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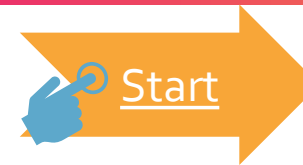Empower teachers for
remote online assessments
in higher education

Instrument for designing online assessment in virtual mobility

This hand invites you
to click and explore!

The house will bring
you to this page

Start

Instrument for designing online assessment in virtual mobility

The starting point for using this instrument is that is chosen to design a course for Virtual Mobility and that different virtual mobility formats are known. The guidance in assessment design in this instrument focuses only on online assessment for learner skills within the VM Competence Framework.

Learn more about the different VM formats

• What is the instrument about?

The instrument is a reflective step-by-step guide that is aimed at orienting in choosing an appropriate assessment method in the online assessment design for learner skills in Virtual Mobility (VM). Each of the 5 steps has a specific focus.

• Who is it for?

The instrument can be used by administrators with a broad focus on educational design (e.g., educational designer/developer, international relations officer, educational technologist, etc.) in supporting instructors/instructor teams, as well as instructors/instructor teams themselves in the development of their course/ educational program within Virtual Mobility.

Start
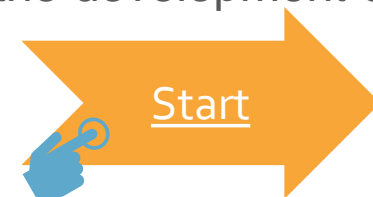
Step 1 – Understand your educational context and its preconditions

It is important to be aware of the context you are designing in, and to know which factors should be taken into account. Question yourself on the setting preconditions to uptake them in the design.

Juridical legislation scopes the boundaries across borders/institutions

Ethical boundaries scopes possibilities and takes into account values and attitudes

Available support exploring the usability of tools, the scalability and instructor's workload

Infrastructural conditions influences the usability and access of tools

Working in partnership can set bounderies or give opportunities

**Available funding can facilitate possibilities**

Juridical legislation – juridical aspects scope the boundaries across borders/institutions

o What are the legal codes regulating assessment at your institution?

o Do regulations exist on online assessment and what are they?

o Which policies does your institution have on the recognition of accreditation?

o What are the policies at your partner institutions? Are there conflicts with your own institution? How can you find common ground to work together?

(1) For a **virtual course** to be recognised/credits to be accepted by the home institution, it is recommended to follow similar procedures as for physical Erasmus

(2) In **Virtual Internships** ideally responsibilities of all parties and procedures are part of a written agreement between all actors.
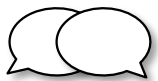
If some question needs further investigation, start conversation with institutional legal office, teaching and learning processes unit, exam administration unit

Step 2

juridical   ethical   support   infrastructure   partnership   funding

Ethical boundaries scopes possibilities and takes into account values and attitudes

o What are the ethical questions on trust or control of students?

o Ethical concerns on student's privacy?

o What are the institutional demands on academic integrity and prevention of fraud/control on fraud?

At the level of attitudes, it is essential to explore the own view on conducting education within virtual mobility and to be aware of different attitudes and preferences that are more colored by cultural influences as well.
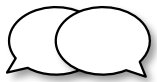
If some question needs further investigation, start conversation with educational policy, legal office, ethics committee…

Step 2

juridical   ethical   support   infrastructure   partnership   funding

Available support exploring the usability of tools, the scalability and instructor's workload

o   If needed, can you count on the availability of educational support staff/didactic team?

o   If needed, can you count on people to get support on the technical aspects in using tools/administrative processes?

o   If needed, can you count on people to get support on the administrative processes?

o   Concerning the need for student support in using technology, organizing administration, how many staff is needed?

o   Do you need finances for implementation of tools and/or employment support staff?

o   What support is available within the partnership?

o   What will the workload entail within this virtual mobility and for which aspects can you count on others?

o   Is there a requirement on the quantity of credits to install a virtual mobility course and what does this require for support in the workload?

