E-XCELLENCE NEXT Report Local seminar Portugal

Document status and date:
Published: 01/08/2012

Document Version:
Publisher's PDF, also known as Version of record

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E-XCELLENCE NEXT
Report Local seminar Portugal
Lisbon, 26 and 27 of April 2012

E-xcellence Core group representatives:
Jo Boon
Leo Wagemans

Final version
August 2012

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1 Preparation

The kick-off meeting of the E-xcellence Next project in Leuven, dd. 17 and 18 of January 2011, was the first meeting with the partners who are involved in the Local seminars in the E-xcellence Next 2011-2012. One of the partners is the Portugese Universidade Aberta (UAb); they were represented by the contact person João Caetano, Pro-rector of the University. A specific characteristic of the the Portuguese Universidade Aberta is its pedagogical model, based on student-centered learning, flexibility, interaction and digital inclusion.
At the European seminar in Paris dd. 16 June 2011 the responsible Workpackage leaders of Workpackage2 introduced the preparation of the Local seminars in a seminar session and explained the procedural description and preparatory actions requested from the universities that are hosting the E-xcellence NEXT local seminars. In that session a provisional scheme was drawn up for the organisation of Local seminars. It was accepted to organise a local seminar in Portugal in the spring of 2012.

1.1 Preparation by the E-xcellence team

The E-xcellence team was represented by Jo Boon and Leo Wagemans. The participation of Covadonga Rodrigo from UNED was cancelled at the last moment: due to an accident she was unable to travel. Her proposal to contribute to the seminar using a web conferencing tool was with thanks declined. The experience of the WP members with local seminars stresses the importance of direct face to face communication with the local team.

From the E-xcellence team a mail confirming the appointment was sent on 1 March 2012 (for the e-mail see Appendix 1). In a preceding e-mail the E-xcellence review team asked for clarification on the following themes:

1. Venue, people, subject of evaluation
- Venue of the Local seminar
- Specifications on the local team (managers, course designers, tutors, students) preparing the Quick Scan and the Local seminar
- Clarification on the academic program that will be the subject of the evaluation.

2. E-xcellence Quick Scan preparatory tool
Explanation and recommendations on the use of the E-xcellence tools: the Manual and Assessors notes to review the faculty or institution concerning its e-learning performance. The Manual is based on 33 benchmarks directly related to e-learning specific quality criteria. The Manual and Assessors notes can be found on the E-xcellence website:
http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=12

3. Necessary information for the Review team
Summary of the information needed to prepare the Local seminar:
- Insight into the results of the Quick Scan and into the comments made on specific issues
- Insight in the material and documents belonging to the program or course(s) concerned
- An overview of the problems encountered with working with the E-xcellence benchmarks and the ideas of improvements, so that they can discuss them in the meetings with the local team
- Insight in how QA is organised in the country
- Information on the national accreditation body and its relation to the university
- A list of the participants for both days, preferably with role and position.

4. Information on the roadmap of the Portuguese Local seminar of 2012

After the Local seminar the partners from the receiving university are asked to write the roadmap for improvement. This roadmap is a requirement for receiving the E-xcellence Associates Label. This label was established to reward the efforts of universities in a continuous process of improving their e-learning performance. The Review team asks for information on the integration and implementation of the E-xcellence instrument at the Universidade Aberta (UAb). Starting point for that discussion is the Roadmap of benchmarks related actions based on the E-xcellence Quick Scan and review results provided in the past:

1. A description of agreed actions against each of the benchmarks seen as relevant
2. Prioritisation of these actions in terms of importance and/or order of implementation
3. An indication of timescales for action against each.

The Review team paid extra attention to the Roadmap in an e-mail on 29 November 2011, accompanied with three (made anonymous) examples of a Roadmap.

5. Proposal for an Agenda

Program day 1: meeting with university (example of agenda)
- Preparation with visiting team
- Introduction to organisational quality system and place of e-learning (local team)
- Introduction to E-xcellence (visiting team)
- Presentation results Quick Scan and ideas of improvement (local team)
- Feedback to Quick Scan (visiting team)
- Discussion: Roadmap of benchmark related actions
- Comments on usability of E-xcellence, suggestions for improvement of the E-xcellence tool (local team).

Program day 2: presentation of E-xcellence to representatives of the National Accreditation Agency (Agency for Assessment and Accreditation of Higher Education - A3ES). Agenda still open for discussion.

6. Deadline

The deadline was set not later than two weeks before the Local seminar, asking to send the information to the EADTU contact person: George Ubachs: george.ubachs@eadtu.nl

1.2 Preparation by Local team

Although the local team prepared on time the stay of the E-xcellence team, the venue etc., the documents to be used in the Local seminar were available only April 25.

An agenda with a list of participants was provided. The preparation of the feedback about the use, usefulness, phrasing etc. of the E-xcellence tool and the Quick Scan proves to be very useful.

The Quick Scan was completed for two programmes: the Master on Education and E-Learning (MPEL) and the Master on Administration and Educational Management (MAGE).

The specificities of the Portuguese UAb educational model gave thought for reflexion. Specifically issues on course design and tutoring are implemented according to the pedagogical model of the UAb.

2 Local seminar: 26 of April 2012

2.1 Venue

The Local seminar is organised at the main building of the Universidade Aberta (UAb), Ceia Palace, Rua da Escola Politécnica, 141-147, Lisbon.

2.2 Goal of the seminar

The goal of the seminar was to:
- Exchange of experiences and comments on improvement of the tool of the UAb on the E-xcellence+ framework and the Quick Scan.
- Discuss the results of the Quick Scan with the responsible staff members for e-learning
- Discuss the roadmap for improvement.
- Discuss possible scenarios of the use of E-xcellence in national accreditation procedures with the Agency for Assessment and Accreditation of Higher Education - A3ES
- Exchange ideas on the E-xcellence tool with a broader public.

2.3 Participants Day 1

	Name	Unit	Position
1.	João Caetano	UAb	Pro-rector Institutional and Academic Reorganization
2.	Vítor Rocío	UAb	Pro-rector Virtual Campus
3.	António Quintas-Mendes	UAb, MPEL	Coordinator of the Laboratory of Distance Education and E-Learning (LE@D)
4.	Lídia Graves-Resendes	UAb, MAGE	Coordinator of the Master on Administration and Educational Management (MAGE).
5.	José Mota	UAb, MPEL	Researcher at the LE@D and Professor of the MPEL
6	Vasco Lança		Representative of the Agency for Assessment and Accreditation of Higher Education - A3ES
7	José Santos	UAb	Student MAGE
8.	Júnia Pereira	UAb	Student MAGE
9.	Jo Boon	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Senior Researcher and Senior Educational Technologist, Expert Review team
10.	Leo Wagemans	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Educational technologist, Expert Review team

2.4   Program Local seminar Day 1

1st Day: 26th April

09.00 – Preparation with visiting team
09.30 – Opening and welcome by UAb representatives
09.45 – Introduction to organisational quality system and place of e-learning (local team)
  ▪ Vítor Rocío (Pro-Rector for the Virtual Campus)
10.15 – Introduction to E-xcellence (visiting team)
11.00 – Break
11.15 – The Portuguese Case
  ▪ António Quintas-Mendes: Coordinator of the Laboratory of Distance Education and E-Learning (LE@D) and Professor of the Master on E-Learning Pedagogy (MPEL)
  ▪ Lídia Grave-Resendes: Coordinator of the Master on Administration and Educational Management (MAGE)

13.00 – Lunch

14.30 – Pedagogical Model
  ▪ José Mota: Researcher at the LE@D and Professor of the MPEL
15.30 – Presentation results Quick Scan and ideas of improvement: António Quintas-Mendes, Lídia Grave-Resendes and José Mota
16.30 – Break
16.45 – Feedback to Quick Scan (visiting team)
(till 18.00)

All programme parts were accompanied by PowerPoint presentations to which we refer in the next section.

2.5   Day 1: Meeting with staff UAb

The first day five members of the UAb attended the meeting, chaired by João Caetano. The participants represent the two programmes to be discussed in the seminar: the MAGE program and the MPEL program and the Virtual Campus.

Day 1 started with an Introduction to the UAb and the Virtual Campus. Vítor Rocío gave an extensive demo and herewith a first insight in the pedagogical approach of the university. As part of the presentation a demo of the VLE was given, both from students and teachers view. The VLE is Moodle based and offers a variety of tools to both students and tutors, such as e-portfolio, assessment (continuous assessment during semester/ final exams), learning card with information for teachers and students (grade/comments of teacher), synchronous communication tools (conference, chat, sharing), asynchronous communication tools, formative activities (assignments, quizzes, feedback, teacher sees results). The UAb uses also Web 2.0 tools, like the Digital Portfolio (Makara) and a wiki for sharing information (which is an external plugin from the OUUK). Finally there is a management/administration system (information about geographical distribution, usage of blocks, administration alerts etc.).
A demo on several courses was provided. Issues on structure and uniformity of structure, use of forums for students and assessment were discussed. See Appendix 2 for a brief description and illustration of the VLE.
After the demo the Review team gave a presentation about the E-xcellence framework (see Appendix 3).

Following that both Master programs were presented:
- Master on Administration and Educational Management (MAGE) by Lídia Grave-Resendes. The presentation can be found in Appendix 4.
- Master on E-learning Pedagogy (MPEL) by Antonio Quintas-Mendes. The presentation can be found in Appendix 5.

The presentation and discussion in the first part of the program on day 1 was focused on Master program, the study plan, management and research. In the second presentation the focus was on the Projects 2007-2010 and on the Future Directions, with four domains of research:
1. Distance and Networked Education
2. Information and Communication Technologies in E-Learning
3. Ciberculture and Knowledge Management
4. Education, Culture and Organizations in the Information Society
After the presentation of the Master programs, José Mota gave an explanation about the pedagogical model, which has as main characteristics: learner centered, flexibility, interaction and digital inclusion. The model has two variants:
- 1st Study Cycle, with dominance of instruction, less investment in the interaction between teacher and students and student-student interaction
- 2nd (and 3rd) Study Cycle, with dominance of facilitation and activity management by the teacher, collaborative work, higher investment in the interaction between teacher and students and student-student interaction.
There is a strong emphasis on working in groups; members of each group are following more or less the same trajectory through a course. This trajectory is agreed on in a study contract: defining pace, dates of examination etc. This contract allows to take care of students requests regarding pace, dates inactive periods etc. The model is strongly oriented towards the creation of a sense of belonging for students. Communication between tutors and students is seen as very important. The building of a bond between students and tutors is regarded as an essential element of studying at UAb.
The presentation can be found in Appendix 6. A complete description of the model can be found in the publication: *Universidade's Aberta's Pedagogical Model for Distance Education, a university for the future, written by the project team Alda Pereira, António Quintas-Mendes, Lina Morgado, Lúcia Amante and José Bidarra in 2008.*

The second part of the day, the Quick Scan for both programs was discussed. Both scans are included in Appendix 7 and Appendix 8.

3 Local seminar: 27 of April 2012

3.1 Participants Day 2

	Name	Unit	Position
1.	João Caetano	UAb	Pro-rector
2.	António Quintas-Mendes	UAb, MPEL	Coordinator of the Laboratory of Distance Education and e-learning
3.	Lídia Graves-Resendes	UAb, MAGE	Coordinator of the Master on Education and E-learning
4.	José Mota	UAb, MPEL	Researcher at the LE@D and Professor of the MPEL
5.	Vasco Lança	National Accreditation Agency	Representative of the Agency for Assessment and Accreditation of Higher Education - A3ES
6.	Jo Boon	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Senior Researcher and Senior Educational Technologist, Expert Review team
7.	Leo Wagemans	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Educational technologist, Expert Review team
8.	Antónia Barreto	UAb, MAGE	Professor
9.	José Santos	UAb, MAGE	Student
10.	Júnia Pereira	UAb, MAGE	Student
11.	Paula Silva	UAb, MPEL	Student
12.	Paulo Simões	UAb, MPEL	Student
13.	Angelina Macedo	UAb, MPEL	Student
14.	Maria João Spilker	UAb, MPEL	Student

3.2   Program Local seminar Day 2

2nd Day: 27th April

09.30 – Discussion: Roadmap of benchmark related actions. Open Session to both professors
               and students
11.00 – Break
11.15 – Presentation of E-xcellence to the National Accreditation Agency (Agency for
               Assessment and Accreditation of Higher Education - A3ES)
13.00 – Closing Session

3.3   Meeting with the Students and Professors

During the second day several students attended the meeting, to discuss the outcomes of the
Local seminar and the feedback from the visiting team. All participants had a very good
discussion about studying at the UAb. We discussed the pedagogical model and students told
their experiences with their study. They were very enthusiastic, but on the other way the
workload seems to be high, both for the students as for the staff. For students it is very important
to work together. Working along the class metaphor you have to create a social community
where you can interact with people and resources.
The other topics which were discussed in the session were the course design, starting with a
needs assessment, revision policy, management of administration of students (for example
abroad) and the relation between 1st / 2nd and 3rd Cycle and the Life long learning program..

3.4   Meeting with National Accreditation Agency and staff responsible for QA
          UAb

The second part of Day 2 of the Local seminar was dedicated to a discussion between the
representative of the National Accreditation Agency and the staff of UAb.
Vasco Lança did appreciate it to be invited for the Local seminar as an observer.
The Portuguese National Accreditation Agency has a long tradition in Quality Assurance in
traditional universities. The expertise in e-learning is developing building.
Despite of the different processes used in e-learning, the accreditation requirements do not
change. He stated that the benchmarks which are used in the E-xcellence project are different
from the tools used by the National Accreditation Agency. But his opinion is that the tools
probably are complementary. The objective of educational institutes is to increase quality and,
particularly, to show how quality is increased. The instruments which are designed and
implemented in the E-xcellence project can help institutes in that pursuit. At least the tools can
be helpful in interpreting the minimal requirements of staff, facilities, services, instructors, etc.,
anyway in relation with the high workload.

4   Comments and advises of the E-xcellence team

At the end the Review team gave a presentation about the findings, comments and advices.
First of course the very warm welcome in Lisbon was very much appreciated. There are many
thanks to João Caetano and his team for that.
The Review team met a very enthusiastic team of both Professors and Students.
In the two day Local seminar there were interesting presentations and these presentations gave
the Review team a good impression of the educational system and arrangements.
The Review team has a positive impression about several aspects:
-   Pedagogical model, especially the mandatory status
-   Different design / templates for 1st and 2/3st cycle
-   The Institutes is very successful in bounding students

- Low rate of dropout
- Training along with the implementation of the model
- Continuous training (new teachers/tutors)
- Training for the students
- Helpdesk for teachers and students
- Management of the educational process, for example Learning contract
- Activity based learning
- Choice of assessment: continuous vs. final.

