WP2 User Requirements & Benchmarking of Key Competencies Deliverable 8: Visualisation of Benchmarking Key Criteria

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Funded by the Erasmus+ Programme of the European Union

WP2 User Requirements & Benchmarking of Key Competencies

Deliverable 8: Visualisation of Benchmarking Key Criteria

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Revision History

Revision	Date	Author	Organisation	Description
1	09.05.16	Agiatis Benardou, Eliza Papaki, Christos Papatheodorou	Athena RC	Draft v.01
2	20.05.16	Claire Clivaz, Panos Constantopoulos	Unil/SIB Lausanne, Athena RC	Comments
3	23.05.16	Agiatis Benardou, Eliza Papaki	Athena RC	Editing
4	25.05.16	Stef Scagliola	Erasmus	Comments
5	30.05.16	Marianne Ping Huang	Aarhus University Denmark	Comments, additions
6	08.06.16	Agiatis Benardou, Eliza Papaki	Athena RC	Draft v.02
7	21.07.16	Susan Schreibman	NUIM	Comments
8	22.07.16	Agiatis Benardou, Eliza Papaki	Athena RC	Draft v.03
9	29.07.16	Agiatis Benardou, Eliza Papaki	Athena RC	Final

Introduction

A significant part of the work conducted for designing and implementing the platform of #dariahTeach concerns the creation of Benchmarks and Key Criteria by which individual modules/courses will be designed and evaluated. Since a goal of the project is creating a model for developing and delivering open source, flexible online educational materials from which other communities of practice can benefit, it is necessary to define the framework so that future DH instructors can create their own modules for the #dariahTeach platform.

To this end, work has previously been undertaken in WP2 for identifying User Requirements and Benchmarking Key Criteria, and in WP5, reporting on Quality Assurance and Evaluation. This report builds on User Requirements presented in Deliverable 7 and on Key Quality Criteria defined in Deliverable 17. This report thus constitutes a conjunction between the main aspects of those two deliverables with a new focus, i.e. creating a visualisation of the benchmarking of key criteria.

In order to create a visualisation of benchmarking key criteria, it was necessary to first define these key criteria as they emerged from the previous reports mentioned above. Moreover, it was important to define the audience(s) being addressed. The aim of this visualisation is to present a user-friendly, clear list of key criteria to be used by DH instructors in creating their own modules into the platform. A suite of such online DH modules, developed according to standard criteria will result in a corpus of Open Educational Resources (OERs) enjoying a measure of uniformity in terms of structure, type of content and level of interaction.

As #dariahTeach is an Erasmus+ Strategic Partnership, it adheres to the European education quality and qualification frameworks as well as to the European Credit Framework (ECTS) for building its own framework of standards and indicators. Its aim is to promote **accessibility**, **flexibility**, **interactiveness** and **personalization** in e-learning. Key quality criteria of the platform have been defined in Deliverable 17 as

- **extensible, open source** and **open access**
- furthering **asynchronous** and **flexible** learning

- allowing **easy localization and adaptation**
- providing learning content in English, with **translations** or **subtitles (as appropriate) in the language of the partner country** that will develop specific modules
- developing content across **multiple disciplines,** including both text and multimedia
- delivering content in **various degrees of complexity**
- allowing use and reuse at **different levels** and in **different modalities of education**
- building on **iterative tests** in living teaching environments

These quality criteria have been integrated into the user requirements defined in Deliverable 7 in which qualitative research was undertaken with a range of DH instructors.

