e-Valuate

Work Conference

Humanity House, The Hague

28 March 2019

e-Valuate

Opening & introduction e-Valuate project

e-Valuate objective

1. Support ENIC-NARIC
   and higher education institutions

2. To evaluate skills and competences

3. Gained through new forms of online
   learning, such as MOOCs and SPOCs

Methodology

Activity	Timeline
1 - Desk Study	March - July 2018
2 - Hei needs assessment	August - September 2018
3 - Kick off meeting	27 September 2018
4 - Blueprint Online Learning Information Tool and Position Paper	October - December 2018
5 - Draft Online Learning Information Tool and Position Paper	January - March 2019
6 - Work conference	28 March 2019

Methodology

Activity	Timeline
6 - Work conference	28 March 2019
7 - Final version Online Learning Information Tool and Position Paper	March 2019 – September 2019
8 - Inclusion project recommendations in EAR (e-) manual and EAR HEI manual	September 2019 – December 2019
9 - Dissemination	Project lifetime

Partners & cooperation mechanisms

Roles in consortium	Responsibility	Partners
Core Team	✓ Implementation of the project activities	✓ NARIC Norway ✓ NARIC Denmark ✓ NARIC Lithuania ✓ UK-NARIC ✓ NARIC The Netherlands (coordinator)
Sub Team	✓ Assists the Core Team in implementing the project goals	✓ NARIC Ireland
Steering Group	✓ Guidance and advice on strategic level ✓ Check the quality of deliverables	✓ KIRON ✓ European Consortium for Accreditation in higher education (ECA) ✓ Vice president of the LRC Committee

Partners & cooperation mechanisms

Roles in consortium	Responsibility	Partners
Hei resonance group	✓ Input through hei survey ✓ Feed-back on Online Learning Information Tool and Position Paper	✓ University of Limerick (Ireland) ✓ Nottingham Trent University (UK) ✓ University of Rostock (Germany) ✓ SmartLearning (Denmark) ✓ Kaunas University of Technology (Lithuania) ✓ Delft University of Technology (Netherlands)

Today's objectives

Interactive sessions to:

1. Discuss Online Learning Information Tool & Position paper
2. Gather feed-back on the recommendations
3. Gather feed-back on dissemination/stakeholder involvement

Todays results will be used to finalize the documents

Gabi Witthaus

Recognition of open online learning: the story so far…

artofELearning.org/@twitthaus

Breakout sessions

11.30-12.30

Group 1 (red): Institutional Recognition Procedures

Group 2 (blue): Quality & Validation

Group 3 (green): Level, Learning Outcomes & Workload

Group 4 (yellow): Testing & Identification

Breakout sessions: reporting back & plenary discussions

13.15-14.15

Institutional recognition procedures

1. Develop a shared policy on recognition of stand-alone e-learning. If different staff members are involved in recognition of e-learning, they should be aware of the institutional policy. The central admissions office can offer guidance and support;

2. Consider integrating recognition of e-learning in standard recognition procedures. RPL procedures often are lengthy and costly;

3. Make sure recognition of e-learning is included in internal and external quality assurance mechanisms;

4. Make sure information about recognition of e-learning is publicly available.

Quality and Verification

1. **Internal and external quality assurance is an important element for recognition of qualifications. However, as there currently is no widely-recognised, codified measure of quality in e-learning courses, other criteria can also be used to establish the quality of e-learning. The course provider status, as well as recognition by third parties (higher education institutions or employers) and student perception of the course may be taken into consideration.**

Quality and **Verification**

1. Verification tools are used by many major e-learning providers and should be checked upon receipt of a document where there is doubt regarding its authenticity;

2. Credential evaluators should aim to develop a database of verified certificates from e-learning providers to provide templates that can be referred to when there is doubt regarding the authenticity of a certificate submitted.

