E-XCELLENCE NEXT
Report Local seminar Russia
Moscow, 6-7 June 2011

E-xcellence Core group representatives:
Jo Boon
Leo Wagemans

Date: 12 September 2011
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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, a possibility for a Local seminar in Moscow later in the year was announced by Irina Smirnova (Head of the Department for International Projects, MESI). The Moscow State University of Economics, Statistics and Informatics (MESI), founded in 1932, is one of the top Russian universities combining wide experience and strong scientific traditions with innovative processes of training professionals in economics, management, statistics, information technology, law and humanities.

The preparation of the Local seminar started with an invitation in February 2011.

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 29 April 2011. The mail (for the full e-mail see Appendix 1) asks 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:
   - having 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 following up (Roadmap) of the Moscow Local seminar of 2009

After the Local seminar in 2009 MESI received 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 MESI. 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.
For the details of the Roadmap 2009 of the MESI, see Appendix 2.

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: Master Class on E-xcellence

6. Deadline
The deadline was set not later than one week 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 the stay of the E-xcellence team, the venue etc.
An agenda with a list of participants was provided.
The Quick Scan was prepared and sent dd. 2 June 2011.Unfortunately miscommunication caused some delay because the mail containing the results of the Quick Scan happened to disappear in the Spam mailbox of the Open University in the Netherlands (OUNL). Nevertheless the visiting team received the results before the Local seminar, so they could be evaluated in the preparatory activities.
The Quick Scan can be found in Appendix 3. It contains per benchmark the weaknesses, strengths, the interventions to improve and the score on the Quick Scan.
See further the contribution of MESI to the Local seminar, as described in section 2.5.
2 Local seminar, 6 June 2011

2.1 Venue
The Locals seminar is organised at the campus of the MESI, Nezhinskaya str., 7 – 214a, Moscow city.

2.2 Goal of the seminar
The goal of the seminar was to:
- exchange experiences on the E-xcellence+ framework and the Quick Scan
- to exchange ideas during an on site visit
- to make an inventory of remarks, perspectives on improvement of the tools
- to discuss possible scenarios of the use of E-xcellence in national accreditation procedures with The National Center of Public Accreditation (NCPA)
- to exchange ideas on the E-xcellence tool with a broader public during a Master Class.

For MESI the aims of the Local Seminar were:
- to summarize the results of a new round of self-assessment of e-learning within a number of MESI educational programs and their reviewing by E-xcellence Review experts Leo Wagemans and Jo Boon, staff members of the Open Universiteit in the Netherlands (OUNL) and designers of E-xcellence benchmarking instrument
- to discuss the E-xcellence benchmarking instrument itself in a view of its improvement planned within the framework of the project E-xcellence Next run by EADTU and consortium partners (including MESI)
- to consider further integration of the benchmarks in the institutional and national quality assurance systems.

2.3 Participants
1. Tikhomirov Vladimir, President of the International e-University Consortium
2. Tikhomirova Natalia, Rector of MESI
3. Motova Galina, Deputy Director ,The National Center of Public Accreditation
4. Jo Boon, Expert Review team, Open Universiteit in the Netherlands
5. Leo Wagemans, Expert Review team, Open Universiteit in the Netherlands
6. Kocherga Svetlana, Vice-rector for Personnel and Legal Issues, MESI
7. Minashkin Vitaliy, Vice-rector for Academic Affairs, MESI
8. Dubeykovskaya Lubov, Head of the Department for Academic and Methodical Affairs
9. Danchenok Larisa, Director, Institute of Management; Head, Chair of Marketing
10. Shvey Vladimir, Director, Institute of Computer Technologies
11. Federov Pavel, Director, Institute of Law and Humanities
12. Dmitrievskaya Natalia, Director, Institute of Economics and Finance
13. Tatarinova Maria, Head, Chair of Applied Informatics in Education
14. Zhdanova Yelena, Associate Professor, Chair of Linguistics and Cross-cultural Communication
15. Smirnova Irina, Head of the Department for International Projects
16. Tsarkov Evgeniy, Head of the Innovative Projects Department, Eurasian Open Institute (external expert)
17. Pravda Marina, Director of the Center for Management System Development
18. Shargaeava Yulia, a.i. Head of the Department for e-Learning Support
19. Laskovec Svetlana, Deputy Director for Academic Affairs, Institute of Management
20. Puzin Alexei, Deputy Director for Academic Affairs and Further Vocational Training, Institute of Economics and Finance
21. Aksenova Anastasia, Deputy Director for Academic Affairs, Institute of Law and Humanities.

MESI Students (6 persons)
Directors of MESI Branches (28 persons)
Distance attendees via the Internet (53 connections)

2.4 Program Local seminar

<table>
<thead>
<tr>
<th>No.</th>
<th>Duration</th>
<th>Subject</th>
</tr>
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</table>
| 1   | 09:00 – 09:10    | Opening of Round table
Vladimir P. Tikhomirov  
President, Consortium ‘Electronic University’
Natalia V. Tikhomirova  
Rector, MESI |
| 2   | 09:10 – 09:30    | 'E-xcellence - Quality Manual for E-learning in Higher Education'
Leo Wagemans  
Jo Boon |
| 3   | 09:30 – 09:50    | MESI programs presentation
Vitaly G. Minashkin  
Vice-rector of educational work
Larisa A. Danchenok  
Dean of Institute of Management
Vladimir I. Shvey  
Dean of Institute of Computer Technologies
Pavel Y. Fedorov  
Dean of Institute of Law and Humanities
Natalia A. Dmitrievskaya  
Dean of Institute of Economics and Finance |
| 4   | 09:50 – 10:05    | 'Quick Scan results presentation. Discussion of the assessment results and development plans. Block 1. Strategic Management'
Vitaly G. Minashkin  
Vice-rector of educational work |
| 5   | 10:05 – 10:30    | 'Quick Scan results presentation. Discussion of the assessment results and development plans. Block 2. Curriculum Design'
Lyubov N. Dubeykovskaya  
Head of Department for educational and methodical work |
| 6   | 10:30 – 11:00    | 'Quick Scan results presentation. Discussion of the assessment results and development plans. Block 3. Course Design'
Yulia V. Shargaeva  
Head of E-learning support and monitoring department |
| 7   | 11:00 – 11:30    | 'Quick Scan results presentation. Discussion of the assessment results and development plans. Block 4. Course Delivery'
Yulia V. Shargaeva  
Head of E-learning support and monitoring department |
| 8   | 11:30 – 12:00    | 'Quick Scan results presentation. Discussion of the assessment results and development plans. Block 5. Staff Support'
Elena V. Zhdanova |
Programme parts 2, 3, 4, 6, 7 and 8 were accompanied by PowerPoint presentations to which we refer in Appendix 7.

2.5  **Contribution of the MESI**

In accordance with the Rectors’ order “On carrying out the MESI project on implementation of the criteria for e-learning assessment within the framework of the EADTU E-xcellence project” the self-evaluation of the following 6 degree programs was accomplished at MESI:

- Institute of management: Management (Bachelor program; Master program)
- Institute of computer technologies: Applied informatics (Bachelor program; Master program)
- Institute of Law and Humanities: Linguistics (Bachelor program)
- Institute of Economics and Finance: Economics (Bachelor program).

In order to prepare and process the self-assessment a Plan of Action for Implementation of E-xcellence Project in MESI was developed comprising:

- selection by the directorates of MESI Institutes of degree programs for evaluation
- selection of internal auditors and forming teams
- their training (in accordance with E-xcellence materials, including Manual, Quick Scan, Assessors notes, etc.)
- assessment schedule
- summarizing meetings and papers
- other activities.

The following MESI subdivisions took part in the process of self-assessment:

- Institute of Computer Technologies
- Institute of Law and Humanities
- Institute of Management
- Institute of Economics and Finance
- Department for Academic and Methodical Affairs
- Department for International Projects
- Information Technologies support services.

At the University level the following officials took part in the process of setting goals and wrap-up:

- Rector of MESI
- MESI Academic Supervisor
- Vice-rector for Personnel and Legal Issues
- Vice-rector for Academic Affairs
- Chiefs of the Departments for Academic and Methodical Affairs, for International Projects, and for e-Leaning Support
- Director of the Center for Management System Development.

At the Institutes’ level the self-assessment process was run by:
- Directors of four Institutes mentioned above
- Deputy Directors for Academic Affairs
- Quality Managers of Institutes and Chairs
- Heads of Chairs
- Faculty
- Students, with the support of
- Information Technologies support services (serving to each of the Institutes and the University as a whole).

In order to ensure transparency and independence of the research analysis, the students studying the chosen degree programs and employers’ representatives (in particular Head of the Chair of Applied Informatics in Education, based on the autonomous enterprise) were engaged in the process of self-assessment.
The self-assessment was held with the information and organizational support of the Department for International Projects, Center for Management System Development and a visiting expert (employee of Eurasian Open Institute experienced in conducting such kind of activities while his employment at MESI during last 4 years).

In the framework of the project implementation process 5 meetings with participants of self-assessment were held.

A special node was launched at the university portal in order to store, accumulate and manage the knowledge gained from carrying out the project.

Here the organizational/management, working and outcome documents are still located:
- the Rector’s order “On carrying out the MESI project on implementation of the criteria for e-learning assessment within the framework of the EADTU E-xcellence project” with annexes
- plan of action, list of project participants
- working paper on self-assessment
- Quick Scan report (internal experts)
- presentations (instructional and outcome presentations based on the results of self-assessment)
- plan for improvement and development of e-learning at the University.

Under the active support of the Department for International Projects the attendance of the E-xcellence Review experts at the final Local seminar held at MESI on June 6, 2011 was ensured.

The representatives of the Ministry of Education and Science of the Russian Federation as well as of the Federal Service for Supervision in Education and Science were invited to the seminar. They did not attend it however they sent a request for workshop materials.

The participants of the Local Seminar were: Deputy Director of the National Center of Public Accreditation (NCPA) Galina Motova, MESI top management, the experts in MESI education quality assurance (leading faculty, quality managers and internal auditors) and external E-xcellence Review experts.

The MESI Department for the Regional Network ensured attendance at the seminar of Directors of 28 MESI Branches.

Videoconferencing provided for regions during the seminar allowed the attendance of a broad group of participants from the MESI branches’ employees. It corresponds to the next stage of
project implementation at MESI, namely participation of MESI branches in testing criteria for EADTU quality assessment of e-learning.

At the seminar on the 6th July the discussion on the results of self-assessment of selected degree programs took place. A number of presentations and reports were submitted, including presentation of MESI and its study programs, discussion on evaluation criteria, problems faced within programs’ monitoring and assessment, students’ and employers’ satisfaction surveys, as well as presentations of visiting experts and representatives of the Russian public and vocational accreditation agency.

Following the seminar results the outcome documents were prepared (results of self-assessment). The accomplished self-assessment procedure has identified areas for improvement which are fixed in the elaborated Plan for Improvement and Further Development of e-Learning Technologies in MESI Academic Process. See Appendix 4.

2.6 Accreditation agency

The Local seminar was attended by Prof. Galina Motova, Deputy director of the National Center of Public Accreditation (NCPA). NCPA’s mission in the Russian system of quality assurance is to form and promote a quality culture in higher education through identification, evaluation, and accreditation of the best educational programs.

Prof. Motova declared to be very impressed with the E-xcellence tool. Especially the systematic structure of the tool appears as a strong point. Also the fact that the tool gives attention to outcomes of education is seen as a strong point.

