



# **Guidelines for developing online resources on Curriculum Internationalisation and Stronger Collaboration among Faculty and International Relations Offices**

## **WP5 – Quality Assurance and Enhancement**

### **REPORT, SERVICE/PRODUCT**

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1	27/09/2022	First version of the deliverable
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## 1. Executive Summary

This document is a guide for monitoring the development of the online resources introduced, with the aim of ensuring the quality of these resources on different aspects of internationalisation and supporting RISHII participants along the process.



## 2. Introduction

RISHII aims to contribute to the modernization of the Indian Higher Education System through equipping Indian Higher Education Institutions with procedures, tools, human resources and continuous professional development mechanisms necessary for Curriculum Internationalisation and creating institution-wide thriving cultures of Internationalisation-FOR-ALL. Partner Country participants will attend a series of workshops in order to increase the internationalisation degree of their institutions. To do so, Indian institution needs have been mapped to better achieve their internationalisation objectives.



### 3. RISHII Online resources on Internationalisation of Curriculum

Online resources can be defined as digital materials and tools available in an online educational environment. These digitised materials may be offered openly and can be used for teaching, learning and/or research<sup>1</sup>.

In the framework of the project, *Online resources on Curriculum Internationalisation and Stronger Collaboration among Faculty and International Relation Offices* are a major RISHII output that will ensure sustainability of the results achieved as well as their dissemination.

The Indian Institutions participating in RISHII project will choose an aspect related to the Internationalisation from those covered by the 4 RISHII Internationalisation Strategic Lines in which they would like to create their own online resource. The aim is to create user-friendly, ideally interactive, online resources, reinforcing the collaboration between faculty and International Relations Office staff.

Resources can be generic or tailored to higher education contexts of a particular Indian region/type of higher education institution/area of studies.

To support the creation of these resources, a specific training will be delivered and the corresponding course created in the [RISHII Online Training platform](#). This course will allow the monitoring of the activities and cooperation among Indian institutions, complementarity of the resources and a broad coverage of different Internationalisation-related topics addressed by the project.

During the training, Indian RISHII project participants will be guided through the process of identifying the topic and the angle optimal to sharing their particular strengths and experiences.

Each institution will choose one aspect of the Internationalisation of Curriculum related to the corresponding Strategic Line (see section 3.1.1), select the type of online resource they would like to develop based on their interests and objectives and the teams will be ready to start the design of it.

#### 3.1. RISHII Internationalisation of Curriculum topics

For the development of the online resources each RISHII institution will choose one aspect related to the Internationalisation of Curriculum among the 4 RISHII Strategic Lines using this [form](#). Once selected, the topic will no longer be available for the rest of the partners to avoid duplicities and to ensure wide thematic coverage.

##### **SL1 - Internationalisation of Curriculum: Why and what for?**

- Formulating International, Intercultural and Global Elements for the Curriculum
- Competence-Based and Student-Centred approach in Higher Education
- Global citizenship and employability
- Agents of Internationalisation of Curriculum and their roles

##### **SL2 - Internationalised degree profiles - Global Competences and Learning Outcomes**

- Identification of key stakeholders and consultation process
- Describing competences

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<sup>1</sup> <https://www.oecd.org/education/cei/37351085.pdf>



- Formulating Intended International Learning Outcomes (IILO)
- Formulating Internationally Relevant Degree Profiles
- Design and implement ways to keep degree profiles internationalised

### SL3 - Internationally Open Teaching and Learning

- Designing an internationalised Curriculum
- Formulation of international, intercultural and global dimensions in courses/modules.
- Exploration of teaching/learning activities in other cultural and international contexts - Teaching across cultures
- Student diversity (cultural/international) in teaching and learning activities.
- Intercultural and international competences and knowledge.
- Students' Learning Guides

### SL4 - Innovative Assessment Strategies and Practices

- Innovative Assessment Principles for Learning
- Evaluation Policies of Competences with an internationalised component
- Internationalisation components in the marking rubrics
- Quality procedures in Internationalisation of Curriculum
- Assessment of Intended International Learning Outcomes (IILO)

## 3.2. Open resources

The online resources developed within this task can comprise, but not be limited to, user-friendly summaries of the key points, guidelines to conducting professional development activities with faculty and non-academic staff to raise their awareness, increase their knowledge and understanding, develop their skills and positive attitudes towards chosen aspects of **internationalisation of curriculum** (internationalisation building blocks). These resources can also include short videos that can be used in professional development internationalisation workshops or as part of online resources, with life witnesses' accounts of their experience as Internationalisation Champions, etc.

There are many open resources that can be used to create the online resources.

- Short videos that can be self-recorded with mobile devices or using software such as [Loom](#) or [Screencast o'matic](#).
- For video editing there are several apps such as [VLLO](#), intuitive and easy to use allows video editing from the mobile, [iMovie](#) for Mac, [OpenShot](#), which is an open source and multi-platform software.
- Interactive dashboard, mind map, white board
  - [Padlet](#): Padlet is an online tool that allows the generation of collaborative boards in a simple and quick way. In these dashboards, the participants can interact and collaborate through notes including texts, images, videos or links. It is a very intuitive and easy-to-follow tool for group work. It has many possibilities such as: enabling participants to comment on others notes, adding different types of ratings (likes, stars, scores...), choosing between different types of pre-designed structures, adding background designs, configuring access permissions, notifications...



