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**ERASMUS+ CBHE PROJECT # 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP**

**PRINTeL**

**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING &  
LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN  
EASTERN PARTNERSHIP COUNTRIES”**

## **QUALITY EVALUATION REPORT**

### **WP 3 DELIVERABLES**

**Prepared by the Universitat de Barcelona**

**August 2021**

## **PRINTeL – List of abbreviations commonly used in PRINTeL documents**

AC Academic Council  
DEV Development  
DISS Dissemination  
EPC European Partner Country  
HEI Higher Education Institute  
LP Lead Partners  
OER Open Educational Resources  
OP Operational Plan  
PC Partner Country  
PRP Peer Review Program  
T&L Teaching and Learning  
TEC Technology Enhanced Classrooms  
TF Task Force  
TOR Terms of Reference  
TOT Training of Trainers  
TSDC Teaching Strengthening Staff Development Centers  
TT Teacher Training  
QA Quality assurance  
QC Quality Control  
QC&M Quality Control and Monitoring  
QEC Quality Evaluation Committee  
VATL Virtual Academy of Teaching and Learning  
WG Work Group  
WP Work package  
Yx Year x

<b>Partner HEIs: Institutions' names and acronyms</b>	<b>Lead partner</b>
P1 YSU Yerevan State University – Yerevan, Armenia.....	WP7
P2 NPUA National Polytechnic University of Armenia – Yerevan, Armenia.....	WP1
P3 VSU Vanadzor State University after H. Tumanyan – Vanadzor, Armenia	
P4 ISU Ilya State University – Tbilisi, Georgia .....	WP2
P5 GTU Georgian– Tbilisi, Georgia.....	WP4
P6 TeSaU Iakob Gogebashvili Telavi State University – Telavi, Georgia	
P7 BSU Belarusian State University – Minsk, Belarus.....	WP3
P8 BrSTU Brest State Technical University – Brest, Belarus .....	WP6
P9 YKSUG Yanka Kupala State University of Grodno – Grodno, Belarus	
P10 NCSRHE National Center for Strategic Research in Higher Education – (YSU) Yerevan, Armenia	
P11 KU Leuven Katholieke Universiteit Leuven – Leuven, Belgium .....	WP5
P12 UB Universitat de Barcelona – Barcelona, Spain	
P13 UP Universidade do Porto – Porto, Portugal	
P14 LiU Linköping Universitet – Linköping, Sweden	
P15 FHJ FH Joanneum Gesellschaft mbH – Graz, Austria	

## INTRODUCTION

The QEC of PRINTEL was set-up to safeguard and guarantee the effective accomplishment of PRINTEL's objectives as well as exercise continue evaluation and provide recommendations so that all activities are implemented accordingly and to the agreed high standard. The main task of the Committee is to assure the quality of all products. As part of the QEC within the PRINTEL project, the Universitat de Barcelona has produced the present quality report to evaluate the outcomes of Workpackage 3, specially its main objective: the creation of the VATL Portal. For this purpose, the report is based on the main actions undertaken on the creation of the VATL platform, but also the elaboration of the VATL manual to implement OER and the training carried out for trainers and staff. Beyond the analysis of the main outputs, the quality report also highlights recommendations for enhancement and improve the results.

The current quality report was focused on:

- 1) Creation of the VATL platform
- 2) Elaboration of the VATL Manual for the implementation of the OER
- 3) Training for PC HEIs with a workshop, led by qualified OER trainers, organized at KU Leuven for 28 trainers and TSDC staff.

