

Building and Using a Grid for Evaluating Digital Educational Resources in Distance Learning, or How to Evaluate 1,500 Resources in 365 days

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ABSTRACT

With distance learning growing fast, sharing digital educational resources (DER) has become essential. The *Pôle d'expertise interordres en formation à distance* (The higher education hub of expertise in distance learning), an entity of Campus numérique Québec funded by the *Ministère de l'Enseignement supérieur* (Ministry of Higher Education), has identified 1,500 DERs available in its network with the aim of assessing their quality and grouping the most relevant ones into a public database of digital educational resources on distance learning in higher education. To this end, an evaluation grid was developed and integrated into a collaborative application that optimizes data monitoring, coordination, and management. In just one year, a structured approach involving 20 evaluators made it possible to reach a satisfactory level of reliability, despite challenges related to defining criteria, categorizing



resources and reaching consensus. The results led to the implementation of a DER database on distance learning (mostly open educational resources), the development of a resource adaptation process and an OER self-assessment grid, as well as the launch of a call for new DERs projects. However, significant challenges remain, including ensuring sustainable access to resources to support distance learning in a constantly changing environment.

Keywords: digital educational resources, distance learning, evaluation grid, open educational resources, pooling, process, quality

Introduction

Context

Since the creation of major open universities in the late 1960s and early 1970s¹, distance education (*Formation à distance* – in French) has been characterized by a clear intention to broaden access to education. The term *open and distance learning* (ODL or FOAD in French *Formation ouverte à distance*), combining the concepts of distance education and access to education, began to be used in the 1990s to emphasize the flexibility of learning systems in terms of spatial and temporal organization (Blandin, 1998; Glikman, 2021)².

Although the expression ODL is used less frequently today, it clearly reflects the natural proximity between distance education and the fundamental principles of open education (Allen *et al.*, 2025, 5:40), as well as the dynamic interconnection between these two concepts (Zawacki-Richter *et al.*, 2020, p. 322). At the core of open education are open educational resources (OER) (Allen *et al.*, 2025, 7:35), which constitute a subset of digital educational resources (DER), a concept that is central to this article³.

Since those foundational years, distance education has expanded significantly worldwide, including in Quebec, particularly in higher education and continuing education. Data from the *Conseil supérieur de l'éducation* (2025, p. 15) show that the proportion of enrollments in courses offered through distance education reached a peak of approximately 34% in 2020–2021 before stabilizing around 13% in 2022–2023, a level that remains significantly higher than before 2020.

This growth reflects an increasing demand for flexibility and accessibility among both traditional students and adult learners engaged in continuing education. The COVID-19 pandemic acted as a catalyst, forcing higher education institutions to shift to distance education delivery in 2020. While this transition allowed teaching and learning activities to continue, it also highlighted several challenges, including inequalities in access to digital technologies.

The pedagogical challenges associated with distance education are numerous. The quality of DER, the engagement of teaching staff, and the management of interaction in virtual environments are key factors in ensuring an optimal learning experience in distance education contexts.

¹ For example, consider the Open University in the United Kingdom, established in 1969, and *Télé-université, Université du Québec* (now *Université TÉLUQ*), founded in 1972.

² The *Agende universitaire de la francophonie* (AUF) still uses the term FOAD: <https://formations.auf.org/home/foad/>

³ For a distinction between REL (OER) and REN (OED), see *Campus numérique Québec* (2025) and Potvin & Dubé (2024, pp. 143-144).



To address these challenges, the *Gouvernement du Québec* implemented an investment plan aimed at strengthening the digital infrastructures of educational institutions and training teaching staff in tools and methods adapted to distance education. These measures seek to improve the quality of distance education and to expand access to it. In this regard, certain competency frameworks designed for teaching staff (Centre de pédagogie universitaire, 2025) and for pedagogical advisors (Simard & Basque, 2017) may contribute to achieving this objective.

The Pôle d'expertise interordres en formation à distance⁴

The *Pôle d'expertise interordres en formation à distance*, hereafter referred to as *le Pôle (the Hub)*, is part of Campus numérique Québec, a flagship initiative of the Digital Transformation Plan funded by the *Ministère de l'Enseignement supérieur*.

Promoting collaborative practices, *le Pôle* encourages stakeholders to mobilize their knowledge and expertise in distance education for the benefit of the entire educational network. Its primary objective is to promote the sharing of expertise to foster educational success.

Le Pôle was created to support faculty members, instructors, professionals, and administrators from higher education institutions in the integration and development of distance education. Its mission is to pool resources and experiences, promote best practices, and facilitate the sharing of expertise in distance education.

Through services offered across several areas of activity, *le Pôle* supports knowledge mobilization in distance education, the development and evaluation of DER, technological experimentation, and the development of both pedagogical and organizational competencies.

