Erasmus+

Erasmus+ - Key Action 2

Capacity Building within the Field of Higher Education

eACCESS Project

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EU-Asia Collaboration for accessible Education in Smart Power Systems

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Contributors	Santiago Matalonga, Bikrant Koirala	
Contact person	Santiago Matalonga	
E-mail address	Santiago.matalonga@uws.ac.uk	
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Executive Summary

In Delivery T1.3 Technical Specification, all partners have agreed to use Moodle as the standard platform for supporting the delivery of eACCESS project. As stated in D1.3 all partners have an independent deployment environment for Moodle.

This document includes the guidelines that convey the minimum expectations for all course modules within the scope of the eACCESS project across all partners. It includes a set of guidelines and recommendations for a standardised use of the Moodle platform.

Introduction

This document presents the guidelines that must be followed to enable effective delivery of the modules that are included within the scope of eACCESS.

Guidelines language

Guidelines in this document have been written to provide directives for the module coordinator. The following words have a specific meaning in this document:

- **Must**: Statements that use **must,** are compulsory. All modules within the scope of eACCESS are required to implement the guidelines.
- **Should**: Statements that use **should** are optional, they represent best-practices but are not required. Partners are strongly advised to follow **should** guidelines as they will help in delivering better quality modules.
- **Can:** Statements that use **can** are mostly informative, they typically complement **must** and **should** statements with suggestions that are based on Moodle's best practices. **Can** statements be included to guide partners to achieve these guidelines using Moodle.

Throughout this guideline, these words have been highlighted in **bold**.

Related documents

Section 3 of Deliverable 1.3 Technical Specification details Moodle features. **Can** statements usually refer to these features.

Structure of an eACCESS Module

This section conveys the guidelines that must be followed for the module to be compliant with eACCESS quality standard. These guidelines are based on teaching and learning best practice and have been adapted to the project selected platform.

Structure

Courses will be structured clearly so that students can find their way around the course site and navigate quickly. Upon entering the module, students should be able to understand and navigate the sequence of activities, access information, and easily understand the layout of the module.

When organising the resources and materials of the module you:

- **Must** use Moodle sections to represent each topic.
    - A topic **can** cover one or more weeks of study. When a topic covers more than one week of studies then:
        - The module **must** use section headings for each topic area. You **should** use Moodle Labels and your institution's standardised styles to create the section headings.
            - Section headings **can** provide an area topic overview.
    - **Must** provide a topic overview. A topic overview is a short description of the contents of the topic.
    - **Should** strive to minimize cognitive load.
        - To achieve this, you **should:**
            - Hide/or delete old and unused content.
            - Guide students as to which task to complete next.
        - Furthermore, you **can** reduce cognitive load by:
            - Avoiding overlong modules.
            - Using collapsed topics as the default view.
            - Using pages, books and folders to group deliverable content.
            - Indenting elements to create a hierarchy.

Orientation

Orientation is about nudging learners into following the correct path within your module. You must orient your learners so that they are able to progress and engage with the contents of your module.

When organising the resources and materials of the module you:

- **Must** include an outline that describes how students are expected to use the module in the first topic of your module.
    - You **must** include staff contact details.
    - You **should** include how assessment and feedback will be carried out in your module.

- You **should** include information about deadlines and events that the students will need to complete to achieve the modules objectives.
- You **should** explain if any external tools or resources are needed and how the students can access those.

Communication

You **must** ensure that effective and consistent communication is maintained with and between the students.

To achieve effective communication, you:

- **Must** include a communication statement that describes how students and staff will communicate for different purposes. To achieve this, you:
  - **Can** direct students to supporting platforms like BigBlueButton, or other teleconference software available in each partners´ institution.
  - **Can** make use of Moodle forums. Both to provide a channel for important module news (announcements), or to enable discussion boards in Moodle forums.

Assessments

Assessments criteria, mechanisms and schedule **must** be clearly conveyed to students.

If allowed by your institution guidelines, you **can** use Moodle's assessments' features to facilitate your delivery and marking of the assessments.

To effectively use Moodle's assessments' features you:

- **Must** provide well-labelled submission points. You **should** use separate topics to achieve this.

Progression and feedback

Students **must** have a clear mechanism for assessing their progress thorough the module. In blended and fully online deliveries you **must** provide the mechanisms for students to receive early feedback about their progression and understanding of the contents of your module.

