

Institutional guidelines and recommendations for successful implementation of OCW in the context of virtual mobility

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OCWC
GLOBAL
CONFERENCE

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About the Project

Context



OpenCourseWare in Europe

How to make use of its full potential for virtual mobility





Partners



OPEN COURSEWARE
CONSORTIUM



VetAgro Sup



Universitat de Barcelona



KATHOLIEKE UNIVERSITEIT
LEUVEN



CC-BY Willem van Valkenburg



Facilitate virtual mobility

- Create of preconditions for a strong European OCW-framework
- closer cooperation between European institutes
- mutual use of material and even joint degrees
- enhance quality and increase the usage of online courses

Phases

Phase 1 Research

- Pedagogic and cultural issues
- Models for sustainable cooperation between HEI on OCW
- Educational innovation with OCW
- Comparing and assessing national policies and the role of governments

Phase 2 Workshops

- Workshops for dissemination and input of experts

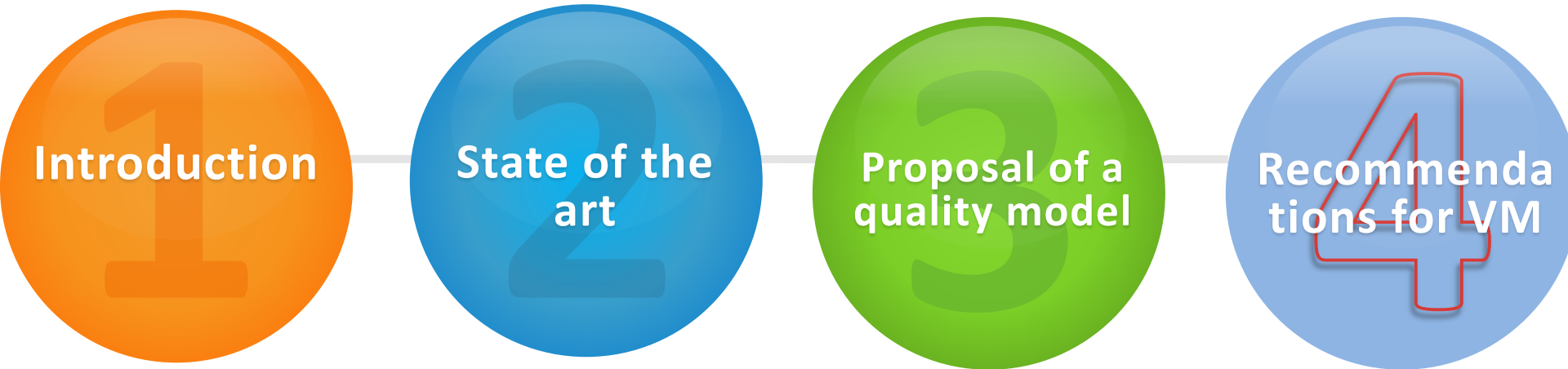
Phase 3 Final Reports

- Final results, based upon research and the outcomes of the workshops.
- Results: publications end 2013 through different channels cited by major organizations active in the field of OER.

Phase 4 OCWC Europe

- Foundation for a European branch of the OCWC has been initiated towards the end of 2013.

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Guidelines for successful implementation of OCW in Virtual Mobility —



Introduction

Families of mobility scenarios - Process description .

Process phases

1. Identification of families of scenarios

2. Elaboration of families of scenarios

3. Presentation of scenarios: Berlin and Madrid

4. Review

Process Methodology

Brainstorming

Survey conducted to obtain examples of mobility scenarios

Workshop held in Madrid and Berlin

Review of mobility scenarios

Activities description & output

- **Activity:** Brainstorming session with workshop participants in Cambridge, UK. -
- **Output:** Tentative list of families of mobility scenarios

