Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

– the summary report
from the analysis in the partner institution

(Partial report)

Lodz University of Technology 2021

The aim of the report

This report briefly presents the results of the individual analysis prepared by the Project partners. As the individual reports are available in annexes, this short summary concentrates only on the two main issues:

A. identification of potential barriers at the university level (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits obtain from e-learning courses offered in the ErasmusX central platform

B. opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been elaborated and presented by the Working Group of Intellectual Outcome no 5 in the document "Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021".

Potential barriers of recognition and transfer of ECTS credits of ErasmusX online courses

From the individual reports of partner universities the following main obstacles for the ErasmusX online courses and their recognition can be listed:

1) Still limited offer of e-learning courses in most universities. However all universities are willing and eager to increase the potential of e-learning education.

2) Local/national limitation for student to choose online courses, for example: limited only to blended mode programmes or by national law determining the maximum limit of ECTS points obtained in distance learning methods.

3) Preferred or even required by regulations synchronous mode of distance learning, which might limit the flexibility of ErasmusX online courses as additional ones for mobility students.

4) The problem of a status of a mobility student at university offering ErasmusX online course without additional LAS.

Opinion on the initial proposal of the common framework for ECTS recognition

The overall opinion on the proposed model of common framework for ECTS recognition and transfer for ErasmusX online courses was positive. Partners did not envisage major problems to introduce it in the mobility scheme. Few possibly problematic issues were mentioned: increase of paper work for administration of universities, the scope and the name of the universal courses "ErasmusX online course, ECTS 1 [2,3…]", the status of the student A in University C.

Moreover, University of Napoli Federico II in Italy presented the alternative model based on the recognition of the online course between home University A and the Third University C providing the course, without participation of the host University in the process, which would require additional LAS for ErasmusX online course to be signed.

The results of individual analyses will be used for the elaboration of the final version of the common framework for recognition and transfer of ECTS of the online courses offered in the central platform of the ErasmusX.

Annex 1. The individual report of participating university – uniform list of questions

1. The aim and scope of the report

In order to elaborate and implement the common framework for recognition of ECTS credits of the e-learning courses offered in the central platform of the ErasmusX Project, it is necessary to:

- analyse in details the potential barriers at the university level (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits of e-learning courses offered in the central platform,
- identify those elements of the process and organisation of learning mobility of students which should be adjusted to the needs of the implementation of the e-learning courses offered in the central platform.

This report should present the results of the analysis made in the partner university. It is based on the uniform list of questions, which will allow to compare the rules and practices existing in all participating universities. Moreover, the report presents the opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been already elaborated and presented by the Working Group of Intellectual Outcome no 5[1].

2. The e-learning courses at the university

Please refer to the following issues/questions:

1) *Describe briefly the didactic offer of the e-learning courses at the university: How many courses are offered (approx.)? What is the proportion of e-learning courses available in English? Are there any rules or limits applicable to students for taking e-learning courses in their study programmes (e.g. maximum 50% of total ECTS)? Are e-learning courses offered mostly as main courses or elective ones? What is a typical (predominant) mode of realisation of the e-learning - asynchronous or synchronous? Are there any legal rules (national or university ones) enforcing the*

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[1] Document: Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021.

asynchronous or synchronous mode of realization of the distance learning at the university?

2) *Describe briefly how COVID-19 pandemic situation has influenced the situation of the distance learning at the university? Were (Are) the courses realized in asynchronous or synchronous mode during the lockdown periods? What was the university policy towards the Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods?*

3. Erasmus+ incoming students and e-learning courses

Please refer to the following issues/questions:

1) *Describe briefly the University's offer of e-learning courses for Erasmus+ incoming students: Are the e-learning courses open for incoming students? Do incoming students often choose e-learning courses at your university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?*

2) *Are there any barriers for incoming students to chose e-learning courses in mobility program at your university?*

4. Erasmus+ outgoing students and e-learning courses

Please refer to the following issues/questions:

1) *Describe briefly the University's policy towards Erasmus+ outgoing students in terms of e-learning courses in their mobility programmes abroad: Are there any rules or limitations for students of your university to realise e-learning courses in host university? Do Erasmus+ outgoing students often choose e-learning courses at host university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?*

2) *Describe briefly the University's policy towards recognition of ECTS of e-learning courses realised by Erasmus+ outgoing students in their mobility programmes abroad: Are there any specific rules of recognition of e-learning outcomes of the*

student? What are the criteria of recognition: number of ECTS, comparable programmes, comparable learning outcomes? Are there any barriers for recognition of ECTS obtained by the student in a form of e-learning courses in mobility programme abroad?