The digital educational resources (DER) team

Within *le Pôle*, a team is dedicated specifically to DER for distance education. This team includes a project manager and several pedagogical advisors seconded from partner institutions for a few hours per week, all of whom have expertise in distance education pedagogy in higher education.

To complete this project, members from other *Pôle* teams also contributed to the initiative, particularly in the identification and evaluation of DERs.

The team's initial mandate was to adapt and develop DER related to distance education in higher education. During this process, the need to identify and evaluate existing resources became apparent to ensure the quality of the resources made available in a public repository⁵ and to identify development and adaptation needs.

Objectives and research problem

A digital educational resource (DER) refers to any educational content (text, image, video, etc.) distributed in digital format and used for teaching or learning purposes (Gouvernement du Québec, 2025).

⁴ Which means "The higher education hub of expertise in distance learning".

⁵ This DER bank or repository is distinguished from the DER Catalog from Pavillon, another service from Campus numérique Québec.
<https://www.quebec.ca/education/numerique/campus-numerique-quebec>



Based on this definition, an extensive identification process of DER related to distance education and shared by Quebec educational institutions was conducted between January and October 2023. In total, 1,500 DER were identified.

In a context where DER play a central role in supporting the design of distance education learning environments and considering the significant increase in their availability during the COVID-19 pandemic, it became essential to evaluate their quality to recommend the most relevant ones.

Because of their great diversity — both in terms of formats, objectives, and contexts of use — their evaluation requires a methodical and rigorous approach to ensure their educational value. This task becomes even more complex when conducted on a large scale, as was the case in this project, which aimed to analyze 1,500 digital educational resources within a 12-month period.

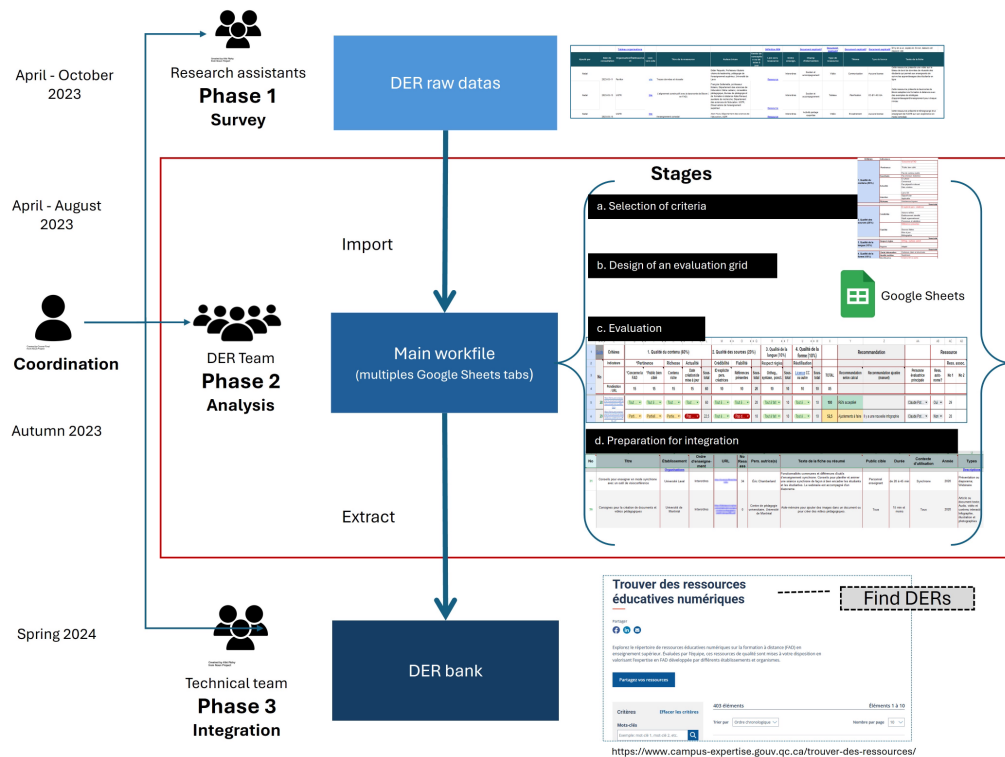
Methodology

The comprehensive evaluation process conducted by the Inter-Professional Center of Expertise in Distance Learning took place from spring 2023 to spring 2024 and consisted of three phases (Figure 1):

1. Identification of available distance learning resources on Quebec websites and directories;
2. Analysis of resources using a criteria-based evaluation grid;
3. Integration of the selected DERs into a publicly accessible repository.

Figure 1

The three phases of the overall DER evaluation process by le Pôle



Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.



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Phase 1: Survey of digital educational resources

The first phase, conducted by several research assistants, involved surveying digital educational resources related to distance learning that are accessible online. To be eligible, a resource had to:

- Be explicitly designed for use in distance education;
- Be accessible to anyone on the web without a password.