Dr. Motova is also Steering Committee member of the accreditation agencies of Central and Eastern Europe - CEENET and Secretary General of the Eurasian Quality Assurance Network (EAQAN).

More information about the National Center of Public Accreditation (NCPA) can be found in Appendix 5.

2.7 Virtual Campus

In the initial e-mail we sent to our contact persons, we asked them also to be introduced in the materials and documents belonging to the program or course(s) concerned. In the Local seminar we discussed about the VLE (Virtual Learning Environment) and we agreed that members of the MESI gave us an insight in the VLE of MESI: the Virtual Campus. The Virtual Campus is designed with the technology of Sharepoint; the development is done by a Russian development group.

In the morning before the Master Class a team of specialist demonstrated the Virtual Campus from the viewpoint of the teacher, but also the student’s area. In that way we have got an impression of the working space of teachers (calendar, news, forum, place where student put their presentations and papers). The area where students put their work/results is accessible for the student and the teacher. When tasks are checked and scored by a mark, the task is open for more students.

There is a Forum which has two configurations:
- Teacher forum, which is moderated by the teachers
- Student forum, which includes questions of students with feedback.

There is an area for useful links and a list of recommended literature.

Students who study full-time start with a course as a cohort. Part-time students can start on their own time.
The Virtual Campus contains tests. There is information about testing (kind of questions, trials, group work, criteria, actualizations), in courses self testing is used (trials are not limited) and there are official exams (three attempts).

The student area looks like the area of the teachers. Students can view the history of learning by monitoring what they have done. They get assignments, have admittance to the forum, can use the test facilities and have access to the area with useful links and a list of recommended literature.

There is a special area for teachers where they can collaborate in the development of course materials. Each discipline has a special area with 5 folders, where jobs can be done:
- The teacher can import his own input, but also can use the input of teachers with whom he collaborates
- He can share and communicate
- There are study guides, course materials, tests, presentations and practicums.

As far as we could judge in the demonstration, the look and feel of the Virtual Campus was good and seemed to be user-friendly.

All together we have got a positive impression of the MESI Virtual Campus.

To illustrate the Virtual Campus we have included screen captures with some explanation in Appendix 6.

2.8 Comments and advises of E-xcellence team

1. The team is impressed by the work that is done in preparing the Quick Scan and the way the results are presented by the different participants. The team scored the benchmarks in 'Partially Adequate' and 'Largely Adequate'. The team considers the way of presenting the different benchmarks in terms of 'Weak side' / 'Forte' / 'Interventions to improve' as a method that gives a good overview of the quality issues.

2. The results of the Quick Scan show a lot of positive point. On the other hand MESI is open about the weak points in e-learning and indicates a lot of interventions related to those shortcomings. The foreseen improvements seem to be really ambitious.

3. The methodology used, namely to apply the tool to different programs, using one course per program as an example, is in principal a good idea. It can stimulate communication about quality issues between programs. See section 2.5. for a description of the programs involved in the Quick Scan and the methodology used.

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. The assessment presented in this Local seminar uses the Quick Scan for different programs at he same time, choosing a specific course for each program; during the discussion the importance of identifying a problem owner for each program, and the setting of priorities both at the management level of MESI as specifically for each program was stressed.

7. Advice is given on evaluation of course material at a very early stage of delivery; a method is described that can be used to check on different quality aspects before putting an e-course
8. Advice is given on the use of an evaluation methodology using an electronic questionnaire measuring student’s satisfaction with the course.

9. 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.

10. The team considers the fact that students are involved in the Quick Scan and in the Local seminar as positive. A short discussion about plagiarism is held with students.

11. The team stresses the importance to define clearly the curriculum goals; this definition is indeed the foundation of the assessment principals.

In sequence of the reports’ discussion and the comments and advices, the next proposals were formulated by MESI:

1. To apply E-xcellence tools to other programs in MESI and its branches.

2. To approve and implement the improvement plan resulted from the analysis of the MESI programmes with the E-xcellence criteria.

3. Recommendation (Leo Wagemans): when working with E-xcellence tool it is necessarily to more clearly focus on the proportion of e-learning in each specific educational program.

4. Practical example (Leo Wagemans): before putting an e-course into operation a control group of students tests this program during six months (thus the verification takes place).

5. Practical example (Leo Wagemans): before the beginning of testing activities the feedback questionnaire about students’ satisfaction is automatically transmitted to the learners.

6. Practical example (Jo Boon): students must be centrally informed about the meaning of plagiarism and its consequences.
3 Master Class, 7 June 2011

3.1 Goal of the Master Class

The Master Class was planned as a pre-conference workshop of the conference ‘Smart E-Learning Russia 2011’. The two-day event included plenary sessions, workshops and seminars. Areas of special focus for ‘Smart E-Learning Russia 2011’ were for instance:
- E-learning trends
- Development of e-learning in Russia and in the world
- Smart e-learning technologies and tools
- Traditional books vs electronic books
- Quality assessment in e-learning and smart e-learning
- Electronic university.

The goal of the Master Class was to inform a larger public of university representatives about the E-xcellence tool, the experiences with the tool thus far, the plans on development of the tool and the further activities in the E-xcellence Next project.

3.2 Participants

External participants (personally present)

- Bykova Natalya
  North-West Academy of Public Administration,
  Saint-PETERSBURG, RUSSIA
  Head of the Department for Modern Educational Technologies
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and Location</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desyatova Lyubov</td>
<td>Gymnasium No 1542, Moscow, Russia</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Emelyanova Tatyana</td>
<td>Academy of Professional Development and Re-Training of Educators, Moscow, Russia</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ermekova Jannat</td>
<td>L. N. Gumilev Eurasian National University, Astana, Kazakhstan</td>
<td>Associate Professor of the Faculty for Russian Philology</td>
</tr>
<tr>
<td>Goleva Lyubov</td>
<td>Odintsovo Institute for the Humanities, Odintsovo, Moscow region, Russia</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Krapukhin Nikolai</td>
<td>International Banking Institute, Saint-Petersburg, Russia</td>
<td>Dean of the Faculty for Distance Learning</td>
</tr>
<tr>
<td>Kuprina Tamara</td>
<td>Ural Federal University, Yekaterinburg, Russia</td>
<td>Associate Professor of the Faculty for Foreign Languages in Economics and Management</td>
</tr>
<tr>
<td>Manyakhina Valentina</td>
<td>Moscow State Pedagogical University, Moscow, Russia</td>
<td>Associate Professor of the Faculty for Theoretical Informatics and Discrete Mathematics</td>
</tr>
<tr>
<td>Minasyan Svetlana</td>
<td>Yerevan Branch of MESI, Yerevan, Armenia</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Moskavets Marina</td>
<td>Odintsovo Institute for the Humanities, Odintsovo, Moscow region, Russia</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Nekhorosheva Julia</td>
<td>Institute of Distance Education, Tomsk Polytechnic University, Tomsk, Russia</td>
<td>Head of the Educational Activity Organization</td>
</tr>
<tr>
<td>Polevaya Olga</td>
<td>Odintsovo Institute for the Humanities, Odintsovo, Moscow region, Russia</td>
<td>Associate Professor, Head of the Department for Foreign Languages</td>
</tr>
<tr>
<td>Rudakova Dora</td>
<td>Institute of Content and Teaching Methods, Russian Academy of Education, Moscow, Russia</td>
<td>Senior Research Fellow, Laboratory for Didactics of Informatics</td>
</tr>
<tr>
<td>Sadovskaya Olga</td>
<td>Odintsovo Institute for the Humanities, Odintsovo, Moscow region, Russia</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Shterzon Vera</td>
<td>Russian State Vocational Pedagogical University, Yekaterinburg, Russia</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Skvortsova Irina</td>
<td>Secondary School No 1347, Moscow, Russia</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Sokolova Olga</td>
<td>Pedagogical Institute of South Federal University, Rostov-on-Done, Russia</td>
<td>Head of the Department for Informatization</td>
</tr>
</tbody>
</table>
Further there were about 60 external visitors via the Internet.

3.3 Summary of the programme

The starting point of the Master Class consisted of two presentations by the experts of the E-xcellence Next project. Because most participants of the Master Class were not familiar with the Excellence project, EADTU Managing director George Ubachs (Program manager of E-xcellence) gave a presentation about the E-xcellence projects. Different subjects were passed in review, f.e.: General objectives, QA in e-learning instruments, benchmarking, E-xcellence Roadmap, E-xcellence+ project, E-xcellence Associates Label and the Global Task force QA in E-learning.
Review experts Leo Wagemans and Jo Boon, staff members of the Open Universiteit in the Netherlands and designers of E-xcellence benchmarking instruments, gave a presentation about methods and technologies of Quality Assessment. In their presentations they covered topics like: the purpose of E-xcellence, different tools and procedures (Quick Scan, Full Assessment, Local seminars), experience of assessment in different higher education institutes in various countries and Local Seminars results and conclusions with E-xcellence instruments and cooperation with the international universities who took part in one or more Local seminars, the E-xcellence Next: aims and state-of-the-art.

After the presentations there was an animated discussion about several topics in relation to QA and the use and relevance of tools as they were designed in the Excellence project and used in the Local seminars. Discussion issues were for example: what is the experience with self-evaluation, would E-xcellence be useful for your institution, is it worthwhile to evaluate E-learning, is it possible to work with the instruments in commercial use, how far are the instruments from your own practice, are there examples of 'perfect model e-learning'.

Some conclusion:

- Quality assurance is a very important issue and is more important because of a lot of changes in education and e-learning
- Quality assurance and evaluation requires input and feedback from different stakeholders: cooperation of a team of managers, teachers and students
- It is very practical to have tool to handle the evaluation of e-learning
- Evaluation of e-learning needs more than IT. In E-xcellence everything comes together.

At the end of the Master Class, all participants received a Certificate of Participation, which was presented by George Ubachs, EADTU Staff member and Program manager of the E-xcellence projects.

In Appendix 7 we refer to the PowerPoint presentations of the Master Class.
Appendices

Appendix 1: E-mail 29 April

From: Wagemans, Leo  
Sent: Friday 29 April 2011 15:10  
To: 'Smirnova Irina'  
CC: Boon, Jo; 'George Ubachs'; Haemers, Mieke  
Topic: RE: Visit to Moscow

Dear Irina,

As promised we send you the requested information.
Jo and I will be the E-xcellence Review team for the seminar on Monday 6 June 2011. George will join us at the master class on E-xcellence Tuesday 7 June 2011.
Here you find the information which is relevant for the preparation of the Local Seminar.

Venue, people, subject of evaluation
First, we ask you to let us know where is the venue and if people involved are invited. Are people of the national agency involved?.
We assume that you have formed a team 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.
So we want to know: Which part of the academic education, which program, which courses are subject of the evaluation. Please sent us exact information about your selections.

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

These 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 my faculty or institution.
Therefore a Quick Scan is developed to give you a first orientation on the strengths of your e-learning performance and your fields of improvement.
These fields of improvement need further attention and will be the basis for working with the Manual and Assessors notes.

For filling out the Quick Scan, several disciplines of your institution need to be involved as not all staff members can 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 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 benchmarks that fit your faculty or institution as well as a number of benchmarks that ask for 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 in 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 in the Quick Scan and save the results in a pdf-file. After completing you can send the pdf-file to us. 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.