Besides the positive findings the Review team also had questions/comments about several aspects:
- Curriculum design and curriculum responsibility
  - Who is responsible for the entire program?
  - How is the coherence in the program guaranteed: content and competencies?
  - Is there a curriculum design?
  - How far are learning objectives leading in curriculum- /course design?
- Workload and extension (human resources)
- Different educational VLE's: Moodle, Elgg (in a discussion about this topic we did understand that there actually is only one VLE: Moodle)
- Policy concerning revision of curriculum units
- Status of LLL-programs (cultural extension programs and in-service professional learning) in relation to 1st and 2/3st cycle.

The overall opinion of the Review team is that UAb has a well thought-out system of e-learning which is 'managed' by an enthusiastic team of Professors, teachers and tutors and is positive received by the students. We think that E-xcellence instruments give the University the opportunity to fine-tune the system on those aspects which need more attention at this moment, for example the workload.

5 **Roadmap**

Following on the Local seminar in Portugal the team of Universidade Aberta (UAb) formulated the Roadmap of selected benchmarks and improvement actions. The Roadmap can be found in Appendix 9. For the record: the team used a five positions scale to graduate the actions priority, from 1 (the most important or urgent actions) to 5 (important actions, but not so urgent – it's not possible to do everything at the same time).

Appendices

Appendix 1: Mail confirming the appointment, sent on 1 March 2012.

Appendix 2: Brief description of the VLE

Appendix 3: E-xcellence framework

Appendix 4: Master program in Administration and Educational Management (MAGE)

Appendix 5: Master on Pedagogy of E-Learning (MPEL)

Appendix 6: Universidade Aberta's Pedagogical Model

Appendix 7: Quick Scan Master's program in eLearning Pedagogy

Appendix 8: Quick Scan Master in Administration and Educational Management

Appendix 9: Roadmap Universidade Aberta

Appendix 1: E-mail 1 March 2012

Van: João Carlos Relvão Caetano [jrc@uab.pt]
Verzonden: donderdag 1 maart 2012 17:29
Aan: Wagemans, Leo
CC: Boon, Jo; 'George Ubachs'; 'Covadonga Rodrigo'
Onderwerp: RE: Planning the dates of the local seminars

Dear Leo:

Thank you very much again for your e-mail. I'm pleased to inform you that the dates you've suggested for the Local Seminar are convenient. As I told you before, I'll give you all the help you need considering your presence in Portugal. Please tell me what you need.

We´ll be in contact.

Kind regards,

Joao Caetano

De: João Carlos Relvão Caetano
Enviada: segunda-feira, 27 de Fevereiro de 2012 11:54
Para: 'Wagemans, Leo'
Cc: Boon, Jo; 'George Ubachs'; 'Covadonga Rodrigo'
Assunto: RE: Planning the dates of the local seminars

Dear Leo:

Thank you very much for your e-mail. The dates that you've suggested for the Local Seminar are, in principle, convenient. I´m doing all the contacts in order to make sure that all the people concerned are available on these days, considering the fact that the 25th April is a free day in Portugal. I'll inform you asap.

Of course, I've a great pleasure to help you with the booking of the hotels, etc.

We'll be in contact.

Kind regards,

Joao Caetano

De: Wagemans, Leo [mailto:Leo.Wagemans@ou.nl]
Enviada: quinta-feira, 16 de Fevereiro de 2012 15:43
Para: João Carlos Relvão Caetano
Cc: Boon, Jo; 'George Ubachs'; 'Covadonga Rodrigo'
Assunto: RE: Planning the dates of the local seminars

Dear Jaoa,

Yesterday Jo, Covadonga and I (Leo) discussed the dates for the Local seminar in Portugal. For us, week nr. 17 (from 23 till 28 April) would be convenient. We decided that Covadonga and I will form the

Review team for your Local seminar and Covadonga and I agreed about the date. The most preferable date for us will be Thursday 26 April and Friday 27 April 2012.

So, our concrete question: is it for you and your team/institution too convenient when we visit Portugal in week nr. 17 on Thursday 26 April and Friday 27 April?

If that's OK, we can continue with the booking of hotels and flights etc. Any suggestions about that will be gratefully received.

Hope to hear soon of you.

For the record: next week I have a holiday week. I will be back in my office on Monday 27 February 2012. In the meanwhile I will check my mail regularly.

Kind regards,

Leo Wagemans
Covadonga Rodrigo
Jo Boon

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Appendix 2: Brief description of the VLE

VLE - Brief description

UAb's Virtual Learning Environment is based on Moodle, which was adapted to the pedagogical model. Course templates were developed for each of the study cycles and some LLL course formats.

Each template already features a learning plan/contract structure that course designers need to fill in. Devices for choice of assessment mode and learning card are also in place, so that designers/teachers don't have to create them. Groups for students in continuous assessment and for students that will be assessed by a final exam are automatically created, since the resources/activities available to them differ according to their assessment mode. The final continuous assessment grade is calculated by a rather complicated formula that is also incorporated in the template.

Core modules (activities) of Moodle are used in most courses, such as assignments and quizzes, as well as additional plugins, such as OUwikis. The main communication tool is the asynchronous forum, but we also provide a connection with the Colibri synchronous web conference tool.

External web 2.0 tools are also used in some cases (especially 2nd and 3rd cycle courses), which are not integrated into the VLE, though we are starting to use some platforms in our own servers (Elgg, Mahara) that offer many of the web 2.0 features found in popular services in the web.

For administrators, some functionalities for providing information on system usage were developed at UAb and made available to the Moodle community.

A final, but very important issue, is the integration of the VLE with the student information system (SIS). This integration ensures that students are automatically enrolled in their proper courses in Moodle, and that grades obtained in continuous assessment are properly registered in the SIS. Since courses with many students are divided in groups of 60 max, the integration layer also ensures the management of those classes.

Complete presentation: http://prezi.com/hqlg3zqww9rd/uab-virtual-learning-environment/

Appendix 3: E-xcellence framework

Introduction to E-xcellence

E-xcellence Local seminar

Lissabon, 26 & 27 April 2012

Jo Boon, Leo Wagemans

CELSTEC, Open University of the Netherlands

Centre for Learning Sciences and Technologies
celstec.org

Overview

- Background of the project
- Products
- E-xcellence project in line

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EADTU and E-xcellence project

- EADTU is Europe's leading representative association for Lifelong Open and Flexible (LOF) learning in distance HE
- the model of LOF learning refers to open learning, distance learning, e-learning, online learning, open accessibility, etc.

E-learning

- has become mainstream provision in European higher education
- as it is becoming integral part of higher education, e-learning should also be integral part of the QA systems

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E-xcellence project

- By developing the E-xcellence instrument an opportunity is created by EADTU for the existing channels in QA to adopt new quality guidelines for increased quality, accessibility and attrractiveness

- As the E-xcellence instrument supplements existing QA systems with e-learning specific issues, it can be integrated within the existing QA frameworks.

- In the past 2 stages in which E-xcellence was developed and promoted by and within open and blended universities and QA agencies, it has proven to be a valuable and valued open source tool

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Main Contributors (Coregroup)

- EADTU (Coordinator)
- OULU-University (Finland)
- OUNL (Netherlands)
- OUUK (United Kingdom)

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Products to work with

- 📖 manual
  - reference tool for the design and assessment of e-learning programmes
  - benchmarks, quality criteria and notes for guidance against which e-learning programmes and their support systems may be judged
- 📄 assessors notes
  - provide a more detailed account of the issues and the approaches
  - Good practices for various situations

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The E-xcellence manual

E-xcellence Project in a line

2005	2006	2007	2008	2009 ->

E-xcellence Project	E-xcellence instrument	E-xcellence + Project
	TF Quality Assurance label	E-xcellence Associates label

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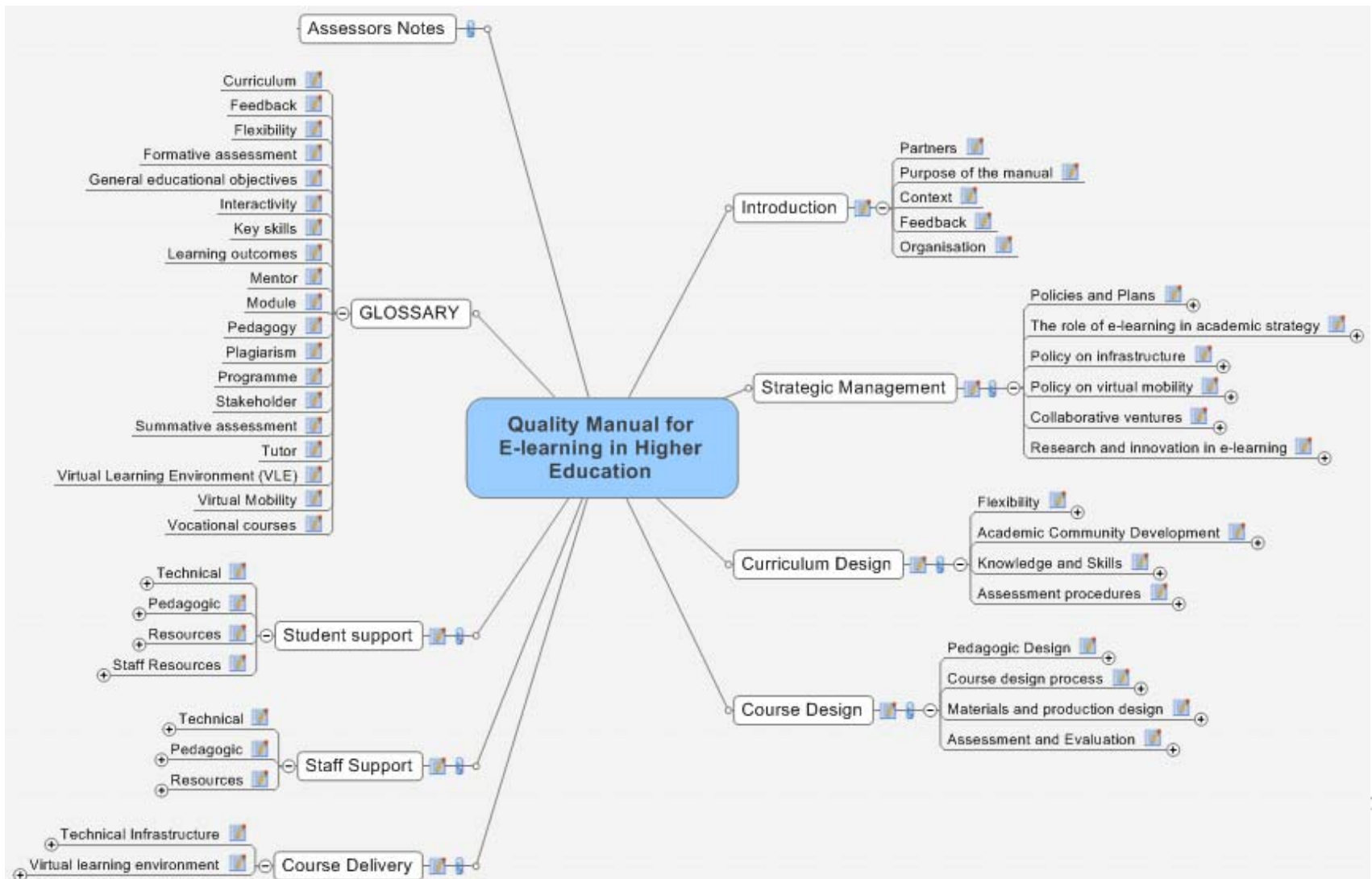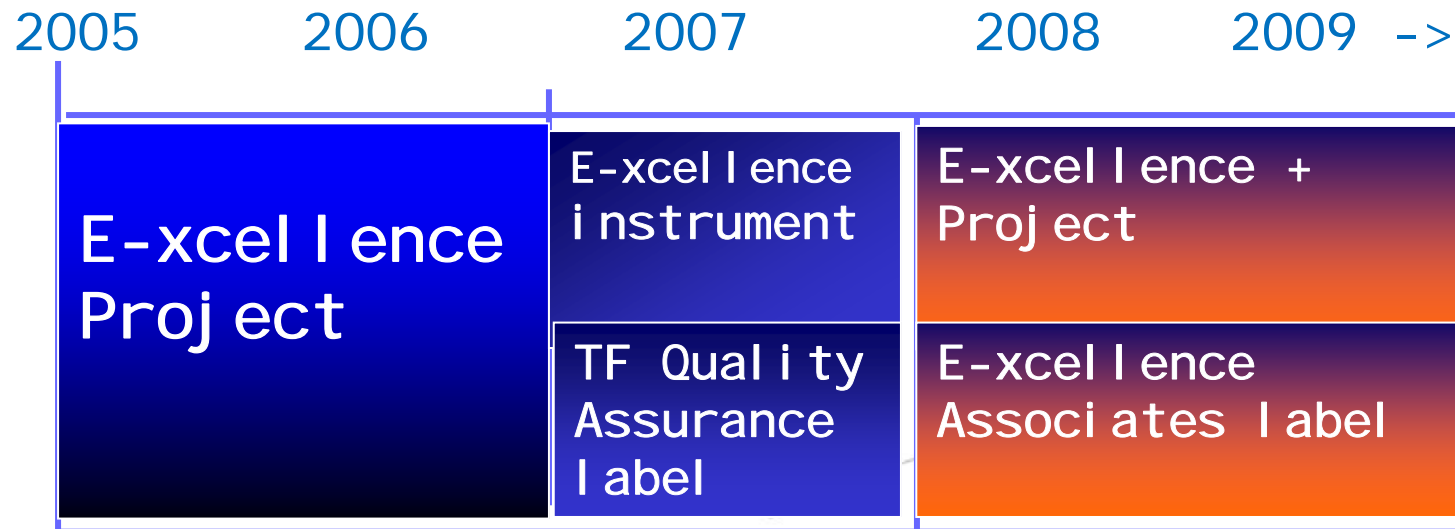
E-xcellence +

- Goal:
  - From project to mainstream implementation of the E-xcellence instrument
  - European wide at the local level
- Brings together:
  - the expertise and experience of universities in lifelong learning from 13 countries
  - the expertise of quality assurance and accreditation processes from several QA agencies
- Result:
  - framework for educational improvement and innovation

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European outreach

- Involving universities and QA-agencies by the networks of EADTU

- European seminar to set a framework for local implementation of the E-xcellence instrument by decision makers of universities and QA-agencies

- 13 local seminars of implementing, testing and fine-tuning the Quick Scan (October 2008 and April 2009).University QA-team and QA-agencies

- Participation of institutions and Accreditation agencies/ministries

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Local seminars E-xcellence +