Phase 2: Analysis of digital educational resources

The analysis, conducted from April 2023 to spring 2024 by the digital educational resources team, was organized into four stages:

- Selection of criteria;
- Design of an evaluation grid;
- Evaluation;
- Preparation for integration into a DER repository.

SELECTION OF CRITERIA

Our research identified several evaluation tools relevant to digital resources (Anstey and Watson, 2018; BCOER, 2015; eCampus Ontario, n.d., 2000). However, none of them were suitable for the context of distance education in Quebec, as they often referred to criteria that were too general or overly focused on technical or aesthetic aspects. We therefore established our own criteria. The evaluation was structured around five main dimensions:

1. Content quality: relevance, richness, timeliness;
2. Source quality: credibility of authors, reliability of references;
3. Language quality: clarity, adherence to linguistic rules;
4. Presentation quality: self-contained nature of the resource, openness of the licence⁶, related resources;
5. Accessibility and inclusivity: compliance with Diversity, Equity and Inclusion (DEI, – *EDI*⁷ in French) standards (alternative text, contrast, readability, etc.).

Two deal-breaking criteria were considered:

- If the DER does not pertain to distance learning, it is rejected. For example, many DERs dealt with pedagogy but made no reference to distance learning;
- If the DER does not include an open license, then it is downgraded. DERs that allow for adaptation were given priority. Thus, DERs without open licenses were also evaluated, but were penalized by approximately 10%.

⁶ [Creatives commons](#) licenses or others.

⁷ <https://reseau.uquebec.ca/fr/a-propos/equite-diversite-et-inclusion>



DESIGN OF THE EVALUATION GRID

These criteria were incorporated into an online Google Sheets grid (Figure 2). Each criterion includes one or more indicators:

- A precise definition;
- A four-point rating scale (completely, partially, not at all, not applicable);
- A field for qualitative comments.

Tooltips and a detailed evaluation guide were created to standardize judgments. The rubric also incorporated accessibility standards inspired by the Ministère de l'Enseignement supérieur (2021) and Bibliothèque et Archives nationales du Québec (n.d.).

Figure 2

Excerpt from the DER evaluation grid, "Evaluation" tab

Critères		1. Qualité du contenu (60%)				2. Qualité des sources (20%)			3. Qualité de la langue (10%)			4. Qualité de la forme (10%)		Ressource		EDI		Recommandation		
No	Indicateurs	*Pertinence la FAD	*Public bien ciblé	Richesse Contenu riche	Actualité Date création/mise à jour	Sous-total	Crédibilité ID explicite pers. critiques	Fiabilité Références présentes	Sous-total	Respect règles Orthog., syntaxe, ponct.	Sous-total	Réutilisation Licence CC ou autre	Sous-total	Res. autonome?	No 1	No 2	(non comptabilisé)	TOTAL	Recommandation selon calcul	Recommandation ajustée (manuelle)
4	Pondération / URL	15	15	15	15	60	10	10	20	10	10	10	10					85		
5	28	Tout à fait	Tout à fait	Tout à fait	Tout à fait	60	Tout à fait	Tout à fait	20	Tout à fait	10	Tout à fait	10	Oui	29			100	REN accepté	
6	29	Partiellement	Partiellement	Partiellement	Pas du tout	22,5	Tout à fait	Pas du tout	10	Tout à fait	10	Tout à fait	10	Non	28			52,5	Ajustements à faire il y a une nouvelle infographie	
7	30	Tout à fait	Tout à fait	Partiellement	Tout à fait	52,5	Tout à fait	Partiellement	15	Tout à fait	10	Tout à fait	10	Non	78	79		87,5	REN accepté	
8	31	Tout à fait	Tout à fait	Tout à fait	Tout à fait	60	Tout à fait	Tout à fait	20	Tout à fait	10	Tout à fait	10	Oui	34	35		100	REN accepté	
9	34	Choisir	Choisir	Choisir	Choisir	0	Choisir	Choisir	0	Choisir	0	Choisir	0	Non	31			0	REN refusée	REN acceptée - ressource associée

Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.

EVALUATION

Each DER was first reviewed to identify its nature, format, and overall clarity before being evaluated criterion by criterion.

The rubric automatically calculated an initial recommendation:

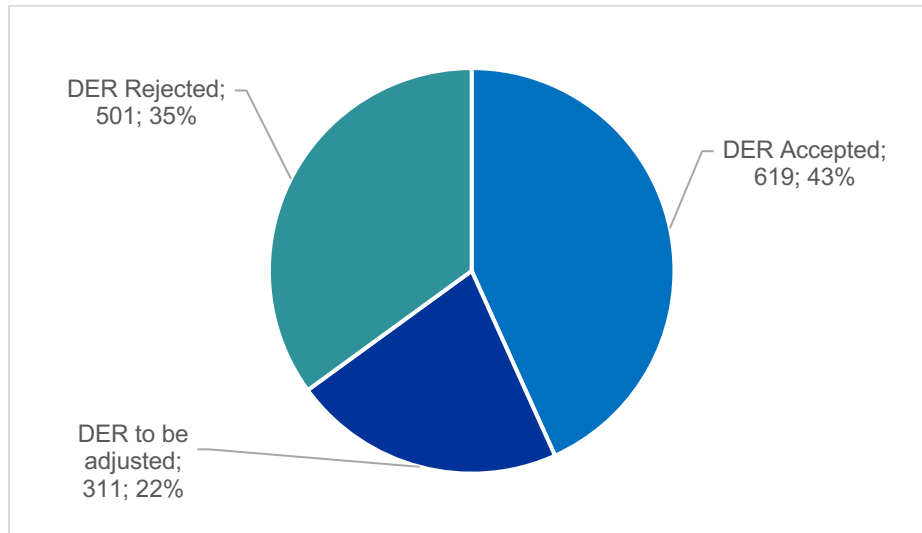
- Accepted ($\geq 70\%$);
- To be adjusted (40–69%);
- Rejected ($<40\%$ or failure of a blocking criterion).

This recommendation could be modified by the evaluator based on their professional judgment. To ensure consistency, a second independent evaluation was conducted when necessary.



Figure 4

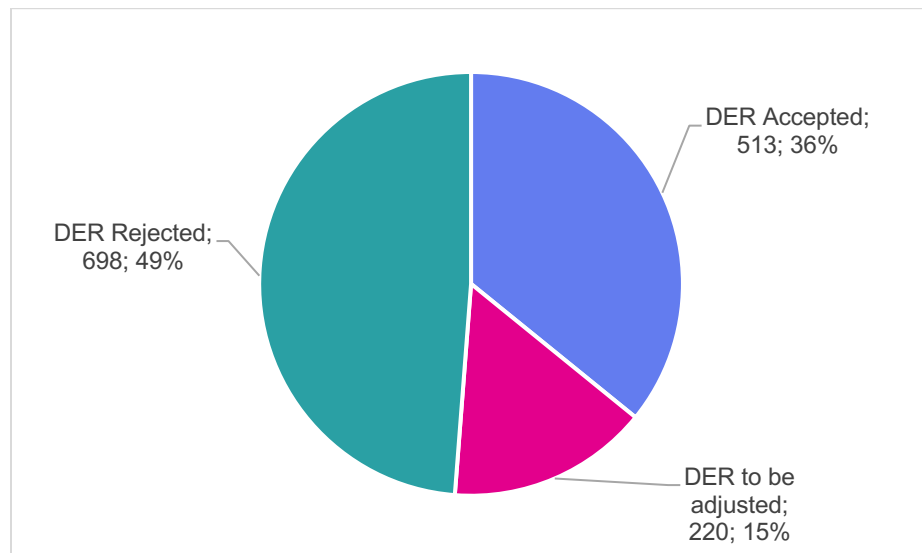
Number of DER accepted, to be adjusted, or rejected after the first round of evaluation



Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.

Figure 5

Number of digital educational resources accepted, to be adjusted, or rejected after the second round of evaluation



Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.

After the first round of evaluation (Figure 4), 43% of the DERs were accepted, while 22% were deemed to require adjustments and 35% were rejected. This initial breakdown shows that a significant proportion of resources already met the established quality criteria, while a considerable number had minor shortcomings that could be corrected.



After the second round of evaluation (Figure 5), 36% of DERs were accepted, 15% were classified as to be adjusted, and 49% were rejected. As expected, this second round narrowed the selection: the proportion of accepted resources decreased and that of rejected ones increased, illustrating the effect of double-checking on the rigor of the screening process and the harmonization of judgments among evaluators. This step confirms the importance of double evaluation in ensuring methodological consistency and the reliability of the recommendations.