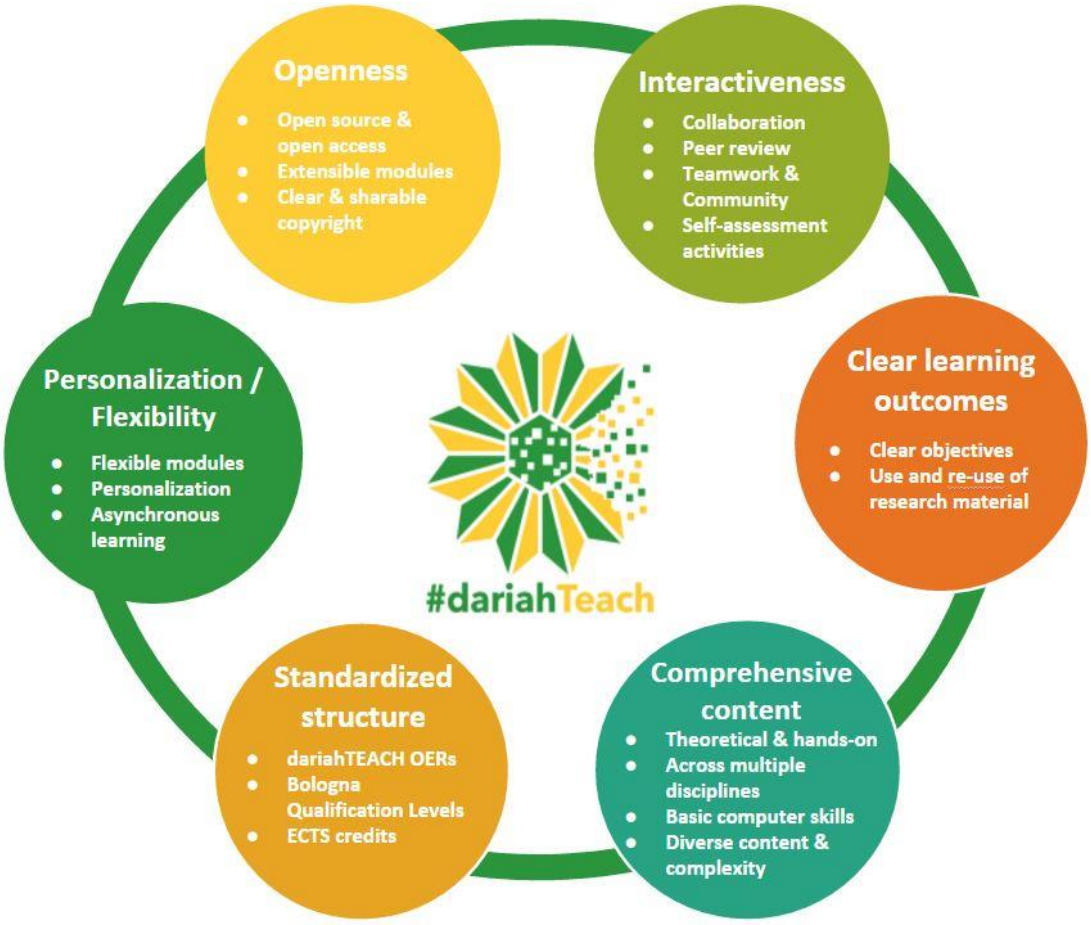

Figure 1: Benchmarking Key Criteria

Key Criteria:

- **Personalization / Flexibility**

  Modules should be flexible in the time, place and pace of learning. Flexibility is to be ensured through asynchronous learning which permits students to follow the course autonomously, as well as through maximum personalization in terms of a customized approach to the use of course material.

