Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P7 21

Title	**Industry oriented program for training Information Technologies and Communications (IT&C) professionals**
Sub-title (optional)	Creating commitment for cooperation with the academic world: Orange Educational Program for University Politehnica of Bucharest
Name of the institution(s)	University Politehnica of Bucharest / Faculty of Electronics, Telecommunications and Information Technology
Qualification level concerned	EQF 6
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work
Keywords (optional)	mentorship, telecommunication, Internship, partnership, applied research
Summary	Orange Educational Program for University of Politehnica Bucharest is a partnership aimed at the professional education of students, future IT and telecommunication engineers that is now at its XIVth edition. It offers three types of educational packages, ranging from one year scholarships to short term scholarships covering the period of summer internships (2 months) or the period for conducting guided research within the company for completing the graduation project (4 months). It is mainly addressed to students in the two departments: Telecommunications Technologies and Systems (TST) and Telecommunications Networks and Software (TNS), but is open to all students of the Faculty of Electronics, Telecommunications and Information Technology.
	For university year 2017-2018, the program offers a total of 48 scolarships. The selection of applicants is made jointly by Politehnica and the partner company, the selected students included in the interships are tutored (or mentored) during the elaboration of the graduation project or during the entire scholarship period. They also attend the courses held at the Orange Training Center.
	The Training Center, founded in 2007 within the Faculty of Electronics, Telecommunications and Information Technology, offers a wide range of courses delivered by professionals from Orange and partner companies (Nokia, HUAWEI, ANCOM, Ericsson, etc). Advanced telecommunications technologies, Network Planning and network resources management, Cybersecurity, IT&C New Trends are some of the topics of the specialized courses. The curricula also includes Soft skills training

	and notions of the Economics of the telecom market which offer students a more comprehensive approach for the world of work. The Center includes a library and a laboratory equipped for applied research. More than 300 students have graduated the program since it started and a high proportion were subsequently hired by Orange or partner companies. All graduates were rapidly integrated on the labour market within the field of professional specialisation.
Lessons learnt (optional)	The need for training information and communication technologies professionals is high at european level. It is estimated the deficit is set to increase to 500.000 professionals by 2020. (https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition). By committing to cooperate with the academic world, Orange Educational Program is contributing to setting professional educational standards for the field of telecommunications. Through the program, students have access to the most up-to-date technologies and interact with professionals in the field of telecommunications. The program is offering students practice-based learning, hand-on experience and the possibility to put into practice research ideas, facilitating a smooth transition from learning to work. The program is also flexible. It evolved from year to year adapting the educational offer to the needs of the students. For example, the specialized courses offered by the Training Center were initially scheduled during the 4th year of study. Since the final year of study is very busy for students, starting with last year, the courses are scheduled during the summer internship period, in a more condensed manner, during the 8 weeks of practice. The outcome consists in a better correlation between theoretical information and its practical application. Also, to further excellence in the field, the company offers prizes for the best graduation projects. This adaptability ensures that the educational program is capable of responding to changes in the field of education and evolution of the industry. The active involvement of Orange, one of the leaders in Telecommunications industry in Romania and worldwide, in the personalization of a learning environment directed towards the requirement of the world of work, the quality of the outcomes and the attractiveness of the educational program, recommend it as an example of best practice for professional higher education.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Regional / National Impact area: Organization Target: Multiple actors Links: http://www.electronica.pub.ro/index.php/colaborari/parteneri/orange/493-deschiderea-programului-orange-educational-program-engineering-2017-2018

	https://www.orange.ro/programul-educational/politehnica/noutati/regulament/index.html
Contact details	Alexandru Cârlan Faculty of Communication and Public Relations, National University of Political Studies and Public Administration, Bucharest, Romania alex.carlan@comunicare.ro
Notes to case	

PROCSEE Case Studies Thematic Area 4

G4 P7 2

Title	E-learning platform: Moodle
Sub-title (optional)	tools for an increased flexibility in learning
Name of the institution(s)	Scoala Nationala de Studii Politice si Administrative, Bucharest, Romania
Qualification level concerned	EQF 7
Country concerned	Romania
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	e-learning, Moodle, flexible learning environment, progress assessment
Summary	According to the new Romanian regulations in the field, SNSPA has found a solution to integrate modern technology for low frequency learning (allowing students to work and study at the same time). We use a mix of face to face tutorials with online teaching activities on the platform Moodle.

Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. It fosters engagement and encourage content-driven collaboration between students and professors.

MA students who have professional engagements that prevent them from attending courses on a daily basis can enroll in low frequency programmes. With the use of the e-learning platform, they have access to:

An online forum for live seminars

An online evaluation system

A permanent forum for discussion and FAQ

An online system for evaluation of projects, applications, exercises, and tests

An online system for processing information regarding their online attendance of seminars/courses and their individual progress

The platform is employed by the faculty and students of the following Masters programmes:

MA in Communication and Public Relations

MA in Managerial Communication and HR

MA in Project Management

MA in Management and Business Communication

	The features of the e-learning platform Moodle that increase the flexibility of long-distance learning include, but are not limited to: Modern, easy to use interface, easy to navigate on both desktop and mobile devices. Personalized Dashboard that allows administrators to organize and display courses the way they want, and view at a glance current tasks and messages. Collaborative tools and activities: forums, wikis, glossaries, database activities. All-in-one calendar Convenient file management Simple and intuitive text editor, allowing users to format text and conveniently add media and images with an editor that works across all web browsers and devices. When enabled, users can receive automatic alerts on new assignments and deadlines, forum posts and also send private messages to one another. Messaging One of the most important aspects of using Moodle is that it offers many options for assessing progress in learning, as follows: During online course: through the use of the forum, the lecturer directly engages with the students and is able to ask questions and receive answers, thus assessing their level of knowledge (live) Every course has its own Gradebook. Some activities such as Assignment and Quiz send grades back to this gradebook. It is also possible for teachers to enter grades directly into the gradebook. If Activity completion is enabled by the administrator and in the course settings, teachers can indicate for each course item how they wish it to be registered as complete. A tick/checkmark will then appear against the activity. Students may either mark it complete manually or the item will automatically be registered as complete once a student has met the specified criteria. As an extension of activity completion, enabling Course completion allows for a course to be officially marked as finished, either manually or automatically according to speficied criteria. A number of Course reports are available to the teacher in their course to help them track the progress of their students. In addition to the activity and course completion reports mentioned above (which are only available if these settings are enabled) there are also activity reports, participation reports and general course logs.
Lessons learnt (optional)	1. MA students are frequently full-time immersed in the world of work. Therefore, they need flexible learning solutions allowing them to reconcile their studies and their professional engagements. 2. Moodle e-learning platform is a good option, allowing them to: attend online courses and seminars from a location of their choosing

	submit tests, papers, and projects online, without requiring their presence on the University's premises
	engage live with their lecturer, albeit in writing
	be aware of their progress in learning
	3. Flexibility fosters performance for long-distance learners.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Service Target: Multiple actors Links: http://comunicare.ro/index.php?page=masterate-ifr
Contact details	Flavia Durach, Partner 7 coordinator Scoala Nationala de studii Politice si Administrative Bucharest (Romania) flavia.durach@comunicare.ro
Notes to case	

Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P7 5

Title	International course
Sub-title (optional)	International practical course in two different countries from abroad
Name of the institution(s)	Southern University Edwardsville (Illinois, United States) (SIUE)
Qualification level concerned	EQF 6
Country concerned	United States
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work
Keywords (optional)	learning, cultural, practice
Summary	International course program (2012 and 2013) (discipline: public relations) which placed students from United States in two different European Countries (France and Romania), for two weeks in each country, in partnership with two universities. The target groups were the undergraduate PR students from United States/SIUE Illinois, with the aim of learning the PR practice in an intercultural context.
	In each country students are involved in an intensive program of practice in PR agencies, doubled by three teaching sessions (each for 2-3 hours) in the university. Their program in the PR agencies was three days on week, in which Senior experts presented in an informal way the projects of the agency. In the other days of the week, students received teaching sessions in the university.
	In France, the course was organized with Universite Lumiere 2 from Lyon. The university placed all the 12 students in the same PR agency. In Romania, students were placed in three agencies (4 students in each agency): The Practice, Chelgate PR, Creative Ideas. After each day (of practice or theoretical courses), students participated in a debriefing session with the coordinator (dr. Sorin Nastasia from SIUE)
	The activity from Romania was finalised with a Student workshop, in which students from Romania and United States presented practical PR cases. In their free time, the students from United States also had a cultural program (visiting touristic objectives and, in week-end, a short trip to the mountains).
	The outcomes refer to the enrichment of their theoretical knowledge and to the gain in abilities by learning case studies and practice details in the PR agencies from abroad. Also, students were

	able to understand the specific of PR practice in different cultural environment and on different markets.
	Unfortunately, the project could not be continued, because there were funds only for the organizers from SIUE University, and the other two universities participated on a voluntary basis.
	It was repeated in 2013, but in two other European countries.
Lessons learnt (optional)	The students who participated learned especially the specific of PR practice in two European countries: the practices and the PR market were different in Europe in comparison with United States. Also, they noticed differences in the PR approach between France and Romania (differences which were caused by cultural factors, but also by the social and economic factors). They learned also to increase their flexibility in using the general PR strategies and techniques according to different cultural contexts. As one of the hosts of this project, the team from SNSPA Bucharest also gained a supplementary amount of intercultural experience on the topic of public relations practices.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Cross-Border Impact area: Process Target: Multiple actors Links: There is no website, but some of the elements of the course were presented on a blog of the course coordinator (dr. Sorin Nastasia): http://thismonthincas.com/2014/11/09/international-pr-course-to-take-students-to-romania/ http://thatcamp.org/people/snastas/
Contact details	Diana-Maria Cismaru, Professor, Ph.D., SNSPA Bucharest diana.cismaru@comunicare.ro coordinator from SNSPA
Notes to case	

Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P5 13

Title	Flipped BYOD modell for university students
Sub-title (optional)	How to support a HE institute the PLE development by the implementing the flipped BYOD-model cooperation with business sponsorship?
Name of the institution(s)	Eszterházy Károly University (former Eszterházy Károly College) (Eger)
Qualification level concerned	EQF 7
Country concerned	Hungary
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Develop new methods to assess learners’ progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	flipped BYOD-model, institutional policy development, cooperation with business sponsorship
Summary	The Eszterházy Károly College had offered such a program for 5 years. Accordingly in return for a symbolic downpayment guarantee students received a laptop for personal use which the institution purchased after their graduation or the given student could have bought it at the cost of the downpayment. While business sponsorship contributed to the success of the program with 5000 laptop, the material acquisition moratorium introduced in the higher education arena resulted in the termination of the scheme. The aim is implementing the flipped BYOD-method cooperation with business sponsorship in HE by provide a laptop to the students. The project was the pioneer of Access Model: A 1:1 Framework For Teaching With iPads & Other Tablets.
Lessons learnt (optional)	The project called on the institution to make a significant investment as the annual maintenance of the computers required additional staff.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Local Impact area: Process Target: Single actors The project will restart in this year.
Contact details	Racsko Réka, PhD., college assistant lecturer Eszterházy Károly University

	racskoreka@gmail.com
	racsko.reka@uni-eszterhazy.hu
	The concept owner is Lajos Kis-Tóth Phd, former vice-rector, and the head of Institute of Media Informatics.
	racskoreka@gmail.com
Notes to case	

PROCSEE Case Studies Thematic Area 4

G4 P5 14

Title	OCW principles in blended learning curriculum development
Sub-title (optional)	How to support the development and implementation of the Open Course Ware material and the blended learning method in higher education practice?
Name of the institution(s)	Eszterházy Károly University (former Eszterházy Károly College) (Eger)
Qualification level concerned	EQF 7, EQF 8
Country concerned	Hungary
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Modernise methodologies and teaching frameworks
Keywords (optional)	OCW-principles, blended learning, LCMS, online repository
Summary	In Hungarian higher education the Moodle LMS is used most frequently. Moodle LMS capable to publish SCORM based OCW learning materials. In Eger more university level programme have complete learning materials portfolio (eg. library and information). Now there are cca. 100 online curriculums in the university's Moodle system. According to the institutional policy the instructor who uses blended learning method get 50% off hours.
	In Eger there is an institutional online repository where the complete online collection is available: digitar.uni-eger.hu.
Lessons learnt (optional)	The curriculum development requires a whole team, e.g. designer, curriculum writer and digital media developer. The administration of the courses takes a lot of time, but in the long run it's worth it and the students felt very confident to use the system.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Regional / National Impact area: Process Target: Single actors In higher education developed, peer-reviewed curriculum contents are published in the national digital library at www.tankonyvtar.hu. There are currently 241 pieces of peer-reviewed book on it.
Contact details	Racsko Réka, PhD., college assistant lecturer Eszterházy Károly University racskoreka@gmail.com racsko.reka@uni-eszterhazy.hu The professional leader is Lajos Kis-Tóth Phd, former vice-rector, and the head of Institute of Media Informatics. racskoreka@gmail.com
Notes to case	

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P5 15

Title	Using Eportfolio System of Teacher Trainee MA Program
Sub-title (optional)	The best practice describes how the Eportfolio system can help building an innovative way of the sustainable personal digital learning environments.
Name of the institution(s)	Eszterházy Károly University (former Eszterházy Károly College) (Eger)
Qualification level concerned	EQF 6, EQF 7, EQF 8
Country concerned	Hungary
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	e-portfolio, self-development, reflexion, multimedia
Summary	The proper and sustainable recording, storing, and retrievability of the results achieved in personal learning environments is also a major concern as such factors play a significant role in dual training programs and impact one's competitiveness at the labour market. The continuously improvable and expandable electronic portfolio appears to be an ideal tool to record and represent the achievements of the students and the given institution as well. The portfolio can also be useful in facilitating credit recognition pertaining to personal learning environments and coping with validation issues. ePortfolio has been being applied in Eszteházy Károly University for 7 years. The Mahara-based system is an open-source software, that has been using in the Teacher Trainee MA Program, as a tool of reflexion and documentation of self-development with wide range of multimedia content.

This didactic innovation related to the learning process and learning environment includes the elaboration of the methodology and application of the reflective approach throughout the full higher education instruction and learning spectrum along with a more frequent use of the tutorial system, among others, in dual training schemes. |
| Lessons learnt (optional) | The elaboration of e-portfolio system requires special preparatory training for student about how to use the system; and needs to provide communication possibilities (f.e. online chat, hotline, email) to solve technical problems during the uploading period. |
| Additional information (optional) | Nature of innovation: Incremental
Implementation phase: Scale
Access level: Local
Impact area: Process |

	Target: Multiple actors
Contact details	Racsko Réka, PhD., college assistant lecturer Eszterházy Károly University racskoreka@gmail.com racsko.reka@uni-eszterhazy.hu Csaba Komló (EKU, college senior lecturer) PhD has wide experience in the implementation. Research of Eportfolio of Teacher Trainee MA Program at Eszterházy Károly University 2017. PhD thesis http://disszertacio.uni-eszterhazy.hu/31/3/Komlo_Csaba_thesis_english_EKU.pdf racskoreka@gmail.com
Notes to case	

PROCSEE

PROCSEE Case Studies Thematic Area 4

G4 P5 16bis

Title	KMOOC - Carpathian online course catalog
Sub-title (optional)	Implementation of Massive Open Online Courses of higher education at national and international level.
Name of the institution(s)	Óbuda University (Budapest)
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Hungary
Theme(s) (optional)	Internationalisation, Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Modernise methodologies and teaching frameworks, Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	MOOC, internationalization, distance learning
Summary	The K-MOOC provides online courses in Hungarian language, primarily for Hungarians in the Carpatian Basin, but all over the world. The K-MOOC offers credits or degree, and gives an alternative way to support LLL. The participants of the K-MOOC Network are Hungarian universities and colleges. The credit-based courses are multidisciplinary, free and online. There are 15 member institutes from Hungary, Serbia, Crisana (Romania) with 49 courses.
Lessons learnt (optional)	The cooperation between universitites is very important to build MOOC portals.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Cross-Border Impact area: Service Target: Wide range of actors Links: The courses are available at https://www.kmooc.uni-obuda.hu/
Contact details	Száraz Dénes Óbuda University (Budapest) szaraz.denes@kmooc.uni-obuda.hu racskoreka@gmail.com
Notes to case	