(1) Online exchange courses/ blended mobility: Course is financed/supported by host institution
(2) Joint International Format: Course is financed/supported by two or more partners

If some question needs further investigation, start conversation with administrators to support in technical en educational support

Step 2

juridical   ethical   support   infrastructure   partnership   funding

Infrastructural conditions influence the usability and access of tools

o   What are the possibilities within the institution's existing online learning platform and Learning Management System (LMS) for online conduction/submission/ processing of online assessment?

o   When you want to use external software, what integration is possible in the existing Learning Management System to ease the use of technology for students?

o   Which devices are available for students to conduct online assessment?

o   In which hard/software do students have to provide to participate in a virtual mobility course ?

o   What are the technical requirements in using tools e.g., network connectivity and stability?

o   What are the available software solutions (beyond the LMS) for online assessment you want to work with within your and your partner's institution?

o   Which infrastructure for students at partner institution(s) is available?

(1) Online Exchange Course is offered at the learning platform/infrastructure of the host institution (fully online course)
(2) Joint international Format is to be agreed between partners where/how the course will be offered.
(3) Blended Mobility: Course is offered at the learning platform/infrastructure of the host institution (partly online, partly on the premises of the host institution)
(4) Virtual internship is to be decided by the company/organisation and the HEI what tools and infrastructure will be used
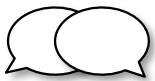
If some question needs further investigation, start conversation with IT-department, Department of facilities, …

Step 2

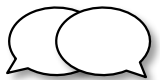| juridical | ethical | support | infrastructure | partnership | funding |

Working in a partnership can set boundaries or give opportunities

o   What aspects in working in a partnership do you seek?

o   What are the benefits you are looking for? Is it about developing a course, learning activities, sharing learning environments for students, experiencing different cultures?

o   Do you prefer to work on your own/your own instructor team or do you prefer to collaborate with teaching staff at other higher education institutions or even with companies/organisations?

(1) In an Online Exchange Course no partners are needed for the development of the course

(2) In a Joint international Format, you are working together with one or more HEI were learning activities or courses are developed and offered in cooperation with teaching staff/didactic teams at a partner institution

(3) Blended Mobility: for the development of the course no partners are needed and during the implementation of the mobility project, a minimum of two organisations (at least one sending and at least one receiving organisation) must be involved

(4) In virtual internships a third stakeholder is involved as you work with industry. Besides the student, the higher education institution are also the receiving company or organisation involved

If some question needs further investigation, start conversation with international office, …

Step 2

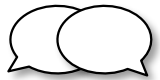juridical   ethical   support   infrastructure   partnership   funding

Available funding can facilitate possibilities

- What is the budget you have?

- Can you count on extra finances for activities or organizing your virtual mobility course?

If some question needs further investigation, start conversation with relevant persons who takes concern of the finances, international office, … .

juridical   ethical   support   infrastructure   partnership   funding

Step 2 – Gain insight in VM learner skills

Gain from your virtual mobility initiative and decide which learner skills could be of value within your course. Within the VM Competence Framework seven learner competences are brought together to articulate what learners can acquire when participating in Open Virtual Mobility Activities. This in addition to the more general learning goals that are part of every course.

Explore the learner skills and click on those of your interest to engage in the next step.

Although some of these can be taken for granted, in this step, they help you to focus and make more explicit the learning objectives you want to elaborate on within your virtual mobility course.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Step 1

Click and explore!

Step 2 – Gain insight in VM learner skills

Intercultural skills and attitudes

Developing **intercultural skills and attitudes** implies that the student acquires cultural knowledge and a better understanding of cultural perspectives, including understanding of the own cultural identity, that the student enhances and demonstrates cultural understanding and can apply intercultural awareness in culturally challenging circumstances.

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Click to explore another learner skill or move to the next step **Step 3**

Step 2 – Gain insight in VM learner skills

Interactive and collaborative learning in an authentic international environment
implies that the student develops teamwork skills, collaborates with peers across disciplines and contexts, acquiring new international learning experiences and interacting with authentic international tools, systems and resources in a foreign language.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Click to explore another learner skill or move to the next step

Step 3

Step 2 – Gain insight in VM learner skills

Being able **to learn in an autonomy-drive** way implies that the student self directs, and regulates the own learning process, independently chooses in what mode or context to study, what tools to (learn to) use and how to organize the learning process.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Step 2 – Gain insight in VM learner skills

Being able **to learn in a networked way** (=engage in networked learning) implies that the student is able to use digital networks in/for learning and communication in international contexts or environments and is able to tackle complex, ambiguous and ill-defined issues and situations in (emerging or existing) social networks.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Click to explore another learner skill or move to the next step

Step 3

Step 2 – Gain insight in VM learner skills

Media and digital literacy implies that the student is able to use resources effectively to learn, can assess the quality of resources and demonstrates "learner control".