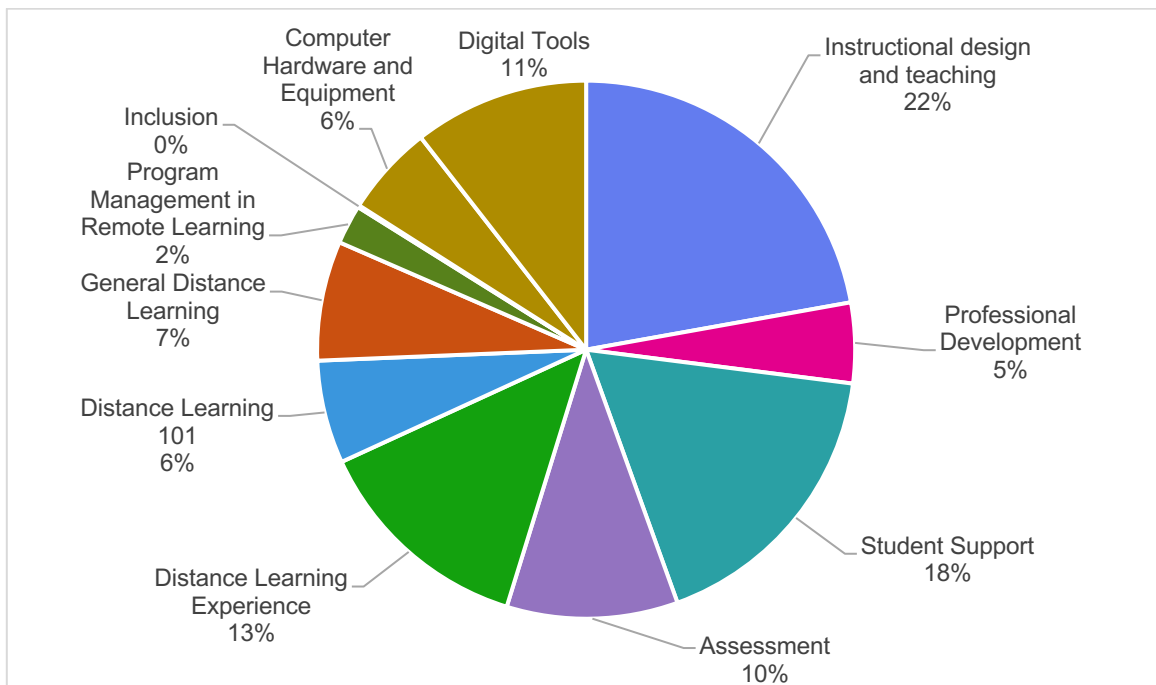
Once the DERs were evaluated, they were identified and categorized using an information sheet to facilitate their integration into the *Pôle*'s website. Here are a few examples:

- Target users
- Duration (podcasts and videos)
- Context of use
- Types
- Areas of intervention
- Topics
- Keywords
- License
- Reference: How to cite this resource?

Figures 6 and 7 show the distribution of DERs integrated into *le Pôle*'s website based on the evaluations conducted, according to the selected themes and types.

Figure 6

Distribution of DERs by theme



Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.

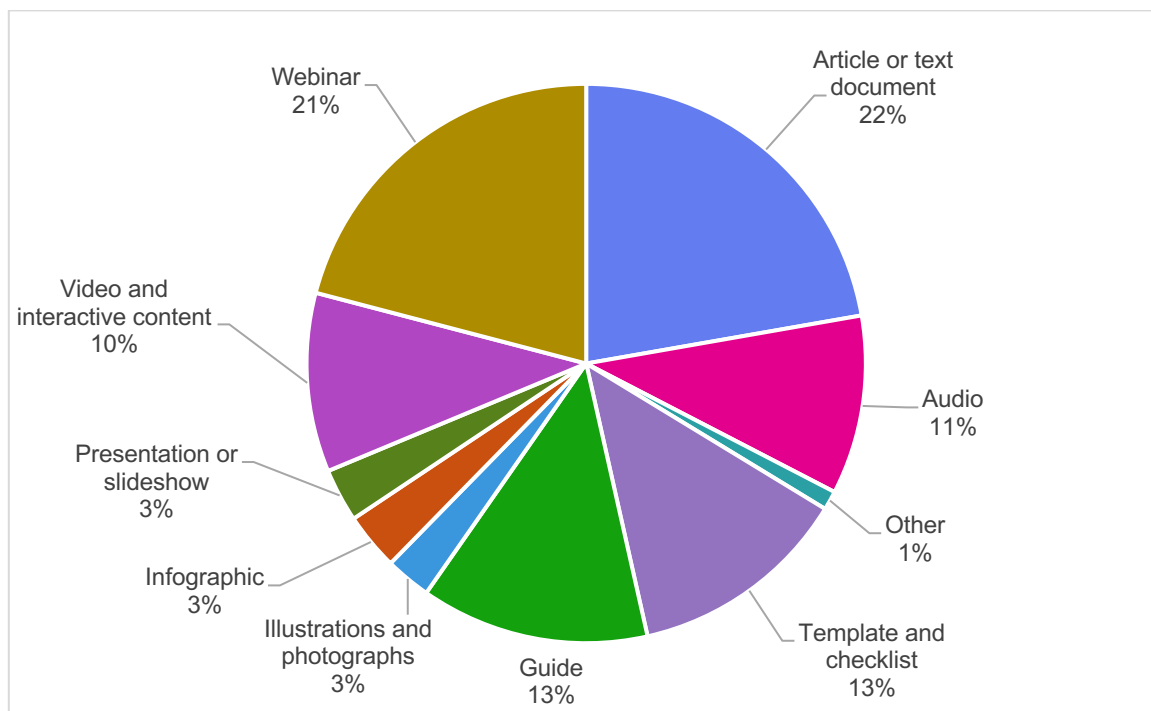


Analysis of the data reveals several trends regarding the characteristics of the evaluated DERs.