5. Recognition of the distance learning courses outside of the mobility learning programme

Please refer to the following issues/questions:

1) *Describe briefly the University offer of online courses open to public.*
2) *Describe briefly the University's policy towards the recognition of ECTS obtained through MOOCs or any other form of online educational courses offered by outside institutions: Do the University recognise such courses? Are such courses considered as "international virtual mobility"?*

6. Mobility freemovers

Please refer to the following issues/questions:

1) *Describe briefly the University's policy towards freemovers in mobility schemes: Do your University accept freemovers? Are there any specific rules for them?*

7. Opinion on the proposal for the common framework for recognition and transfer of ECTS in the ErasmusX Project

   a. Overal opinion

Please refer to the following issues/questions:

1) *Describe briefly your overall opinion on the proposed common framework for ECTS transfer and recognition of the ErasmusX courses offered in the central platform.*
2) *Is the proposed solution going to facilitate or hinder the use of the ErasmusX courses offered in the Common platform (from the perspective of your university*

being in a role of University A, University B and University C)? How, in your opinion, the proposed solution will impact the Erasmus+ local coordinators, administration dealing with mobility, mobility students?

3) *Can you suggest options/solutions other than the ones presented in the proposal?*

b. The syllabus of the universal course "ErasmusX Project"

Please refer to the following issues/questions:

1) *Describe briefly your opinion on the possibility of introduction of the universal course "ErasmusX Project" (title subject to discussion) in your university study programme as a course which will be the equivalent of the e-learning course chosen by the student in another university taking part in the central platform.*

2) *Describe crucial elements of the course syllabus required by your university (in order to be properly prepared and implemented in your study programme).*

c. Recognition Form

Please refer to the following issues/questions:

1) *Describe briefly your opinion on the possibility of introduction and use of the Recognition Form in your university (please consider it from the perspective of university being in a role of the University A, University B and University C).*

2) *Describe crucial elements of the Recognition Form which are required by your university (in order to be properly prepared and implemented).*

d. Other important issues and comments

Please fill free to add any other comment or suggestion.

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Annex 2. The individual report of participating university - University of Alcala

Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

– the report from the analysis at University of Alcala

Intellectual Output no 5 „Recognition of ECTS credits for online courses"

University of Alcala 2021

1. The aim and scope of the report

In order to elaborate and implement the common framework for recognition of ECTS credits of the e-learning courses offered in the central platform of the ErasmusX Project, it is necessary to:

- analyse in details the potential barriers (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits of e-learning courses offered in the central platform at the university level,
- identify those elements of the process and organisation of learning mobility of students which should be adjusted to the needs of the implementation of the e-learning courses offered in the central platform.

This report presents the results of the analysis made in the partner university, **University of Alcala (Spain)**. It is based on the uniform list of questions, which will allow to compare the rules and practices existing in all participating universities. Moreover, the report presents the opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been already elaborated and presented by the Working Group on Intellectual Outcome no 5[2].

The individual reports prepared by the Project partners will be summarized by the Lodz University of Technology in the Summary Report for Intellectual Outcome no 5.

2. The e-learning courses at the university

Please refer to the following issues/questions:

3) Describe briefly the didactic offer of the e-learning courses at the university: How many courses are offered (approx.)? What is the proportion of e-learning

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[2] Document: Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021.

courses available in English? Are there any rules or limits applicable to students for taking e-learning courses in their study programmes (e.g. maximum 50% of total ECTS)? Are e-learning courses offered mostly as main courses or elective ones? What is a typical (predominant) mode of realisation of the e-learning - asynchronous or synchronous? Are there any legal rules (national or university ones) enforcing the asynchronous or synchronous mode of realization of the distance learning at the university?

The University of Alcalá has so far been an eminently face-to-face university. Following the publication of the new Programme Erasmus+ 2021-2027, it has begun a process of promoting online teaching through various initiatives that include grants for the development of online or blended courses in English. In addition, it has launched a new International School (https://congresosalcala.fgua.es/internationalschool/) that includes Summer and Winter School with an offer of interdisciplinary courses in virtual and blended learning in English.

