

Open Virtual Mobility

O4.A2.3 E-Assessment Tool

- Final draft -

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Imprint

Imprint: This publication is O4.A1.1 by the Open Virtual Mobility, URL: <http://stud.cm.upt.ro/tam/echipa4/> Erasmus+ strategic partnership founded by the European Commission 2017 - 2020 under **2017-1-DE01-KA203-003494**. This paper is a public document produced as part of Outcome O4-A2 “e-assessment tool” and aims at describes the technical development of the tool and the content.

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1. Executive summary

This paper is a public document produced as part of Outcome O4-A2 “e-assessment tool” of the Open Virtual Mobility Erasmus+ strategic partnership (2012-2020) and aims to define the concept of e-assessment as applied in the OpenVM project.

This publication summarises the first two milestones:

Milestone 1: O4-A2.1: produce a mock-up of the e-assessment tool.

Milestone 1: O4-A2.2 Produce content for the tool and translate content

Milestone 1: O4-A2.3 Technical development of the tool

What are the objectives covered in this paper?

- Present the realisation of the self-assessment tool of VM competences already described in the milestone O4-A1.3 e-assessment concept

Who is this paper for?

- Mainly for the partnership of the project
- For educators who have to assess transversal competences

What topics are addressed in this paper?

- VM competences e-assessment tool

Contributors

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2. Aims and Scope

The objective of this document is to justify the technical choices made for the VM skills self-assessment tool described in the e-assessment concept O4.A1.3 publication and to show with screenshots the interface of the tool as well as the display of the results.

The tool is a survey with a 4-point Likert scale.

3. Technical choices of the tool

As the self-assessment tool needs to provide the user with their results, the data has to be stored in a database and "calculations" have to be possible in order to display these results.

As the evaluation tool is implemented in the MOODLE platform, it was decided to use a custom activity module plug-in, which makes it easier to manipulate the data than with a survey or questionnaire tool existing in MOODLE, and also avoids having to manage access to the tool (authentication) because this is already managed by the platform.

4. Screenshots of the tool

Self-assessment tool

- ✔ 1 - Intercultural skills and attitudes
- ✔ 2 - Interactive and collaborative learning in an authentic international environment
- ✔ 3 - Autonomy-driven learning
- ✔ 4 - Networked learning
- ✔ 5 - Media and digital literacy
- ✔ 6 - Active self-regulated learner skills
- ✔ 7 - Open mindedness
- ✔ 8 - Gaining knowledge of virtual mobility and open education

On entering the tool, the user can select the VM skill they want to evaluate

For each competence, there are associated sub-skills, and for each of these sub-skills the user must answer a number of statements (1 strongly disagree and 4 strongly agree).

Intercultural skills and attitudes

Gaining cultural knowledge

<input checked="" type="checkbox"/> I am looking for information about the country I visit virtually or physically (climate, geography...)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4
<input checked="" type="checkbox"/> I read foreign newspapers (translated or not)	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> I read books written by authors from another culture	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4
<input checked="" type="checkbox"/> I watch foreign films	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4
<input checked="" type="checkbox"/> I keep abreast of cultural trends in the countries I visit	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4
<input checked="" type="checkbox"/> I keep abreast of educational practices in the different countries I visit	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

