



Lifelong Learning Programme



Education and Culture DG



Education  
and  
Training



## HEXTLEARN PROJECT

### PEER REVIEW TOOLKIT

#### ONLINE TOOLS FOR UNIVERSITIES

##### To be filled in **BEFORE** the peer review

*Tool # 0: Tables to agree upon territories, interviewees and logistics*

*Tool # 1: Positioning questionnaire*

##### To be filled **DURING** the peer review

*Tool # 2: Questionnaires for the University profiles involved: Managers, teachers, technical staff.*

*Tool # 3: Specific territory questions*

*Tool # 4: Interview Grid/Focus group: Students*

*Tool # 5: Observation Guidelines*

#### OFF LINE TOOLS FOR REVIEWERS

##### To be filled **AFTER** the peer review

*Tool # 6: Analysis And Reporting Triangulation Grid*



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## ONLINE TOOL # 0: TABLES TO AGREE UPON TERRITORIES, DOCUMENTS AND LOGISTICS

### Selection of territories:

Name of Institution	Territory	Mark with X	Reasons for selecting the Territory
	Campus education		
	Corporate training		
	Continuing professional development		
	Adult education		
	Local and regional development		
	Schools teachers' training		
	Distance education		
	International (virtual) mobility		
Prior Learning Assessment (PLA) for guidance and employment			

## ONLINE TOOL # 1: POSITIONING QUESTIONNAIRE

Each of the interviewees included in the table above is kindly requested to complete and return the following positioning questionnaire in the theme selected.

The questionnaire is formed by 4 parts: General information, University context and Information on learners and staff plus a final self-assessment.

The self-assessment is composed of 5 different parts: Strategy/Management, Quality, Course management, HW and SW technology and ICT skills of learners and Academic staff. The rating should be marked with:

**0 not implemented**

**1 partially implemented**

**2 fully implemented**

**x no intention to implement this sub-criteria (please specify the reasons of this choice)**

The questionnaire can be completed by a single representative of the hosting institution or can reflect the combined views of a number of representatives. The questionnaire should be completed by representatives who have an overview of the strategic and operational processes of the host institution Information on the Higher Educational Institution (HEI):

<b>1</b>	<b>Name: (Input box)</b>	
<b>2</b>	<b>Typology: (check box)</b>	<input type="checkbox"/> Traditional HEI on a single site <input type="checkbox"/> Traditional HEI, with sites which are geographically separated <input type="checkbox"/> Group of independent traditional HEIs <input type="checkbox"/> Single independent HEI which has study centers or campus distributed over a wide area <input type="checkbox"/> Institution fully based on a virtual environment. Other: (Input box)
<b>3</b>	<b>Status of the HEI (check box)</b>	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Mixed Other: (Input box)
<b>4</b>	<b>Year of establishment (input box)</b>	
<b>5</b>	<b>Number of Faculties (input box)</b>	
<b>6</b>	<b>Subjects (check box)</b>	<input type="checkbox"/> Architecture and Environmental Studies <input type="checkbox"/> Economics and Business Studies <input type="checkbox"/> Engineering <input type="checkbox"/> Humanities <input type="checkbox"/> Law <input type="checkbox"/> Math and Computer Science <input type="checkbox"/> Medicine and life science <input type="checkbox"/> Psychology <input type="checkbox"/> Sciences <input type="checkbox"/> Social Science Other: (Input box)
<b>7</b>	<b>Scale of provision</b>	<input type="checkbox"/> Local

	(check box)	<input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International
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### UNIVERSITY CONTEXT

