

Project Management Committee Working Document

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This document will be circulated to all participating universities for formal approval.

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1 PREFACE

This document produced by the Project Management Committee for EUNITE is aimed at helping partner institutions through procedures and guidance notes to provide web based courses and aid the creation of a Virtual Erasmus environment for EUNITE members. It is also envisaged that a central repository of teaching and learning materials (courses, documentation, etc.) will be available for access by all EUNITE members. In particular this document will provide:

- **an explanation that provides details on models and procedures to get courses up and running in a short time frame, both at a local and network level;**
- **helpful foundation documents**
 - **Memorandum of Understanding**
 - **Consortium Agreement**
 - **Report by the EUNITE European Virtual Campus Task Force**

which clearly define the scope, delivery method and outcomes in the production of courses offered through EUNITE.

This document relates only to courses offered through EUNITE and consequently it has no relevance for courses and programmes that partner institutions offer outside this partnership

Networking can, certainly in first instance, be an advantage for two kind of course

Ph.d. and continuous professional development courses, where networking can provide expertise and economics of scale that is missing at local level,

Elective courses, offering the opportunity for students to take courses that are not available locally or for which the student has not the physical possibility to attend the class

2 General introduction

EUNITE is a strategic alliance of a number of European universities. EUNITE stands for European University Network for Information Technology in Education and is aimed at:

- **implementation of information and communications technologies (ICT) in teaching and learning in higher education creating a cooperative network of universities creating a European Virtual Campus. In achieving these goals EUNITE wants to develop the following opportunities for co-operation:**
- **the innovation potential of ICT for on-campus higher education, new ways for open and distance learning, the internationalisation of learning programmes,**



enhanced inter-university networking in the provision of courses and programmes/curricula, and the production of learning materials.

A very important aspect of the EUNITE strategic alliance is the opportunity for participating universities to make use of each other's courses and course material, specifically through distance learning. This is the reason why the distributed virtual and multi-campus university – the European Virtual Campus – may be regarded as the main endeavour of EUNITE.

In the EUNITE Memorandum of Understanding, three aims of the European Virtual Campus are defined:

- exchange of courses
- sharing of joint courses
- joint development of programmes and courses.

3 Scope / Remit

The role and remit of the Project Management Committee has been defined by the Steering Committee as the following:

- Define the scope and remit of the Pedagogical, Technical and IPR Committees
- Prepare a procedure for development and delivery of "EUNITE courses"
- Prepare a procedure for "Virtual Erasmus courses"
- Define a procedure for the co-ordination and monitoring of the activities of these Committees
- Prepare a user guide on completion of this document

4 Define scope and remit of Pedagogical, Technical and IPR Committees

4.1 Define scope and remit of Pedagogical Committee

EUNITE shall have a Pedagogical Committee that will consist of experts designated by partner universities. This Committee will be working with respect to all educational matters. Its tasks shall include but not be limited to:

- (1) Define pedagogical models that are in line with the actual situation in accepted scientific research and respect the pedagogical concepts in use at the partner universities;
- (2) Propose elements of guidelines and procedures from a pedagogical perspective for the submission, the updating and the withdrawal of material that is offered through the EUNITE Network;
- (3) Monitor the quality of EUNITE courses in development and delivery, e.g. through the organizations of peer reviews for this purpose, and provide guidelines for a standardised evaluation procedure that takes into account existing evaluations and quality assurance procedures of the partner universities.

Members of the Committee and a detailed remit are seen in **ANNEX 1**.



4.2 Define scope and remit of Technical Committee

EUNITE shall have a Technical Committee that will consist of experts designated by partner universities. This Committee will be working with respect to all technical matters. Its tasks shall include but not be limited to:

- (1) Define guidelines for support systems;
- (2) Implement security and control measures;
- (3) Monitor the technical quality of the EUNITE courses;
- (4) Monitor the technical quality of the EUNITE portal site.

Members of the Committee and a detailed remit are seen in **ANNEX 2**.

4.3 Define scope and remit of IPR Committee

EUNITE shall have a IPR Committee that will consist of experts designated by partner universities. This Committee will be working with respect to all copy, property and related matters. Its tasks shall include but not be limited to:

- (1) Identify all the IPR and copyright issues for sharing courses between EUNITE universities, taking into account national & EU legislation;
- (2) Make recommendations on joint course development procedures according to a number of models:
 - Model 1: simple model – existing web based teaching material and subsequent updates;
 - Model 2: material specifically commissioned and paid for by EUNITE members for EUNITE members;
 - Model 3: commercial model, commissioned with a view to selling it.
- (3) Prepare a document with addenda for signing on an agreed IPR/copyright strategy for developing EUNITE course material.