## CONTEXTUALISATION

One of the activities set out in the project was **WP.3: Creating the VATL**, and the methodology for doing so was defined as follows:

*“BSU will lead WP.3 as the most advanced PC partner in teaching with technologies. Main goal is to establish a virtual platform promoting & disseminating innovative technology-enhanced T&L and use of OERs. It will provide online teacher development services to EPC academic community.*

*TF3 will be created to study practices of virtual teaching platforms and OERs at EU HEIs. To assess preconditions in PC HEIs, an analysis of current regulatory and technological settings will be conducted. Based on the results TF3 will produce a ToR for VATL development with requirements on its structure, functionalities, coordination, membership policy, services, etc. A crucial activity is a development and testing of ICT solutions/software for VATL portal. TF4 will be established with involvement of best ICT specialists from PC and EU partners to implement this task.*

*Relevant infrastructure for implementation of VATL network will be set up. Each PC HEI will be equipped with the necessary hardware, software and communication infrastructure to produce OER content and support implementation of common VATL portal. 9 multimedia content building studios assembled with audio-video and lighting equipment will be established allowing teachers to create OERs with multimedia content. Methodological guidelines (VATL Manual) for implementing OER concept will be elaborated, published and disseminated among PC HEIs. To secure smooth and efficient adoption of the Manual, a training with a workshop, conducted by qualified OER trainers, will be organized in KU Leuven for 28 trainers and staff of TSDCs. Participants will develop OERs meeting the predefined standards.*

*To operationalise VATL each PC HEI will produce and publish OERs for VATL repository. The materials will be published on each HEI's hub and indexed within the common VATL portal thus resulting in a functioning VATL network. To evaluate the initial products, each HEI will create a representative group of teachers and students who will enroll in specific VATL courses and provide feedback on the value of OERs and on overall impression from VATL.”*

The main actions undertaken will be presented in this report on the basis of the following three actions:

- 1) Creation of the VATL platform
- 2) Elaboration of the VATL Manual for the implementation of the OER

- 3) Training for PC HEIs with a workshop, led by qualified OER trainers, organized at KU Leuven for 28 trainers and TSDC staff.

Nevertheless, there have been more than three [deliverables for WP3](#), and all of them are published on the project website. The report will make some references to these materials. However, the consultation of this page is recommended in order to have access to the detailed information.


[HOME](#) [ABOUT PRINTEL](#) [WORK PACKAGES](#) [PROJECT MANAGEMENT](#) **[PUBLIC DELIVERABLES](#)** [NEWS & EVENTS](#) [MEDIA](#) [USEFUL LINKS](#) [CONTACTS](#)

HOME > PUBLIC DELIVERABLES > Deliverables for Work Package-3

### Deliverables for Work Package-3

WP.3 (DEV): Creating Virtual Academy of Teaching & Learning (VATL)

- Activity 3.1. TOR for VATL Portal
- Activity 3.2 ICT Solution for VATL Portal
- Activity 3.3. Multimedia Content Building Studios
- Activity 3.4. Guidelines for OER Content Publishing
- Activity 3.5. Training of Trainers on OERs
- Activity 3.6. Operationalization of the VATL



[Deliverables for Work Package-1](#)  
[Deliverables for Work Package-2](#)  
**[Deliverables for Work Package-3](#)**  
[Deliverables for Work Package-4](#)  
[Deliverables for Work Package-5](#)  
[Deliverables for Work Package-6](#)  
[Deliverables for Work Package-7](#)

In line with the above approach, the report is divided into four main sections. The first section deals with the general description of the VATL portal; then, the second section refers to the VATL Multimedia Help; thirdly, the report covers the reference to the training workshop; finally, some conclusions are provided.