The most frequently represented themes (Figure 6) are instructional design and teaching (22%), student support (18%), and the distance learning experience (13%), three areas central to distance education practices. Next are issues related to assessment (10%) and digital tools (11%), reflecting the interests of teachers and education professionals in the context of distance learning. Conversely, certain themes remain significantly underrepresented, notably inclusion (less than 1%) and program management in remote learning (2%), revealing areas where the development of new resources could be particularly relevant.

Figure 7

Distribution of DERs by type



Note. Source: Campus numérique Québec. Licensed under CC BY 4.0.

The most common types of resources (Figure 7) are articles or text documents (22%) and webinars (21%), which are the most accessible and widely used formats in distance learning. Next are guides (13%) and templates and checklists (13%), two formats valued for their practicality and immediate reusability. This distribution shows that the network prioritizes resources that can be quickly accessed to support planning, teaching, and support.

Discussion

The initiative, which involved cataloging and analyzing the digital resources available in Quebec for distance learning before indexing them in the repository, proved to be a rich learning experience for le Pôle in several respects.



A particularly rich inventory

Some observers noted the public sharing of a wealth of resources to support faculty and students during the transition to online learning during the COVID-19 pandemic (Naffi *et al.*, 2020). Nevertheless, the sheer volume of available resources produced by Quebec's higher education institutions (nearly 1,500 listed DERs) surprised *le Pôle's* OER team. Since this effort had never been undertaken before, it is difficult to draw a comparison with the pre-COVID period. The spirit of digital solidarity (Alexandre *et al.*, 2022) within the teaching community has likely never been as strong as it was during this period. Since these resources become outdated quickly and few of them have an open license allowing for updates, it will be important to observe whether their quantity and quality remain consistent in a context where artificial intelligence is increasingly used to create new content.

A proven evaluation grid

Selecting the criteria for developing the evaluation grid was a key step. Although this grid is neither the most comprehensive in terms of the number of criteria nor the most rigorously validated through experimentation, it has proven to be functional and effective. Implemented in a collaborative spreadsheet, it was used by nearly 20 evaluators to analyze approximately 1,500 DERs.

Important criteria, such as accessibility and inclusion, were incorporated. However, their influence on the final selection remained limited: these requirements, still emerging, were rarely met in the identified resources. Strictly applying them would have resulted in selecting only a tiny number of DERs. Nevertheless, we can anticipate that they will play a greater role in the coming years, as they are integrated from the very design phase of the resources. According to Iniesto & Bossu (2023), however, this will only be possible if all stakeholders—institutional administrators, faculty members, and students—contribute to the effort.

The need for a second review

Given the diversity of the reviewers' backgrounds—including their academic training, institutional affiliation (college or university), specializations, and interests—a second review of each DER was deemed essential to ensure consistency, rigor, and reliability.

To enhance the evaluation, feedback from DER users in the form of comments could be considered, since this feature is available on the Campus numérique platform for users with an account.

Furthermore, the evaluation was conducted as a single-blind study. However, the literature (Kmietowicz, 2008; Sun *et al.*, 2022) indicates that a double-blind approach would further reduce biases, particularly those related to the prominence of the creators or organizations.

Assessment coordination

Given the need for this dual evaluation, coordination played a crucial role throughout the process. Although the DER team consists of five educational consultants specializing in distance learning, it was necessary to establish specific mechanisms to ensure a shared understanding of the criteria, effective use of the digital tool, and consistency in decision-making. The creation of a ten-page guide for the evaluation and integration of DERs, including detailed instructions for each step, proved particularly useful. Regular coordination meetings and individual follow-ups also significantly improved the quality of the evaluations.



The coordination challenge intensified halfway through the process, when about fifteen additional instructional consultants were brought in to help speed up the evaluation. Although their contribution was appreciated, their limited availability (a few hours per week) and varying levels of expertise in distance learning required individualized supervision and numerous targeted training sessions.

In addition, assigning a second evaluator to each DER added to the coordination responsibilities. This measure aimed to harmonize judgments despite the diversity of profiles. Coordination also involved ensuring consistency across the three phases of the process: harmonizing the inventory work (Phase 1), adjusting the analysis of the DERs (Phase 2), and preparing their integration into the database (Phase 3), while maintaining constant communication with the teams involved both upstream and downstream of the evaluation process.

DERs, OERs, and a culture of sharing

About two-thirds of the DERs analyzed did not include any user license, which limits their adaptability by other organizations. Without ruling it out entirely, the absence of a free license reduced the value of the DER by 10%. To qualify without a free license, an OER therefore had to score very highly on the other criteria. This demonstrates a significant lack of understanding of the concept of OER within Quebec's higher education network. Few OERs are generic enough to be used as-is in educational institutions. However, in the absence of a free license, Canadian copyright law prohibits adapting a DER without the rights holders' authorization. Requesting this authorization requires specific steps (finding the rights holders, writing to them to explain what one intends to do, etc.) and results in additional delays. These administrative constraints are a deterrent and are likely to hinder the adoption of a DER. This is why *le Pôle's* DER team prioritized OERs in its analysis.