Members of the Committee are seen in **ANNEX 3**.

5 EUNITE course development and delivery

In terms of course development within the EUNITE framework, courses can be considered on three levels:

- online courses (or even programmes);
- a repository of course materials and packages (put into a database): the EUNITE shareware materials with restricted download authorisation; central provided course materials should be utilised within the local curricula;
- library of electronic reference materials.

It should also be noted that procedures may have to be varied or amended depending on the study level of the students, i.e. bachelor, master, Ph.D., or continuing professional development, and that this will have an impact on the introduction of the courses in the curriculum.



A procedure to allow partner universities to develop and deliver material specific for the EUNITE framework is summarised below and appears in **ANNEX 4**.

5.1 Steps in the procedure:

5.1.1 New course (see flowchart ANNEX 4)

1. Promotor (usually the course leader) with partnership of proposing universities provides the EUNITE Steering Committee with:
 - a brief "course" description;
 - proof of utilisation for the course within the curriculum or the continuing education offer of the proposing universities;
 - the added value of this course for the proposing universities and for EUNITE;
 - (eventually: commercial interest of the course);
 - description of the promoting partnership;as shown in the template in **ANNEX 5**.
2. The Steering Committee accepts the preproposal
3. The elaborated proposal of the "EUNITE course"-project is worked out with support of the Pedagogical Committee and Technical Committee
4. The project documents and advisory comments of Pedagogical and Technical Committees are submitted to the PMC for a go/no go decision
5. If accepted: the project group starts the development according the accepted schedule; Pedagogical Committee and Technical Committee support the development by answering questions and making suggestions.
The master course and its documentation is produced according standards specifications in English and stored on a central server with fall back on a second one.
A final course description is made following the extended ECTS template (<http://europa.eu.int/comm/education/socrates/guide-en.doc>), as well as a metadata description.
The Pedagogical Committee and Technical Committee provide advice on the standards to be used.
6. The course may be delivered locally or centrally. If locally delivered, it is put on the local server(s) of the participating universities, potentially after adaptation and localisation. Pedagogical Committee and Technical Committee provide support, by answering questions and making suggestions. The typical learning environment is one on which online course materials, electronic library, additional shareware and resources, eventually online assessment and online questionnaires reside on the local servers (that can access the central servers for downloading information and



resources).

The Project Management Group monitors and evaluates the results of the implementation and feeds these back to the Steering Committee for approval.

5.1.2 Existing course

Submission is made to the PMC, who may wish to seek advice and guidance from the Pedagogical and Technical Committees (**see ANNEX 4**). The Project Management Group monitors and evaluates the application and feeds it back to the Steering Committee for approval.

5.2 ***Attention points that should be taken into account when applying the procedure (to eventually update the procedure through experiences with its application)***

- is there a need for (a) different procedure(s) for the various levels of education (undergraduate, postgraduate, Ph.D., continuous education) ?
- what are acceptable time frames for the development procedure ?
- what about security issues and their consequences for the procedure
- which kinds of authorisation should be granted, who should manage the authorisation issue ?
- what kinds of fallback and contingency have to be created (e.g. backups of intermediate products, of administrative data, of help functions, etc.); who should manage these/which provisions, under which conditions ?
- what kinds of standardisation are needed/nice to have and under which conditions should these standards be applied ? How should they be implemented in the procedure ?
- what experiences should be implemented in a language and cultural management system ? What should be the application scope of such management system (differences for educational levels, for subject areas) ? What are the financial consequences ?

The Pedagogical, Technical Committees and Steering Committee provide support for the developers in taking these questions into account.

5.3 ***Items that must be addressed in the course delivery***

It is the EUNITE philosophy that whenever possible in order to give students and staff the best possible experience students and staff should have a common discussion area for each course, which would enrich the learning experience.

A. if delivered at central level

- local course coordinator provides student names for login
- local course coordinator provides names of local support (lecturers, tutors, technical support)
- service level agreement between local university and central level provider
- how are the students to be evaluated and certified (online assessment ?)
- what is the way that local tutors and lecturers communicate with course authors ?



