

E-XCELLENCE NEXT Report Local seminar Poland

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E-XCELLENCE NEXT
Report Local seminar Poland
Kraków, 14-15 December 2011

E-xcellence Core group representatives:
Jo Boon
Leo Wagemans

Final version
August 2012

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1 Preparation

During the kick-off meeting of the E-xcellence Next project in Leuven, dd. 17 and 18 of January 2011, there 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 Akademia Górniczo-Hutnicza (AGH) and they were represented by the contact person Karolina Grodecka (MA, course designer and facilitator, e-learning specialist; Centre of e-Learning AGH). The AGH University of Science and Technology continues the traditions of the Mining Academy established in Kielce by Stanisław Staszic. It serves the science, economy and society through educating students and the development of the scientific and research staff, as well as conducting scientific research. The university has 50 branches of science, including 200 specializations.

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. Because of a EADTU seminar in Poland in December 2011, it seemed to be suitable to combine the Local seminar with that other EADTU event. On 28 September it was decided to organize the Local seminar at the AGH in Kraków on 14 and 15 December 2011. The preparation of the Local seminar started from then on.

1.1 Preparation by the E-xcellence team

From the E-xcellence team a mail confirming the appointment and setting a concept for an agenda was sent on 2 September 2011. The mail (for the full e-mail see Appendix 1) 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 assess the faculty or institution on 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 Kraków Local seminar of 2011

After the Local seminar, it is asked to the partners from the receiving university 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 AGH. Starting point for that discussion is the Roadmap of benchmark 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. 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

The local team prepared on time the stay of the E-xcellence team, the venue etc.

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 especially the Quick Scan proves to be very thorough and will prove to be useful for the core group working on the revision of the benchmarks and hence the quick scan.

Concerning the communication of the results of the Quick Scan itself a miscommunication occurred: the responsible in Poland assumed that the completion of the Quick Scan would be done during the Local seminar and that no information beforehand was required. Before the start of the seminar the E-xcellence team agreed on this change in the procedure, obviously as a consequence the team was unable to prepare comments and advices on the e-learning situation at AGH before the local seminar took place.

2 Local seminar: 14 December 2011

2.1 Venue

The Local seminar is organised at the campus of the AGH in the building of the Centre of e-Learning, Ulice Czarnowiejska, 30a, 30-059 Kraków.

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 AGH 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 Quality Assurance Agency for Technical Universities.
- Exchange ideas on the E-xcellence tool with a broader public.

2.3 Participants Day 1

	Name	Unit	Position
1.	Karolina Grodecka	AGH, Centre of e-Learning	Course designer and facilitator, e-learning specialist
2.	Marek Karkula	AHG, Faculty of Management	Faculty of Management, academic teacher
3.	Anna Kulpa	AHG, Faculty of Management	Academic teacher, e-learning facilitator
4.	Monika Łada	AHG, Faculty of Management	Academic teacher, e-learning facilitator
5.	Jo Boon	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Senior Researcher and Senior Educational Technologist, Expert Review team
6.	Leo Wagemans	Open Universiteit in the Netherlands, Centre on Educational Technology (CELSTEC)	Educational technologist, Expert Review team

2.4 Program Local seminar Day 1

No.	Time	Subject
1	9:30-10:00	Welcome and Introduction to QA system at AGH
2	10:00-10:45	E-learning at AGH (VLE, regulations)
3	10:45-11:15	Introduction to E-xcellence Next
	11:15-11:30	Coffee break
4	11:30-12:00	Presentation of E-learning Quality evaluation
5	12:00-12:30	Self assessment and Roadmap of E-Learning
6	12:30-13:00	Discussion on usability
7	13:00-13:30	Open questions

Programme parts 1, 2, 3 and 4 were accompanied by PowerPoint presentations to which we refer in the next section.

2.5 Day 1: Meeting with staff AGH

The first day four members of the Faculty of Management attended the meeting, chaired by Karolina Grodecka. The members of the faculty all have experience with developing and delivering e-learning courses. The Centre of e-Learning, represented by Karolina, is responsible for research and advise on the use and improvement of e-learning tools to the different faculties of AGH.

For a large part the e-learning supply of courses is meant for part time students. They meet in face to face events one weekend a month. E-learning is in the first place seen as a possibility to save time and costs. The Faculty of Management is leading in the adoption of innovation and e-learning. To understand results on Poland it is good to realise that the application of e-learning in a university program is limited by law: only a restricted percentage of the total amount of courses is allowed to be delivered by e-learning.

Day 1 started with an Introduction to Quality Assurance system at AGH and E-learning at AGH (VLE, regulations), see Appendix 2 (first and second part). 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, facilities for video conferencing, tools for course and content translations (English OER-material is translated), facilities for visually impaired students, project management etc. All tools are Open source, which is a policy of AGH. At AGH there are 15 installations: one for each faculty because of privacy aspects.

A demo on several courses was provided. Issues on structure and uniformity of structure, use (or lack of use) of forums for students and assessment were discussed. See Appendix 3 for an brief illustration and description of the VLE.

After the demo the Review team gave a presentation about the E-xcellence framework (see Appendix 4). Following that presentation the results of the analysis of AGH on the E-xcellence

framework was presented. A detailed report on the feedback can be seen in Appendix 5. The comments will prove to be useful for the revision of the benchmarks and the quick scan. The main points can be summarised as: some benchmarks are too complex because they contain too much sub question, wording is often too difficult, the use of the Quick Scan should be communicated better, the use of the word 'should' in the benchmarks is confusing because it suggests a theoretical point of view and not an evaluative one.

It is worthwhile to note that a positive outcome of the analysis of the E-xcellence framework of the Centre of e-Learning is that a better contact with faculties grew out of it, leading to a better mutual understanding of each other questions and responsibilities.

The second part of the day the benchmarks concerning Course development and Staff support were discussed; the discussion resulted in a roadmap for improvement of the faculty for the topic Staff support (see appendix 6). It is good to note that all the participants regarded the discussion very useful. The discussion was open, the participants explained their point of view and were willing to agree to a common rating on all the benchmarks discussed. The roadmap gave a good description of the strong and weak points of the Staff support concerning e-learning and also gave the steps of what to do in the future to improve the current situation at the AHG. At that moment the roadmap was restricted to the topic Staff support. The institution had the intention to carry out the analysis and write the roadmap for the other the topics in the E-xcellence instruments: the weak and strong points and related actions on the basis of the E-xcellence Quick Scan will be described for all topics. The result of these efforts, which is updated to the latest e-learning situation at AGH, can be found in Appendix 6.

3 Local seminar: 15 December 2011

3.1 Participants Day 2

	Name	Unit	Position
1.	Karolina Grodecka	AGH, Centre of e-Learning	Course designer and facilitator, e-learning specialist
2.	Prof. Jan Kusiak	AGH, Centre of e-Learning	Director of Centre of e-Learning AGH
3.	Agnieszka Chrzęszcz	AGH, Centre of e-Learning	Course designer and facilitator, e-learning specialist
4.	Prof. Zbigniew Kąkol	AGH	Vice-Rector for Education
5.	Prof. Bogdan Macukov	Warsaw University of Technology	President of Quality Assurance Agency for Technical Universities
6.	Aleksandra Matukin-Szumlińska	AGH	Head of AGH Education Department
7.	Estera Michnowska	Krakow University of Technology	E-learning specialist
8.	Prof. Dariusz Bogdał	Krakow University of Technology	Vice Rector for Education and International Affairs
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

3.2 Program Local seminar Day 2

No.	Time	Subject
1	9:30-10:30	Introduction to the E-xcellence Next project & EADTU
2	10:30-11:00	Quick Scan Tool for E-learning Quality improvement
3	11:00-11:30	Roadmap - AGH & E-Learning
	11:30-11:45	Coffee break
4	11:30-11:45	Quality assurance system in Poland
5	11:45-12:30	Discussion & Open questions

3.3 Day 2: Meeting with Accreditation agency and staff responsible for QA AGH

The second day the local seminar was attended by Prof. Prof. Bogdan Macukov, President of Quality Assurance Agency for Technical Universities and several persons responsible for the quality assurance at the university level: Prof. Jan Kusiak, Agnieszka Chrzęszcz, Prof. Zbigniew Kąkol, Aleksandra Matukin-Szumlińska, Estera Michnowska, Prof. Dariusz Bogdał

The E-xcellence framework was presented (Appendix 7) and the Polish System of Quality Assurance and Accreditation was presented (Appendix 8).

The discussion established that the tool was considered as very useful and important. At the same time although it was discussed that the context where accreditations has to take place is difficult because of quick developments in Higher education (massification) and the small budget available.

Especially the systematic structure of the tool is seen as a strong point, also the fact that it gives attention to outcomes and improvement.

4 Comments and advises of E-xcellence team

1. The team is impressed by the work that is done in preparing the feedback on the benchmarks and the Quick Scan and the way the results are presented.
2. The results of the Quick Scan (Course design and Staff support) show a lot of positive points. On the other hand AGH is open about the weak points in e-learning and indicates several interventions related to those shortcomings. The foreseen improvements seem to be ambitious.
3. The methodology used, namely to discuss the benchmarks during the local seminar, worked out well. It can stimulate communication about quality issues between members of a faculty.
4. In the context of the assessment of quality of e-learning, it is advisable to provide evidence about the specific characteristics of this course, for example how representative is the course in the program, how does this e-course functions in a program among other courses etc.
5. A description of the composition of each program, providing information on the amount of e-learning courses and the amount of face to face courses would be useful.
6. Advice is given on the use of an evaluation methodology using an electronic questionnaire measuring student's satisfaction with the course.
7. Advice is given on the organization of a professionalization program for faculty staff working with e-learning. At the Open Universiteit in the Netherlands such a professionalization program is compulsory for all tutors and includes 5 themes; assessment, course development, electronics learning environment, quality assurance and tutoring.

In sequence of the discussion and the comments and advices, the next proposals were formulated by AGH (See Roadmap):

1. To organise a series of workshops for teaching staff about pedagogy of e-learning as well more advanced training on technology.
2. To establish also better communication between the Faculty and Centre of e-Learning to have support in form of help-desk.
3. To establish Faculty's system for engagement and motivation strategies for academic staff that can be scalable for other faculties.
4. Academic teachers need to be realized of benefits of using e-learning at the level of a faculty.
5. To establish Faculty's policy towards including e-learning activities (preparing courses) to overall teaching hours. This policy should be developed in a way to be scalable for other faculties.
6. Better communication between faculty and e-Learning Centre need to be establish through personal contacts.

5 Conclusions and recommendations

This concluding section outlines the main points which emerged from the Local Seminar at the AGH University of Science and Technology in Krakow, Poland. We also include some recommendations for the use of E-xcellence in the future, in order to improve e-learning .