PROCSEE Case Studies Thematic Area 4

Title	Flipped BYOD modell for university students
Sub-title (optional)	How to support a HE institute the PLE development by the implementing the flipped BYOD-model cooperation with business sponsorship?
Name of the institution(s)	Eszterházy Károly University (former Eszterházy Károly College) (Eger)
Qualification level concerned	EQF 7
Country concerned	Hungary
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Modernise methodologies and teaching frameworks, Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	flipped BYOD-model, institutional policy development, cooperation with business sponsorship
Summary	As far as material resources are concerned the provision of devices required by personal learning environments poses a significant challenge. Many institutions have difficulty supporting PLE, in terms of facilities or avilable resources and operatinal procedures and there is not an institional policy to develop design learner driven PLE.The methodologies and teaching frameworks should be modernized, but technology is used not enough in HE and there is an insufficient infrastructure to support modernization. The other root case is the govermental policy doesn't modernize technologies. Such requirements can be met in a top-down manner calling for institutional commitment to the respective investments and the continous maintenance of the given instruments. While the BYOD method (Bring your own device) tends to enjoy popularity, it raises a number of difficulties for the instructors including the coordination of various platforms, versions, and the differing computer capacity. Although in Hungary some solutions have been developed, in addition to hardware the acquisition of basic learning software can be problematic. Moreover, the acquisition and licensing of target software (CAD and editing programs, statistical software) primarily on to one's own device is rather questionable as well.
	In Hungary there isn't a regulation/policy about how and who to provide students with ICT-devices to build the personal learning

	environment. On the other side in Hungary there isn't an institutional BYOD policy in the higher education sector.
	The flipped BYOD-model could be a good solution to this difficulty. It means the ICT tools (f.e: laptop, tablet) are given by the institute with the same hardware, platform and basic software solution. The 1:1 model this concept supplements this principle, it means 1 person has 1 screen, it is taken in the mobil tools.
	The Eszterházy Károly College had offered such a program for 5 years. Accordingly in return for a symbolic downpayment guarantee students received a laptop for personal use which the institution purchased after their graduation or the given student could have bought it at the cost of the downpayment. While business sponsorship contributed to the success of the program with 5000 laptop, the material acquisition moratorium introduced in the higher education arena resulted in the termination of the scheme.
	The aim is implementing the flipped BYOD-method cooperation with business sponsorship in HE by provide a laptop to the students. The project was the pioneer of Access Model: A 1:1 Framework For Teaching With iPads & Other Tablets.
Lessons learnt (optional)	The project called on the institution to make a significant investment as the annual maintenance of the computers required additional staff.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Local Impact area: Process Target: Single actors Links: The project will restart in this year.
Contact details	Racsko Réka, PhD., college assistant lecturer Eszterházy Károly University racskoreka@gmail.com racsko.reka@uni-eszterhazy.hu The concept owner is Lajos Kis-Tóth Phd, former vice-rector, and the former head of Institute of Media Informatics. racskoreka@gmail.com
Notes to case	

PROCSEE Case Studies Thematic Area 4

Title	OCW principles in blended learning curriculum development
Sub-title (optional)	How to support the development and implementation of the Open Course Ware material and the blended learning method in higher education practice?
Name of the institution(s)	Eszterházy Károly University (former Eszterházy Károly College) (Eger)
Qualification level concerned	EQF 7, EQF 8
Country concerned	Hungary
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Modernise methodologies and teaching frameworks
Keywords (optional)	OCW-principles, blended learning, LCMS, online repository
Summary	In case of personal learning environments the arrangement of the educational process is a key concern. Consequently, the elaboration of tranining management programs (LMS, LCMS) can facilitate the promotion of the digital organisation efforts of the given institution.
	Intellectual resources and the curriculum are closely connected to the above issues. While certain content development and learning management-related best practices are available at the institutional level, there are no generally applicable best practices and the adoption of the experiences obtained in various fields represents a substantial challenge on the national level as well.
	Another problem is the elaboration of a formally compatible curriculum responding to labour market and educational needs while bearing relevance to the required equipment and the respective subject content. In order to achieve this goal trainers have to renew their methodological arsenal and instructors should be provided continuous training to prepare them for teaching in the new learning environment. In Hungarian higher education the Moodle LMS is used most frequently. Moodle LMS capable to publish SCORM based OCW learning materials. In Eger more university level programme have complete learning materials portfolio (eg. library and information). Now there are cca. 100 online curriculums in the university's Moodle system. According to the institutional policy the instructor who uses blended learning method get 50% off hours, that means the e-learning tutor/facilitator tasks count double as a face-to-face learning tasks.
	In Eger there is an institutional online repository where the complete online collection is available: http://digitar.uni-eger.hu

Lessons learnt (optional)	The curriculum development requires a whole team, e.g. designer, curriculum writer and digital media developer. The administration of the courses takes a lot of time, but in the long run it's worth it and the students felt very confident to use the system.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Regional / National Impact area: Target: Single actors Links: In higher education developed, peer-reviewed curriculum contents are published in the national digital library at http://www.tankonyvtar.hu. The peer-review is the process of subjecting an author's curriculum to the scrutiny of others who are experts in the same field, before a learning material is developed in SCORM and published.There are currently 241 pieces of peer-reviewed book on it.
Contact details	Racsko Réka, PhD., college assistant lecturer Eszterházy Károly University racskoreka@gmail.com racsko.reka@uni-eszterhazy.hu The professional leader is Lajos Kis-Tóth Phd, former vice-rector, and the former head of Institute of Media Informatics. racskoreka@gmail.com
Notes to case	

Title	KMOOC - Carpathian online course catalog
Sub-title (optional)	Implementation of Massive Open Online Courses of higher education at national and international level.
Name of the institution(s)	Óbuda University (Budapest)
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Hungary
Theme(s) (optional)	Internationalisation, Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Modernise methodologies and teaching frameworks, Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	MOOC, internationalization, distance learning
Summary	Challenges related to human resources include the development of instructor and student skills facilitating an effective elaboration and deployment of the respective learning environments during one's studies and later in the labour market.
	Thus we call for the full reform and methodological renewal of the total Hungarian higher education sphere. The desired cooperation and elaboration of a common culture between similar areas of discipline can be gradually achieved via the transfer of methodology and the sharing of best practices.
	The K-MOOC provides online courses in Hungarian language, primarily for Hungarians in the Carpatian Basin, but all over the world. The K-MOOC offers credits or degree, and gives an alternative way to support LLL. The participants of the K-MOOC Network are Hungarian universities and colleges. The credit-based courses are multidisciplinary, free and online. There are 15 member institutes from Hungary, Serbia, Crisana (Romania) with 49 courses.
Lessons learnt (optional)	The cooperation between universitites is very important to build MOOC portals.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Cross-Border Impact area: Service Target: Wide range of actors Links: The courses are available at https://www.kmooc.uni-obuda.hu
Contact details	Száraz Dénes, Óbuda University (Budapest) http://kmooc.uni-obuda.hu, racskoreka@gmail.com
Notes to case	

PROCSEE Case Study – Thematic Area 4

G4 P4 14

Title	Modernized Methodologies and Teaching Frameworks from CARNet
Sub-title (optional)	The development of digitally competent of PLE for teachers and students in HE
Name of the institution(s)	Croatian Academic and Research Network - CARNet is a public institution that operates under the Ministry of Science, Education and Sports in the field of information and communication technologies and its application in education from network and Internet infrastructure through e-services, to security and user support.
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Croatia
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Modernise methodologies and teaching frameworks
Keywords (optional)	Personal Learning Environment, Development , Competency, Teachers, Students, High Education
Summary	Team 4 (PLE) highlighted the problems/symptoms of PLE implementation in PHE through all levels of HE, state level through legislation, institutional policy at institutional level as well as in curriculums with the help of teachers. A basic element in the framework on all levels should be trainings (teachers, students, mentors, management).
	Teachers are responsible for operating educational system, and they need adequate professional competencies, also according to that they need often to redefine their competencies.
	Challenge:
	an efficient and transparent management of the PLE;
	the development of digitally competent teachers prepared for the application of innovations in their own pedagogical practices;
	the development of digitally competent students, who are prepared for a continuation of their schooling and competitive on the labour market.
	Teachers are responsible for operating educational system, and they need adequate professional competencies, also according to that they need often to redefine their competencies.
	E-portfolio as a personalized virtual space for learning and teaching in schools and HE.
	Carnet organizes training in the field of application of modern technologies and frameworks. The courses are for exploring the

	practical possibilities and theoretical foundations of e-portfolio system for personal sites of teachers and students, as well as to create a personalized virtual space for learning and the application of cooperative learning methods.
	CARNet provides various educational programs, tools and services from basic training, online and on-site courses to provision of complex platforms for digital educational resources. It provides nation-wide centralized hosting for learning management system. Also it provides a number of platforms offering digital education resources including multimedia lessons, full works of required school literature readings in e-book format, a platform for distribution and purchase of educational e-books etc. CARNet also has extensive experience in providing online courses, face-to-face training and webinars, and is actively developing using of ICT use in education.
	CARNet services are available to educational institutions (from K-12 to higher education, including research centers and institutes) and individual users alike. Institutional users are automatically included in the network of CARNet members, as a result of which they are connected to CARNet network and gain the right to use CARNet services. Individual users include primary and secondary school students, teachers, university students, professors, scientists and staff employed at CARNet member institutions. Recently CARNet services are also available to other public institutions such as hospitals, certain ministries etc.
Lessons learnt (optional)	For professional education of teachers and students in the PLE area, there is a need for an institutional organization (such as Carnet) with the support of ministries and governments
Additional information (optional)	Nature of innovation: Implementation phase: Access level: Regional / National Impact area: Organization Target: Multiple actors Links: http://www.carnet.hr/services http://www.carnet.hr/about_carnet http://www.carnet.hr/e-schools/results/teacher_education_and_support https://meduza.carnet.hr/index.php/home
Contact details	CARNet headquarters, Josipa Marohni'a 5 10000 Zagreb CARNet headquarters is stationed in Zagreb tel.: +385 1 6661 616, e-mail: ured@carnet.hr zsiranovic@tvz.hr
Notes to case	

