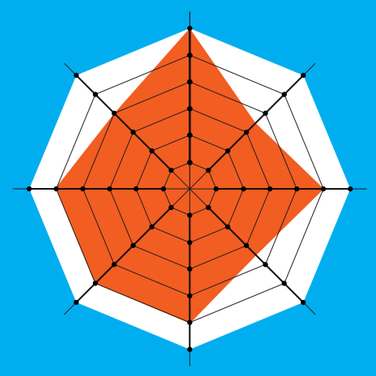
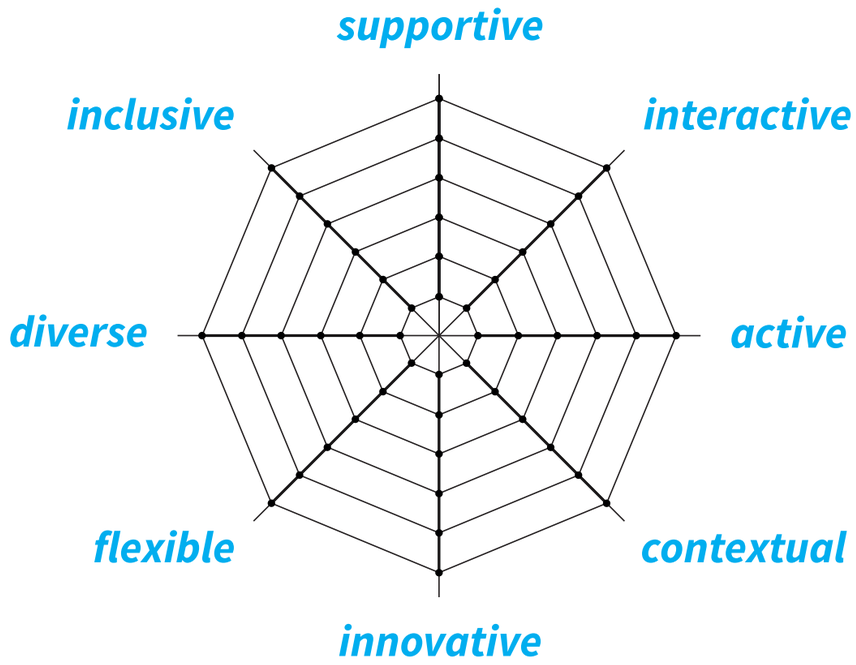
The Online Learning Experience radar graph

The Online Learning Experience (OLE) radar graph is a tool to promote reflection and critical thinking, offering the opportunity to improve an online course. The exercise should be done by teachers and support staff before the course starts, in order to anticipate opportunities for improvement and at the same time establish expectations. Feedback from all players involved in the teaching & learning process should be collected after the course runs to compare and draw reflective conclusions.

When using the tool, it should be understood that different types of courses origin different types of patterns revealed in the graph. Although some courses may have strong similarities, especially when they are part of a same program, each course takes into account the learners needs in order to develop the most effective teaching and learning experience for that situation.

In conclusion, and as mentioned previously, the purpose of the OLE radar graph is to rise reflection and critical thinking regarding online courses, not to judge. We hope that this exercise will lead to the development of better online courses offered by TU Delft.





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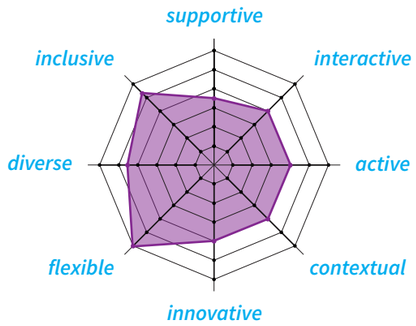
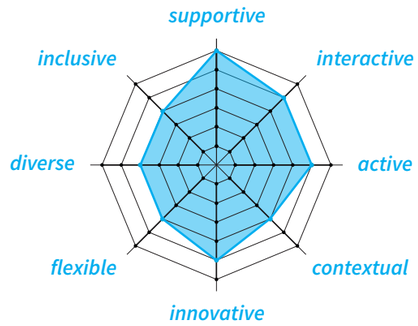
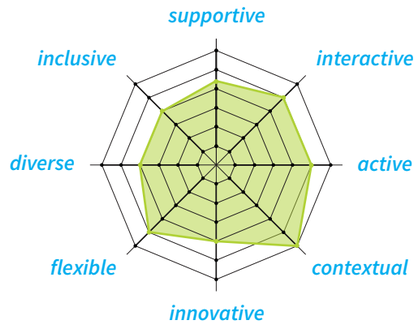


MOOC



Online Course



Professional Education

Some examples

In these examples you see that different courses can origin different radar graphs. While an online course should be highly supportive with learner-teacher interactions, it's not expected that a MOOC reaches this level considering the massive number of participants. In the Professional Education course example you see that contextual is the highest ranked principle, considering that learners expect to work on real world cases and apply what they learn directly into their practice.