Recommendations AGH University of Science and Technology in Krakow, Poland

- The visitors to AGH (Leo Wagemans and Jo Boon) gained on the first day of the seminar an impression of the e-learning environment. We consider this environment as a well elaborated and user friendly. The technical infrastructure of the learning environment was of good quality.
- At the university level the commitment of both faculties and students for the use of e-learning is still limited at the moment. The staff is using e-learning possibilities in a bottom up way, mainly in order to gain time and money, not because of the didactical possibilities in terms of enrichment of the learning environment or networking facilities. The commitment is partially limited because of legal restrictions limiting the use of e-learning in education.
- We were impressed by the commitment to learn of the staff that was present at the seminar.
- Professionalization in terms of availability of courses and trainings (fe. Moodle, didactics of e-learning) is available but could be made better known in the university
- Although possibilities for online interaction are foreseen in e-learning courses (fe. Statistics), students refrain from using it. Possibly a better integration of interaction (linking it to feedback for example) can raise the willingness of students to engage in online interaction.
- It is advisable to use the E-xcellence framework for the development of e-learning policies in the university. During the seminar a very fruitful start was given. This resulted in a roadmap that should be elaborated further, covering more benchmarks than the actual roadmap.
- The centre of e-learning where our host Karolina Grodecka is working is a very important entity in the university, doing research on e-learning, advising faculties and organising professionalization. Both the centre, the staff and the university would benefit of a higher visibility of this centre.
- A professionalization effort requires a good workload management; staff.
- The institutional design of quality assurance at the national level is complex, is still developing and has not reached its final form. On the short term the E-xcellence framework can mainly be seen as a tool that can be used when on site visitations judge that as useful.

Recommendations for E-xcellence Project

The seminar in Poland was very valuable in highlighting areas where the E-xcellence tools could be enhanced

- A thorough analysis of the benchmarks point at important issues to take care of in the next revision of the benchmarks (language, complexity, wording: see Appendix 5)
- The scoring system of the benchmarks needs review, the 4 level system actually used does not encourage enough explicit judgements.
- Communication on the use of the Quick Scan should be more clear and explicit; in the case of this local seminar it was unclear for the Polish counterpart that we expected that the Quick Scan was filled in before the start of the local seminar .
- The method used in this seminar, working trough the Quick Scan with the local team and the E-xcellence team together, sharing views, proved to be very useful.

Appendices

Appendix 1: E-mail 2 September 2011

Appendix 2: QA and E-learning AGH

Appendix 3: VLE AGH

Appendix 4: E-xcellence Local seminar Krakow (Review team)

Appendix 5: Feedback Quick Scan (detail and general) AGH

Appendix 6: Roadmap AGH

Appendix 7: Introduction to E-xcellence (Review team)

Appendix 8: Polish System of Quality Assurance and Accreditation

Appendix 1: E-mail 2 September 2011

From: Wagemans, Leo
Sent: Friday 2 September 2011, 16:10
To: karolina@agh.edu.pl
Topic: Preparation Local seminars

Dear Karolina,

As appointed during the kick off meeting in Brussels and the meeting in Paris, we send you the necessary information for the preparation of the local seminar.

As planned, Covadonga Rodrigo and/or Jo Boon and Leo Wagemans are supposed to be the E-xcellence review team for the seminar. But first we need to verify if that matches with the agendas. So please, send all of us asap the date for the local seminar in Poland.

As we discussed the purpose of the seminar is twofold: to introduce the E-xcellence tool at your University and the National Accreditation agency, and at the same time to get feedback on the functioning of the tool in the context of the quality assurance system at your university. The following information is relevant for the preparation of the Local Seminar.

Venue, people, subject of evaluation

First, we ask you to let us know where the venue is and whether people involved are invited. Are people of the national agency on quality assurance or accreditation in Higher Education involved? We assume that you have formed a team consisting of managers, course designers, tutors, students which is working on the preparation of the Local Seminar and that you have decided which part of the organisation (program, course..) will be the subject of the Local Seminar.

Summarising: We want to know which part of the academic education, which program, which courses are subject of the evaluation. Please send us (jo.boon@ou.nl; leo.wagemans@ou.nl; cc george.ubachs@eadtu.eu) exact information about your selections. We will forward the information to the visiting team.

E-xcellence Quick Scan preparatory tool:

The E-xcellence instrument consists of a Manual and Assessors Notes to assess the faculty or institution on its e-learning performance. The manual is based on 33 benchmarks directly related to e-learning specific quality criteria. You can find the Manual and Assessors notes on the E-xcellence website: <http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=12>

The benchmarks form the basis for your self assessment exercise. As the manual is not a book you start reading from page 1 till the end, you need to be guided in deciding what chapters (read benchmarks) are of interest to your faculty or institution.

Therefore a quick scan is developed to give you a first feedback on the strengths of your e-learning performance and your fields of improvement.

You can find more information and advice on the fields of improvement needing further attention in the Manual and Assessors notes.

For filling out the Quick Scan, several functionaries of your institution need to be involved staff members can not fill out all benchmarks by themselves. Also it is recommended to involve several staff members of different categories to collect various answers to the questions of the Quick Scan. This will lead to a guided (and hopefully vivid) discussion within the team on the different benchmarks, one of the most valued exercises of this instrument. The team also has the task to find out what benchmarks are relevant or less relevant for their faculty/institution.

The result of doing the Quick Scan must be an agreed overview of scores on benchmarks that fit your faculty or institution. From this overview a number of benchmarks will probably appear, requiring an action line of improvement.

Necessary information for the review team

For the visiting team in your country and for the E-xcellence core group, it is necessary to have information beforehand:

- we want to have insight into the results of the Quick scan. For filling out the Quick scan you can best use the pdf-version which you can find on the E-xcellence website under the button [At a distance] <http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=10>. Please fill out the Quick scan and save the results in a pdf-file. After completing you can send us the pdf-file. The instrument also offers you the opportunity to make comments on the specific issue: in the box you can refer to documents or other references which can be used as reference on that specific aspect of e-learning. We are interested in the evidence of your statements.
- it is fruitful to have insight in the material and documents belonging to the program or course(s) concerned.
- we would like to ask you to give us beforehand an overview of the problems encountered with working with the E-xcellence benchmarks and the ideas of improvements, in order to discuss them in the meetings with your team.
- to get an idea of how QA is organised in your country, we appreciate it if you give us information beforehand on the national accreditation body and its relation to the university.
- a list of the participants for both days, preferably with role and position.

Roadmap

After the Local seminar a report will be produced. The part on the preparation and the quick scan will be written by the assessors; the part on the roadmap for improvement will be written by the partners from the receiving university. This road map is a requirement for receiving the 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 Roadmap of benchmark related actions is based on the E-xcellence QS and review results that you did provide 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.

Agenda

We hereby propose the agenda with topics.

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 represent ants of the national accreditation agency.

Agenda still open for discussion

Program day 2: presentation of E-xcellence to representatives of the national accreditation agency.

Agenda still open for discussion

Interpreter

Last request: we assume that the meetings will be in English, it this creates language problems, please organise translation facilities.

Deadline

It will be suitable if we receive the requested information not later than two weeks before the Local seminar. You can send the information to jo.boon@ou.nl; leo.wagemans@ou.nl; cc george.ubachs@eadtu.eu. We will forward the information to the visiting team.

We hope that it will be a pleasant, fruitful and valuable experience for your team as well as for the visiting team and the E-xcellence group.

If you have questions or suggestions please e-mail us at:

jo.boon@ou.nl; leo.wagemans@ou.nl; george.ubachs@eadtu.eu

With kind regards,

Jo Boon, Leo Wagemans, George Ubachs

Appendix 2: QA and E-learning AGH

QUALITY ASSURANCE AT AGH

Introduction to QA at AGH

- University System of Quality Assurance and Mechanism of Monitoring & Improvement (Bologna Process)
- since 2007 - internal regulation and unit responsible for its incorporation at Univeristy (*Comission for the Q of Education*)
- aim of the System:
 - constant monitoring and raising the quality of education process
 - increasing the value of pedagogy background
 - working out on standards and procedure of evaluation according to the European QA systems
 - increasing students' mobility
 - development a standard procedure for teaching practice evaluation (for a supervisor and for students)
 - PR on quality of education at AGH

Internal documents for QA

- database of academic subjects (developed in 2008/2009) - for 1st and 2nd level of higher education + ECTS
- database requires up-date according to **National Qualifications Framework** (based on Framework for Qualifications of the European Higher Education Area)

Polish National Qualifications Framework

- huge step towards increasing the quality of Polish Education
- project developed by Ministry of Science and Higher Education in 2010

Polish National Qualifications Framework (2)

- aimed at more transparent, available qualifications, develop as response to labour market requirements
- focus on LEARNING OUTCOMES in 3 areas: skills, knowledge and personal & social competences
- LEARNING OUTCOMES as evidence of Qualifications

National Qualifications Framework at AGH

- expected to update its education program against the Framework till the beginning of academic year 2012/2013
- internal Rector's regulation - June 2011
- University Group for National Qualifications Framework and 17 groups at Faculties
- series of seminars at AGH faculties aimed at introduction the Framework

Where is e-learning?

- level of Ministry of Science and Higher Education
 - legislation for HE system (2005)
 - regulation to above legislation on conditions for e-learning (2007 with changes)
- level of University - regulation on e-learning at AGH for students and PhD students (2008)

Where is e-learning?

Ministry of Science and Higher Education

1. Legislation for HE system (2005)
2. Regulation to above legislation on conditions for e-learning (2007 with changes)

AGH

1. Rector's regulation on e-learning at AGH for students and PhD students (2008)

REGULATION ON CONDITIONS FOR E-LEARNING (2007)

- last update November 2nd, 2011 - added social competencies according to National Qualification Framework
- Fully online: 60% of overall learning hours specified in education program for study subjects for all levels of education
- Only technology-enhanced: lab classes, workshops and field classes aimed at practical skills

E-LEARNING AT AGH

- starting from academic year 2008/2009 e-learning as 20% of overall learning hours
- Centre of e-Learning - a unit responsible for e-learning development
- no obligation for teaching staff to incorporate e-learning
- in case of overtime problem on a faculty, Dean should enforce e-learning
- at first e-learning for basic subjects common for more than 2 fields of study

e-learning in Polish academic community

STOWARZYSZENIE
e-learningu akademickiego

- Association of Academic e-Learning (2006)
- Aim: to promote and develop e-learning in academic communities, public administration and economy;
- more than 100 members

E-learning course evaluation tool

STOWARZYSZENIE
e-learningu akademickiego

- Course organisation
- Course development
- Course facilitation/moderation
- Course evaluation

Technology
Pedagogy
Accessibility

E-learning course evaluation tool

STOWARZYSZENIE
e-learningu akademickiego

- Course organisation: 91 questions
 - Course development: 68 Q
 - Course facilitation: 65 Q
 - Course evaluation: 22 Q
- = 246

Exemplary questions

Course development:

1) **Pedagogy:**

Has the pace of study and the workload been defined for students?

Yes/No/NA

Does the course content stimulate to individual searching? Yes/No/NA

2) **Technology**

Is the navigation on the course intuitive?

Do all elements on the course work properly?

3) **Accessibility**

Does the course content can be accessed by mobile devices?

Is the course content accessible for visually impaired students?