# 1. VATL PORTAL

## Description of VATL-Portal

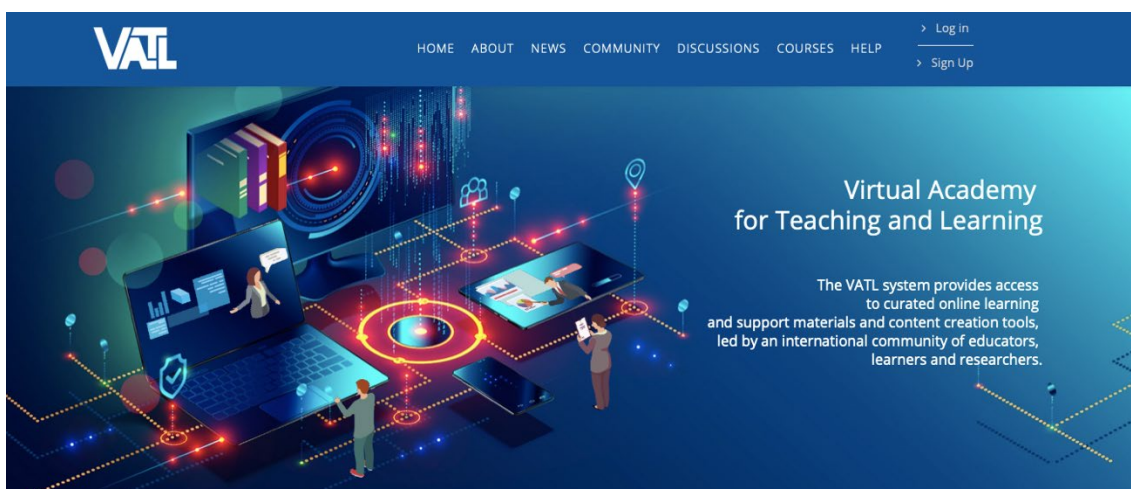
As stated in the PRINTEL project description, BSU has established a virtual platform to promote and disseminate innovative technology-enhanced teaching and learning and the use of open educational resources (OERs).

The VATL system is a software combination of two main technologies: Joomla Open Source Software for the central website and Moodle Learning Management System for the local OERs of Partner Universities. The VATL Portal consists of two blocks: the Portal Block (based on Joomla) and the Course Building Block (based on Moodle). As a connector of the Joomla CMS and the Moodle LMS, Joomla! is used.

The key benefit of Joomla! is its ability for administrators and website owners to publish Moodle content directly in Joomla! providing a seamless user interface for their students.

On 1<sup>st</sup> April 2019, the test operation of the VATL site-system, based at the Yerevan State University, began.

In May 2019 the partners meeting took place, dedicated to the functionality of the Virtual Academy Portal for Teaching and Learning (VATL).



As can be seen on the image above, the name of the platform is VIRTUAL ACADEMY FOR TEACHING AND LEARNING (VATL) and this is the link to the platform: <https://vatl.ysu.am/index.php/home-en>

The aim of the platform is to provide online teacher development services to the EPC academic community and, as described on the home page “The VATL system provides access to curated online learning and support materials and content creations tools, led by an international community of educators, learners and researchers”

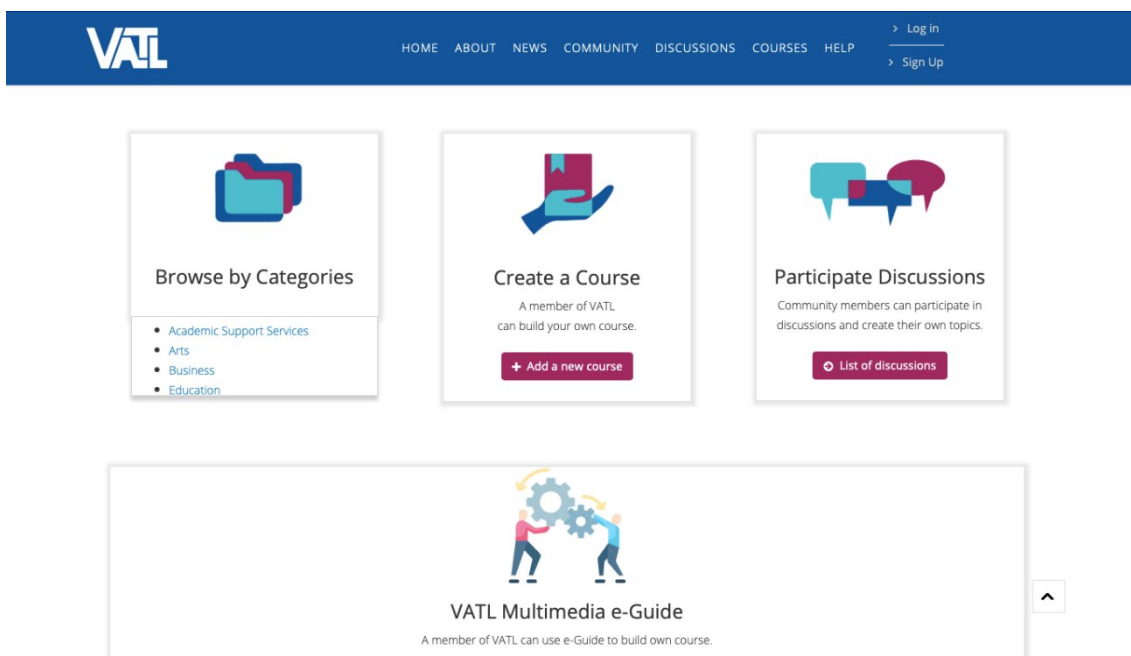
Continuing with the description of the platform, there is a top-level menu with the following sites:

