



## **Deliverable 5.4 – Evaluation Report**

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<b>Abstract</b>	This deliverable D5.4 expresses the evaluation process, method and results, as well as their formats in conjunction with virtual mobility and virtual exchange projects. It also expresses the way evaluation conception can aid EDUC in making key decisions within the alliance in view of sustaining, expanding and more massively deploying the best working mobility scenarios.
<b>Keywords</b>	Mobility, Virtual mobility, collaborative, exchange scenarios, course evaluation, project evaluation, process evaluation, mobility standardisation

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## 1. Purpose of this document

EDUC has set up and run virtual mobility projects in which teachers have experimented different modalities and formats, primarily international virtual collaborative projects. Other ‘lighter’ mobility courses were also set up, with no inter-partner collaboration, but open to all students, requiring few prerequisites. All these virtual mobility courses incorporated evaluation steps, to be able to measure the activities carried out, identify the high-value elements and take stock of key improvement areas.

Principles of the research-action approach have been applied to this process and are described further along. This report relates how virtual mobility has been evaluated, the process, methodology and subsequent results issued from the chosen approach, as well as possible projections in light of continuous improvement loops.

## 2. Definition and Objectives of the Evaluation process

In the scope of virtual mobility and virtual exchange scenarios, evaluations endeavour to determine appreciation levels from project beneficiaries (students), from project developers (teachers involved in a European collaboration), as well as evaluation as an analysis tool to measure project solidity and educational proficiency. The multi-tiered results, based on established criteria, should enable sufficient insight to aid in project development and project improvement for future cycles.

The key objective is to determine, through the projects experimented during the pilot phase of EDUC, which virtual mobility formats show the best qualities and - hence - should be ‘standardised’ in view of generating greater impact in the coming years. To do this, an economic model would need to be established, as well as the evaluation process and the ensuing results.

The purpose here is to report on the evaluation conception and methodological process and how it serves this instrumental objective of massification. These elements would then help to determine the feasibility of massifying certain mobility formats and scenarios. This report only expresses the general approach to standardisation without giving examples, as this encompasses other aspects beyond evaluation methodology.

The evaluation process is deemed iterative and commits all parties to a continuous improvement loop.

### **Research-action as a baseline principle**

In research-action methodology, a scientific question is tested through empirical groundwork, posing a hypothesis or identifying a problem and conducting practical tests to check if the offered solution is adapted, obtain feedback from all parties, applying it to new tests and running them until a solution fitting defined criterion is found.

The collaborative virtual mobility projects have followed a similar cycle, using quantitative and qualitative tools. Hence, a mixed research design framework was implemented, without endearing fully to the scientific process. Our main goal was to establish new and lasting teacher collaborations, using emerging projects as the pivot. Although this doesn’t fully implement research-action methodology, it gives rise to a natural

project cycle which calls upon similar principles and ascertains key steps for project fulfilment. Notably, it was decided to work in a bottom-up, empirical approach, to call upon volunteer teachers wanting to reach out internationally and accompany their pedagogical transformation. Although each project is very different, the same prior questions are raised in the form of a Call for Projects, leading to the testing and implementation of the digital transformation. This process was incentivised and technically supported. The evaluation process is a key part of the Project Life Cycle. The questions raised during the mid-cycle and end of the project cycle led to completing formalised questionnaires and surveys, collecting data, translating and rendering the results to project leaders, pushing them to continue improving in a meaningful way for the beneficiaries.

The project life-cycle, as expressed in the EDUC proposal (p. 50), has provided a basis for conception; the general ‘levels’ of evaluation are deemed multiple and are presented at 4.3 of this report.



**Fig.1 Teaching and learning scenario development cycle**

Evaluating within this cycle implies multiple ‘levels’, from evaluations that directly concern the end-user beneficiary (generally students), the teachers involved in the conception and pedagogical development, as well as at a project level, concerning stakeholders.

To achieve this ambition, we have defined objectives at two levels

**1- At an operational and practical level:**

The objective was to create and deploy working tools shared by the member universities of the Alliance allowing the gathering of:

- student evaluations on all the courses followed;
- teacher evaluations to appreciate the projects run from a “pedagogical project team” perspective.

The tools, described in this document, have had a significant impact on the dynamics of work and collaboration between the EDUC members by facilitating the collection and sharing of data related to the projects run.

**2- At a strategic and global level**, the objective is:

- to create tools that allow data analysis and information collection to measure the impact of the projects in the member universities and on our target audience;
- to conceive tools that enable, through cross-referencing analysis, to identify patterns and generate baselines and guidelines that can be applied to future projects/programmes or by other universities operating similar projects at the European level.

These elements are designed to facilitate strategic positions for stakeholders.