- we think it will be fruitful that we have also 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, so we can 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 in 2009 your institution received 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. We want to talk about the integration and implementation of the E-xcellence instrument at MESI. Starting point for that discussion is the Roadmap of benchmark related actions 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: Master class on E-xcellence
Agenda still open for discussion

Interpreter
Last request: we assume that the meetings will be supported by a Russian-English interpreter.

Deadline
It will be suitable if we receive the requested information not later than one week before the Local seminar. You can send the information to George Ubachs: george.ubachs@eadtu.nl George 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.

For the record: I will be a week off, next week; George is in that week abroad. In case you have any questions or remarks, you can contact Jo Boon.

With kind regards,

Jo Boon, Leo Wagemans, George Ubachs
Appendix 2: Roadmap MESI 2009 (E-xcellence label MESI, 27-11-2009)

Relevant benchmarks for reviewed part of the university at the Local seminar

STRATEGIC MANAGEMENT
1) The institution has 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 include both infrastructure and staff development.

2) The resourcing of developments in e-learning curricula take into account any special requirements over and above the normal requirements for (non-e) curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, systematic teacher training and research needs, and technology developments.

3) The institution has a management information system (used for institutional matters) which is reliable, secure and effective for the operation of the e-learning systems adopted.

CURRICULUM DESIGN
5) E-learning curricula conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements in the same way as non-e curricula.

6) Curricula are designed in such a way as to allow maximum flexibility for the learner with respect to time, place and pace of learning. This is consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. The use of formative and summative assessment is appropriate to the curriculum design.

7) Curriculum design ensures that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills across the programme of study. When blended learning is used, the contribution of e-learning components to the development of educational objectives needs to be made clear.

COURSE DESIGN
9) Each course includes a clear statement of learning outcomes in respect of both knowledge and skills. Outcomes are of such a nature as to be attainable through e-learning, augmented as and when necessary by face-to-face provision. In a blended-learning context there is an explicit rationale for the use of each component in the blend.

10) Learning outcomes, not the availability of technology, determine the means used to deliver course content. There is reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

11) Learning outcomes of courses taught through e-learning are comparable with those of courses delivered by other means.

13) Interactions between students and with tutors (both synchronous and asynchronous) are facilitated by a variety of means including e-mail, telephone, group forums etc. to allow both individual and group interactions. Access to tutors is designed to be on a regular and sufficient basis known to both tutors and learners. At the minimum level of engagement tutors provide learners with timely expert advice on course issues or materials and individual feedback on assignments.

14) Course design, development and evaluation involve individuals or teams with expertise in both academic and technical aspects. Integral to the course design process are mechanisms for trialling materials and incorporating feedback into the final product.
15) Learning materials are designed with a sufficient 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 are designed in such a way as to allow learners on-going feedback on their progress through self-assessment tests.

16) Course materials conform to explicit guidelines concerning layout and presentation and are as consistent as possible across a programme.

COURSE DELIVERY
19) The technical infrastructure maintaining the e-learning system is fit for purpose and supports both academic and administrative functions. Technical specifications are based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

20) The reliability and security of the delivery system have been rigorously tested beforehand and appropriate measures are in place for system recovery in the event of failure or breakdown.

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.

23) The VLE provides information and services to all users in a logical, consistent and reliable way. All users are confident that the VLE’s systems for communication and provision of information are secure, reliable and, where appropriate, private.

24) Materials and information accessible through the VLE are regularly monitored, reviewed and updated. The responsibility for this is clearly defined and those responsible are provided with appropriate and secure access to the system to enable revision and updating to occur.

STAFF SUPPORT
25) All staff with academic, media development and administrative roles is being able to support the development and delivery of e-learning programmes without themselves being technical experts. The institution ensures that appropriate training and support is provided for these staff and that this training is enhanced in the light of system developments.

27) The institution ensures that issues of staff workload and any other implications of staffs’ participation in e-learning programmes (such as intellectual property rights over programme materials) are taken proper account of in the management of courses or programmes.

28) Institutions ensure that adequate administrative support (including effective management information systems) is available to academic staff, particularly part-time tutors/mentors.

STUDENT SUPPORT
29) Prospective students are provided with a clear picture of what will be involved in pursuing the e-learning programme and the expectations that will be placed on them. This includes 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, fees, etc.

30) E-learning students are 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.

31) E-learning students have access to learning resources and learner support systems which, although they may be provided through different means, are the equivalent of those available to campus-based students. These include:
   • 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.

32) Students are provided with clear and up-to-date information on the range of support services available and how these may be accessed.

A roadmap of actions in relation to the benchmarks that MESI need to work on as a priority for the coming 3 years

I. General actions
1) Dissemination of experience in E-xcellence project implementation in MESI into all MESI departments (01.01.2010 - 01.03.2011)
2) Dissemination of experience in E-xcellence project implementation in MESI into all MESI branches out of Moscow (01.02.2011 - 01.02.2013)
3) Dissemination of experience in E-xcellence project implementation into partner organizations and other Russian-speaking universities (01.01.2010 - 31.12.2013)
4) Training “The use and application of E-xcellence project quality criteria and indicators” and consideration of possibility of educational institutions certification in Russia with the issuance of joint certificates EADTU + MESI (01.01.2010 - 31.12.2013)
5) The identification of possible inconsistencies in the criteria (as part of the E-xcellence project implementation in MESI, branch offices and partner organizations) and outlining proposals for indicators optimization (01.01.2010 - 31.12.2013)

II. Actions related to the benchmarks
MESI should work on (improve, redesign) the following benchmarks to make e-learning provision better and more qualitative.

1) Further integration of e-learning policies and a strategy for development of e-learning into the overall strategies for institutional development and quality improvement with the emphasis on staff development.

3) Continuous upgrading management information system (used for institutional matters) in line with emerging new information and communication technologies with a view of keeping operation of the e-learning systems reliable, secure and effective. Improvement of management information system throughout the whole MESI’s regional network.

5) Observance of conformity of e-learning curricula to qualification frameworks, codes of practice, subject benchmarks and other quality requirements in the same way as non-e curricula. Promoting equivalence of approaches to e-learning curricula and non-e curricula at institutional and national level and searching for taking into account special quality criteria for e-learning curricula at national and international level.

13) Implementation of new modes of interactions between students and with tutors (both synchronous and asynchronous). Organization of trainings for tutors. Further development of a course “Student in the e-Learning Environment”.

22) Enrichment of the Virtual Learning Environment (VLE) with simultaneous improvement of the pedagogical model adopted in the university, and for the requirements of all users. Fostering integration of VLE with the institution’s management information system.
24) Improvement of mechanisms of monitoring, reviewing and updating materials and information accessible through the VLE. Widening secure accessibility to the system via technical and technological developments.

25) Improvement of training and support system for MESI staff with academic, media development and administrative roles to enable all of them to develop, deliver and manage e-learning programmes, accordingly.
Appendix 3: Translated version Quick Scan

Quick Scan for assessing the quality of e-learning in higher education

Moscow, 2011

NOTE: This criterion is issued for a 4-point scale
(1 = poor; 2 = ok; 3 = good; 4 = excellent).

Strategic Management

1. The institution has 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 include both infrastructure and staff development.

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<tbody>
<tr>
<td>No clear allocation of activities to promote e-learning plan for the Institute</td>
<td>Understanding the role of e-learning is widespread in the environment of the organization. Each employee is aware of an</td>
<td>Should consolidate the plans the institute concrete measures to eLearning</td>
<td>2</td>
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</table>
staff development | important role e-learning | goals for e-learning.
---|---|---
There is a plan of the Institutes for the year, which is based on the Strategic Plan MESI as a whole. | Increase the planning time up to 3 years |  

2. The resourcing of developments in e-learning curricula take into account any special requirements over and above the normal requirements for (non-e) curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, systematic teacher training and research needs, and technology developments.

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<tr>
<td>Virtual mobility is not developed</td>
<td>Ongoing training &quot;Teacher in the environment e-learning&quot; conducted research on this topic. Awareness of the relevance and high interest introduction to the educational process of PP. The presence of NII KM and other various support departments When implementing e-learning programs accounted for the necessary financial, material and technical resources, the staffing process.</td>
<td>To consult on the selection of software specialists. Create a database software in the directions of scientific areas.</td>
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3. The institution has a management information system (used for institutional matters) which is reliable, secure and effective for the operation of the e-learning systems adopted.

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<tr>
<td>Failures in the servers</td>
<td>At the University there are special units that provide a functioning e-environment and information systems (OIT, OPIMEO, SRI KM)</td>
<td>Training workshops for staff development Improve the skills of technical staff Improving policies in staffing and staff development</td>
<td>3</td>
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4. When e-learning involves collaborative provision (e.g. between teachers, educational technologists and the IT department or on an inter-institutional level) the roles and responsibilities of each partner are clearly defined through operational agreements and these responsibilities are communicated to all participants.
Curriculum Design

5. E-learning curricula conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements in the same way as non-e curricula.

6. Curricula are designed in such a way as to allow maximum flexibility for the learner with respect to time, place and pace of learning. This is consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. The use of formative and summative assessment is appropriate to the curriculum design.
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<tr>
<td>The student is not fully immersed in the electronic learning environment.</td>
<td>At the macro level, students have the opportunity to start and finish the training course or program in place for them now. At the micro level of e-learning provides students with the opportunity to undergo training courses or programs on a flexible schedule in a group of listeners in the general schedule established by the agency. In the process of designing the curriculum emphasis on the macro level, with the assumption that such details as the structure of the course materials and content delivery system will be considered at the micro level to improve its flexibility. Student can perform the job at any time convenient to him, and in any place where there is Internet access.</td>
<td>Reflected in the UE measures the current certification (test papers, workshops, tests, essays, forums, laboratory and practical work, etc.). Work out an automated system remind me of events in an electronic environment.</td>
<td>3</td>
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7. Curriculum design ensures that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills across the programme of study. When blended learning is used, the contribution of e-learning components to the development of educational objectives needs to be made clear.

- [ ] Not Adequate
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- [ ] Fully Adequate

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<tr>
<td>In the curricula of disciplines not address the learning outcomes</td>
<td>The presence of BRC evaluation of students' knowledge combining forms of electronic and traditional learning. Current control measures are recorded in an electronic learning system and are binding for the students in achieving educational goals.</td>
<td>Development of competence-oriented curricula and training programs. Most clearly outlining the activities of students in full-time and distance learning in achieving educational goals. Prescribe a specific curriculum competencies, disclosed by eL</td>
<td>2</td>
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8. Curricula are designed in such a way as to require broad participation in an on-line academic community. As well as student-student and student-tutor interactions this includes, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- [ ] Not Adequate
- [ ] Partially Adequate
- [ ] Largely Adequate
- [ ] Fully Adequate
Course design

9. Each course includes a clear statement of learning outcomes in respect of both knowledge and skills. Outcomes are of such a nature as to be attainable through e-learning, augmented as and when necessary by face-to-face provision. In a blended-learning context there is an explicit rationale for the use of each component in the blend.