- You **must** make sure that there is a clear distinction between knowledge feedback activities and graded activities (see Assessments).
- You **should** use Moodle´s assessment mechanisms to provide early feedback to your students.

Maintaining your module

After every delivery, or at regular interval, you **must** review the elements published in your module to assure that the information is up-to-date, consistent, and relevant.

To achieve this, you **must**:

- Review and update links to external documents and sites.

- Review and update information conveying elements that you have used to achieve effective Orientation, Communication and Assessments.
- Hide (or delete) previous assessments points.
- Reset progression and feedback points.

To facilitate this task, you **can** define Moodle groups for the different cohorts that attend your module and set up different visibility rights for each of the elements in your module.

Appendix Example implementation of the Guidelines

This appendix exemplifies the implementation of the guidelines in a Moodle Module. Only the **must** directives have been explicitly presented in this appendix.

Structure

Must use Moodle sections to represent each topic.

Must provide a topic overview. A topic overview is a short description of the contents of the topic.

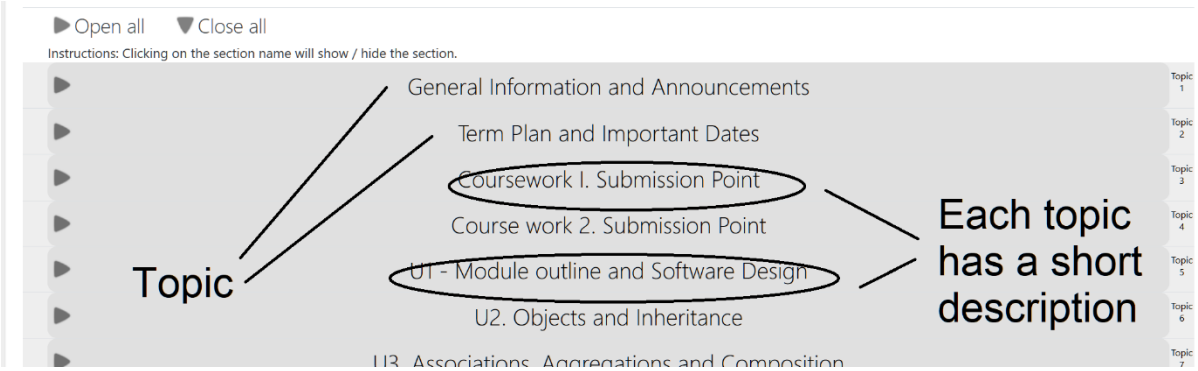

Figure 1: Topic configuration with description

Orientation

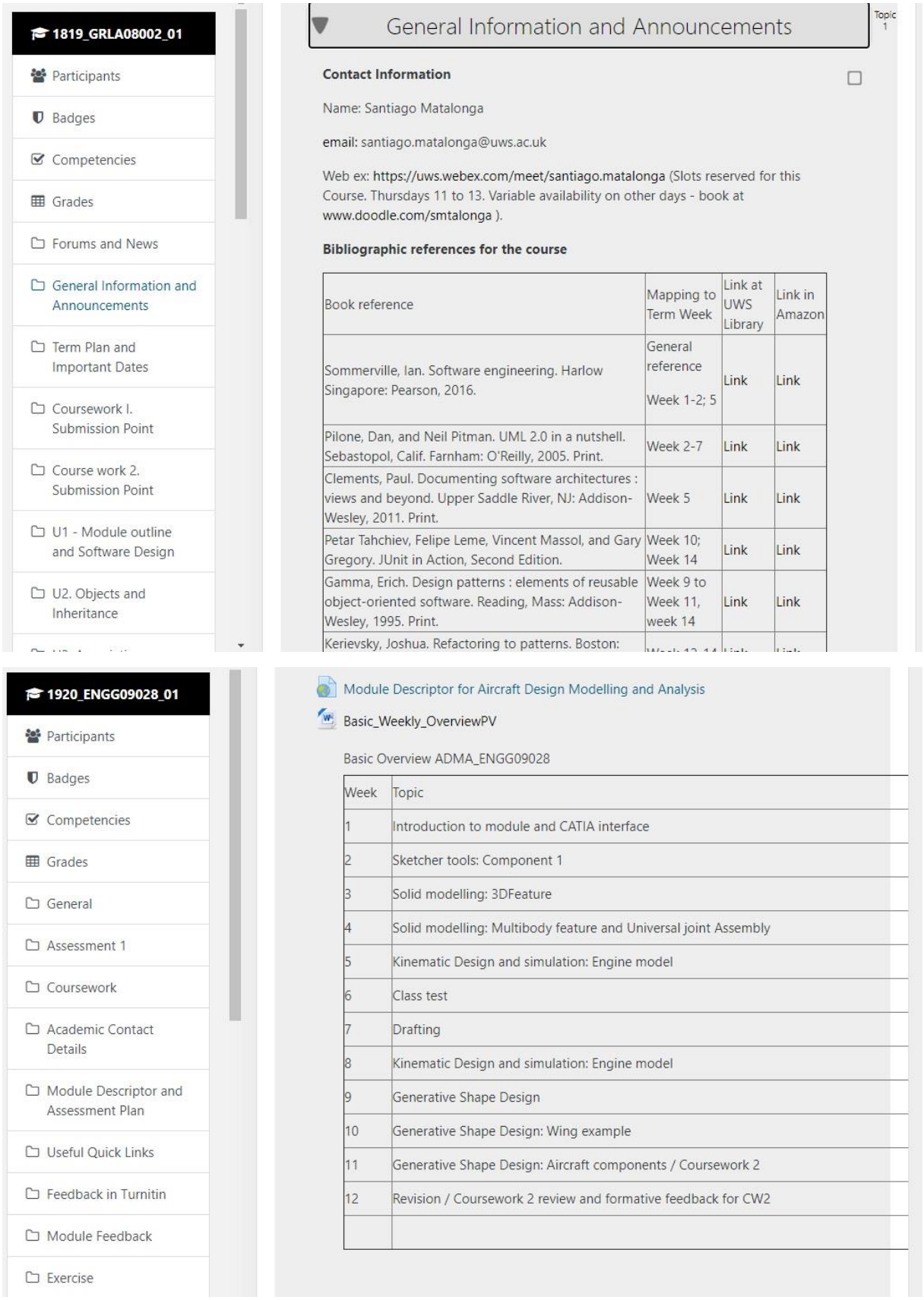