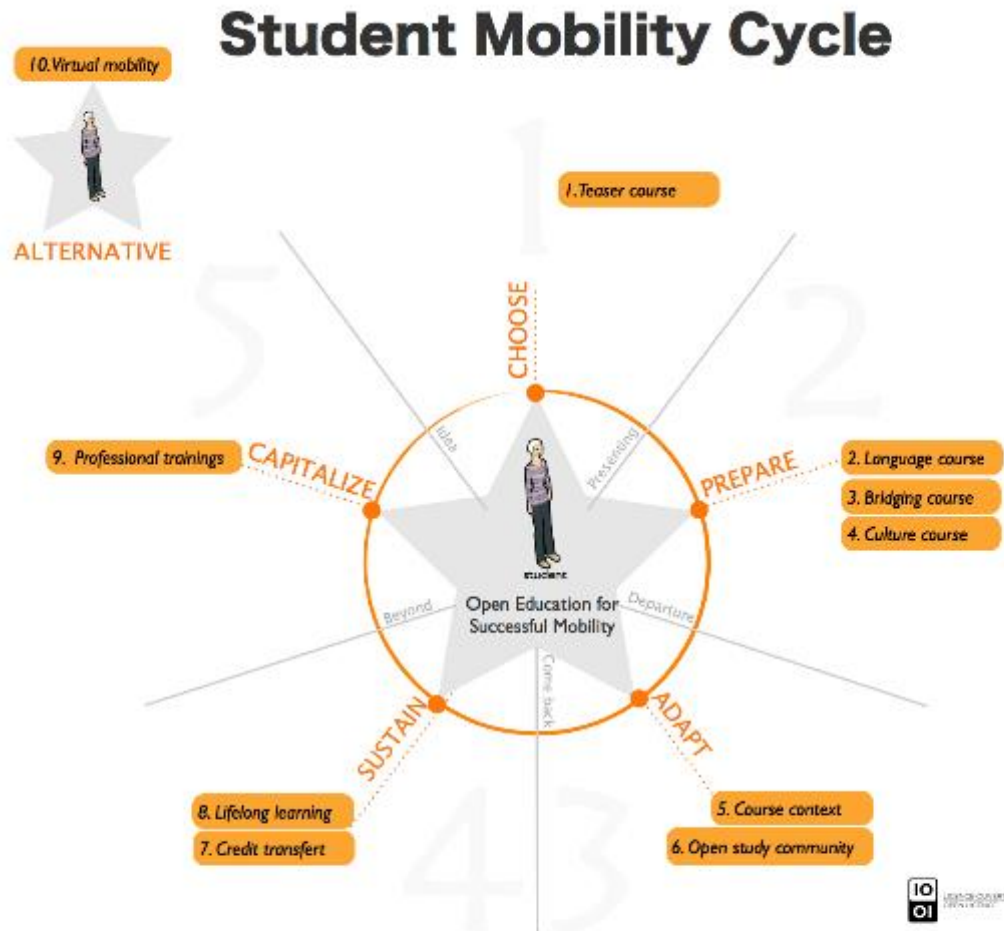
- **Activity:** Different international mobility institutions were requested to fill out a survey.
- **Output:** Five different, real-world examples representing mobility scenarios were obtained

- **Activity:** Official presentation of the list of families of scenarios in two workshops: In Madrid (BEST) and Berlin.
- **Output:** Feedback from participants was obtained. Scenarios were amended based on feedback from participants.

- **Activity:** A student mobility map was used to review the list of families of scenarios defined during the workshops in Berlin and Cambridge. In addition, the BEST workshop in Madrid held additionally to review the scenarios.

Introduction

Families of mobility scenarios .



Introduction

This work provides a proposal of a quality model with guidelines and recommendations for the implementation of OpenCourseWare in HEI.

The scenarios has served to contextualize this quality model in mobility scenarios. It has been applied to focus the recommendations of the quality model. What is mostly important is that Scenarios showed us how we should understand virtual mobility.



