Checklist for high-quality online implementations at TAMK

Name of the implementation: _____

M = met, **P** = partially met, **N** = not met (write explanation into Observations)

Accessibility and usability	M/P/N	Observations
Implementation follows mutually agreed clear logic, e.g. TAMK template.		
Basic information (implementation plan, schedules, teacher's contact information, support services) is easy to find.		
Learning process and course progress are described in the learning environment.		
Preparations have been made to consider the different needs of students.		
Learning materials take into account accessibility requirements.		
Contents are visually accessible (fonts, colour contrasts, alt texts).		
Materials can be used on different devices, aids, and connections.		
Content titles are clear.		
Links work: materials open and media files load well. The names of the links indicate where they lead to (Intra: Accessible links on websites).		
When choosing the apps, TUNI ICT service's instructions are followed (see Software catalogue).		
Use of the applications and tools required for studying is justified and instructed.		
Data handling follows good information security and data protection.		

Learning goals, learning process and pedagogical choices	M/P/N	Observations
Learning goals and prior requisites are described as clear competences in Peppi.		
Teaching and study methods are described in the implementation plan.		
Implementation plan includes information about the required devices and applications.		
Link to the implementation plan is available in the learning environment.		
Pedagogical choices support reaching the learning goals.		
Contents support reaching the learning goals.		
Teaching, guidance, and evaluation methods support reaching the learning goals.		
Practices support learner ownership, inclusion, and taking responsibility of their own learning.		
Practices support the development and obtaining of general skills.		
Completion progress block is used to visualize a student's progress.		

Materials and tasks support learning	M/P/N	Observations
Materials are up-to-date and based on reliable sources.		
Rights for the materials have been ensured. Source references and copyright information are clearly marked (see Report guide).		
Any material created by the teacher themselves has its licences clearly marked (see CC licences).		
AI-generated content is appropriately labeled.		
Materials and tasks use sound, image, text, and interactive contents when appropriate.		
Learning material is interactive and offers guiding feedback to the student.		
Contents support combining existing knowledge with new information.		
Tasks are connected to learning goals and support reaching them.		
Tasks and their submission methods are clear.		
Task descriptions are easy to understand, and they guide the learners' progress.		
The goal, methods of work, estimated use of time, evaluation criteria, and schedule are easy to find in the learning environment.		
The use of artificial intelligence has been instructed in connection with each task with AI traffic lights (Guidelines for using AI in teaching).		

Communality, guidance, and feedback	M/P/N	Observations
Learners' grouping is supported, and the learning community is made visible online.		
The learners' possibility for interaction, communal work, learning from peers, and sharing experiences is supported.		
Goals and demands for communal work are explained clearly.		
Learners get feedback and guidance during the learning process both from the teacher and the other learners.		
Learners can give feedback and ask questions during the learning implementation.		
Learner feedback is used to develop the implementation, and the development is made transparent.		

Evaluation of learning	M/P/N	Observations
The evaluation focuses on the achievement of the learning goals.		
Evaluation is competence based and uses diverse methods.		
Evaluation, what is being evaluated, and the evaluation criteria are clearly explained in the implementation plan.		
Implementation contains both peer and self-evaluation and offers guidance and instructions to both.		
The possible use of artificial intelligence in the assessment is responsible and transparent.		
Evaluations are recorded in Peppi according to the schedule defined in the Degree Regulations.		