### 3. Context and approach

The EDUC pilot phase has carried 48 virtual mobility (VM) and virtual exchange (VE) projects, all varied in terms of discipline, number of partners involved per project, number of teachers, the type of student interaction and teaching modalities, as well as the level of digitalisation needed. It was necessary to establish common denominators to envisage comparable and measurable ground. In parallel to this, EDUC has also developed stand-alone multidisciplinary courses, with no inter-partner collaboration, but more open virtual courses made available with few or no prerequisites. Evaluating collaborative and non-collaborative courses doesn't occur in the same way and on the same aspects. Thus, the work carried out on the evaluation process has been thought through to enable adaptations to the tools depending on the type of course or project being evaluated.

Some key questions were addressed: *Who is evaluating? What are we evaluating? How are we evaluating? With what purpose? How can we build on the results in a meaningful way?*

The choice was to have different 'layers' of evaluation, depending on the profile of the evaluator (student, teacher, project leader...) and the profile of those exploiting the results.

Considering these objectives, it was decided to mix the following approaches:

<b>Comprehensive:</b>	Implement a specific and easily manageable evaluation tool and process to cover all the needs of VM/VE (i.e. different types of collaborative VM/VE projects run including different models, mobility formats and durations of teacher collaboration).
<b>Formative:</b>	Identify the strengths and weaknesses of our VM/VE projects in a critical perspective to cater for adjustments throughout the deployment process and life cycle.
<b>Participative:</b>	Emphasise the participation of key stakeholders, especially students and teachers of the Alliance, as intended beneficiaries of VM/VE projects.
<b>Summative:</b>	Investigate whether the VM/VE projects achieved the desired outcomes and ensure that the evaluation tools and processes are extendable and adaptable to other VM/VE activities, notably non-collaborative projects.

In such ways, research-action principles were applied to the conception of the evaluation process, asking ourselves key questions, using ground-up and locally tested approaches until the most common and applicable method was agreed upon.

## 4. Methodology

An 8-step implementation process was adopted to cover all VM/VE project types. The VM/VE Evaluation Life-Cycle is designed to be applied to any type of virtual mobility project. The instruments developed through this process can then be adapted and deployed in all VM/VE activities, even if they don't follow the exact same pattern with teacher collaboration. The goal has been to have workable instruments that cover all forms and formats of VM/VE, including more stand-alone courses with minimal teacher support, or Open Educational Resources (OERs).

To implement the 8-step process, overarching criteria and principles were determined as expressed below, defining the building blocks for coherent comprehension of the expected outcomes.

Criteria and principles	
<b>COHERENCE</b>	<ul style="list-style-type: none"> <li>To be in line with what has been studied, analysed and defined at the European level in the field of evaluation in higher education (benchmarking);</li> <li>To involve all alliance pedagogical engineers (PE) as experts in the evaluation of VM/VE projects within EDUC, providing a pedagogical, action-research perspective;</li> <li>To consider all EDUC VM/VE activities, to render a common, harmonised tool.</li> </ul>
<b>RELEVANCE</b>	<ul style="list-style-type: none"> <li>One common tool: avoid multiple versions and enable easier cross-referencing;</li> <li>Centralised data compilation: avoid excessive dissemination and dispersion of information and data;</li> <li>Decentralised distribution: respect the timeline of each project.</li> </ul>
<b>IMPACT</b>	<ul style="list-style-type: none"> <li>Determine the degree of evaluation (course-level, project-level, process-level) to include and impact on all stakeholders in the process</li> <li>Ways of measuring if the evaluation tools are precise / reach our expected objectives</li> </ul>

The 8 steps of the Evaluation Life-Cycle methodology:

**Step 1: Define objectives and design principles**

**Step 2: Existing practices on evaluation and tools in European higher education**

**Step 3: Design the evaluation – conception of the levels**

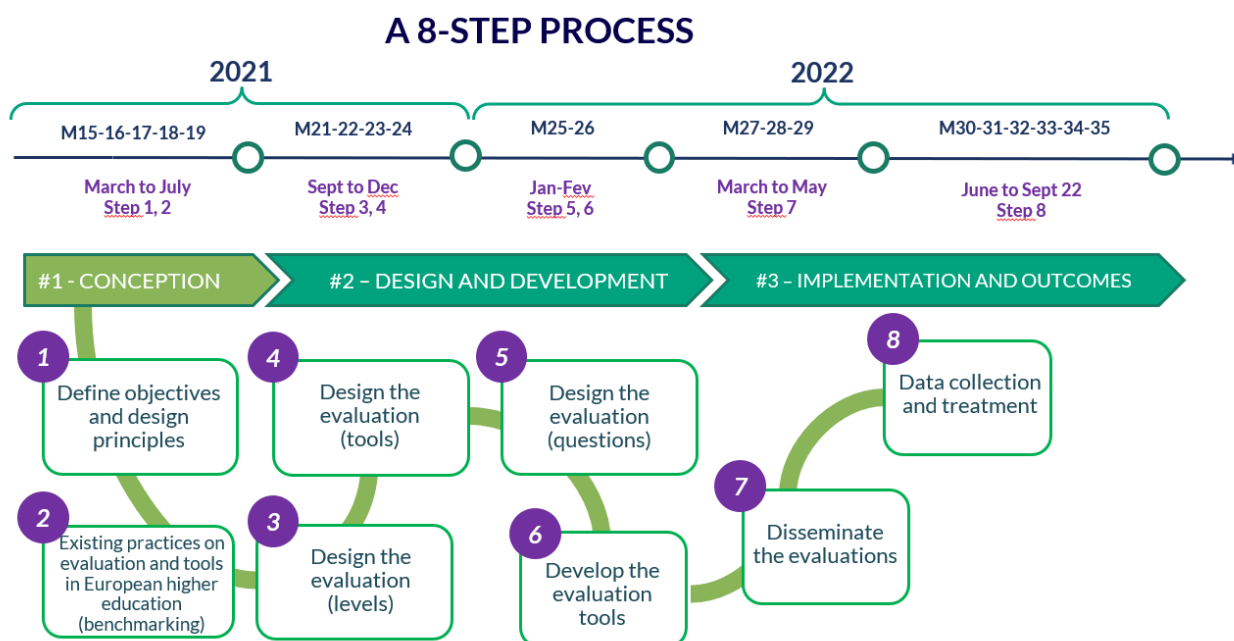
**Step 4: Design the evaluation – conception of the tools**

**Step 5: Design the evaluation – conception of the questions**

**Step 6: Develop the evaluation tools**

**Step 7: Disseminate the evaluations**

**Step 8: Data collection and treatment**



**Fig. 2 The 8-step evaluation methodology**

The Evaluation Life-Cycle was initiated once all the VM/VE projects were launched, meaning that some projects were more advanced than others, depending on their timeline. Steps 1-6 were conducted collectively, especially implicating pedagogical engineers in the conception-design-development phases, with exposure to teachers through local and global communities of practice. Step 7 is decentralised and follows the individual project cycles, leading to a centralised step 8 to compile and concatenate results from all evaluations. For these reasons, evaluation distribution at step 7 is spread over several months, targeting the periods after student exposure to the courses. Each step is further detailed below.

#### **4.1. Step 1: Define objectives and design principles**

The objectives, described at the beginning of this document, have been worked on and defined collaboratively within the alliance and respective communities of teacher-practitioners. The main orientations defined in the project proposal have been enriched, leading to the definition of design principles for the evaluation of the EDUC pedagogical projects around the main 'WH' questions:

- **What** is the object of the evaluation?
- **Who** evaluates?
- On **what** criteria?
- **When** to evaluate?
- To what expected results (**why**)?

These principles are developed further in the sub-sections below. The question of *How to evaluate* is overarching in evaluation design and dealt with in steps 3-5.

#### **4.2. Step 2: Existing practices on evaluation and tools in European Higher Education**





Groundwork was conducted on existing documentation referring to evaluation processes and criteria. The focus was to cross-reference in the field of Evaluation, specifically relating to virtual mobility in higher education. Two key European reference activities emanate from the EIT Digital consortium, which unites 25 European digital-orientated universities; also, work carried out by the European Association of Digital Teaching Universities (EADTU). Key resources can be found in Appendix 1 at the end of this Report.

Within the alliance, existing practices have also fed the thought process. They are local practices which preceded the EDUC Alliance and are not fully adapted to VM/VE activities. Although not scalable, they were nevertheless important to understand local specificities and further inspire a more alliance-level process. To avoid conflict with existing local practices, the focus was only on the common Alliance criteria, to measure the projects in an international environment and to see what perspectives for sustainability are present for each collaboration.

#### **4.3. Step 3: Design the evaluation – conception of the levels**

VM/VE projects have a natural cycle; even if they don't exactly follow the same pathway nor deploy the same pedagogical formats and scenarios, they *live* the same key steps. Thus, the first design step led to a global reflection on *What is the objective of the evaluation?* and *What are we evaluating?* By looking at the overall scheme on VM/VE, a conception of commitment levels was established, to express the different graduations of what can be evaluated within the Alliance. This principle is felt to apply to various bodies and organisations that group different operators and actors; the benchmark on other European-level consortia reinforced this principle.