14	<b>Description of the HEI (input box) link, attachment)</b>	<input type="checkbox"/> Description <input type="checkbox"/> Link <input type="checkbox"/> upload
15	<b>What is the vision of the HEI towards the Use of ICT? (input box, link, attached document)</b>	<input type="checkbox"/> Description <input type="checkbox"/> Link <input type="checkbox"/> upload
16	<b>Specific policy of HEI on Use of ICT (input box, link, attached document)</b>	<input type="checkbox"/> Description <input type="checkbox"/> Link <input type="checkbox"/> upload
17	<b>In which stage of ICT implementation is the HEI? (radio button)</b>	<input type="checkbox"/> In a Start-up phase <input type="checkbox"/> In a Pilot phase <input type="checkbox"/> Established Other (input box)
18	<b>The main reason for using ICT in the HEI (check box)</b>	<input type="checkbox"/> Administrative effectiveness (enrolment and learner admin) <input type="checkbox"/> Access to library <input type="checkbox"/> Production and delivery of content <input type="checkbox"/> Innovation of education and training methods <input type="checkbox"/> Improving Quality of training provision <input type="checkbox"/> Improving access to learning and reducing social exclusion <input type="checkbox"/> Facilitating the access and the management of learning records <input type="checkbox"/> Increasing the appeal of the education and training supply <input type="checkbox"/> Saving cost of training provision. <input type="checkbox"/> Satisfying the demand of new learners in education & training (interaction, communication, networking) <input type="checkbox"/> Satisfying the demand of existing learners (interaction, communication, networking) <input type="checkbox"/> Supporting the monitoring of the assessment and evaluation process. <input type="checkbox"/> Collecting feedback on training provision <input type="checkbox"/> Support virtual mobility of students  Other (input box)
19	<b>Overall weight of ICT use in the provision of training provision. (combo box &lt;1%, 1-5%, 5-20%, 20-50%, &gt;50%)</b>	<input type="checkbox"/> Weight of ICT:
20	<b>What ICT</b>	<input type="checkbox"/> Description

	<b>infrastructure has been set-up? (input box, link, attached document)</b>	<input type="checkbox"/> Link <input type="checkbox"/> Upload
21	<b>Other relevant information on University context. (input box, link, attached document)</b>	<input type="checkbox"/> Description <input type="checkbox"/> Link <input type="checkbox"/> upload

### INFORMATION ON LEARNERS AND STAFF

8	<b>Total number of staff (input box)</b>	
9	<b>Total number of learners (input box)</b>	
10	<b>HEI Target groups (checkbox box)</b>	<input type="checkbox"/> Academic undergraduate <input type="checkbox"/> Academic graduate students <input type="checkbox"/> Professionals -continuing education <input type="checkbox"/> Company trainees <input type="checkbox"/> Non-academic or vocational in framework of lifelong learning <input type="checkbox"/> Excluded groups
11	<b>Learner Age distribution (combo box: no, low, medium, high)</b>	1. under 18 2. 18-22 3. 22-50 4. 50-60 5. over 60
12	<b>Learner Gender distribution (input box)</b>	Female (%) Male (calculated by upper input box)
13	<b>Number of staff by typology (input box)</b>	<input type="checkbox"/> Technical staff supporting ICT <input type="checkbox"/> Other technical staff <input type="checkbox"/> Administrative (non technical) <input type="checkbox"/> Other

**SELF ASSESSMENT:****Rating:****0 not implemented****1 partially implemented****2 fully implemented****x no intention to implement this sub-criteria (please specify the reasons of this choice)**

<b>N.</b>	<b>Criteria</b>	<b>Rating</b>
<b>Strategy/Management</b>		
1	Historical background was important in the success of ICT service.	
2	Support of institution leadership was important to our success.	
3	Attitude of the staff was important to our success.	
4	Organisational and human resources of the HE institution were assured, and important.	
5	Institutional strategy is important, and supporting our ICT practice.	
6	Our ICT good practice is consistent with the overall mission of 'the institution and it is integrated into our institution's overall policy framework.	
7	Collaborative working procedures to share knowledge with other HE institutions was important in our success.	
7.	Good political relation of our HE institution (both formal and informal) with the government and public administration is important in our good practice.	
<b>Quality</b>		
8	There is a quality policy of our good practice.	
9	ICT good practice has been followed up by evaluation and research and this has contributed to our success.	
10	Innovation is promoted and supported in our good practice.	
11	A process of "reflexive review" is promoted and encouraged by different means and tools in ic practice.	
12	Learner's feedback on the received service experiences is requested and regularly collected.	
13	Resources are dedicated to research and further improvement of our good practice.	
<b>Course management</b>		
14	The roles and tasks of all parties involved in our good practice (including learners) are both clearly defined and transparent.	
15	Technical, organisational and pedagogical support to academic staff is provided on a permanent basis.	
16	Learners are provided with detailed and written information (technical, organisational, pedgagogical) on service available.	
17	Flexible pedagogic and service models are adopted in order to meet different learners' needs.	
18	Cost-effectiveness is important in our good practice.	
19	It is important to our HE institution to be flexible to be able to adapt to a changing market.	
20	It is important to our HE institution to apply a strategy of flexible staff employment to our good practice to adapt to changes in markets.	
21	It is important to our success that the academic staff involved in ICT good practice have predictable and manageable workloads	
22	Income from the service provided is important to be stable	