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<tr>
<td>Academic online communities are underdeveloped. Resources are closed to outside organizations.</td>
<td>The presence of the interaction of students with professionals through training in basic chairs, the presence of facilitators for groups of students. Students work in enterprises in the specialty. Actively used by the interaction of student-student and student-teacher through the medium &quot;Electronic Campus&quot;</td>
<td>Involving each student in the process of sharing knowledge through academic online communities, group research. Promote the development of communities: 1) student - a student - through forums and social networks, and 2) the student - teacher - through forums.</td>
<td>2</td>
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10. Learning outcomes, not the availability of technology, determine the means used to deliver course content. There is reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

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<tr>
<td>Actualization rate In the curricula of disciplines not address the learning outcomes. In the curricula of disciplines clearly spelled out the results of e-learning</td>
<td>Course availability Each course (except for courses basic chairs) involves blended learning. Leaders are interested in the fact that each user has the opportunity to get acquainted with the rules and requirements for eL, knew the training plan and results. EC is projected on the basis of SES and educational programs at the rate approved in MESI.</td>
<td>Consider the possibility of tracking the activity of students in each element of the EC Register the results of e-learning programs</td>
<td>3</td>
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Using a limited set of ICT to achieve educational goals.

Developed a template of EC, in accordance with the requirements of SCORM. Course materials (including objectives and results) are approved by the departments of the Institute.

Semestral monitoring activities - on-line. Extracurricular contact with the teacher carried on internal consultations, e-mail, in a consultation forum.

The study of the didactic potential of the technologies, as well as expanding the range of technologies used and services, the definition of a combination of both, role and place in the development of educational material.

Expand the possibility of webinars and online lectures.

11. Learning outcomes of courses taught through e-learning are comparable with those of courses delivered by other means.

- [ ] Not Adequate  - [ ] Partially Adequate  - [ ] Largely Adequate  - [ ] Fully Adequate

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| Difficulties with the identification of students who perform monitoring activities | EC is projected on the basis of SES and educational programs at the rate approved in MESI. Determined the number of control measures to be undertaken to test students' knowledge. 
Apply point-rating system to assess students' knowledge. 
Educational results are comparable to the traditional courses at the expense of activities such as: tests, forums, individual assignments, essay. | Develop measures to identify students at the time of final outputs 
Research comparing the results of full-time and e-learning.                                                                                                           | 3     |

12. Courses should be designed in such a way as to:

- foster active learning
- facilitate individual study and the development of study skills
- support the development and interaction of learning communities
- place the learner in control of time, place and pace of learning wherever possible
- recognize the diversity of learners and build on their strengths and backgrounds
- make appropriate provision for persons with disabilities
- be sensitive in their use of materials to the cultural diversity present amongst learners
- require learners to reflect on, evaluate and provide feedback on course contents and requirement.

- [ ] Not Adequate  - [ ] Partially Adequate  - [ ] Largely Adequate  - [ ] Fully Adequate
13. Interactions between students and with tutors (both synchronous and asynchronous) are facilitated by a variety of means including e-mail, telephone, group forums etc. to allow both individual and group interactions. Access to tutors is designed to be on a regular and sufficient basis known to both tutors and learners. At the minimum level of engagement tutors provide learners with timely expert advice on course issues or materials and individual feedback on assignments.

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<td>Failure to account for individual characteristics of students in design courses</td>
<td>Semester consists of a semester control monitoring activities and semester examination / test. List of SCM is indicated in each of the working program of discipline. Activities of the current appraisal reflected in the questionnaire teachers in the formation of the workspaces in the disciplines in the Electronic Campus and student calendar. Developed a template of EC, one for all courses MESI, in accordance with the requirements of the SCORM</td>
<td>Develop a system of input testing and feedback mechanisms for the requirements of the teaching process Develop a clear framework and requirements for the CMD, taking into account the input and output skills of students Conduct an introductory test for determining the input skills</td>
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<td>Synchronous means of communication are underdeveloped, which does not take into account the peculiarities of perception of information, students with disabilities</td>
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Not Adequate  Partially Adequate  Largely Adequate  Fully Adequate

14. Course design, development and evaluation involve individuals or teams with expertise in both academic and technical aspects. Integral to the course design process are mechanisms for trialling materials and incorporating feedback into the final product.

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<tr>
<td>The presence of some technical malfunction telecommunication systems</td>
<td>Educational and social interaction between students is organized through asynchronous (forums, groups, social networks, facebook) and synchronous (telephone, face to face consultation PPP) means of communication; Feedback from students is implemented through a system of advisory and technical forums in each discipline</td>
<td>Development of organizational measures to strengthen the motivation of teachers to consult and work in social networks</td>
<td>3</td>
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<td>Heavy workload PPP. No permanent PPP access to Internet</td>
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Not Adequate  Partially Adequate  Largely Adequate  Fully Adequate
### Weak side | Forte | Interventions to improve | Score
---|---|---|---
In the process of establishing the EC teachers are not involved. Lack of regular updating of the EC. | Content development leading professors of the University, a mechanism review of content (internal and external). Monitoring the quality of curriculum development and content (Basic Department, the professional community) | Develop a mechanism for evaluating e-learning course students. 
To approve the review process of EC. Assign responsibility and frequency of review. 
Develop a system to motivate staff. | 2 |

15. Learning materials are designed with a sufficient 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 are designed in such a way as to allow learners on-going feedback on their progress through self-assessment tests.

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### Weak side | Forte | Interventions to improve | Score
---|---|---|---
Insufficient level of interactivity e-learning courses | Availability of evaluation tests as the outcome, and in the mode self-test. 
Students have access to advice on the application of academic skills (Campus) and the external resources that can help strengthen and build the skills (DAI, links to external resources). 
the ability to view the most difficult issues, where students often make mistakes | Increased level of interactivity e-learning courses 
Motivate teachers to comment on the work done online students in order to explain the mistakes | 3 |

16. Course materials conform to explicit guidelines concerning layout and presentation and are as consistent as possible across a programme.

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### Weak side | Forte | Interventions to improve | Score
---|---|---|---
Observed heterogeneity in the degree of detail of content for different courses | Materials clearly structured (designed by the standards) and agreed with the course program 
TMC is fully consistent the approved curriculum. | Improving quality in electronic courses through the unification of requirements to develop 
Ensure timely reflection of the requirements of GEF 3 in the curricula of disciplines | 3 |
17. Course materials including the intended learning outcomes, are regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

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<tr>
<td>No connection between the plan of creation / updating of CMD and updating the EC. Deviations from the scheduled dates.</td>
<td>The presence of institutional mechanisms for updating courses</td>
<td>Make a plan update to EC on the basis of the plan of creation / updating of the CMD.</td>
<td>2</td>
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18. Courses provide both formative and summative assessment components. Summative assessment are explicit, fair, valid and reliable. Appropriate measures are in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

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<tr>
<td>Difficulties with the identification of students (passwords are transmitted fellow students)</td>
<td>Tests are conducted in a mode of self-examination and examination, it is possible to view the most difficult issues, where students often make mistakes</td>
<td>Implement a system of e-learning tools check for plagiarism.</td>
<td>3</td>
</tr>
<tr>
<td>Lack of built instruments to prevent plagiarism</td>
<td>Provides for identification of students, using the BRS allows us to make the final assessment of clear, transparent, honest, reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course delivery

19. The technical infrastructure maintaining the e-learning system is fit for purpose and supports both academic and administrative functions. Technical specifications are based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.
<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-immediate response of developers to users' requests</td>
<td>Availability of support service</td>
<td>Regular monitoring of the system from developers. Ongoing contact for operational problem solving</td>
<td>2</td>
</tr>
<tr>
<td>Rigid structure of the site. Low degree of reaction to the problem.</td>
<td></td>
<td>Creating database applications with problems for the further improvement of the system.</td>
<td></td>
</tr>
</tbody>
</table>

20. The reliability and security of the delivery system have been rigorously tested beforehand and appropriate measures are in place for system recovery in the event of failure or breakdown.

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failures in the systems and services</td>
<td>Sufficiently fast restoration</td>
<td>Staff training. Improving</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The presence of the distribution of access rights</td>
<td>Conducting user surveys for satisfaction of using the new LMS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developers conduct an annual survey of satisfaction with the system before you upgrade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Appropriate provision has been made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of disclosure of new features.</td>
<td>Developers and management conduct an annual survey of satisfaction with the system before you upgrade</td>
<td>Regularly collect information from users (PPP; students) on the system</td>
<td>2</td>
</tr>
</tbody>
</table>

22. The Virtual Learning Environment is appropriate for the pedagogical model adopted and for the requirements of all users. It should is integrated with the institution's management information system as far as possible.
<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigid structure does not account for the specifics of individual courses</td>
<td>The conformity of the pedagogical model</td>
<td>Automation system with other IS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Using a common platform for SP</td>
<td>Optimizing the structure of scientific fields</td>
<td></td>
</tr>
</tbody>
</table>

23. The VLE provides information and services to all users in a logical, consistent and reliable way. All users are confident that the VLE's systems for communication and provision of information are secure, reliable and, where appropriate, private.

☐ Not Adequate ☐ Partially Adequate ☑ Largely Adequate ☐ Fully Adequate

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The system is not always reliable in terms of prompt access to information that is available on certain sites.</td>
<td>Information transmitted through the system is protected.</td>
<td>The development of &quot;compromise&quot; on access to personal information</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Developers conduct an annual survey of satisfaction with the system before you upgrade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Materials and information accessible through the VLE are regularly monitored, reviewed and updated. The responsibility for this is clearly defined and those responsible are provided with appropriate and secure access to the system to enable revision and updating to occur.

☐ Not Adequate ☑ Partially Adequate ☐ Largely Adequate ☐ Fully Adequate

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-synchronous updating of TMC and e-learning course. CMD updated frequently.</td>
<td>Ability to work in certain areas, in addition to the electronic course upload actual data</td>
<td>Conducting user surveys for satisfaction of using the new LMS</td>
<td>2</td>
</tr>
<tr>
<td>EC number is outdated.</td>
<td>CMD updated periodically.</td>
<td>Assign responsibility and frequency of review.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine responsible for reviewing and updating e-learning courses.</td>
<td></td>
</tr>
</tbody>
</table>

**Staff support**
25. All staff with academic, media development and administrative roles is being able to support the development and delivery of e-learning programmes without themselves being technical experts. The institution ensures that appropriate training and support is provided for these staff and that this training is enhanced in the light of system developments.

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of full-time study in directions &quot;A teacher in a medium ee&quot; and &quot;manager in a medium ee&quot;</td>
<td>Support for faculty and staff is available 9 to 19 full-time, the rest of time - remotely.</td>
<td>Carry out regular questionnaires on the user's satisfaction with technical support</td>
<td>3</td>
</tr>
<tr>
<td>Lack of skills in a number of teachers working with Office applications and SharePoint</td>
<td>Every new employee within six months being trained for work in the major media, and applications used at the University of Certification of each faculty and staff on the basic tools in the e-learning. Availability of work instructions for working in an environment e-learning Conducted regular on-line training for users Every employee is regularly invited to the opportunity to receive training Course: Lecturer in the environment e-learning &quot;provides the necessary knowledge and skills in e-learning for the PPP&quot;. Ongoing technical support OPEO.</td>
<td>Organize a full-time training on working with the campus Conduct staff survey to identify problems and their eventual elimination.</td>
<td></td>
</tr>
</tbody>
</table>

26. Pedagogic research and development are regarded as high status activities within institutions with a commitment to high quality e-learning. There are mechanisms within these institutions for the dissemination of good practice in support of e-learning (including good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Examples are databases and links to good practice. Career development incentives reflect an e-learning culture, i.e. The profile development of staff includes e-learning specific capacities.
27. The institution ensures that issues of staff workload and any other implications of staffs’ participation in e-learning programmes (such as intellectual property rights over programme materials) are taken proper account of in the management of courses or programmes.