The commitment levels refer to the scope of the activities (stakeholder to pedagogical levels) and aim to ascertain the main graduations, enabling arbitration on what is precisely to be evaluated and with which final purpose. Such levels also enable agile triangulation of results, through cross-referencing, as they converge towards the same overarching goals of improving the quality of the teaching offer. Each Level expresses a form of *commitment* from a given stakeholder.

The three commitment levels are as follows:

### 1. Course Level

Focuses on the pedagogical aspects, the benefits of VM/VE for students (impacts on the learning experience)

Refers to all the content created by the teachers and the way it is being set up and delivered (pedagogical alignment)

### 2. Project Level

Focuses on the implementation by the teachers of our VM/VE modalities & the impact on the teaching experience and teachers' professional posture

Refers to the course as a project within EDUC, and thus with Alliance-centred criteria

### 3. Process Level

Focuses on the support offered by EDUC (Call processes, project methodology, PEs follow-up, tools...)

Refers to the methods and processes of the pedagogical and course evaluations

It was decided to focus on the **first two levels**, as they are directly correlated to teacher activity and concern students as beneficiaries. The results of course and project level evaluations will provide targeted feedback to help with

- **Course improvement**, from a pedagogical and technical standpoint
  - ensure and improve the good quality of the teaching provided;
  - good use of the pedagogical alignment (objectives-content-activities-evaluation) = course coherence and quality;
  - students' results and achievement levels;
  - students' impressions regarding the course (satisfaction + "objective" criteria).
- **Project improvement**, from a content-base, organisation and calendar standpoint
  - ensure compliance with EDUC criteria (Calls for projects...);
  - respect the main indicators;
  - develop teaching skills, enhance VM&VE tools & methods;
  - respect the VM/VE tools;
  - develop students' confidence in themselves and towards their education;
  - develop self-reflection / reflexivity.

Course level feeds into course improvement for teachers and students.

Project level has an impact on the method and guidelines, for teachers and stakeholders.

Although the Process Level will not have a formalised evaluation, the natural life-cycle leads to continuous improvement loops that enable progress and improvement of tools and methodology.

Arbitration on these principles led to the designing of the evaluation tools.

#### 4.4. Step 4: Design the evaluation – conception of the tools

Two key approaches were considered:

- a **decentralised approach**, where only the criteria and questions would be common, however, the distribution model and channels would be partner-specific;
- a **centralised approach**, where the tool would be the same for all partners, englobing the criteria and questions. The distribution would remain decentralised as projects are managed locally, but the data would be collected and treated on a centralised level.

The second approach was retained as this engendered greater efficiency in terms of resources and time-cost ratios. The centralised approach means only one evaluation tool needed to be developed, secures more harmony in terms of replies and eases data analysis. It also has more meaning in a networked alliance to create more common tools.

The VM/VE projects were spread over 2 years, run in a series of 3 Calls. In view of preparing the common evaluation tool, some projects were evaluated through existing local practices as they respected local constraints in terms of teaching evaluation. The common evaluation tool was nevertheless deployed for over 80% of the projects.

#### 4.5. Step 5: Design the evaluation – conception of the questions

There are two main target groups within the Course and Project Level evaluations: teachers and student beneficiaries. Due to the different interests and needs of these two groups of beneficiaries, we first defined 5 main families of criteria which we then detailed according to the target group.

	Students' questionnaire	Teachers' questionnaire
<b>1. Services provided by EDUC</b>	<ul style="list-style-type: none"> <li>- Access to essential information</li> <li>- Enrolment process</li> <li>- Quality of content, activities and materials</li> <li>- Performance and user-friendliness of tools and platforms</li> </ul>	<ul style="list-style-type: none"> <li>- Quality, relevance and regularity of the pedagogical, technical and financial support</li> <li>- Quality of project monitoring</li> <li>- Outcomes and achievement of the project's expected objectives</li> </ul>
<b>2. Collaboration</b>	<ul style="list-style-type: none"> <li>- Quality of international collaborative work</li> <li>- Impact on the learning process</li> <li>- Impact on professional insertion</li> </ul>	<ul style="list-style-type: none"> <li>- Development of an international network</li> <li>- Matchmaking process with a suitable partner</li> <li>- Quality of communication</li> <li>- Quality of collaborative work</li> </ul>
<b>3. VM/VE dimension</b>	<ul style="list-style-type: none"> <li>- Impact on the learning process</li> <li>- Impact on professional insertion</li> </ul>	<ul style="list-style-type: none"> <li>- Impact on teaching practices</li> <li>- Desire to integrate more VM/VE in local courses and programmes</li> </ul>
<b>4. Skills development</b>	<ul style="list-style-type: none"> <li>- Newly acquired skills</li> <li>- Reinforced skills</li> <li>- New skills to be acquired</li> <li>- Impact on professional integration</li> </ul>	<ul style="list-style-type: none"> <li>- Newly acquired skills</li> <li>- Reinforced skills</li> <li>- New skills to be acquired</li> </ul>
<b>5. Perspectives</b>	<ul style="list-style-type: none"> <li>- Desire to enrol in a new EDUC course</li> <li>- Level of recommendation to other students</li> <li>- Suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Wish to repeat the course</li> <li>- Wish to improve the course</li> <li>- Wish to integrate the course into local programmes or curricula</li> <li>- Level of recommendation of EDUC services to other teachers</li> <li>- Suggestions for improvement</li> </ul>