PROCSEE Case Studies Thematic Area 4

G4 P7 27

Title	Evening classes at master programs
Sub-title (optional)	
Name of the institution(s)	National University of Political Studies and Public Administration (NUPSPA)
Qualification level concerned	EQF 7
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work
Keywords (optional)	evening classes, module classes, master programs
Summary	According to a survey conducted on master programs students in the College of Communication and Public Relations from NUPSPA (N=377), 73,9% of respondents have a job and 15,1% are volunteers in NGOs (In Romania, law 78 /2015 states that voluntary is professional experience). Due to this context, within National University of Political Studies and Public Administration the classes of the the master programs are scheduled after 5 pm, many courses start at 6 pm, and few at 8 pm. Some master programs schedule 6 hour classes during Friday, Saturday and Sunday. This very flexible program is focused on students' needs and try to conciliate the academic with professional activities.
Lessons learnt (optional)	This flexible program helps students to have professional experience at their job and get theoretical and practical skills at the master programs. They can have a full time job during a day (the temporary working is not very common in Romanian) and attend classes during the evening or in weekends.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Mainstream Access level: Regional / National Impact area: Organization Target: Multiple actors
Contact details	Valeriu Frunzaru, National University of Political Studies and Public Administration, Bucharest valeriu.frunzaru@comunicare.ro
Notes to case	

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P7 28

Title	The Use of ICT in Students' Learning Activities
Sub-title (optional)	
Name of the institution(s)	National University of Political Studies and Public Administration (NUPSPA)
Qualification level concerned	EQF 6, EQF 7
Country concerned	Afghanistan
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	ICT, learning activities, flexible learning
Summary	A sociological survey based on questionnaire (N=553) to investigate the way students form NUPSPA use ICT to prepare for different subjects, and attitudes they have on technology use in class and outside the class. Students expect from teachers to use and handle Power Point presentations, to provide electronic books, chapters, articles or links to scientific journals. Moreover, in the last years, the percentage of students that has a (full time) job has increased. Consequently, students have less time for class attendance and study and expect that teachers to be available outside of scheduled classes. Given these facts the college management has encouraged teachers to improve online communication, to provide electronic instruments for education (e-books, electronic articles, power point presentations, e-mails, etc.). For example, at the annual evaluation of the academic activity, the use of the ICT for communication within and outside the class is a criterion of evaluation.
Lessons learnt (optional)	Using ICT and online communication is compulsory in order to adapt to students needs and expectations. This kind of communication afford personalized and flexible education. Teaching to hundreds of students every academic in a traditional way let a little space to personalized education that recognize that every students is an individual, with particular needs, study motivation, skills, and material resources.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Local Impact area: Process Target: Multiple actors

Contact details	Valeriu Frunzaru, National University of Political Studies and Public Administration, Bucharest valeriu.frunzaru@comunicare.ro
Notes to case	

PRO CSEE>

PROCSEE Case Studies Thematic Area 4

G4 P7 29

Title	**Part time learning and distance learning in Romanian**
Sub-title (optional)	The regulations of the National Education Law
Name of the institution(s)	The Romanian Ministery of Education
Qualification level concerned	EQF 6, EQF 7
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	part-time learning, distance learning, ICT in education
Summary	The changes within the Romanian education system is a never ended story. On average, a minister has been in charge of the ministry only one year. Consequently the changes in policies and regulations are very fast and not based on a medium or a long strategy. Nevertheless, the last law (No. 1/ 2011) regulates how the part-time learning and distance learning work. These two kinds of learning are compared with regular learning. The articles of this law stipulates that part-time learning supposes the replacement of the teaching hours with individual study activities and regular meetings, usually weekly, with students for carrying out mandatory application activities. In the distance learning there is the replacing teaching hours with individual study activities and regular meetings, conducting seminars through a tutorial system and, necessarily, all didactic activities that develop practical skills. We can see that in both the law stresses the flexible education and importance of practical (hard) skills.
Lessons learnt (optional)	The National Educational Law (1/2011) clarify the distinction between full-time, part-time and distance learning systems. Moreover, the law underlines the mission of part-time learning and distance learning to offer a flexible and student oriented education.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Mainstream Access level: Regional / National Impact area: Organization Target: Multiple actors
Contact details	Valeriu Frunzaru, National University of Political Studies and Public Administration, Bucharest valeriu.frunzaru@comunicare.ro
Notes to case	

G4 P7 6

Title	Center for Psycho-Pedagogical Assistance and Integration
Sub-title (optional)	Center for Psycho-Pedagogical Assistance and Integration for students with disabilities (CAIP)
Name of the institution(s)	West University of Timisoara
Qualification level concerned	EQF 6, EQF 7
Country concerned	Romania
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Alignment of PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
Keywords (optional)	access to higher education, inclusion, flexibility
Summary	Among the objectives of regional development for the West Region in Romania (Plan of National Development for West Region 2014-2020), the objective of inclusion of persons with disabilities was explicitly mentioned (p. 42). In the West Region this strategy registered a number of 66.144 persons with disabilities living with their families, while from the total of persons with disabilities (67.701) only 4,73% were working (p.43). Thus, higher education can contribute to the reduction of social exclusion for this category, by offering them a specialization as an advantage for further integration at the workplace.
	The center offered information and assistance to candidates and students with various disabilities in the West University of Timisoara. The target groups were the candidates with disabilities (a disadvantaged group in the region) and the students with disabilities (which also needed further assistance, after admission).
	The mission of this center was to create a frame of inclusion for students with special educational requirements in the West University in Timisoara (UVT): developing accessibility of the university for students with disabilities; creating an interface between students with disabilities and teachers, for the adaptation of study materials and evaluation instruments; psychological and educational counselling; increasing accessibility of spaces and technologies; adaptation of support materials in function of the type of disability; diagnosis and guiding for medical treatment.
	The additional objectives of this center refer to the increase of knowledge about the special needs of persons with disabilities, and the instruction of necessary competences: research with the Psychological Clinic of the university; short formation programs on teaching methods and adaptation of study materials for pupils with

	CES (target publics: parents, teachers from schools, personal instructors), conferences and seminars on this topic.
	Also, among the additional objectives of the center was the international cooperation for increasing awareness on the category of people with disabilities, and the support for increasing mobility of these persons.
	The outcomes of this center were not presented in the research interview which is a source of this case study. However, the center was active in the last five years and is active in present.
Lessons learnt (optional)	The center was identified as a positive practice in a national research project on the topic of increasing equity in higher education. The research team from UEFISCDI (the national coordination of research unit) interviewed the director of the center, dr. Mihai Predescu, on the larger topic of the equity in higher education and services provided to students.
	The lesson learned by the research team was, among the eight universities from all the regions and profiles that were selected in the sample, the West University was the most proactive by the development of this center, by thus meeting the needs of a disadvantaged category, candidates and students with disabilities.
Additional information (optional)	Nature of innovation: Radical
	Implementation phase: Pilot
	Access level: Regional / National
	Impact area: Process
	Target: Multiple actors
	Links: Rules of functioning:
	https://www.uvt.ro/files/21f14865192aef4cc3b2689e7372ec6ec048493d
	Procedures: https://fsp.uvt.ro/wp-content/uploads/2014/07/Procedura-CAIP.pdf
	Director of the Center:
	Mihai Predescu, Ph.D., Associate Professor
	mihai.predescu@e-uvt.ro
Contact details	Diana-Maria Cismaru, Professor, Ph.D., SNSPA Bucharest
	diana.cismaru@comunicare.ro
Notes to case	

Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P7 15

Title	**Academy of European Public Law**
Sub-title (optional)	-
Name of the institution(s)	European Public Law Organization, Athens, Greece
Qualification level concerned	EQF 7
Country concerned	Greece
Theme(s) (optional)	Internationalisation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Modernise methodologies and teaching frameworks, Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	internationalisation, european public law
Summary	The Academy is the most historic and established education institution of the European Public Law Organization (EPLO). The Academy offers 3-week summer study sessions for those interested in furthering their knowledge on the philosophical backdrop of different European national public law systems, as well as on their commonalities and differences. Students may attend one session to earn a Certificate of Attendance in European Public Law, or attend two consecutive summer sessions to obtain the Intensive International Master of Laws (I.I.LL.M.) in European Public Law.
	The Intensive International Master of Law (I.I.LL.M) in European Public Law is a Master's level degree, which covers highly specialized topics addressed to graduates, post-graduates and PhD students. The aim is to enable students to gain a better understanding of the recent developments in European Public Law, thus propelling their academic or professional career forward. The program is exclusively delivered by the European Public Law Organization (EPLO), an International Organization with longstanding expertise in the field of European Public Law. The program is endorsed by the 64 universities throughout the world that sit on the EPLO's Board of Directors and send students to the Academy of European Public Law each year.
Lessons learnt (optional)	Learning from world-class academics from the most prestigious universities of the world.
	Keeping up-to-date with the most recent curriculum on European Public Law.
	Interacting with internationally renowned jurists, judges & law academics.

Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Cross-Border Impact area: Organization Target: Wide range of actors Links: http://eploacademy.eu/international-student/
Contact details	Crina Radulescu, radulescucrina@gmail.com National University of Political Studies and Public Administration, Bucharest, Romania radulescucrina@gmail.com
Notes to case	

G4 P7 4

Title	Intelligent Communication
Sub-title (optional)	Intelligent Communication - Experiential design for learning public relations
Name of the institution(s)	National University of Political Studies and Public Administration (SNSPA) Bucharest
Qualification level concerned	EQF 6
Country concerned	Romania
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work
Keywords (optional)	Practice, experiential learning design
Summary	Project developed since 2007 in year I (previously) and II (from 2014 onwards)in College of Communication and Public Relations, SNSPA Bucharest, on the space of the main PR course (Theories and practices of Public Relations), and is opened to all the students in the current year of study. One series participates a full semester, on a sequential time basis (only for the tasks in which they are involved).The project is designed as a simulation of a professional PR firm with 8 departments. After applying for the project as for being hired in a PR agency, students are interviewed and selected for an appropriate position. The number of students was different from year to year, according to their interest and skills: 44-48 students in most of the editions, and 62-65 in 2007, 2014, 2016. After being formed, the teams received real tasks that were designed to be solved in teams. They present some of the tasks in class (or to the real clients, if this is the case) and receive feed-back from teachers or from the professionals that proposed the tasks. After feed-back, they improve their tasks and deliver them in a final form. The average number of tasks solved by a team is 2-3 in one semester. Starting from 2010, some of the teams received real tasks from small companies and NGOs (tasks appropriate for their level, e.g. to design promotion materials, promote a cultural event on Facebook, promoting educational books for a small publishing house, and others) and they executed them on a pro bono basis. In 2015, the project gained a new dimension by initiating a partnership with the PR agency Porter Novelli, which needed a special selection for an internship of 3 months. In 2016, Porter Novelli fixed the tasks for the most important department (Strategies of Communication) and monitored closely the evolution of students, in order to offer to the best of them also places for internship or further collaboration.

	In conclusion, the project offers to students the occasion to play the role of employee, being involved, in partnership with PR agencies, in real tasks. The project is an occasion, for both supervisors and participants, to help students to apply the theoretical notions in practice, and also to develop the soft skills (the capacity to learn to cooperate in professional context, to communicate with colleagues and managers in order to deliver a task).
	The feed-back of students at the end of this project was (after each edition) extremely positive, as helping them to understand the nature, principles and instruments of the PR profession. In detail, they appreciated the occasion to see the stages of preparing and delivering a task, and the basic aspects of the relationship with colleagues and clients. They also learned that their role inside a PR agency (a professional role, in general) is a construction that has several phases, starting with the recruitment and initiation at the workplace, continuing with communication with team members and coordinators and/or the interaction with clients, and the delivering of tasks in final version.
	Regarding the contribution of the project to the student placement, it is an occasion to gain experience in the case of undergraduates (experience is required in many job offers). Many of them placed this project in their CV and were able to present their activities inside this project as a reason to be selected for a real job, while some other came back with requests for recommendations. In 2016, the best of them were selected by the Porter Novelli agency for a 3-months internship that was finished with employment.
Lessons learnt (optional)	Most of the participants indicated that, among all the aspects they learned, the most important lesson referred to their responsibility towards colleagues and clients, to be able to deliver a task with the requested features before a deadline. The coordinators learned to be more effective from year to year in the designing of this context, but also in communication and feed-back.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Local Impact area: Organization Target: Multiple actors Links: The blog of the project https://intelligentcommunication.wordpress.com
Contact details	Diana-Maria Cismaru, Professor, Ph.D., Head of Public Relations Department, SNSPA Bucharest, diana.cismaru@comunicare.ro
Notes to case	

G4 P1 38

Title	"VZHODNA.SI" WEB PORTAL
Sub-title (optional)	online development center of Slovenian Eastern cohesion region that supports and encourages knowledge exchange partnerships of individuals, businesses and institutions
Name of the institution(s)	University of Maribor (UM) (as a creator and administrator) other PHEIs may register and benefit from the portal as well
Qualification level concerned	EQF 5 (as partners); EQF 6; EQF 7; EQF 8
Country concerned	Slovenia
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Quality • Teaching/Learning • Research, Development & Innovation
PROCSEE Theme	• Alignment of PHE with Regional Development Strategies • Promotion of PHE to respond to skill shortages • Organising and monitoring student placements in the world of work • Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	The case addresses all G1 root challenges with the emphasis on: • Develop / Release PHI´s Capacity for Full Knowledge Exchange Additionally it tackles root causes of Theme G2 (ensuring better recognition of PHEI, developing co-operation with stakeholders, responsiveness of PHE to labour market needs) and in many successful cases of execution of concrete applied projects it contributes to tackling the root causes of Themes G3 (considering the voice of students regarding their placements, getting to know the needs of employers better) and G4 (need for design of learner driven and industry-oriented PLEs) as well.
Keywords (optional)	Vzhodna.si online portal, regional knowledge exchange, Eastern Slovenian cohesion region
Summary	Vzhodna.si web portal, initiated and run by University of Maribor (UM), encourages transfer of applied knowledge in the local / regional environment and the acquisition of European funds for different partners, creating development partnerships based on concrete needs for knowledge exchange. That way UM as the largest institution of knowledge in Eastern Slovenia took the initiative for ensuring better flow of knowledge needed by municipalities, businesses, companies, LAG (Local Action Groups), individuals in development projects and also providing the support for acquisition of European funding from the Slovene Eastern cohesion region. The web portal tends to become a platform for the promotion of different development projects and integration of development

	personnel as well as service of providing useful information for the tender applications. UM sees the important role of this action also as an opportunity for different University departments and Faculties for SCL approach in their learning/teaching provision and involvement of their students and graduates into real situations in the world of work, raising their employability and putting them in contacts with their possible future employers. They also see more opportunities in their current staff development and promotion as well as acquisition of new staff, and also in increasing their recognition as PHEI in the local environment and getting opportunities for additional financing.
Lessons learnt (optional)	To ensure the sustainability of such portal and networks the systematic approach and proper management is very important, especially when it comes to transferring the established acquisitions or partner agreements regarding projects into every-day practice of University departments – integration into curriculum, mobilization of inner faculty capacities and students involvement.
Additional information (optional)	Within the Innovative Open Technologies (IOT) framework, UM also accomplishes the partnerships for promising technological areas, making it possible for small business sector, larger companies, municipalities and regional authorities to gain the knowledge they need in development projects and to carry out research, in cases they do not possess the relevant laboratories and specific knowledge. Currently there are formed signed partnerships between UM and 17 municipalities, 7 partners from economy sector (local chambers of craft/commerce, technological parks, larger companies) within the region and 1 partner University out of the region. Several action plans and projects within these partnerships involving different UM departments are being prepared or are under execution. More info: - http://www.vzhodna.si/ - An example of partnership agreement with one of the municipalities: http://www.vzhodna.si/sites/default/files/podstran/075-2015-30-1-SPO%20%28OB%C4%8CINA%20RU%C5%A0E%29.pdf
Contact details	Information and contacts of the Board, Editorial committee, Professional Council and Workgroup: http://www.vzhodna.si/urednistvo
Prepared BY	Zdenka Steblovnik Župan (april 2017)
Notes to case	