Figure 2: Orientation example

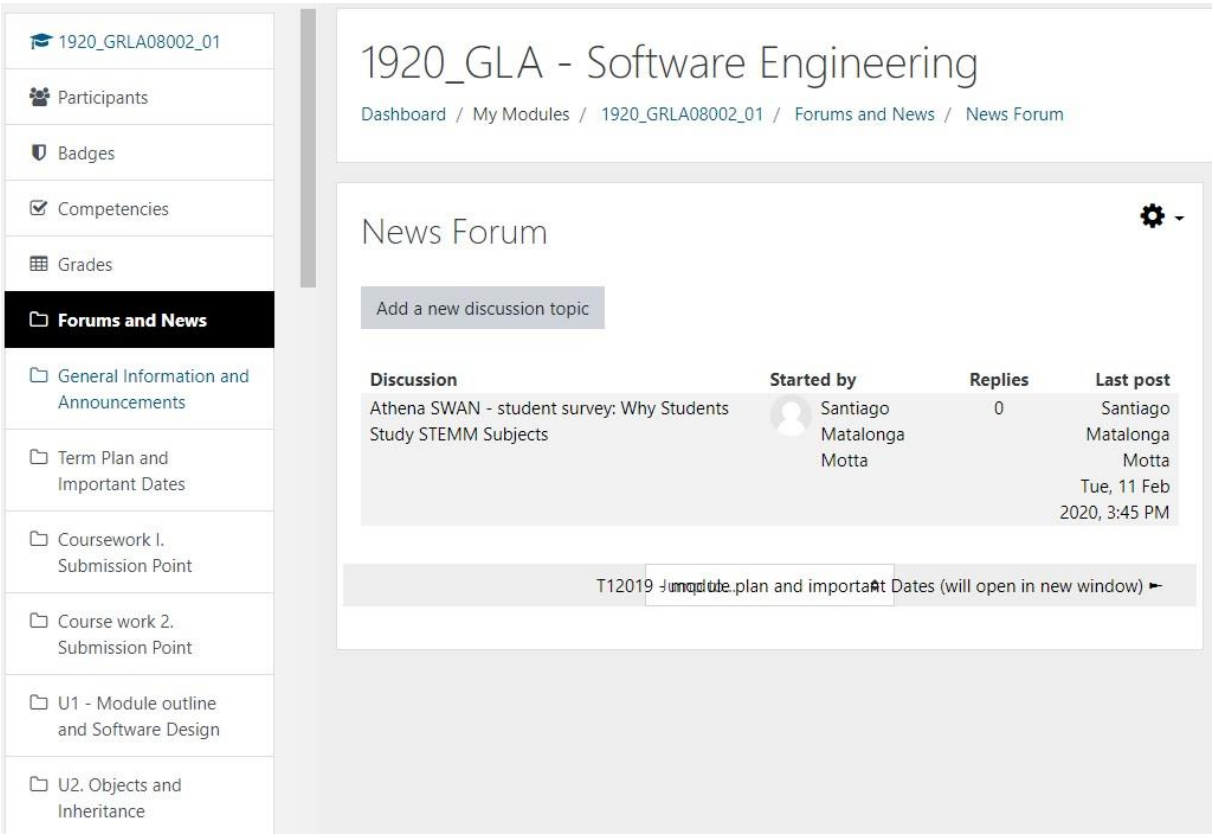

Figure 3: Communication Example

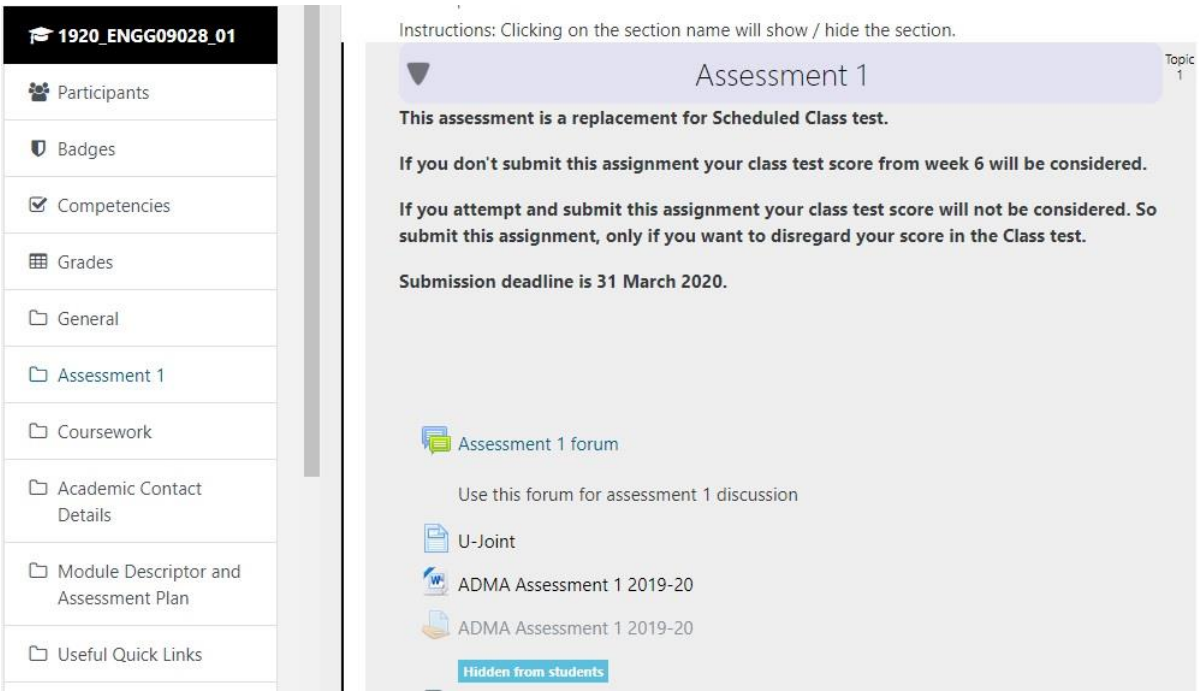

Figure 4: Assessments Example

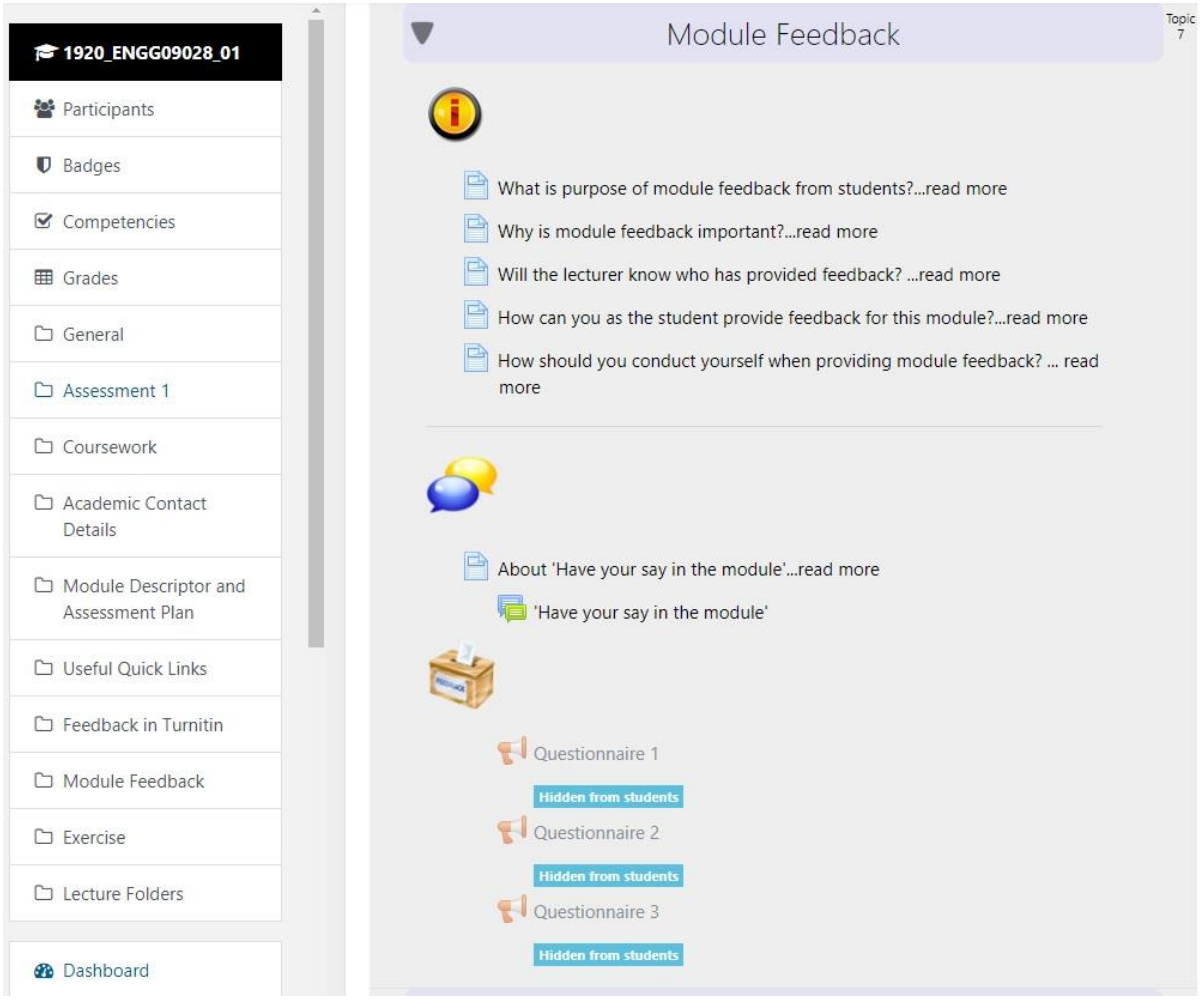

Figure 5: Progression and Feedback Example

Appendix – Deployment Status of the platform at partner institutions.

Millstone measurement definition

We have defined the following three milestones to determine that a partner has successfully achieved the deployment of the eACCESS platform.

- Milestone 1. Platform installed. To achieve this milestone, a partner has to have Moodle installed in their environment following the Plan detailed in D1.3 Technical Specification.
- Milestone 2. Exemplary module stun created. To achieve this milestone, a partner has to have created a course in their module platform, and has the main topics from that course created.
- Milestone 3. Evidence Shared with consortium. To achieve this milestone, a partner has to provide evidence of milestone 2 to the consortium (in the form of access credentials or screen captures).

Status as of 1/10/2020

The following table presents the status as of 1/10/2020:

Partner	Platform installed	Exemplary module stun created	Evidence shared with consortium
Atma Jaya Catholic University of Indonesia	Yes	No	No
College of Science and Technology, Royal University of Bhutan	Yes	Yes	Yes
Kantipur Engineering College	Yes	Yes	Yes
Pokhara University.	Yes	No	No
Soegijapranata Catholic University	Yes	No	No