The purpose is to establish a clear understanding of the information to target for each ‘beneficiary’, facilitating the design and development of the questionnaires (Step 6).

#### **4.6. Step 6: Develop the evaluation tools**

In the choice of tool solutions, there were two main avenues: developing an in-house common solution or reverting to an existing application already used within the alliance. Care was taken with GDPR compliance as well as the capacity for each partner to be able to deploy such a tool in parallel to local evaluation procedures.

It was decided to use an existing application, such as Lime Survey. Developing in-house tools would have meant additional HR, disposing of sufficient development time and resources to maintain and update regularly. This approach was considered less cost-efficient. The alliance-level added-value was to give more time to accompanying teachers in deploying the evaluation and data-processing of the results.

Another existing tool available to the Alliance was the Moodle platform where courses are hosted and which offers a native survey tool. This option has the advantage of integrating a survey-type evaluation tool directly into each course space and thus reducing the risk of non-response from students. At the end of their course, students would have more natural access to the questionnaire placed at the end of their module. Course validation could even be conditioned on the completion of the questionnaire by the student to ensure a high response rate.

Despite all these advantages, this option was not retained due to several ‘pedagogical’ risk factors

- reinforcing subjectivity bias by associating in the same environment a tool for measuring satisfaction with course content;
- conditioning the successful completion of a course on the completion of a satisfaction questionnaire could lead students to answer the questions “mechanically” and quickly as a simple validation procedure;
- fear of sanctions (despite questionnaire anonymity) due to criticism made of their course.

Indeed, confusion between tools for evaluating student learning (quizzes, tests, etc.) and tools for evaluating the course itself could be very likely among many students. Finally, this option also had an organisational limitation, namely the impossibility of centralising the data collected since the questionnaires would have been placed in separate environments.

Although the principles and criteria remain largely the same for non-collaborative projects, the evaluations focused on the notion of integration into teaching programmes and the teacher’s capacity to sustain over time. The evaluation tool and process thus become instruments to accompany teachers in their pedagogical thought-process, to aid in positioning such new experimental projects in existing university frameworks.

#### **4.7. Step 7: Disseminate the evaluations**

As the projects were led by different project leaders according to varying timeframes, the evaluations were disseminated in a decentralised manner. The impetus was then based on how the data is re-centralised to enable alliance-level data treatment and data mining.

Decentralisation was made possible by the choice of tool and dissemination mode, as expressed in 4.8.

#### **4.8. Data collection and treatment**

Dissemination being decentralised, based on individual project evolution, a common tool to document the key results, named ‘macro table’, was established. This table enabled data collection and cross-project data analysis to identify the common positive denominators and common hurdles. In this way, the decentralised approach didn’t lose its Alliance-level potency. In addition to serving as a tool for compiling and synthesising the data collected through our evaluations, it is a key tool for monitoring projects and their cycle within the Alliance.

An issue that arose is how to incite students to complete the evaluation, especially when the course is finished and their attention has moved on to other activities. Beyond the teacher's role as ambassador, it was decided to integrate the evaluation tool into the Moodle platform to automate the dissemination process and reduce the number of intermediaries and steps. This distinctly led to saving teacher time which is key in their academic workload. Time is a key issue as data processing is time-consuming. Having question structures based on the Likert Scale, or with as much easily processible data, also saved time and limited potential errors. To achieve this, careful thought is needed in terms of question formulation and structure.

The teacher evaluation was completed with end-of-project feedback sessions, from teacher and pedagogical engineer perspectives. This enabled the collection of more in-depth analysis of adopted pedagogical solutions, troubleshooting and future improvement areas.

A key question that the Alliance is addressing is: *How can we increase mobility numbers and engage more teachers in the process?* Analysing data from the evaluation process that covers all types of virtual mobility and virtual exchange projects is a key vector to exploring forms of standardisation.

## 5. Evaluation and the standardisation of virtual mobility and virtual exchange scenarios

### **5.1. VM/VE formats deployed**

In a summative form, here are the main categories of the mobility formats and scenarios deployed by the Alliance to date.