- Home
- About
- News
- Community
- Discussions
- Courses
- Help

All these sites will be described and evaluated in the first part of the report.

## HOME

On the home page there are direct links to the most relevant contents of the platform, such as the Courses, the Discussion forums or the Help utilities.





These are the contents in the Home page:

1) Browse by Categories: there is a direct link to the 10 categories in which the available courses are organized:

- [Academic Support Services](#)
- [Arts](#)
- [Business](#)
- [Education](#)
- [Humanities](#)
- [Mathematics and Statistics](#)
- [Science and Technology](#)
- [Social Sciences](#)
- [Workforce Development](#)
- [Other](#)


From the different categories it is possible to access to the available courses, despite there is a direct link to the Courses in the main menu.

2) Create a Course: A VATL member can create their own course. This option is also available from the Courses section.

3) Participate in Discussions: This is also a direct link to one of the main menu sections, which is Discussion.

4) VATL Multimedia e-Guide: A VATL member can use the e-Guide to build their own course.

5) Latest news: There is room for the three latest news items published.




[HOME](#)
[ABOUT](#)
[NEWS](#)
[COMMUNITY](#)
[DISCUSSIONS](#)
[COURSES](#)
[HELP](#)

[Log in](#)
[Sign Up](#)

### Latest News

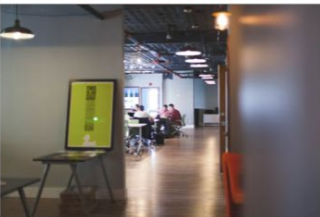
#### IN-HOUSE TEACHER TRAINING COURSE



In the frameworks of Erasmus+ PRINTEL project in February-March, 2019 an Internal Teacher Training (...)

[Read more](#)


#### SEMINAR OF VATL DEVELOPERS



Partners meeting has been planned in May 2019. It will be dedicated to functionality of the Virtual ...

[Read more](#)


#### TESTING PHASE



On April 1, begins the test operation of the site-system VATL.

[Read more](#)

- 6) At the bottom of the home page there is also an invitation to join the platform, with Log in or Sign Up links, and some Quick Links, contact information and two different Search tools, being one of them specific to courses.




[HOME](#)
[ABOUT](#)
[NEWS](#)
[COMMUNITY](#)
[DISCUSSIONS](#)
[COURSES](#)
[HELP](#)

[Log in](#)
[Sign Up](#)

## Join VATL

Create your own materials, add materials to the VATL collection, and be a part of the community. All for free!