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You can find our online courses at https://online-learning.tudelft.nl

TU Delft

online learning experience

flexible
in time, space & content

Course schedule considers learner's needs in terms of workload and deadlines. All important dates are communicated in the first week of the course or even before its start.

Course is based on asynchronous communication, with synchronous moments (when existent) clearly announced in the beginning of the course, taking in account learner's needs.

Learners can explore the course content in a non-linear way and complete the required tasks, managing their time individually according to the course schedule. Learning units have a minimum length of 1 week.

Learners can choose their learning path relevant to their learning needs. This involves being able to choose educational resources, learning methods and subjects to study, offering opportunities for personalization while reaching the learning outcomes.

diverse
activities, resources & assessment

Learners carry out different types of learning activities throughout the course, both individual and collaborative.

Learners are assessed using a variety of forms of assessment, both formative and summative, aligned with the learning objectives and activities.

Course provides a diversity of high quality educational resources (video, audio, text, hypertext, images, graphics) throughout the course to enhance learners' knowledge.

inclusive
accessible, cultural & gender

Course provides educational resources in alternative formats to match different learner's needs.

Learners can access the course and operate effectively using the most common devices and download educational resources for offline learning or reuse.

Learners can easily navigate in the course. Course is well structured, has a consistent user interface with common styles, formats and layouts.

Course content is presented using a gender inclusive and multicultural approach.

supportive
guidance & feedback

Course team is approachable, welcoming, responsive and conscious of their diverse learners' needs, creating a positive atmosphere to learn. Course team monitors progress on a regular basis and contacts learners to support and motivate.

Course team facilitates, monitors and encourages participation, active discussion and peer learning contributing to the development of a learning community.

Learners are provided with timely expert advice on questions and individual feedback on assignments within a stated response time, helping them advance their competence.

Learners receive timely regular and relevant updates from the course team (e.g. announcements, reminders, Q&As).

interactive
student - student/teacher/content

Learning activities ensure learner-learner, learner-course team and/or learner-content interactions to promote active engagement.

Independent educational resources provide learners with automatic feedback through self-assessment activities (e.g. quizzes, tests), enabling learners to expand and test their knowledge and understanding.

Learners are encouraged to share experiences, discuss, support, challenge and learn from each other, leading to the development of a learning community that builds effective and relevant knowledge.

Online social networking opportunities are provided in order to build and support a learning community (e.g. social forum, social networking sites).

active
learning by doing

Activities are engaging, interesting and relevant, promoting learning by doing. Learners are required to actively contribute in the learning activities.

Learners are provided with clear instructions that explain the learning activities in detail (learning objectives, tasks, timeframe, expected outputs and assessment).

The amount of time spent on activities is greater than the time spent passively reading/watching.

Learning activities drive the usage of resources in order to develop competences rather than delivering new information to the learner.

contextual
real world situations & problems

Learning objectives help learners transfer knowledge into practice, including the application of technical and scientific knowledge within their own context.

Learners are challenged with problem solving activities based on real life (authentic) examples and case studies, whether provided by the staff or shared by the learners as part of an activity or discussion.

Real world examples (including from different national contexts) and best-practices are presented in the educational resources to make it more relevant for learners.

innovative
new tools, strategies & insights

Learners experience an innovative learning method or technology (e.g. virtual lab, simulator) that contributes to the learning outcomes and has a positive impact on the course (e.g. pass rates, satisfaction, motivation).

Learners have access to the newest insights in research provided by top academic teachers, opening up their possibilities to develop ideas, establish new synergies and connections.

Criteria should be rated on a scale from 0 (not at all/inexistent) to 5 (exemplary/excellent). The results (%) are plotted on a radar graph to get a visual insight of the course.

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