Pedagogical formats	Possible scenarios	Pedagogical aspects expected	Number of projects concerned	Pedagogical aspects observed
<p><b>ONLINE COURSE</b></p> <ul style="list-style-type: none"> <li>- Taught fully online</li> <li>- High quality instructional design and pedagogical interaction</li> <li>- Offered for specific time period in academic calendar</li> <li>- Availability: only EDUC</li> </ul>	<p>Small private online course (SPOC)</p>	<ul style="list-style-type: none"> <li>- Online seminars and lab formats (synchronous and asynchronous) with high teacher-student and student-student interaction</li> </ul>	<p>33 (WP5)</p>	<p><b>High student-teacher interactions:</b></p> <ul style="list-style-type: none"> <li>- decreases student drop-out rate</li> <li>- increases face-to-face teaching time and training costs</li> </ul> <p><b>High student-student interactions:</b></p> <ul style="list-style-type: none"> <li>- decrease student drop-out rate</li> <li>- requires the implementation of a student community management and moderation system</li> </ul>
	<p>Online lecture or MOOC</p>	<ul style="list-style-type: none"> <li>- Online lecture formats (asynchronous) with low teacher-student interaction, but high student-student (peer) interaction</li> </ul>	<p>33 (WP5) 3 (WP 10)</p>	<p><b>Low teacher-student interaction:</b></p> <ul style="list-style-type: none"> <li>- more complex pedagogical engineering/support to allow full student autonomy</li> </ul> <p><b>High student-student interactions:</b></p> <ul style="list-style-type: none"> <li>- decrease student drop-out rates</li> <li>- requires the implementation of a student community management and moderation system</li> </ul> <p><b>Asynchronous format:</b></p> <ul style="list-style-type: none"> <li>- Allows to bypass the differences in academic and time calendars</li> </ul>
<p><b>BLENDED COURSE</b></p> <ul style="list-style-type: none"> <li>- Taught partially in virtual form with the help of online tools (minimum 25% of time)</li> </ul>	<p>Resource based Blended learning</p>	<ul style="list-style-type: none"> <li>- Blended course design with online international collaboration of students based on activities and resources that are made available through a set of shared digital learning tools</li> </ul>	<p>16 (WP5) 4 (WP 10)</p>	<ul style="list-style-type: none"> <li>- Increases students' motivation and interest in the course</li> <li>- Allows the acquisition of extra-disciplinary skills (project management, intercultural communication...)</li> <li>- Allows to bypass the differences in academic and time calendars</li> </ul>

<ul style="list-style-type: none"> <li>- High quality blended course design and high degree of pedagogical interaction</li> <li>- Collaborative course design with EDUC partner teacher</li> <li>- Availability: only in EDUC</li> </ul>				- Requires more time and EDUC support
	Distant classes (synchronous)	- Blended course design with online interaction phase based on video conferencing classes.	24 (WP5) 3 (WP 10)	- Increases students' motivation and interest in the course - Requires alignment of academic calendars and timetables between partners
<p style="text-align: center;"><b>LEARNING OPPORTUNITY</b> (Resource)</p> <ul style="list-style-type: none"> <li>- Educational resources for self-directed learning</li> <li>- Directly delivered to EDUC students</li> <li>- Unlimited availability within EDUC</li> <li>- Availability: EDUC or worldwide (depending on licence)</li> </ul>	Web based Training	- sophisticated, competency-orientated instructional design for self-directed learning	13 (WP5) 3 (WP8) 8 (WP 10)	<ul style="list-style-type: none"> <li>- High flexibility and customisation of learning paths - "I learn when, where and what I want"</li> <li>- Increases student drop-out rates</li> <li>- Allows you to constitute a bank of content to feed into other courses</li> </ul>
	Lecture series	- series of thematically related video/audio recordings, slidecasts or podcasts	16 (WP5) 14 (WP8) 8 (WP 10)	
	Recorded class	- single video/audio recording, slidecast or podcast relating to a lecture, workshop or discussion event	3 (WP5)	

This table demonstrates the trend today for the types of projects that teachers have carried out and prioritised. All the projects developed within EDUC involve the use of several learning scenarios to meet the specific needs of the target audience and project context. Despite the diversity of the projects, we have deemed it relevant to outline trends and draw up initial models which may also serve as constructive leverage with project leaders in discussions on how to maintain and sustain new VM/VE projects.

In the evaluation process, the aspect of project development and project support time budget time management and dedicated support time are also to be considered to favour low-cost or middle-weight projects, avoiding top-heavy scenarios that may be qualitative but not easy to scale up.

In such ways, the evaluation mechanism serves strategic goals through the treatment of operational projects and data mining. The evaluation methodology, as expressed through the process described above, endeavours to go deeper than student satisfaction or project appreciation; the two-layered approach delves further and allows for variable choices and decisions, for teachers to improve their courses and for EDUC to improve the VM/VE methodologies.