The proportion of online courses in English is still very low compared to face-to-face teaching as these are very recent initiatives. The International School currently includes 19 courses with a total of 102 ECTS. Every student receives a transcript to facilitate credit transfer. The academic transcript lists all courses, the ECTS credits earned, and the final grade.

Regarding the limitation of ECTS to take online, most of the degrees and master's degrees in our University are face-to-face, so there is no option to take courses online. This is a limitation established by the education authorities and is therefore mandatory. The only option is to request modifications to our degrees so that students can take part of the ECTS online and have this approved by the appropiate education authority.

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Finally, the predominant and preferred mode of e-learning course delivery is synchronous, although there are not any legal rules (national or university ones) enforcing the asynchronous or synchronous mode.

4) Describe briefly how COVID-19 pandemic situation has influenced the situation of the distance learning at the university? Were (Are) the courses realized in asynchronous or synchronous mode during the lockdown periods? What was the university policy towards the Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods?

The COVID-19 pandemic situation has changed the way classes are taught significantly. From classes given 100% face-to-face to 100% virtually at first and blended later. Professors have adapted their courses and methodologies to teach their classes in the new circumstances. This situation, together with other factors such as the publication of the new Erasmus+ programme for study and internship mobility for 2021-2027, is encouraging our institution to launch blended learning initiatives.

During the lockdown period, the courses were taught mostly in synchronous mode as the proper education authority determined that synchronous classes would be considered equivalent to face-to-face classes during the pandemic. Regarding university policy towards the Erasmus+ mobilities students, it was one of total flexibility and support for the students on our part. And once the Local Agency confirmed that grants would not be cancelled in case they had to attend classes virtually, they could follow their mobility.

3. Erasmus+ incoming students and e-learning courses

Please refer to the following issues/questions:

1) Describe briefly the University's offer of e-learning courses for Erasmus+ incoming students: Are the e-learning courses open for incoming students? Do incoming students often choose e-learning courses at your university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2) Are there any barriers for incoming students to chose e-learning courses in mobility program at your university?

All our courses are open to incoming students, but we are starting now with initiatives to offer blended learning courses. Apart from the International School before mentioned, the Polytechnic School will launch next academic year several master's degree courses from the field of Industrial and Telecommunications in blended mode, specially thought for incoming students. We expect to continue to expand the offer incrementally in the coming courses.

There are no barriers for incoming students to choose e-learning courses at our university.

4. Erasmus+ outgoing students and e-learning courses

Please refer to the following issues/questions:

1. Describe briefly the University's policy towards Erasmus+ outgoing students in terms of e-learning courses in their mobility programmes abroad: Are there any rules or limitations for students of your university to realise e-learning courses in host university? Do Erasmus+ outgoing students often choose e-

learning courses at host university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2. Describe briefly the University's policy towards recognition of ECTS of e-learning courses realised by Erasmus+ outgoing students in their mobility programmes abroad: Are there any specific rules of recognition of e-learning outcomes of the student? What are the criteria of recognition: number of ECTS, comparable programmes, comparable learning outcomes? Are there any barriers for recognition of ECTS obtained by the student in a form of e-learning courses in mobility programme abroad?

Currently, there are no specific rules for e-learning outcomes. The criteria of recognition are the same as face-to-face courses: number of ECTS (equal or greater at the destination, at least 2/3 of the programmes covered by each course at destination).

Students enrolled in face-to-face degrees or master's degrees in Spain cannot take e-learning courses due to official regulations as explained above, but they can take blended courses such as those regulated by the Erasmus+ Programme.

5. Recognition of the distance learning courses outside of the mobility learning programme

Please refer to the following issues/questions:

1) Describe briefly the University offer of online courses open to public.

2) Describe briefly the University's policy towards the recognition of ECTS obtained through MOOCs or any other form of online educational courses offered by outside institutions: Does the University recognise such courses? Are such courses considered as "international virtual mobility"?

