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EASTMED

Eastern Mediterranean Regional Training Partnership

Strategic Partnerships



Design of EastMed assessment and ESG Strategy



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PROJECT INFORMATION

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EASTMED MODULE ASSESSMENT STRATEGY REPORT (FEBRUARY 2018)

Europe and the Mediterranean countries are bound by history, geography and culture. At the crossroads of the European, African and Asian continents, the Mediterranean region presents political and economic challenges that have recently relaunched the debate on Euro-Mediterranean integration and cooperation. In this context, the project aims to develop an HEI-level MOOC focusing on the Eastern Mediterranean and, in particular, on the largely contested issues of the concurrent refugee crisis and energy security. The MOOC will consist of three modules:

1. The 1st Module will focus on- “The Eastern Mediterranean Region”
2. The 2nd Module will focus on- “EU-Eastern Mediterranean Relations”
3. The 3rd Module will focus on “EU-Eastern Mediterranean: The Refugee Challenge”
4. The 4th Module will focus on the “Energy Challenges & Developments in the Eastern Mediterranean”

This report will outline the general guidelines for the assessment of the students in each module. It is important to note that this report underlines the structure of each module assessment, yet the development of each exam is the responsibility of each lecturer.

The first and basic principle is that any assessment strategy should align with each module’s ILOs. Students will be evaluated for every unit/module based on multiple choice questionnaires (at least 10 questions per exam) that the professor/coordinator of each unit/module will provide at least 2 weeks before the class to the other partners for approval based on the course material of each unit/module. Moreover, the assessment of students will be based on the recommended practices and general guidelines of MOOCs development report.

In addition, unit/module leader should consider this general recommendation when writing their exams. Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer “yes”. So of course, it’s surprising when several students later admit that they’re lost. To help students grasp ideas in class, ask open-ended questions that require students to write/discuss. They will undoubtedly reveal more than if asked directly. Multiple choice questions should not be testing a simple recall of knowledge. Questions should go beyond this by asking the students to evaluate situations, explain cause and effect, make inferences, and predict results¹⁵.

¹⁵Connie Malamed: 10 Rules For Writing Multiple Choice Questions. http://thelearningcoach.com/elearning_design/rules-for-multiple-choice-questions/

For more in-depth guidelines on how to write a multiple-choice exam please read the following:

1. Collins, Jannette. "Education techniques for lifelong learning: writing multiple-choice questions for continuing medical education activities and self-assessment modules." *Radiographics: a review publication of the Radiological Society of North America, Inc* 26, no. 2 (2006): 543-551.
2. Hansen, James D., and Lee Dexter. "Quality multiple-choice test questions: Item-writing guidelines and an analysis of auditing testbanks." *Journal of Education for Business* 73, no. 2 (1997): 94-97.
3. Morrison, Susan, and Kathleen Walsh Free. "Writing multiple-choice test items that promote and measure critical thinking." *Journal of Nursing Education* 40, no. 1 (2001): 17-24.



TIPS ON ASSESSMENT STRATEGY

1. An open-ended question that gets them writing/talking

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer “yes”. So of course, it’s surprising when several students later admit that they’re lost. To help students grasp ideas in class, ask open-ended questions that require students that get students writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

2. Ask students to reflect

During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

3. Ask students to summarize

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

4. Think-pair-share

Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

5. Choral reading

Students mark text to identify a concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading the dialogue.

6. One question quiz

Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.

7. Socratic seminar

Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.

8. Journal reflections

Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student journals, teachers can identify the class and individual misconceptions and successes.

9. Formative pencil–paper assessment

Students respond individually to short, pencil–paper formative assessments of skills and knowledge taught in the lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction. Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.

10. Misconception check

Present students with common or predictable misconceptions about a concept you're covering. Ask them whether they agree or disagree and to explain why.

11. Analogy prompt

Periodically, present students with an analogy prompt: "the concept being covered is like _____ because _____"

12. Use variety

Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all students know. More than likely, this means in a single class the same technique should not be repeated.

13. Make it useful

The true test is whether you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few students aside for three minutes to re-teach? Or move on?

14. Peer instruction

Perhaps the most accurate way to check for understanding is to have one student try to teach another student what she's learned. If she can do that successfully, it's clear she understood your lesson.

Source: <http://www.teachthought.com/pedagogy/assessment/20-simple-assessment-strategies-can-use-every-day/>



EASTMED COURSE EVALUATION – GOOGLE FORMS

Dear Student,

Thank you for participating in this MOOC (Massive Open Online Course). This course is a result of an EU funded project, joining partners from universities in Greece, Italy, Cyprus and Israel. This evaluation form aims to better understand your experience of the learning process during this period. Your thorough and honest attention for this evaluation will be highly valuable to the improvement of this course in the future. For more information regarding the project, please visit us at: <http://www.eastmedproject.eu/en/>

Thank you for your cooperation,
The EastMed team

* Required

1. Institution: *

2. Age: *

3. Sex: *

Mark only one oval.