Appendix 3: VLE AGH



UCZELNIANA PLATFORMA E-LEARNINGOWA

Centrum e-Learningu, Uczelniane Centrum Informatyki

Akademia Górniczo-Hutnicza im. Stanisława Staszica w Krakowie



INFORMACJE OGÓLNE



OBSZARY PLATFORMY / LOGOWANIE



INDEKS KURSÓW WSZYSTKICH OBSZARÓW PLATFORMY



OGÓLNODOSTĘPNE MATERIAŁY DYDAKTYCZNE



LISTA ADMINISTRATORÓW



FAQ



OBSZAR PLATFORMY DO TESTOWANIA



E-LEARNINGOWY
ROK ZEROWY W AGH



KONKURS
NOTATKI W INTERNECIE





Osoby

Uczestnicy

Zalogowani użytkownicy

(Ostatnie 10 minut)

Grodecka Karolina

Składowe

- Czaty
- Fora dyskusyjne
- Głosowania
- Książki
- Kwestionariusze
- Wiki
- Zadania
- Zasoby

Przeszukaj forum

Wykonaj

Zaawansowane wyszukiwanie

Administracja

- Włącz tryb edycji
- Ustawienia
- Przypisz rolę
- Oceny
- Rezultaty
- Grupy
- Kopia zapasowa
- Odtwórz
- Import

Tematyka

JAK ZAPROJEKTOWAĆ I POPROWADZIĆ KURS ONLINE

- Forum aktualności
- Harmonogram kursu
- Przewodnik - przeczytaj koniecznie!
- Bibliografia

ZALICZENIE KURSU

- Zasady uzyskania zaliczenia
 - Refleksja zaliczeniowa: Moduły 1-2-3
 - Refleksja zaliczeniowa: Moduły 4-5-6
 - Refleksja zaliczeniowa: Moduły 7-8-9
 - Tabela rozwoju
 - Tabela
 - Tabela rozwoju: szablon

FORA DYSKUSYJNE

- Tablica ogłoszeń
- Forum kursu

1 MODUŁ 1: WPROWADZENIE. ROZGRZEWKA (21-27.11)

5 godzin

- Czego nauczę się w Module 1
- Wprowadzenie

Eduhub

Export course information to ePortfolio

Export post to ePortfolio:
Export forum post...

ePortfolio files:
Show files...

ePortfolio recent actions:
More...

Kalendarz

styczeń 2012

Pn.	Wt.	Śr.	Czw.	Pt.	So.	Nd.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Klucz terminu

- Globalny
- Kurs
- Grupa
- Użytkownik

Nadchodzące terminy

- 8.1. Przygotuj się i weź udział w wideokonferencji nt. pracy grupowej
czwartek, 26 styczeń
- 8.2. Praca grupowa: Opracuj wskazówki dla prowadzącego



Osoby

Uczestnicy

Składowe

- Bazy danych
- Fora dyskusyjne
- Lekcje
- Słowniki pojęć
- Testy
- Zadania
- Zasoby

Przeszukaj forum

Zaawansowane wyszukiwanie

Administracja

- Włącz tryb edycji
- Ustawienia
- Przypisz rolę
- Oceny
- Rezultaty
- Grupy
- Kopia zapasowa
- Odtwórz
- Import
- Reset kursu
- Raporty
- Pytania
- Pliki
- Wypisz mnie z MOODLE
- Profil

Tematyka

:: SAMOUCZEK MOODLE ::

Informacje wstępne

- Przewodnik po kursie
- Wprowadzenie do e-learningu. Publikacja CeL

- Forum aktualności
- Forum ogólne: problemy techniczne

1 Podstawowe terminy

- Informacje wstępne
- Role na platformie Moodle
- Panele kursu
- Ikonki edycyjne
- Zasoby i składowe

2 Zakładanie i administrowanie kursem

- Informacje wstępne
 - Zakładanie kursu
- Administrowanie kursem**
 - Role
 - Grupy
 - Kopia zapasowa. Import kursu
- Z.2.1 Załóż kurs

3 Teksty - etykieta, strona tekstowa, strona HTML

- Informacje wstępne

Eduhub

- Export course information to ePortfolio
- Export post to ePortfolio:
Export forum post...
- ePortfolio files:
Show files...
- ePortfolio recent actions:
More...

Pomoc techniczna

Kalendarz

◀ styczeń 2012 ▶

Pn.	Wt.	Śr.	Czw.	Pt.	So.	Nd.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Klucz terminu

- Globalny Kurs
- Grupa Użytkownik

Najświeższe wiadomości

Dodaj nowy temat...
 10 sty, 12:44

AGH E-LEARNING COURSE DESCRIPTION

AGH VLE consist of several open source applications

- 1) the core VLE is based on Moodle LMS. Each faculty has own installation (data protection and easy to manage users).
- 2) videoconferencing - OpenMeetings - this is open source system for supporting webinars. Integrated with Moodle. Tested by Faculty of Applied Mathematics.
- 3) Mahara - open source software for e-portfolio
- 4) Redmine - open source software for project management

Description of the courses:

- 1) "How to design and facilitate online courses" (VLE_course_1.jpg):
 - a) methodology: social learning, constructivism, e-tivities by G. Salmon, authentic activities, self-directed learning
 - b) the course is facilitated by 2 tutors, 10-15 students participating
 - c) structure: 10 modules with short text and activities (e-tivities). Participants learn from each other - based on collaboration and discussions
 - d) 1st module - organisation (course guide, rushing up activities)
 - e) elements: group work (based on Google Docs), reflection on learning process (as assignments), videoconferencing x 2 during the course period - first one at 2nd week as element for the group socialisation, second in the middle of the course - as element for the group work.
- 2) How-to-Moodle (VLE_course_2.jpg):
 - a) methodology: self-paced learning, no facilitator presence
 - b) structure: 10 modules with video tutorials showing step by step how to use Moodle LMS for course building and students management.
 - c) content was put in logical order - from setting the course on Moodle, through creating resources and activities, to assigning roles and creating backups.



Appendix 4: E-xcellence Local seminar Krakow (Review team)

E-xcellence Local seminar

Krakow, 14 + 15 December 2011

Jo Boon, Leo Wagemans

CELSTEC, Open University of the Netherlands

Centre for Learning Sciences and Technologies
celstec.org



Overview

- Purpose of E-xcellence and tools
- Feedback from participants (local seminars)
- Self assessment and roadmap
- Future directions of E-xcellence



Purpose of E-xcellence

- to develop e-learning programmes for LLL-students
- to guide the internal discussion
- to identify strengths
- to improve the quality of e-learning performance
- to learn from other similar institutions
- to use existing good-practices
- to be up-to date on developments in e-learning
- to identify weaknesses and elements for improvement



Local Seminars: What to achieve

- Mapping experiences
- Determining the local impact (dialogue, shift of attention, roadmaps to improvement, etc.)
- Finetuning
- Establishing a sustainable use of the instrument (internal + external QA)
- Receive feedback on the instrument



Steps of local introduction

1. Sensibilisation on including QA for e-learning
2. Information on the E-xcellence instrument
3. Organising cooperation universities and QA-agencies
4. Finetuning instrument and existing systems
5. Integration
6. Implementation



Quick Scan

A quick orientation and feedback on all relevant aspects of e-learning:

- Strategic management
- Curriculum design
- Course design
- Course delivery
- Staff support
- Student support



Products to work with

-  web-based instrument
 - Quick Scan
 - Full assessment



CELSTEC
celstec.org



Feedback of participants +

- Much appreciation for the Quick scan in a team to structure the discussion
- Food for thought
- New ideas were created to the course design
- New foundations were found to justify decisions
- Experience exchange between the evaluators and staff was extremely valuable
- People become aware of choices and implementations
- It brings the institution really to a formulation of the policy of e-learning



Feedback of participants -

- Mainly designed for distance education, use in blended education is not obvious
- Function of the Quick scan is not clear
- Input of students
- Language problems
- Reservations about the use in an accreditation context



Feedback of Local seminar Poland+

- Online form is clear and easy to fill in
- E-mail with copy of response and feedback is useful

CELSTEC
celstec.org



Feedback of Local seminar Poland -

- Missing an overall comment and adequate feedback
- Missing guidelines how to organise the self assessment
- Specific comments:
 - English language too difficult
 - several dimensions/aspects combined in one benchmark
 - 4 point scale hard to interpret
 - lack of an 'OER' benchmark
 - infrastructure a pedagogy are mixed in Course delivery



Conclusions about use of E-xcellence instrument

- Instrument not for assessment but for reflection on the organizational-, program- or course level
- Improvement tool
- To be used for internal quality assurance
- Create possibility to make a selection
- Quick Scan is a tool that can be used together with the Manual
- Need for guidelines and fine-tuning (for example: who is rating, which selection of BM is relevant for whom, who decides on the selection, are raters working individually or in team etc.)
- Updating of the tool is necessary:
 - formulation of the benchmarks is an ongoing process
 - integration of new developments in education, like student centred learning, OER, social networks



Thank you for your attention

CELSTEC
celstec.org



Appendix 5: Feedback Quick Scan (detail and general) AGH

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 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 media 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:

Benchmark 1

This is good benchmark and we all agreed that on the level of Strategic Management it should be definitely asked.

However it should be re-phrased to be clear question/or statement showing the real condition. So: The e-learning strategy IS embedded within the teaching and learning strategy of the institution PLUS: answers Yes/No/NA

Benchmark 2

We have Rector's regulation on e-learning at AGH. It gives Deans of Faculties right to decide what subjects should be taught online.

We suggest to make this benchmark shorter. Starting from: "Policies should..." - it could be another benchmark.

Benchmark 3

Centre of e-Learning is responsible for this process (vide Rector's regulation).

The construction of this benchmark is not clear - there is no verb here.

Suggestion for changes: 1) Does the institution investigate and monitor emerging technologies and developments in the field of e-learning? Yes/No/NA. And then 2) If yes: Did the institution establish a unit responsible for this process? Yes/No/NA

Benchmark 4

As AGH VLE is Moodle and each faculty has its own installation, the e-Learning Centre is monitoring the amount of accounts, level of transfer, etc. The infrastructure is taking into account on the level of management and purchasing equipment. Also if any faculty has its own project and needs infrastructure Center plays a role of consultant and advice for specific software, e.g. on Faculty of Applied Mathematics there was a need for videoconferencing system, so Center integrate Open Meetings with Moodle, tested it and advice on buying adequate servers.

Suggestion: this benchmark is also too complex - we are asked about software and in the same time about training. It should be divided on sub-benchmarks.

Should be divided on two separate questions as the technology and pedagogy are mixed here

Benchmark 5

Centre of e-L in collaboration with Academic Informatic Center is working on integration Moodle LMS with e-Dziekanat which will allow for creating one account for 1st year students (account for logging and accessing administrative information).

--

We think that the second part of this benchmark should be separate benchmark(s). So it would be reasonable to list different features of this integration and ask about them in separate benchmarks.

Example: Does the institution have an e-learning system integrated with the management information system (registration, administrative system and VLE). Yes/No/NA and then if YES asking if this integration is reliable/secure/effective

Benchmark 6

Not sure about the aim of this benchmark. It is written in proficiency English. At AGH there are projects realized in internal and external collaboration but we think that these operational agreements are not domain of e-learning nor its quality. This is rather requirement for any kind of collaboration.

Benchmark 7

Currently in Poland we are at the stage of education reform towards National Qualification Framework which put focus on learning outcomes. Only just a few subjects have already been re-designed (Faculty of Physics and Applied Computer Science, Center of e-Learning, Faculty of Metal Engineering)

However this qualification frameworks are again not a domain of e-learning but whole education system. Suggestion here: to eliminate this benchmark as it is too general for e-learning. E-learning is understood as a method of teaching and learning so if we provide high quality of education based on learning outcomes, e-learning will also has the same assumptions.

Again to many elements in one benchmark - qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements - which one is the subject of evaluation here?

Benchmark 8

Personalisation and flexible path are again not a domain of e-learning but whole education system. In National Qualification Framework there is requirement of 20% of flexibility and personalisation. So this not e-learning that guarantees this features of learning.

This benchmark is complex - we have personalisation and a flexible path and formative and summative assessment - so what is the focus of this benchmark?

Benchmark 9

Not clear the aim of this benchmark. Why e-working is such priority in the context of knowledge and skills?

--

It is written in proficiency English - simplicity is needed.

Benchmark 10

In the context of blended-learning university this question is not applicable as the interactions are natural part of the study. Plus: Erasmus program and the guest lectures performed by external professors.

