



# Essential Factors to Reach High Quality e-Learning Materials

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## QUALITY?

Usually referred to two main aspects:

- **quality of knowledge**  
should be transferred to the consumers, i.e. students at various education levels  
should cover all relevant topics of particular course
- **quality of experience and technological background**  
knowledge is transformed into the education praxis

Users point of view - the issue of providers and consumers.



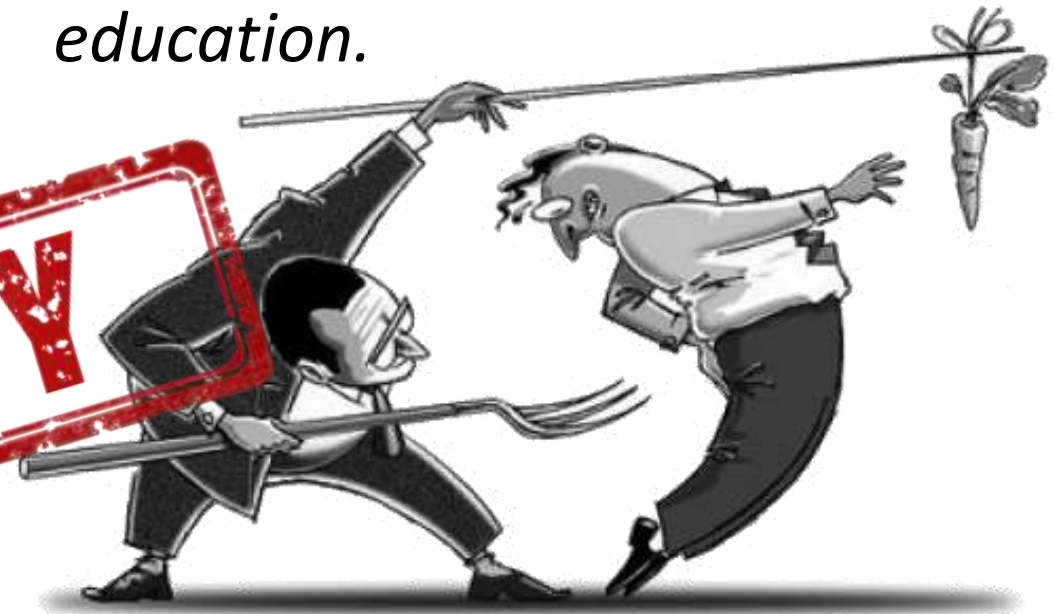
# How to specify quality?

*The quality cannot be expressed by simple definition or by the set of some rules and criteria.*