These are the courses available for summer 2021:

Information technologies and electronic commerce (6 ECTS)
Value creation: building brands, creating business (6 ECTS)
Practical management of digital marketing projects (6 ECTS)
Serial communication protocols. Management with microcontrollers (3 ECTS)
Matlab fundamentals (3 ECTS)
The business model canvas in practice (6 ECTS)
Entrepreneurship skills course (3 ECTS)
Development of management skills (6 ECTS)
Leadership and coaching (6 ECTS)
The human rights-based approach (3 ECTS)
Cinema and sustainability (3 ECTS)
Literature in Spanish (6 ECTS)
Comprehensive reading: reading workshop in Spanish (3 ECTS)

Languages:

Spanish applied to businesses(6 ECTS)
Course of Spanish as a foreign language (8 ECTS)
Course of Spanish as a foreign language and culture (10 ECTS)
English course level A (6 ECTS)
English course level B (6 ECTS)
English course level C (6 ECTS)

Currently, students can only request ECTS transfer of e-learning courses when they are enrolled in blended degrees which are a minority in our university.

6. Mobility freemovers

Please refer to the following issues/questions:

1) Describe briefly the University's policy towards freemovers in mobility schemes: Does your University accept freemovers? Are there any specific rules for them?

> *As far as I know, freemovers are not accepted for study mobility in our university, only for internships as long as they come under the Erasmus programme.*

7. Opinion on the proposal for the common framework for recognition and transfer of ECTS in the ErasmusX Project

7.1. Overal opinion

Please refer to the following issues/questions:

1) Describe briefly your overall opinion on the proposed common framework for ECTS transfer and recognition of the ErasmusX courses offered in the central platform.

2) Is the proposed solution going to facilitate or hinder the use of the ErasmusX courses offered in the Common platform (from the perspective of your university being in a role of University A, University B and University C)? How, in your opinion, the proposed solution will impact the Erasmus+ local coordinators, administration dealing with mobility, mobility students?

3) Can you suggest options/solutions other than the ones presented in the proposal?

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In my opinion, the framework for ECTS transfer and recognition of the EramusX courses offered on the central platform facilitates and encourages the creation of quality online resources to be shared between different universities. This in itself is a major step forward in giving mobile students a variety of courses at different universities to choose from, and also flexibility in designing their LA, which is now a major stumbling block in mobility.

I see mainly 2 problems. On the one hand, there is the fact that as it is currently managed, this would pose an additional difficulty, as the current protocols are not designed to include such courses. Above all, I am concerned that it could cause delays while waiting for the ToR to be completed.

On the other hand, I am concerned that the responsibility for ensuring that the student achieves the necessary learning outcomes for ECTS recognition will be diluted, especially if it is an unattended and asynchronous platform.

A possible solution would be to define a quality assurance protocol and minimum requirements for assessment and validation of student competences. Another option is to make it dependent on the home universities. In other words, each university proposing courses should take responsibility for these courses, for example by including them in its course offerings for local students and having in virtual classes local and abroad students at the same time.

7.2. The syllabus of the universal course "ErasmusX Project"

Please refer to the following issues/questions:

3) Describe briefly your opinion on the possibility of introduction of the universal course "ErasmusX Project" (title subject to discussion) in your university study programme as a course which will be the equivalent of the e-learning course chosen by the student in another university taking part in the central platform.

4) Describe crucial elements of the course syllabus required by your university (in order to be properly prepared and implemented in your study programme).

> *In my opinion, for purposes of clarity, standardisation, and future compatibility, it would be better (even easier to get) to use a more generic name. we have such universal courses with generic names such as "Cross-curricular elective credits enrolled in exchange programmes".*
>
> *Our teaching guides include generic information (name, code, degree, department, type, ECTS, year and period, teachers, language), course summary, competences, learning outcomes, contents, learning methodologies, assessment and bibliography. In my opinion, those are basic information every student needs.*

7.3. Recognition Form

Please refer to the following issues/questions:

3) Describe briefly your opinion on the possibility of introduction and use of the Recognition Form in your university (please consider it from the perspective of university being in a role of the University A, University B and University C).

4) Describe crucial elements of the Recognition Form which are required by your university (in order to be properly prepared and implemented).

> *I do not see any problem in introducing a new form as long as includes the information we use currently. But I do not know for sure as I am not the person who approves that in the University. The crucial elements of the Recognition form are personal and academic student data, exchange Programme, Academic year, destination university, courses in destination university (code, name, ECTS number and mark) and courses in UAH (code, name, ECTS number and mark), total ECTS in destination and UAH, the total number of passed ECTS, signatures of departmental coordinator and Polytechnic School and dates of recognition.*

7.4. Other important issues and comments

Please fill free to add any other comment or suggestion.