ANALYSIS OF QUALITY APPROACHES TO THE USE OF OER, DISTANCE LEARNING AND VIRTUAL MOBILITY

Areas of study

- *OER quality criteria*
- *Standards and policies on quality in e-learning and publication of courses*
- *standards and policies on quality in virtual mobility*

Analysis – OER Quality criteria

OER/ OCW Related quality models



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Survey: Quality and pedagogical guidelines for Open Educational Resources (OER) use in higher education: quality of content, potential effectiveness as a teaching learning tool, ease of use, pedagogical strategies

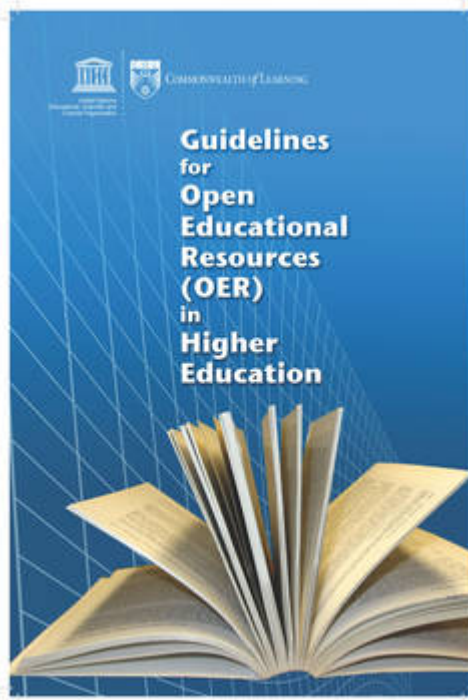


Quality model on OERs: A quality model of OCW applied to engineering courses

**OPEN Learning recognition
OER TEST project**

Learning passport model

Analysis – Institutional policies



Promotion of OERs: UNESCO
Guidelines for governments, HEIs and academic staff, students, QA agencies

Toolkit: OER Africa policy development toolkit: to review institutional policies and to help to change it

POERUP: Policies for OER Uptake: aims to formulate policies to support OERs: case studies, recommendations, constraints,...

Analysis – Standards on eLearning and course publication



EFQUEL: ECBCheck accreditation and quality improvement scheme: to measure their elearning programs, evaluating organization's eLearning offerings against internationally agreed quality standards

EFQUEL : UNIQUE - Technology enhanced learning quality label for universities and HE institutions. It offers criteria of continuous iterative innovation in all aspects of pedagogical design and course provision. For ICT adoption

Academic partnerships: A guide to quality in online learning

EADTU: Quality assessment for e-learning: a benchmarking approach with criteria and indicators

Analysis – Standards and policies on VM



Virtual Mobility Collaboratory – Quality assurance handbook for VM. Activities, organized at institutional level, that realize or facilitate international, collaborative experiences in a context of teaching and/or learning.

- Decision making
- Curriculum designing
- Virtual mobility organization and communication
- Preparation for virtual mobility organizations
- Course / program delivery
- International teaching groups
- Assessment and feedback
- Certification and recognition

NetCu – Networked Curricula and virtual mobility: to set up a networked curriculum