Benchmark 11

It refers to National Qualification Framework so also is about quality of education system as w whole. The answer here corresponds with benchmark 7.

Benchmark 12

It refers to National Qualification Framework so also is about quality of education system as w whole. The answer here corresponds with benchmark 7.

Very similar to 11.

To complex as it refers to: coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used - so the aim is not clear.

Benchmark 13

There is no agreement that individuals or teams with such expertise should be involved in each course design and development. At AGH there is approach to train the teaching staff to have wide knowledge on different aspect of e-learning.

Suggestion here for change: move this benchmark to staff support and ask about support in design, development and evaluation in separate benchmarks.

Benchmark 14

We have different courses (social and self-learning, LMS Moodle as platform only for delivery the materials), so it is hard to evaluate this. What is more to give the overall picture of course design at the university the evaluation team using this Quick Scan have to talk about the approach to design each single teacher and there make statistics to estimate it in the scale of the University.

Too complex benchmark. Should be divided for at least 3 sub-benchmarks: 1) enable active student engagement 2) enable them to test their knowledge, understanding and skills at regular intervals 3) self-assessment.

Benchmark 15

We have at AGH the same graphic layout and version for visually impaired students for each faculty. Inside faculties' instances of Moodle there is also general structure consisting of course categories. But we do not define how each course should be structured inside as it is up to teachers' concept.

However for non stationary study some teachers declared that it would be helpful as students are lost when they have to navigate on several courses at the same time.

Benchmark 16

Some courses are peer-reviewed and updated but we do not have information about all courses. It definitely should, this is good benchmark, however we suggest to divide it for sub-benchmarks: review, up-dates, improvements.

Benchmark 17

More courses based on summative assessment.

Suggestion of changes: ask directly about assessment in different benchmarks. Then ask is it fair, valid and explicit - but here we have doubts if the evaluator can estimate it.

The part on prevent impersonation and/or plagiarism is important one and should be definitely ask in separate benchmarks.

Benchmark 18

This answer is based on the answer to benchmark 5.

Q: Why the method of monitoring requirements (=survey) is defined in top-down approach?

Suggestion of changes: 1) add a benchmark asking on scalability of technical specification/solution

Benchmark 19

Very important question - but is also should be 2 separate question: 1) testing 2) testing the appropriate measures against possible failure.

Benchmark 20

Center of e-Learning in collaboration with Academic Center of Informatics are responsible for these processes. However we suggest to clearly ask about monitoring the servers overload.

Benchmark 21

AGH VLE provides a lot of various tools and services that can be appropriate for the different models and different needs: Moodle LMS, OER repository, tests, quizzes, video-conferencing system, e-portfolio, blogs, etc. But from the other hand academic teachers use external tools as Google for their teaching purpose.

Repetition of benchmark 5.

Not in all cases the integration of the registration and administrative system is efficient solution. What if one of them will be hacked? All data is in great risk. If this two systems are separate the risk is only for losing registration data or administrative one. This integration should be based on national regulation on privacy and protection of personal data as GIODO in Poland.

Benchmark 22

This benchmark is not clear. What information and what services?

Benchmark 23

This is very wide area. Suggestion of changes: here we can directly ask about feeling of security / privacy / reliability etc through e.g. survey on different aspects of security / privacy / reliability.

Benchmark 24

Similar to benchmark 16 but now is about materials. In 16 was about courses. What is the difference? And does it so significant that should be divided for two benchmarks.

Benchmark 25

At the university there are different categories of staff that need different kind of support. Suggestion of changes: Add categories of staff with defined appropriate support for each category.

Benchmark 26

At AGH there is very limited communication between academic teacher and limited sharing the experiences within one faculty (horizontaly) and vertically - from teachers to Centre of e-Learning.

Too complex.

Benchmark 27

Partially Adequate as Rector's regulation says that it is up to Deans decision in what dimension e-learning will be present and that it should be at first integrated in subjects where problem with overworking is occurred.

We should ask here also about the rational gratification system for e-learning incorporation to teaching practice for academics. So generally about motivation system.

Benchmark 28

Centre of e-Learning is responsible for this.

Suggestion of changes - ask about each of this in separate benchmarks.

Benchmark 29

This is already done but it definitely required re-phrasing according to National Qualification Framework.

Benchmark 30

This is already done but it definitely required re-phrasing according to National Qualification Framework.

However it could be integrated in one syllabus with aspects from benchmark 29.

Benchmark 31

Partially Adequate as it very depends on the approach chosen in the course.

--

Q:Why alumni access is sth that can influence on e-learning?

--

Suggestion for changes: ask about each of this in separate benchmarks

Benchmark 32

Good one.

Benchmark 33

This is benchmark to be answered by academic teachers.

A series of interviews with AGH teaching staff from the Faculty of Management and Centre of e-Learning aimed at Qicuk Scan review gave the following general comments

1. GENERAL COMMENTS TO QUICK SCAN			
Comment	Problem	Examples	Way to improve
<p>1.1. Aim of the tool is not clear enough for reviewers. High probability that neither for evaluators.</p>	<p>Each benchmark has construction <i>should be/should have/should provide</i> which is understood as asking about the vision/ideal picture of e-learning at the university.</p> <p>As far as I understood and based on description of Quick Scan on E-xcellence webpage the tool allows for <i>getting first orientation on the strengths of your eLearning performance and your fields of improvement.</i></p> <p>So it should measure the current situation of e-learning, not its vision.</p>	<p>Example: <i>The e-learning strategy should be embedded within the teaching and learning strategy of the institution.</i></p>	<p>If the aim of this tool is to evaluate the quality of e-learning in the institution, benchmarks should provide clear criterion for quality measurement. The tool should ask about these criteria as simple as possible to allow for clear diagnosis and analysis of quality of e-learning in the institution.</p> <p><u>Recommendation:</u> Re-construction of each benchmark from <i>should have to is/are/have/provide</i></p> <p>Example: <i>The e-learning strategy is embedded within the teaching and learning strategy of the institution.</i></p>

<p>1.2. 4-stage scale of answers gives very wide scope of interpretation</p>	<p>Answers <i>Not Adequate, Partially Adequate, Largely Adequate</i> and <i>Fully Adequate</i> do not provide clear information on condition of e-learning in the university.</p>	<p>Example for benchmark no 1: <i>The e-learning strategy should be embedded within the teaching and learning strategy of the institution</i> When the evaluator would tick <i>Partially Adequate</i>, it is hard to interpret what does it really mean in practice that it is partially adequate that e-learning strategy should be embedded?</p> <p>And the second problem: Even if the construction of each benchmark will change for “is embedded” (vide comment 1) what does it mean if we answer that it is partially adequate that e-learning strategy is embedded?</p>	<p><u>Recommendation:</u> Re-construction and diversification of the scale in order to give clear picture of e-learning in the institution and which overall, can lead diagnosis of actual condition of e-learning quality.</p> <p>Example: <i>The e-learning strategy is embedded within the teaching and learning strategy of the institution > Yes / No</i></p>
<p>1.3. Benchmarks in most cases are too complex - they ask about several different aspects and areas of e-learning in one multiple complex sentence.</p>	<p>The aim of each benchmark is not clear. The person who evaluate quality of e-learning does not know to which part of benchmark he/she should answer</p> <p>Difficulties in understanding the meaning and the aim of each question</p>	<p>Benchmark no 12. asks about: learning outcomes, strategy for use of e-learning, the scope of learning materials and assessment method.</p>	<p><u>Recommendation</u> Divide benchmarks into smaller questions - state as new benchmarks or add it as sub-benchmarks.</p>

<p>1.4. The complexity of language used in each benchmark. Benchmarks are written in advanced English.</p>	<p>Difficulties in understanding of a sense and the aim of most questions. The language used is highly professional, even scientific in some cases.</p>	<p>Benchmark no. 6: <i>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.</i></p>	<p><u>Recommendation</u> Re-phrasing the benchmarks using simple, basic language</p>
<p>II. COMMENTS ON THE CONTENT</p>			
<p>Comment</p>	<p>Problem</p>	<p>Examples</p>	<p>Way to improve</p>
<p>2.1. Curriculum Design - related to the quality of the whole education system, not the quality of e-learning itself</p>	<p>From benchmarks in this part of Quick Scan the review team has commented that e-learning should not influence on curriculum design and e-learning is only a method of teaching and learning, but not the subject of learning.</p>	<p>Aspects such as: integration of knowledge and skills, flexibility, personalisation and qualification framework are features of education system and required by Framework for Qualifications of the European Higher Education Area and Polish National Qualifications Framework</p>	<p><u>Recommendation:</u> The benchmarks related to the education system should be eliminated</p>

<p>2.2. Course Design - difficult to measure the quality of design process as it requires analysis of each designed course</p>	<p>The person or a group with a pedagogy background responsible for filling in this part has/have to collect information about approach to course design at the university, but in case of 3000 teaching staff it may require more complex research</p>		<p><u>Recommendation:</u> Give clear instruction how quality evaluation of design process should be realised - how many courses should be analysed to give overall picture of the quality</p>
<p>2.3. Lack of Open Educational Resources in “Course Design” or “Course Delivery”</p>			<p><u>Recommendation:</u> Add one benchmark asking if there is re-use of OER in the course content development</p>
<p>2.4. Incoherent “Course Delivery” chapter</p>	<p>There is no clear aim of this part of Quick scan as issues related to the infrastructure and pedagogy are mixed.</p> <p>In consequence we are not sure who should be responsible for filling it.</p>	<p>Benchmark no. 21, 24 vs 18-20</p>	<p><u>Recommendation:</u> Create one chapter which is devoted only to infrastructure related questions_</p>
<p>III. COMMENTS ON QUCIK SCAN USABILITY</p>			
<p>Positive</p>		<p>Missing</p>	
<p>Online form is clear and easy to fill in</p>		<p>Overall comment on the quality of e-learning as a result of the questionnaire could be helpful. Now we receive only the % score, detailed comments related to each benchmark and recommendation for further actions towards raising the quality of e-learning.</p>	
<p>E-mail with copy of responses and feedback - important</p>		<p>The option for saving the answers could be added</p>	
		<p>Comment on each benchmark - even if the evaluator chose <i>Fully Adequate</i>.</p>	

AGH feedback to E-xcellence Quick Scan

	<p>There is no possibility to download a Quick scan from the site "The quick scan as a quick orientation".</p>
	<p>Question: does the number of staff influence on the feedback?</p>

Appendix 6: Roadmap AGH



Integration and implementation of the E-xcellence instrument at *AGH – University of Science and Technology, Faculty of Management*

Objectives

Roadmap of benchmark related actions based on the E-xcellence Qucik Scan and review results.

Please provide:

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.