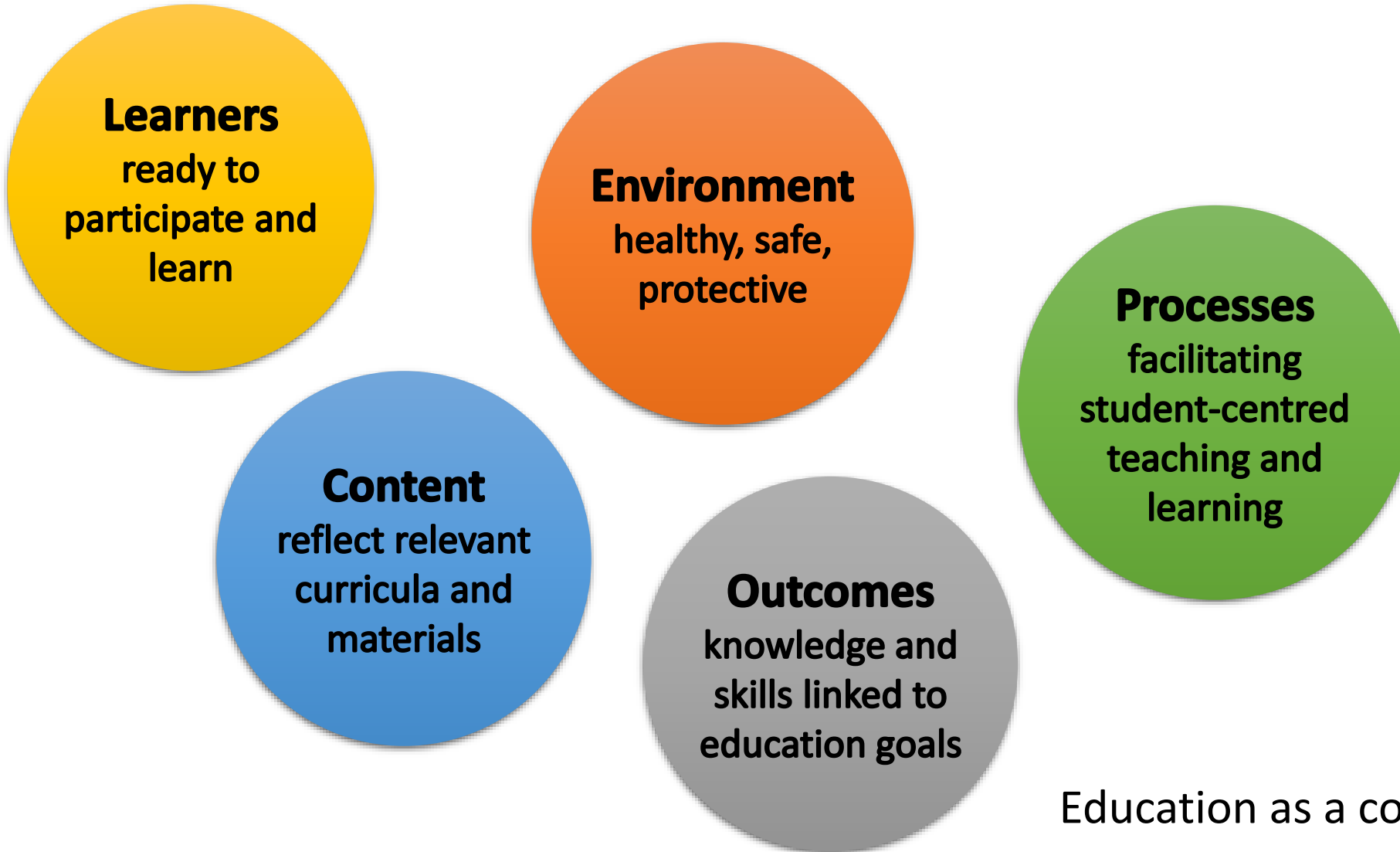
## Evaluation

however

*It is required to evaluate and to compare qualitative and standardized elements in education.*



# Quality in education context