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<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Legal illiteracy PPP under Chapter 4 of the Civil Code</td>
<td>There is a system of material incentives for the use in the classroom e-learning.</td>
<td>Implement a seminar on copyright protection</td>
<td>2</td>
</tr>
<tr>
<td>Not developed effective mechanisms to protect copyright</td>
<td>Work on the development and updating of educational materials is taken into account in hours workload of teachers, developed and approved a plan to create and update the CMB, provided payment</td>
<td>Implement a training seminar on the opportunities of the University and the PPP for publication Materials Develop effective mechanisms to protect copyright</td>
<td></td>
</tr>
</tbody>
</table>

28. Institutions ensure that adequate administrative support (including effective management information systems) is available to academic staff, particularly part-time tutors/mentors.

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<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
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</thead>
<tbody>
<tr>
<td>Not everything needs in collaboration with teachers fully satisfied, since the possibility of administrative support is limited. Administrative support is limited to hours of relevant departments</td>
<td>The organization has established levels and workload of staff to meet the needs dictated by the e-learning. Availability of teaching the course &quot;Teacher in the environment of e-learning&quot;. Ongoing consultation</td>
<td>Find resources to increase opportunities for administrative support.</td>
<td>3</td>
</tr>
</tbody>
</table>
Student support

29. Prospective students are provided with a clear picture of what will be involved in pursuing the e-learning programme and the expectations that will be placed on them. This includes 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, fees, etc.

<table>
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<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified cases of delayed informing students about the upcoming interim control activities in the environment</td>
<td>Students are informed about the educational skills they needed in the learning process. Skills in an electronic environment, students are trained in the discipline &quot;among the student e-learning&quot;. Materials prepared for the development of the necessary skills are available to students before and during training (training materials in an electronic environment, campus, additional material in the DAI)</td>
<td>Automate the process of publishing data on the timing of control measures Increase the number of classroom hours of training in discipline &quot;among the student e-learning&quot; Develop and continually update a detailed work instructions for dealing with campus</td>
<td>3</td>
</tr>
<tr>
<td>Frequent change of platforms and interfaces</td>
<td></td>
<td></td>
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</tbody>
</table>

30. E-learning students are 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.

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to update and publish in an electronic environment Campus.</td>
<td>Students are provided with educational materials that are available online and / or on physical media. Electronic library resources available around the clock. Materials prepared for the development of the</td>
<td>Prepare handouts (brochures) and distribute it at the bottom Freshman</td>
<td>3</td>
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</tbody>
</table>
necessory skills are available to students before the start of training (training materials in an electronic environment, campus, additional material in the DAI)

Introduced the uniform requirements of assessing students, according to the BRC. The structure of the PCM is reflected in the curriculum and made available to all students.

In a virtual environment available instructions for users to work in the system

31. E-learning students have access to learning resources and learner support systems which, although they may be provided through different means, are the equivalent of those available to campus-based students. These include:

- 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.

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failures at work on campus (especially during the sessions)</td>
<td>Access to all course materials, practice working with Google Docs and services, Web 2.0.</td>
<td>Integration of access to all types of electronic resources</td>
<td>3</td>
</tr>
<tr>
<td>Not sufficiently represented by the possibility of working with online communities</td>
<td>Materials prepared for the development of the necessary skills are available to students before the start of training (training materials in an electronic environment Campus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not relevant EC on a number of disciplines</td>
<td>Feedback from students is implemented through a system of advisory and technical forums in each discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing Email Students</td>
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</tbody>
</table>

32. Students are provided with clear and up-to-date information on the range of support services available and how these may be accessed.
<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback is not always timely</td>
<td>Students have access to support services through synchronous (telephone consultation) and asynchronous collaboration tools (forum, email, icq). The expected level and frequency of communication between student and teacher during the study course or program is known to both parties. Support is constantly in interaction with OPEO</td>
<td>Improving the quality of software and hardware platform of interaction Provide high-speed Internet access in all classrooms and university buildings. WiFi</td>
<td>3</td>
</tr>
<tr>
<td>Crashes when working with servers</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Weak side</th>
<th>Forte</th>
<th>Interventions to improve</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of participation of the majority of students in external professional online communities</td>
<td>Students interact in groups, cooperation in the implementation of practical and project work with external resources Educational and social interaction between students is organized through asynchronous (forums, groups, social networks facebook) and synchronous (telephone, face to face consultation PPP) means of interaction</td>
<td>Development of activities to engage students in the work of online communities in the electronic environment of the university.</td>
<td>2</td>
</tr>
<tr>
<td>The results of the participation of students in online communities of learners are not clearly defined within each program or course</td>
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</tbody>
</table>
Appendix 4: Plan for Improvement and Further Development of e-Learning Technologies in MESI Academic Process

Plan of Action

DRAFT to be APPROVED BY
Rector of MESI
Natalia Tikhomirova

PLAN OF ACTION¹

for Improvement and Further Development of e-Learning Technologies in the Academic Process of the State Educational Institution of Higher Professional Training “Moscow State University of Economics, Statistics and Informatics (MESI)”

¹ Based on the accomplished analysis of the MESI activities in accordance with the EADTU e-Xcellence criteria and outcomes of the Local Seminar held on June 6, 2011.
<table>
<thead>
<tr>
<th>№</th>
<th>Improvement Activities</th>
<th>Deadline</th>
<th>Responsible</th>
<th>Mark on Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To single out set e-learning goals in the Institutes’ Action Plans</td>
<td>01.07.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>To develop and implement an Action Plan for increasing students’ virtual mobility</td>
<td>01.07.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To increase students’ opportunities for participation in online-communities and research</td>
<td>01.09.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>To organize a full-time learning on the course “Teacher in e-Learning Environment” on the regular basis</td>
<td>01.09.2011</td>
<td>Vice-rector for Personnel and Legal Issues Staff Development Department</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>To organize working groups with faculty involvement for participation in development and actualization of electronic courses on the planned basis</td>
<td>01.09.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>To develop a common plan of setting-up/actualization of teaching materials and electronic courses</td>
<td>01.09.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>To install Skype for constant students’ support in online mode</td>
<td>01.09.2011</td>
<td>Vice-rector for Academic Affairs (Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>To develop structural and logic schemes of studies for each specialization of the Institutes with incoming and outcoming competencies</td>
<td>01.10.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>To conduct regular, planned surveys of staff, faculty, and students in order to:</td>
<td>15.10.2011</td>
<td>Vice-rector for Academic Affairs (Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Identify obstacles faced during e-learning implementation and its consequent obsolescence.</td>
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<tr>
<td></td>
<td>2. Evaluate level of satisfaction while using electronic courses</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10.</td>
<td>To conduct explanatory work on methodology of choosing elective disciplines</td>
<td>31.10.2011</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes, Department for Methodological Support of the Learning Process)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>To automotize procedures of student scores’ transition to electronic gradebook</td>
<td>01.03.2012</td>
<td>Vice-rector for Academic Affairs (Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Initiative</td>
<td>Date</td>
<td>Responsible Parties</td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td>To organize additional training for faculty of MESI and its branches on conducting webinars and online-lectures for students</td>
<td>31.03.2012</td>
<td>Vice-rector for Personnel and Legal Issues (Staff Development Department) Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for the Support and Monitoring of e-Learning)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>To audit Information Center of Disciplins and e-environment “Campus” with a view of actualization of study materials</td>
<td>01.07.2012</td>
<td>Vice-rector for Academic Affairs (Administration of the Institutes)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>To actualize the system of enhancement and motivation of faculty in order to promote participation in e-learning</td>
<td>01.12.2012</td>
<td>Vice-rector for Personnel and Legal Issues Vice-Rector for Economics and Finance Vice-rector for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>To integrate access to all kinds of electronic resources</td>
<td>30.12.2012</td>
<td>Vice-rector for Information Technologies Research Institute for Knowledge Management</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>To assess all current MESI programs in accordance with e-xcellence criteria</td>
<td>30.05.2012</td>
<td>Vice-rector for Personnel and Legal Issues (Center for Management System Development) Head of the Department for International Projects Smirnova Irina Vice-rector for Academic Affairs (Administration of the Institutes)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>To assess current MESI branches’ programs (selectively) in accordance with e-xcellence criteria</td>
<td>30.05.2012</td>
<td>Vice-rector for Personnel and Legal Issues (Center for Management System Development) Head of the Department for International Projects Smirnova Irina Vice-rector for Regional Development and Lifelong Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Agreed:**

Vice-rector for Academic Affairs
Minashkin Vitaliy

Vice-rector for Personnel and Legal Issues
Kocherga Svetlana

Vice-rector for Information Technologies
Novikov Aleksey

Deputy Director of the Research Institute for Knowledge Management
Kozlov Aleksey

a.i. Vice-rector for Regional Development and Lifelong Learning
Ivanov Sergey
Appendix 5: The National Center of Public Accreditation (NCPA)

The National Center of Public Accreditation (NCPA)\(^1\)

NCPA was established in 2009 on the initiative of the Guild of Experts (Russia). The agency operates independently of the political bodies and the higher education sector. NCPA’s mission in the Russian system of quality assurance is to form and promote quality culture in higher education through identification, evaluation, and accreditation of the best educational programs in accordance with the legislation of the Russian Federation and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-ENQA).

**NCPA’s Objectives:**
NCPA is established to be the national quality assurance agency in higher education, with responsibility for public accreditation at the program and institutional levels, assisting in quality enhancement, advising on quality assurance; and serving as the liaison with quality agencies worldwide, for the benefit of Russian higher education.

1. Develop and implement quality standards for programs of higher education in compliance with ESG-ENQA.
2. Provide multi-faceted engagement of the academic community, employers, and international experts in program evaluation procedures.
3. Ensure public provision of information about the quality of educational programs delivered by higher education institutions (HEIs)

**NCPA’s Activities:**
1. Recognizing the best educational programs, determined on the basis of the results of external evaluations as best in the particular region, and in regard to specific fields of study.
2. Accrediting the best educational programs in alignment with ESG-ENQA.
3. Providing Russian HEIs with information and methodological support on the quality issues of education in compliance with ESG-ENQA.
4. Publishing information about the accredited educational programs in both Russian and English languages.
5. Training experts in the field of higher education quality assessment in alignment with ESG-ENQA.
6. Collaborating internationally with the purpose of promoting public accreditation in education

**International Activities**
The National Center of Public Accreditation (NCPA) operates actively at the international level. It is a full member of the Central and Eastern European Networking Association (CEE Network)
and the Asia-Pacific Quality Network (APQN); NCPA has got associate status within the European Association for Quality Assurance in Higher Education (ENQA).

**Deputy Director**

Prof. Galina Motova  
Ph.D, D.Sc.

Editor-in-Chief of the magazine “Accreditation in Education”.

**Doctor of Science (Pedagogy)**, Corresponding Member of the Russian Academy of Natural History, Corresponding Member of the International Academy of Pedagogical Education. Steering Committee member of the accreditation agencies of Central and Eastern Europe – CEENET\(^2\). Secretary General of the Eurasian Quality Assurance Network (EAQAN)\(^3\).

She is the author of more than hundred research papers.

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Appendix 6: Screen captures of the MESI Virtual Campus

MESI Virtual Campus is located on the website study.mesi.ru. Students can apply for password recovery if it is necessary and get it personally, addressing to the e-Learning Support and Monitoring Service.