Local seminars E-xcellence +	Date
Czech Association of the Distance Teaching Universities + University of Hradec Králové (Brno/ Hradec Králové) Incl. National Agencies: the Council of Higher Education Institutions, the National Centre of Distance Education	13-14 November 2008
KU Leuven (Leuven) Including VLIR- VLHORA *20 HE-present*	January 20-21 2009
UNED (Madrid) Including ANECA	19-20 February 2009
OUUK (Milton Keynes) *16 HE-institutions present*	27 February 2009
MESI (Moscow)	June 2009
Hungarian Virtual University Network (Budapest) Including Hungarian Accreditation Body department of distance and e-learning	12-13 November 2009
Uninettuno (Rome) Including Italian Minister of Higher Education	5 March 2009 8-9 December 2009
Lund University (Lund) FULL ASSESSMENT	9-10 March 2009
FernUni Schweiz (Bern) Including OAQ	11-12 March 2009
Slovak university of technology (Bratislava)	15-16 October 2009
EITF (Tartu) Including: Higher Education Accreditation Centre and Estonian e-Learning Development Centre	20-21 April 2009
Oulu University (Oulu) Including The Finnish Higher Education Evaluation Council (FINHEEC) and Finnish Virtual University	19-20 May 2009
OUNL (Heerlen) FULL ASSESSMENT Including NVAO	October 2009

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2 Full assessments

- Open University (Netherlands)
- Lund University (Sweden)

- Enables to determine the performance of e-learning programmes
- Self-assessment approach with an on-site visit by an e-learning expert(s)
- External QA agencies

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E-xcellence Associates Label

- Not a label of proven excellence, but a label to reward continuous educational improvement
- The label is provided based on an external review at a distance or on-site

Self-assessment
Roadmap of improvement

Review

Essential is integration of benchmarks

E-XCELLENCE
QA in e-learning
ASSOCIATES IN QUALITY

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E-xcellence Next (2011 and 2012)

- Extended European introduction (countries not yet involved)
- Updating of the instrument
- Special focus on f.e. developments like open educational resources and the growing application of social networking in educational contexts
- Broadening the partnership

- Open University (NL) is responsible for WP2: Extended European introduction (Organization of the Local seminars)

  Who is involved?
  - Moscow *
  - Lithuania *
  - Poland *
  - Cyprus *
  - Lathvia *
  - Portugal
  - Greece

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Local seminars E-xcellence +

Local seminars E-xcellence +	Date
MESI (Moscow)	6-7 June 2011
Kaunas University of Technology, Lithuania	26-27 October 2011
Akademia Górniczo-Hutnicza (AGH) University of Science and Technology, Poland (Krakow)	14-15 December 2011
Open University of Cyprus, Cyprus (Nicosia)	6-7 March 2012
Riga Technical University, Latvia (Riga)	19-20 March 2012
University, Portugal (Lissabon)	26-27 April 2012
Hellenic Open University (HOU), Greece (Patras)	16-17 May 2012

Thank you for your attention

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Appendix 4: Master program in Administration and Educational Management (MAGE)

Presenting the Master program in Administration and Educational Management

Lídia Grave-Resendes, Associate Professor, U. Aberta,
lidiagr@univ-ab.pt

E-xcellence Next
Universidade Aberta, April 26th, 2012

Outline

- Master program

- Study Plan

- Management

- Research

Master in Administration and Educational Management

- Criation – 1996 – Face to face system

- 1st Edition -1997/98

- Adaption to Bologna Process - 2008

- Accreditation by National Agency

- 9th Edition – 2008/09 - b-learning system

- 1 183 Applicants

- 340 Admitted (30 are doing the course load)

- 111 Obtained Master level

Synthesis of the Master Program Schedule

Versão: 10-3-2012

Mestrado em Administração e Gestão Educacional

Coordenadora: Prof. Doutora Lídia Grave-Resendes

1997-2008 – Regime presencial

2008 – Regime B-learning

	1° MAGE 1997/99 6 Out. 1997	2° MAGE 1998/00 28 Set. 1998	3°MAGE 2000/02 13 Nov. 2000	4°MAGE 2001/03 29 Out. 2001	5°MAGE 2004/06 6 Jan. 2004	6°MAGE 1 2005/07 10 Jan. 2005	7°MAGE 2006/08 10 Jan. 2006	8°MAGE 2006/08 9 Nov. 2006	9°MAGE[2] B-learning 2008/10 1 Out. 2008	10°MAGE B-learning 2009/11 3 Out 2009	11°MAGE B-learning 2010/12 9 Out. 2010	12°MAGE B-learning 2011/13 3 Out 2011
Number of Applicants	110	144	110	105	120	80	48	58	115	132	104	57
Number of opennings	25	25	30	30	25	25	25	25	25	30	40	25
Admitted	25	25	29[3]	30	26[4]	25	25	23	25	31	46	30
Completed the course load (1st year)	20	21	28	27	24	23	23	20	20	24		
Didn`t finish the course load (1st year)	3[5]	1	1[6]	0	1[7]	1	2[8]	0	0	1		
Drop outs	2	3	0	3	1	1	0	3	5	6		3
Drop out rate	8 %	12 %	0%	10%	4%	4%	0%	13%	20%			
Writing the dissertation										2	9	
Waiting for defense Dissertation										3	4	
Master Level – 111	3	10	21	16	10	15	17	5	10	4		

[1] As **propinas aumentaram para 2 500 Euros**
[2] As **propinas aumentaram para 3 000 Euros**
[3] O candidato que falta não obteve bolsa de estudo do seu país para se deslocar a Portugal
[4] Um aluno supranumerário dado que já tinha completado o 1° semestre
[5] Dois mestrandos não terminaram a parte curricular devido a doença; recandidataram-se ao 2° MAGE
[6] Não terminou por questões de saúde, vindo a terminar no 4° MAGE
[7] O aluno inscreveu-se no 6°MAGE para terminar uma disciplina que lhe faltava
[8] Por razões de doença grave

10

General Objectives

- To develop educational leadership and management capabilities necessary for the new cultural and organizational contexts in which schools operate;

- To mobilize the knowledge related to technical and methodological tools necessary to perform out new school management functions ;

- To develop a critical attitude of professional and personal reflection leading to a process of continuous self-training;

- To identify and use technical and technological instruments necessary for a modern and efficient administration and management of educational establishments;

- To develop extended innovative research in issues related to the problematics of administration and educational management.

Universidade Aberta Pedagogical Model

► Why a Model?

• Because we are dealing with an organizational and management model of learning practices and education;

• Because it consists of a general plan or template to help students learn certain knowledge, attitudes ans skills.

•Because it is based on guiding vectors and on a set of teaching prespections oriented to the achievement of the expected results.

(Grave-Resendes, 2012)

Guiding Vectors of Universidade Aberta Pedagogical Model

Student-centered

Flexibility

Interaction

Digital Inclusion

(Lídia Grave, 2008)

Principles underlying the Master Program

► Development of authentic significant and relevant learning contexts;

► Development of learning activities connected to the real world;

► Promotion of a reflexive practice during the teacging-learning process (both on-line and face to face)

► Development of cooperation and the spirit of mutual help;

► Active participation on behalf of the students in the learning process;

► Promotion of differentiated pedagogical activities;

► Creation of teams of collaborative work.

(Lídia Grave,2008)

Steering forces for the Program

- **Communication**

- **Cooperation**

- **Active Participation**

- **Respect**

Aims of the Master program

►Professional development

► Collective pedagogical   agreement

► Analysis and critical reflection

► Leadership

School

Informed
Innovative
Joust

(Lídia Grave, 2008)
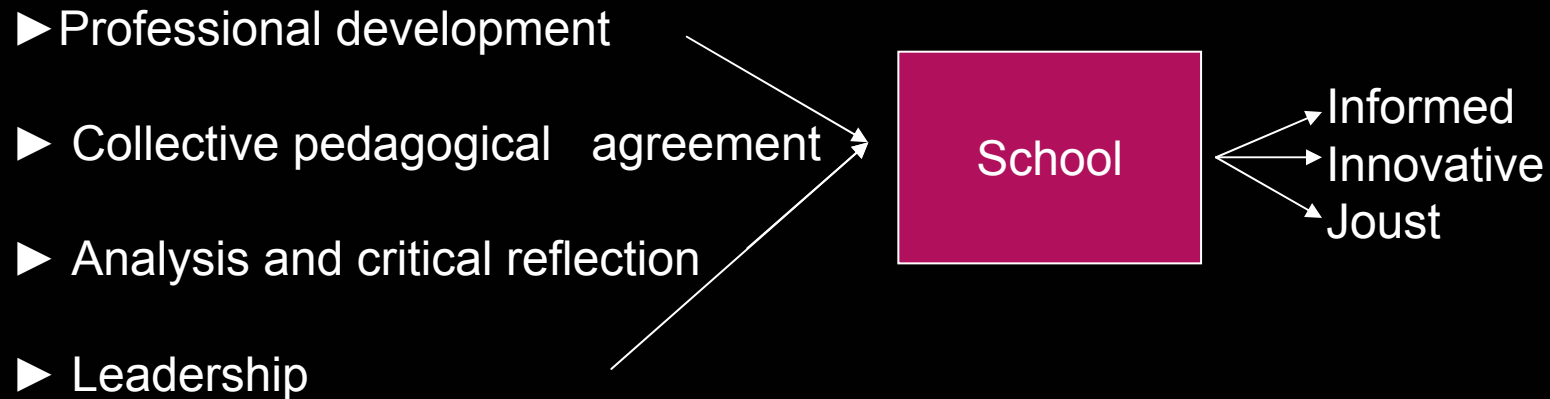
Strategies and Pedagogical Characteristics

Pedagogical Differentiation

- Individual work/study
- Collaborative activities
- Structured discussions
- Interactive materials
- Individual/group evaluation

- Interactivity in the learning process.

- A change in the role of teacher/student.

- Competency, knowledge management and team work.

- A tendency for learning based on resources rather than prepackaged learning.
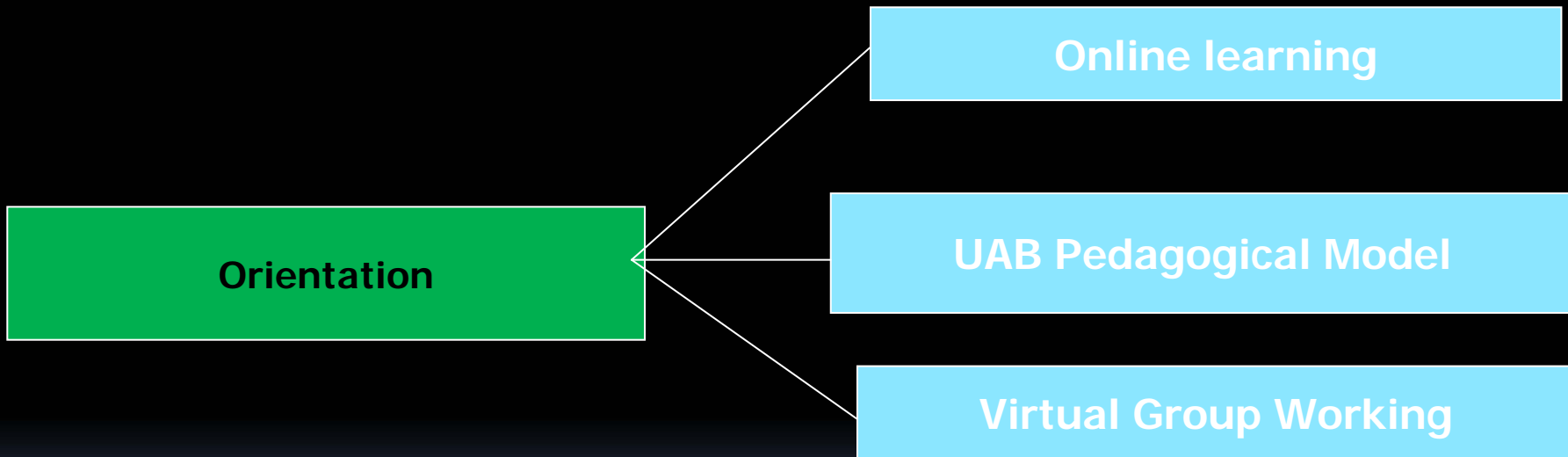
Study Plan

12ºMAGE
2011-2013

Coordination: Prof. Lídia Grave-Resendes
Secretary: D. Liberdade Almeida

UNITS	SCIENT. AREA	TYPE	WORKING TIME (HOURS)		ECTS	STAFF
			TOTAL	CONTATO		
1ºSemestre						
School Management	C.Edu	Sem.	208	45 (15S+30TP)	8	Antónia Barreto
Fundamentals of Theortical Organization and Educational Administration	C.Edu	Sem.	182	40 (10S+30TP)	7	Susana Henriques
Contemporary Educational Problematics	C.Educ	Sem.	156	32 (12S+20TP)	6	Lídia Grave
Relações Interpessoais: agentes, intencionalidades e contextos educativos	C.Edu	Sem.	182	40 (10S+30TP)	7	Filipa Seabra
2ºSemestre						
Research Methodology	C.Edu	Sem.	260	52 (22S+30TP)	10	Darlinda Moreira Rosário Ramos
Organization and Management of Professional Development	C.Edu	Sem.	182	40 (10S+30TP)	7	Claudia Neves
Leadership and Pedagogy Innovation	C.Edu	Sem.	208	45 (15S+30TP)	8	Lídia Grave
Choose one UCs*						
Informatics applied to Management	Info	Sem.	182	40 (10S+30TP)	7	Henrique Mamede
Accounting and Financial Management	Gestão	Sem.	182	40 (10S+30TP)	7	Manuel Lopes