G4 P1 40

Title	E-learning platform: Microsoft Classroom
Sub-title (optional)	Cloud based PLC for an increased flexibility in e-learning
Name of the institution(s)	Tehniški šolski center Maribor, Višja strokovna šola
Qualification level concerned	EQF 7, EQF 8
Country concerned	Slovenia
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Modernise methodologies and teaching frameworks
Keywords (optional)	e-learning, Microsoft, Classroom, Azure Active Directoy, flexible learning environment, progress assessment
Summary	Microsoft Classroom in an attempt of Microsoft to enter LMC area that it mostly dominated by Moodle. In Slovenia most of schools use Moodle on national level, hosted by Arnes (Academic and Research Network of Slovenia): https://ucilnice.arnes.si, which use AAI system of digital personalization (https://aai.arnes.si) as gateway to use all of Arnes services. MS Classroom uses Office 365 as its platform and is fully integrated with most of apps, that are included in Office 365 system. Users can organize multiple class sections, create and grade assignments, collaborate with other teachers in Professional Learning Communities (PLCs), and provide feedback to students. Microsoft Classroom has a OneNote Class Notebook built into every class, allowing teachers to create assignments with due dates, complete with Outlook calendar events and reminders. School Data Sync saves teachers time by automatically creating groups and enabling single sign on to apps in Office 365. Teachers can help students to express their inner creativity, and make learning more effective and engaging with new tools like Sway for interactive class materials or dynamic presentations. New Learning Tools help students improve their reading and writing skills across a broad range of unique student abilities and learning styles. Students can collaborate on assignments and co-author documents in Office Online, Office desktop, or Office mobile. Microsoft Forms is available for teachers to easily and quickly create basic surveys, quizzes, questionnaires, registrations and more. With Microsoft School Data Sync, administrator can easily mirror data from your Student Information System (SIS) into Office 365 and Azure Active Directory, automate provisioning of online classrooms and teacher and student accounts. Any classroom application can access the encrypted cloud-based data through the API. Classroom is still in preview and is supposed to launch in next months. On May 22nd, Microsoft announced, that at the close of school year, they will be retiring Microsoft Classroom Preview. Some features of Microsoft

	Classroom Preview will evolve to become part of Microsoft Teams in Office 365 for Education.
Lessons learnt (optional)	Cloud based LMC/PLC has several advantages over Moodle as it offers complete integration with other Office 365 tools. As it's still in preview mode and reportedly moving to MS Teams, it's hard to predict it's further usability in HE application.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Regional / National Impact area: Target: Single actors Links: https://classroom.microsoft.com/
Contact details	Samo Čretnik Tehniški šolski center Maribor, Višja strokovna šola Maribor (Slovenia) samo.cretnik@guest.arnes.si
Notes to case	

PROCSEE Case Studies Thematic Area 4

G4 P3 4

Title	HRDA
Sub-title (optional)	A re-training program for professionals, sponsored by the Human Resources Development Authority
Name of the institution(s)	Human Resources Development Authority (semi-government organization)
Qualification level concerned	EQF 5
Country concerned	Cyprus
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Governance • Quality • Teaching/Learning
PROCSEE Theme	• Alignment of PHE with Regional Development Strategies • Promotion of PHE to respond to skill shortages • Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	Lack of in-debt knowledge of market needs. Lack of strategic planning and performance indicators. Rigid structure and bureaucracy for developing new programs. Lack of methodology for collecting data from the world of work. Students have no clear view of career path.
Keywords (optional)	Retraining of professionals; Vocational Training; Study the needs of the market
Summary	HRDA is a semi government organization that supports financially the retraining of professionals so that they can be employed more easily. In the process, they produce studies that assess the needs of the market, the available ways for professionals to further educate themselves, etc. The target groups are both employed and unemployed people.
Lessons learnt (optional)	The re-training of professionals leads to better employment opportunities.
Additional information (optional)	http://www.hrda.org.cy/el/katartisi/ola-ta-sxedia
Contact details	Human Resource Development Authority, George A. Papadopoulos, May 2017, hrda@hrdauth.org.cy
Notes to case	

Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P3 17

Title	Global Training
Sub-title (optional)	Provide professional education and training using modern technologies
Name of the institution(s)	Globaltraining + University of Nicosia
Qualification level concerned	EQF 5, 7
Country concerned	Cyprus, Greece, Romania
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Quality • Teaching/Learning • Internationalisation • Research, Development & Innovation
PROCSEE Theme	• Alignment of PHE with Regional Development Strategies • Promotion of PHE to respond to skill shortages • Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	To be the leading provider of professional education and training in markets as well as one of the global leading providers in professional education. To deliver training by highly qualified professional staff who are exceedingly motivated and successful in their own right. To anticipate and respond to clients' needs now and in the future. To become lifelong partners with the clients, becoming an integral part of their success.
Keywords (optional)	Distance Education; Vocational Training; Lifelong Learning.
Summary	A number of professional courses have been identified as suitable for being taught in a self-paced distance learning manner, such as BlockChain or Certification courses (e.g. for ACCA, ADIT, CIA, etc). This initiative combines the content know how of one organisation (GlobalTraining) with the ICT know how of a private University (University of Nicosia), to deliver these courses in an e-learning and self-paced fashion. The courses are self-financed by the enrolled students.
Lessons learnt (optional)	A substantial number of people, already working in the industry, want to enrol to such courses, in order to further promote their qualifications.
Additional information (optional)	http://globaltraining.org/home/about-us/welcome/
Contact details	Global Training, +357 77 77 80 30, University of Nicosia, George A. Papadopoulos, May 2017, university@unic.ac.cy
Notes to case	

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P3 5

Title	CIIM
Sub-title (optional)	The Executive Education program of CIIM
Name of the institution(s)	Cyprus International Institute of Management
Qualification level concerned	Choose any and all that apply: EQF 7
Country concerned	Cyprus
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Quality • Teaching/Learning • Internationalisation • Research, Development & Innovation
PROCSEE Theme	• Alignment of PHE with Regional Development Strategies • Promotion of PHE to respond to skill shortages • Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	PHE institutions are reluctant towards evaluating companies through listening to student experience. Lack of methodological knowledge in collecting knowledge from students. Poor prioritization between education goals and business goals within companies. Lack of methodology in collecting data from the world of work.
Keywords (optional)	Training and Re-training of professionals; Train the Trainers.
Summary	The open enrolment program of CIIM provides a dynamic learning and scientifically inspired environment in which learners receive a transformational learning experience. CIIM personnel work alongside with the learners to help them further develop their skills and knowledge so they can make more effective contributions to their organization. Both unemployed and employed people are targeted. The program is sponsored by government funds.
Lessons learnt (optional)	The approach to learning is highly interactive with a blend of best practices, principles and skills that can be taken back to the job and be immediately applied. Decision-making exercises, role play and other action-based learning activities are also used to help participants discover more about their own management, teamwork and leadership style. The trainers bring real world business experience and keep the content pragmatic and current with managerial techniques that respond to today's work environments.
Additional information (optional)	http://execedu.ciim.ac.cy/professional-development
Contact details	CIIM, George A. Papadopoulos, May 2017, execedu@ciim.ac.cy
Notes to case	

PROCSEE

PROCSEE Case Studies Thematic Area 4

G4 P4

Title	**Design industry-oriented PLEs**
Sub-title (optional)	Interaction between academic world and industry through personalized LLLs (300 + certified programs) to achieve "new skills" required by current needs of economy
Name of the institution(s)	University college of applied sciences ASPIRA Split – UCAS ASPIRA
Qualification level concerned	EQF 6-7
Country concerned	Croatia
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Quality • Teaching/Learning • Internationalisation
PROCSEE Theme	• Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	Design industry-oriented PLEs; Competence
Keywords (optional)	LLL, additional experiences, individual approach, trainings on demand
Summary	UCAS ASPIRA has a long tradition of LLL programs and existing PHE programs have grown from it. Main concept of UCAS is to have an individual approach to each student and to each company with collaboration in education. Through a wide number of LLL programs (more than 300 which are certificated and numerus more which are trainings on demand, adapted for each client) additional experiences are built. Also, in such contacts business trends are recognised and from that information new study programs and LLL programs will be planed. Indeed, students of ASPIRA during a study have opportunity to build their competences for the specific employer by listening a seminars or LLLs of their interest, out of regular study program.
Lessons learnt (optional)	Students and other clients are more satisfied with individual approach, and learning outcomes are better.
Additional information (optional)	http://www.aspira.hr/turisticki-vodic/ http://www.aspira.hr/menadzer-hotela/
Contact details	Marko Jelić
Notes to case	

