

Quality Assurance of Curriculum Design for Virtual Mobility

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Six Quality assurance criteria groups:

1. Open educational resources and social cultural information;
2. learning objectives;
3. learning organization methods;
4. support and interactivity;
5. learning result assessment and evaluation;
6. technological solutions.

Each group consist of 2 – 6 criteria;

GENERAL INFORMATION ON THE SUBJECT PRESENTED IN VIRTUAL LEARNING ENVIRONMENT

- Presentation of the subject is available (video or another format, for marketing purposes);
- The structure is clear and easily understandable;
-
- Copy rights are well ensured;
- Are Common Creative used for licensing?
- Is all curriculum content presented in English language?

Each criterion may be explained by subcriteria

16. Task/ assignment description includes:

Learning objectives

Evaluation/ assessment criteria

Requirements for the results to be achieved

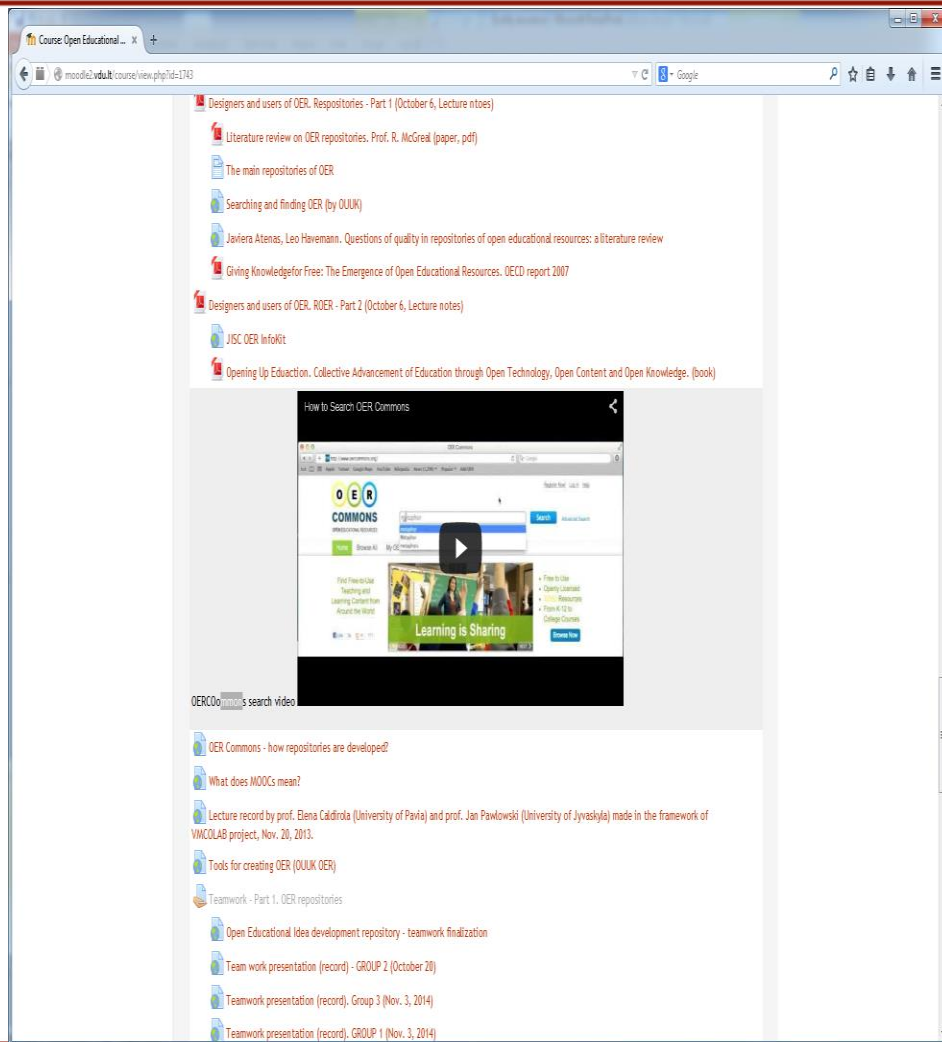
Steps/ phases to implement the task

Tools needed for task implementation

Deadline

Other

1. Open educational resources and social cultural information



What kind of OER are used in curriculum?

OER

Lecture records

Research publications

Information resources
(encyclopaedia, glossaries,
references, etc.)

Interactive resources (tests, other)

Graphical material

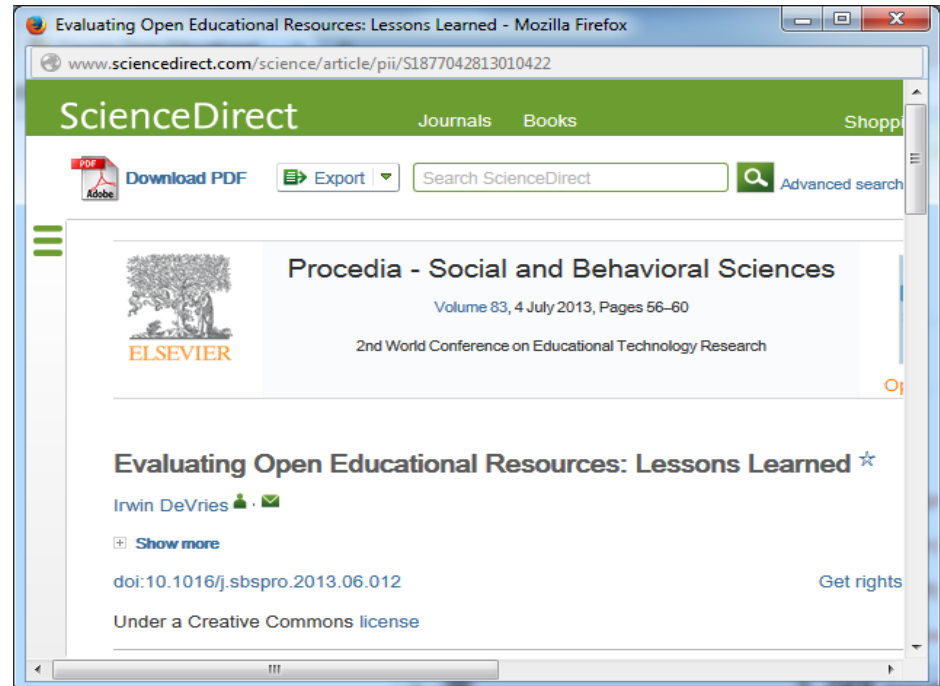
Dictionaries

Other

PRESENTATION OF OPEN EDUCATIONAL RESOURCES IN (openstudies.eu)PLATFORM

- Which open educational resources are presented in (openstudies.eu)platform

OER
2 minutes presentation of subject
Short presentation of the subject in a written format
Learning outcomes
Most attractive subject topics
Examples of e-books, publications
Structure of topics
Interactive tests
Illustrations, video materials
Topics related to up to date everyday life issues



- Having completed this part, you should be able to:
 - characterize the quality and explain the purpose of use of selected OER,
 - explain the way creative commons work

Socio –cultural information

UbiCamp
INTEGRATED SOLUTION TO VIRTUAL MOBILITY BARRIERS

Home » Virtual Mobility Campuses » UNIOVI » UbiCamp SocioCultural » Cultural Elements

Cultural Elements

Presenting a culture in an organized is not a trivial process. The first thing that needs to be done is to divide the information according to some formal system that ensures that all the characteristics of said culture are accounted for.

In order to get to know Asturian culture, Barriani's classification of elements has been taken into account. This American sociologist identified 6 features that characterize culture: symbols, language, norms, rituals, values and artifacts.

Each of these elements has been assigned a tag, so if you want to know more about the language of a country, you will be able to access all the contents related to this topic by simply clicking on the tag associated to it.

- PRESENTATION
- LEARNING GUIDE
- CULTURAL ELEMENTS
- ASPECTS OF THE ASTURIAN CULTURE
- ABOUT ASTURIAS
- STUDENTS ENROLLED IN UBICAMP
- TWITTER
- VIRTUAL TOUR

Symbols 	Language 	Norms
Rituals 	Values 	Artifacts

UbiCamp: Integrated Solution to Virtual Mobility Barriers
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UbiCamp
Integrated Solution to Virtual Mobility Barriers

Home » SOCIO-CULTURAL ELEMENTS

SOCIO-CULTURAL ELEMENTS

UbiCamp project purposes not only introduce virtual tours, discover more about the Izmir and Turkey and learn Turkish language at basic level by multimedia materials and videos.

We hope you will enjoy with this cultural experience!

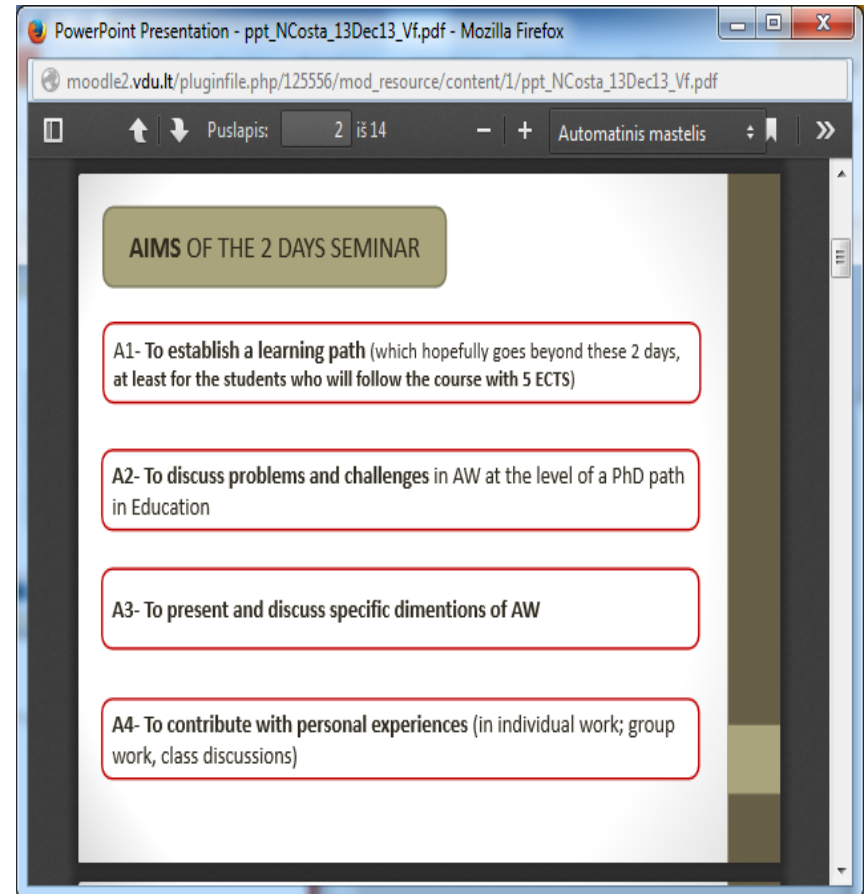
- İZMİR
- ABOUT YASAR UNIVERSITY
- TURKEY
- TURKISH LANGUAGE
- TEST YOURSELF
- UBICAMP PROJECT WEBSITE
- YASAR UNIVERSITY
- EU CENTER

UbiCamp: Integrated Solution to Virtual Mobility Barriers - Yasar University

2. DEFINITION AND PRESENTATION OF LEARNING OBJECTIVES TO THE LEARNERS

- *Upon completion of this module, doctoral students will be able to:*
- Be aware of the basic principles and techniques for writing clear, coherent and argumentative educational academic texts.
- Identify the main features in the writing of key elements of a scientific text (e.g. thesis, papers), like (a) abstract, (b) research problem, questions and aims, (c) introduction, (d) literature review, (d) methodology and (e) conclusions.
- Self-review their writing in the light of quality assessment criteria of academic writing.
- Work with their peers to give and receive feedback on own and other academic texts.

MEASURABLE




3. Learning organization methods

LOM
Information transference (orally, written, video, audio, etc.)
Individual tasks
Group work
Observation and imitation
Experimentation
Creative tasks
Research and analysis of information resources
Discussions
Practicing/ drilling
Tasks developing critical thinking skills
Projects work
Reflection
Mind maps, category – thinking tools, e
Other


Self-directed learning for Mentors

📖 General course instructions (for mentors on how to organize their learning in this self-directed learning course)


READINGS




LEARN BY DOING





SUCCESS STORIES



VIDEOS





ACTIVITIES


-  Activity 1. Case Study (Spain)
-  Activity 2. Technological Tools (Spain)

RESOURCES

Compulsory

-  Learning Together in Community: Collaboration Online.
-  The student experience of working in teams online

Recommended

-  Creating effective collaborative learning groups in an online environment.

Specific objective(s)

Assignment description

To be able to:

- Select...
- Describe...
- Draw...

Steps to be implemented by the learner/ tutor

- 1) Go and find...
- 2) Open... and write about...
- 3) Use.... and present...
- 4) ...

Learning resources to be used (please, provide resources/ links/ other)

- online publication
- video record
- hard – copy readings
-???

Expected output/ indicators

- A blog entry ...
- A drawing...
- A math task solved...

Evaluation criteria

VLHE_2010 ▶ Activity 1 (due the end of week 1) (Lithuania VDU)

Update this Assignment

No attempts have been made on this assignment

Having completed this assignment you should be able to explain multiple intelligence theory by Howard Gardner and to compare learning styles and multiple intelligences. STEP 1. Each group implements the test online suggested by the teacher during the lecture. STEP 2. Each participant present his/her learning style test to the group at the discussion forum and answers the questions "Why was Howard Gardner theory useful to you? Was it useful for you to find out your learning style?"

Submission draft

Guide for self check on learning organisation methods

- Collaborative group work;
- Creative tasks;
- Discussions;
- Tasks for cooperation in international groups;
- Tasks includes socio-cultural aspects.

4. Support and interactivity (1)

Support methods
Study subject guide
Timetable/ schedule
Additional possibilities provided by distance/ online study mode are explained and presented to students
Technical requirements to participate in online studies are presented to students
Personal progress assessment tools are presented
Intermediate tasks are designed
Communication and collaboration tools are provided
Reflection tools are provided
Learning resources are provided in a printable option
Other

STUDENT'S GUIDE	
Sub-module "Collaborative Online Learning"	
Planning your time	2
Teachers	2
Working with others	2
Completing assessed activities	3
How do I make sure I achieve the qualification?	3
Work plan	4


During these two weeks learners are requested to implement 2 activities. Learning resources are allocated for activity implementation in the following way:

Learning outcomes	Weeks	Activities	Learning resources	Learning results
Ability to compare learning styles and learning strategies	Week 1	Activity 1. Step 1. - Each group implements the test online suggested by the teacher during the lecture. Step 2. - Each participant presents his/her learning style test results to the group at international group discussion forum and answers to the questions "Why Howard Gardner theory is	- Video lecture (Margarita) - Howard Gardner (readings) Additional readings - Learning Celebrations are Authentic Assessments of Student Understanding - My Experience Using the Multiple Intelligences - Video materials - What is multiple intelligence	- Each national student group presents summary of learning strategy identification at international discussion forum - Assessment - Formative feedback for group

4. Support and interactivity (2)

General information about the module

 General module information forum (teacher postings only)

 General forum (for teachers and students)

 TeaCamp Module Description

 Technical help

 Pedagogical help

 Video conferences/ meetings

If you experience technical problems with Moodle learning environment, please, contact Tomas Sabaliauskas (t.sabaliauskas@dsc.vdu.lt)

If you have problems with video conferences, please, contact Donatas Raišutis (d.raisutis@dsc.vdu.lt)

D1	Interactivity
1	Students are encouraged to present themselves using various ICT tools (i.e. Moodle profile or other profiles)

3 - fully implemented

Hello virtual mobility students!

You are connected now to virtual mobility study module **VIRTUAL LEARNING IN HIGHER EDUCATION** Please, find the link "**Profile**" and update your individual profile, as well as introduce yourself using your **blog tool** from Profile menu. It is nice to meet you!

Guide for self check on support for students

- Study subject guide;
- Study guide for virtual mobility in EN language;
- Technical requirements to participate in online studies are presented to students;
- Communication and collaboration tools are provided.

Guide for self check on interaction methods

- Students are encouraged to use presentation tools;
- Study guide for virtual mobility in EN language;
- Technical requirements to participate in online studies are presented to students ;
- Communication and collaboration tools are provided.

5. Assessment and evaluation

Learners are presented with evaluation strategy very clearly

Learners are presented with evaluation and assessment criteria

Learners participate in definition of assessment and evaluation criteria

Learners have the tools to assess their learning progress and achievement of learning results

Learners can do self-assessment

Self – evaluation tools are presented

Learners do have a possibility to re-submit assignments when they are late

Other

Student evaluation

Midterm test	- 30%
Essay (presentation: written and oral-total)	- 20% (5+5+5+5+5)
Final exam	- 50% (40+10)

ESSAY-TYPE ASSIGNMENT

During the first week of the course students choose a topic from the above outline list. The essays have to meet the following requirements:

- Essay length – 2 pages double spaced (Title page does not count); font – 12; all margins – 2.5 cm; paragraph format – normal
- Title page is not necessary!
- List of References according to *The Harvard Reference System* (5-6 theoretical sources (at least) must be used and properly quoted)

If essays are handed in later, they lose points: one point (out of 10) for a missed day.

Your regular and active attendance is required during the course time, and will help you to get

The screenshot shows a web interface for 'Exabis E-Portfolio'. On the left, there is a navigation menu with 'My Portfolio', 'Shared Portfolios', and 'Export SCORM-File'. The main area displays a 'Questions for Mentors' section with 'Question 1 of 19'. The question is: 'Is the length of the mentorship process established prior the starting of the mentoring?'. There are radio buttons for 'Yes' and 'No'. The 'No' option is selected, and an 'Incorrect' notification box is overlaid on the screen. The notification box contains an 'Explanation' stating: 'The length of the mentoring project should be established before the mentoring process begins. It is usually defined when developing the common e-Mentoring agreement between Manager, Mentor and Mentees. The length depends on the specifics of the mentoring and, in the most cases, is between 6 and 12 months.' There are 'OK' and 'Submit' buttons at the bottom of the notification box.

