State of the Art of HE for TEL

INSTITUTIONAL AND **NATIONAL REPORT**

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# Abstract

# Acronyms

**ECTS**: European Credit Transfer and Accumulation System

**ENQA**: European Network for Quality Assurance

**EQAR**: European Quality assurance Register for Higher education

**EU**: European Union

**EUA**: European Universities Association

**HE**: Higher Education

**HEA**: Higher Education Act

**HEI**: HE Institution

**NARIC**: National Academic Recognition Information Centers

**QA**: Quality Assurance

**TEL**: Technology Enhanced Learning

**VLE**: Virtual Learning Environment

# Instruction

This data gathering is a part of Erasmus+ project UNITEL. Please notice that answers may be needed from several respondents. Answering requires cooperation in the institution. Same questions are more linked to institutional policies, some are dealing with practices in teaching. Add here guidance how to collect data and coordinate the answering process, or write this information in the guidelines document for answering this.

**Online courses** are courses taught online, mostly using an Learning Management System and including asynchronous and eventually synchronous online communication. They may have a face to face moment, but only for final assignments or exams.

A **blended course** includes online and face to face sessions (being the latter not only for final assignments or exams). The ratio of online to face to face sessions may vary, as do the succession and types of each kind of session.

**Technological Enhanced Learning** refers to all learning that is supported by technology, mainly digital. Although there are different concepts (even defining it as a synonym to e-learning), it is mainly used to describe face to face teaching and learning that makes use of technology to maximize these processes (in this sense it is distinguished from fully online learning).

# Chapter 1. Institution Information

* *Name of the partner*
* *Names of respondents, positions, departments*
* *Provide a short introduction describing the methodology you used and the number and types of sources*
* *maximum 1 page*

# Chapter 2. Axis 1. Existing practices for curriculum planning

## 2.0. Theme 0. Policies and guidelines in use for curriculum planning

* What kind of goals are set in the organizational strategy and other governing documents for overall curriculum planning and development?
* Are the needs of working life and the industry somehow described in the governing documents? If they are, please describe, how?

*Is TEL/online learning part of the overall strategy for your institution’s development and how?*

* Do you foresee laboratory activities within curriculum planning?
* Which kind of laboratory activities do you use? (e.g. in presence, virtual, remote labs etc.).
* In case you use virtual/remote labs can you please describe them in terms of technological infrastructure and pedagogical model applied?
* Has the COV-19 pandemic affected your curriculum planning practices? In which way? (please describe any changes that occurred after covid pandemic broke out).

## 2.1. Theme 1. Curriculum planning in practice

* *How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.)*
* *How are different stakeholders (e.g. teachers, students, businesses and other actors in society) and their needs taken into account in the curriculum development?*
* *How is the content of the course designed?*
* *In faculty level, does the curricula design reflect any specific pedagogical practices and innovation?*
* *In faculty level, what way is working-life relevance discussed in the curricula?*
* *What is the teaching staff-student ratio?*

## 2.1 Theme 2. Identification of general TEL or online courses practices and/or patterns

* *Is TEL or online courses a usual practice in your university, or do you organize teaching like this only due to pandemic?*
* *How many, in what level? (e.g. graduate /postgraduate).*
* *What kind of technology are you using (e.g.platforms, videoconferencing etc.)*
* *How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.) in TEL/online courses compared to face-to-face courses?*
* *Do you involve students in TEL/online course design?*
* *How is the content of the course designed?*
* *Is there any technical support for teachers in course design? Is support given at university, faculty or department level?*
* *Are there any facilitators that support the learners? If there are, please elaborate: describe their role, tasks and the cooperation with the lecturer.*
* *How do you evaluate the course: Is there a systematic institutional process / protocol? Are students involved at this stage?*
* *How is evaluation performed after the course is taught/delivered?*
* *How is data collected?*
* *Do students give feedback on teaching? If, please describe how.*
* *Who is informed about the evaluation?*
* *What measures can be taken for improvement?*

Assessment of learning?