Apart from the above-mentioned advantages of having such courses available for mobility students, I think it is particularly interesting to further develop the learning mobility option 3 proposed in the framework. Specifically, I am thinking of the option in which a mobility student chooses an E-learning course offered on the central platform of the project ErasmusX which is provided by a third university.
This model involving more than 2 universities I think could be particularly interesting for students and is not currently considered by the Erasmus Programme. Maybe, it could be implemented by creating consortia of universities where students can move between them more flexibly as those universities would have a closer relationship.
I encourage the ErasmusX consortium to continue working on this idea which, in my opinion, could take the Erasmus Programme a step forward in the future.

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Annex 3. The individual report of participating university - University of Latvia

Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

– the University of Latvia report

Intellectual Output no 5 „Recognition of ECTS credits for online courses"

University of Latvia 2021

1. The aim and scope of the report

In order to elaborate and implement the common framework for recognition of ECTS credits of the e-learning courses offered in the central platform of the ErasmusX Project, it is necessary to:

- analyse in details the potential barriers (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits of e-learning courses offered in the central platform at the university level,
- identify those elements of the process and organisation of learning mobility of students which should be adjusted to the needs of the implementation of the e-learning courses offered in the central platform.

This report presents the results of the analysis made in the partner university, **University of Latvia**. It is based on the uniform list of questions, which will allow to compare the rules and practices existing in all participating universities. Moreover, the report presents the opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been already elaborated and presented by the Working Group on Intellectual Outcome no 5[3].

The individual reports prepared by the Project partners will be summarized by the Lodz University of Technology in the Summary Report.

2. The e-learning courses at the university

Please refer to the following issues/questions:

1) Describe briefly the didactic offer of the e-learning courses at the university: How many courses are offered (approx.)? What is the proportion of e-learning courses available in English? Are there any rules or limits applicable to students

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[3] Document: Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021.

for taking e-learning courses in their study programmes (e.g. maximum 50% of total ECTS)? Are e-learning courses offered mostly as main courses or elective ones? What is a typical (predominant) mode of realisation of the e-learning - asynchronous or synchronous? Are there any legal rules (national or university ones) enforcing the asynchronous or synchronous mode of realization of the distance learning at the university?

2) Describe briefly how COVID-19 pandemic situation has influenced the situation of the distance learning at the university? Were (Are) the courses realized in asynchronous or synchronous mode during the lockdown periods? What was the university policy towards the Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods?

In the academic study year 2020/2021 all Faculties of University of Latvia were offering study courses in online mode due to the COVID19. Previously to COVID19 there were just couple academic e-learning courses with ECTS offered to full time students or Erasmus+ mobilities students.

Study courses offered for Erasmus+ mobilities students are available in University of Latvia web page https://www.lu.lv/en/gribustudet/arzemju-studentiem-eng/exchange/courses/ (all courses in 2020/2021 were offered in online mode). Study courses offered in online mode are delivered in synchronous mode and teachers were recording the lecture part (not the seminar part), lecture recordings were available to students.

Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods could attend courses choosing from which country they prefer from home country or host country.

In 2021/2022 big part of courses will be as blended courses or offline.

Just few courses as part of ErasmusX and Forthem will be online as e-learning courses.

3. Erasmus+ incoming students and e-learning courses

Please refer to the following issues/questions:

1) Describe briefly the University's offer of e-learning courses for Erasmus+ incoming students: Are the e-learning courses open for incoming students? Do incoming students often choose e-learning courses at your university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2) Are there any barriers for incoming students to choose e-learning courses in mobility program at your university?

In the academic study year 2020/2021 all Faculties of University of Latvia were offering study courses for incoming Erasmus+ mobilities students in online mode due to the COVID19 (as e-learning courses).

Academic staff consultations for incoming Erasmus+ mobilities students were provided in online mode.

Also access to library e-sources was provided to incoming Erasmus+ mobilities.

Study courses offered for incoming Erasmus+ mobilities students are available in University of Latvia web page https://www.lu.lv/en/gribustudet/arzemju-studentiem-eng/exchange/courses/ (all courses in 2020/2021 were offered in online mode).