* O estudante deverá seleccionar uma opção

Orientation on UAB Model

Orientation

- Online learning
- UAB Pedagogical Model
- Virtual Group Working

Implementation

1 **Virtual Class**
- Totally *on-line* -

2 **Hybrid Class**
- *b-learning* -

2 Sessions

Concentrated sessions

1 Session
(beginning of 2sd semester)

1 Sessão de 25 horas
(endof 2sd semester)
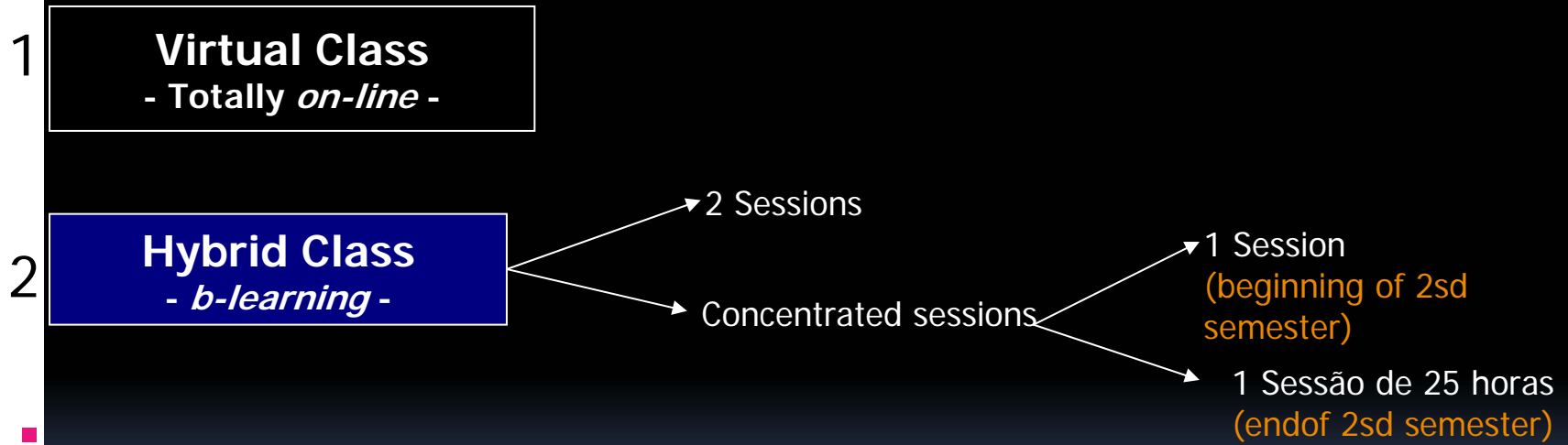
(Lídia Grave,2010)

Support System

The Learning Contract - LC

Learning Contract -LC

- Instrument of mediation
- Steering document of the CU
- Auscultator of the student
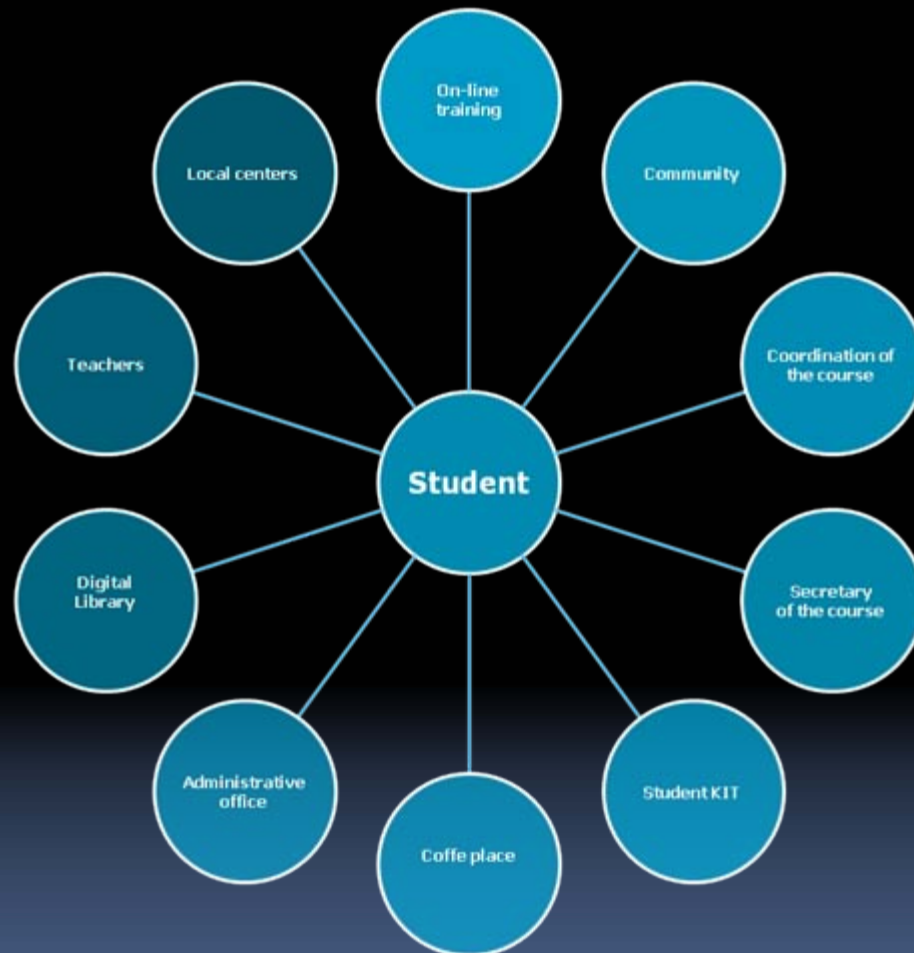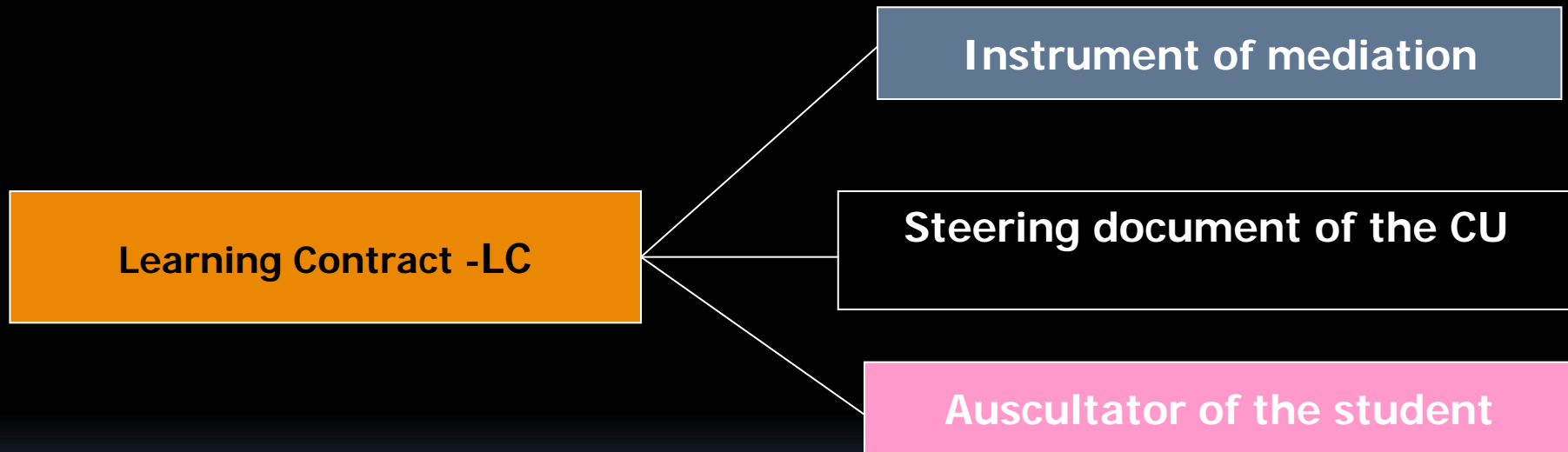
Master Program Schedule

12º Mestrado em Administração e Gestão Educacional   Prof. Lídia Grave-Resendes   4-2-2012
2011-2013

2º SEMESTRE

Mês	Dias	Semana	Feriado	Liderança e Inovação Pedagógica	Relações Interpessoais	Investigação	Informática Aplicada à Gestão	Contabilidade e Gestão Financeira
Fev / Março	27 -04	1						
Março	05 - 11	1		Atividade	Atividade	Atividade	Atividade	Atividade
Março	12 - 18	2		Atividade	Atividade	Atividade	Atividade	Atividade
Março	19 - 25	3		Atividade	Atividade	Atividade	Atividade	Atividade
Março/ Abril	26 - 01	4		Atividade	Atividade	Atividade	Atividade	Atividade
	02 - 8					Atividade	Atividade	Atividade
Abril	9 - 15	5		Atividade	Atividade	Atividade	Atividade	Atividade
Abril	16 - 22	6		Atividade	Atividade	Atividade	Atividade	Atividade
Abril	23 - 29	7	25	Atividade	Atividade	Atividade	Atividade	Atividade
Abril/ Maio	30 - 6	8	1	Atividade	Atividade	Atividade	Atividade	Atividade
Maio	7- 13	9		Atividade	Atividade	Atividade	Atividade	Atividade
Maio	14 - 20	10		Atividade	Atividade	Atividade	Atividade	Atividade
Maio	21 - 27	11		Atividade	Atividade	Atividade	Atividade	Atividade
Maio/ Junho	28 - 3	12		Atividade	Atividade	Atividade	Atividade	Atividade
Junho	4 - 10	13	7 e 10	Atividade	Atividade	Atividade	Atividade	Atividade
Junho	11 - 17	14		Atividade	Atividade	Atividade	Atividade	Atividade
Junho	18 - 24			Avaliação	Avaliação	Avaliação	Avaliação	Avaliação
Junho/Julho	25 - 1			Avaliação	Avaliação	Avaliação	Avaliação	Avaliação
Julho	2 - 08			Avaliação	Avaliação	Avaliação	Avaliação	Avaliação
Julho	09 - 15			Avaliação	Avaliação	Avaliação	Avaliação (caso necessitem)	Avaliação (caso necessitem)
Julho	16 - 20			Avaliação (caso necessitem)	Avaliação (caso necessitem)	Avaliação (caso necessitem)		

2º Semestre: 27 de Fevereiro a 20 de Julho
Entrega das pautas com as notas: até 3 de Setembro

Elaboration of the Research Project

Steps for a proposal For a Research Prpoject

- Auscultation with the student of possible areas **(beginning of 1st semester)**

- Individual auscultation on research theme **(2sd semester)**

- Choice of the theme

- Problem selection

- Paradigm slection

- Collective auscultation in the classroom (face to face) of the Pre-project

Elaboration of a Research Pre-Project

Theme:

Starting question:

Specific questions:

Possible adviser:

9ºCurso
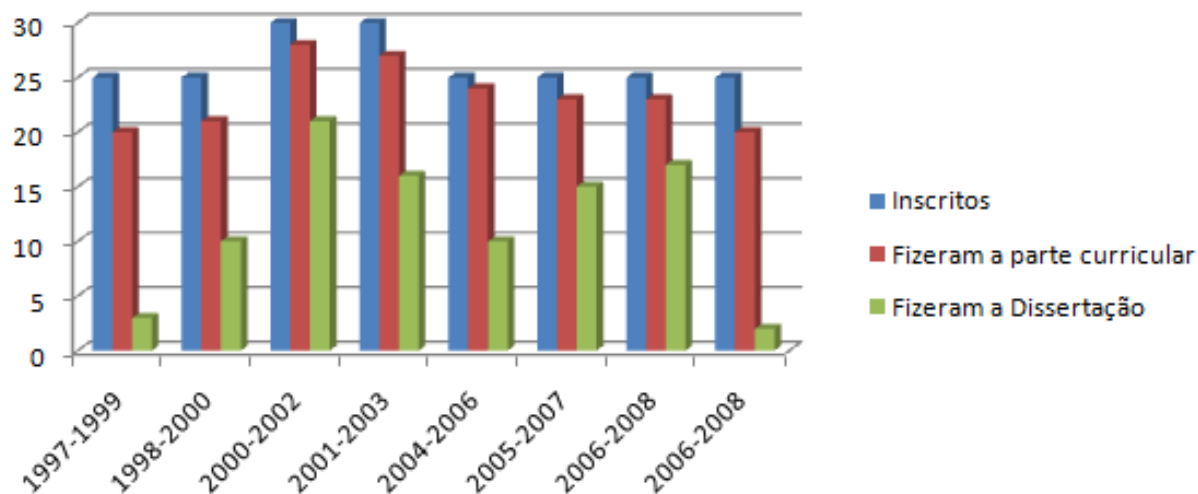**MAGE**
Coordenação: Lídia Grave
Projecto de Dissertação

Temática:

Questão de partida:

Questões específicas:

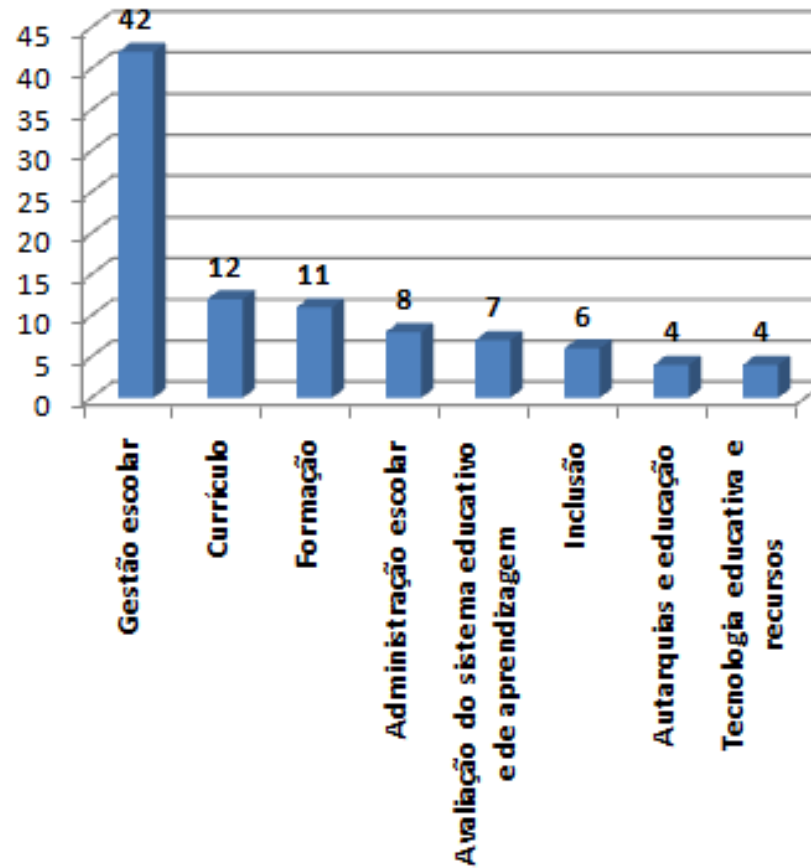**Possível orientador/a**

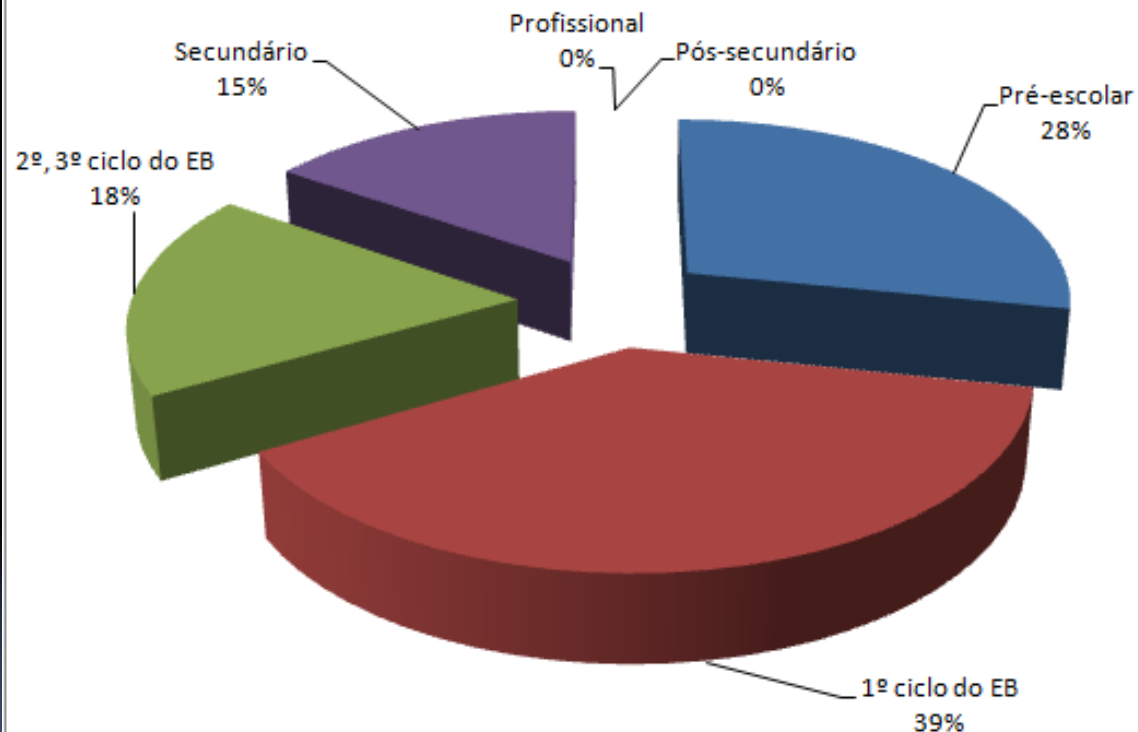Relação entre os inscritos, os que terminaram a parte curricular e o nº de dissertações