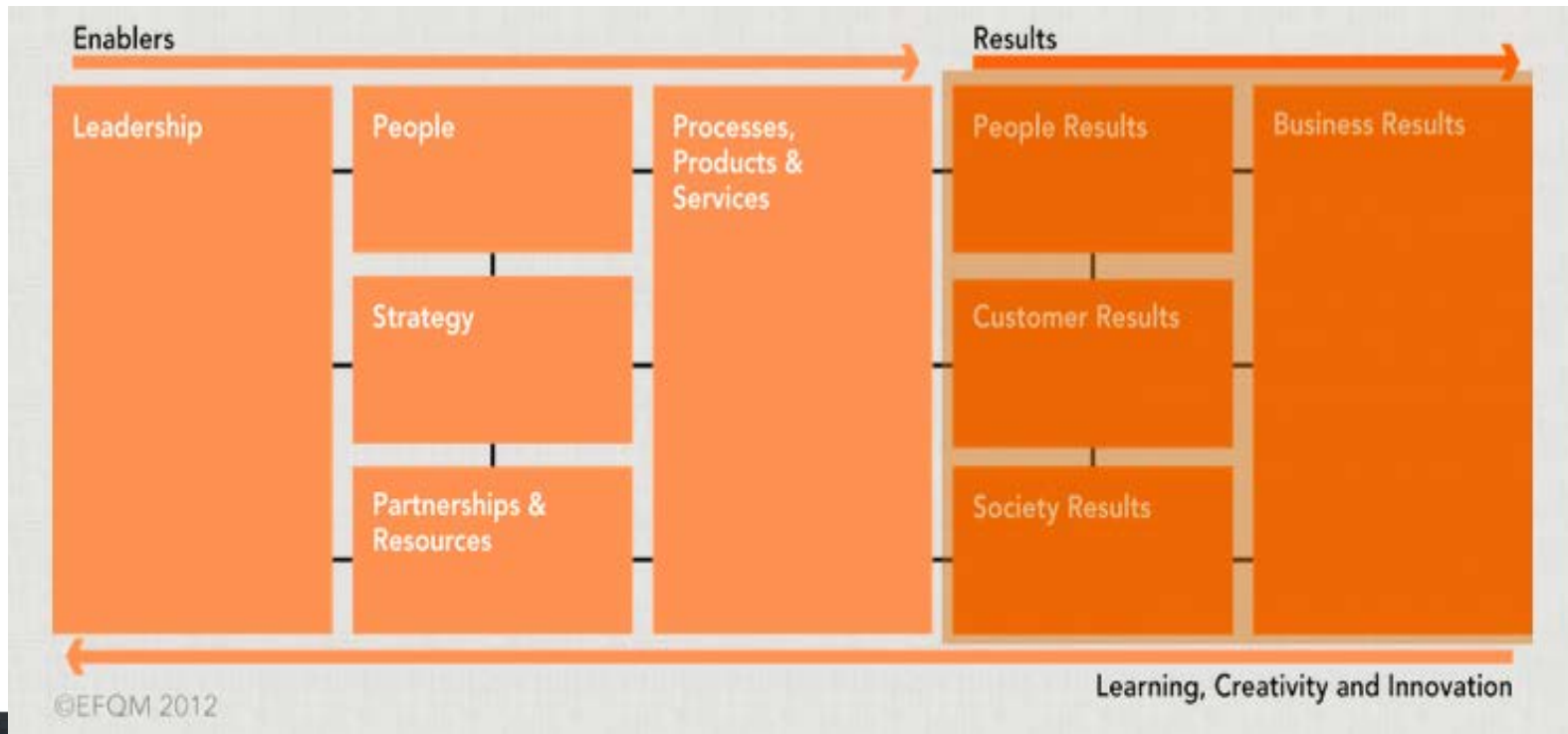


Introducing the structure of the quality model

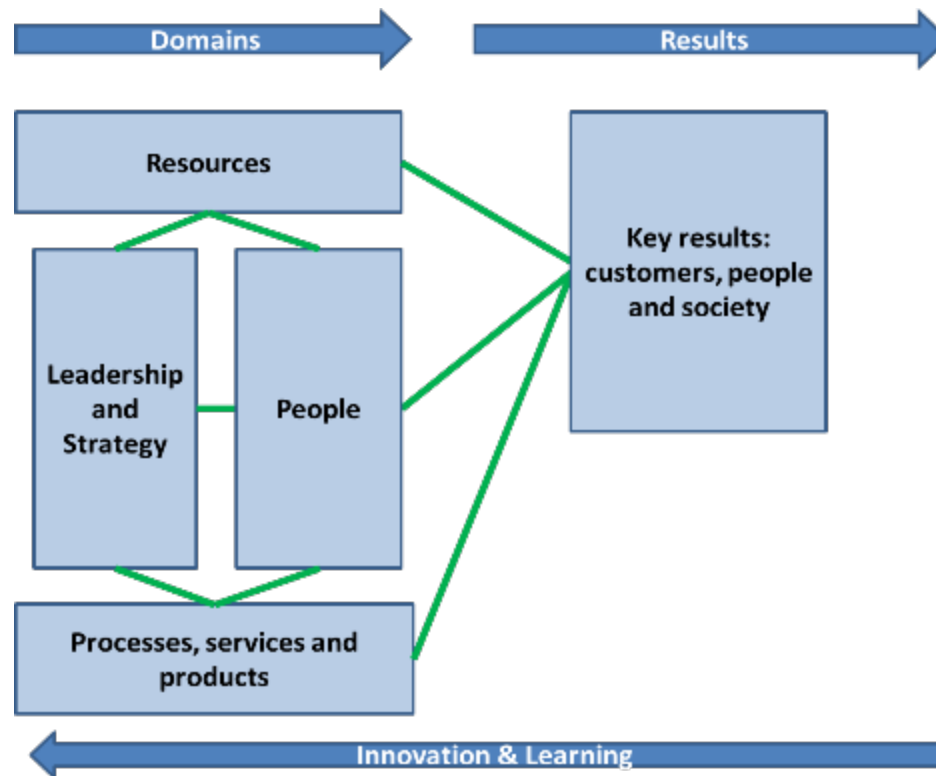
PROPOSAL OF A GENERIC QUALITY MODEL FOR THE IMPLEMENTATION OF OER IN THE CONTEXT OF VIRTUAL MOBILITY