As surprising as it may seem, despite the abundance of resources on distance learning following the COVID-19 pandemic, it cannot be said that there is a genuine culture of collaboration and sharing within the higher education network. In fact, many of these resources were developed in a rush and posted on each institution's own website, without much thought given to the possibility of them being reused or adapted across institutions or educational levels. The habit of uploading one's own DER to platforms designed for that purpose—to promote discoverability and use by others—has yet to take hold.

Relevant but unincluded DERs

Our results show that, following two successive evaluations, 18% of the DERs could be included in the database with some relatively minor adjustments. Most often, these issues involved the absence of a creation date, the lack of identification of the authors or the organization, an ill-defined target audience, or gaps in the references. *Le Pôle* plans to contact the creators—whether individuals or organizations—to invite them to make the necessary corrections.

To address these gaps and enable these resources to be added to the DER repository, a specific adaptation process was therefore created. This process emerged following the evaluation of these relevant but unqualified DERs, whose potential was evident despite certain limitations. Inspired by the evaluators' observations and best practices in distance learning, this process aims to guide the enhancement of resources by facilitating content revision, improving their presentation, and refining their metadata, to maximize their accessibility and pedagogical relevance.



Challenges related to dissemination and sustainability

At the conclusion of the evaluation process, Figure 1 outlined a third phase: the technical team's integration of the list of resources selected by the DER team, along with their metadata (keywords, type, duration, etc.), into a DER repository⁸. The first version of this DER repository was launched in the spring of 2024.

Like any repository, this one faces a major challenge: maintenance. Very few organizations have a long-term repository for digital resources, which complicates their preservation and long-term access. Institutional repositories—“digital archives of an institution's intellectual output” (Association of Canadian Research Libraries, n.d.)—managed by university or college libraries, rarely host this type of resource. As a result, distance education DERs end up scattered: hosted mostly on educational support center websites, whose addresses change frequently, they quickly become untraceable and inaccessible.

A permanent repository, assigning a permalink to each resource (for example, a DOI - digital object identifier), would significantly reduce the risk of broken links and lighten the burden of updating.

One way to improve this traceability would be to create or use a centralized repository for Québec. The Pavillon website⁹ from Campus numérique Québec is moving toward this solution. However, for now, it is a catalog – providing access to free DERs and digital tools - rather than a repository that hosts the files and ensures their long-term preservation.

Conclusion – Evaluation: a cyclical process

The one-year evaluation of 1,500 digital educational resources (DER) in distance learning presented a considerable challenge for the small team at *le Pô*le, but it was successfully met.

First, thanks to the creation of an evaluation grid inspired by specialized literature and adapted to the needs of distance learning. Second, thanks to the sustained effort required to evaluate 1,500 learning resources in just one year. Finally, more than 400 high-quality learning resources are now available in the *le Pô*le's resource bank. It should be noted that this work was made possible thanks to the loan of educational advisors from various institutions.

Despite this result, several significant challenges remain. The most important is likely raising awareness among creators and organizations about the importance of sharing their resources and applying an open license to them, to maximize their adaptability and reuse. Another crucial challenge is undoubtedly the medium- and long-term traceability of DERs, which can only be ensured through the implementation and adoption of sustainable repository platforms by creators.

In addition to updating the actual DER bank or future repository to ensure it remains current, the process of evaluating distance learning resources must become an ongoing effort. To remain relevant, this process must continue on an ongoing basis. Resources that have already been identified can be updated by their authors, and new resources appear regularly on the web. ODL is constantly evolving, and this dynamism is a sign of its vitality. *Le Pô*le intends to continue its efforts in this way. To facilitate the identification of resources to be evaluated, *le Pô*le has made a submission form¹⁰ available to individuals and organizations creating DEL in distance learning. To promote the sharing of high-quality DERs, a self-assessment grid¹¹

⁸ <https://www.campus-expertise.gouv.qc.ca/trouver-des-ressources/>

⁹ <https://campus-ressources.gouv.qc.ca/>

¹⁰ <https://www.campus-expertise.gouv.qc.ca/proposer-ressource-educative-numerique/>

¹¹ <https://doi.org/10.5281/zenodo.19206392> (English)



has been created. It guides authors in improving missing elements (license, metadata, target users, etc.) before sharing their work. Finally, a [call for projects](#)¹² had been issued to encourage the creation and adaptation of French-language DER in distance learning for higher education. This initiative offers an exciting opportunity for creators to design or adapt a resource, apply an open license to it, and share it widely, in the spirit of open education.