## 5.2. Possible standards VM/VE approach

In light of the data mined from the collected evaluations and feedback sessions, analysis was carried out to determine the best-performing formats conducive to standardisation. Standardisation here refers to the capacity to determine a replicable model or set of VM/VE scenarios that we would especially favour in the future of EDUC. They can partly be determined based on the frequency of occurrence or popularity during the EDUC pilot phase, but need to cater for key criteria:

- Pedagogical merits;
- Technical support needed to accompany the project;
- HR time needed to set up and transform projects to make them VM/VE compatible;
- Teacher-time needed in terms of carrying the project, modifying pedagogical content and maintaining over a period of time;
- Degree of financial incentives required, over which period and how many people per project are concerned;
- Degree of 'project maturity' in terms of VM/VE.

The purpose of determining standard models is to ease VM/VE massification in the future (in the number of VM/VE courses deployed), avoiding systematic 'made-to-measure' solutions. The aim is to gain time and have overall cost-effective solutions.

Standardisation is a separate objective. The results of the evaluations carried out are one element that will feed into determining standardisation feasibility.

## 6. Troubleshooting

### 6.1. Problems encountered and solutions deployed

The following problems have been identified in the process of setting up the evaluation. Solutions are briefly described.

Topic	Problems	Solutions
Common alliance criteria	Setting up and reaching a consensus of criteria which would be complementary to local practices	Establishing a draft questionnaire based on educational sciences. Then going through several iterations until reaching a balance between the topics covered, the size of the questionnaire, and its overall quality.
Designing the evaluation	Formulating criteria that are not biased in the way the questions were formulated.	Pedagogical engineers' feedback allowed to warranty the scientific aspect of the questionnaire. For administrative or more general aspects, all partners contributed to the questionnaire and provided feedback. Each Work Package has its own questionnaire.
Automating the evaluation process	Integrating onto the EDUC Moodle, technically	Moodle has a feedback functionality which allows the creation of evaluation questionnaires. However, one of the main criteria we required was the ability to centralise data collection of all courses, which Moodle, in its current state, doesn't allow. To overcome



		this technical limitation, we opted for an external survey tool that meets our needs and to integrate a direct link into the Moodle platform.
Conception of the tools	Finding a tool which would be GDPR compliant, standardisable and fitting all evaluation development needs (functionalities).	Consulting our local GDPR experts in order to determine if the chosen tool is fully compliant. For standardisation and functionalities, we based our approach on the observation of our pedagogical platform's uses, along with the possibilities of integrating a few commonly known and chosen tools and the data collection options.
Data processing	Managing and processing data that arrives over a greater time span; degree of analysis changes depending on the evaluation results.	As a never-ending poll, our questionnaire allows us to practice data analysis on a regular and differentiated basis. Each answer being time-stamped, the answers from one same course/project but in different iterations of this course can be easily distinguished. This also allows identifying course evolution through iterative feedback.
Data processing	Time management; need to streamline the process and make it sustainable.	A university within the Alliance has been designated to manage the data centrally and disseminate it regularly (monthly) within the Alliance.
Evaluation impact	Sharing the results constructively and diplomatically with teachers to express necessary changes and evolutions in course content.	Established and regular review and mid-term review meetings allowed progressively to express necessary changes linked to the evaluation of observed methods.
Evaluation impact	Sharing diplomatically with teachers on necessary evolutions in managing international collaborative projects	

## 6.2. Good practices

Topic/theme	Good practises
Communities of practice	The two levels of Communities of Practice, at a local university-specific level (LCOP) and global alliance-level (GCOP), made up of early-adopting teachers of VM/VE, were an asset to the evaluation process as they have a keen perception of their activity as teachers and behavioural experience of students as beneficiaries. Exposing and questioning the LCOP and GCOP reassured the teams on the choices made along the way.
Methodology	The choice to centralise/decentralise certain steps of the methodological process enabled an agile approach in a multi-establishment alliance. It provided a way to empower each partner in the piloting of their projects whilst providing common ground for key analysis and decision-making.
Tools	The decision to work with a single common evaluation tool for virtual mobility is a good way to bring the partners closer together, by determining common criteria and questions and adopting the same approach despite the local evaluation culture. It's a way of internationalising evaluation within our institutions.
Tools	Macro table: this is not a tool, but more an instrument for data collection at a higher scale, to cover multi-project information and generate different degrees of data analysis. Although not initially planned, it was a natural choice to set up such a table to have a shared vision of all the projects, their evolution and the subsequent results.