	and predictable.	
<b>HW and SW technology</b>		
23	Our service in our institution is based on widely used technologies that can be taken into use by students without requiring them to install or buy additional hardware or software.	
24	Integration is important between different IT-systems that are involved in our ICT good practice.	
25	Security procedures in our service are available and duelly communicated.	
26	IPR (Intellectual Property Rights) and Copyrights procedures are in place for our good practice processes.	
<b>ICT skills of learners and Academic staff</b>		
27	Continous and planned competence development to our staff in our ICT good practice was important, and it contributed to our success.	
28	Academic staff overall competence in ICT is important in the success of our service.	
29	Learners overall competence in ICT is important in the success of our service.	
30	Suitable mechanisms are in place to allow those with special needs access to our service.	
	Communication	
31	Asynchronous communication is important between students and teachers.	
32	Synchronous communication is important between students and teachers.	
33	Asynchronous communication is important among students.	
34	Synchronous communication is important among students.	
35	Social networking is important between students and teachers.	
36	Social networking is important among students.	

### Documents checklist

Type	Example
Log files	<i>Automated frequency counts of student participants in on-line seminar</i>
Policy documents	<i>University policy on strategic use of ICT</i>
Awareness-raising and information	<i>Student prospectus on e-learning</i>
Reports of meeting	<i>Minutes of Senate sub-committee on e-skills for staff</i>
Teaching materials	<i>Multimedia distance learning module for teachers</i>

## Logistics Checklist A and B

Activity Type	Participants	Example
<b>Briefing online meeting</b>	Example: Peer Reviewers; host representatives	<i>Group discussion with vice-chancellor and Head of Technical Support</i>
<b>Interviews</b>	Example: Policy-makers and administrators	<i>Semi-structured interview with eLearning Director</i>
	Teaching staff	<i>Semi-structured interview with course tutor</i>
	Technical staff	<i>Semi-structured interview with on-line technical support officer</i>
<b>Focus groups</b>	Students	<i>Focus groups with 5-7 distance learners</i>
<b>Observation</b>	On-line Learning event	<i>Participation in on-line Group Seminar, view of a University LMS with visitor log in and password</i>
<b>De-briefing online meeting meeting</b>	Peer Reviewers; host representatives	<i>Group discussion with the key stakeholders involved from the University</i>

Activity Type	Detail of activity (e.g. focus group; type of observation)	Participants	Date/Time/Location
<b>Briefing</b>			
<b>Interviews</b>			
<b>Focus Groups</b>			
<b>Observation</b>			
<b>De-briefing</b>			

## ONLINE TOOL # 2: QUESTIONNAIRES FOR THE UNIVERSITY PROFILES INVOLVED: MANAGERS, TEACHERS, TECHNICAL STAFF.

### QUESTIONNAIRE FOR MANAGERS

Describe your position in the University.

- What policy and political drivers are shaping the use of ICT in your University (regionally, nationally, internationally)?
- In what ways is your University undergoing restructuring changes? (*e.g. more 'customer-focused' approach; introduction of managed learning systems; closer linkages to jobs; performance-related systems*)?
- Where is your University currently placed in the eLearning 'spectrum'? (*e.g.: ICT for virtual mobility of the learners, Training of teachers and trainers, Virtual professional networks, Individual development, eLearning at workplace, etc.*) Where on the spectrum does it intend to be in the future and when is this likely to happen? Is there a budget for such development?
- What kind of eLearning activities does your University offer? (*e.g. supplementary, blended learning, distance learning, virtual classroom, collaborative learning*) Do you think that your range of eLearning developments is complete? Does your institution mean to introduce some other types of eLearning activities in the future?
- What is the official approach of your University towards ICT? (*e.g. trend towards using ICT as much as possible, no approach, promotion of ICT through support measures, it depends on the specific faculties...etc*)
- Are there any policies/mechanisms/promotional activities aimed at fostering the use of ICT?
- Does your University staff in general including teachers and technical staff, understand the implications of using ICT in your University? What are the main constraints and difficulties?
- What would you say are the main students' needs and expectations in your University? Is there any evaluation document regarding the use of ICT from the Students perspective?
- What key aspects regarding the use of ICT are missing and/or need to be improved in your University?
- How does the university management board plan for and resource their services regarding the use of ICT in the future? Do they take into account students' needs?
- Do you have further comments for use to better understand your University position towards the use of ICT?

## QUESTIONNAIRE FOR TEACHERS/LECTURERS

Describe your position in the University.