Research by Level of Teaching

Dissertações por nível de ensino

Educational Community agents

Actores da Comunidade Educativa
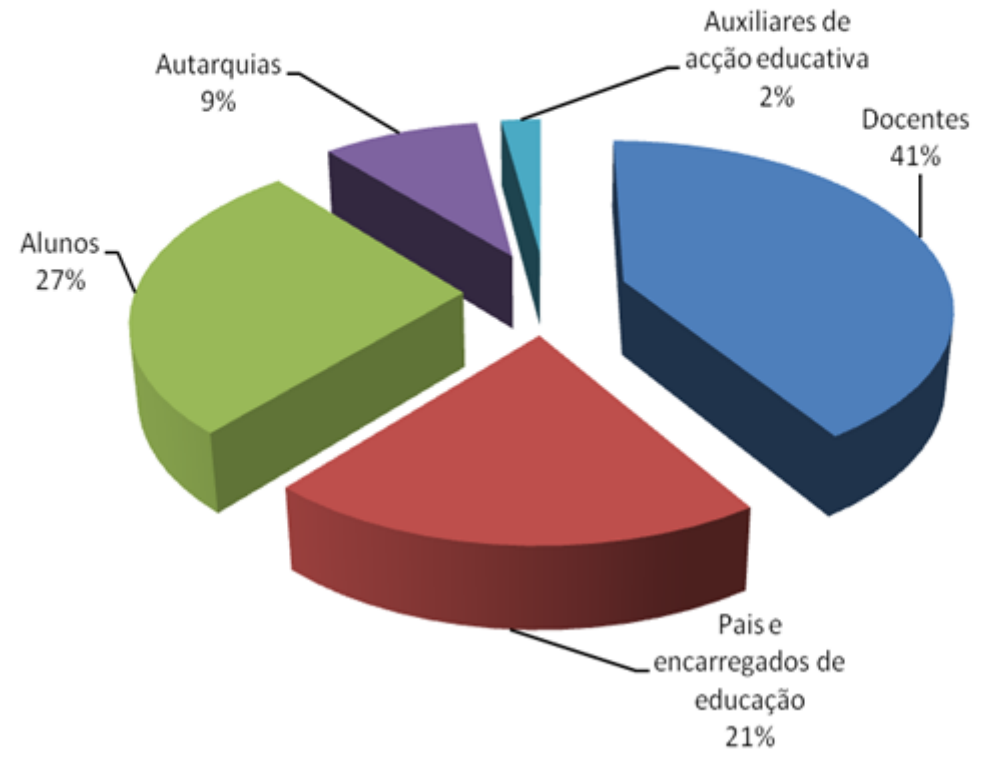
SATISGACTION and CHALLENGES

SATISFACTION

- Flexibility of time management
- No commuting
- At own pace
- Capability for organization and planning
- New skills
- Restructure the routines
- Objective and selective writing
- Sharing of feelings
- Record of what was learned

CHALLENGES

- Self discipline
- Personal scheduling
- Reconcile fixed schedules
- Personal organization
- Prioritization
- Wrtten discourse is ore thought out and selective
- Demanding rigorous time management
- Prejudices regarding online learning

(Lídia Grave-Resendes,2012)

Appendix 5: Master on Pedagogy of E-Learning (MPEL)

E-xcellence Next

Uab – 26-27 April 2012

Le@d - http://lead.uab.pt/

Projects 2007-2010

- **Project E-form –** *E-learning Evaluation of Teacher Trainning Courses in UAb.*

- **Project e-Co** *- Researching Coordination of Graduation Programmes.*

- **Project E&S, E**learning e **S**ucesso *– Researching Student Sucess in Graduation Courses.*

- ***Projecto 2C –*** *Identifying Good Practices in Post-Graduation Programmes.*

- ***Project Elearning e avaliação no Ensino Superior –*** ***@ssess.he*** *- Researching Assessement & Evaluation in Higher Education*

Projects 2007-2010

- **Project T&M –** *Adapting Moodle Version 1.9 to UAb.*

- **Project UAb & Moodle** *– Building specific tools on Moodle for UAb.*

- **Project Sinflex** *– Testing Synchronous Flexible Tools.*

- ***Project Acessibilidades -*** *Exploring Acessibility in E-Learning Courses*

Projects 2007-2010

- **Project Epics –** *European Portal for International Courses and Services.*

- **Project VIRQUAL -** *Network for integrating Virtual Mobility and European Qualification Framework in HE and CE Institutions.*

- **Project EL GATE, European -** *Latin American university cooperation Gate.*

Future Directions

Four Domains of Research:

Communication and Socialization In the Networked Society

Knowledge Management and Intellectual Capital In Organizations

3. Ciberculture And Knowledge Management

Participatory Culture

Knowledge Creation and Dissemination in the Networked Society

Knowledge and Organizational Change in the Networked Society (business intelligence, E-government…)
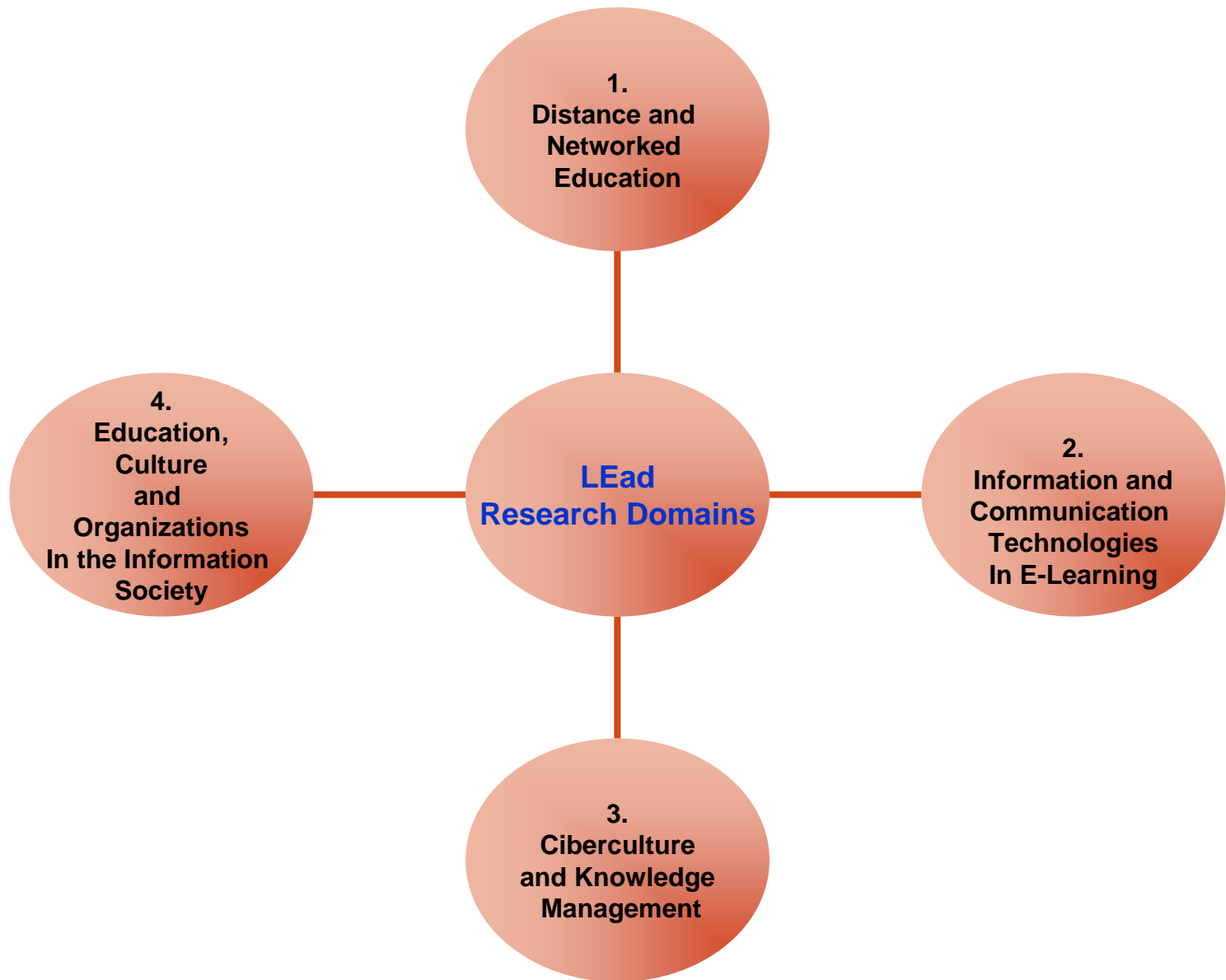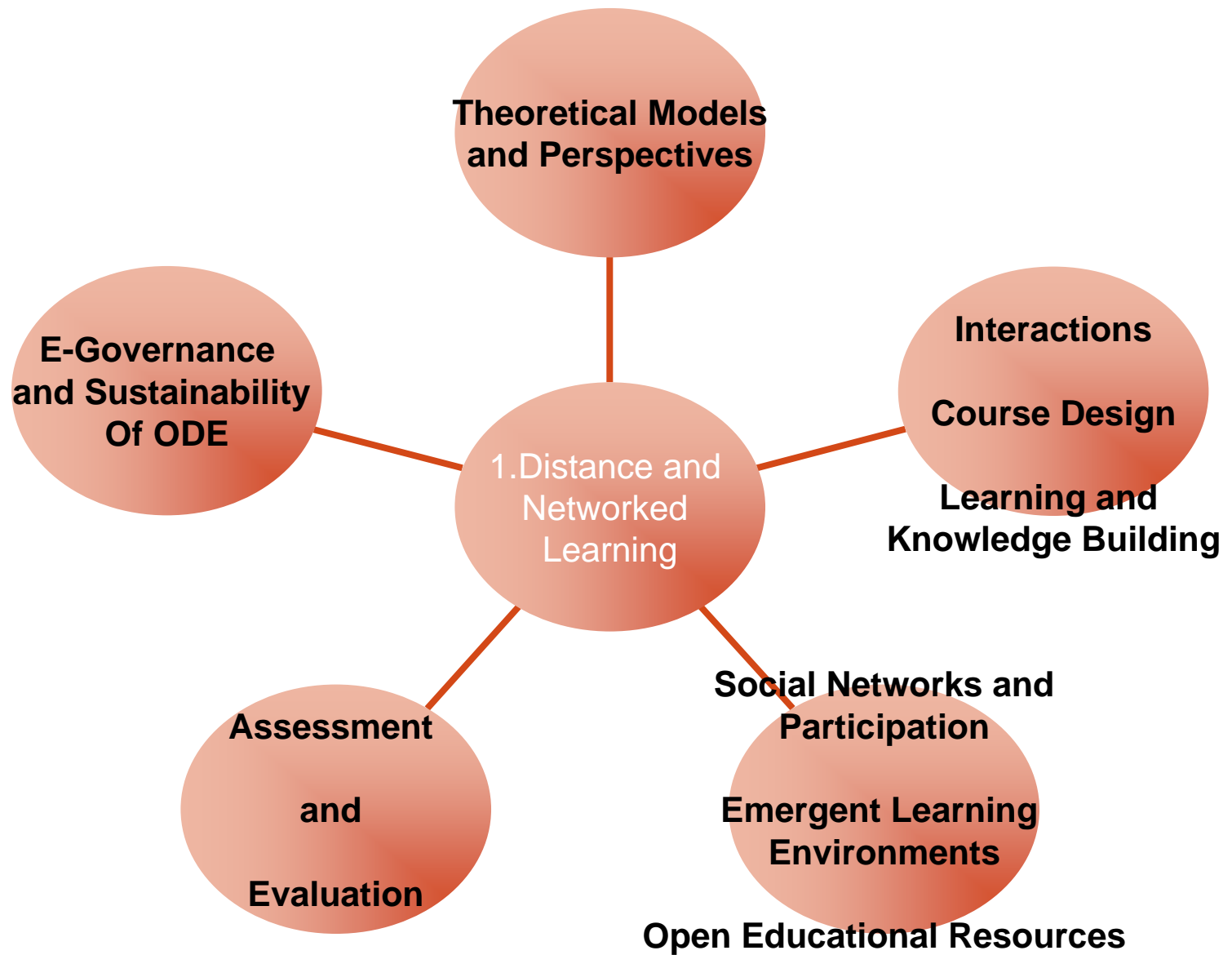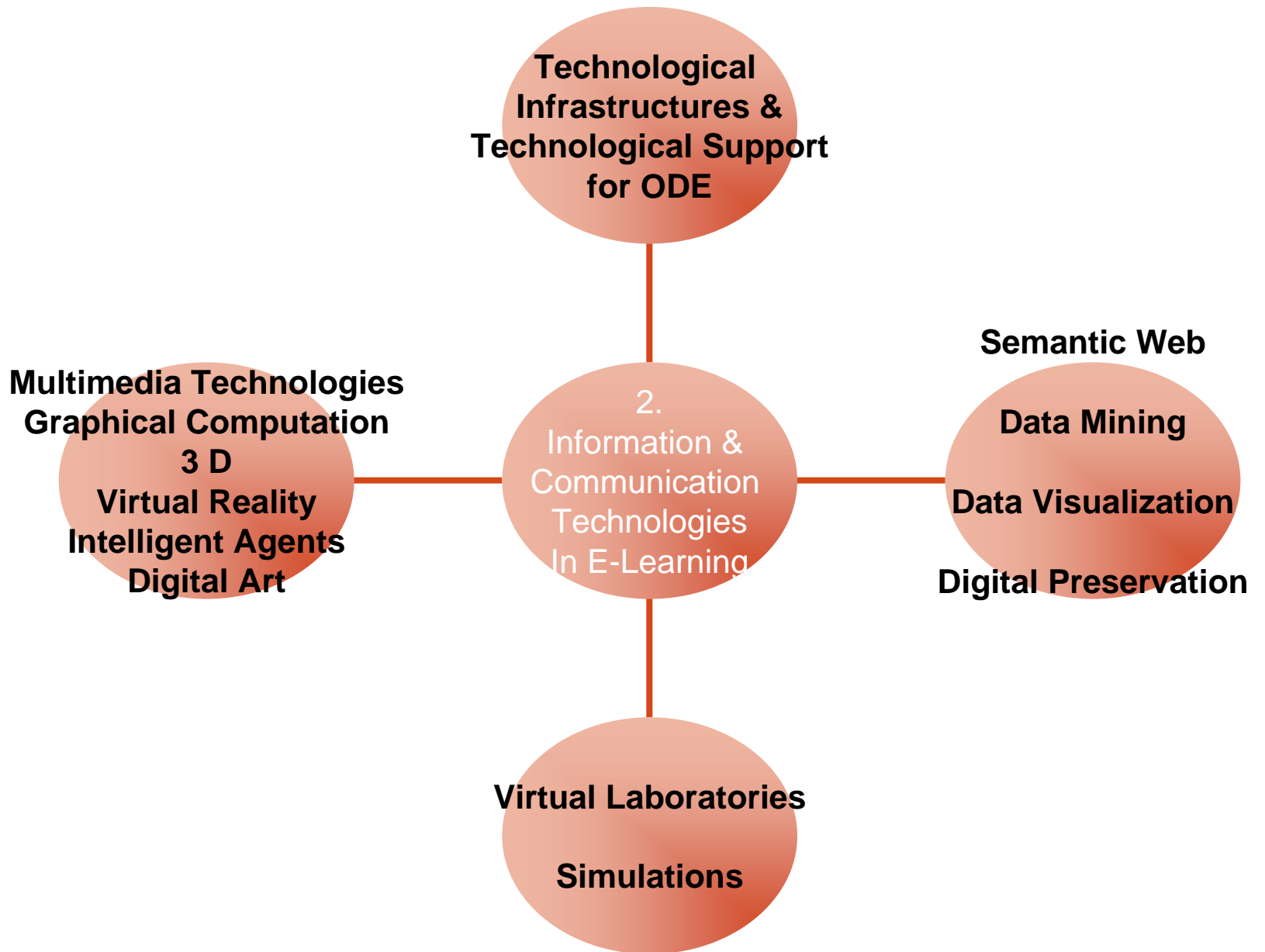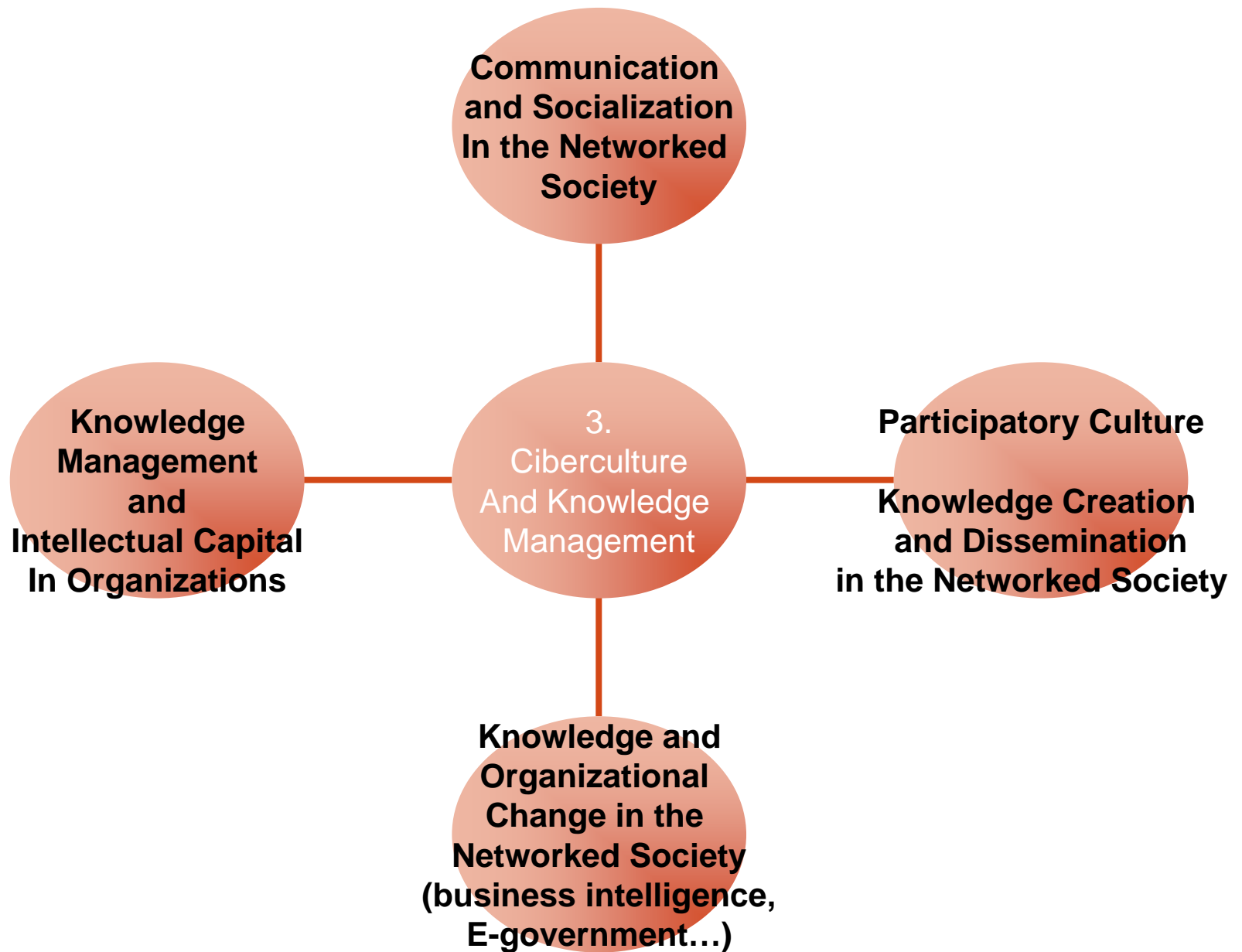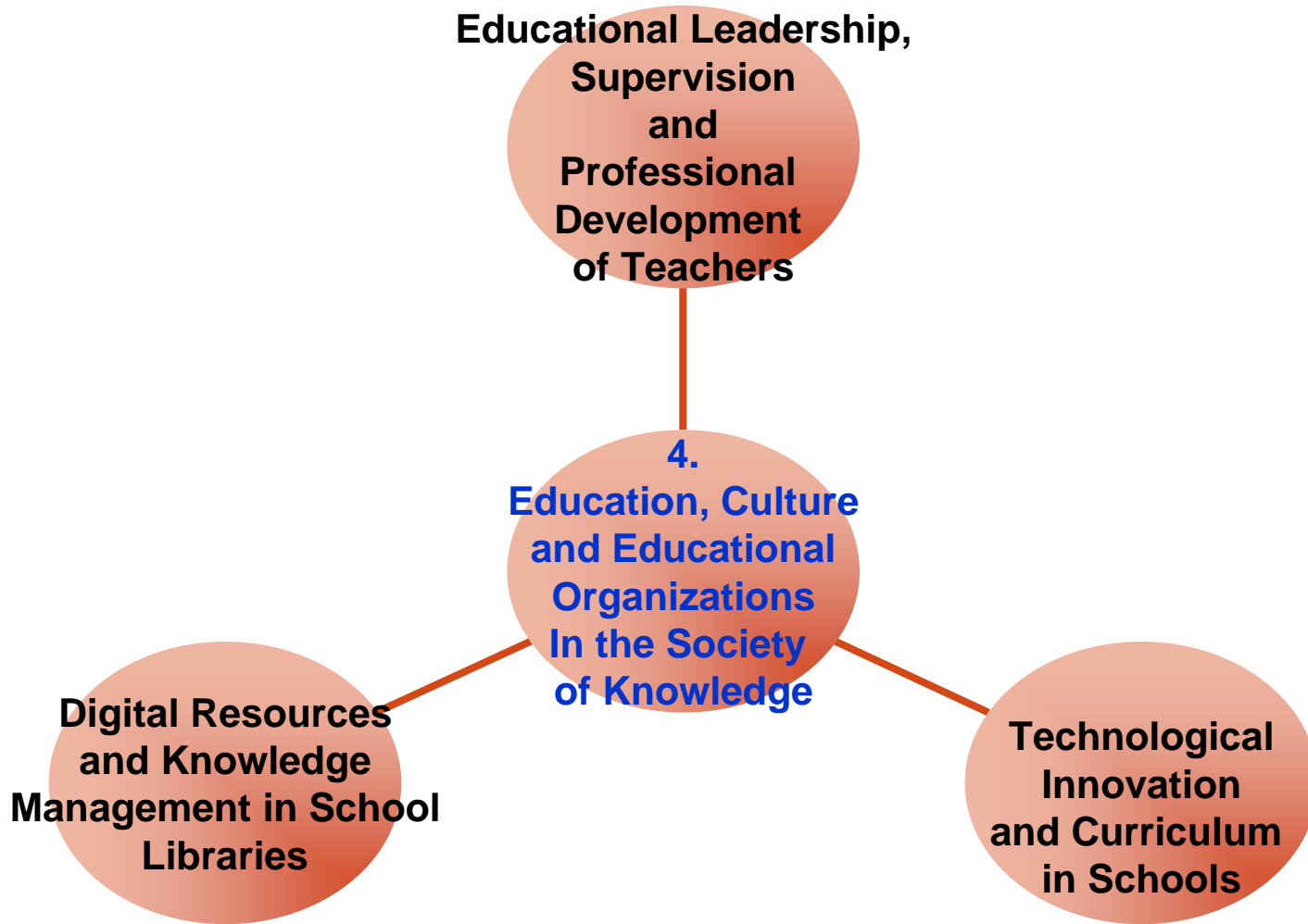
Appendix 6: Universidade Aberta's Pedagogical Model

Universidade Aberta's Pedagogical Model
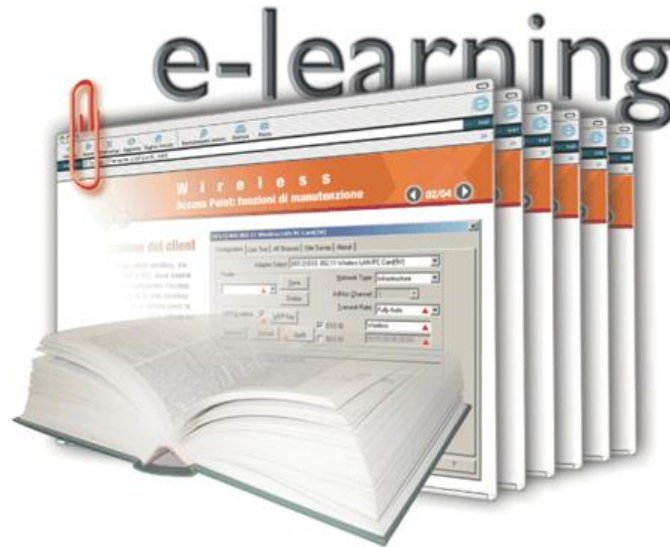
José Mota – Laboratory of Distance Education and eLearning
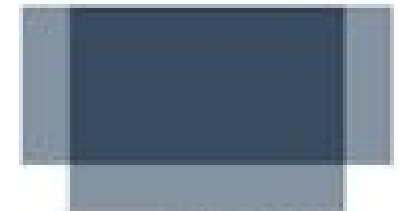
UNIVERSIDADE AbERTA www.univ-ab.pt

LEaD
LABORATÓRIO DE EDUCAÇÃO A DISTÂNCIA

Macro Level - Universidade Aberta

2007 – Start of the implementation of the Pedagogical Model

2009-2010 – All courses following the Pedagogical Model

2006 – Creation of a Pedagogical Model for Universidade Aberta (online education)

2003-2007 – 4 Master's courses fully online

Department of Education and Distance Education

2001 – First fully online course for Online trainers

Evaluation / Validation of the Pedagogical Model

Evaluated and validated by Universidade Aberta's International Consulting Board

Tony Bates (Chair)
Linda Harasim
Robin Mason
Ulrich Bernath
Albert Sangrà

Presented to and approved by UAb's Senate

Virtual Campus

Technological infrastructure for learning management ⟶ Moodle with some added functionalities

Robust and reliable network infrastructure

Support services for online coordination

Teachers' Helpdesk

Students' Helpdesk

Online administrative services

Success factors

Existence of a Pedagogical Model
for Online Learning

Mandatory training
for teaching online
(12 week / 5 week course)

Uab Staff / External Teachers
Design of Curricular Units
Teaching and communicating online

Tutors
Learning support and monitoring

Course coordination – direct
connection with students

Online social spaces

Familiarization module for all students / trainees

Systematic applied research on e-learning (LE@D)
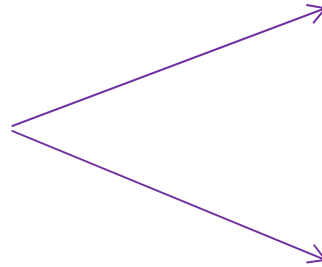
Pedagogical Model – Principles

UAb's students / trainees

- Geographical dispersion
- Adults with professional, familiar and civic responsibilities

Learning

- Not mere recollection and processing of information but acquisition and development of competencies

- Going beyond instructional methods and tasks towards pedagogical strategies that engage students as active participants

Learner centered | Flexibility | Interaction | Digital inclusion

Pedagogical Model –Variants

3 Variants

- 1st Study Cycle

- 2nd (and 3rd) Study Cycle

    - Virtual Class

    - Blended Class

- Short term programs (LLL)

    - Cultural extension

    - In-service / professional training

Interaction in all variants is mostly asynchronous

Macro Level - Organization

1st Study Cycle

Max students per class – 50/60

2nd (and 3rd) Study Cycle

Max students per class – 25/20

+ Interaction

- Dominance of instruction

- Less investment in the interaction between teacher and students

- Student-student interaction

- Dominance of facilitation and activity management by the teacher

- Collaborative work

- Higher investment in the interaction between teacher and students

- Student-student interaction

Virtual Classes

1st Study Cycle

Monitoring and coordination by a UAb Professor

Each Curricular Unit

| Class 1 (max. 60 students) | Class 2 (max. 60 students) | Class 3 (max. 60 students) | . . . |

UAb Professor

Tutors

2nd (and 3rd) Study Cycle

| CU A (25/20 st.) | CU B (25/20 st.) | CU C (25/20 st.) | . . . |

Prof. 1

Prof. 2

Prof. 3
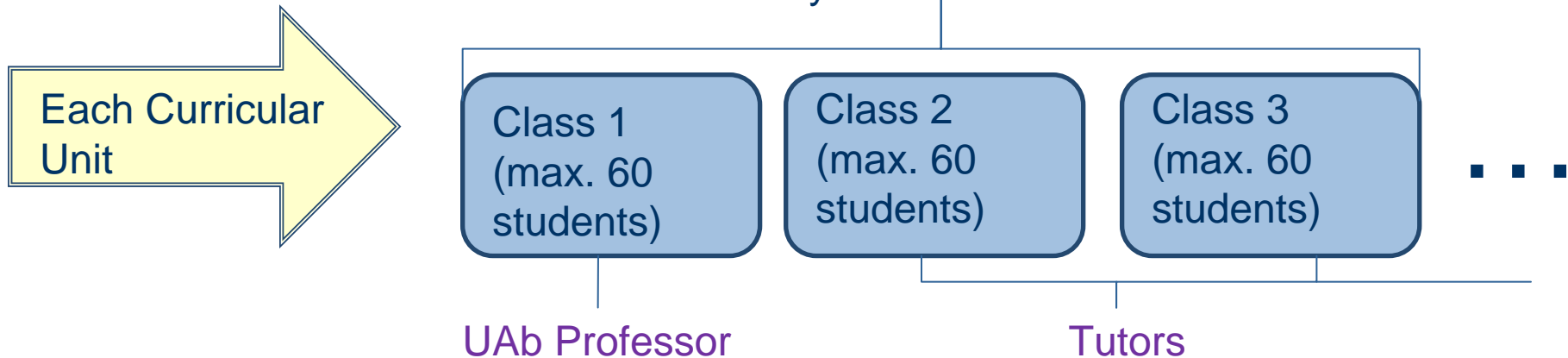
1st Study Cycle Variant

Core elements

- Tutoring Plan – describes in detail all the actions to be performed by the tutor in the CU

- Curricular Unit Plan - all needed information to guides students in their learning process

- Formative Activities Set – students monitor and self-assess their learning. Basis for collaboration and interaction.