## 

## 2.2 Theme 3. Identification of TEL /online quality practices or patterns of quality

* *Is your Institution using Quality standards/frameworks for TEL/online?*
* *If no, what are the reasons?*
* *Are you planning to use one in the future?*
* *If yes, which are they?*
* *What quality areas do they cover? How long have you been using them?*
* *Does your Institution collect data in order to evaluate TEL/online programmes?*
* *Is there a strategy on the use and purpose of learning analytics within the institution?*
* *Does your institution consider ethical norms and government policy with respect to data protection and the privacy of students?*
* *Are TEL/online programmes reviewed, updated, and improved and how?*
* *Are there any Institutional policies, structures, processes, and resources in place to guarantee the successful teaching and learning process of students* ***with special educational needs?***
* *Is there an institutional policy and code of practice to ensure academic integrity and freedom and ethical behavior?*
* *Are there any electronic security measures set by your institution’s policy/code of practice?*

2.3 **Professional development of teachers and instructional designers**

CHECK THE FORMULATION FROM THE SURVEYS

* *In faculty level, do people involved in designing/ developing/ evaluating TEL/online programmes have specific expertise in academic and technical aspects and which?*
* *Is the teaching staff involved in designing/ developing/ evaluating educational programmes familiar with the advantages/disadvantages of using TEL/online in particular course contexts?*
* *Is the teaching staff trained and proficient in the use of learning technologies and (e-) assessment methods?*
* *Are there any particular training activities for new staff?*
* *Has the institution developed procedures to identify the support requirements of the teaching staff?*

## 2.4 Theme 4. Industry relevance

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* *Are industry needs considered when developing the learning model and the curricula design?*
* *How is industry and other stakeholders involved in the process?*
* *Are there specific needs considered for STEM education in your institution when transfering courses to technology enhanced learning or online learning? If so, please explain how.*

### Infrastructure

* *Is the technical infrastructure aligned with the teaching methodology, learning activities, and e-assessment methods? If so, please explain how.*
* *Does the mentioned infrastructure and used online tools support student active learning and collaboration?*

Assessment of learning

* *Are (e-) assessment methods fit for purpose, allowing students to demonstrate the extent to which the intended learning outcomes have been achieved?*
* *How are they designed?*

## 2.5 Theme 5. Implementation: implement a TEL/online course draft and finalize it through testing

* *Does the virtual learning environment, VLE (if any) support specific pedagogical methods and tools?*
* *Is the VLE based on non-proprietary web standards and is it updated to reflect technological changes? How often?*
* *Does the technical infrastructure ensure the accessibility of the TEL/online programme by students with special educational needs and how?*
* *Does the institution provide students with an e-library?*
* *Does the institution have virtual labs?*

## 2.6 Theme 6. Support and assessment

Arafeh please check the entire box here

* *Has your institution procedures for recruiting and hiring teaching staff?*
* *Do you offer pedagogical training for teaching staff? Do you have courses specific for technology-enhanced learning? How is it organised?*
* *How is the teaching staff coordinated during course delivery?*
* *Do you have support materials available on the intranet for online learning and teaching?*
* *Is pedagogical training mandatory for teaching staff?*

# Chapter 3: Axis 2. Opportunities and challenges for adoption of TEL practices

* *After describing the current state of art in previous chapters, identify opportunities and barriers for transformation of education. Put them in order: the most important first.*

*Opportunities*

* *1. (Max. 50 words)*
* *2. (Max. 50 words)*
* *3. (Max. 50 words)*

*Barriers*

* *1. (Max. 50 words)*
* *2. (Max. 50 words)*
* *3. (Max. 50 words)*

*We want to warmly thank all the members who have contributed to this desk research!*

*UNITEL project team*

# What do you think about these national questions: Do they fit in your context? (They are still drafts.)

# Chapter 5: National Policies

* *This chapter is obligatory only for EU partners and the Iranian coordinator.*

## 5.1 TEL practices in Higher Education in (the name of the partner country)

## 5.2 Approaches and Methods for Quality Assurance

### Main evaluation principles

## 5.3 Mission statement and strategy of the National Evaluation and Accreditation Agency

## 5.4 Future National Policies practices, efforts, initiatives, frameworks that relate to TEL quality

* *Are you aware of any plans to design new policies?*
* *If yes, are National-wide stakeholders involved in developing TEL criteria (policy makers, National or regional authorities, associations etc.)?*

## 5.5 Needs for National Policies practices, efforts, initiatives, frameworks that relate to TEL quality

* *Which area(s) of legislation pose a significant challenge to the application of TEL quality methods?*
* *What should be improved? Please provide any recommendations you may have regarding policy reforms (at all levels) that would help your organization establish TEL quality processes.*
* *Please provide any ideas you may have regarding reforms in educational policies (at all levels) that would help your organization establish TEL quality processes.*

## 5.6 Training Needs for TEL Quality

* *Are there any training curriculums for TEL/(online teachinbg practices in general?*
* *Which should be the top 5 educational objectives of a training curriculum in TEL/online teaching practices ?*
* *Who should be trained for TEL/online practices ?*

# Chapter 6: Conclusions

# References