- How would you say eLearning is currently viewed within your University's overall mission and purposes?
- What are the strategies and resources available to your University to enable it to carry out this vision of eLearning?
- Does your University encourage the use of ICT in any way? If so, explain how.
- Are there any policies/mechanisms/promotional activities aimed at attracting and supporting students?
- What are the main constraints and difficulties you find in your daily work as a teacher using ICT?
- What would you say are the main students' needs and expectations?
- Do you collect feedback from the students? If yes, how the feedback about the use of ICT is taken into consideration?
- What key aspects regarding the use of ICT and eLearning are missing and or need to be improved in your University?
- Is the current budget appropriate or sufficient to provide for current and agreed requirements regarding the use of ICT and eLearning?
- Is there a formal mechanism to support the development of skills among staff?
- Which is the eLearning platform(s) or/and Learning Management System(s) in use to deliver those courses?
- What is good about your University's view towards the use of ICT and eLearning and what needs to be improved?

## QUESTIONNAIRE FOR TECHNICAL STAFF

Describe your position in the University.

- How would you say eLearning is currently viewed within the institution's overall mission and purposes?
- What are the strategies and resources available to your institution to enable it to carry out this vision of eLearning?
- Which is the eLearning platform(s) or/and Learning Management System(s) in use to deliver those courses?
- What kind of technical support do you provide more often? To whom? (e.g. teachers, tutors, students, librarians...etc)
- In what ways has the provision of technical support improved teaching practices and outcomes?
- Are there any security management procedures or systems in place?
- Are there any Intellectual Property Rights –IPR- and Copyright procedures or systems in place?
- How aware are you of the legal, technical and management issues that are required for dealing with copyright IPR, especially those that are specifically brought about by the digital eLearning environment? Are you able to use the correct soft and hardware tools for managing and protecting copyright content? (Metadata, Digital Rights Management, Content Management Systems, etc.)
- In what ways could technical support to staff be improved?

## **ONLINE TOOL # 3: SPECIFIC TERRITORY QUESTIONS**

### **CAMPUS EDUCATION**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did your good practice affect the HE campus overall management routine?

Did your good practice change the management of campus based courses?

To what extent did campus electronic administrative systems affect your ICT good practice?

To what extent do blended learning affect your service?

To what extent do you use Web2.0 approach in your service?

### **CORPORATE TRAINING**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did corporate partners modified/enriched your overall management routine?

To what extent did you have to change your HE course management to corporate needs?

to what extent did corporate workflow/culture affect your service provision?

Where do you base your ICT service to Corporate partners? (University or Partner system?)

How do you solve corporate privacy and IPR policies to be adapted in your service provision?

### **CONTINUING PROFESSIONAL DEVELOPMENT**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did professional institutional partners modified/enriched your overall management routine?

To what extent did you have to change your HE course management to CPD institutions' needs?

### **ADULT EDUCATION**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did adult learners different ICT skills affect your ICT provision?

How and where do your adult learners access your service?

To what extent did you have to change your HE course management to meet your adult learners' needs?

Are there any arrangements in your ICT practice which reflect to your adults' learning/andragogic models or styles?

### **LOCAL AND REGIONAL DEVELOPMENT**

What segment (RD professionals or local communities) of LD and RD do you target with your service?

How and where do your customers access your service?

To what extent do you use Web2.0 approach in your service?

### **SCHOOLS TEACHERS' TRAINING**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did you have to change your HE course management to school teachers' needs?

To what extent did school teacher work-culture affect your service provision?

To what extent did school teachers ICT skills affect your service?

Are there e-learning models that you apply for your teachers?

Are there any arrangements in your ICT practice which reflect to your teachers' teaching/pedagogical models?

To what extent do you use Web2.0 approach in your service?

### **DISTANCE EDUCATION**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent new tools and techniques affect traditional DE course management?

How and where do your adult learners access your DE service?

To what extent do you use Web2.0 approach in your DE service?

How do you enhance your learners'/tutors' ICT skills?

To what extent do you build on informal learning experience of your learners?

International (virtual) mobility

To what extent do you experience any cultural differences of your learners in ICT provision?

To what extent do you use Web2.0 approach in your VM service?

How would you characterise the activity of your VM students in your Web2.0 networks?

### **PRIOR LEARNING ASSESSMENT (PLA) FOR GUIDANCE AND EMPLOYMENT**

Why did you select this territory?

Please briefly present the good practice/s you have introduced in this territory

To what extent did your good practice affect the HE overall management routine?

Did your good practice change the management of overall course management routines?

To what extent did HE electronic administrative systems affect your PLA practice?

To what extent did your service affect the overall pedagogical approach of your HE institution?