As example, herewith are included language courses offered to exchange students:

Practical Latvian for International Students I (Beginners) – 6 ECTS (4 credits)

Latvian language (Lower Intermediate) – 6 ECTS (4 credits)

Practical Latvian for International Students I (A2) - 6 ECTS (4 credits),

Practical Latvian language for International Students II (B2) – 6 ECTS (4 credits)

Latvian language (C1) (Advanced) – 6 ECTS (4 credit points)

Russian as a Foreign Language (Level A1 1) – 6 ECTS (4 credit points),

Russian as a Foreign Language (Level A1 2) – 6 ECTS (4 credit points)

Russian as a Foreign Language (Level A2 1) – 6 ECTS (4 credit points)

Russian as Foreign 3rd level (B1) Part 1 – 6 ECTS (4 credit points)

Russian as Foreign 4th level (B2) Part 1– 6 ECTS (4 credit points)

Academic English for International Students (B2 level) - 6 ECTS (4 credits);

Business English (B2 level) - 6 ECTS (4 credits);

There were no particular barriers for incoming Erasmus+ mobilities students to choose online courses in mobility program at University of Latvia.

4. Erasmus+ outgoing students and e-learning courses

Please refer to the following issues/questions:

1) Describe briefly the University's policy towards Erasmus+ outgoing students in terms of e-learning courses in their mobility programmes abroad: Are there any rules or limitations for students of your university to realise e-learning courses in host university? Do Erasmus+ outgoing students often choose e-learning courses at host university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2) Describe briefly the University's policy towards recognition of ECTS of e-learning courses realised by Erasmus+ outgoing students in their mobility programmes abroad: Are there any specific rules of recognition of e-learning outcomes of the student? What are the criteria of recognition: number of ECTS, comparable programmes, comparable learning outcomes? Are there any barriers for recognition of ECTS obtained by the student in a form of e-learning courses in mobility programme abroad?

Regarding the University's policy towards Erasmus+ outgoing students in terms of e-learning courses in their mobility programmes abroad there are no particular rules or limitations for students of university to realise e-learning courses in host university as common course recognition and course substitution rules are applied.

Recognition of study courses at University of Latvia.

"5. Study courses successfully completed in accredited or state-recognized Latvian or foreign higher education institutions may be recognized in university study programs.

6. Final examinations (for example bachelor and master theses) of the study program cannot be recognized in university study programs.

7. The University fully recognizes study courses acquired in study programs or international education programs specified in intergovernmental or inter-university agreements and the acquisition of which has been previously agreed by the student with the director of the study program.

8. Previously acquired study courses may be recognized at the same or lower study level. The study courses acquired in the first level professional higher education study programs may be recognized in other undergraduate study programs (bachelor's or second level professional higher education).

9. For study programs that are implemented within the framework of a cooperation agreement, the recognition procedure takes place in accordance with the agreement of the cooperation partners.

10. For mutually agreed study programs or parts thereof, which provide for the acquisition of identical study results, starting the studies in later stages, the agreed part of the program may be recognized in accordance with the requirements specified in the program.

11. Study courses shall not be recognized if the content or scope of these courses or the study results of the course (acquired knowledge, skills and competence) do not comply with the requirements of the program.

12. Recognized study courses shall be included in the academic obligations fulfilled by the student:

12.1. replacing the study courses of the compulsory (A) part or the limited optional (B) part of the study program;

12.2. including the study program in the limited choice (B) part or the free choice (C) part.

13. One study course of the University study program may be replaced by several acquired study courses and vice versa - several University study courses may be replaced by one acquired study course. When replacing a University study course with one or more courses, the total amount of these courses must be equal to or greater than the amount of the University study courses.

14. For study courses acquired at the University, an assessment shall be recognized if it is in the 10-point system.

15. For study periods (study courses, modules, practice or final examinations) acquired in study programs specified in international inter-university agreements, an assessment may be indicated in accordance with the national grading system of the partner institution where the study period has been acquired, if provided by the agreement of cooperation partners.

16. Recognition of study courses shall be performed by the Commission for the Assessment and Recognition of Competences Acquired Outside Formal Education or Acquired in Professional Experience and Learning Outcomes Achieved in Previous Education (hereinafter - the Commission).

17. In the cases provided for in Paragraphs 7, 9 and 10 of these Regulations, the recognition of study hail shall be performed by the director of the study program.