- which language management will be used on the delivery level ? (monolingual, multilingual in relation to international collaboration for the course, else ?)
- B. if delivered at local level
- what is the local responsibility, what is a central responsibility ?
 - how about a common communication area ?
- C. monitoring and evaluation
- online questionnaires ?

The Pedagogical, Technical Committees and Steering Committee provide support for the developers in taking these questions into account.

6 EUNITE Virtual Erasmus implementation (see ANNEX 4)

6.1 Definition of virtual Erasmus

Virtual Erasmus provides an exchange scheme between universities that enables virtual attendance to courses in another university than the one the student is residing in. Like in the physical Erasmus exchange programme, these courses become an accepted part of the student's degree programme. Opposite to the previous example, where students are taking "EUNITE courses" from a local or central server with support for the courseware being provided by the student's own institution. In virtual Erasmus situations, this support is provided by the "receiving" institution.

Generally, this will only work in the start up phase when Virtual Erasmus students are integrated in the existing physical Erasmus schemes, and when the number of courses and number of students are restricted, to avoid work overload of teachers and tutors. It implies that exams are taken online in the "receiving" university, but supervised by staff of the "sending" university.

Virtual Erasmus can be used for two purposes:

- Taking virtual courses (eventually even full programmes) in a partner university, eventually in preparation or follow-up of a physical Erasmus exchange programme;
- Taking virtual courses in the student's own university, while on physical Erasmus.

Apart of virtual student mobility, attention should also be paid to virtual teacher mobility (e.g. using "distance" teachers for invited lectures; using "distance" tutors for student support of virtual courses). Its organisational, technical and pedagogical aspects as well as the financial implications have still to be studied.

6.2 Creation of a virtual Erasmus space

- Awareness raising (marketing package and bringing together the central Erasmus co-ordinators of the EUNITE partners)
- Creation of a joint directory to inform teachers of course availability and enable them to decide on the suitability of the course for their own students
 - The partner universities provide the courses that they are willing to offer and support in a virtual Erasmus scheme



- EUNITE is assembling a joint directory
- Creation of a matrix on courses available in each institution and interested universities for taking the courses
- Creation of an information pack for each course with all necessary information for partner institutions and students to take up the course, e.g.
 - Course content
 - Pedagogical model
 - Learning activities
 - Organisational aspects (time table for activities, nature of activities, technical access, language requirement, etc)
- Convene in each university the existing Erasmus co-ordinators
- On the EUNITE website: information pack and contact information
- Insertion of virtual Erasmus courses in the Institutional contracts

6.3 Running the virtual Erasmus scheme

- Maintaining the directory and information packs updated
- EUNITE should promote pilot courses in representative areas to create experiences
- In a piloting phase, in order to test the market, courses can be offered free within the EUNITE consortium, providing all partners agreed
- Similar to the physical Erasmus scheme, universities can adapt marks to take account of local variations
- Monitoring and evaluation by the local institution and reported to EUNITE Steering Committee. Evaluation scheme to be developed by the Pedagogical Committee.

6.3.1 Procedure

Step 1: meeting of minds (promoters)

Step 2: integration into the existing Erasmus schemes

- no additional study fees
- acceptance at home university of credits
- part of curriculum of home university leading to “home” degree, eventually joint degree
- grant: (to be discussed – physical mobility for a seminar ?, what about additional costs for study material)

Step 3: information event for students (at central university level)

Step 4: selection of students by promoters according to Erasmus procedures of the participating universities

Step 5: evaluation by the Programme Management Committee, on organisational aspects and by the Steering Committee on policy aspects. The Steering Committee approves and provides the label of EUNITE virtual Erasmus course.

6.3.2 Worked example :

Still to be worked out

7 Financial aspects



7.1 IPR/COPYRIGHTS (see Consortium Agreement)

Principles:

- Materials for use by other partners can only be introduced in the EUNITE network after acceptance by a Project Management Committee and the Steering Committee; the provider being responsible for IPR and copy/licencing rights for embedded materials of third parties;
- Materials of partners can only be used with explicit permission of the providing partner(s);
- Use of the material is free of charge (in this state of the consortium development), the agreement is restricted to non-commercial use of the materials;
- In case of joint development, each partner shall pay for the own costs, but the consortium will actively look for funding possibilities;
- Each partner can withdraw from the agreement by written notice before 1st February of the ongoing year; the withdrawal taking effect from the beginning of the next academic year.