Proposed structure of the quality model

Following the official EFQM model and its classification per areas:



Adaptation to the model using OER in VM programmes



General structure of the quality model for successful implementation of OERs for VM

- **Domains:** General key areas needed to assure quality in HEIs
 - Leadership and strategy
 - People
 - Resources
 - Processes , services and products
 - Results: customers, people and society
- ✓ **Features:** Processes associated to domains.
- ✓ **Indicators:** Implementation of quality model controls that are recommended to achieve objectives related to quality.
- ✓ **Guidelines:** Recommendations derived from the implementation of controls proposed in the context of Virtual Mobility.

Detailed description of the proposed quality model

DOMAIN 1: LEADERSHIP AND STRATEGY

1. The role of virtual mobility in the academic strategy
2. Policies and plans for using virtual mobility
3. Institutional policies review
4. The policy-making process

Example:

FEATURE 2 Policies and plans for using virtual mobility INDICATORS

Institutions should:

- Identify group of key staff responsible for formulating, evaluating and developing institutional policies and plans related to OER and virtual mobility.
- Communicate clearly policies and plans related to strategic management to all Stakeholders
- Define an explicit policy on virtual mobility where the benefits of virtual mobility are recognized, any possible problems or issues are analyzed
- Have a policy in place to ensure constant curricular innovation; that staff are kept up to date with technological development and their impact on pedagogical approaches and course content
- Assure there is a policy and an agreed set of planned activities related to the improvement of virtual mobility programme

Detailed description of the proposed quality model

DOMAIN 2: PEOPLE

1. Student support
2. Staff support
3. Interactivity and communication

Example:

FEATURE 3 Interactivity and communication INDICATORS

Institutions should:

- Ensure that interactivity and communication tools are available. Both teachers and local HEIs implement feedback tools to provide feedback in order to track learning process and ensure equal participation.
- Choose interactivity and communication strategy during the curriculum design phase.
- Agree upon students and teachers about the possible communication possibilities that the institution would offer.
- Ensure that an online support system is available for both students and teachers (help desk, FAQ, automatic registration or other type of support).

Detailed description of the proposed quality model

DOMAIN 3: RESOURCES

3.1 Technology requirements and interoperability

3.2 User accessibility and user interface considerations

3.3 Appropriate technological solutions

3.4 Licensing models and modes of distribution

Example:

FEATURE 3. Appropriate technological solutions INDICATORS

Institutions should:

- Ensure that the curriculum guidelines clearly indicate technical support available for all participants.
- Ensure that the user generated content is available to future learners.
- Ensure that learners' ICT skills are adequate in order to participate meaningfully in the virtual mobility programme and ensure that the competence and possibilities to use ICT are being adequate to support communication and learning.
- Provide monitoring activities or develop a process of monitoring in order to deliver effectiveness and assurance of internal institutional process components related to virtual mobility.
- Ensure that the technology chosen is adequate to support the learning strategies (goals)...

