



ELIXIR e-learning curation guideline

Document information

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Curation and Annotation Process Guideline for e-learning material

Conditions under which the course material will get the e-learning label (field resource type equals to 'e-learning') in TeSS:

If course material contains interactive activities and interactive self-assessment, we consider that such resources could be labelled as e-learning in TeSS (via the resource type). You can study the material at your own pace in an asynchronous fashion.

This means that course materials, which contain video and very well documented learning materials with examples but do not contain interactive activities and self-assessment are not considered e-learning materials in TeSS.

We base our additional curation and annotation process on the work of the activities from the certification procedure. Reference: see [Certification Questions v1.0.1](#)



Process Steps:

1. Start a regular QC meeting by a selected group of curators

This group executes QC on the newly added entries based on the monthly created report (see below) and indicates which entries need to be potentially corrected following the criteria below.

Check whether a minimal description of the e-learning resource according to the “Bioschemas” profile is present in TeSS (link to the BioSchemas [list](#)).
If certain properties are not available, check on the website of the material.

This should include:

Compulsory fields

- A title of the training material is added.
- An URL of the material's location is provided.
- A description of the course is provided.
A short description of the course content is a high-level overview of the topics or modules covered in the course. This gives learners a sense of what they will be learning and helps them determine if it aligns with their goals.

Optional fields

- The level of the learners' knowledge is specified?
Check if the appropriate level of knowledge required for learners to engage with the resource is present.
This should be one or more of the below options: Beginner, Intermediate, Advanced
- The target audience is specified.
Define the specific audience or group of learners for whom the resource is intended.
- Prerequisites are formulated.
Check if any prior knowledge or skills required for effective engagement with the resource is mentioned.
These include both technical (such as required software/hardware and respective skills) and training-related (such as prior experience and knowledge)
Ideally, all knowledge- and skill-related prerequisites should be defined using actionable verbs (i.e. Bloom's).
- Learning outcomes are formulated.
Check if clearly articulated intended learning outcomes are specified that learners should achieve after engaging with the resource.
Ideally, all knowledge- and skill-related prerequisites should be defined using

actionable verbs (i.e. Bloom's).

- The time investment is indicated.
It is recommended to test the resource with a naive user to estimate the time required for completion.
- Are instructions given how to access the e-learning course?
Provide clear and concise instructions for learners on how to effectively engage with the resource.
- Is a link to a survey included?
Determine whether a survey is included in the resource to gather feedback from learners.
- Check whether an overview of quizzes (self-assessment) or other interactive elements/activities are used in the e-learning course.
If it is the case, which ones?
As an example, a list of these activities is provided: quizzes, interactive 'videos'
Identify if quizzes or other interactive elements are present in the resource.

2. Create a report for the respective material

The report should contain the results of the checklist walk-through and it should also contain a small explanation of what the feedback on the annotation of the curation is. We aim to make the report publicly available.

3. Approach provider to change e-learning resource type if material should be re-labeled

We will engage with respective providers of the material to explain rules and reasons for the recommendation to change the resource type, requesting modifications such as labelling resources as tutorials or materials instead of e-learning. We recommend correcting the resource type at the source, so either manually or in the resource which is automatically scrapped by the Bioschemas scraper.

4. Authorisation for changing resource types in TeSS

After discussing certain TeSS entries, which need to be relabelled during the TeSS club meeting, authorisation is given to the TeSS admins to change the resource types in TeSS.

Recommendation to facilitate the process

The following items are suggestions to improve the current guideline during the next ELIXIR programme.

Implement automated quality checks in TeSS

1. **Automated checks on missing values before 'registration':**
Implement automated checks to identify any missing values when submitting new resources and encourage providers to fill in the missing values.
2. **Monthly reporting on entries in e-learning material section:** Regularly review and report on entries in the e-learning material to ensure quality and relevance. These monthly reports are made available to the group of curators.

Such reports can be created now via Subscription to new material.

Other recommendation for e-learning material creation

- We should develop training material on how to 'e-learnify' material
 - Guidelines or handbook to create e-learning material
 - Have Train-the-Trainer course to create e-learning material
- Which of the following FAIR Training "principles"/aspects are addressed by the training material? (a checklist based on a subset of the [10SR FAIR Training](#) and/or the [FAIR Training Handbook](#))
- Discuss how the competencies from the competency hub could be used. Identify the competencies that learners will develop or enhance through their engagement with the resource. We recommend using the ISCB [competency framework](#).
- Certification of e-learning material including a simple checklist for e-learning material