Institution: *AGH – University of Science and Technology*
Contact: Karolina Grodecka (karolina.grodecka@agh.edu.pl)
Time period: 2012-2013
Date: December 2011 (with update August 2012)

Roadmap of selected benchmarks and improvement actions

Strategy (evaluation is done on the basis of the university not only the Faculty of Management)

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
1	The e-learning strategy should be embedded within teaching and learning strategy of the institution	E-learning has been embedded in teaching and learning strategy - it was written down in official AGH development strategy	E-learning has been embedded in teaching and learning strategy but it was too general. The statement about e-learning was based on Ministry of Science and Higher Education which allows for 60% of the overall learning hours specified in program education for study subject to be conducted online.	To work out an internal regulation signed by Rector with more detailed description of the way how e-learning should be embedded into overall strategy and quality assurance.	It was 5 priority	done - May 2012

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
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.	Based of the internal Rector’s regulation on e-learning, we are currently conducting 1st phase of certification process of academic teachers to give them official certificate proving their e-learning competencies.	The process of certification consist of 3 elements: a lecture that introduce in e-learning, participation in 10h online course “How to use Moodle” and short online test. At the end academic teacher who want to be certified has to sent to CEL prepared e-course for evaluation purposes. The main weakness here is to lack of specific requirements according to the online pedagogy. ICT part of e-learning teaching and learning strategy is only covered.	Work out a detailed description of e-learning standards according to course design Contact with AGH Rector and Comission for the Quality of Education at AGH to embed these standards into overall process of QA.	5	September 2012 October 2012

Management

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
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 system adopted.	AGH has VLE consists of Moodle, Mahara, Redmine, OpenMeetings.	Currently it is in testing phase - results will be known at the beginning of September.	Academic ICT Centre is now working on integration VLE with e-Dziekanat (one account to each service with single sign on)	4	October 2012

Curriculum Design

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
7.	E-learning components should conform to qualification framework, codes of practice, subject benchmarks and other institutional or national quality requirements.	In Poland last year the Polish Qualification Framework was developed. On its basis the huge reform of HE is being done.	The reform is criticised by the academic community as it requires re-design whole curriculum in short period of time. Also outcome-based learning is not common approach to teaching and learning so it is difficult to change the perspective of thinking about teaching practices.	At all faculties of AGH for last year the great work is being done towards adjustment of curriculum according to outcome-based requirements from Polish Qualification Framework	5	October 2012

Course Design

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	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.	It is directly connected to benchmark no 1 and no 7 and will be done as natural step in reform of HE in Poland. List of courses from AGH is ready as best practice to be shown.	It will be known by the end of June 2013	It will be monitored during the following academic year 2012/2013	4	end of June 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.					

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
15.	Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.	Coherent layout of VLE for all faculties already exists.	A vision of how guidelines about online courses should be discussed.	CEL is going to prepare guidelines for academic teachers who would like to prepare online courses after Rector and Comission for the Quality of Education accept the standards for e-learning at AGH a well as procedure of QA and certification process in e-learning (see benchmark no 2.)	4	October/ November 2012
16.	Course materials including the intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.	The proposition of review procedure is ready - it should be present to Rector and Comission for the Quality of Education	There is a need to train the members of Comission for the Quality of Education from e-learning to give them required background for proper evaluation.	Meeting with Rector with a proposition of collaboration between Comission for the Quality of Education and Centre of e-Learning AGH	3	November/ December 2012

Course Delivery

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
22.	The Virtual Learning Environment is appropriate for the pedagogical model adopted and for the requirements of all users. It should be integrated with the institution's management information system as far as possible.	The VLE consists of different tools that can be supportive for different pedagogical models. The integration is being done (see benchmark no. 5).	Need of training for academic teachers to allow them to use great potential of VLE for their academic activities	Design and conduct a regular training for academic staff showing how ICT can enhance their teaching practice	2	May 2013

Staff Support

Scale 1-5 (regarding QS)

B no.	Benchmark description	Strength	Weaknesses	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 development	Technical staff support is provided on the faculty but on basic level	There is lack of pedagogy support as well as best practices of designing the course are missing	<ol style="list-style-type: none"> 1. To organise a series of workshops for teaching staff about pedagogy of e-learning as well more advanced training on technology 2. To establish also better communication between the Faculty and Centr of e-Learning - to have support in form of help-desk 	It was 5	Done between March-June 2012

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
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	Engaged academic teachers use e-learning for their practice and work with students	A lack of motivational system on Faculty of Management related to e-learning integration into teaching practices.	1. To establish Faculty's system for engagement and motivation strategies for academic staff that can be scalable for other faculties 2. Academic teachers need to be realised of benefits of using e-learning at the level of a faculty	3	September 2012

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
27.	The institution should ensure that issues of staff workload and any other implications of staffs participation in e-learning activities are taken proper account of in the management of courses or programmes	E-learning is used by engaged academic teachers who would like to make the learning process more flexible and more attractive for students	Not all academic teachers have time for engaging into additional activities	To establish Faculty's policy towards including e-learning activities (preparing courses) to overall teaching hours. This policy should be developed in a way to be scalable for other faculties	2	Postpone from April 2012 to November 2012
28.	Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors	Enough technical support on e-learning at the Faculty on basic level	A lack of legal advices and standard procedures for solving difficulties	Better communication between faculty and e-Learning Centre need to be establish through personal contacts	It was 5	Done between March-June 2012

Student Support

Scale 1-5

B no.	Benchmark description	Strength	Weaknesses	Action foreseen	Priority number	Timescale
29.	Students should be provided with the equivalent of a student handbook setting out their rights 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.	The requirement of basic information for students is already accepted by Rector in internal regulation on e-learning (see B. no. 1).	It will be monitored and results will be known at the end of June 2013.	Support for academic teachers and consultation while constructing these part of syllabus for students	3	academic year 2012/2013

Appendix 7: Introduction to E-xcellence (Review team)

Introduction to E-xcellence

E-xcellence Local seminar

Krakow, 15 December 2011

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



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 attractiveness
- 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



Main Contributors

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

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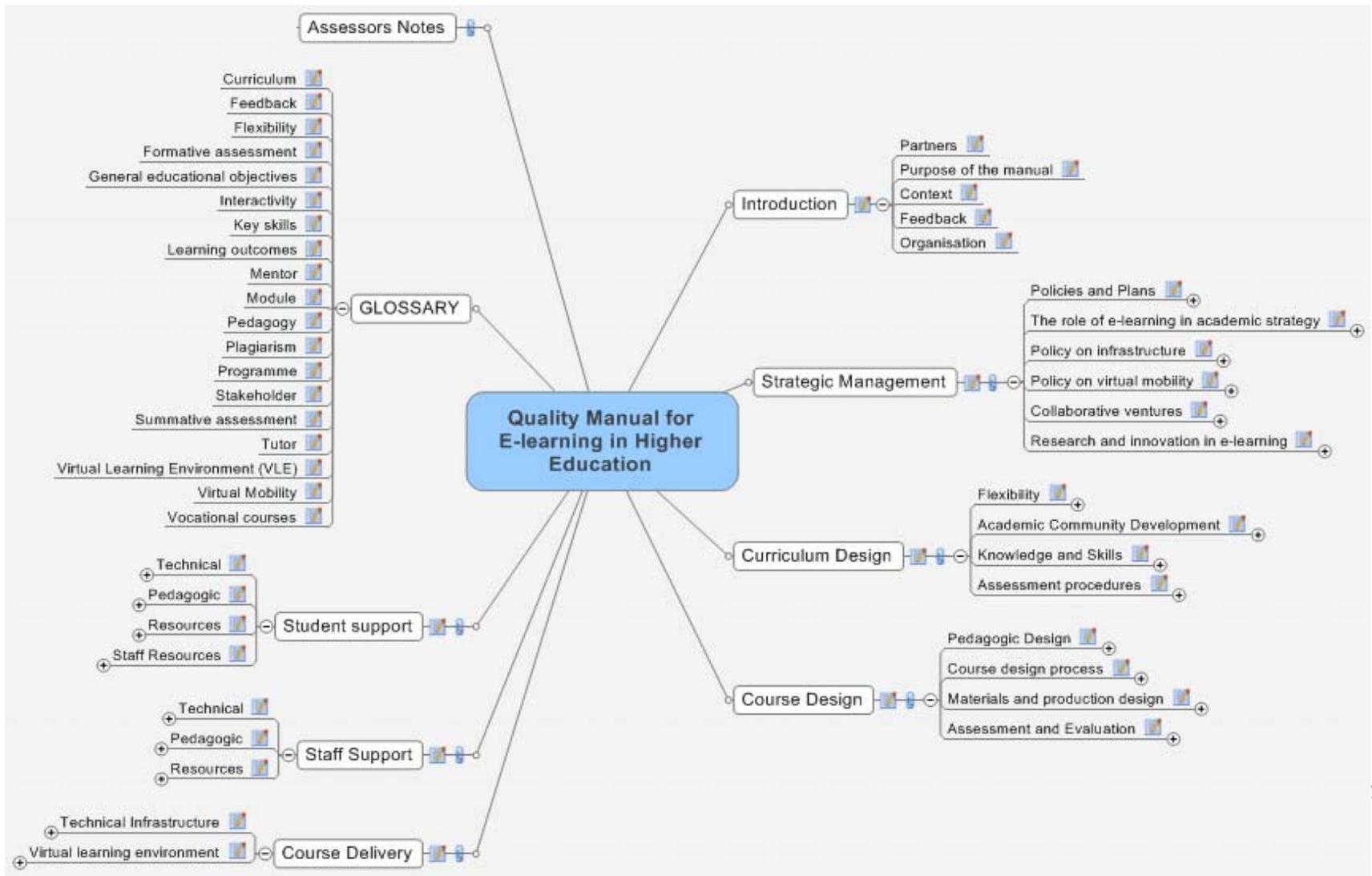


Products to work with

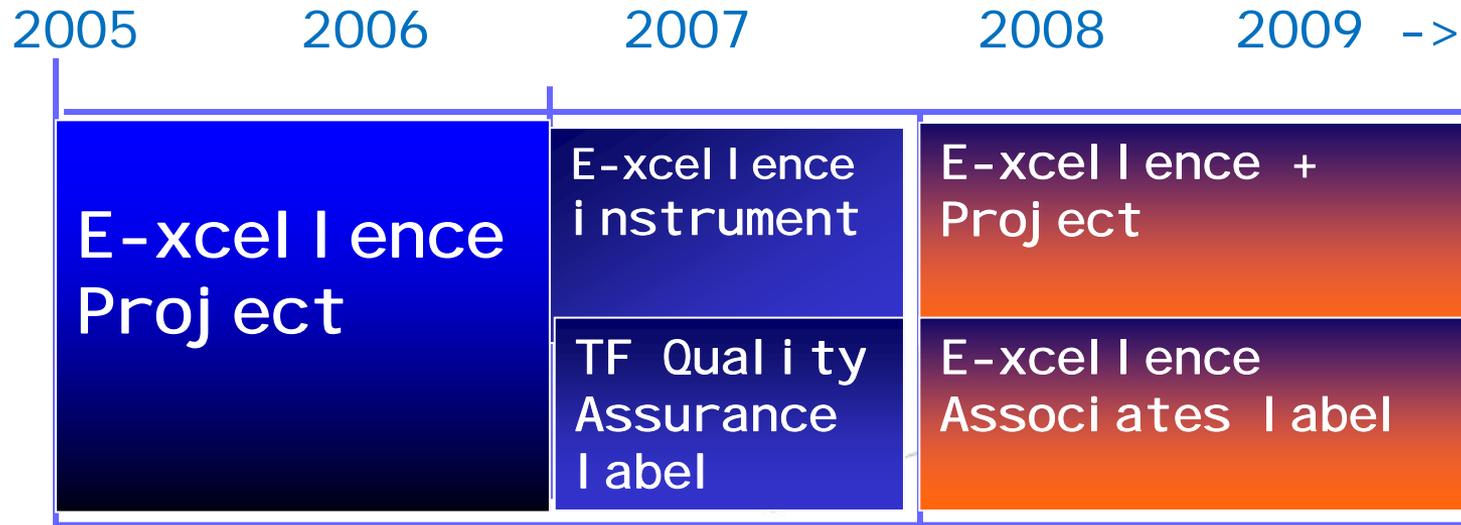
-  manual
 - reference tool for the design and assessment of e-learning programmes
 - benchmarks, quality criteria and notes for guidance against which e-learning programmes and their support systems may be judged
-  assessors notes
 - provide a more detailed account of the issues and the approaches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