Education as a complex system



# E-learning Quality Standards

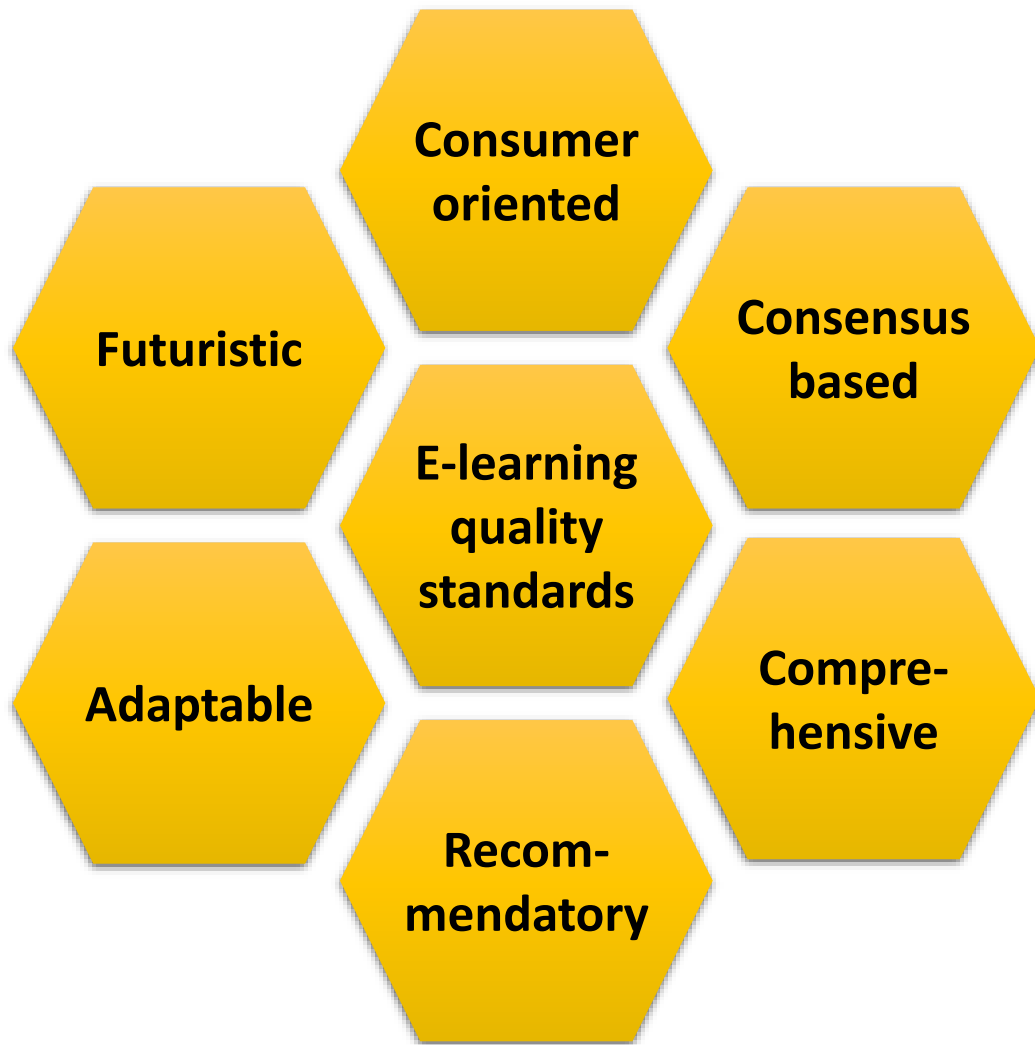
- development is a challenging process
- a lot of activities all around the world