III. Assessment and recognition of competencies acquired outside formal education or acquired through professional experience and learning outcomes achieved in previous education

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18. Competences acquired outside formal education or acquired through professional experience and study results achieved in previous education shall be recognized if the following criteria are met:

18.1. the presented documents contain clear, unambiguous and complete information about the achieved study results;

18.2. at least one credit point can be awarded for the achieved study results;

18.3. the education previously obtained by the applicant complies with the admission requirements in the relevant study program;

18.4. in the examinations specified by the commission, the applicant has demonstrated knowledge, skills and competence corresponding to the requirements of the relevant study program or part thereof.

19. Competences acquired outside formal education or acquired through professional experience and study results achieved in previous education cannot be credited as a final examination or doctoral thesis of the relevant study program.

20. The assessment and recognition of competencies acquired outside formal education or acquired through professional experience and study results achieved in previous education shall be performed by the commission."

Criteria of recognition is the same for face-to-face and e-learning courses, as the most important taking into account number of ECTS and comparable learning outcomes.

There are no particular barriers for recognition of ECTS obtained by the student in a form of e-learning courses in mobility programme abroad.

5. Recognition of the distance learning courses outside of the mobility learning programme

Please refer to the following issues/questions:

1) Describe briefly the University offer of online courses open to public.

2) Describe briefly the University's policy towards the recognition of ECTS obtained through MOOCs or any other form of online educational courses offered by outside institutions: Does the University recognise such courses? Are such courses considered as "international virtual mobility"?

University of Latvia offers courses to public both as face-to-face courses as well as in online mode for freemovers.

Courses under such "international virtual mobility" are not separately offered, but in case student takes online course, it is possible to contact program director prior to the course in order to check possibility for recognition and substitution.

Erasmus+ virtual mobility is offered, but it is not very popular among students.

https://europa.eu/youth/erasmusvirtual_en

6. Mobility freemovers

Please refer to the following issues/questions:

1) Describe briefly the University's policy towards freemovers in mobility schemes: Does your University accept freemovers? Are there any specific rules for them?

University of Latvia policy towards freemovers is the same for local freemovers and international mobility freemovers. International mobility freemovers are contacting international coordinator of each Faculty for application for particular courses.

At the University of Latvia a freemover is a person who, on the basis of an agreement at the expense of natural or legal persons, has registered for the acquisition of specific study courses in accordance with the procedures specified by the University of Latvia and fulfills the academic obligations of the study courses.

1. Applying for registration as a freemover.

1.1. Registration for study courses starts on the first day of each semester and lasts until the third lesson of the study course, registration takes place in a queue for vacancies after registration of LU students.

1.2. The applicant must apply for registration as a freemover at the University of Latvia at the Student Service.

1.3. The student service advises those interested in the conditions of study course acquisition as a freemover.

1.4. At the student service, the applicant presents a document certifying secondary education and fills in the freemover's registration form.

1.5. The applicant coordinates the possibility to acquire the selected study courses with the deans of the respective faculties and / or the directors of the study programs, who inform the course lecturers about the participation of the freemovers in the study course.

1.6. The Student Service accepts an agreed registration form from the applicant, registers it in the Information System of the University of Latvia and prepares a freemover agreement.

1.7. The freemover enters into an agreement with the University of Latvia on the acquisition of study courses and makes payments in accordance with the procedure specified in the agreement.

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1.8. The student service prepares a registration order.

2. Study process.

2.1. A person who has registered as a freemover for the acquisition of study courses, fulfills the academic obligations of the study courses, participates in seminars and laboratories, can use the services of the University of Latvia Library and computer classes.

2.2. The preparation of individual examination protocols and the entry of successes in the LU Information System is ensured by the Student Service.

3. Study documentation.

3.1. The student service prepares a study card for the freemover and stores it until it is handed over to the LU Archives.

3.2. The registration fee is set for the freemover if it is necessary to issue a freemover's card. Continuing to study courses as a freemover, the validity of a previously issued certificate may be extended for a semester, during which the freemover has entered into an agreement.

3.3. The freemover can receive a statement of fulfilled academic obligations.

7. Opinion on the proposal for the common framework for recognition and transfer of ECTS in the ErasmusX Project

7.1. Overal opinion

Please refer to the following issues/questions:

1) Describe briefly your overall opinion on the proposed common framework for ECTS transfer and recognition of the ErasmusX courses offered in the central platform.

