identified	<i>identification of sources who have content credibility</i>
2.2.3. free of cultural, racial, class, age and gender bias	<i>absence of glaring issues</i>
2.2.4. updated consistently and routinely (if applicable)	
2.2.5. culturally sensitive	<i>absence of obvious problems</i>
2.2.6. conscious of safe practices and safety protocols	<i>absence of unsafe practices; missing steps in safety processes</i>
2.2.7. copyright authorized	<i>copyright statement</i>

2.3.	through teaching processes that include:	
2.3.1.	assessment of prior learning and building on prior knowledge and skills	<i>pre-test</i>
2.3.2.	language appropriate to the target audience	<i>absence of readability and usability problems</i>
2.3.3.	active learning and the active creation of knowledge	<i>interactive segments</i>
2.3.4.	motivating features and individualization	<i>some student control, student goal setting, self-assessment</i>
2.3.5.	prompt, constructive feedback and a sense of achievement	<i>communication options</i>
2.3.6.	reasonable timeframes and achievable expectations (if applicable)	<i>absence of pressure to complete</i>
2.3.7.	a degree of control over time, place and pace of instruction	<i>student control over navigation</i>
2.3.8.	access to immediate and appropriate skill or content assistance	<i>links to teacher and/or other materials; glossary; pop-up explanations</i>
2.3.9.	an opportunity to communicate and collaborate (if applicable)	<i>mechanisms to engage with other learners, content area experts</i>
2.4.	through assessment of learning that is:	
2.4.1.	authentic	<i>accurate representation of the contexts encountered in the field of study or in real-life tests faced by learners</i>
2.4.2.	valid	<i>against stated learning outcomes; post-test linked to learning objectives</i>
2.4.3.	frequent and timely	<i>intermittent quizzes, progress based on demonstration of competence</i>
2.4.4.	for a purpose known to the learner	<i>stated reasons</i>
2.4.5.	in forms appropriate to the subject area	<i>written assignments for writing skills; virtual artifact for creativity</i>
2.4.6.	competency-based	<i>demonstration</i>
2.4.7.	reliable	<i>comparable regardless of learning environment (non-mediated)</i>

Comments:

3. Quality Standards for Teaching Resources

3.1. Clearly stated information for the intended users includes:		Sample evidence Teacher Rating
3.1.1. a description of intended learner age, knowledge and skill levels		
3.1.2. stated learning objectives and competence expectations		
3.1.3. very clear instructions		
3.1.4. assessment and completion requirements		
3.1.5. information about the creators		
3.1.6. access to additional learning resources (if applicable)		
3.1.7. information about the past use of the LO		
3.1.8. a framework for knowledge scaffolding		
3.1.9. a method of demonstrating achievement (portfolio development)		
3.1.10. supplemental parent notes		
3.2. The intended learning outcomes are:		
3.2.1. relevant, i.e., useful and appropriate for the intended learners		<i>reports by teachers</i>
3.2.2. observable / demonstrable		<i>reports by teachers</i>
3.2.3. measurable		<i>reports by teachers</i>
3.2.4. achievable and realistic		<i>reports by teachers</i>
3.2.5. appropriate to the rigor and breadth of the learning objective		<i>reports by teachers</i>
3.2.6. consistent with the mandate of the provider		<i>reports by teachers</i>
3.3. The content is:		
3.3.1. prepared by qualified content experts (author identified) working with qualified design experts (identified)		
3.3.2. readily available		
3.3.3. adaptable to learner needs and abilities (customizable)		
3.3.4. reusable and able to be repurposed		
3.3.5. complete, including both instruction and assessment of learning		
3.3.6. compliant with current technology and ICT standards		

3.4.	Learning technologies are appropriate to:	
3.4.1.	the field of study or subject matter content and skills	<i>ratings by teachers</i>
3.4.2.	the relevant characteristics and circumstances of the learner	<i>ratings by teachers</i>
3.4.3.	cost and benefit for the learner	<i>ratings by teachers</i>
3.4.4.	provide multiple representations of content	<i>ratings by teachers</i>
3.4.5.	enable concept mapping within the learning environment	<i>ratings by teachers</i>
3.4.6.	make available real-world situations and simulations	<i>ratings by teachers</i>
3.4.7.	provide assistance, guidance and communications to the learner	<i>ratings by teachers</i>
3.4.8.	increase proficiency at accessing, evaluating and communicating information	<i>ratings by teachers</i>
3.4.9.	improve learner abilities to solve complex problems	<i>ratings by teachers</i>
3.4.10.	nurture artistic expression (if applicable)	<i>ratings by teachers</i>
3.4.11.	accommodate and promote individualization	<i>ratings by teachers</i>
3.4.12.	meet standards for learners with disabilities	<i>signature by developers</i>

Comments:

4. Standards for Quality Assurance and Improvement

4.1.	The LO is created/owned by an identified body that warrants:		Sample evidence
4.1.1.	compliance with design requirements		<i>developer signature</i>
4.1.2.	compliance with delivery standards		<i>developer signature</i>
4.1.3.	compliance with content validity standards		<i>developer signature</i>
4.2.	The LO is owned/managed by an identified body which maintains:		
4.2.1.	relevance within changing learning environments		<i>stated policies by owner</i>
4.2.2.	cost-effectiveness and accessibility		<i>stated policies by owner</i>
4.2.3.	usage records and user feedback		<i>stated policies by owner</i>
4.2.4.	research and continuous improvement		<i>stated policies by owner</i>
4.2.5.	long-term accessibility and LO stability		<i>stated policies by owner</i>
4.3.	The LO is used by identified person(s) who are able to report:		
4.3.1.	learning achievement and outcomes		<i>reports by teachers</i>
4.3.2.	learner satisfaction		<i>reports by teachers</i>
4.3.3.	evidence of effectiveness vis-à-vis learning outcome		<i>reports by teachers</i>

Comments: