# 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;

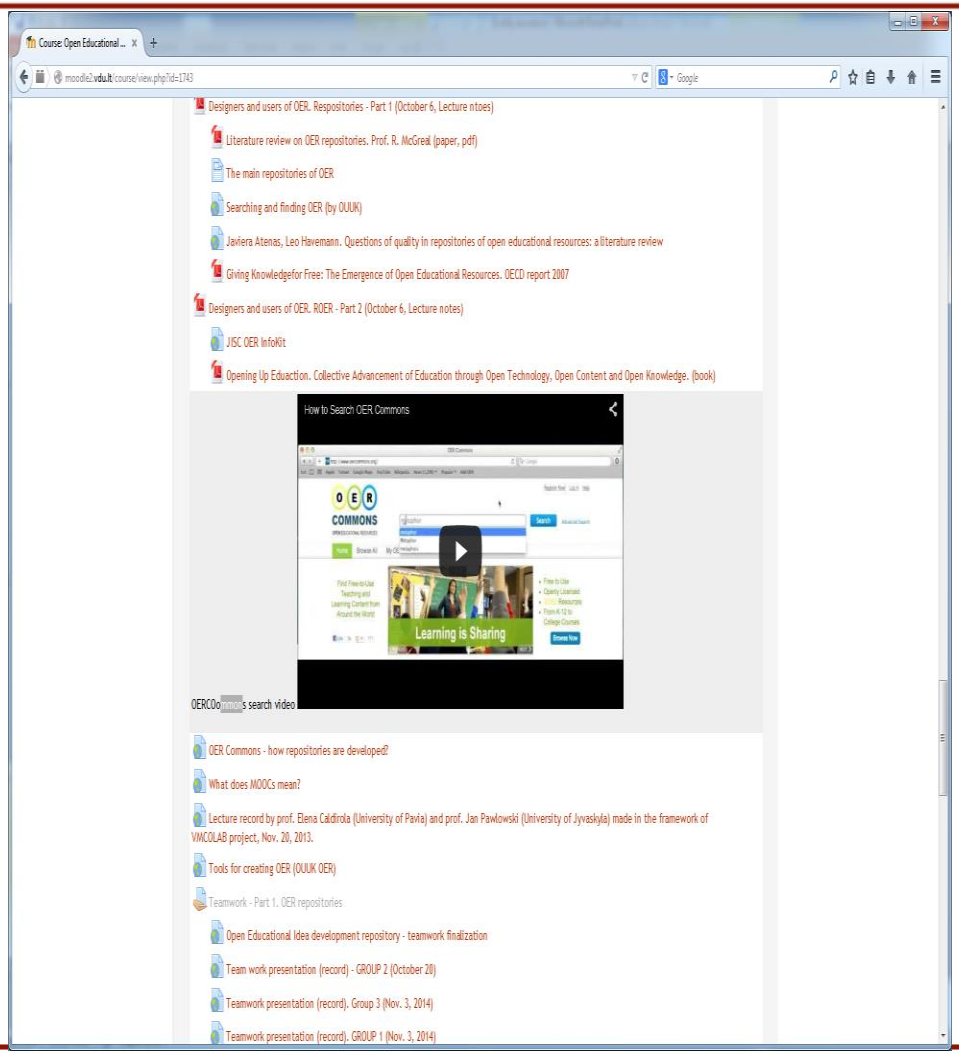
# GENERAL INFORMATION ON THE SUBJECT PRESENTED IN VIRTUAL LEARNING ENVIRONMENT

- 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



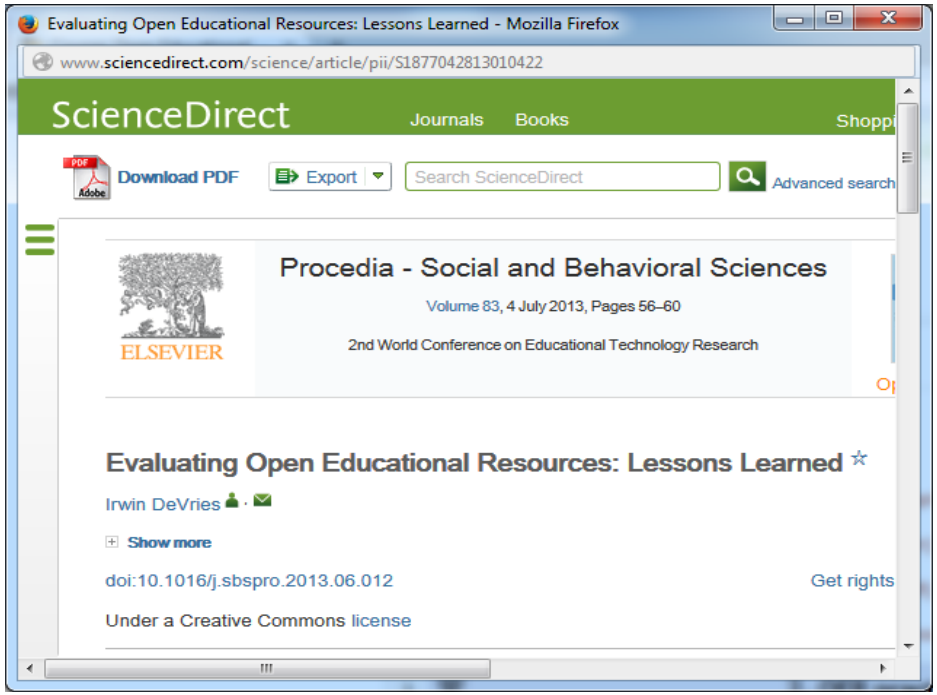

**What kind of OER are used in curriculum?**

| 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

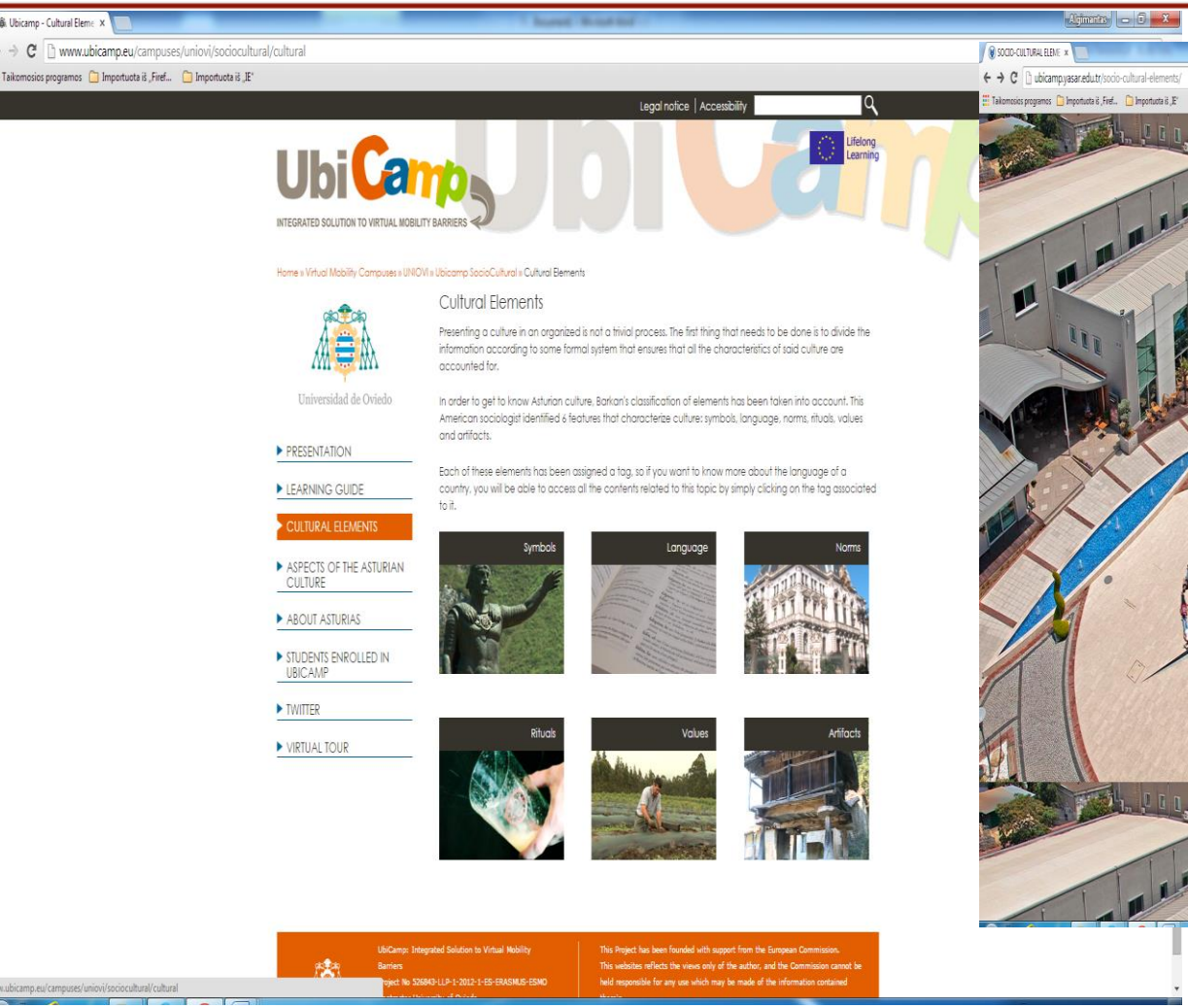
- **Which open educational resources are presented in ( openstudies.eu)platform**

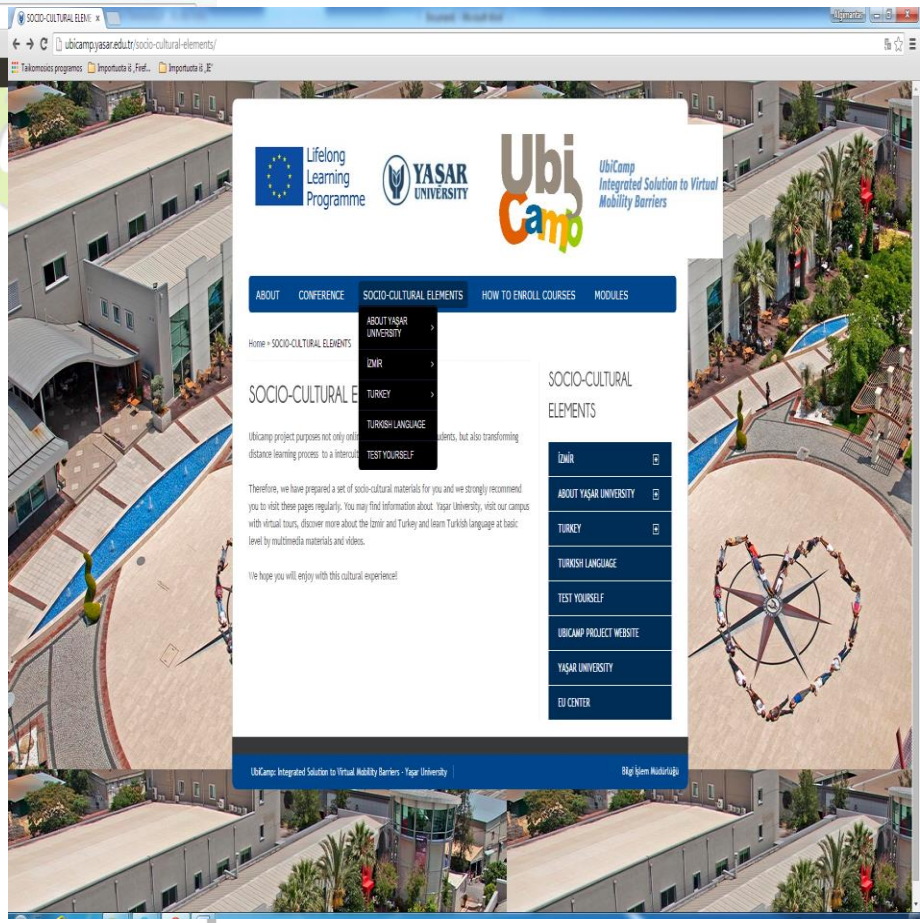
| OER |
| --- |
| 2 minutes presentation of subject |
| Short presentation of the subject in a written format |
| Learning outcomes |
| Most attractive subject topics |
| Examples of e-books, publications |
| Structure of topics |
| Interactive tests |
| Illustrations, video materials |
| Topics related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

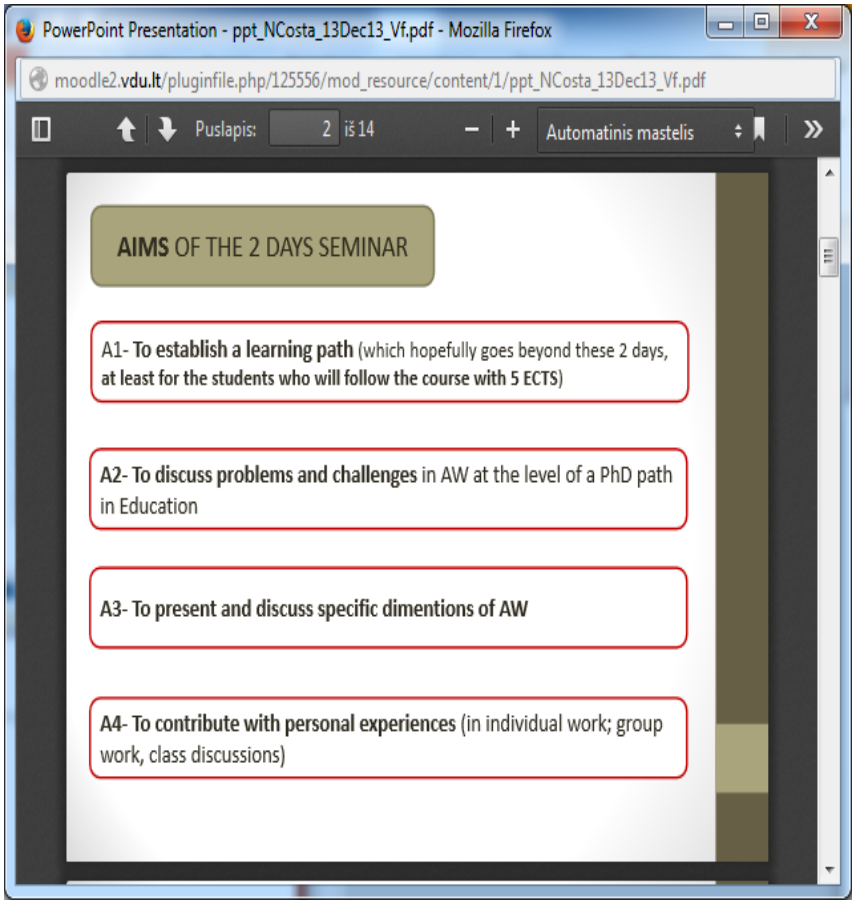


# 2. DEFINITION AND PRESENTATION OF LEARING OBJECTIVES TO THE LEARNERS

- *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**

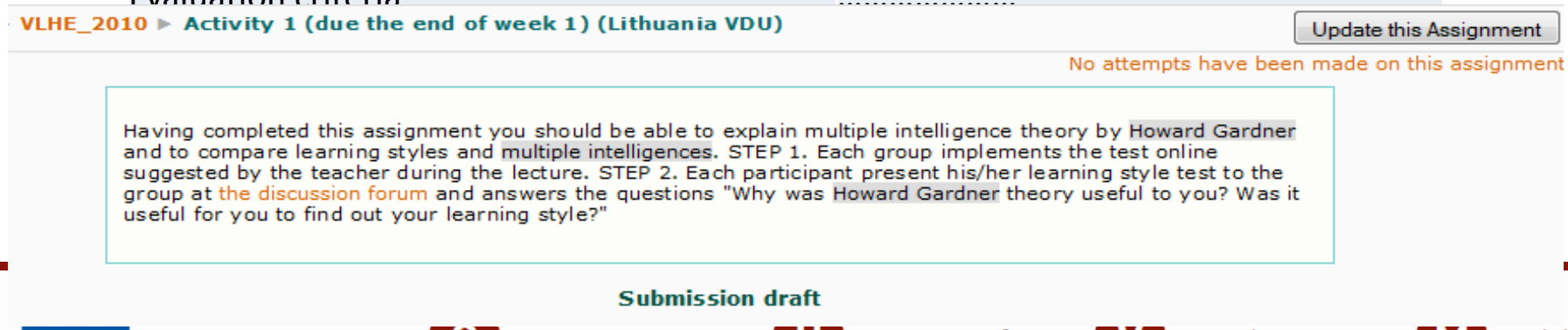


# 3.Learning organization methods

| 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 |

# Assignment description

| | |
|---|---|
| Specific objective(s) | To be able to:<br>– Select...<br>– Describe...<br>– Draw... |
| Steps to be implemented by the learner/ tutor | 1) Go and find...<br>2) Open... and write about...<br>3) Use.... and present...<br>4) … |
| Learning resources to be used (please, provide resources/ links/ other) | - online publication<br>- video record<br>- hard – copy readings<br>- ....??? |
| Expected output/ indicators | A blog entry …<br>A drawing...<br>A math task solved... |
| Evaluation criteria | …… |



# 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.**<br><br>Step 1.<br>- Each group implements the test online suggested by the teacher during the lecture.<br>Step 2.<br>- 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)<br>- Howard Gardner (readings)<br>**Additional readings**<br>- Learning Celebrations are Authentic Assessments of Student Understanding<br>- My Experience Using the Multiple Intelligences<br>- Video materials<br>- What is multiple intelligence | - Each national student group presents summary of learning strategy identification at international discussion forum<br>- 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 temselves 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 LEARING 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.

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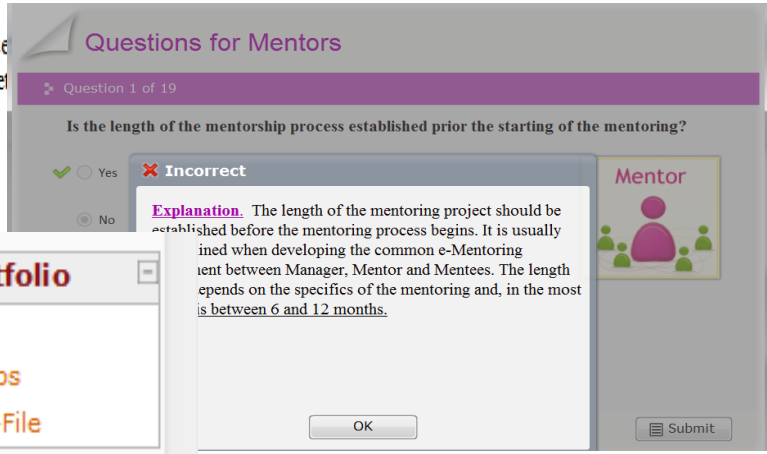
time, and will help you to ge



# Assessment of learning outcomes

| | | |
|---|---|---|
| **B4** | **Assesment, self-assesment and assignment tools** | |
| 1 | Assessment tools available through the VLE or compatible with it are used to implement assessment and self-assesment 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 descrption of each assignment is provided. The assesment should be frequant 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-assesment 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)

# 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