Female

Male

Prefer not to say

Other

4. Are you a B.A student?

**Mark only one oval.*

Yes

No



5. Your filed of studies: *

6. Please state your current year of studies *Mark only one oval.

- 1st
- 2nd
- 3rd
- Other

Statements regarding the content of the course

Please indicate to what extent you agree or disagree with the following statements:

7. The course provided an appropriate balance between the different teaching methods (video lectures, reading materials, etc.) *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

8. The course content was suitable for my level of knowledge and expertise

*Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree



9. The course assignments and lectures usefully complemented each other *Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

10. The course helped me understand relevant terms more clearly

*Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

Statements regarding specific skill development

To what extent has the course enabled you to improve the following skills:

11. My writing skills

*Mark only one oval.

1 2 3 4 5

Not improved Highly improved

12. My capacity to evaluate ethical issues *Mark only one oval.

1 2 3 4 5

Not improved Highly improved



13. My presentation skills

**Mark only one oval.*

1 2 3 4 5

Not improved Highly improved

14. My ability to read and think critically **Mark only one oval.*

1 2 3 4 5

Not improved Highly improved

15. My problem-solving skills

**Mark only one oval.*

1 2 3 4 5

Not improved Highly improved

Course overall evaluation

16. How satisfied were you with this course? **Mark only one oval.*

1 2 3 4 5

Not satisfied Highly satisfied

17. To what extent did the course reach its goals? **Mark only one oval.*



1 2 3 4 5

Did not reached it's goals at all Reached all it's goals

18. Would you recommend this course to your
classmates? **Mark only one oval.*

1 2 3 4 5

Would not recommend Would highly recommend



Course workload and additional comments

In this section you will be asked to evaluate your personal performance in the course.

19. On average, in addition to the hours spent on the platform, how many hours per week have you spent on this course (please note that this question does NOT include your time on the platform) *

20. How would you rate the level of difficulty of this course?

**Mark only one oval.*

1 2 3 4 5

Extermely easy Extremely difficult

21. Please identify what you consider to be the strengths of the course

22. Please identify area(s) where you think the course could be improved.

23. Any other comments:



IO2, T4 – Quality Assurance & ESG Strategy Plan

University of Cyprus

Quality Assurance: Aims and Processes

The focus of the European Standards and Guidelines on quality assurance is relevant to the purposes of accountability and enhancement in the delivery of high-quality education. A successfully implemented quality assurance system will provide information to assure the quality of activities (accountability) in higher-education and provide advice and recommendations on how the learning process might improve (enhancement). Quality assurance supports the development of a quality culture and takes into account the needs and expectations of students and educational staff alike.

Massive Open Online Courses (MOOCs) allow participants to undertake ‘bitesize’ units of learning. The MOOCs are intended to provide participants with an engaging and high quality learning experience, with assessment designed to provide feedback to participants on their understanding of the learning outcomes. The quality assurance process aims to ensure coherency of the curriculum, teaching, learning and assessment activities of the MOOC and to consider the participant experience after completion. The process is also designed to complement the internal quality assurance procedures. The structure of the MOOC programme links appropriate contents to identified learning outcomes and then focuses on the participant experience.

More analytically, the quality assurance process aims to:

1. ensure appropriate scrutiny of the content of the MOOC against its proposed title;
2. consider the MOOC outline (curriculum, teaching, learning and assessment specification); and the coherency and relevance of the intended digital material;
3. To consider whether the assessment activities test the learning outcomes in an appropriate manner and timescale;
4. consider the viability of the technical delivery of the MOOC;
5. consider the overall participant experience, particularly in the context of mass open learning;
6. provide suggestions for the enhancement of future MOOC developments and to identify good practice for wider dissemination;



Part I: Standards for Internal Quality Assurance

1.1 Policy for Quality Assurance

The internal quality assurance process for the delivery of the MOOC is guaranteed by the pilot period of the MOOC delivery during which course designers and teaching staff will be able to improve, re-design and approve teaching methods and applications. Institutional staff members and students will take on their responsibilities in quality assurance. More specifically, during the pilot period, staff members will be asked to submit their evaluation reports highlighting the problems and difficulties faced during the first round of the course delivery and suggesting ways of improvement. Students will do so through the EastMed evaluation questionnaire. EastMed uses a Course Evaluation Questionnaire, a tool designed for students to evaluate learning outcomes, identify possible methodological issues and reveal prospects for improving the teaching and learning experience.

1.2 Design and approval of programmes

The design and approval of their programme meets the objectives set by the intended learning outcomes. The qualification resulting from a programme is clearly specified and communicated and refers to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The programme is in line with the institutional strategies: it has explicit intended learning outcomes designed so that they enable smooth student progression, defines the expected student workload (ECTS) and includes well-structured curriculum subject to a formal institutional approval process.

1.3 Student-centered Learning, Teaching and Assessment

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field, the criteria for and method of assessment are published in advance (multiple choice), the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students will be given feedback, which, if necessary, is linked to advice on the learning process. Where possible, assessment is carried out by more than one examiner. Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.

1.4 Student Admission, Progression, Recognition, and Certification

The EastMed course is integrated into the study curriculum or connected to the formal degree requirements for registered students in all partner institutions, and will be subject to the same rules and provisions valid for all registered students (attendance, progress and assessment). Students will receive documentation of their attendance and course completion explaining the qualification gained, learning outcomes, and the status of their studies.