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Click to explore another learner skill or move to the next step

Step 3

Step 2 – Gain insight in VM learner skills

Being an **active self-regulated learner** implies that the student is able to self-regulate the own learning process, can reflect on learning experiences and one's own progress and can demonstrate that they have the agency of one's own learning.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Step 2 – Gain insight in VM learner skills

Open-mindedness implies that the student is tolerant and has an open attitude towards others, demonstrates a willingness to improve knowledge of foreign languages and demonstrates self-confidence in interaction with peers and instructors.

Intercultural skills and attitudes

Interactive and collaborative learning in an authentic international environment

Autonomy-driven learning

Networked learning

Media and digital literacy

Active self-regulated learning

Open-mindedness

Click to explore another learner skill or move to the next step

Step 3

Step 3 – Make transfer from learner skill to experiential learning pillar

Intercultural skills and attitudes

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Enhancing own cultural identity	Authenticity
Applying intercultural awareness in culturally challenging circumstances	Collaboration
Gaining cultural knowledge	Collaboration
Understanding cultural perspectives	Reflection
Enhancing cultural understanding	Reflection
Demonstrating cultural understanding	Reflection

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

Interactive and collaborative learning in an authentic international environment

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Having enhanced teamwork skills	Collaboration
Collaborating with peers from different disciplines	Collaboration
Collaborating with peers within the context of an international learning experience	Authenticity
Interacting with authentic international resources in a foreign language	Authenticity

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Demonstrating self-directedness in decision-making on own learning	Reflection
Demonstrating independent learning	Authenticity

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

Networked learning

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Engaging in digital networking	Collaboration
Dealing with complexity in networked learning	Reflection

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

Media and digital literacy

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Demonstrating learner control	Authenticity
Being proficient in using online learning technologies	Reflection
Being proficient in assessing quality in courses and resources found online	Reflection

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Being able to self-regulate learning processes	Reflection
Being able to self-reflect on learning experiences	Reflection
Demonstrating ownership over learning (attitude)	Authenticity

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 3 – Make transfer from learner skill to experiential learning pillar

Open-mindedness

In this step you will narrow the scope of the learner skill within your virtual mobility course/program to one or more pillars known within experiential learning. The skills are divided in subskills refering to a specific pillar for experiential learning.

Open VM subskills	Pillar of experiential learning
Being open-minded and tolerant	Reflection
Demonstrating self-evidence in interaction with peers and teaching staff	Collaboration
Show willingness to improve proficiency in foreign languages	Authenticity

Go back to step 2

Select the pillar of experiential learning that fits your open VM subskill and find out what it is about, it will guide you to step 4.

Step 4 – Explore online assessment methods for learner skills in VM

Authentic learning can be defined and determined by the extent to which professional situations, reassembled in a learning environment, are relevant to the learner. Explore the assessment methods within the given virtual mobility format.

	Online exchange course	Blended mobility	Joint International formats	Virtual international internships
Authenticity	Online group work with process and/or product assessment Online role play	Realistic problems with take-home exam	Team based learning* Practical Exam Realistic problems with take-home exam	Skill test* Practical Exam

Step 2

Next

Step 4 - Explore online assessment methods for reflective learning in VM

Reflective learning refers to developing a deeper understanding of one's own experience and how the learner links it to academic theories during the course of active reflection. Explore the assessment method(s) within the given virtual mobility format.

	Online exchange course	Blended mobility	Joint international formats	Virtual internship
Reflection	Oral presentation Online discussion with self-assessment Written exam with open questions Oral exam	Written exam with open questions Written exam with multiple choice questions Paper*	Team based learning* Report / Paper*	Report* Student presentation E-portfolio

Step 2

Next

Step 4 – Explore online assessment methods for learner skills in VM

Collaborative learning refers to learning within a context of active engagement with peers. Explore the assessment method(s) within the given virtual mobility format.