- Learning Card – registers students' obtained credits

1st Study Cycle – Typical Path

PUC

Non-moderated forums
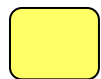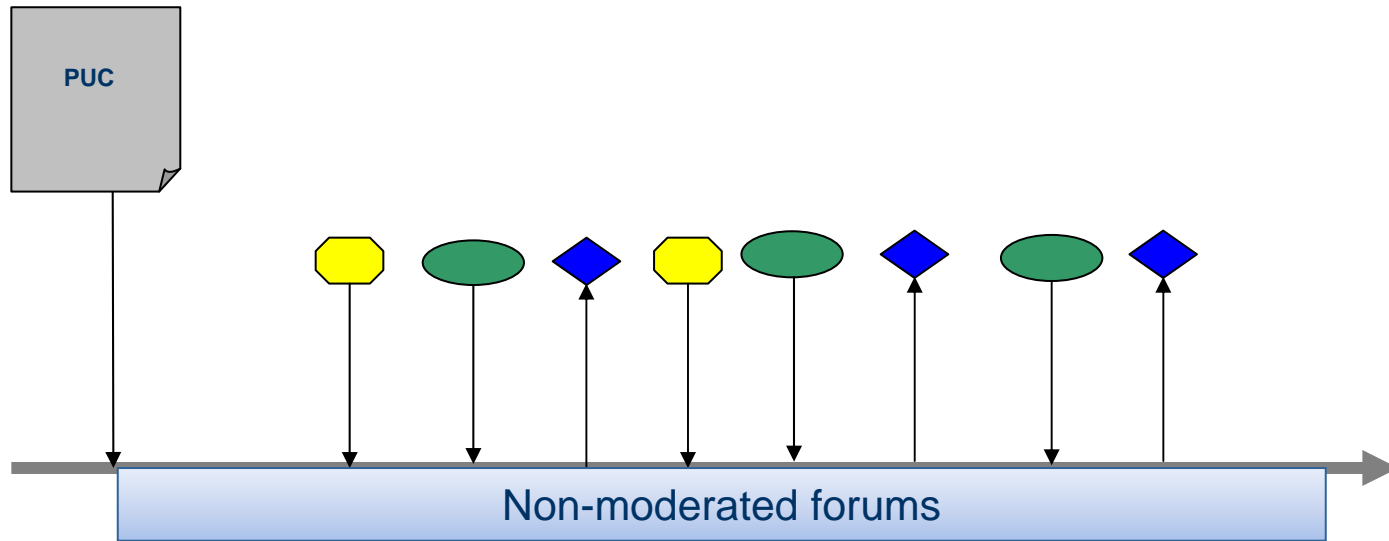
Formative Activities

Teacher moderated forums
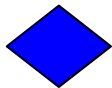
E-folios elaborated by students

1st Study Cycle - Assessment

Continuous Assessment

10% of final grade	10% of final grade	20% of final grade	60% of final grade
E-folio A (max. credit: 2 marks)	E-folio B (max. credit: 2 marks)	E-folio C (max. credit: 4 marks)	P-folio (on-site) (max. credit: 12 marks)

Final Exam (on-site) – 100% of final grade

2nd Study Cycle Variant

Virtual Class - Fully online

Blended Class - mostly online. Mandatory face-to-face sessions are complementary – laboratorial, artistic or field work.

• Maximum 25% of total hours

- Distributed in several sessions
- Concentrated in a single period

Core elements

Activity based learning

Collaboration

Interaction (mostly asynchronous)

Learning contract
(objectives, activities,
methodology,
assessment, schedule,
main resources, etc.)

Self-directed learning based on resources

Diversity of assessment

Diversity of tasks

Support and feedback by teacher and colleagues
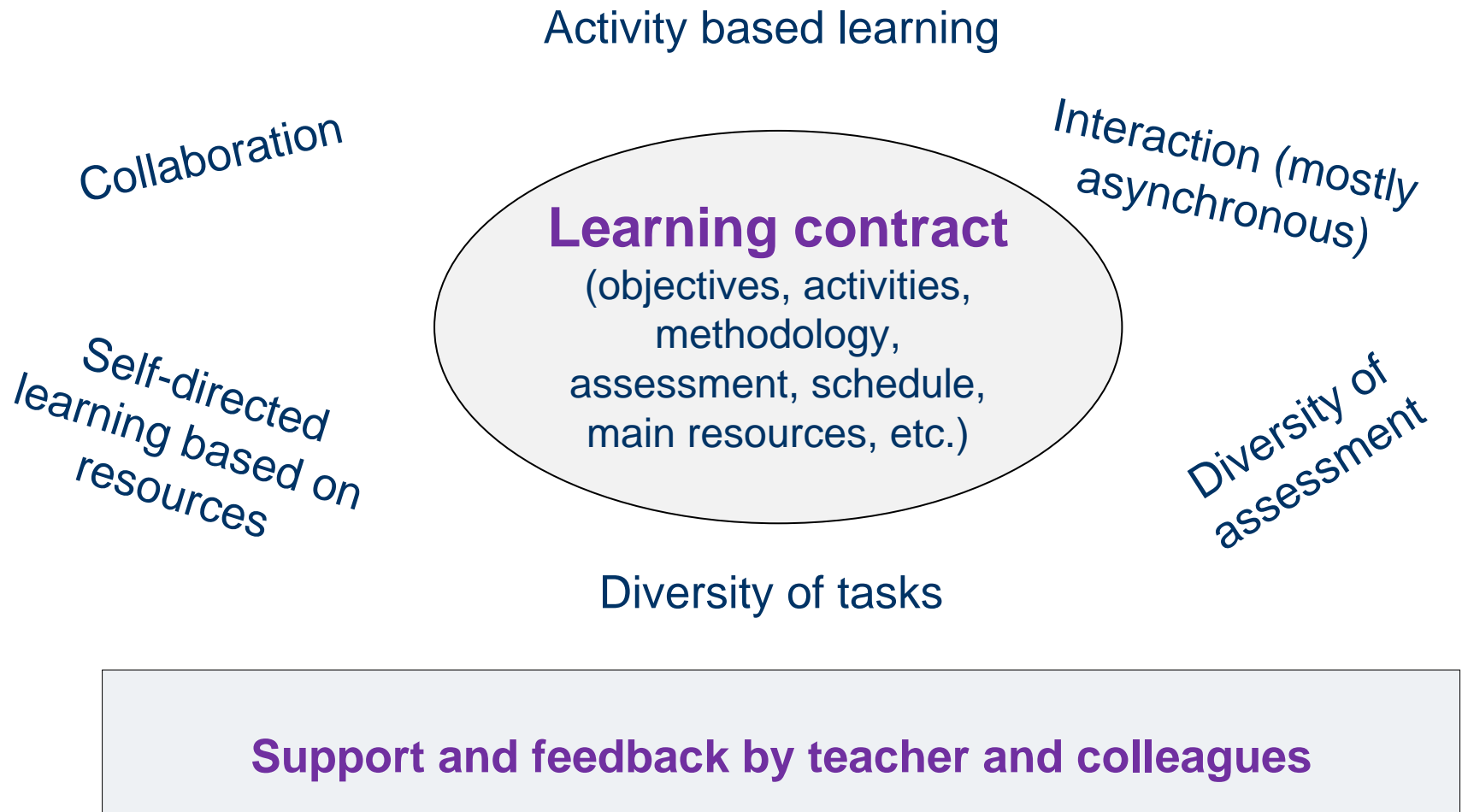
2nd Study Cycle – Typical Path

Formative feedback

Based on the realization of different activities/tasks, monitored and assessed by the teacher

- Exploration of resources

- Collaboration / cooperation

- Production of artifacts (different media and formats)

- Continuous and diversified assessment

Activities

- Authentic, meaningful tasks

- Real life like settings as much as possible

- Drawing on students' personal and professional experience

- Production of artifacts (OER)
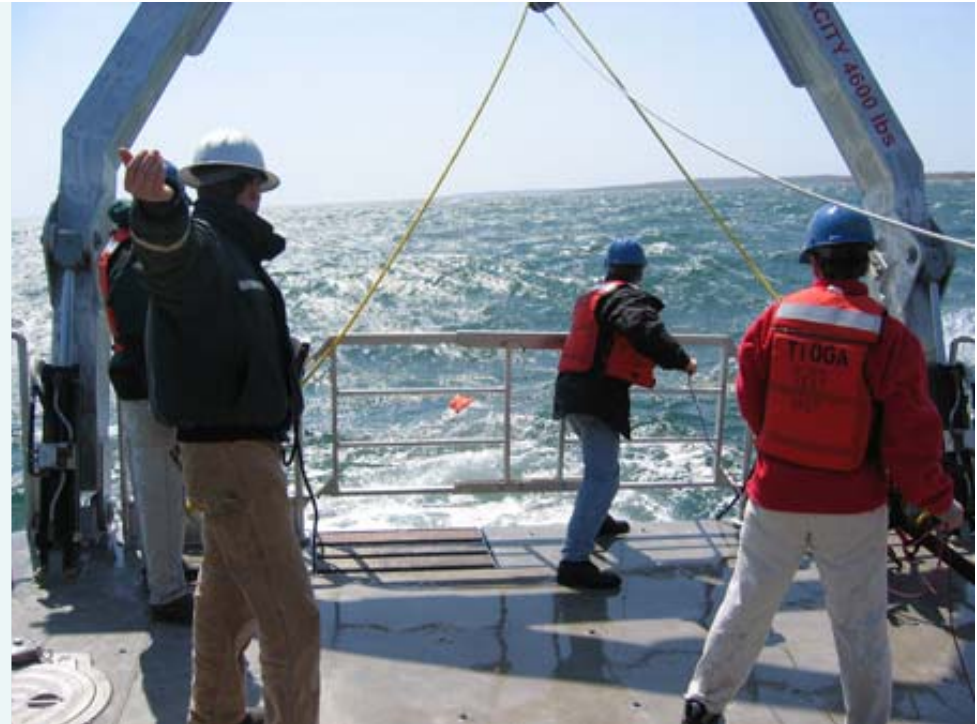
Photo Dr. Albert J. Williams 3rd.

Learning environment

wikis

blogs   diigo

                                         delicious

                    Moodle

secondlife   flickr

                         google docs

twitter   youtube

                              voicethread

facebook   slideshare   scribd

                                         (…)

LLL - Short term programs (2 to 5 ECTs)

Maximum 25 participants

1. Cultural extension programs (2 ECTs)
   - Organized as seminars, around thematic discussions
   - High level of interaction
   - Assessment based on portfolios
   - Oriented, facilitated and moderated by teacher / trainer

2. In-service / professional training (3 to 5 ECTs)
   - Organized around topics / work phases
   - Independent and collaborative learning
   - Projects and artifacts
   - High level of interaction
   - Teacher / trainer supports and orientates the learning process

Teacher Training / Consultancy

An adaptation of the short professional training programs.

- Internal
  - UAb staff; invited teachers; tutors

- External

  - Technical University of Lisbon (7 Faculties)
  - University of the Azores
  - University of Évora

Networked class / PLEs

Permeability between the formal environment of the class and the informal environment of students' / trainees' personal networks

dialogue feedback → teacher

colleagues

experts, other connections

general public
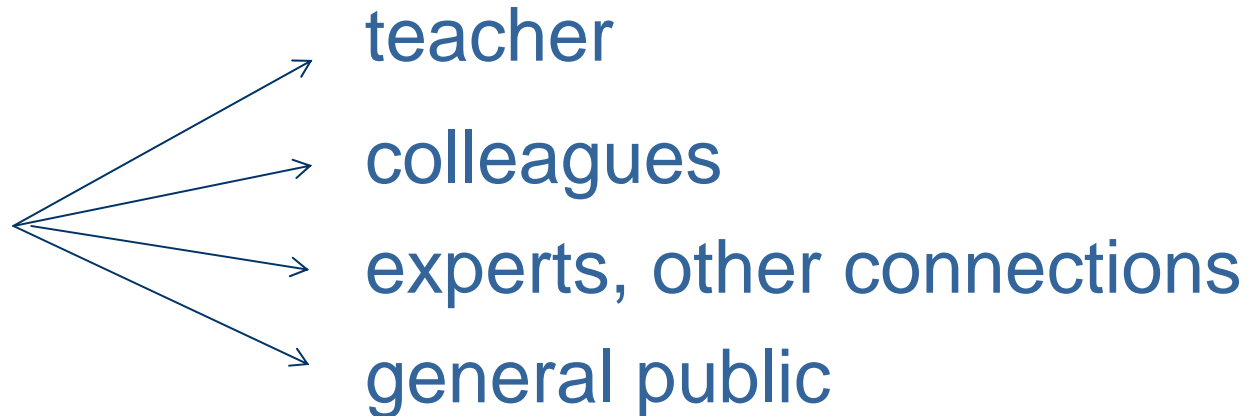
Project *Socializing Online Learning* (SOL)

http://sol.lead.uab.pt/

Development of an academic social network

Active, kearner-centered learning

Personalization of the learning environment

Openness, transparency

Groups around common interests/objectives

Public portfolio
Higher visibility
Employability

ELGG – open source social network

http://www.elgg.org

Dashboard

RSS

Members list

Rich profiles

Activity stream

Blogs

Pages (wiki)

Files

Photos

Videos

Groups

Micro-blogging

Social bookmarking

Fine grained sharing permissions

Moodle + Elgg

Moodle

Information

UC's documents

Some materials and resources

Assessment

Forums

Class
Formal learning
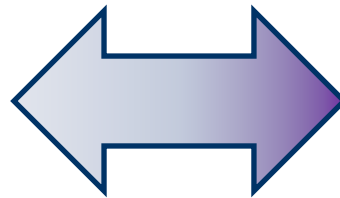
Elgg

Rich profiles

Blogs

Microblog

Groups (formal & informal)

Files

Social bookmarking

E-portfolio

RSS

...