7.2 Joint course development

7.2.1 Three models for financing the joint course development

1. Model 1: central payment on the basis of membership fees
 - course development is concentrated in one or two residential seminars of one week, reusable materials that are existing in the participating universities are the starting input. For these materials, the IPR/copyrights elements of the Consortium Agreement apply;
 - the considered costs for central payment are restricted to the invested travel costs of the participants and a fixed lump sum for staff time;
 - considered developers are teachers and content specialists as well as technical, pedagogical and media specialists (when needed);
 - payment is restricted to the financing of the development, not to costs that might occur as the consequence of developing teachers that act as supporters for learners of partner universities.
2. Model 2: participants pay costs
 - course development can be spread eventually over a larger time, reusable materials that are existing in the participating universities are the starting input. For these materials, the IPR/copyrights elements of the Consortium Agreement apply;
 - each university participating in the development of the joint course pays for the “own” expenses (staff time, travel costs, eventual running costs);
 - developing partners can use the joint courses for free; a fee is charged to users outside the consortium. For consortium partners that were not involved in the development, either a (reduced) fee is charged, or the costs are balanced out for the developed courses throughout a year (providing that there is an equal input of each consortium partner in one or more of these developed courses).
3. Model 3: mixed model
 - course development can be spread eventually over a larger time, reusable materials that are existing in the participating universities are the starting input. For these materials, the IPR/copyrights elements of the Consortium Agreement apply;



- each partner university awards the developers through career developing mechanisms
- a special fund is centrally created, paid for by contributions coming from grants (European, national, institutional) and/or direct contributions of partners to create this special incentive fund, and used for non staff expenses (travel, accommodation, software, hardware, technical support....). New partners of EUNITE join the central fund in cash or kind (provision of software, courseware that is balancing out the financial inputs of existing partners).

In every model, central support (organisation and monitoring of the joint course development) is paid through as part of the membership contributions to central organisational support.

7.3 Costs for course exchange/sharing + central delivery

- IPR/copyrights elements of the Consortium Agreement apply;
- Costs connected to technical support are taken on board by the local university (however user groups can be created to reduce the costs)
- Tutoring support is normally provided by the delivering university; the costs are balanced out for the courses that are exchanged/shared throughout a year (assumed that there is an equal input of each consortium partner in one or more of these courses).

8 Coordination and monitoring of the activities by the Project Management Committee

- Collects information (minutes, reports) of subcommittees (IPR, Pedagogical, Technical Committees)
- Meets minimum 4 times a year in preparation of the Steering Committee meetings
- Makes recommendations to the Steering Committee as appropriate



9 Annex 1. Members and detailed remit of the Pedagogical Committee

Task shall include but not be limited to:

- (1) Define pedagogical models that are in line with the actual situation in accepted scientific research and respects the pedagogical concepts in use at the partner universities
- (2) Propose guideline and procedures for the submission, the selection, the (educational) value, the updating and withdrawal of materials that is offered through the EUNITE network
- (3) Monitor the quality of EUNITE courses in development and delivery, and organize peer review for the purpose

A single or several member institutions develop the courses offered through EUNITE. A course can be considered on three levels: courses, course material and reference material.

The course, course material or reference material developed within the EUNITE framework should be specified in terms of aim, methods and level (i.e. bachelor, master, ph.d., or continuing professional development) of education. It is important that there is a strong coherence between aim, methods and level. Generally speaking the aim and level is discipline based whereas the methods are pedagogical based.

The use of ICT in the EUNITE framework should focus on learning (not technology) and the added value that technology can bring to the learning process, learning environment, and learning materials. Thus ICT is here understood as a way of increasing both quality and accessibility whilst at the same time leaving room for cultural differences and diversity.

It is the aim of the pedagogical committee continuously to collect examples of good practice and experiences in order to qualify the course framework in EUNITE.

Pedagogical models

The term Pedagogical model is here meant to denote the understanding of learning methods, preferably some form of student-centered constructivist notions of learning (e.g. guided independent learning, problem oriented project work, ..).