👆	Online exchange course	Blended Mobility	Joint International formats	Virtual international internships
Collaboration	Online group work with process and/or product assessment Online group paper Peer assessment*	Online group paper Peer assessment*	Team based learning* Online group paper Peer assessment*	Peer instruction

Step 4 – Explore online assessment methods for learner skills in VM

Knowing what the possibilities and the boundaries of your educational context are is essential. Although you already explored preconditions on the environment, the aspect of time investment in (re)design or the cohort size may influence what as well is feasible to you.

- **Is your course already (fully or partially) online?**
- **How much time do you want to invest to revise your course?**
- **How much time do you want to invest in the (co-)creation of a new course?**
  - Existing courses require small/no adaptations
  - Take notice that co-creation of courses requires coordination and intensive collaboration.
- **Do you have a large, medium, or small cohort of students?**
  - Online courses are applicable for all cohort sizes and especially for large groups
  - Blended Mobility Programs specially are applicable for small cohort sizes.
  - Virtual internships specially are applicable for small cohort sizes.

Check: Question yourself if you want to stay with your VM format or need to make adaptations before you take the next step.

Step 5 – What's next?!

You reached the final step. By now, you have an overall idea of which assessment method to choose that fits for the learner skills for which you want to enrich your virtual mobility course. And that takes into account the possibilities and the boundaries of the educational environment that you are shaping it.

What is the next step? That depends on your own design goals. Choose your next step on your own needs!

Do you have a specific assessment method in mind that you want to work with?

Do you have questions on the overall design for your virtual mobility course?

Do you want to enrich your learning environment with experiential learning principles?

Next

Step 5 – What's next?!

Do you have a specific assessment method in mind that you want to work with?

- Search for an appropriate tool for you and if applicable for your partners and students in the chosen format of virtual mobility

  - How to choose appropriate software and tools ?

    - Use available tools within institution(s)

    - Let students decide on which tool(s) to use, but give instructions to what functionalities are needed

- Check in reverse the juridical and practical aspects again. Also take a closer look at the fraud susceptibility. Most of the presented assessment methods are less sensitive to fraud, but this could be an extra point of attention.

Step 5 – What's next?!

Do you have questions on the overall design for your virtual mobility course?

Consult the <u>VM Design Guide</u> (Rajagopal et al., 2020) to explore more in detail all aspects of the learning environment and the overall design of your virtual mobility course. You will start a redesign of your course and can use the input of the instrument as an early orientation.

<u>Go back</u>

<u>Next</u>

Step 5 – What's next?!

Do you want to enrich your learning environment with experiential learning principles?

Invest further in the design of the learning environment. The mARC model gives 9 design principles to develop the other aspects of the learning environment besides assessment.

1. Enable students to appreciate and engage with the real-world context.

2. Provide students with various viewpoints on the learning process through different learning strategies and methods,

3. Engage students within a community of practice in a cohort structure.

4. Engage students in discussing and debating a topic, exchanging ideas, and expressing different points of view.

5. Support students by using prolonged, structured and guided critical reflection as an essential step in engaging students with the meaning of the experience.

6. Support students in developing a theoretical perspective from an authentic context

7. Consider students using diverse learners' perspectives as resources for critical reflection and support for the growth of shared understanding within a cohort

8. Gradually design a complex structure of the learning environment and redesign it in each subsequent stage of the design process

9. Include 'Fostering elements' of the pillar and 'strengthening elements' in relation to the whole model and all of its components.

"The only people who never fail
are those who never try."

- Ilka Chase -

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Overview of VM formats used in this instrument

Online exchange courses are fully online courses, open for participation by students from partner institutions or vice versa.
- Ideally, administrative procedures and workflow of physical exchange (including transcript of records) are followed. The course is recognised as part of the student's study programme.

Joint international formats are formats where learning activities or courses developed in close collaboration with colleagues at a partner institution.
- Main focus is to stimulate interaction and collaboration between students with a different national and/or cultural background.

Blended mobility is a combination of physical and online mobility
- The role of online mobility activities is to prepare, follow-up and/or reinforce the physical mobility experience (this is in particular relevant for short term exchanges).

Virtual or blended work placement/internships work with three stakeholders: the student, the higher education institution and the receiving company or organisation.
- Interaction between student and company or organisation can be either mainly ICT-supported or can partly take place face-to-face.

To learn more on VM formats and preconditions underline check the VM guide (external link)