Erasmus+ project
Students' Mobility Capacity Building in Higher Education in Ukraine and Serbia / MILETU

Assessment scale and value of completed work for virtual/blended student's mobility programs
DEV 3.2

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Introduction

This document is intended to describe assessment scale and value of completed work and therefore to assist teaching staff from Programme and Partner Countries Higher education institutions (HEIs) to ensure that assessment tasks and practices are effective for student virtual mobility. It is an up-to-date measure of career counselling practice critical component. They are a useful indicator of team work satisfaction and personal goals.

The purpose of this elaboration was to develop and provide evaluation of a work values scale for assessing virtual mobility run. In its simplest way, a performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing virtual mobility. Assessing virtual mobility can profoundly shape the educational and background experiences of students. This document includes assessment which is aligned to learning goals which focus not only on content knowledge but also on process and capabilities.

1. Assessment scale and value of completed work

1.1. Description of the measures of evaluation

The mobility runs measures includes:
- learning activities:
(1) individual work - electronic learning environment and team building;
(2) group work - team work in lab, group report, policy summary, including 'virtual team work' in the form of knowledge exchange platforms allowing participants in various mobility programs and online courses to exchange and unite knowledge, dilemmas, experience and work;
(3) chat sessions - evaluation of the course assessment.
- joint project.

Virtual mobility run will be assessed based on the product of the team work as well as the process of the team work. Assessment of the student performance will be based on the following criteria:
  1) Student`s participation in lections;
  2) The results of the tests;
  3) Project preparation;
  4) Joint team work over the project.

The suggestion for the weighting of final grade is 25% for learning activity (items 1-2) and 75% for the joint project (items 3-4).

For items 1-2, it is suggested the following scale of evaluation:
  - test - 60%
  - attendance/participation - 20%
  - online homework assignments - 20%

For above-mentioned items 3-4, it is suggested that following indicators should be evaluated: ability to set a common goal, defining roles between participants, coordination of work, ability to communicate, ability to collaborate, participation in project preparation, student`s contribution to the project, presentation of the results of the project. Evaluation of the project preparation and joint team work will be conducted based on following indicators (see Annex I):

Table 1.1.

Indicators	Maximum score
Ability to set a common goal	5%
Defining roles between participants	5%
Coordination of work	10%
Ability to communicate	10%
Ability to collaborate	10%
Participation in project preparation	30%
Student`s contribution to the project	20%
Presentation of the results of the project	10%

The total number of ECTS to be transferred is 2.0:
• 0,5 ECTS for learning activity (requires 15-25 hours of work (depending on video lectures) over the subject;
• 1,5 ECTS for joint project (requires 100 hours of work over the joint project or 25 hours for individual contribution).

In final grade is 25% for learning activity and 75% for the joint project.

Evaluation of work over the project (see Annex II) will be conducted based on participation in project preparation student`s contribution to the project, presentation of the results of the project.

Virtual mobility performance can facilitate the development of specific skills within joint team work:
• teamwork skills (skills in working within team dynamics; leadership skills);
• analytical and cognitive skills (analysing task requirements; questioning; critically interpreting material; evaluating the work of others);
• collaborative skills (conflict management and resolution; accepting intellectual criticism; flexibility; negotiation and compromise); and
• organisational and time management skills[1].

There are different ways of allocating marks to individual students for the quality of their contribution to the team-working process or the team work product (project). Team work may reduce the workload involved in assessing, grading and providing feedback to students.
There are three basic dimensions to assessment of team work:
• Students' demonstrated abilities of working effectively as a team member (process);
• Students demonstrated knowledge and application of the skills of successful task completion (process);
• The quality of the output or product of the group assessment task (product).

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[1] https://staff.mq.edu.au/teaching/evaluation/resources_evaluation/developing_unit/assess_achievement/

1.2. The roles of actors

Implementation of MILETUS virtual mobility programme is organized through the Moodle platform. The following stakeholders are included in the virtual mobility assessment:
(a) students;
(b) virtual mobility coordinator;
(c) supervisor of virtual mobility program.

The students work during virtual mobility run will be analysed closely linked with Problem Based Learning (PBL) and the experience of supervisors of virtual mobility programs. Student passes through three distinct evaluation stages: proficient, competent, developing.

The teams of students were established to develop an instrument enabling supervisors to assess students' attitudes and competencies acquired through their participation in Moodle sessions.

The learning activity of students will be evaluated by the virtual mobility coordinator based on the Moodle statistics, log-in activity and duration of the internet sessions as well as the results of final test. The quality of the project and team work will be evaluated by supervisor of virtual mobility program (see Annex I).

Supervisor is equipped to give accurate and appropriate feedback in a form of the assessment report which should be collected in a timely manner (see Annex III). This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. The assessment report should send to virtual mobility coordinator.