Consulting is realized by MESI specialists on the Virtual Campus Website in the section “Help” as well as in social network Vkontakte (analogue of Facebook which is more popular in Russia) and microblog Twitter.

After authorization on the website one can see the announcements, useful links and fill in the forms for changing the personal data.
While the entry to the University an e-mail Live@Edu is created for each student.

Every user can see its name and enter the personal learning node.

In the section “My node” the user personal data is represented.
Tabs on the horizontal tool bar allow transferring to learning process. Each student and his/her tutor see assignments for e-courses, tests and working areas for virtual work with the group and a teacher. The information for every user is available in accordance with permission.
In the e-course assignment the course description, time period for course studying, and the list of students and tutors connected to this course are available. After completing the course the tutor sets balls at the section "Outcome" and finalizes the assignment in case of its successful accomplishment by a student.

На назначение: Управление знаниями в организации

| Название: | Управление знаниями в организации |
| Описание: | Данный учебник (или учебная программа) открыт на текущий учебный семестр и автоматически будет закрыт 6 февраля 2012 г. Чтобы ознакомиться с содержимым в своихствах назначения нажмите кнопку "Запустить". Напоминаем, что корректная работа электронного учебника возможна только при использовании браузера Internet Explorer. |
| Дата начала: | 15.03.2011 7:15:00 |
| Дата окончания: | 06.02.2012 7:15:00 |
| Проходной балл (%): | -- |
| Тест для самопроверки: | Нет |
| Группы: | ДМР-402c |
| Тьюторы: | ☐ Колесов Екатерина Николаевна |
| | ☐ Колесов Татьяна Валерьевна |
| | ☐ Трунов Атанас Саркисович |
| | ☐ Фугаева Юлия Викторовна |
| Блокировка просроченного назначения: | Да |
| Автоматическое завершение: | Нет |
| Рабочая область: | http://study.mests.ru/sites/WorkPlaces/45152 |
| Дисциплина: | Нет |
The full information about the terms of test passing is represented in the section “Test Assignment”. Every tutor can give a retry for test if it is necessary or finish it manually by closing the test access for certain students.
A student as well as a tutor can view reports on all attempts used for passing a test.

Tutors can view the full test report and not only questions where student made mistakes, but also correct answers.
In the working areas the students and tutors accomplish the cooperative work on virtual learning. For this purpose the following tools are widely used:

**Forum**

**Форум**

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99. **Forum**
100. **Форум**
**File sharing**

### Материалы по дисциплине

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<th>Вид</th>
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<th>Кен создан</th>
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**Работы студентов на проверку преподавателю**

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<td>Горшкова Анна Андреевна</td>
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**Announcements**

**Объявлений**

**Занятие 06.10.2011. Домашнее задание на 20.10.2011**

**На занятие**

1. Прочитайте книгу.
2. Решите задачу 1 по группам.

**Домашнее задание**

1. В электронной почте подготовить 5 вопросов и поместить в раздел Работы студентов на проверку преподавателем.
2. Постоянное тестирование на занятии.

**Дополнительная литература по дисциплине**


**Задание:**

Вспомните понятие интеллектуального капитала организации и его структуры. Ознакомьтесь с описанием ситуации (кейса), сложившейся в компании и прорабатываете ее, основываясь на вопросах для анализа кейса.

**Описание кейса:**

Компания N занимается...

**Вопросы к семинару 06.10.2011**

**ТЕМА 1. Что такое управление знаниями (УЗ) и «знания организации»**

1. Придумайте и опишите пример компании (организации), описание схем и структуру ее интеллектуального капитала.
2. Опишите, как изменяет финансы знания компании в условиях конкуренции.**

50
Calendar

<table>
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<tr>
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<th>Event Description</th>
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<tbody>
<tr>
<td>06.10.2011 00:00</td>
<td>K-1 (темы 1-2) Конкретная работа по темам 1 и 2 включает в себя вопросы (размещены в форуме &quot;K-1&quot;) Срок выполнения: с 6 октября по 3 ноября</td>
</tr>
<tr>
<td>07.10.2011 00:00</td>
<td>Тест 2</td>
</tr>
<tr>
<td>03.11.2011 23:55</td>
<td>День народного единства! Уважаемые студенты! Подаряем Вам с Днем народного единства! Этот праздник в честь победы Козьмы Минина и Дмитрия Пожарского над поляками, захватившими Москву в 1611 году. Желаем Вам успехов и единства.</td>
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<tr>
<td>04.11.2011 00:00</td>
<td>Тест 3</td>
</tr>
<tr>
<td>06.11.2011 23:55</td>
<td>День согласия и примирения! Уважаемые студенты! Подаряем Вам с праздником!</td>
</tr>
<tr>
<td>25.11.2011 00:00</td>
<td>K-2 (темы 3-4) Контрольная по темам 3-4 содержит вопросы (в форуме) - срок выполнения: с 25 ноября по 11 декабря</td>
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<tr>
<td>25.11.2011 23:55</td>
<td>День матери! Подаряем всем матерям с этим добрым праздником!</td>
</tr>
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<td>01.12.2011 00:00</td>
<td>K-3 (кейс) Контрольная работа №3 представлена в виде кейса - задание размещено в &quot;Материалы по дисциплине&quot; Срок выполнения работы с 1 по 15 декабря. На семинаре будет проводиться защита кейса</td>
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<td>Тест 4</td>
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List of elements
(Links to the references and literature on the discipline)

### Полезные ссылки по дисциплине

- Журнал успеваемости

### Рекомендуемая литература

<table>
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<tr>
<th>Название</th>
<th>ФИО автор/ов</th>
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<tbody>
<tr>
<td>Управление знаниями: руководство к действию</td>
<td>У. Буковчик, Р. Уиллингс, М. ИНФРА-М, 2002</td>
</tr>
<tr>
<td>Управление знаниями</td>
<td>А. Л. Гапоненко, М. ЭКСМО, 2008</td>
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<tr>
<td>Совершенство управления знаниями / Пер. с англ. А.Л. Распина</td>
<td>Под науч. ред. А.Б. Болдин, Д. Харриган, Ф. Воул, М. РИА &quot;Стандарты и качество&quot;, 2008</td>
</tr>
<tr>
<td>Управление знаниями в инновационной сфере: учебник</td>
<td>В. П. Баракчев, М. Благовест-В, 2007</td>
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<tr>
<td>Энциклопедия знаний: справочное издание</td>
<td>М. АСТ, 2006</td>
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<td>Управление знаниями в корпорациях</td>
<td>Под ред. Б.З. Мильцера, М. Дело, 2006</td>
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<td>Учимся летать. Практические уроки по управлению знаниями от лучших научящихся организаций: пер. с англ</td>
<td>Кривохилов, М. Институт комплекс. стратег. исследований, 2006</td>
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<td>Компания - создатель знания. Зарождение и развитие инноваций в японских фирмах</td>
<td>И. Ноявка, Х. Такеучи, М. Олимп-Бизнес, 2003</td>
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Appendix 7: PowerPoint presentations

Presentations of Day 1, Local Seminar

- MESI Quality of E-Learning E-xcellence Local seminar Moscow
  Jo Boon, Leo Wagemans

- MESI and e-learning quality system

- Strategic Management
  Vitaliy Minashkin

- Course Design

- Course Delivery

- Quick Scan Results on quality assessment of e-learning in higher education

- Staff Support (Economics Bachelor’s Programme)

Presentations of Day 2, Masterclass

- European Association of Distance Teaching Universities, Introduction to E-xcellence, MESI Moscow, 7 June 2011
  George Ubachs, Managing director EADTU

- MESI Masterclass E-xcellence: Methods and Technologies of Quality Assessment in E-Learning, Moscow, 7 June 2011
  Jo Boon, Leo Wagemans
Purpose of the local seminar

- Possibilities of use and improvement
- Feedback from participants
- Possibilities for Integration in national accreditation framework
- This presentation is mainly on feedback from other local seminars
- Future directions of E-xcellence
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
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.)
Overall conclusions

Similar conclusions all local seminars:
• The use of the tool is directed to improvement and not assessment
• Organisation has the choice to select on which benchmarks to focus
• Participants agree on usefulness of local seminars as a way to disseminate results of European projects.
• 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
MESI and e-learning quality system
Main Topics

MESI profile
National and institutional quality mgmt system
E-learning and and MESI
Moscow State University for Economics, Statistics and Informatics (MESI), founded in 1932, nowadays is one of the leading innovative institutions of higher education in Russia with rich experience and strong tradition of staff training for the economy of Russia and foreign countries.

**Fields of expertise:**

- Institute of Computer Technologies
- Institute of Economics and Finance
- Institute of Management
- Institute of Law and Humanities
MESI in figures

MESI is an innovative, educational and scientific complex, uniting 28 regional branches, 90 representative offices and more than 100 regional partners in Russia, CIS and other countries. MESI is home for:

- 10,000 full-time students, 1,100 teaching, scientific and administrative stuff;
- 120,000 distance students (11,000+ foreign students) and 8,000 local tutors networked to MESI Open and Distant Education System.

**MESI is an originator and leader of organizations:**

- **1992** - Association of Economic Universities
- **1997** - Eurasian Association for Distance Education
- **1999** - International Academy of Open Education
- **2004** - Consortium “e-University”
**International cooperation**

MESI partners: universities, academies and other educational institutions as well as international organizations and enterprises in the CIS countries, Europe, Asia and North America, including:

- OU UK
- OUNL (The Netherlands)
- CNED (France)
- Anadolu University (Turkey)
- MHU (Spain)
- UNINETTUNO (Italy)

**MESI partnership with international organizations and networks:**

- UNESCO
- ICDE (International Council for Open and Distance Education)
- EDEN (European Distance and e-Learning Network)
- EADTU (European Association of Distance Teaching Universities)
- EFQUEL (European Foundation for Quality in e-Learning)
- TACIS, MINERVA, etc.
Main Topics

MESI Profile
National and institutional quality mgmt system
E-learning and MESI
National Quality Structure

MINISTRY OF EDUCATION AND SCIENCE

- Competency models
- National standards
- Methodological/pedagogical support

EDUCATIONAL MONITORING AGENCY
(License and accreditation authority)
National accreditation agency
(Quality tools)
- Verification and validation

INSTITUTIONAL LEVEL

Higher education institutions
- HE programs
- Additional programs
- Scientific research
- Post – graduate programs

Pre-university educational institutions
- Initial and simple professional programs
- Additional programs
- Scientific research

Support
Reporting

Demands and requirements

Competency and qualified employee

Consumers – society, labor market, students
External Quality Assurance

§ License and accreditation requirements
§ Students external competency assessment
§ ENQA membership and compliance
MESI QMS Basis (Internal QMS)

ISO 9000 standards

Ratings
National and international

Ministry of education and science
License and accreditation requirements

Consumer requirements
Students, employers, etc.

Best practices
of leading HEI
benchmarking

Standards and guidelines ENQA

EFQM Model

e-Xellence
e-Learning quality approach

e-Metrics
Educational participants performance
Quality of educational resources

Students satisfaction rate, faculty competency, etc.