## ONLINE TOOL # 4: INTERVIEW GRID/FOCUS GROUP: STUDENTS

The students can be interviewed individually or in group (please guidelines to carry out the focus group) using a chat or a skype group session.

<b>Name of Institution:</b>	
<b>City</b>	
<b>Country</b>	
<b>Name of Student/s</b>	
<b>Contact e-mails:</b>	
<b>Course/s attended</b>	
<b>Data and place of the online focus group</b>	

The group discussion is 'focused' or structured by a 'facilitator' and there should in addition be present one or two additional observers or recorders to gather data on the outputs of the discussion.

The main purpose of this focus group is to elicit the experiences of a representative sample of different stakeholders involved in the particular University being explored. In the case of the Hextlearn peer review we suggest to hold a virtual focus group with STUDENTS.

The Focus Group Discussions usually takes the form of a **five stage process**.

### **Stage 1: Introduction to the purposes of the group discussion.**

- State the general purposes of the session.
- Establish ground rules: everyone will be asked to talk; each person's opinion counts; participants should not interrupt each other.

### **Stage 2: Gather data on the characteristics of the focus groups.**

Ask the participants to provide brief information on what they do (e.g. what courses they follow, age...etc)

### **Stage 3: Establish the experiences of the group**

#### **Basic info:**

- What course/s are you attending?
- Information on the course (duration, subject, didactic strategy, technical equipment...). What learning materials are available? In what manner are learning materials delivered?

- Why did you decide to take this course/s?

#### **Stage 4: Dialogue and interaction**

##### ***Customisation***

- Are there any specific measures in the institution to support you in the use of ICT?
- Have you experienced any problem that you would like to share with us?
- Do you think that specific measures should be taken in your institutions to students? If so, which ones?

##### ***Outcomes and evaluation -for the peer reviewer.***

- What were the specific learning outcomes? (What did they think they learnt?)
- How was the evaluation activity carried out? Were the planned assessment strategy and evaluation tools suitable for the needs and requirements of the participant (e.g.: in terms of time, date, frequency, tools, gender... )?
- Were the participants given the opportunity to provide feedback on the course? Do they believe that their feedback was taken into consideration, particularly regarding the differences between males and females?
- Is there any professional guidance provided in the institution? If so, is it different for male and women? (e.g.: specific programmes to support women integration in the labour market)

##### ***Feedback***

- General feedback about their experience in the University: How useful was the experience and in what ways was it useful? In what ways did the participants benefit from their learning? Any tensions, problems that occurred to learning specifically linked to your course? Solution adopted.
- What aspects for improvement could be identified regarding student support?
- Was there a mechanism in place to handle your complaints, if ANY?

#### **Stage 5: Summary and close-down**

- Facilitator summarises the main conclusions.
- Participants are invited to confirm, make adjustments or add to the conclusions.

## **ONLINE TOOL # 5: VIRTUAL OBSERVATION GUIDELINES**

This schedule is to be used to record the process and outcomes of the virtual observation of the learning activities. The medium is free text, but is structured in terms of a number of key dimensions.

### **Focus of the observation (learning offer/course):**

#### **Description of the environment**

*(totally on-line; video-conferencing; etc.)*

#### **Characteristics of participants**

- Number involved in this observed activity, Teachers.
- Characteristics of target groups (age range, males and females)
- Existing e-skills levels/qualifications

#### **Pedagogic arrangements/approaches**

- What are the main aims and objectives of the activity?
- Describe the type of learning/management/support that is taking place.
- Describe how interaction between the participants is organised.
- Describe the approach used (e.g. traditional didactic –teacher/student; participatory; tutoring; mentoring)
- Who is mediating or providing learning? (e.g. professional instructors; people from the community)
- What learning materials/tools/support are used? (e.g. conventional texts; on-the-job; role playing)
- How are participants encouraged to participate (motivational factors)?
- How often does this activity take place? (e.g. uniquely; at certain intervals; daily)
- How the learning outcomes and the experiences is assessed?

## OFF LINE TOOL # 6: ANALISIS AND REPORTING TRIANGULATION GRID

Here below we have included a table to help triangulation of the results:

PLACE AND DATE OF THE PEER REVIEW:						
TERRITORY	Documents and files	Posit. Quest. Results	Territory Questions	Students	Observation	Divergence points
Campus education						
Corporate training						
Continuing professional development						
Adult education						
Local and regional development						
Schools teachers' training						
Distance education						
International (virtual) mobility						
Prior Learning Assessment (PLA) for guidance and employment						