The E-xcellence manual



E-xcellence Project in a line



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



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



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 <i>20 HE-present</i>	January 20-21 2009
UNED (Madrid) Including ANECA	19-20 February 2009
OJUK (Milton Keynes) <i>16 HE-institutions present</i>	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



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



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



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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 *
- Portugal
- Cyprus
- Lathvia
- Greece

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Thank you for your attention

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Appendix 8: Polish System of Quality Assurance and Accreditation

Polish System of Quality Assurance and Accreditation

Bohdan Macukow
E-xcellence NEXT, Kraków, 14 December 2011



OUTLINE



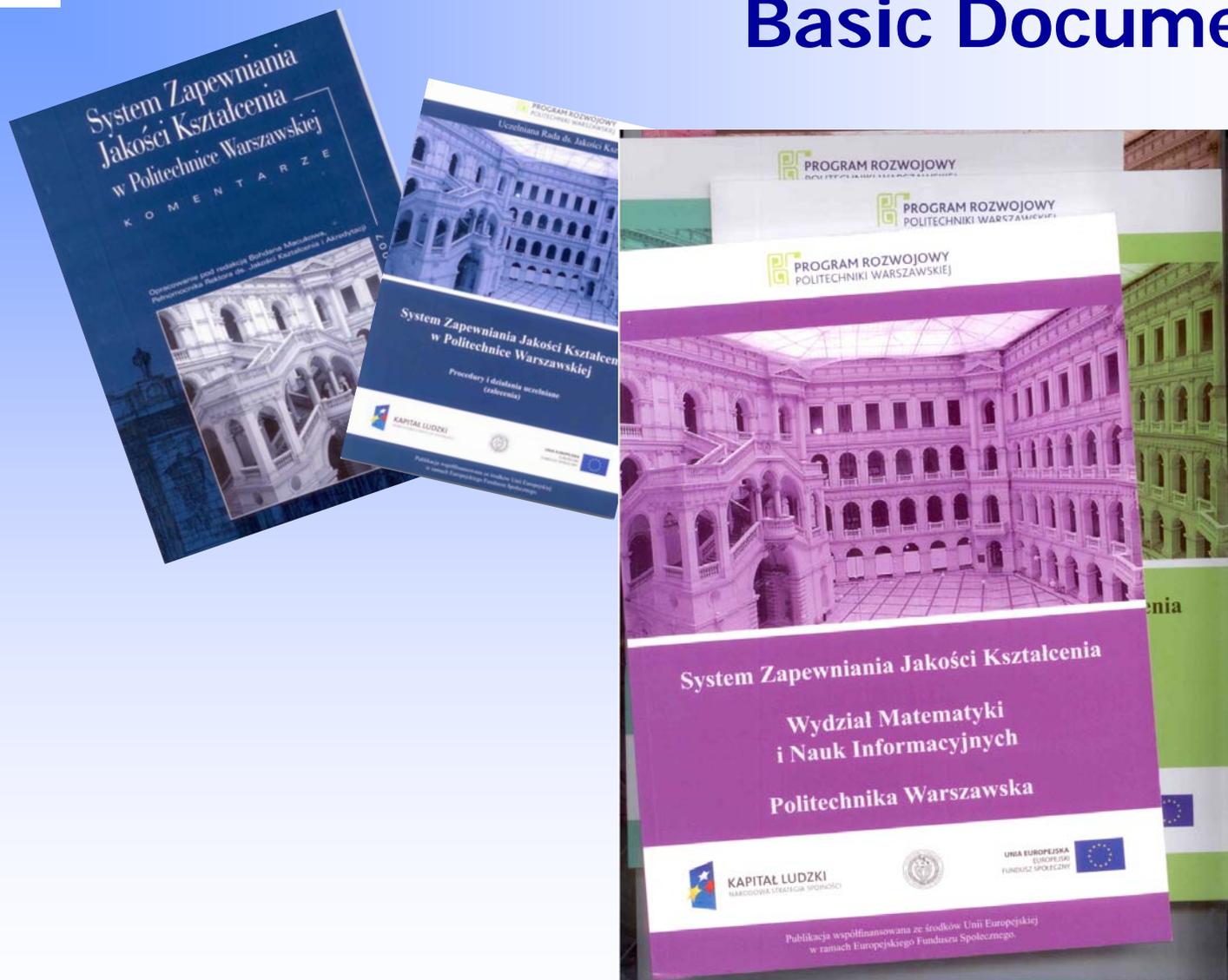
- Quality Assurance
- Accreditation System in Poland
- KAUT, Accreditation Commission of Universities of Technology
 - Accreditation Procedure
 - Future of Accreditation in Poland
- Qualifications Framework
- Learning Outcomes
 - Learning Outcomes for Engineering & Technology
 - How to link Learning Outcomes, Teaching and Learning Activities and Assessment
 - Development of Learning Outcomes at WUT
- Conclusion

Quality Assurance

Quality Assurance System at Warsaw University of Technology

- **Senate resolution No 122/XLVI/2006 concerning implementation of Quality Assurance System at the Warsaw University of Technology**
 - the guideline for the faculties to prepare the internal quality assurance system
 - the task of the university coordinator of quality and accreditation
- **The appointment of the Coordinator of Quality and Accreditation**
- **The appointment of the Quality Board**

Basic Documents



Accreditation System in Poland



Polish system of Higher Education

135 State HEI

22 Technical universities

3 Universities with engineering students

321 Non-state HEI (16 academic, 128 2nd cycle)

~ 1930K students

~ 1270K at state HEI's

~ 660K at non-state HEI's (~ 130 2nd cycle)

New situation in Poland after 1989

- growth in the number of students (400K → 2M)
- diversification of higher education institutions

Higher Education moves towards **“mass studies”** but not proportional increase in expenditure on education thus

**lowering the quality of
education**

Conferences of Rectors of various type of Universities appointed the Accreditation Commissions to secure the proper level of education quality

Community-controlled Accreditation Bodies

- AC for Medical Academies 1997
- University Accreditation Commission 1998
- AC for Pedagogical Schools 1998
- AC for Schools for Physical Training 1999
- **AC for Technical Universities 2001 (KAUT)**
- AC for Schools of Economy 2001
- AC for Schools of Agriculture 2001
- Accreditation Committee of CRASP 2001
(coordination body)
- Academic Accreditation Committee 2012



State-controlled Accreditation Bodies

- **Main Council of Higher Education:
„licensing” for new HEIs and new
programmes**
- **Accreditation Committee for Higher
Vocational Schools(1997-2001)**
- **State Accreditation Committee (2002-2011)**
- **Polish Accreditation Agency 2011**

European Dimension of Polish Accreditation

Polish Accreditation Agency (PKA) is a member of:

- *European Consortium for Accreditation (ECA)*
- *Central and Eastern European Network for Quality Assurance Agencies (CEEN)*
- *European Association for Quality Assurance (ENQA)*

and from 2008

- *European Quality Assurance Register for Higher Education (EQAR)*

Accreditation Commission for Universities of

Technology (KAUT) is in the final stage of procedure to become a member of

- *European Network for Accreditation of Engineering Education (ENAAE)*

KAUT, Accreditation Commission of Universities of Technology

Accreditation Commission of Universities of Technology (KAUT)

Main documents of KAUT:

- ✓ *„Agreement to Ensure the Quality of Education”* resolved by the Rectors' Conference on 17.02.2001
- ✓ *„Accreditation Rules and Procedures”* passed on 17.02.2001 amended on 21.05.2009

Accreditation Commission of Universities of Technology (KAUT)

Activity of KAUT covers basic organisational units of Polish technical higher education institutions being the Agreement Signers

25 members

322K students of engineering and technology

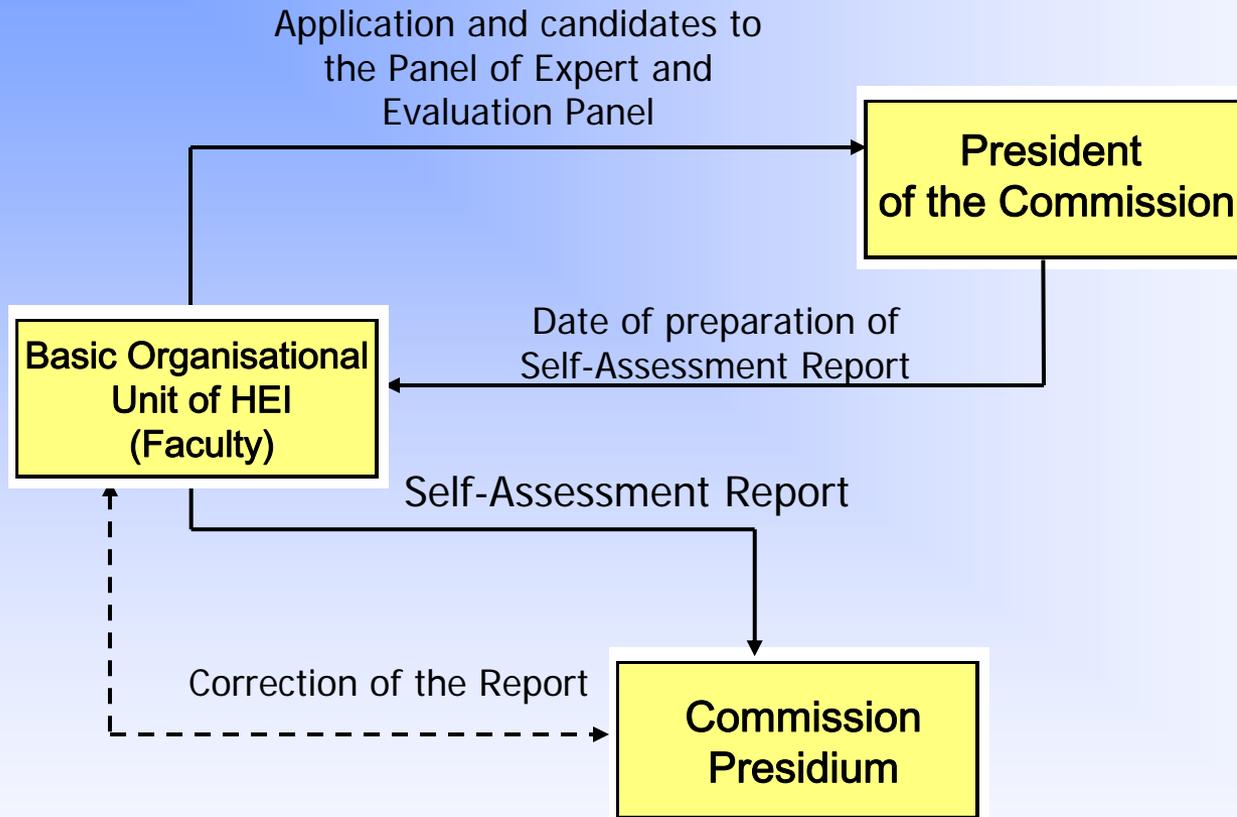
29 technical areas of study

Main objectives of the KRPUT (Rectors' Conference) resolution „Agreement to Ensure the Quality of Education”