- [Jamboard](#): It is a digital whiteboard on which different users can write, draw and add notes at the same time. It is a Google tool, so its use (for example, when sharing documents) is very similar to the rest of the Google Drive programmes.
- [Miro](#): this tool allows you to create mind maps, diagrams. It visually links a central subject or concept to related concepts or ideas in a non-linear way and makes connections between concepts. Among its applications are brainstorming, problem-solving and mapping out processes.
- [Linoit](#): It is an online web sticky note service that can be used to post memos, to-do lists, ideas, and photos anywhere on an online web canvas. It could be used during classes to interact with students, and make them post their ideas, or as a tool for homework.
- Wikis: A Wiki can be defined as “a system that allows one or more people to build up a corpus of knowledge in a set of interlinked web pages, using a process of creating and editing pages”<sup>2</sup>. Wikis offer advantages such as the support of many forms of media (URLs, photos, videos...), allowing collaborative writing, encouraging peer review and editing, and showing all revisions...
- Blogs are used for informal postings online, group discussion, peer review, collaborative writing and exchanging of experiences or ideas.
- Interactive content and activities: [H5P](#) is a plugin to create rich interactive content on a web page, platforms such as Moodle or WordPress.
- Collaborative files: [Drive](#)
- Repositories and examples:
  - [OER Commons](#)
  - [CCC OER](#)
- [Guidelines for recording a video using a mobile](#)

### 3.3. Stages for developing the resources

#### 1) *Creating Online Learning Materials Seminar*

This seminar will be delivered **22 November 2022**. During the Seminar, the available open resources such as software, web tools, etc. that can be used will be presented and attendees will understand how to use them to create the desired product. They will be guided in the identification and selection of the topic and the optimal approach based on their particular strengths and experiences. Broad coverage of different Internationalisation-related topics addressed by the project will be ensured.

#### 2) **Development of the online resources**

Each Indian institution will choose one of the topics of this [form](#) and will work on the design of the Online Resource. In the [RISHII Online Training Platform](#), participants will find supporting materials, a collaborative space and the process will be monitored.

Resources can be generic or tailored to higher education contexts of a particular Indian region/type of higher education institution/area of studies. Specific characteristics, focus, activities, examples, layout, Web tools used, etc. will be decided by each Indian Partner

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<sup>2</sup> Franklin & van Harmelen, 2007



Institutions and can differ from one Online Resource to another. Collaboration among different Indian partner institutions will be encouraged in order to ensure complementarity of the resources.

EU partners support can be requested, as well as peer revision of the proposed online resources.

The draft version of the file must be uploaded to the Online Training Platform.

Deadline: **19 March 2023**

### **3) Focus groups**

Each RISHII Indian partner will conduct focus groups with target audience representatives from their own institution not involved in RISHII. The participants in the focus groups can be representatives from the International Relations Offices, academic staff involved/interested in the internationalisation of the curriculum, management representatives dealing with internationalisation matters, and any other relevant personnel.

During the meeting with the focus group, the online resource developed will be presented and the participants will be able to give their opinion on it. RISHII internationalisation teams' representatives will conduct the session, facilitating the discussion and the participation and collecting the feedback received.

The results of the focus groups conducted must be uploaded to the Online Training Platform.

These focus groups will be carried out from **20 March 2023 till 3 April 2023**.

### **4) Final version of the online resources**

With the inputs received from the focus groups, the online resources designed will be improved (if necessary) and the final version will be ready for piloting.

The final version of the file must be uploaded to the Online Training Platform.

Deadline: **14 April 2023**

### **5) Piloting**

The online resources will go live and will be openly available to the Higher Education sector. A pilot stage will be carried out to test the acceptance of the users. Academic, non-academic staff and representatives from the management bodies of the RISHII institutions will be invited to use these resources and to answer an online questionnaire ([ANNEX A](#)). This online questionnaire will evaluate aspects such as if the resources are user friendly, attractive, useful, etc. if the explanations are clear, the suitability of the resources for different devices (tablets, smartphones, etc)...

The pilot evaluation questionnaires must be uploaded to the Online Training Platform.

Deadline (for the pilot stage): **30 April 2023**.

### **6) Dissemination**





The resources will be presented during the last stage of the project in the National Dissemination Events to the Indian academic community.

#### 4. Quality assurance process

The resources created must be both attractive and useful for the Indian academic community. Therefore, it is important to ensure the desired quality.

The Quality of the resources developed will be monitored and ensured through the following procedures:

- **Focus Groups:** each RISHII Indian partner will conduct focus groups with target audience representatives from their own institution not involved in RISHII and other Indian higher education institutions likely to use the resource created to collect their feedback before the resources go live.
- **Online questionnaires** to collect written feedback during the first month after the resources are launched (see [ANNEX A](#)). This questionnaire will be completed for those participating in the pilot stage.
- **National Dissemination Events** on Internationalisation of Curriculum will be used to obtain feedback from target audience representatives external to RISHII during the last stage of the project.
- **[Online Training platform](#)** for monitoring the process and the final results.



## ANNEX A



### ONLINE RESOURCES ON CURRICULUM INTERNATIONALISATION

We would like to have your opinion on the online resources that are being piloted in this institution in the framework of the RISHII project. Your feedback is important for continuous improvement and your suggestions will be considered. The data collected is anonymous.

Please, indicate the following information regarding your professional profile:

<b>Job position</b>	Management staff	Academic staff	Non-academic (administrative) staff
<b>Institution</b>			

Please rate the overall experience using the online resource:

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
a) The material is user friendly					
b) The material is attractive					
c) The content is clear and well organised					
d) The resource enhances my understanding on the subject					
e) The resource is relevant to my needs					
f) The resource is useful to me and my professional growth					



(1) Which device did you use? (please indicate if you have used your mobile, computer, tablet, etc)

(2) Is the material appropriate for the device you have used?

**Yes**

**No**

(3) What do you like best about the resource?

(4) What suggestions or comments do you have to improve the resource?

**Thank you for your collaboration**