



## **A Proposal on E-learning Quality Assessment in Higher Education Initiative of Andalusian Virtual Campus**

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### **Abstract**

The present situation of Information Communication and Technologies (ICT) in all areas of society makes them very valuable tools if used properly. In particular, at Universities, and within the new methodological and educational changes proposed on the European Space for Higher Education, there exists a great interest in improving and adapting the traditional learning model introducing new training initiatives in the form of e-learning. However, it is necessary to establish mechanisms to ensure control and improve the quality of these new initiatives. This paper presents the experience carried out jointly by ten Spanish public Universities in the assessment and improvement of their joint e-learning academic offer through the Andalusian Virtual Campus (Campus-Andaluz-Virtual, CAV) initiative. We describe a model of procedure to quality assessment of e-learning activities and explain the details of the used method.

We present some interesting data and conclusions from obtained results. For instance, the mere fact of establishing measurable goals that define the quality of the e-learning can guide professors and support teams on improving their subjects from the beginning. We have also seen the importance of carrying out joint collaborative actions among institutions of higher education with common interests and objectives. The use of a peer review process in quality assessment at the institutional level can get interesting results from the joint experience, which is already being used successfully in other initiatives to evaluate the quality of e-learning. Furthermore, it is important that all stakeholders work together at different levels to ensure the success of the final result. For this reason, a very important aspect is the definition of common objectives and adequate training of stakeholders. We have also noted the importance of an integral process of assessment and improvement throughout the whole e-learning action, which, in our case, has been structured into three phases: preliminary, process and final assessments.