The preferred pedagogical model behind the course should be explicated in regards to:

- Basic learning activities
 - E.g. lectures, project, case studies, workshops, discussions
- Learning materials



- E.g. readings, lecture notes, videos, interactive learning materials, animations, forums
- Typical organization of learning activities
 - E.g. mix of activities, modules, milestones, ECTS point
 - Single student, group of students on each location, mixed group of students
- Mode
 - Web based learning or mixed learning
- Communication
 - E.g. text-based, asynchronous, synchronous, chat, audio, video, face-to-face
- Language
 - English or a mix of English and some other language
- Tools
 - E.g. portfolio, ..
- Evaluation and assessments
 - E.g. assignments (online), paper, dialog

Members of the Pedagogical Committee:

[Follows the names of the members of this Committee]



10 Annex 2. Members and detailed remit of the Technical Committee

Tasks shall include but not be limited to:

- (1) Define guidelines for support systems;
- (2) Implement security and control measures;
- (3) Monitor the technical quality of the EUNITE courses;
- (4) Monitor the technical quality of the EUNITE portal site.

The Technical Committee shall pay attention to three tasks:

1. make a study of the basic conditions and requirements for technical facilities and cooperation
2. provide support to EUNITE activities
3. Evaluate from a technical viewpoints on EUNITE actions and products

Study on technical facilities and cooperation

Steps to be taken

- critically review the existing report of the Taskforce on digital platforms (e.g. by comparing it to the report of the cEVU's work group on digital platforms) to keep only the information that is still valid
- identify the items in the original brief for the Taskforce that were not covered in its report, but are vital for the functioning of the virtual campus
- update and complement the report of the Taskforce with actual information (e.g. on used digital platforms by the partners, their inter-compatibility and tools that enable shared use of resources)
- develop security and control measures

Output:

Guidelines for support systems at central EUNITE level and at institutional level (if relevant)

Implement security and control measures

Support provision for EUNITE activities

Provide in a proactive as well as reactive way support for technical aspects of

- the EUNITE portal site and its components (information, directory, databases, project work place, virtual campus):

Provide technical advice for

- The structure of the portal site
- The development and maintenance of the information as a joint effort of partners and central secretariat
- The structure of the joint directory/database of materials (including the master of "EUNITE" courses)
- The partner universities provide the courses that they are willing to offer and support in a virtual Erasmus scheme
- Creation of a matrix on courses available in each institution and interested universities for taking the courses



- virtual Erasmus activities: Creation and running of a virtual Erasmus space
Advice and support for:
 - Maintaining the directory and update the information packs
 - Course exchange
 - Virtual Erasmus as complement to physical Erasmus exchange
- joint development of learning and instruction materials, courses, curricula
 - Advice and support for course teams with respect to application of technical guidelines, tools and their application
 - Detail the technical aspects connected to local and central delivery (how to upload, technical characteristics, etc.)

Evaluation of EUNITE actions and products

- Identification of tools for evaluation, in line with existing evaluation tools that are used in the partner universities
- Monitor the technical quality of the EUNITE portal site.
- Monitor the technical quality of the EUNITE courses;
- Monitor the technical aspects of Virtual Erasmus;

Members of the Technical Committee:

[Follows the names of the members of this Committee]



11 Annex 3. Members of the IRP Committee

Members of the IPR Committee:

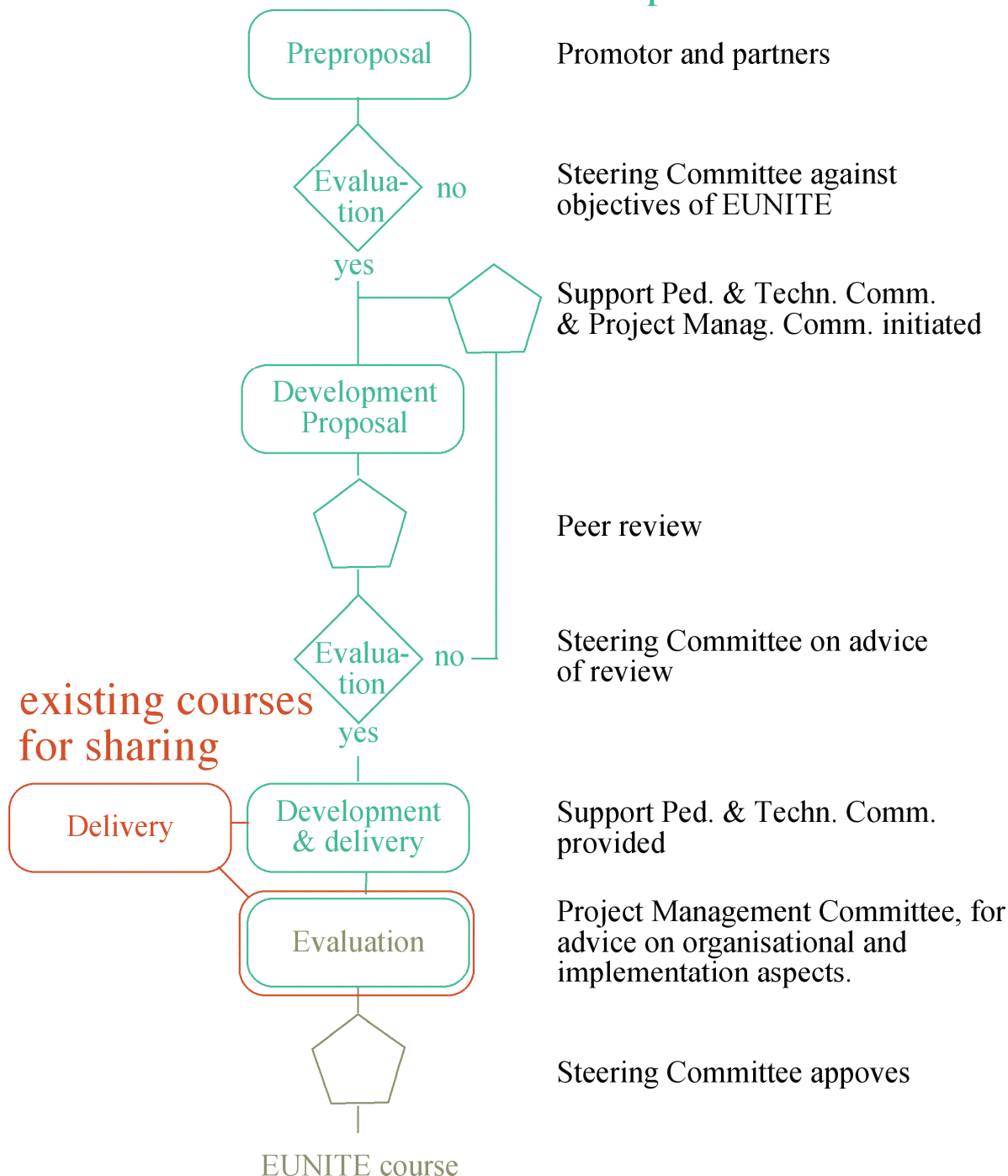
[Follows the names of the members of this Committee]