[Log in](#)
[Sign Up](#)



Virtual Academy of Teaching and Learning


#### Quick Links

- [Term of use](#)
- [Help](#)
- [Partners](#)

#### Contact


E-mail: [vatl@ysu.am](mailto:vatl@ysu.am)  
Phone: (+374 10) 57 06 77

#### Search



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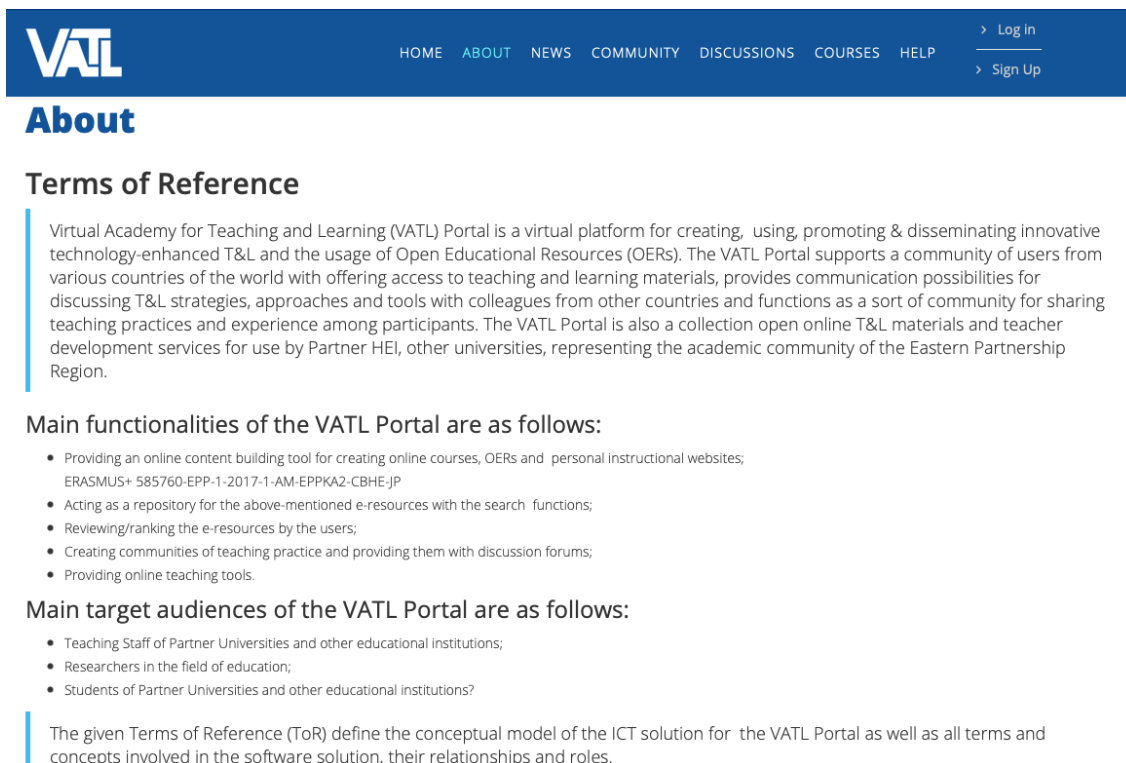
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In relation to the homepage the main point to note is that the links on this page make it much easier to navigate the platform. The main contents can be found at a glance.

It is also important to highlight that there is a direct access to the VATL Multimedia e-Guide, which was established as one of the main objectives of WP3.

## ABOUT

In this section, the Terms of Reference are published, as well as the main functionalities and the main addressees. The information is clear, as can be seen in the following image:



## NEWS

The section has been created with the aim of publishing pieces of information related to the platform. As mentioned above, some of these news items are also accessible from the homepage.

At the moment there are only the four news items that can be seen below, and none of them are recent. As a suggestion, there should be someone specifically involved in this engagement.

- 1) [The start of VATL development](#) 24 DECEMBER 2018
- 2) [Testing phase](#) 22 MARCH 2019
- 3) [Seminar for VATL developers](#) 23 MARCH 2018
- 4) [In-House Teacher Training Course](#) 25 MARCH 2019

## COMMUNITY

This section provides information about VATL members. As of August 2021, VATL has 343 registered members.