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¹² <https://www.campus-expertise.gouv.qc.ca/appele-a-projets/>



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Résumé / Resumen / Resumo

Construire et utiliser une grille d'évaluation de ressources éducatives en formation à distance, ou comment évaluer 1500 ressources en 365 jours

RÉSUMÉ

Dans un contexte de croissance rapide de la formation à distance (FAD), la mutualisation des ressources éducatives numériques (REN) est devenue indispensable. Le Pôle d'expertise interordres en formation à distance, entité de Campus numérique Québec et financé par le ministère de l'Enseignement supérieur, a recensé 1500 REN disponibles dans le réseau afin d'en évaluer la qualité et de regrouper les plus pertinentes dans une banque publique de ressources éducatives numériques sur la formation à distance en enseignement supérieur. Pour ce faire, une grille d'évaluation a été élaborée et intégrée à une application collaborative optimisant le suivi, la coordination et la gestion des données. Au cours d'une seule année, une démarche structurée impliquant 20 personnes évaluatrices a permis d'atteindre un niveau de fiabilité satisfaisant, malgré des défis liés à la définition des critères, à la catégorisation des ressources et à l'obtention de consensus. Les résultats ont conduit à l'implémentation d'une banque de REN sur la FAD (majoritairement des ressources éducatives libres), à l'élaboration d'un processus d'adaptation des ressources et d'une grille d'autoévaluation de REN, ainsi qu'au lancement d'un appel à projets de nouvelles REN. Cependant, des enjeux importants subsistent, notamment la pérennité de l'accès aux ressources pour soutenir durablement la FAD dans un contexte en constante évolution.

Mots-clés : formation à distance, grille d'évaluation, mutualisation, processus, qualité, ressources éducatives libres, ressources éducatives numériques



Crear y utilizar una plantilla de evaluación de recursos educativos digitales en la formación a distancia, o cómo evaluar 1500 recursos en 365 días

RESUMEN

En un contexto de rápido crecimiento de la formación a distancia (FAD), la puesta en común de recursos educativos digitales (RED) se ha convertido en algo indispensable. El *Pôle d'expertise interordres en formation à distance* (Centro de Expertos Inter-orden para la FAD), una filial del Campus numérique Québec, financiado por el *Ministère de l'Enseignement supérieur* (Ministerio de Educación Superior), ha identificado 1500 RED disponibles en la red con el fin de evaluar su calidad y agrupar las más pertinentes en un banco público de recursos educativos digitales sobre la FAD en la enseñanza superior. Para ello, se elaboró una plantilla de evaluación que se integró en una aplicación colaborativa que optimiza el seguimiento, la coordinación y la gestión de los datos. En solo un año, un proceso estructurado en el que participaron 20 evaluadores permitió alcanzar un nivel de fiabilidad satisfactorio, a pesar de las dificultades. Los resultados condujeron a la implementación de un banco de RED sobre la FAD (en su mayoría recursos educativos abiertos), a la elaboración de un proceso de adaptación de los recursos y de una plantilla de autoevaluación de RED, y al lanzamiento de una convocatoria de proyectos de nuevas RED. Sin embargo, siguen existiendo retos importantes, en particular la sostenibilidad del acceso a los recursos para apoyar de forma duradera la FAD.

Palabras clave: calidad, formación a distancia, proceso, puesta en común, recursos educativos digitales, recursos educativos abiertos, tabla de evaluación

Construir e utilizar uma tabela de avaliação de recursos educacionais em formação a distância, ou como avaliar 1500 recursos em 365 dias

RESUMO

Num contexto de rápido crescimento da educação a distância (EaD), a partilha de recursos educativos digitais (RED) tornou-se indispensável. O *Pôle d'expertise interordres en formation à distance* (Pólo de especialização interordens em EaD (Campus numérique Québec), financiado pelo *Ministère de l'Enseignement supérieur* (Ministério do Ensino Superior), identificou 1500 RED disponíveis na rede, a fim de avaliar a sua qualidade e reunir as mais relevantes num banco público de recursos educativos digitais sobre EaD no ensino superior. Para tal, foi elaborada uma grelha de avaliação e integrada numa aplicação colaborativa que otimiza o acompanhamento, a coordenação e a gestão dos dados. Ao longo de um único ano, um processo estruturado envolvendo 20 avaliadores permitiu atingir um nível de fiabilidade satisfatório, apesar dos desafios relacionados com a definição dos critérios, a categorização dos recursos e a obtenção de consenso. Os resultados levaram à implementação de um banco de RED na EaD (principalmente recursos educacionais abertos), à elaboração de um processo de adaptação dos recursos e de uma grelha de autoavaliação de RED, bem como ao lançamento de um convite à apresentação de projetos para novas RED. No entanto, continuam a existir desafios importantes, nomeadamente a sustentabilidade do acesso aos recursos para apoiar de forma duradoura a EaD num contexto em constante evolução.

Palavras-chave: formação a distância, grelha de avaliação, mutualização, processo, recursos educativos digitais, recursos educativos abertos, qualidade