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Annex I (Elaboration of assessment scale and value of completed team work)

	Indicators	Description				
1	Ability to set a common goal	Know-how and able to formulate with clarity group objectives	Propose clear objectives which are understandable for the group	Propose attractive objectives for the group defining them with clarity	Stimulate team defining attainable, forward-looking goals	Stimulate team formulating objectives that they accept as their own
2	Defining roles between participants	Doesn`t manage individual commitment fostering team discouragement	Obtains commitment of each member enabling the group to function	Achieves personal and collective commitment of team	Gets members involved and committed	Members accept others` proposals as their own suggestions
3	Coordination of work	Able to coordinate meetings	Tries to direct meetings	Direct meetings with effectiveness	Balanced participation and commitment of all members	Doesn`t overlooks time, agenda or results
4	Ability to communicate	Able to organize communication remotely	Use dialogue to further fairness and comprehension	Contribute arguments and reasons to support own views	Able to link own opinions with others opinions	Recognizes and understands different opinions and points of view
5	Ability to collaborate	Let`s things go; acts without prior planning	Improvises planning	Makes concrete proposals and establish reasonable deadlines	Stimulates others members` participation	Distributes tasks to members, even under pressure and with diverse members

Annex II (Elaboration of assessment scale and value of completed joint work over the project)

	Indicators	Description
1	Participation in project preparation	Ability to form proposals, to make research, to presentation of one`s ideas, communication in joint meeting, good organization of meeting
2	Student`s contribution to the project	Ability to make research, reasonable conclusions, academic or analytical writing of reports and papers, writing skills
3	Presentation of the results of the project	Providing of qualified presentation on the results of the project with concrete proposals and reasonable conclusions

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Annex III (Assessment report form)

ASSESSMENT REPORT FOR GROUP PROJECT

Virtual mobility run: [   ] first   [   ] second   Return date: _____

Discipline: _____

Supervisor: _____

Total number of students in mobility run: _____

Beginning _____   End _____   Incompletes _____Withdrawals _____

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1.   **Please describe measurable outcomes desired/expected for the course.**

_____
_____
_____

2.   **Please describe what assessment method you used to measure the outcomes for this course.**

_____
_____
_____

3.   **Analyze and report the results from your course assessment. Indicate rate of success at achieving desired outcomes.**

_____
_____
_____

4.   **Review your results and list any changes you plan to make as a result of your assessment. (virtual mobility runs improvement)**

_____
_____
_____

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ASSESSMENT FORM FOR GROUP PROJECT

Assessment indicators*	PRO FICIENT		COMPETENT		DEVELOPING
Team work					
How well does a common goal set?	Know how and able to formulate with clarity group objectives (YES/NO)	Propose clear objectives which are understandable for the group (YES/NO)	Propose attractive objectives for the group defining them with clarity (YES/NO)	Stimulate team defining attainable, forward-looking goals (YES/NO)	Stimulate team formulating objectives that they accept as their own (YES/NO)
Totals %, (max 5%:					
How well does roles between participants define?	Doesn`t manage individual commitment fostering team discouragement (YES/NO)	Obtains commitment of each member enabling the group to function (YES/NO)	Achieves personal and collective commitment of team (YES/NO)	Gets members involved and committed (YES/NO)	Members accept others` proposals as their own suggestions (YES/NO)
Totals % (max 5%):					
How well coordination of work	Able to coordinate meetings (YES/NO)	Tries to direct meetings (YES/NO)	Direct meetings with effectiveness (YES/NO)	Balanced participation and commitment of all members (YES/NO)	Doesn`t overlooks time, agenda or results (YES/NO)
Totals % (max 10%):					
How well Ability to communicate	Able to organize communication remotely (YES/NO)	Use dialogue to further fairness and comprehension (YES/NO)	Contribute arguments and reasons to support own views (YES/NO)	Able to link own opinions with others opinions (YES/NO)	Recognizes and understands different opinions and points of view (YES/NO)

How well Ability to collaborate	Let`s things go; acts without prior planning (YES/NO)	Improvises planning (YES/NO)	Makes concrete proposals and establish reasonable deadlines (YES/NO)	Stimulates others members` participation (YES/NO)	Distributes tasks to members, even under pressure and with diverse members (YES/NO)
Totals (%):					
Quality of project paper					
Participation in project preparation	Ability to form proposals, to make research, to presentation of one`s ideas, communication in joint meeting, good organization of meeting				
Totals % (max 30%):					
Student`s contribution to the project	Ability to make research, reasonable conclusions, academic or analytical writing of reports and papers, writing skills				
Totals % (max 20%):					
Presentation of the results of the project	Providing of qualified presentation on the results of the project with concrete proposals and reasonable conclusions				
Totals % (max 10%):					
Total score of student work evaluated					

*Numbers below correspond to numbers on sample unit grade sheet – see Table 1.1.