Uab community / World
Formal & informal learning

Examples

1st Study Cycle

Developmental Psychology (Lina Morgado)
http://www.moodle.univ-ab.pt/moodle/course/view.php?id=6367

2nd Study Cycle

Processos Pedagógicos em eLearning (José Mota)
http://www.moodle.univ-ab.pt/moodle/course/view.php?id=48221

Universidade Técnica de Lisboa – Advanced training in elearning

http://www.moodle.univ-ab.pt/moodle/course/view.php?id=2467

S.O.L. – Socializing Online Learning

http://sol.lead.uab.pt/

Appendix 7: Quick Scan Master's program in eLearning Pedagogy

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e- learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e- learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.
Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

     Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

     Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

---

5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

     Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.
This section addresses the particular challenges of curriculum design presented by by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to **qualification frameworks**, codes of practice, subject benchmarks and other institutional or national quality requirements

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

8. Curricula should be designed in such a way as to allow **personalisation and a flexible path** for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of **knowledge and skills** specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

10. Curricula should be designed in such as way as to require broad participation in an **academic community**. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.
Though aspects of detailed development and implementation of the e- learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include **a clear statement of learning outcomes** in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned **coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.**

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

13. Course design, development and evaluation should **involve** individuals or teams with **expertise in both academic and technical aspects.**

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to **enable active student engagement** and to enable them to test their knowledge, understanding and skills at regular intervals. Where self-study materials are meant to be free-standing, they should be designed in such a way as to allow learners **on-going feedback** on their progress through self-assessment tests.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

15. Course materials should conform to explicit **guidelines concerning layout and presentation** and be as consistent as possible across a programme.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

17. Courses should provide both **formative and summative assessment** components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate **measures** need to be in place **to prevent impersonation and/or plagiarism**, especially where assessments are conducted on-line.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The **technical infrastructure** maintaining the e-learning system should be **fit for purpose** and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

19. The **reliability and security** of the delivery system should have been rigorously **tested** beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

20. Appropriate provision needs to be made for **system maintenance**, monitoring and review of performance against the standards set and against improvements as these become available.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

21. The **VLE** should be **appropriate for the pedagogical models adopted** and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

22. The information and services should be provided to all users in a **logical, consistent and reliable** way.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

23. All users should be confident that the systems for communication and provision of information are **secure, reliable** and, where appropriate, **private**.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

24. Institutional **materials and information** accessible through the VLE should be **regularly monitored, reviewed and updated**. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital meda places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

> Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:
- support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- legal advice (such as copyright and intellectual property rights)

> Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

31. Students should have access to learning resources and learner support systems. The e-learning system should provide:

- access to library resources
- support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- advice and counseling over choice of courses and progression through the programme
- an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- alumni access

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

Appendix 8: Quick Scan Master in Administration and Educational Management

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e- learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e- learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.
Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

   Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

   Please add your comments or refer to evidence:

6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.
This section addresses the particular challenges of curriculum design presented by by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to **qualification frameworks**, codes of practice, subject benchmarks and other institutional or national quality requirements

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

8. Curricula should be designed in such a way as to allow **personalisation and a flexible path** for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of **knowledge and skills** specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

       Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

10. Curricula should be designed in such as way as to require broad participation in an **academic community**. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

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Please add your comments or refer to evidence:

COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.
Though aspects of detailed development and implementation of the e- learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include **a clear statement of learning outcomes** in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned **coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.**

    Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

    Please add your comments or refer to evidence:

13. Course design, development and evaluation should **involve** individuals or teams with **expertise in both academic and technical aspects.**

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to **enable active student engagement** and to enable them to test their knowledge, understanding and skills at regular intervals. Where self-study materials are meant to be free-standing, they should be designed in such a way as to allow learners **on-going feedback** on their progress through self-assessment tests.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

15. Course materials should conform to explicit **guidelines concerning layout and presentation** and be as consistent as possible across a programme.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

17. Courses should provide both **formative and summative assessment** components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate **measures** need to be in place **to prevent impersonation and/or plagiarism**, especially where assessments are conducted on-line.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The **technical infrastructure** maintaining the e-learning system should be **fit for purpose** and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

Not Adequate	Partially Adequate	Largely Adequate	Fully Adequate

Please add your comments or refer to evidence:

19. The **reliability and security** of the delivery system should have been rigorously **tested** beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

Not Adequate	Partially Adequate	Largely Adequate	Fully Adequate

Please add your comments or refer to evidence:

20. Appropriate provision needs to be made for **system maintenance**, monitoring and review of performance against the standards set and against improvements as these become available.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

21. The **VLE** should be **appropriate for the pedagogical models adopted** and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

22. The information and services should be provided to all users in a **logical, consistent and reliable** way.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

23. All users should be confident that the systems for communication and provision of information are **secure, reliable** and, where appropriate, **private**.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

24. Institutional **materials and information** accessible through the VLE should be **regularly monitored, reviewed and updated**. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital meda places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:
- support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- legal advice (such as copyright and intellectual property rights)

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

| Not Adequate | Partially Adequate | Largely Adequate | Fully Adequate |

Please add your comments or refer to evidence:

30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

| Not Adequate | Partially Adequate | Largely Adequate | Fully Adequate |

Please add your comments or refer to evidence:

31. Students should have access to learning resources and learner support systems. The e-learning system should provide:

- access to library resources
- support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- advice and counseling over choice of courses and progression through the programme
- an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- alumni access

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

Not Adequate   Partially Adequate   Largely Adequate   Fully Adequate

Please add your comments or refer to evidence:

Appendix 9: Roadmap Universidade Aberta

Integration and implementation of the E-xcellence instrument at Universidade Aberta

Institution: **Aberta University (UAb)**
Contact: **Prof. Dr. João Caetano (Pro-Rector); Prof. Dr. Vítor Rocio (Pro-Rector)**
Time period: **2012-2013**
Date: **July 2012**

Roadmap of selected benchmarks and improvement actions

Strategic Management

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
1.	The e-learning strategy should be embedded within the teaching and learning strategy of the institution.	Universidade Aberta (UAb) is a virtual university providing elearning (online learning) courses. The Pedagogical Model of UAb regulates the teaching and learning strategies. The Pedagogical Model is being developed by a work group (created on July 2012) and it will take in account the principles and benchmarks of E-xcellence Next, as well as the advices that were given (and much appreciated) by the Local Visiting Team.	**Priority 1**	March 2013.
2.	The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.	The unit responsible for the technical support and for the development of specific learning resources to the teachers needs training taking in account that all the teachers "migrated" to the online technologies. UAb also needs to improve skills in terms of web and mobile technologies to support teaching.	**Priority 5**	It will be done during 2012 and 2013.
3.	Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.	The research and monitoring of technologies and emerging developments in the field of e-learning, as well as the anticipation of their integration into the learning environment, are priorities of UAb. This task is carried out by LE@D - Distance Learning Lab. LE@D's researchers – who are from various scientific fields – have contributed significantly, in recent years, for the strategic development of UAb. We refer specifically to the development of	**Priority 2**	Until the end of 2013.

		the virtual pedagogical model of UAb, which made possible the transition from the traditional teaching model to the current teaching model based on the moodle platform. The priority now is to transform LE@D into a recognized public laboratory by FCT (the Portuguese Foundation for Science and Technology). In parallel, as another strategic priority, UAb is putting effort in order to create an Observatory of Distance Education (OED), which will be open to other researchers and institutions, but that will be led by UAb. The Preparatory Commission that will install the Observatory was created on July 2012 and the directed by UAb's rector.		
4.	The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.	Implementation of mechanisms in order to assure the creation of a new generation of materials supporting teachers'work .	**Priority 5**	First semester 2013.
5.	The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.	Integration between the student information system and the VLE is in place for enrolment in courses and virtual classes, and for grade registering. A new and stronger integration is being developed through the creation of the virtual campus. Improvement: account integration, single-sign-on and better enrolment processes are being worked in the context of the virtual campus.	**Priority 1**	These developments must be concluded on September 2012.

Curriculum Design

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
9.	Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of **knowledge and skills** specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.	The virtual campus requires the definition of mandatory rules concerning the use by the teachers of the best available emerging technologies (the first preparation courses for teachers did not include e.g. reference to immersive 3D environments, but now it is necessary – e.g., in law courses). These rules are intended to distinguish the university in the international context and to promote digital inclusion.	**Priority 5**	December 2012.
10.	Curricula should be designed in such as way as to require broad participation in an **academic community**. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.	It is necessary to obtain generalised recognition for students' programmes by professional associations. In some cases it is not yet possible. UAb's strategy in meaningful in the way it tries to make possible, according to the spirit of the Bologna Process, the integration of all the students is work by developing new scientific and technical capabilities. UAb wants to have a leading position on this topic in Portugal. But the most importante is that an academic social network is being developed, allowing interaction between students, teachers and professionals, by means of modern web 2.0 technology	**Priority 4**	December 2013.

Course Design

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
11.	Each course should include **a clear statement of learning outcomes** in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.	UAb´s strategy focuses on the necessity of continuous reflection and improvement on distance learning processes and outcomes. This is the rationale for the creation of the Observatory and also for the (permanent) improvement of the Pedagogical Model. UAb wants to be the Portuguese leader partner on these processes and at least to duplícate, during the next year, the patents and other intellectual property elements on distance education. This is a main aspect of the ongoing Teachers Assessing Regulation that defines the teachers´s expected outcomes.	**Priority 5**	November 2012 (the regulation); the end of 2013.
12.	Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned **coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.**	The Learning Contract – a crucial element of the UAb's Pedagogical Model – defines all these aspects for each curricular unit. The technologies (tools and services) used besides the institutional VLE (Moodle) are chosen as means to achieve the learning outcomes stated and the intended learning experience. The departing approach is "pedagogy first" or "technology as a means to support the intended learning process". There is a strong coherence regarding the mentioned aspects, but this is quite difficult to manage, because UAb has lots of students outside Portugal (and it will probably have much more within the next future), mainly in Portuguese speaking countries. So, it is necessary to control the adequacy of the learning elements. According to the rector´s mandate, the renewed Pedagogical Model must have awswers for that.	**Priority 5**	June 2013.

13.	Course design, development and evaluation should **involve** individuals or teams with **expertise in both academic and technical aspects.**	This benchmark does not apply presently to UAb, but we need to reflect on that... Course design is performed by the teaching staff. Part of the training that the teachers receive is focused on the design of e-activities and of an online curricular unit. Evaluation is carried out by the course coordinator. There is a Helpdesk to support teaching staff in technical matters. On July 2012 the UAb's rector, taking in account the aims and the advice of E-xcellence Next, created a work group, coordinated by a member of the Portuguese Team (Lina Morgado), to develop the Pedagogical Model. The technological support for teaching, namely in the appropriate group competencies related to web design, mobile technologies and media design – to give an example –, will be defined.	**Priority 5**	March 2013.
14.	Within e-learning components, learning materials should be designed with an adequate level of interactivity to **enable active student engagement** and to enable them to test their knowledge, understanding and skills at regular intervals. Where self-study materials are meant to be free-standing, they should be designed in such a way as to allow learners **on-going feedback** on their progress through self-assessment tests.	This benchmark does not also apply to the pedagogic approach adopted in UAb, which favours a strong social dimension in the learning process through a virtual class. Therefore, materials used are not specifically designed for conventional distance learning (following the established rules of instructional design, self-learning and isolated learning processes characteristic of this paradigm). The teachers use all types of materials and resources, mostly in digital form, generally available for learning - articles, presentations, videos, audio files, books, for example - that are considered adequate for the learning process in question. These materials and resources are worked upon, analysed, reviewed, commented upon, discussed, etc. in the process of doing the activities. Improvement: in teacher support regarding the design of specific learning materials involving new media and languages (see also 13).	**Priority 5**	March 2013.

| 17. | Courses should provide both **formative and summative assessment** components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate **measures** need to be in place to **prevent impersonation and/or plagiarism**, especially where assessments are conducted on-line. | UAb is currently implementing a tool to detect plagiarism. As for impersonation, the type of pedagogical approach followed in the 2nd cycle (graduate studies), based on the performing of activities, high interaction and regular production of artifacts by the students makes it highly unlikely that it may occur. In the 1st cycle (undergraduate), because interaction is lower, there is an on-site assessment. Improvement: create an ethics code for students (within a broader and innovative ethics contract binding all the academic members) with clear guidelines regarding plagiarism and academic integrity and help them develop good practices. | **Priority 4** | December 2012. |

Course Delivery

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
18.	The **technical infrastructure** maintaining the e-learning system should be **fit for purpose** and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.	When it comes to the administrative functions, the technical infrastructure must be integrated with the academic functions. This is one of the tasks of the virtual campus project.	**Priority 3**	December 2012.

| 21. | The VLE should be **appropriate for the pedagogical models adopted** and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible. | The virtual campus aims to integrate the VLE with the institution's registration and administrative system. E-xcellence Next project made clear for UAb that the technological and the pedagogical elements are quite related and the virtual campus will incorporate that by a renewed Pedagogical Model (see 13). | **Priority 3** | March 2013. |

Staff Support

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
25.	All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments.	The people will be given better competences regarding current and emergent web technologies and new media to support teaching more efficiently (media development, technical support).	**Priority 2**	December 2013.
26.	Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including	UAb shall adopt incentives to promote the career of their teachers as teachers of distance education. UAb aims to develop a new teacher profile, who shall be a thinker and creator of new areas of knowledge and practice. It is necessary, for that purpose, to improve the technical support that enables the transition of people to online technologies. There is currently a team to create resources that requires training, after the migration process. It is also necessary to make self-assessment and E-xcellence is a	**Priority 5**	June 2013.

	institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.	very good tool for that.		
27.	The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.	Teacher workload will be defined (and in many cases reduced) to ensure the quality of her/his work (teaching, coordinating, supervising, etc.) and to make more room for research activities. A group is working now on the Teachers Service Ruling, an innovative instrument for UAb but also for the Higher Education regulator.	**Priority 2**	October 2012.

Student Support

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
30.	Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.	See item 17: creation of an ethics contract that includes clear guidelines regarding rights, roles and responsibilities of the students in their relationship with the university (this is very important) and the teachers. There is a group working on that since June 2012.	**Priority 4**	December 2012.