There is a useful mechanism to search for members, according to the different criteria collected in the profile that each member has to fill in at the moment of registration, as it can be seen in the following screenshot:

The screenshot displays the VATL website's 'VATL members' section. The header is dark blue with the VATL logo on the left and navigation links (HOME, ABOUT, NEWS, COMMUNITY, DISCUSSIONS, COURSES, HELP) in the center. On the right, there are links for 'Log in' and 'Sign Up' next to a question mark icon. Below the header, the 'VATL members' section is titled in large blue font. A welcome message states 'Wellcome to the VATL community!' and 'VATL has 343 registered members'. A 'Search criteria' section follows, featuring input fields for 'First Name', 'Last Name', 'Username', 'Occupation', 'City', 'Country', and 'Name' (with a 'Name Surname' placeholder). There are also checkboxes for 'Interests' (Sport, Music, Art, Books, Science) and buttons for 'Find Users' and 'Cancel'. On the right side, a dark blue overlay box titled 'Login into your account' contains fields for 'Username or email' and 'Password', a 'Remember me' checkbox, a 'Log in' button, and links for 'Forgot Login?' and 'Sign up'. Below this, there are links for 'Userlist' and 'Registration'.

## DISCUSSIONS

Community members can participate in the debates and create their own topics. Depending on the different topics addressed in the project, five themes have been established:

- 1) Hybrid/Blended teaching
- 2) Active Learning and ICT-enhanced teaching: M-learning and gamification
- 3) Active Learning in the Flipped Classroom
- 4) Active Learning with a special focus on Technology Enhanced Collaborative Learning
- 5) Video as a Learning Tool for Teachers and Students//Video Lecturing and Promoting Interaction in the Classroom

## VATL discussions



Hybrid/Blended teaching

→ [Go to discussion](#)



Active Learning and ICT-enhanced teaching: M-learning and gamification

→ [Go to discussion](#)



Active Learning in the Flipped Classroom

→ [Go to discussion](#)



Active Learning with a special focus on Technology Enhanced Collaborative Learning

→ [Go to discussion](#)



Video as a Learning Tool for Teachers and Students//Video Lecturing and Promoting Interaction in the Classroom

→ [Go to discussion](#)

Topic	Participants starting topics	New discussion topics	Topics with any reply
Hybrid/Blended teaching	23	32	4
Active Learning and ICT-enhanced teaching: M-learning and gamification	7	9	4
Active Learning in the Flipped Classroom	11	11	0
Active Learning with a special focus on Technology Enhanced Collaborative Learning	11	14	0
Video as a Learning Tool for Teachers and Students//Video Lecturing and Promoting Interaction in the Classroom	8	13	1

Information collected on August 2<sup>nd</sup> 2021

Related to the Discussion section some remarks can be made:

- The topic that arouses the most interventions is Hybrid/Blended teaching.
- Most of the interventions are very recent (after 15<sup>th</sup> July).
- The total number of members intervening on the Discussion platforms is rather low, considering the number of registered members (343), especially if one takes into account that some of the members intervene on more than one topic.
- Most of the discussion topics are for sharing materials or are mere observations that do not expect any answer from other people. As a result, there are few topics with responses. However, there are some interventions that ask questions and get no response.
- Few of the discussion topics are written in Russian or Armenian. Maybe some of the members do not feel comfortable using English to communicate.

## COURSES

Two contents and two tools can be found in this section:

- The contents are, on the one hand, the list of existing courses and, in the other hand, the course categories.
- The tools allow members to add a new course and to search for a course.

At the moment of preparing this report, there is a list of 100 available courses and, as it has been said, there are 10 categories to which the courses are related. Below is a table showing the number of courses for each category, distinguishing those in English and those in other languages (the VATL Portal provides information content in English, Belarusian, Russian, Georgian and Armenian, with the possibility to edit all language versions independently):

Category	Total	English	Other languages
Academic Support Services	42	20	22
Arts	0	0	0
Business	5	0	5
Education	36	17	19
Humanities	3	2	1
Mathematics and Statistics	2	1	1
Science and Technology	7	3	4
Social Sciences	3	3	0
Workforce Development	5	4	1
Other	1	0	1
Total (adding courses by categories)	104	50	54
Total (according to the list)	100	48	52

Considering now the tools, from the Course section it is also possible to access a form for the creation of courses.