Assessment of learning outcomes

B4	Assesment, self-asesment and assignment tools	
1	Assessment tools available through the VLE or compatible with it are used to implement assessment and self-asesment tasks and learning result assessment	0
2	Feedback is provided with standard learning environment options	0
n		T
B5	Glossary of terms	
1	A glossary is provided and is implemented with the learning environment tools	0

Assignment tools available through the VLE or compatible with it are used to implement assignments, clear description of each assignment is provided. The assesment should be frequent enough to keep the participants active in the curriculum delivery stage.

Guidance on how to meet the sub-criterion:

In the document describing the course goals, structure and etc. include section about the evaluation policy and assesment frequency, descriptions about assignment nature, their content and amount during the curriculum. Give a short explanation of the tools used for assesment, self-asesment for learners. Use a built-in assesment and assignment modules for assignment tools to be compatible. Implement them by applying internal learning environment tools.

All students are divided into groups to develop mind map on OER concept, including the levels of openness as characteristic of OER definition.

Groups present their mind maps via assignment tool + do the **presentation in a synchronous online video meeting**.

This assignment should be implemented according to the following criteria:

- OER concept characteristics are identified and marked as categories in the mind map (1p)
- OER concept characteristics are described by sub-branches in the mind map (1p)
- The levels of openness are included and described (1p)
- The mind map is presented by the group members in an online lecture (2p)

Guide for self check on assessment and evaluation

- Information on evaluation using ECTS is presented for students;
- Assignments are implemented in Moodle;
- Project work and presentations are a form of evaluation.

6. Technological solutions*

Virtual mobility tools as interactive communication tools in general are often categorized into two categories:

- Synchronous tools , e.g. chat, videoconferencing, webconferencing....
- Asynchronous tools e.g. e-mail, discussion forum, e-portfolio....)

It also could be classified in the following categories:

- Reflective tools: portfolio, weblog.
- Collaborative tools: wiki, blog, discussion forum.
- Communication tools: chat, e-mail, videoconferencing, webconference.
- Social networking tools: social networking based on personal web pages, media sharing, social bookmarking.
- Learning platform.

*(Fuente, Fueyo, Menéndez, 2011).

Technological solutions (example)

The screenshot shows a Moodle course page for 'UbiCamp' at Vytautas Magnus University. The browser address bar indicates the URL is moodle2.vdu.lt/course/view.php?id=1743. The page layout includes a left-hand navigation menu with sections for Administration, People, Online users, and Activities. The main content area features a banner for 'UbiCamp' with the university logo and the text 'INTEGRATED SOLUTION TO VIRTUAL MOBILITY BARRIERS'. Below the banner, there is a paragraph about resources implemented in virtual mobility, followed by a section titled 'Both issues are important:' which lists two points. A notice states that the course is licensed under the Creative Commons Attribution-Noncommercial-Share Alike 2.0 Belgium License. Two final exam dates are listed: 'Final exam (9 CET, December 19, 2014)' and 'Final exam (2014-01-06, Ilona Videikiene)'. A section titled 'INTRODUCTION' lists 'Course discussions - ALL INVITED' and 'Discussion forum for group assignments'. A 'FINAL RESULTS' section contains the text 'HERE ARE THE FINAL RESULTS OF YOUR STUDIES' and 'If you have any question or identify some misunderstanding, please, contact your teachers by December 21.' Below this, an 'ATTENTION!' box highlights that lectures on November 10 and 17 will be held in Room <https://ac.vdu.lt/vm> at 19:00 CET (20:00 LT) time. A link to synchronous video conferences is provided: <https://ac.vdu.lt/edu4020/> (Enter as a Guest). The 'LECTURE RECORDS' section shows a record for 'Išvadinė paskaita 2014-08-28 (LT)'. The right-hand sidebar shows 'There are no upcoming events' and 'Recent activity' for the week of September 14, 2015.

Assignment

- **Learning aim** – to analyse curriculum adaptability for virtual mobility.
- **Assignment result expected.** Evaluation questionnaire for subject curriculum adaptability for VM implementation is filled. Next steps and possible solutions are identified based on quality assurance criteria.
- **Evaluation method and criteria.** Challenges in curriculum adaptability for virtual mobility identified. Feedback from the audience is received.

Thank You