## 7. Acronyms

EDUC: European Digital UniverCity	MUNI: Masaryk University
VM: Virtual Mobility	UPN: University of Paris-Nanterre
VE: Virtual Exchange	UP: Postdam university
OER: Open Educational Resources	UR: Université de Rennes1
PE: Pedagogical Engineer	UNICA: University of Cagliari
LCOP: Local Community of Practice	PEC: Pécs University
GCOP: Global Community of Practice	WP: Work Package

## 8. Appendices

Annexed to this report, below, are:

### **Appendix 1: Existing documentation and benchmarked references**

The following links refer to sub-section 4.2, as resources and documentation used to enrich the conception phase of virtual mobility evaluations.

- COIL Evaluation, September 2021, Sebastian zum Felde, University of Potsdam, Alliance member <https://www.uni-potsdam.de/en/coilup/teaching/plan-and-implement-coil-projects/evaluation>
- EIT Digital: G. Guri, F. Renouard, G. Pisoni, M. Vendel, M. Marchese, A. Wetters, “Blended Learning: quality framework for a pan-European universities network”, EDULEARN 2019, July 1-3 2019 [https://www.eitdigital.eu/fileadmin/files/2019/academy/EIT\\_Digital\\_Blended\\_Learning\\_quality\\_framework\\_for\\_a\\_universities\\_network\\_EDULEARN19\\_FINAL.pdf](https://www.eitdigital.eu/fileadmin/files/2019/academy/EIT_Digital_Blended_Learning_quality_framework_for_a_universities_network_EDULEARN19_FINAL.pdf)
- EAIE, Virtual exchange resources, January 2022, Robert O’Dowd <https://www.eaie.org/our-resources/library/publication/Tools-Templates/virtual-exchange-resources.html#login-link>
- Bowyer Jessica and Lucy Chambers, 2017, “Evaluating blended learning: Bringing the elements together”, Research Matters: A Cambridge Assessment publication. <http://www.cambridgeassessment.org.uk/research-matters/>
- Department for Business, Innovation and Skills. “The Teaching Excellence Framework: Assessing quality in Higher Education. London”: The Stationery Office (TSO) 2016. <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmbis/572/572.pdf>
- Pombo, L., & Moreira, A. (2012). “Evaluation Framework for Blended Learning Courses: A puzzle piece for the Evaluation process”. Contemporary Educational Technology, 3(3), 201–211. [https://www.researchgate.net/profile/Lucia\\_pombo/publication/234033727\\_Evaluation\\_framework\\_for\\_blended\\_learning\\_courses\\_a\\_puzzle\\_piece\\_for\\_the\\_evaluation\\_process/links/02e7e52288336c4082000000.pdf](https://www.researchgate.net/profile/Lucia_pombo/publication/234033727_Evaluation_framework_for_blended_learning_courses_a_puzzle_piece_for_the_evaluation_process/links/02e7e52288336c4082000000.pdf)

- INTRAC, 2017, “Evaluation”, Anne Garbutt, Alison Napier, Vera Scholz, Nigel Simister  
<https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Evaluation.pdf>
- Better Evaluation, May 2013, Manage an evaluation or evaluation system  
<https://www.betterevaluation.org/sites/default/files/Manage%20-%20Compact.pdf>
- UK Evaluation Society, 2019 <https://www.evaluation.org.uk/app/uploads/2019/04/UK-Evaluation-Society-Guidelines-for-Good-Practice-in-Evaluation.pdf>

### Appendix 2 - Sections of the “Macro-Table” tool with section 5 dedicated to evaluation

The macro table, as presented in 4.8, is a vast and dense document that is designed to collect data on project evolution during its life cycle. Although it is not conducive to present the full table format, these are the sections that constitute the Macro Table, of which a section is specifically dedicated to evaluations.

#### SECTION 1 : GENERAL INFORMATION

Topic(s) / Subject(s)	General description (max. 100 words)	Leading University	Partner university(/ies)	Leading teacher	Course starting date	Course end date	Number of places available
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#### SECTION 2: TEACHING SCENARIOS

Teaching Tools (Moodle, Teams, Zoom, other)	Link to the course	Learning modality	Type of interaction/ collaboration	Types of content and resources
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#### SECTION 3: EDUC INCENTIVES / SUPPORT

HR Benefits	Project support	Mobility support
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#### SECTION 4: PROJECT MONITORING

M0 meeting date	M1 meeting date	Changes in lead or contributor team	Real number of students involved	Real course starting date	Real course end date	Adaptations in teaching scenarios and why
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#### SECTION 5 : EVOLUTION AND PERSPECTIVES

Link to the students' questionnaire	Course Level Evaluation (students' satisfaction)	Team project feedback	Link to the teachers' questionnaire	Integration in local programs?	Possible evolution Additional comments
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### End of report