- Clicking on **Add a new course** takes the user to a form, once the user has logged in. The form fields are the standard ones of the platform and require providing information on the following parameters: General, Description, Course format, Appearance, Files and uploads, Completion tracking, Groups, Role renaming, Tags.
- The core information is the one listed under General:
  - o Course full name
  - o Course short name
  - o Course category (choose from the 10 categories created)
  - o Course visibility (show/hide)
  - o Course start date
- It is also important the Description (Course summary and Course image)

To sum up, the process to create a course is easy. Nevertheless, the information on the courses differs from one course to another; some courses are more complete but in others the information provided could be considered insufficient or unclear.

Finally, on the Course site there is another tool called Search course. When clicked, a window opens and there is a field to enter the search query. A few attempts have been made, entering some keywords, and it has not worked as expected. It has been possible to find different interventions in Discussion forums, related to one topic, but not the courses available on the platform.

## HELP

On the VATL platform there is also a Help site. In this section there is a link to the “Multimedia VATL Help” which can also be found on the Home page.

In addition to this link, the site provides some general information about how to use the VATL-portal.

As can be read on the page, the Help system is organized into main topics:

- 1) Search VATL
- 2) My VATL Profile
- 3) Membership
- 4) Creating Materials with VATL

Under **Search VATL** we can find the description of what VATL is as a repository.

*“VATL is a database of metadata that describe 1) all the learning materials (including learning exercises), sometimes called learning objects, that have been contributed to the repository by VATL Members, and 2) the profiles of registered VATL Members.”*

At this point there is some useful information about VATL's search functions, which allow visitors to find information about the data stored in that database, basically learning materials and members.

There are different ways to search for information:

- [Advanced Course Search](#) to search for learning materials
- Advanced Member Search to search for registered members
- View Courses/Category to see the list of VATL courses/categories
- Browse All Members to see the list of VATL members

The next two topics, **My VATL Profile** and **Membership**, provide some information related to the Community site.

On the members profile -the way on which members identify themselves within VATL-portal- there are some explanations of each section of the profile to help members decide what they want to show to others. VATL Members are also told to update their profiles regularly and there are some explanations on how to do this. From the profile page, email, password or CV can be updated at any time.

As explained, the VATL website is freely accessible to anyone wishing to browse and search any of the VATL pages and databases. However, there are many functions and services in VATL that require visitors to register as "Members" of the VATL community. Membership is free of charge.

The functions that can be performed by registered VATL Members are described below:

- Contribute learning materials to the collection.
- Use VATL's content creation tools to create webpages.
- Participate in a discussion about a learning material.
- Add a Learning Exercise to a learning material.
- Develop a profile to help others in their community learn more about them.

Finally, the Help page includes some explanations on **how to create materials using the VATL Content Builder**. This is a free toolkit based on Moodle LMS course content development tools and there is a reference to the VATL Content Builder Users Guide for help.



## 2. VATL e-GUIDE

### Description of the VATL Portal Features e-Guide

As has been said, one of the WP3 deliverables was the development of a user guide. The guide is accessible for registered members and visitors from the VATL Home page and from the Help page.


Below is a screenshot of the presentation of the guide. The purpose of the guide is to describe the different types of activities offered by the portal (as a Moodle course) and to provide some examples for users, in order to learn how to take advantage of them in teaching and learning practices or simply to know how to use VATL portal.


**Multimedia VATL help**

Home / Courses / Academic Support Services / VATL help

**Welcome to the VATL Portal Features e-Guide**

This is not how you should lay out a real course, we are organizing by Activity type here just to help you find examples of different features. Click on the name of a section below to display the contents. The settings have changed in this course to show one section per page in an effort to make it easier to navigate.

 Find a Broken Link?

 Announcements

All activity types are arranged in continuous sections below, but there is also a menu on the left-hand side of the page. Both systems are combined to make navigation easier.