Assessment/optimization

Needs analysis

Educational process

Structural analysis

Implementation of technologies

Concept designing of e-learning program

Development of e-learning program

Student
Main topics

MESI profile
National and institutional quality mgmt system
E-learning and MESI
E-learning is an **umbrella** concept which comprises almost anything related to learning in combination with information and communication technology (ICT).
Technologies we are using

**Instruments**
- Forum, e-conference and chat
- Personal messages system
- Learning schedule or diary (personal and group learning events, learning plans)
- Assessment system
- File exchange system
- Wiki (allows students to exchange information through collaborative effort)
- Glossary
- Virtual classroom
- Module for mobile access
- Competency (skills) management system
- Learning results interpretation and analysis system
- Authoring
- Content authoring tools
- Specialized authoring tools (assessment producers, simulation tools etc.)
- Collaborative authoring environment
## E-learning – MESI activities

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<td>E-learning allows MESI to be as flexible to meet increasing demand for quality education</td>
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<td>(incl. government as customer of training and e-learning programs)</td>
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<td>Partnership – MESI programs are adopted to meet their needs</td>
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<td>—First education</td>
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<td>—On-job training</td>
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<td>Integrator of eL in education</td>
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Strategic Management

Vitaliy Minashkin
Doctor of Science (Economics), Professor
Vice-rector for Academic Affaires
vminashkin@mesi.ru
# Policy and Strategy for e-Learning Development

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<td>The role of e-learning is widely comprehended within the organization</td>
<td>The activities for e-learning development are not singled out in the Institutes’ plans</td>
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<tr>
<td>Every employee is aware of an important role of e-learning</td>
<td>The policy doesn’t include staff development</td>
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<tr>
<td>There is an Annual Plan of the Institutes’ Activities based on The Strategic Plan of MESI</td>
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Improvement Activity:

• The particular e-learning activities should be represented in the Institutes’ Plans
• The goals regarding e-learning should be emphasized in the plan
• Increase the planning time up to 3 years
### Recourse Support for the Development of e-Learning Programmes

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<tbody>
<tr>
<td>Staff training</td>
<td>Virtual mobility is not developed</td>
</tr>
<tr>
<td>«Teacher in e-learning environment»</td>
<td></td>
</tr>
<tr>
<td>Research on this issue</td>
<td></td>
</tr>
<tr>
<td>Recognizing the relevance and high interest in implementation of Application Program Packages into leaning process</td>
<td></td>
</tr>
<tr>
<td>Functioning of Research Institute for Knowledge Management and other various additional departments</td>
<td></td>
</tr>
<tr>
<td>When implementing e-learning programs necessary financial, material and technical resources as well as staffing are taken into account</td>
<td></td>
</tr>
</tbody>
</table>

Mark – 2 (Normal)
Recourse Support for the Development of e-Learning programmes

**Improvement Activity:**

- To consult with specialists about software selection
- To create a software database according to scientific fields
The Presence of Management Information System adapted for working with e-learning

Mark – 3 (Good)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>At University there are special units providing functioning of electronic environment and information system (Department for Information Technologies, Department for the Support and Monitoring of e-Learning, Research Institute for Knowledge Management)</td>
<td>The server disruptions</td>
</tr>
</tbody>
</table>
The Presence of Management Information System adapted for working with e-learning

Improvement Activity:

• Organizing workshops for employee training and skills upgrade
• Technical staff training and education
• Policy improvement for staffing and staff development
# Role and Responsibility of External Organizations in e-Learning Implementation

**Mark – 2 (Normal)**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with R&amp;D organizations, audit and programme development in cooperation with leading organizations in the field of e-learning</td>
<td>Final consumer of information (e.g. faculty) may wait for a long time the solution of his problem by an external organization</td>
</tr>
</tbody>
</table>

Role and responsibility of external organizations are approved in University

Faculty is not engaged in cooperation with external organizations for creating electronic courses
Improvement Activity:

• To consolidate project groups for creation of electronic courses
Thank you for your attention!
Course Design
Currently the Course Design Process is on the average evaluated 3 (Good).
Pedagogical Design

• Students learn according to flexible schedule keeping the tentative calendar plan
• In problem cases students are provided with mentor support
• Dialogue with tutors and organizers on learning and organization of learning process is realized through Distance Learning System
Course Design Process

• Every e-Course is designed on the basis of the National Educational Standard and Study Programs approved by MESI
• There is a certain number of testing activities which should be undertaken to examine the students' knowledge
• The e-Course Design is built on the elements of teaching materials fixed in the special MESI document, namely The Regulations on the Teaching Materials Development and Actualization and the e-Course Development
Materials Design

- There is a worked out pattern of Electronic Courses unified for all MESI courses in accordance with the SCORM requirements
- The course materials are not reviewed before their development
Quality Assessment and Defining

• The tests are accomplished in mode of self-assessment and exams. It is possible to overview the most difficult topics where students make mistakes frequently.
• The procedure of online students evaluation corresponds to the process of full-time tests. There are some difficulties with students identification at the final control activities.
• Tutor familiarizes with the electronic course before it is ready for placement in the digital library.
Improvement Activity

• To place the information about the curricula and academic programme with the system of distance education.
• To motivate faculty to work with students in synchronous and asynchronous mode.
• To motivate faculty to more actively participate in e-learning process directly without mentor participation.
• To add to electronic course the calendar plan with monitoring the students’ activity for each course element
• To open for students an option to comment on the course after its passing
Thank you for your attention
Course Delivery
• Currently the Course Delivery Process is on the average evaluated 3 (Good).
Technological Infrastructure

- The access to Distance Learning System is possible only with authorization (there is no anonym users). Sharing information takes place via fora, announcements, and discipline materials.
Digital Educational Environment

• The Distance Learning System is bought from Russian developer and meets students’ requirements
• The working areas are created for each discipline
• It is possible to exchange files and messages in the forum as well as to pass tests with an analysis of complexity of questions
• Electronic course materials based on the SCORM Standards are placed in the Digital Library and accessible only via the Internet.
• The developers run an annual survey on users’ satisfaction with the system before its upgrading.
• Information transmitted via the system is protected.
Improvement Activities

• Monthly monitoring of system working capacity by the developers as well as regular online and face-to-face contact.
• Possibility to upload a manual and use it on the local PC.
• Annual materials upgrading in accordance with the requirements.
• It is necessary to realize an opportunity of complete electronic course with monitoring of the users’ activities.
Thank you for your attention
Quick Scan Results on quality assessment of e-learning in higher education

5. Staff Support
Currently the Staff Support (faculty) is on the average evaluated 2 (Normal).

Nevertheless, it’s always necessary to strive for exel!
Faculty Development and Training

- The Electronic Courses “The First Teacher’ Steps” and “A Teacher in the e-Learning Environment” are available and regularly updated
- Organization of faculty learning seminars twice a year (MESI Winter School and MESI Summer School)
e-Learning Strengths

- Staff and faculty support is available in a face-to-face mode from 9 a.m. till 19 p.m., and for 24 hours in a distance mode;
- Ongoing technical support by the Department for the Support and Monitoring of e-Learning;
- Certification of every staff member and faculty on mastering the main e-learning tools;
- Availability of guidelines for working in the e-learning environment;
There is a system of financial incentives for e-learning application in the learning process;

The activities on the development and actualization of teaching materials is taken into account in the faculty workload. A special plan on the Teaching Materials Development and Actualization is regularly developed and approved. The payments for this activity are stipulated.
Lack of full-time learning on such specializations as “A Teacher in the e-Learning Environment” and “An Organizer in the e-Learning Environment”; 
Some teachers are not very skilled in working with Office и SharePoint Applications; 
Insufficient staff inducing for e-learning support; 
Lack of legal knowledge; 
The effective mechanisms for copyright protection are not work out;
There are some difficulties with student’s identification while testing activities;

Not all needs of interaction with faculty are completely met since administrative support opportunities are limited. Administrative support is limited by working hours of related departments.
<table>
<thead>
<tr>
<th>Improvement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop more flexible Staff Motivation System</td>
</tr>
<tr>
<td>To organize full-time learning for working in the e-Campus</td>
</tr>
<tr>
<td>To conduct regular users’ poll surveys on their satisfaction with technical support</td>
</tr>
<tr>
<td>To work out the effective mechanisms for copyright protection</td>
</tr>
<tr>
<td>To search for resources in order to increase administrative support</td>
</tr>
</tbody>
</table>
Thank you for your attention!
Staff Support

Economics
Bachelor’s Programme
Training for e-learning

• The Course «A Teacher in the e-Learning Environment»;
• Availability of the online courses to new teachers on their application;
• Organization of faculty learning seminars twice a year (MESI Winter School and MESI Summer School).
Strengths in Staff Support

• Immediate technical support (during working hours);
• Rather convenient system (individual self-regulated settings);
• Additional financial incentives for faculty working in the e-learning environment
Weaknesses in Staff Support

• MESI Electronic Campus works correctly only with the Internet Explorer Browser;
• There is no effective mechanism for copyright protection;
• Difficulties with identification of a student passing control activities (reliance on student consciousness).
Improvement activities

• To run the regular faculty poll surveys in order to identify the system challenges for their subsequent solutions;
• To identify the effective mechanisms for copyright protection;
• To search for resources in order to increase the opportunities for administrative support.
European Association of Distance Teaching Universities

Introduction to E-xcellence

MESI Moscow
7th June 2011

George Ubachs
Managing director EADTU
The mission of EADTU

• EADTU is Europe’s leading representative association for Lifelong Open and Flexible (LOF) learning in distance HE.

• LOF learning: the model of LOF learning refers to open learning, distance learning, e-learning, online learning, open accessibility, multimedia support, virtual mobility, learning communities, dual mode (earn & learn) approaches, and the like and the development of a real European Learning Space (ELS).
Members are:

- 12 Open and distance teaching Universities
- 15 Consortia and Associations of conventional universities operating with e-learning and DE
- 3 Associate members

Representing over 200 Universities and 3 million students.
EADTU’s scope

EADTU initiates activities in the field of:

- Virtual Erasmus (virtual mobility)
- Employability (virtual internships)
- Open Educational Resources
- Research in LLL
- University Strategies and BM for LLL
- Quality Assurance in e-learning
E-xcellence instrument launched in 2007: Optimising the learning process and offering assurance to stakeholders that e-learning provision is of high quality. Complementary to existing national quality assurance systems related more to content, staff and infrastructure.

Our main aim was to establish:

• a framework of quality criteria for the development, operation and evaluation of e-learning programmes

• an appropriate set of performance indicators, parameters and guidelines by which the quality of e-learning programmes can be measured by assessment
E-xcellence: Benchmarking Quality in e-learning

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

with support from:
CNED (France)
UNED (Spain)
UOC (Spain)
EITSA (Estonia)
NETTUNO (Italy)
APERTUS (Hungary)
+
NVAO (Netherlands/Belgium)
European University Association (EUA)
The E-xcellence manual

- Mindmap QUALITY manual as backbone of web-tool

Quality Manual for E-learning in Higher Education

- Introduction
- Strategic Management
- Curriculum Design
- Course Design
- Staff Support
- Student Support
- Technical Infrastructure
- Virtual Learning Environment
- Course Delivery
- Technical
- Pedagogic
- Resources
- Staff Resources
- Pedagogic
- Resources
- Technical
- Curriculum
- Feedback
- Flexibility
- Formative assessment
- General educational objectives
- Interactivity
- Key skills
- Learning outcomes
- Mentor
- Module
- Pedagogy
- Plagiarism
- Programme
- Stakeholder
- Summative assessment
- Tutor
- Virtual Learning Environment (VLE)
- Virtual Mobility
- Vocational courses

Assessors Notes

Partners
- Purpose of the manual
- Context
- Feedback
- Organisation

Policies and Plans
- The role of e-learning in academic strategy
- Policy on infrastructure
- Policy on virtual mobility
- Collaborative ventures
- Research and Innovation in e-learning

Flexibility
- Academic Community Development

Pedagogic Design
- Course design process
- Materials and production design
- Assessment and Evaluation
E-xcellence: QA in e-learning instrument

- Curriculum design, Course design, Course delivery, Services (student and staff support), Management (institutional strategies)

- E-xcellence focuses on elements in course provision that contribute to Lifelong Learning schemes, like:
  - ease of access to courses and services
  - new forms of interaction (students and staff)
  - flexibility and personalisation

- E-xcellence is a benchmarking instrument.
Why benchmarking?