PROCSEE

PROCSEE Case Studies Thematic Area 4

G4 P3 4

Title	C4E
Sub-title (optional)	Introducing University graduates to the principles of entrepreneurship and innovation
Name of the institution(s)	University of Cyprus
Qualification level concerned	EQF 6-8
Country concerned	Cyprus
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Quality • Teaching/Learning • Internationalisation • Research, Development & Innovation
PROCSEE Theme	• Personal Learning Environments in PHE
Challenge/Root Cause addressed by the practice	Some HE don't see themselves as a service provider for world of work. Regional priorities and frame of dialogue are not set. Low engagement of external stakeholders. Conflicts between student mission + business orientation. Lack of skills and commitment among all stakeholders to develop PLE. Lack of financial resources and infrastructure. HE courses are traditionally planned top-down, not on the basis of the demand of the labor market.
Keywords (optional)	Emphasis on Collaboration; Prioritizing Networking; Rigorous Mentorship; A Philosophy of Experimentation; Encouraging Diversity.
Summary	A threefold mission: a) to foster a culture of innovative entrepreneurship within the University and to develop relevant in-house expertise; b) to provide the entire University community with high-quality services and the connections required to bring scientific innovations and novel ideas produced inside the University to global marketplaces, and c) to contribute to the creation of a sustainable innovation ecosystem in Cyprus. C4E aspires to provide the training, expertise, mentorship, support and connections that UCY's students and young scientists need to become effective entrepreneurs.
Lessons learnt (optional)	Graduates have a better chance to promote their professional ideas and careers after having undergone a training program offered by C4E.
Additional information (optional)	http://www.c4e.org.cy
Contact details	http://www.c4e.org.cy/about-us/contact. *George A. Papadopoulos, May 2017*
Notes to case	

G4 P2 11

Title	Teaching Quality Assurance Manual: Teaching Quality Assurance	
Sub-title (optional)	Peer and Self-assessment in Student Work: Principles and Criteria	
Name of the institution(s)	University of Exeter, United Kingdom	
Qualification level concerned	EQF 5-8	
Country concerned	United Kingdom	
Theme(s) (optional)	Mission / Role of professional Higher Education Governance Internationalisation Research, Development and Innovation	
PROCSEE Theme	Personalization of Learning Environments within PHE	
Challenge/Root Cause addressed by the practice	• Challenges on Personalization of Learning Environments within Professional Higher Education • Design personalised learning environments, which are both learner-driven as well as oriented towards the requirements of the world of work • Modernise methodologies and teaching frameworks • Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment	
Keywords (optional)	Independent Learning, Lifelong Learning Skills, Self-assessment, Peer-assessment, Feedback, Achievement, Learning Skills, Reflective Skills, Oral Presentation, Team Functioning/Group Learning	
Summary	Self and peer assessment are important aspects of 'assessment for learning' practice. Assessing their own work or that of others can help students to develop their understanding of the Intended Learning Outcomes and the Assessment Criteria. Research has shown that learners make more progress when they are actively involved in their own learning and assessment.	
Lessons learnt (optional)	**Developing effective Peer and Self-assessment Skills** Developing effective Peer and Self-assessment Skills takes time and effort. However, once fully embedded in learning and teaching, these assessment strategies can be particularly effective in motivating learning. An effective starting point is for teachers to model the process of peer assessment and feedback, for example how to give feedback that is constructive, detailed, linked to assessment criteria, objective, focused etc. Whole-group marking can be a useful method of introducing effective assessment and feedback as it allows for discussion and exchange of ideas (see "Improve your students' performance in 90 minutes!" by ASKe). **Developing Reflective Skills** Developing Reflective Skills provides students with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement. Students can	

then to use this knowledge to influence their future work, whether on a programme of study or in employment, by playing to their strengths and/or directing their efforts in areas they have already recognised as needing further improvement. You could consider self-assessment as a teaching and learning exercise, as much as an assessment method and its inclusion within a course provides your students with the opportunity to develop a core Lifelong Learning Skills.

Assessment Criteria for an Oral Presentation

The following is a list of ideas for criteria for assessment of an oral presentation. The criteria may require more description in order to be better and more consistently understood by markers and in order to meet the expectations of the achievement at different levels.

Audibility - Can you hear clearly throughout?

Pace - Is the pace of the speech, or flow of ideas, too fast or too slow?

Fluency - Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery?

Tone and Energy - Is there sufficient variation in tone? Does the presenter seem enthusiastic?

Eye Contact - Is the presenter making eye contact across the audience and avoiding becoming note-bound?

Body Language and Gesture - Is the presenter's posture upright and confident? Does their movement and gesture enhance, not distract from, what they are saying?

Appropriateness to the Audience - Is the content and approach relevant, interesting and engaging?

Structure and Cohesion - Was the structure clearly outlined? Is the order logical and easy to follow? Is it signposted throughout? Is the balance of various elements effective? Is timing accurate?

Use of Visual Aids - Is there a suitable amount? Are they easy to read? Do they effectively support the oral delivery? Does the presenter use them competently?

Content - Does the content relate to the title and/or purpose of the presentation? Is the breadth of the content sufficient?
Is the depth of the content sufficient? Is the message clear? Is the argument consistent?

Argument – Is there sufficient evidence to support arguments? Is there evidence of critical thinking? Are conclusions drawn effectively?

Creativity – was the presentation innovative or creative in style and/ or content? Was the approach an original one? Was humour used to engage or persuade?

Alongside criteria it can be useful to ask for **identification of strengths and weaknesses and areas for improvement.**

Assessment Criteria for use in assessing an individual contribution to a Team/Group Work:

- is engaged in the group and with the group
- can show qualities of leadership
- is able to provide direction for group activity (e.g. project planning)

	- is involved in the execution of the project work	
	- can play a supporting role of others in group activity	
	- can suggest solutions	
	- is involved in the presentation of the group's work	
	- demonstrates interest in the maintenance of the group functioning as well as the project.	
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Cross Border Impact area: Process Target: Wide range of actors Links: https://www.gov.uk/government/publications/teaching-learning-and-assessment-in-further-education-and-skills-what-works-and-why https://www.gov.uk/government/policies	
Contact details	Nina J Zugic 32 Broomhose Road, London SW6 3QX, United Kingdom Tel: +44 7857 144123 International Expert, PROCSEE Project ninazugich@gmail.com	
Notes to case		

Co-funded by the
Erasmus+ Programme
of the European Union

PROCSEE>

PROCSEE Case Studies Thematic Area 4

G4 P2 10

Title	Teaching, Learning and Assessment and Skills in Further Education
Sub-title (optional)	What works and Why?
Name of the institution(s)	The Office for Standards in Education, Services and Skills (OfSTED)
Qualification level concerned	EQF 5-8
Country concerned	United Kingdom
Theme(s) (optional)	☐ Mission / Role of professional Higher Education Governance ☐ Internationalisation ☐ Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within PHE
Challenge/Root Cause addressed by the practice	• Challenges on Personalization of Learning Environments within Professional Higher Education • Design personalised learning environments, which are both learner-driven as well as oriented towards the requirements of the world of work • Modernise methodologies and teaching frameworks • Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	Outstanding Teaching, Learning, Assessment, Further/Higher Education, Skills, Improvement, Independent Learning, Employer Providers, Community Learning, Policy, Findings, Lessons Learned
Summary	The case summarises the most significant features of outstanding teaching, learning and assessment in the Further/Higher Education and Skills sector and the factors that contribute to these. It also identifies several areas where more improvement is needed. Her Majesty's Inspectors visited further education colleges, sixth form colleges, independent learning providers, employer providers and providers of community learning and skills between September 2013 and April 2014, as well as using evidence from inspections to inform the report findings.
Lessons learnt (optional)	**BACKGROUND** The Further Education (FE) and skills sector has a fundamental role in supporting learners' future economic prosperity, besides promoting social and educational inclusion. The impact, for many learners, of their experience in FE and skills is life-changing. It is not unusual for learners to move into the sector with a chequered past in terms of their formal education, and some see it as their last chance before they drop out of education and training altogether. 1. Learners therefore need the very best teaching to ensure that they remain on track and are able to take the right next

steps to secure a future of sustained employment. To be successful, all types of learning programmes, including apprenticeships, must be underpinned by teaching, learning and assessment that are at least good. Overall, employers must be confident that their future employees receive good quality training and assessment so that they have a solid foundation of skills that they can build on as they progress through their careers. The importance of consistently good or outstanding teaching, combined with high quality assessment, which leads to very effective learning, has never been more significant in every type of provision.

2. This survey evaluates what constitutes good or outstanding practice in teaching, learning and assessment in the FE and skills sector, as well as identifying where improvement in teaching, learning and assessment is needed.

3. Inspectors' visits to 20 outstanding providers highlighted the barriers to providing excellent teaching and training that had existed as a backdrop to their actions for improvement and to sustaining their excellent provision.

KEY FINDINGS

i) Inspections and follow-up visits to the outstanding providers have shown that the most significant factors in the provision of outstanding teaching and learning comprise a combination of:

ii) Sharply-focused leadership

iii) Unequivocal and well-informed direction

iv) The consistent use of successful teaching strategies based on sound educational principles

v) Realistically high expectations of learners by all staff

vi) Rigorous performance management, closely aligned with high quality staff development, high levels of accountability for the quality of teaching for all and highly effective self-evaluation are all essential elements in ensuring sustained excellent practice.