The list of features that can be found are as follows: Search system, How to create a community member, Communication, Discussion, Courses, Lessons, Quizzes, Resources, SCORM packages, Surveys, Wikis, Workshops, Assignment, Glossaries, Feedback, Interactive content, Backup.

For each function, different materials are provided, such as interactive videos, text description, image galleries, etc., as shown in the following image on the Discussion, as an example:



### 3. TRAINING WORKSHOP

#### Reference to the training workshop

A training and development workshop on Open Educational Resources (OER) took place at the Catholic University of Leuven in Belgium (15<sup>th</sup> -17<sup>th</sup> October 2019).

All the information about the event can be found on several sites:

- PRINTEL web page, [News and Events](#)
- KU Leuven website: [PRINTEL](#)
- [PRINTEL Newsletter 4](#), which can be accessed on the project website.

The training sessions and workshops were organized at LIMEL (KU Leuven's Educational Video Producing Center) and were conducted by leading experts in the field, under the supervision of Prof. Vim Van Petegem and Prof. Chris Van Keer.

Reproducing the content of the Newsletter, *“the aim of the training was to provide trainees with theoretical knowledge and practical skills. Participants were given a chance to work in a professional video recording studio and record their own knowledge clip.”*

Twenty-nine representatives from nine partner universities of Armenia, Georgia and Belarus participated in the training and workshop.

The training sessions covered the following topics:

- What Open Educational Resources are;
- Why their use should be encouraged;
- Where Open Educational Resources can be found;
- How trainees can create and share their own Open Educational Resources;
- How these resources can be incorporated into the teaching and learning process;
- Tips on how to record high quality videos;
- Copyright issues – the rights of owners and the responsibilities of users.

The Programme/Syllabus, Participant's Guide, Training Materials, Workshop Materials, Attendance Lists and Feedback Survey are available on the PRINTEL website.

The Newsletter also includes some positive impressions from the participants, after the workshop, and some photos taken during the sessions. Some of the most important conclusions are reproduced below:

- *“All these stages as well as a training entirely, encouraged us for making Open Educational Resources for our University and transfer these knowledge and skills to our colleagues.”* (Elene Zhuravliova Associate Professor, School of Natural Sciences and Medicine, Ilia State University)
- *“The training helped me to gain information and improve skills for designing the whole process of developing the videos. The experience the trainers shared with trainees was valuable and fruitful for me. Theoretical as well as practical suggestions I received from trainers will help me to deliver training at my university. (...) Information about using MOOCs and rules of licensing was very useful and on time for me.”* (Tamar Magalashvili Associate Professor, School of Business, Technology and Education Ilia State University)
- *“These three-days training opened a new window, with lots of opportunities that can be implemented at our home universities to enhance the teaching and learning processes. E-tools that are freely accessible nowadays, can be integrated into our classes on a daily basis, to support the students' engagement and guarantee better outcomes.”* (Giga Khositashvili, Deputy Library Director / Full- time Lecturer, School of Arts and Sciences Ilia State University)
- *“We’d like to note that the topics covered by the training were very interesting and new for us, providing important recommendations for future activities. We’ve acquired new skills in OER with the ability to apply them in our practice, to share newly gained knowledge and experience to our colleagues thus promote innovative pedagogic elements in GTU.”* (GTU Team: Assoc. Prof. Boris Gitolendia, Assoc. Prof. Natia Kochladze and Assist. Prof. Darejan Tsutskiridze)

## 4. CONCLUSIONS

### Findings & Results

1. The main objective of WP3 was to create a VATL-portal and this has been done in a very satisfactory way. The technical support is appropriate for the intended purpose and the structure is clear and easy to navigate.
2. The guide has been prepared and made available to users. It is easily accessible from the Home page of VATL portal and provides useful information to the visitors.
3. The planned training support has been developed on time and according to its purpose, with successful results.
4. In relation to the use of VATL, there are currently 343 registered members, more than 100 courses available and 5 discussion forums, which are becoming more active in the last observance period. It is expected that its use in the near future will continue to increase steadily.