However, in general, the e-learning Quality standards:

- should be based on the **needs of learners**
- have to reflect **best practices** in student-centred learning
- could be **easily implemented** into the education process

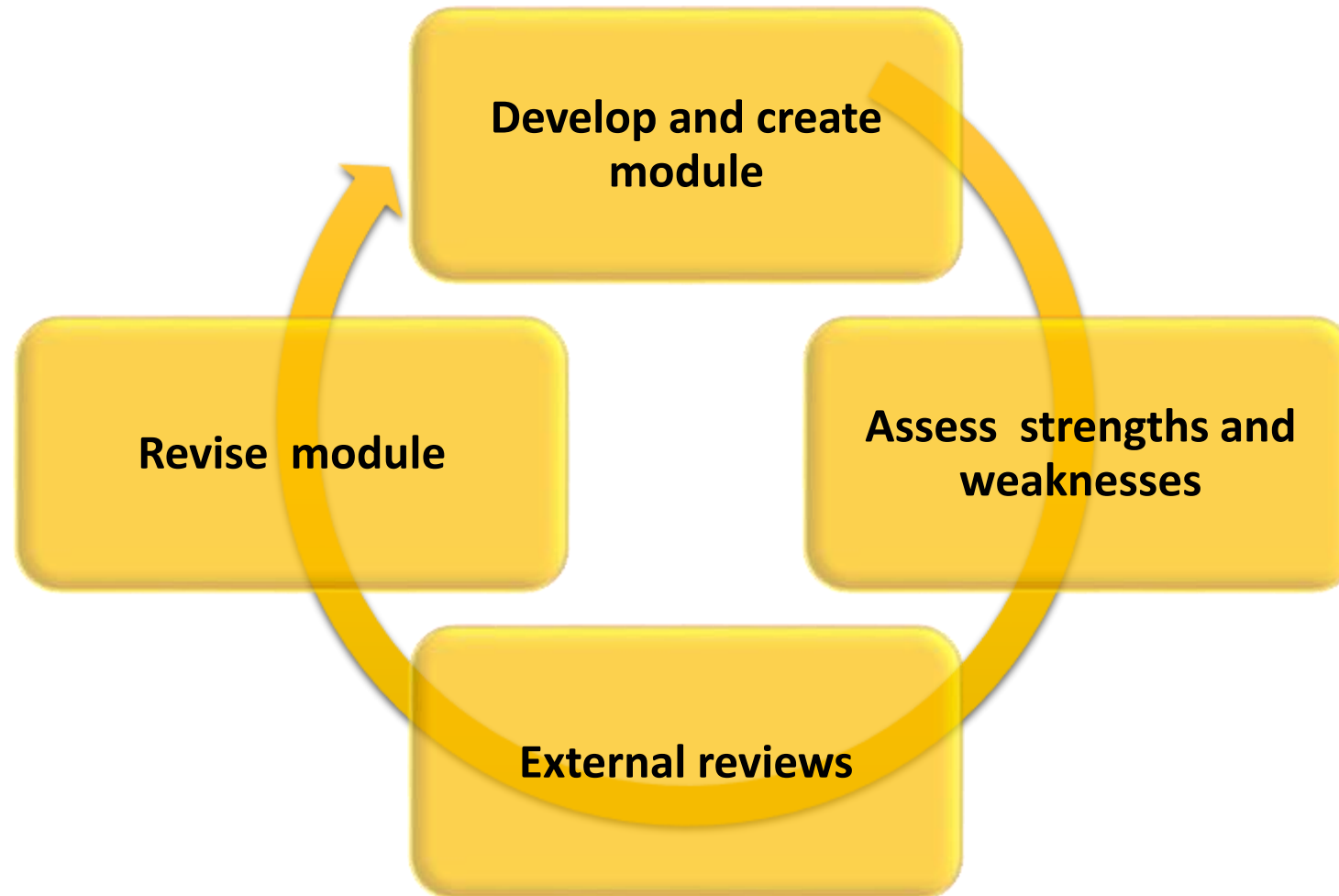
# E-learning Quality Standards



- standards for all elements of the learning system (inputs and resources, processes and practices, and outputs and outcomes)
- quality standards for education that is delivered transnationally
- principles for good practice in undergraduate education and/or higher education
- requirements for promoting lifelong learning etc.

# Quality Criteria

- essential features of high quality learning materials







## Content :: Text & Style :: Multimedia :: Design :: Translations

- summarize **learning objectives** and **learning outcomes** at the beginning of your chapters/sections
- specify the **most important information** and facts and explain them in a clear way
- **summarize** them also at the end of the chapter/section
- avoid writing and describing of **not relevant** or not necessary information
- depending on the knowledge level of target group, present information from known to unknown, **from easy to difficult** to understand, etc.
- **test** the materials before final version is published
- technically interoperable and platform independent
- ...

Content :: **Text & Style** :: Multimedia :: Design :: Translations

- all the texts have to be as **readable** as possible
- use larger **font size** for headers
- allow users to **change** fonts size (in advanced systems also colour schemes)
- **Serif fonts** are usually easier to read than **Sans-Serif fonts**
- minimize usage of *italics* or underlining
- avoid usage of **ALL CAPS LETTERS**
- **dark letters** on a **light background** are better for reading
- use the **same styles** across whole material
- ...

## Content :: Text & Style :: **Multimedia** :: Design :: Translations

- choose the most convenient **type** of audio-visual information (depending on output – printed or electronic)
- **photographs** are better for real life scenes
- use **illustrations or drawings** to explain relationships, key features, main ideas etc.
- describe visual information by **labels**, use alternative captions
- adopt multimedia to the **target group**, to ensure they will be able to follow and to understand it
- sequence of scenes/images should be **numbered**
- increase the size of small objects/parts to **show details**
- ensure high **resolution, contrast** and **true colours**
- ...

Content :: Text & Style :: Multimedia :: **Design** :: Translations

- design **attractive** title page/cover
- create **clear menu** available in all core sections, including search options
- present information in **logical order**
- **subdivide** information and separate it by headings and subheadings
- use more **space before headings** than after headings and leave **white space** on pages and around margins
- structure your texts using **bullets or numbering** instead of writing information in one paragraph
- it is not recommended to use **justified margins**, especially on the web materials
- ensure the **links** to other parts of the material or resources are visually identifiable
- ...

## Content :: Text & Style :: Multimedia :: Design :: **Translations**

- use **language** of your target group of learners
- other languages are sometimes necessary (e.g. English) - **intuitive** changeable language versions
- carefully select your **translator** to ensure correct interpretation of education materials
- **test** draft materials with your target learners
- ...



# Takeaways

The strong emphasis should be put in the **context** and **situations** where and how the learning materials are planned to be used.

Small **details** are often very important as they formulate the border line between **good** and **bad** digital learning resources.





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**Thanks for your attention**