12 Annex 4: Flowchart for the EUNITE course prodedures

Joint (new) course development and sharing of existing courses

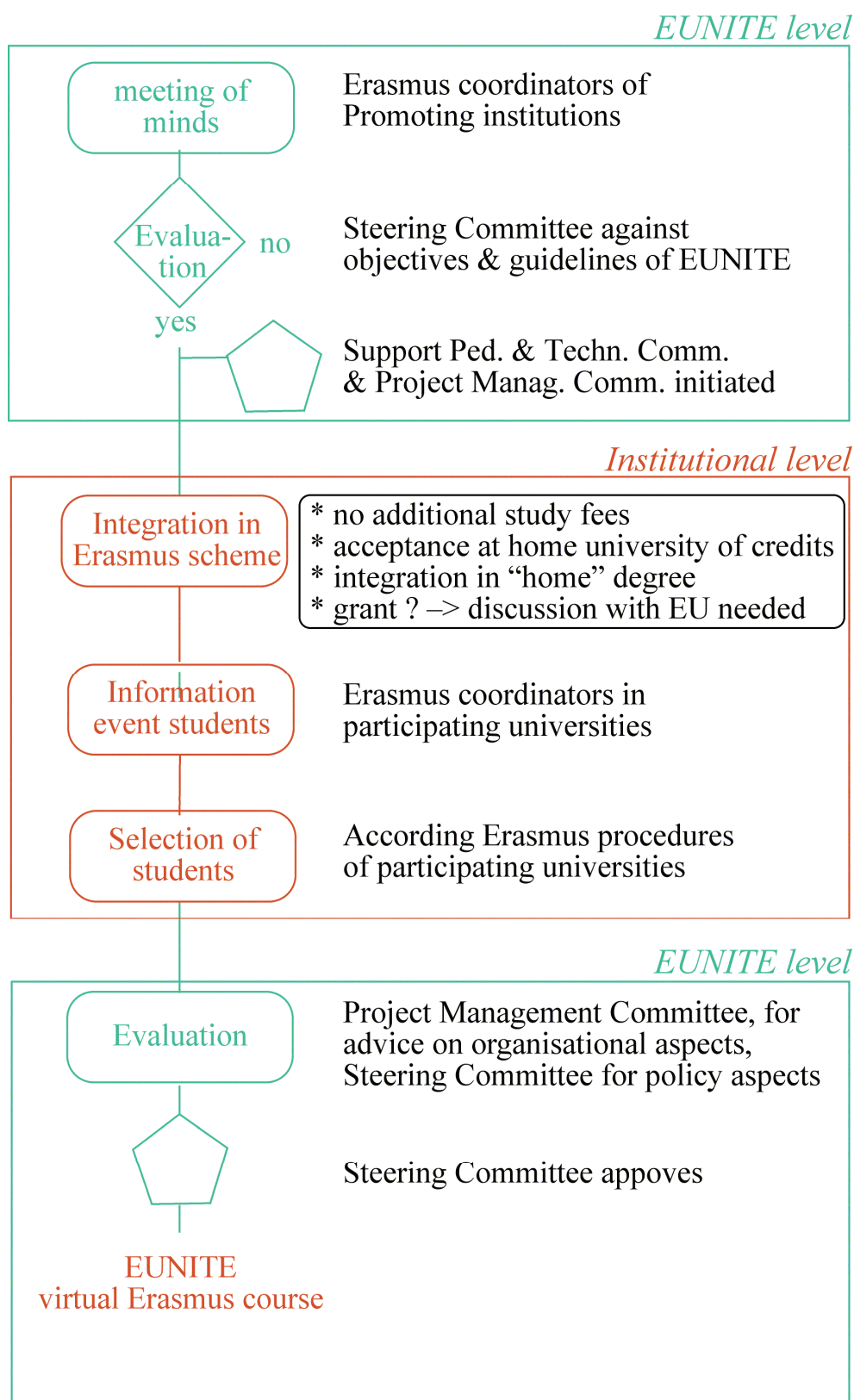
Joint new course development





12.1 Virtual Erasmus

Virtual Erasmus implementation





13 Annex 5: template for submission of EUNITE course proposals

Title of the project

1. Promotor *

Name:

University:

Address:

Telephone number/

e-mailaddress:

Signature

Partnership*

Name:

University:

Address:

Telephone number/

e-mailaddress:

*copy the frame as many times as necessary

2. Project category

☐

full programme

☐

full course

☐

materials

3. Potential interest

At level of bachelor and master (specify per participating university):

Education in which the course is situated (prime subject, year of study)



How many students will take the course

At level of Ph.D. (specify per participating university):

Scientific domain of the course

How many students will take the course

At the level of continuous professional development (specify per participating university):

Potential commercial interest (number of students, potential use in corporate training)

4. Objectives and educational model/scenario

Situate the materials in the education of the partners

subject domain (s)

level(s) of education (undergraduate - year of study - post graduate, CPD, ph.d. etc.

full programme, full course, module(s), unit(s)

ECTS credits

Curricular compliance

Objectives of the project



Situate the project in the teaching/learning environment

web based, blended learning
who is teaching, teaching requirements, tuition
pedagogical concept behind the material

5. Contents description



Keywords (LOM standards)

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1. Development plan with milestones

Year	Month	Milestone	Persons involved
		Intermediate report	



2. IPR clearance

for embedded materials
for materials of "guest lecturers/authors"
institutional agreement covered by consortium agreement ?

3. Budget (personnel, travel and subsistence, equipment, general expenses)

Personnel	
Equipment	
Travel and subsistence	
General expenses	
Totaal	

4. Financial and organisational agreements

Who is interested to take the course outside the promoting partnership
Who is committed to take the course inside and outside the promoting partnership
Is an eventual curriculum reform procedure started up in the committed universities
Describe the implementation plan for the participating universities (including plans for localisation)
Which financial agreements have been made
Which support in the participating universities can be expected for the development and implementation