The system of benchmarking includes:
- The institution taking the responsibility for QA
- Self-evaluation as a bases for self-improvement
- Using peer reviewers as reference and input for improvement
  *In a collaborative process of dialogue we create an environment of learning from each other*
  *In a process of comparing the university’s’ performance with best practices in the field of e-learning we identify weaknesses and strengths*
- Setting a roadmap for improvement
Products to work with

http://www.eadtu.nl/e-xcellenceQS/

- **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.

- **web-based instrument**
  - Quick scan
  - Full assessment
WELCOME TO E-EXCELLENCE

Excellence is a web-based tool focusing on e-learning in higher education. It is the main product of a five-year project, undertaken under the auspices of EADTU and involving a pool of experts from 12 European institutions with a stake in e-learning developments.

Quality Assurance in HE has received much attention at the institutional, national and European level through validation centres, universities (and their umbrella organisations), quality agencies, national ministers of education and the like. These have established systems to cover the full organisational and content-related quality assurance of HE institutions and their programmes. However, few of these systems have so far developed a focus on the parameters of quality assurance governing e-learning. This has therefore been the objective of the E-Excellence project.

It is not the intention of Excellence to interfere in any way with existing systems of quality assurance, but supplement them on e-learning specific issues. It is assumed that institutions and regulatory bodies will have a defined set of processes which provide for the development, monitoring, evaluation and enhancement of HE provision. Excellence offers a supplementary tool which may be used with these QA processes to allow the consideration of e-learning developments as a specific feature. An important aspect of Excellence is that it offers a European-wide set of benchmarks, independent of particular institutional or national systems, and with guidance to educational improvement.

QUICKSCAN

The Quickscan provides you the possibility of a quick orientation on all relevant aspects of e-learning. The aspects that are assessed are specific to e-learning and are related to categories of:

- Curriculum design
- Course design
- Course delivery
- Services (student support; staff support)
- Management (institutional strategies)

FULL INTERNAL ASSESSMENT

The full assessment will enable you determine the performance of your e-learning programmes and to propose the requirements for further enhancement. It is a self-assessment approach with an on-site visit by an e-learning expert.

The objective of the tool is to give institutions an instrument for assessing their course(s) and programme concerning specifically e-learning aspects. With this tool, institutions can map their e-learning efforts on the different sections and document and present what evidence is available.

The tool forms the input for the self-evaluation report which institutions write for the visiting expert. The expert will at the end of the full-assessment deliver a report on overall performance and recommendations for improvement.

Go to Quickscan
Go to Full Assessment
1. STRATEGIC MANAGEMENT

1) 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 include both infrastructure and staff development.

   - Not Adequate
   - Partially Adequate
   - Largely Adequate
   - Fully Adequate

2) The resourcing of developments in e-learning curricula should take into account any special requirements over and above the normal requirements for (non-e) 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

3) The institution should have a management information system which is reliable, secure and effective for the operation of the e-learning systems adopted.

   - Not Adequate
   - Partially Adequate
   - Largely Adequate
   - Fully Adequate

4) When e-learning involves collaborative provision, the roles and responsibilities of each partner should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

   - Not Adequate
   - Partially Adequate
   - Largely Adequate
   - Fully Adequate

Next >>
E-xcellence tool will help the university:

- to **develop e-learning programmes** for LLL-students
- to **guide the internal discussion**
- to **identify weaknesses** and elements for improvement
- 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
How to shift from a project into a movement?
E-xcellence +

**Goal:** From project to mainstream implementation of the E-xcellence instrument European wide at the local level.

- E-XCELLENCE+ brings together the expertise and experience of universities in lifelong learning from 13 countries as well as the expertise of quality assurance and accreditation processes from several QA agencies as a framework for educational improvement and innovation.

- E-XCELLENCE+ promotes the use of E-xcellence European wide and envisages increased performance and innovation in e-learning by integration of the instrument in the institutional and national policy frameworks.

How to reach out and influence current business models?
Local introduction

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
**European outreach**
Involving universities and QA-agencies by involving the networks of EADTU and ENQA.

**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.

- One in each partner country
- Participation of institutions and Accreditation agencies/ministries
- Trialling of Quickscan and Full Assessment
<table>
<thead>
<tr>
<th>Local seminars E-xcellence+</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Czech Association of the Distance Teaching Universities + University of Hradec Králové (Brno/ Hradec Králové)</strong> <strong>Incl. National Agencies: the Council of Higher Education Institutions, the National Centre of Distance Education</strong></td>
<td>13-14 November 2008</td>
</tr>
<tr>
<td><strong>KU Leuven (Leuven)</strong> <strong>Including VLIR- VHLORA</strong> <strong>20 HE-present</strong></td>
<td>January 20-21 2009</td>
</tr>
<tr>
<td><strong>UNED (Madrid)</strong> <strong>Including ANECA</strong></td>
<td>19-20 February 2009</td>
</tr>
<tr>
<td><strong>OUUK (Milton Keynes)</strong> <strong>16 HE-institutions present</strong></td>
<td>27 February 2009</td>
</tr>
<tr>
<td><strong>MESI (Moscow)</strong></td>
<td>June 2009</td>
</tr>
<tr>
<td><strong>Hungarian Virtual University Network (Budapest)</strong> <strong>Including Hungarian Accreditation Body department of distance and e-learning</strong></td>
<td>12-13 November 2009</td>
</tr>
<tr>
<td><strong>Uninettuno (Rome)</strong> <strong>Including Italian Minister of Higher Education</strong></td>
<td>5 March 2009</td>
</tr>
<tr>
<td><strong>Lund University (Lund) FULL ASSESSMENT</strong></td>
<td>9-10 March 2009</td>
</tr>
<tr>
<td><strong>FernUni Schweiz (Bern)</strong> <strong>Including OAQ</strong></td>
<td>11-12 March 2009</td>
</tr>
<tr>
<td><strong>Slovak university of technology (Bratislava)</strong></td>
<td>15-16 October 2009</td>
</tr>
<tr>
<td><strong>EITF (Tartu) Including: Higher Education Accreditation Centre and Estonian e-Learning Development Centre</strong></td>
<td>20-21 April 2009</td>
</tr>
<tr>
<td><strong>Oulu University (Oulu)</strong> <strong>Including The Finnish Higher Education Evaluation Council (FINHEEC) and Finnish Virtual University</strong></td>
<td>19-20 May 2009</td>
</tr>
<tr>
<td><strong>OUNL (Heerlen) FULL ASSESSMENT Including NVAO</strong></td>
<td>October 2009</td>
</tr>
</tbody>
</table>
2 full Assessments:
- Open Universiteit Nederland
- Lund university

Universities

External QA agencies

E-learning experts

Rewarding universities
E-xcellence + Sustainability

• E-xcellence Associates in Quality label
  – Commitment to continuous improvement in e-learning activity
  – Use of E-xcellence tools to identify and review improvement

• Virtual Benchmarking community
  – Peer review by community members
  – Input to update and revision of E-xcellence tools
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.
The label is provided based on an external evaluation at a distance. The external evaluation is executed by the E-xcellence review team.

The review is based on:
• current e-learning performance of the applicant body
• the thoroughness of the self-assessment report
• completeness of delivered proof
• the chosen path of improvement (adequate and realistic)
• integration of (most) of the E-xcellence benchmarks in the internal quality assurance system. (add, pick and mix, rephrase existing criteria to include e-learning)

The reviewers will verify this and give further recommendations.
Quality Assurance in E-Learning

E-XCELLENCE

Improving Accessibility Flexibility Interactivity Personalisation in higher education institutions

BECOME AN ASSOCIATE IN QUALITY
Community

Join our community
Our community is a space where you can meet other members, share good practices and experiences, ask other members for advice, etc. Thus, a place where we can stay connected.

Stay connected
This community is a space where you can present your university to other members and share your good practices and expertise. It also works the other way around. It is a space where you will find good practices and expertise to make your roadmap a success. It is a place where we can stay connected. You are welcome and encouraged to leave messages, join our forum, upload additional videos and images related to the E-xcellence label.

Please try to contribute to our community as much as possible, and invite other label members to join our community. Thank you.
Benchmarking elearning in European universities
Participating universities:

1. University of Southern Denmark
2. University of Copenhagen
3. Aarhus University
4. University of Latvia
5. Lund University
6. University of Kuopio
7. University of Porto
8. University of Bologna
9. University of Oulu

www.esmu.be
UNESCO’s Global TF QA in E-learning

The following models represent the Regions:

- **EADTU**: E-xcellence; a benchmarking approach (Europe)
- **CALED**: Latin American cooperation on QA in e-learning
- **Commonwealth of Learning performance indicators**
- **AAOU**: Asia and Pacific Region: Approaches on Quality in e-Learning
- **ACDE**: “The Establishment of Pan-African Standards, Quality Assurance and Accreditation for Distance Learning across Africa”
The goal of Global Task Force QA

1.- Exchange expertise on fundamental aspects of QA in e-learning.
2.- Updating criteria based on new developments and innovations. (Web 2.0).
3.- Inventory how to organise QA in e-learning within different contexts.
4.- Discuss international delivery.
5.- Collect best practices.
6.- Exploring the contributions of the quality assurance models for OER.
   * The relation between OER and Quality Assurance (QA) must be made more apparent and must be investigated through the creation of a new EADTU-led taskforce of UNESCO.

* Installation of ‘regional’ UNESCO Task Forces (ACDE, AIESAD, and AAOU) to assess potential of OER in the different regions.
BENCHMARKING TOOL FOR QUALITY ASSESSMENT IN E-LEARNING
Overview

• Purpose of E-xcellence and tools
• Feedback from participants (local seminars)
• 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
**Full assessment**

- Enables to determine the performance of e-learning programmes
- Pinpoints the requirements for further enhancement
- Self-assessment approach with an on-site visit by an e-learning expert
- Instrument forms the input for the self-evaluation report which institutions write for the visiting expert
- Expert will deliver a report on overall performance and recommendations 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
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
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.)
Overall conclusions

Similar conclusions all local seminars:

- The use of the tool is directed to improvement and not assessment
- Organisation has the choice to select on which benchmarks to focus
- Participants agree on usefulness of local seminars as a way to disseminate results of European projects.
- 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
Website E-xcellence

- http://www.eadtu.nl/e-xcellencelabel/
Discussion-issues

• What is your experience with self-evaluation?
• Would E-xcellence be useful for your institution?
• Is it worthwhile to evaluate E-learning separately from F2F-learning?
• Evaluation is an issue for the whole team and not only for the staff or management. Do you agree with this?
Thank you for your attention