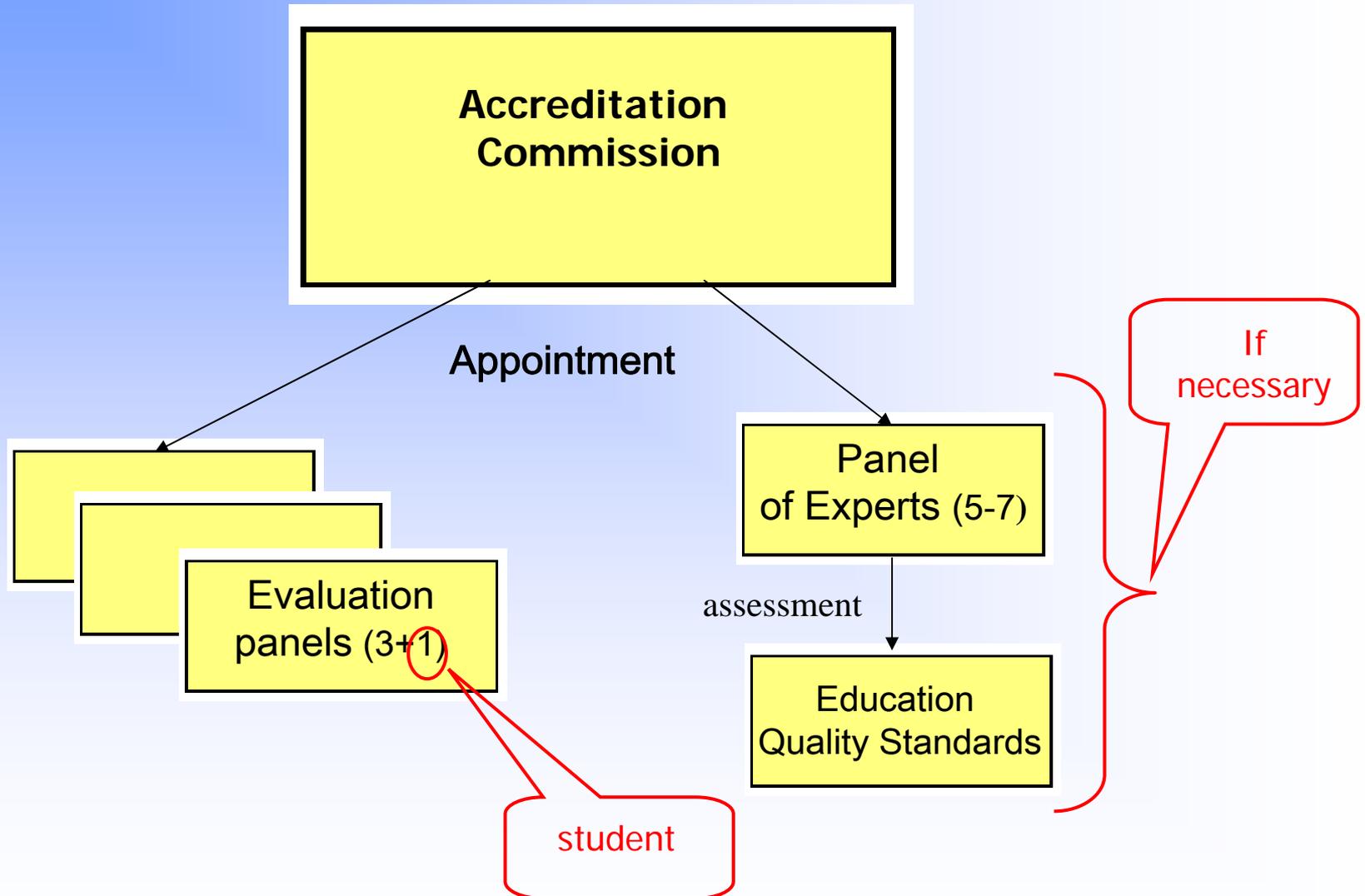
- ✓ Improvement of the quality of education
- ✓ Definition of the clear and univocal procedures of evaluation of the methods and conditions of education and degree programmes
- ✓ Facilitation of the conditions of national and international students and staff mobility
- ✓ Promoting of the area of technical studies fulfilling the high education practice

KAUT Accreditation Procedure

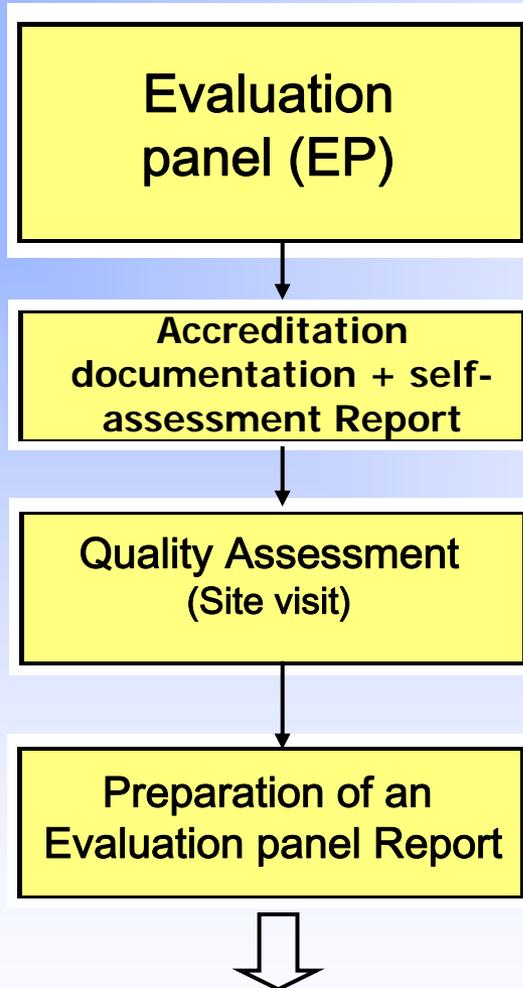
Accreditation Procedure



Accreditation Procedure



Accreditation Procedure

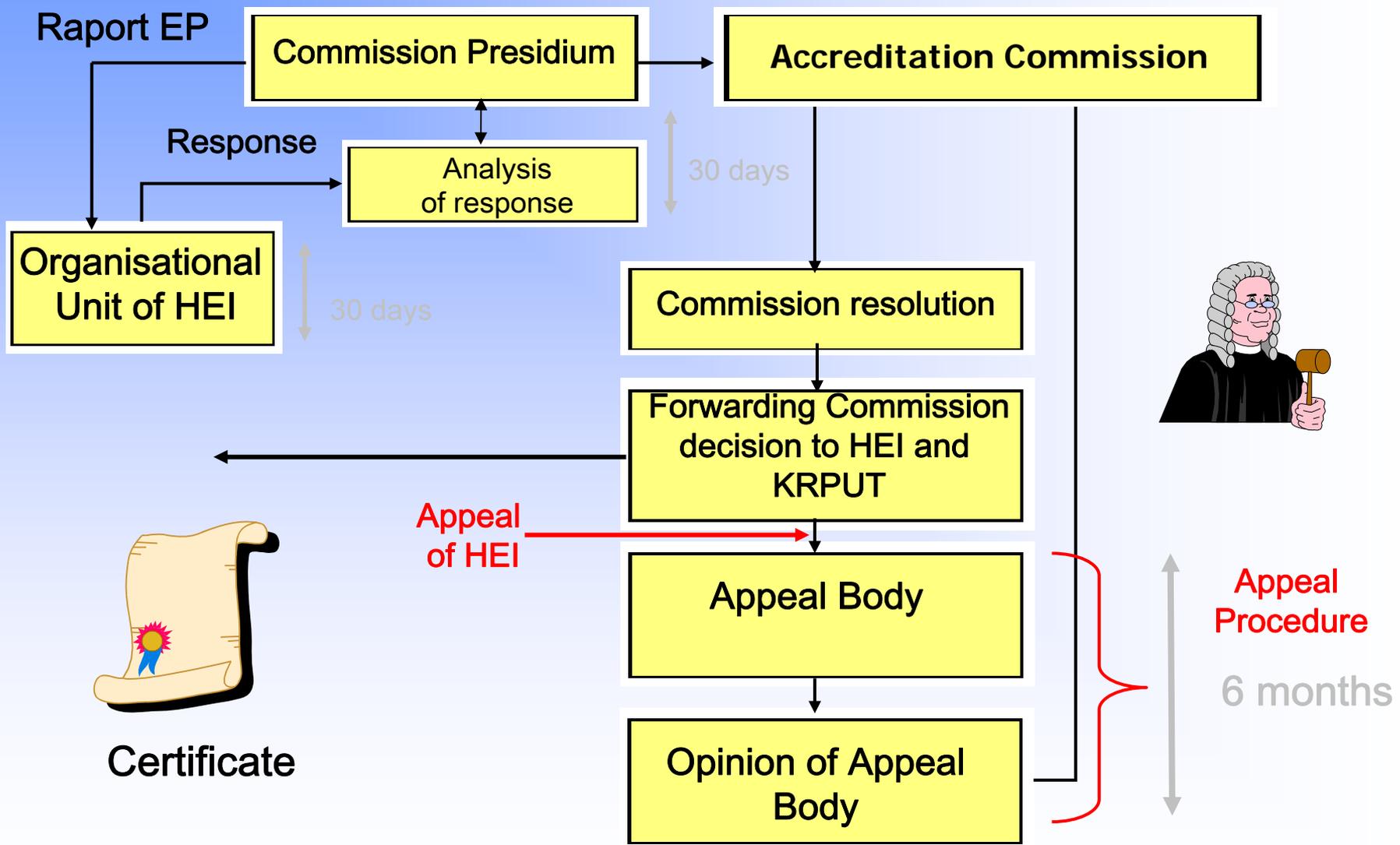


6 months



Forwarding Report to the Accreditation Commission

Accreditation Procedure



In November 2010 KAUT began application procedure to the European Network for Accreditation of Engineering Education (ENAE) to award the EUR-ACE Label

In October 2011 KAUT granted 12 accreditation to outstanding programmes at Polish Technical Universities.

About 20 next are in evaluation.

Future of Accreditation in Poland

Today state of art

We have peer-review accreditation commissions:

- *University Accreditation Commission (UKA)*
- *Accreditation Commission of Universities of Technology (KAUT)*
- *Foundation for the Promotion and Accreditation of Economic Education (KA FPAKE)*
- *Accreditation Commission of Agriculture Universities (KAUR)*
- *Accreditation Commission of Medical Universities (KAAUM)*
- *Accreditation Commission of Pedagogical Schools (KAUP)*
- *Accreditation Commission of Schools of Arts (AKUA)*
- ?

Today state of art

Basic documents (selected)

- Resolution of the Presidium of the Conference of Rectors of Academic Schools in Poland adopted 4 of June 2009 (18/V) concerning the principles and procedures relating to the operations of Accreditation Commission and KRASP Bologna Working Group
- Resolution of the Presidium of the Conference of Rectors of Academic Schools in Poland adopted 18 of October 2009 (26/V) concerning the accreditation commissions of the conferences of rectors of specific types of higher education institutions and the Accreditation Commission of KRASP

Today state of art

- Resolution of the Presidium of the Conference of Rectors of Academic Schools in Poland adopted 9 of December 2010 (42/V) concerning the necessary activities for a creation of the Academic Accreditation Commission (working group: *prof. K.Mazurek-Łopacińska, prof. B.Macukow, prof. L.Pączek , prof. M.Wąsowicz*)
- Resolution of the Presidium of the Conference of Rectors of Academic Schools in Poland adopted 11 of March 2011 (44/V) concerning the adoption of the concept of creation of the Academic Accreditation Commission (AKA)
- Resolution of the General Meeting of Rectors of Academic Schools in Poland adopted 6 of May 2011 (49/V) concerning the creation of the Foundation for promotion of the Quality of Education

Qualifications Framework

Qualifications Framework

A systematic description of an education system, expressing the expected learning outcomes for a given qualification, that is expressing what a learner is expected

- **to know,**
- **to understand,**
- **and, be able to do**

after successful completion of a process of learning.