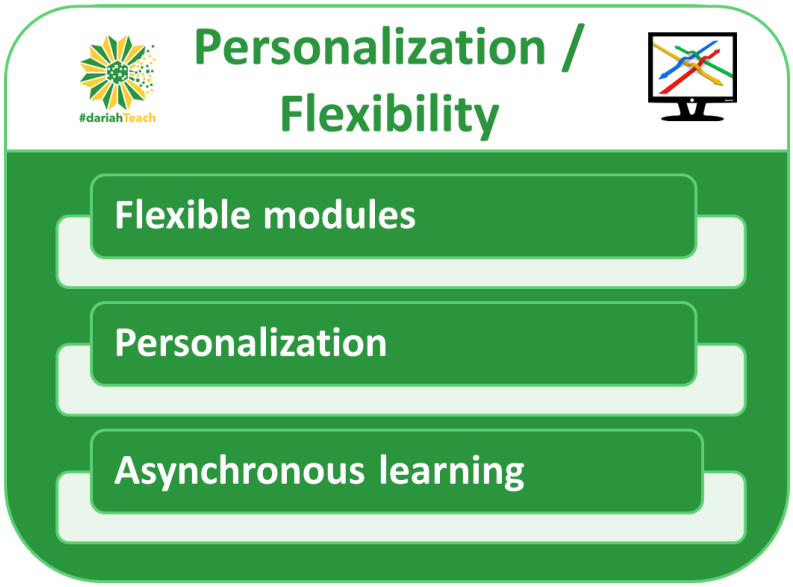

Figure 2: Personalization / Flexibility

- **Openness**

  Modules should promote openness. Towards this goal, contributor-instructors are encouraged to use open source software, to grant open access to the content they create, and to provide clear and shareable copyright. Additionally, modules should be open and extensible in order to allow reuse.

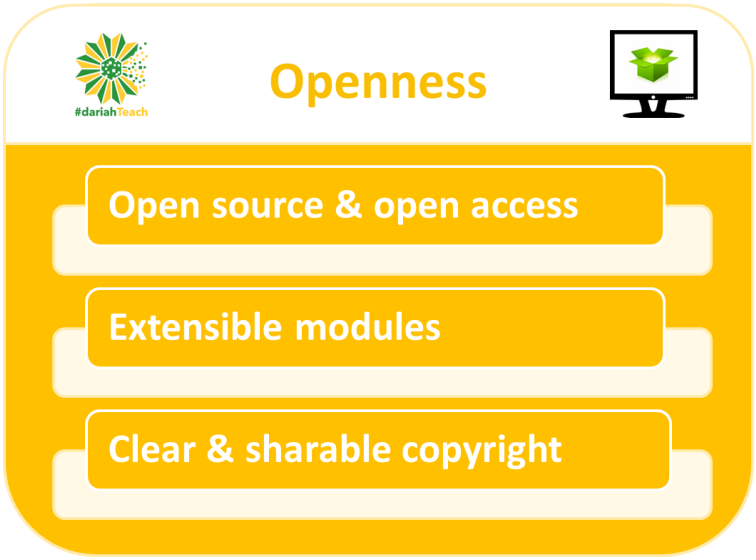

Figure 3: Openness

- **Interactiveness**

  Modules should have sufficient interactivity (student-to-content or student-to-student) and enable students to test their knowledge through self-assessment activities and iterative tests. As both synchronous and asynchronous learning benefits peer communication and feedback, students should be encouraged to interact with other students as well as with the course material.

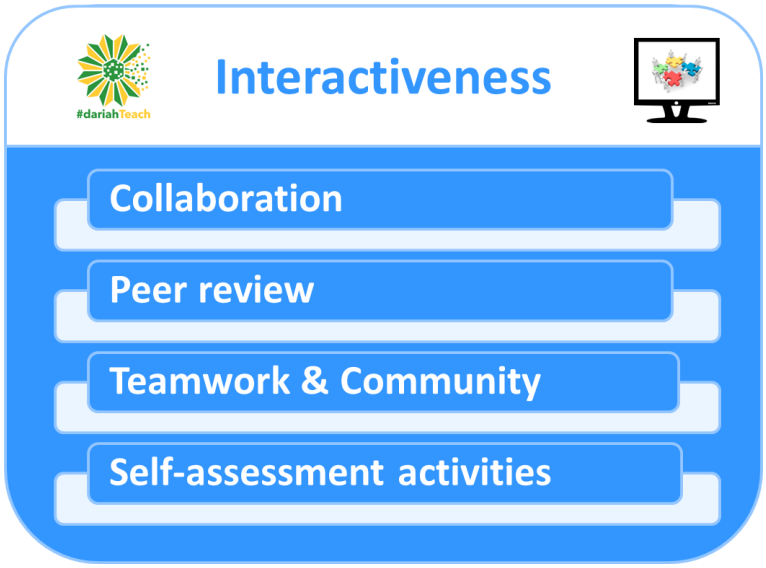

Figure 4: Interactiveness

- **Clear learning outcomes**

  Each module should have clear learning objectives and should be articulated in a way as to produce identifiable learning outcomes. This will allow use and reuse of training materials at different levels and in different modalities of education.