Level, Learning Outcomes and Workload

1. **If the e-learning certificate does not have a reference to an overarching framework, discern the level of the course by interpreting the following information:**
    *   **The name of the course;**
    *   **The level of difficulty of the course indicated by the provider;**
    *   **Learning outcomes associated with the course;**
    *   **Admission requirements or requirements for prior knowledge;**
    *   **Stated further opportunities.**
2. **If the course bears quality assured academic credit, the level of the credit can be taken as a direct indicator of the level of the course.**

Level, **Learning Outcomes** and Workload

1.   When assessing the learning outcomes, make sure that the course description matches the certificate at hand. Make use of unique course codes, if available. Otherwise it may be possible to verify internet archives for appropriate descriptions.

Level, Learning Outcomes and **Workload**

1. **Online courses are often designed for part-time flexible learning and can be completed in varying amounts of time. The assessment of an online course should be based on the nominal duration or workload required;**
2. **Carefully balance the added value of an assessment against the time needed for an evaluation. If the workload of an online course is very small, you may decide not to take it into consideration;**
3. **Consider whether the individual course is part of a series or if there are other completed courses with similar profiles that can be assessed jointly.**

Testing and Identification

1. Collect information about testing methods in the platform and look into the conditions under which assessments are executed. Relevant variables to look at are:
   - Is information about assessment available and transparent?
   - What type(s) of assessment are used?
   - Is the type of assessment appropriate to test the stated learning outcome?
   - Have different types of testing been used to reinforce the overall robustness of assessment.
   - Are end-results clearly stated on the course certificate?
   - Is testing combined with identification?
2. If no test results are available or test results cannot be trusted, but the course has substantial volume and could be recognized for admission or exemption, higher education institutions may also decide to test the learning outcomes independently.
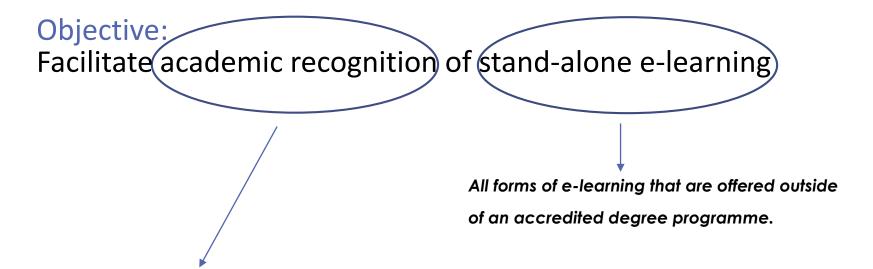
Testing and **Identification**

1. Collect information about ID requirements in the platform. When looking into the requirements, the following points should be considered:
    1. How did identification take place?
    2. Was identification required at one or at several instances?
    3. Are different methods of identification used?
2. Identification may be problematic for people without necessary ID documents, like refugees or people in a refugee like situation. It should be considered to create special provisions for recognition of (online) qualifications of persons in such a situation

Position Paper (draft)

Academic recognition of stand-alone e-learning

Target groups

Online learning providers:

- Higher education institutions

- Online learning (or MOOC) platforms

Other stakeholders at:

- University umbrella organisations

- QA agencies

- Government bodies

3 Recommendations

Recognition professionals say they are open and willing to recognize new forms of online learning.

But relevant information about the contents and quality of courses is missing.

➢ Difficult and time intensive to gather information about the 7 criteria for recognition of e-learning

Therefore it is recommended to…

1. Course information

- **Ensure that information about course content and learning outcomes remains freely accessible and does not disappear when the course is revised or no longer offered.**
- **Consider how to prevent a proliferation of information and how to contribute to rapid information provision.**
- **Examples of good practice include the use of unique course numbering systems, making it possible to quickly find the right course description. Online badges can also offer a solution, if a link to additional information on learning outcomes is included.**

2. Bologna tools

- **To facilitate academic recognition of stand-alone e-learning, refer to Bologna tools such as NQF and ECTS and use Diploma or course Certificate Supplements to provide additional information about the learning outcomes of a course.**

3. Quality assurance of e-learning

- **Make the quality assurance of stand-alone e-learning part of internal quality assurance procedures at higher education institutions.**
- **Make sure that national quality assurance agencies are permitted to include stand-alone e-learning in their external review procedures at higher education institutions.**

Discussion panel:

- ❖ Mark Frederiks – ECA
- ❖ Liv Muth – ESU
- ❖ Markus Wachowski - KIRON

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Thank you!