Detailed description of the proposed quality model

DOMAIN 4: PROCESSES, SERVICES AND PRODUCTS

4.1 Joint curriculum design

4.2 Course design

4.3 Student assessment

4.4 Course delivery

4.5 Inter-institutional agreement

Example:

FEATURE 3. Student assessments

Institutions should:

- Ensure appropriate assignment and assessment methodologies promoting quality learning such as: written assignments, participation in online discussions, online quizzes, collaborative work, debates, etc. in order to promote successfulness of the student assessment.
- Ensure that examination security methods are available during the virtual mobility student. Student identity could be assured by using technologies such as: computer identification, web cameras, finger scans, etc.
- Raise student awareness of plagiarism is a key. Institutions should ensure that there are appropriate measures in place to prevent plagiarism; especially where assessments are conducted online, for this, computer software could be used to check for possible plagiarism.

Detailed description of the proposed quality model

DOMAIN 5: KEY RESULTS: CUSTOMERS, PEOPLE AND SOCIETY

- 1 Evaluation and review of programme quality
- 2 Factors relevant to students to judge quality in online courses
- 3 Certification and Recognition

Example:

FEATURE 1 Evaluation and review of programme quality

Institutions should:

- Ensure that the achievement of the learning objectives is systematically and regularly checked throughout the programme.
- Ensure that a regular evaluation is in place at the end of the learning programme to evaluate its quality and overall coherence.
- Ensure that the learning materials are periodically reviewed based on the results of evaluations to ensure the programme meets its objectives.
- Certification both for institutions and programmes/courses.



The model defined is used to elaborate recommendations that are going to serve to the mobility scenarios

RECOMMENDATIONS AND BEST PRACTICES FOR VIRTUAL MOBILITY SCENARIOS

Guidelines

Scenario 1: TEASER COURSE

OCW as a helpful tool for students choosing their future university.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 1: TEASER COURSE

OCW as a helpful tool for students choosing their future university.

Domains:

- **Leadership and strategy**
- **People**
- **Processes , services and products**
- **Results: customers, people and society**

Guidelines

Scenario 2: LANGUAGE COURSE

OCW as a support for language learning.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 2: LANGUAGE COURSE

OCW as a support for language learning.

Domains:

- **People**
- **Processes , services and products**

Guidelines

Scenario 3: BRIDGING COURSE

OCW as a support to address gaps in prior knowledge.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 4: CULTURAL COURSE

OCW as an aid to integration through an opening on the culture and way of life, breaking the emotional barriers.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 5: CONTEXT TO EXISTING COURSES

OCW as a help to make explicit context to existing courses.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 6: OPEN STUDY COMMUNITY

OCW as a facilitator of interaction and collaboration between students, between teachers and between institutions.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 7: CREDIT TRANSFER

OCW for transparency of curricula and transfer of credits.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 8: LIFELONG LEARNING

OCW as a facilitator for a professional adaptation and evolution in a context of a perpetual changing world.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 9: VIRTUAL MOBILITY

OCW as a complete alternative solution for physical/blended VM and on campus/face-to-face education.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Guidelines

Scenario 10: PROFESSIONAL TRAININGS

OCW as a link between the Higher Education system and companies.

Domains:

- **Leadership and strategy?**
- **People?**
- **Resources?**
- **Processes , services and products?**
- **Results: customers, people and society?**

Conclusions

- Scenarios do not have to be considered the only ones.
- The quality model proposed can be adapted according to the priorities of the HEI and target scenario.

Thanks!!!

Partners

- Delft University of Technology
- Universidad Politécnica Madrid
- Universitat de Barcelona
- Katholieke Universiteit Leuven
- Université de Lyon, VetAgro Sup
- OpenCourseWare Consortium
- Creative Commons

Suggestions: edmundo.tovar@upm.es
www.opencourseware.eu