Qualifications Framework

May be seen at three major levels of descriptors:

- **high level descriptor of general nature describing global qualifications associated with degrees,**
- **sectoral descriptors with direct relations to professions,**
- **content descriptors, characterizing core curricula contents and methods.**

The European Qualifications Framework for the Lifelong Learning (EQF LLL)

EQF-LLL aims at describing the entire education system, recommending eight levels of qualification, each identifies by descriptors grouped in three main clusters of outcomes

National Qualifications System

National Qualifications System means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society.

This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications.

A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

National Qualifications Framework (NQF)

National Qualifications Framework means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.



NQF Poland - Progress

*slow
speed*

- 2006: organizing the process, setting of Working Group
 - 2008: first draft of NQF
 - 2009 (Feb): project of NQF, generic descriptors of learning outcomes (knowledge, skills and competence) for 3 levels of study
-

*sudden
accele-
-ration*

- 2009 (Sept): appointment of the chairpersons of WG for defining the „areas” learning outcomes for 8 area of learning
- 2009 (Oct) appointment of WGs
- 2009 (Dec) presentation of results
- 2010 (Feb) end of WG work
- 2010 (Dec) appointment of experts
- 2011 (Apr) end of experts work (benchmarks)

The actions taken

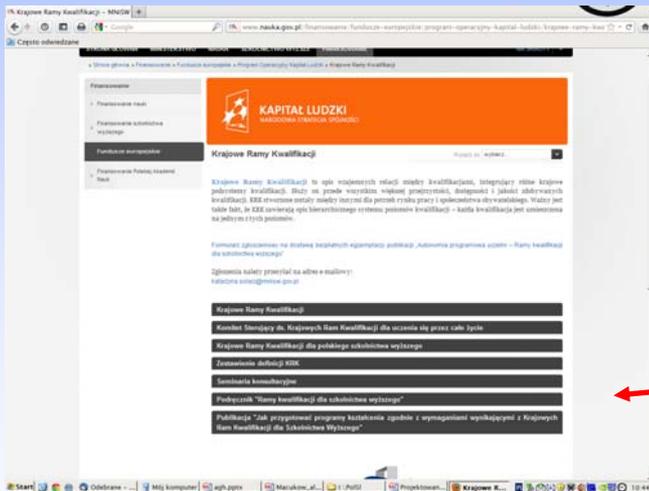
- **A comprehensive information and training campaign was organised by the Ministry and the Foundation for the Development of the Education System**
- **More than 100 conferences, seminars, workshops and similar events took place in almost all academic centres around the country in a period of less than a year (from September 2010 to June 2011), with an estimated participation of almost 10000 members of academic and administration staff of HEIs**

The actions taken

A dedicated National Quality Framework web site easily accessible from the home site of the Ministry of Science and Higher Education has been created.

INFO:
www.nauka.gov.pl

The NQF handbooks are available from the Ministry home page

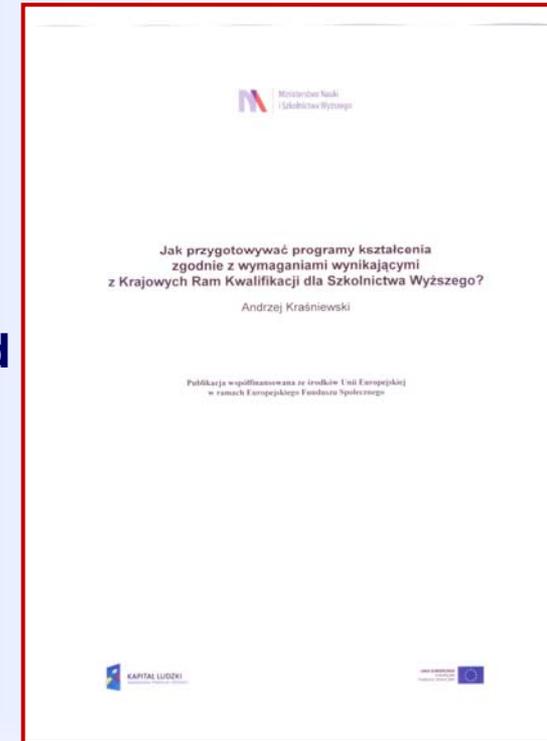


Supporting material on Ministry home page

The handbook on NQF was printed in 6000 copies and distributed to HEIs



The handbook with explanations of learning outcomes and comments on legal regulations and their consequences.



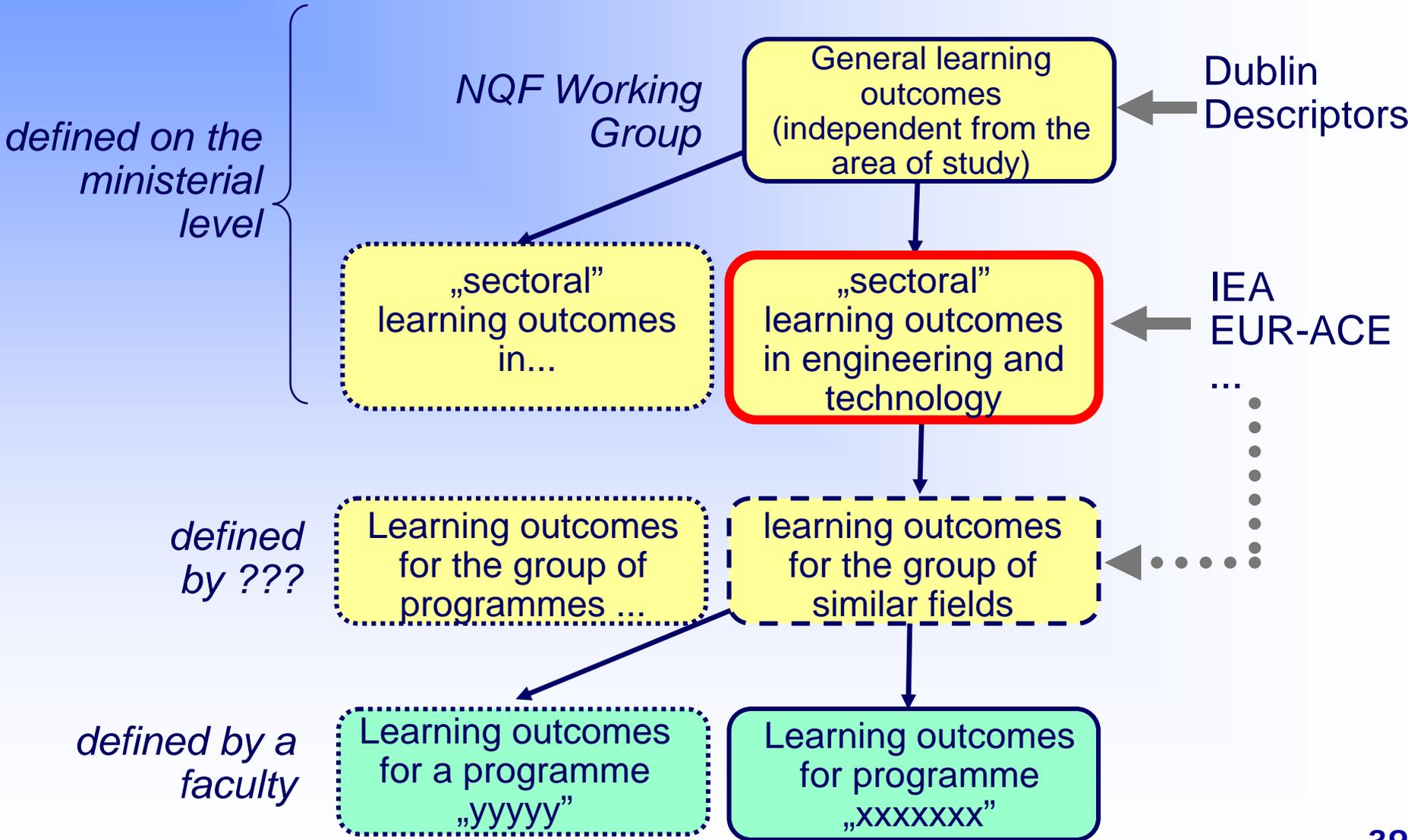
The book provides guidelines on how to assess learning outcomes, especially soft competencies.

The actions planned

- A set of learning outcomes for the most commonly offered first cycle programmes has been defined by teams of NQF experts.
- New rules and procedures for accreditation are developed.
- The training for members and experts of the Polish Accreditation Agency will be organised.
- The next series of seminars, workshops and similar events at HEIs will be organised.

Learning Outcomes

Defining the learning outcomes



Basic regulations

- **For all educational programmes** offered by HEI's, leading to a degree, certificate etc. (including doctoral programmes and non-degree postgraduate programmes) **expected learning outcomes (LO's) must be defined** and made available to the public
- A hierarchy of learning outcomes (LO's) is defined by the Law for the first cycle (Bachelor) and second cycle (Master) programmes

Basic regulations

Learning Outcomes are defined in 8 large subject areas to more precisely characterise qualifications:

humanities, social sciences, exact sciences, life sciences, agricultural sciences, engineering and technology, medical and health sciences, and arts

Learning Outcomes for Engineering and Technology

International „standards”

Bologna
Process →



- ❑ ABET (Accreditation Board for Engineering and Technology, USA)
- ❑ JABEE (Japan Accreditation Board for Engineering Education)
- ❑ IEA (International Engineering Alliance)
- ❑ EUR-ACE (European Accredited Engineer project)
- ❑ CDIO (Conceive-Design-Implement-Operate initiative)



How to link Learning Outcomes to Teaching, Learning Activities and Assessment?

Assessment of Learning Outcomes

- Having designed modules and programmes in terms of learning outcomes we must find out if our students have achieved these intended learning outcomes
- It is necessary to match the method of assessment to the different kinds of learning outcomes
- When writing learning outcomes a verb is often a good clue to the assessment technique
- Design the examination system so that it tests if learning outcomes have been achieved
- Ensure that there is alignment between teaching methods, learning outcomes and assessment criteria

Formative Assessment

- Assessment **FOR** learning – gives feedback to students and teachers to help modify teaching and learning activities
- Assessment is integrated into the teaching and learning process
- The feedback helps improve performance of students
- Carried out at the beginning or during a programme

Summative Assessment

- Assessment that summarises student learning at the end of module or programmes (assessment **OF** learning)
- Sums up achievement
- Generates a grade or marks
- Usually involves assessment using traditional examination
- Only a sample of the learning outcomes are assessed – cannot assess all the learning outcomes

Continuous Assessment

- A combination of summative and formative assessment
- Usually involves repeated summative assessment
- Marks recorded
- Little or no feedback given

Assessment of Learning Outcomes

Conference

Academic Validation in the Context of the European Qualifications Framework

Using learning outcomes in higher education – implementing the European Qualifications Framework for lifelong learning

8-9 November 2011, Warsaw Poland

Sessions:

- *How qualifications framework are able to promote the shift towards leaning outcomes?*
- *Validation of learning outcomes and external quality assurance in higher education*
- *Institutional practices and the adaptation of the learning outcomes approach in the institutional life*