Figure 5: Clear learning outcomes

- **Comprehensive content**

  Modules should combine theoretical and hands-on content, offer block courses on basic Computer Science skills and correspond to multiple disciplines. Moreover, modules should include diverse type of content and provide different levels of complexity.

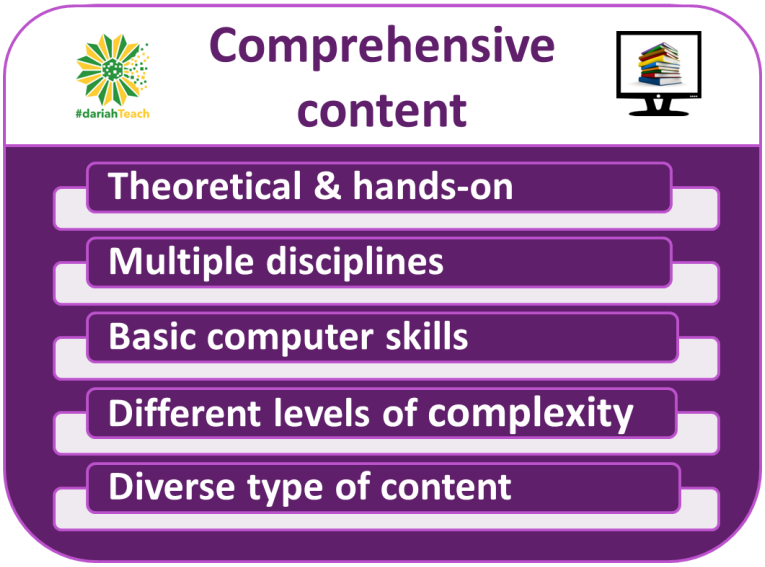

Figure 6: Comprehensive content

- **Standardized Structure**

  Modules should be consistent regarding layout and presentation across the #dariahTeach OERs and should follow the Bologna Qualification Levels 2-3 (BA, MA) while their learning outcomes should be allocated ECTS Credits. The ratio overall is student activity / work hours.

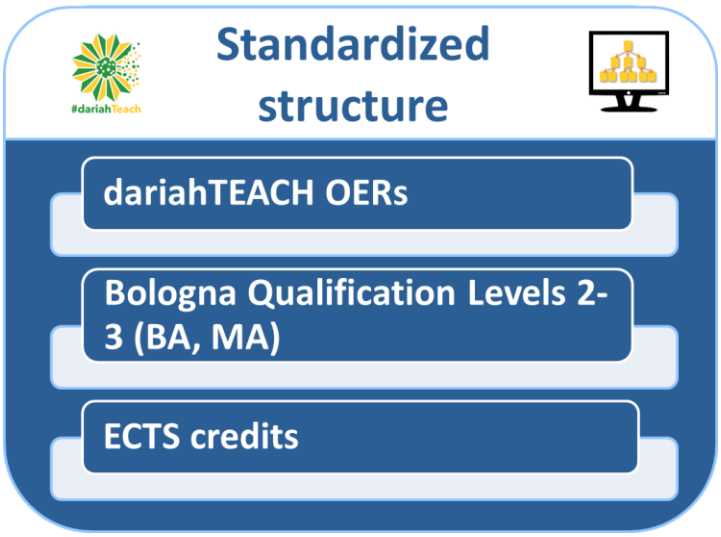

Figure 7: Standardized structure