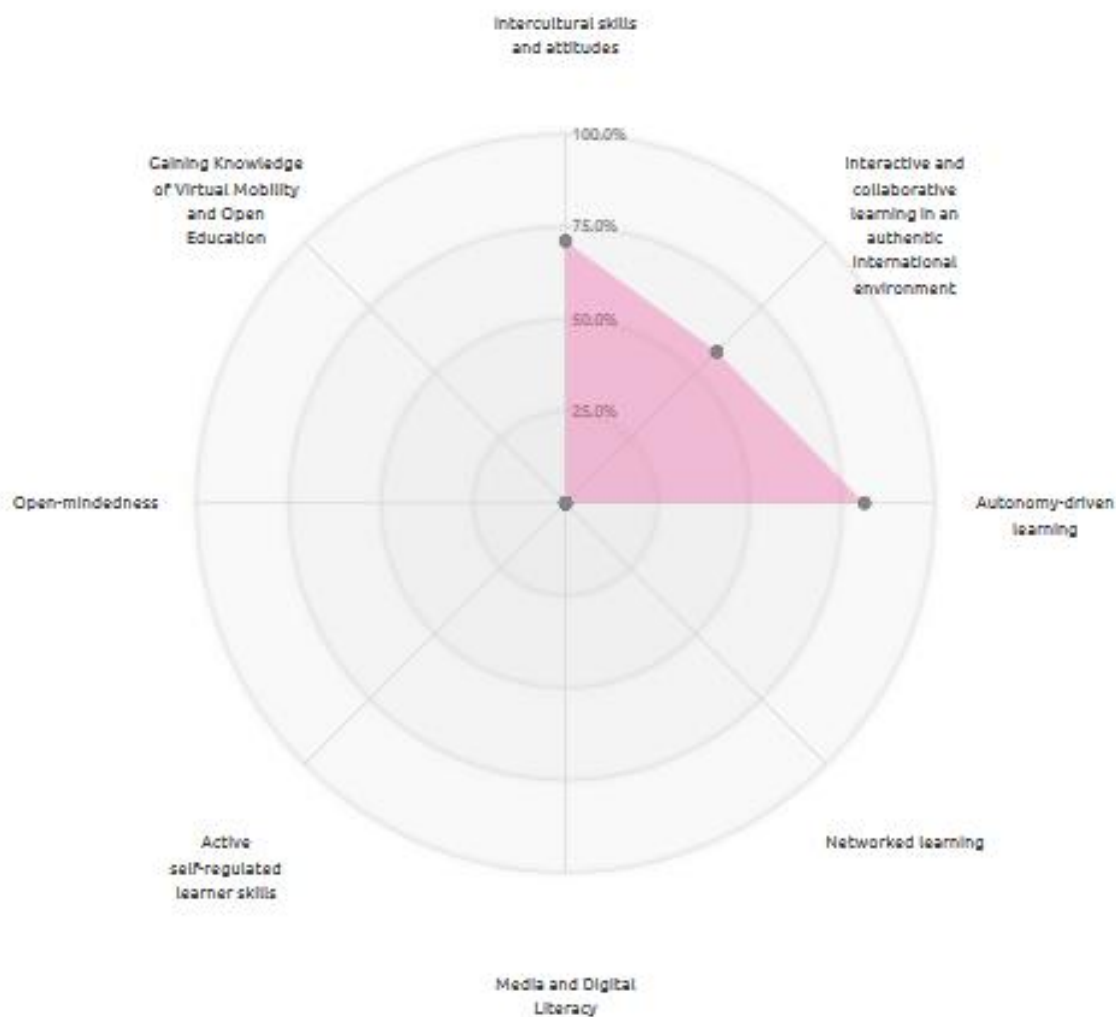
Understanding cultural perspectives

<input checked="" type="checkbox"/> I understand and respect people with different cultural affinities	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> I measure that culture influences behaviour and is an important factor to consider	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> I know the main cultural factors influencing behaviour (religion, country, social class)	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> I am aware of the distinctive characteristics of a culture other than mine	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> I agree with the quote of Marcel Proust (famous French writer) « The real journey of discovery is not to see new lands, but to see with new eyes. »	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4

Enhancing own cultural identity

<input checked="" type="checkbox"/> I seek information about my own culture, my origins, the social groups to which I belong	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<input checked="" type="checkbox"/> When I am in a group with people from different cultures, I can present my own values, my origins, my beliefs	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4

The results are displayed as a radar graph as the answers are completed.



This graph is updated progressively as the other sub-skill surveys are answered by the user, so that they can have a simple overview of their strengths and weaknesses.

5. Conclusion and next steps

The technical development of the e-assessment tool is realised using agile development methods and user-centred design, ensuring developers work closely with future users. For this purpose, a peer review of the content and a field test with students were carried out on a prototype of the tool. Changes and improvement requests following these two processes will be reflected in the tool. The final version of the tool incorporating all these changes will be translated into the languages of the partnership.