What works and why?

1. Planning and delivering learning

2. In the most effective provision, teachers plan learning comprehensively based, very effectively on well-established educational principles.

3. Teachers are skilled at assessing learners' starting points and developing schemes of work that build on learners' skills and knowledge coherently, comprehensively and constructively. These plans are underpinned by uncomplicated policies based securely on sound educational values.

4. In planning, teachers understand and accept full accountability for their role in ensuring learners' specialist and wider learning over their learning programme. Managers are unequivocal about the basis for planning learning and ensure that a consistent approach is used

based on a sound and workable structure that all teachers can follow.

5. Teachers identify the objectives for each learning activity clearly. Learning objectives are based on skill development alongside the acquisition of knowledge. Assessment plans integrate closely with the schemes of work or individual learning plans and support the use of regular assessment to ensure that teachers monitor learners' development of skills over time and support them to increase their rates of progress.

6. Teachers' planning considers fully employers' contribution to helping learners acquire a broad set of skills alongside their specialist technical skills and knowledge. Workplace routines are integrated with plans for learning, which ensures a comprehensive coverage of learning objectives in a coherent and balanced way. The link between on- and off-the-job training is strong. Staff work with employers flexibly and closely to adjust training programmes to fit with learners' needs and the needs of the business.

Teaching and Learning Strategies

1. In the most effective provision, teachers use a wide range of strategies very effectively and they are flexible and accurate in adapting their approaches according to each learner's progress.

2. In ensuring very effective learning, teachers provide a well-defined structure for learning activities as well as managing and facilitating learning very successfully in the classroom, in vocational training workshops and for learners at work. These approaches are extended to support learning that takes place where a teacher is not present and in helping learners become more independent and accountable for their own learning.

3. Teachers ensure that their detailed strategies are tailored closely to learners' needs and to covering what needs to be taught. Alongside this, they regularly assess how thoroughly learning is taking place. Because of this, they are able to reshape their approaches appropriately, quickly, confidently and with impact.

4. Teachers refer constantly to the skills that are being learnt and use the setting of skill-based objectives at the start of learning activities wisely. They ensure a purpose linked to learning points in doing every activity or task. They motivate learners by adhering to challenging timescales for completion of work. Learners know that they must meet deadlines, which develops their resilience.

5. Teachers integrate wide and creative use of technology into their approach in a complementary way. This supports learners to work independently and to develop their skills in using modern technology. They use virtual learning environments to extend learning rather than duplicating what has been already covered. Teachers make creative use

	of social media and a wide range of apps as part of activities and in assessment.
	6. Staff support learners to work and learn collaboratively very effectively. Many learning activities involve some structured and purposeful collaboration among staff and learners in order to develop learners' wider skills and help them learn from each other. When using group work, teachers agree the protocols with the learners, state the expectations and encourage self- and peer-evaluation by learners of the outcomes.
	7. Monitoring learners' progress and providing them with guidance and support to learn and to make progress towards fulfilling their career aims
	8. Teaching of English, mathematics, functional skills and skills for employment
	9. Supporting and challenging further education teachers to develop their skills in teaching, learning and assessment
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Cross Border Impact area: Process Target: Wide range of actors Links: https://www.gov.uk/government/publications/teaching-learning-and-assessment-in-further-education-and-skills-what-works-and-why https://www.gov.uk/government/policies
Contact details	Nina J Zugic 32 Broomhose Road, London SW6 3QX, United Kingdom Tel: +44 7857 144123 International Expert, PROCSEE Project ninazugich@gmail.com
Notes to case	

PROCSEE Case Studies Thematic Area 4

G4 P2 9

Title	**OECD/CERI 2016: Learning in the 21st Century – Research, Innovation and Policy & Assessment for Learning Formative Assessment**
Sub-title (optional)	Meeting goals for Lifelong Learning
Name of the institution(s)	Centre for Educational Research and Innovation (CERI)/The Organisation for Economic Cooperation and Development (OECD).
Qualification level concerned	EQF 5 -8
Country concerned	France (OECD/CERI); Belgium (Flemish Community), Denmark, England, France, Norway, Scotland, Spain, Australia, New Zealand and the United States
Theme(s) (optional)	- Mission / Role of professional Higher Education Governance ☐ Internationalisation ☐ Research, Development and Innovation
PROCSEE Theme	Personalization of Learning Environments within PHE
Challenge/Root Cause addressed by the practice	• Challenges on Personalization of Learning Environments within Professional Higher Education • Design personalised learning environments, which are both learner-driven as well as oriented towards the requirements of the world of work • Modernise methodologies and teaching frameworks • Develop new methods to assess learners' progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	Assessment, Learning, Lifelong Learning, "Learning to Learn", "Education for All", Personalised Learning, Learning Goals, Policy Making, Programme for International Student Assessment (PISA), OECD, CERI, Belgium (Flemish Community), Denmark, England, France, Norway, Scotland, Spain, Australia, New Zealand and the United States
Summary	Assessment for Learning Formative Assessment provides findings on learning, drawn from recent analyses undertaken by Centre for Educational Research and Innovation (CERI), part of The Organisation for Economic Cooperation and Development (OECD). The case begins with analysis of the formative approach in exemplary practice carried out in secondary schools in eight education systems. The second half of the case comprises key analyses on formative assessment in adult language, literacy, and numeracy provision, and a framework for strengthening policy and practice across the sector as well as for building the evidence base. Seven countries identified case studies of exemplary classroom practice: Belgium (Flemish Community), Denmark, England, France, Norway, Scotland and the United States. Nine countries contributed

	background reports detailing the challenges and policy responses for adult foundation skill learners. They include Australia, Belgium (Flemish Community), Denmark, England, Norway, New Zealand, Scotland, Spain and the United States.
Lessons learnt (optional)	**PART 1:** Analysis of the formative approach in exemplary practice carried out in secondary schools in eight education systems: Element 1: Establishment of a classroom culture that encourages interaction and the use of assessment tools Element 2: Establishment of learning goals, and tracking of individual student progress toward those goals Element 3: Use of varied instruction methods to meet diverse student needs Element 4: Use of varied approaches to assessing student understanding Element 5: Feedback on student performance and adaptation of instruction to meet identified needs Element 6: Active involvement of students in the learning process **POLICY IMPLICATIONS** Policy principles of formative assessment to promote wider, deeper and more sustained practice are: 1. Keep the focus on teaching and learning 2. Align summative and formative assessment approaches 3. Ensure that data gathered at classroom, school and system levels are linked and are used formatively 4. Invest in training and support for formative assessment 5. Encourage innovation 6. Build stronger bridges between research, policy and practice The aim of these principles is to ensure that the schools included in this study are no longer considered exceptional, but are representative of common practice. **PART 2:** Key analyses on formative assessment in adult language, literacy, and numeracy provision, and a framework for strengthening policy and practice across the sector TEACHING, LEARNING AND ASSESSMENT FOR ADULTS: IMPROVING FOUNDATION SKILLS **The approach of the study** This study explores the state of the art in this field, drawing upon: i) International research ii) Innovative cases in a range of adult LLN learning settings, where teaching, learning and assessment have been adapted to meet the needs of this population iii) Policies that support or inhibit effective practice The four reviews commissioned for this study identified a range of literature, including: i) Guidelines and principles for teaching and learning based on practitioner wisdom and experience. ii) Debates on how values and goals for adult LLN learning – such as learner self-determination and autonomy, or democratic learning

	environments – should shape classroom relationships and approaches. iii) Interviews and surveys reflecting learner and instructor views on effective teaching and learning. iv) Case studies and classroom observations. v) Evaluations and monitoring of specific assessment tools, including portfolios, recognition of prior learning, ICT programmes **LESSONS LEARNED (OUTCOMES):** 1. Promote active debate on the nature of teaching, learning and assessment 2. Strengthen professionalism 3. Balance structure and flexibility: formative assessment as a framework 4. Strengthen learner-centred approaches 5. Diversify and deepen approaches to programme evaluation for accountability 6. Devote the necessary resources – people, time and money 7. Strengthen the knowledge-base
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Cross Border Impact area: Process Target: Wide range of actors Links: http://www.oecd.org/innovation/centreforeducationalresearchandinnovationceri-newmillenniumlearners.htm http://www.oecd.org/site/educeri21st/40600533.pdf
Contact details	Nina J Zugic 32 Broomhose Road, London SW6 3QX, United Kingdom Tel: +44 7857 144123 International Expert, PROCSEE Project ninazugich@gmail.com
Notes to case	