1.5 Teaching Staff

All teaching staff will be made up of highly-qualified PhD-holding faculty members, with expertise on the respective taught subjects. Teaching groups include competent members of staff with a proven record in high-quality teaching and research. Profiles of active members of staff can be found published on the EastMed website.

1.6 Learning Resources and Student Support

The considerable IT and logistical infrastructure of all four partner institutions ensures the smooth access to the learning resources and the proper delivery of the course.

1.7 Information Management & 1.9 On-going Monitoring

At the end of the first pilot study period, members of staff and project administrators will be able to review the profile and performance (grading) of registered students, compare performance, student progression and satisfaction across modules, evaluate the efficiency and use of learning resources and submit a short progress report with the aforementioned indicators, including partner evaluations. Partner institutions will be monitoring the program during the first study period in order to ensure the programme is up to date, responds more effectively to the needs of students, evaluate the size of workload, and if necessary adapt the learning environment to meet student expectations.

Part II: Standards for External Quality Assurance

2.1 Designing methodologies Fit for purpose

External quality assurance should be reliable, useful, predefined and implemented consistently. First, partners communicate with stakeholders through newsletters, allowing stakeholders to review progress and events. Second, we will be able to invite stakeholders to visit our info-days and policy-dialogue events and provide us with an overall assessment and ideas of improvement.

2.2 Peer-review Experts

One peer-member from each partner institution has been assigned with providing an external quality assurance report with an inclusion of a registered student member. Based on explicit effectiveness and satisfaction criteria, reviewers will be able to provide judgement in a clear and accessible manner. Their independent judgement will be included into the report alongside the evaluations by members of staff, stakeholders comments and student evaluations.



A. Registration, Type + ECTS

•UCY

1. The MOOC will be offered as a selective course (type of course) and will be integrated into the Political Sciences study curriculum. Registration through bannerweb (internal) will remain open throughout the delivery of the course. The offered ECTS of the MOOC will be 2 ECTS for UCY.

2. Pavlos Koktsidis will be the contact of the MOOC, and will provide information to Joseph Joseph and Costas Constantinou.

•BGU

1. Regarding ECTS - we will provide 2 Israeli credits (~3 ECTS) for every student that will complete the course. The MOOC will be part of a larger class (4 Israeli credits) and will be integrated into the course's curriculum.

2. Tal Rippa will be the contact of the MOOC, and will provide the information to Prof. Sharon Pardo in his course.

•UNIVE

MOOC will award 2 ECTS for UNIVE. The MOOC is considered as a module of courses scheduled by Ca' Foscari University for this semester and for the next one. We confirm the threshold of 70% to pass to the next module. All students will have more chances and could retry the multichoice tests without knowing the correct answers.

As UNIFI, also for us, all Modules will be open to students during the whole time of each round. Registration to the MOOC should be made by the students complying with the internal procedures of UNIVE. Ca Foscari's Students have to finish the MOOC before the examination of the course which offers the MOOC.

•UNIFI

The offered ECTS of the MOOC will be 3 ECTS for UNIFI, the MOOC is considered to be an individual elective course for Spring semester 2019 for UNIFI and to be a graded class from 5 to 10 for UNIFI with passing scale 50%-100% required for each Module in order for students to pass the class. All Modules will be open to students during the whole time of each of the two rounds (ie. (i) Nov 2018-Jan 2019 and (ii) Mar-May 2019) of the MOOC but students will only have access to multiple choice questions only once when taking the exam (the exam will not be open) and without knowing the correct answers to the questions (in case they fail and have to retake the tests). Registration internally at UNIFI has to be made by the students based on the internal procedures of UNIFI in addition to registration to the moodle by the students and due to the fact that registration for the Winter Semester 2018 for UNIFI will have passed by the start of the first round students of the first round (Nov.-Jan.) will have to register internally at UNIFI during the Spring Semester 2019 along with students of the second round in order to get



credit for the class based on their performance. All students (of both rounds) will be given the opportunity to repeat the exam for a second time during the Autumn 2019 exams in case of failure the first time (ie. either during the first or the second round).

B. BGU - UCY - UNIPI - Ca'Foscari (Grading)

"The course titled "EU and the Eastern Mediterranean: Prospects and Challenges" is graded on a pass or fail basis for students from Israel and Italy and based on the applied grading scale students from Israel and Italy need to receive a 70% percentage scale or higher to each Module in order to pass it, each student can take the exam of each Module only once. The course titled "EU and the Eastern Mediterranean: Prospects and Challenges" is graded on a 10–0 system (10 is the highest and 0 is the lowest) for students from Cyprus and Greece and based on the applied grading scale students from Greece and Cyprus need to receive a 50% percentage scale or higher to each Module in order to pass it, each student can take the exam of each Module only once. Registration on the Universities' systems based on the internal procedures of each University respectfully has to be made by students of Ben Gurion University, Ca' Foscari University, University of Cyprus and University of Piraeus in addition to registration to the moodle of the course by the students in order for students to be able to receive credit for the course based on their performances."