2) Is the proposed solution going to facilitate or hinder the use of the ErasmusX courses offered in the Common platform (from the perspective of your university being in a role of University A, University B and University C)? How, in your opinion, the proposed solution will impact the Erasmus+ local coordinators, administration dealing with mobility, mobility students?

3) Can you suggest options/solutions other than the ones presented in the proposal?

Solution 1 - Recognition between University A and University C

There is no host university involved, after all, in the end it is that there are 2 Host universities and the home university has to follow the processes with 2 partners, which would increase the workload of the home university. Some higher education institutions, as the host party, require the number of ECTS to be taken directly from their courses.

Solution 2 - Recognition between University A and University B

Here, the main role of responsibility is taken by University B, but if the university itself wants to offer courses from other universities, then it is like an additional bonus for students - more choices.

This model would be appropriate for European University Alliances that University B is an alliance partner has agreed with other alliance partners University C1, C2, C ... and offers courses at University A.

Solution 3 - Recognition between University A, University B and University C

This model is in line with our European University Alliance's FORTHEM plans to create a single platform for courses offered by all partner universities. Where in the future can you decide on Solution 2.

The added value will definitely be for students - a wider offer of courses, but the question of how ready the university is to offer (advertise) courses of other universities. This would certainly be useful for those universities / faculties that do not have the capacity to offer sufficient courses themselves. In the case of LU, we allow incoming exchange students to take courses from other faculties (not only to the nominated faculty of the field), but the courses of other faculties do not always correspond to the student's home program / professional field.

7.2. The syllabus of the universal course "ErasmusX Project"

Please refer to the following issues/questions:

5) Describe briefly your opinion on the possibility of introduction of the universal course "ErasmusX Project" (title subject to discussion) in your university study programme as a course which will be the equivalent of the e-learning course chosen by the student in another university taking part in the central platform.

6) Describe crucial elements of the course syllabus required by your university (in order to be properly prepared and implemented in your study programme).

Introduction of the universal course "ErasmusX Project" in University of Latvia as a course which could be the equivalent of the e-learning course chosen by the student in another university taking part in the central platform is good idea. The only challenge could be study program course substitution (recognition will be possible, but substitution always depends on each separate study program.

7.3. Recognition Form

Please refer to the following issues/questions:

5) Describe briefly your opinion on the possibility of introduction and use of the Recognition Form in your university (please consider it from the perspective of university being in a role of the University A, University B and University C).

6) Describe crucial elements of the Recognition Form which are required by your university (in order to be properly prepared and implemented).

Recognition and substitution (two different processes at university of Latvia is done by each separate program director taking into account study program, ECTS and course syllabus.

7.4. Other important issues and comments

Please fill free to add any other comment or suggestion.

Annex 4. The individual report of participating university
- Lodz University of Technology

Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

– the report from the analysis at Lodz University of Technology

Intellectual Output no 5 „Recognition of ECTS credits for online courses"

Lodz University of Technology 2021

1. The aim and scope of the report

In order to elaborate and implement the common framework for recognition of ECTS credits of the e-learning courses offered in the central platform of the ErasmusX Project, it is necessary to:

- analyse in details the potential barriers (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits of e-learning courses offered in the central platform at the university level,
- identify those elements of the process and organisation of learning mobility of students which should be adjusted to the needs of the implementation of the e-learning courses offered in the central platform.

This report presents the results of the analysis made in the partner university, **Lodz University of Technology (Poland)**. It is based on the uniform list of questions, which will allow to compare the rules and practices existing in all participating universities. Moreover, the report presents the opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been already elaborated and presented by the Working Group on Intellectual Outcome no 5[4].

The individual reports prepared by the Project partners will be summarized by the Lodz University of Technology in the Summary Report.

2. The e-learning courses at the university

Please refer to the following issues/questions:

1) Describe briefly the didactic offer of the e-learning courses at the university: How many courses are offered (approx.)? What is the proportion of e-learning

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[4] Document: Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021.

courses available in English? Are there any rules or limits applicable to students for taking e-learning courses in their study programmes (e.g. maximum 50% of total ECTS)? Are e-learning courses offered mostly as main courses or elective ones? What is a typical (predominant) mode of realisation of the e-learning - asynchronous or synchronous? Are there any legal rules (national or university ones) enforcing the asynchronous or synchronous mode of realization of the distance learning at the university?

2) Describe briefly how COVID-19 pandemic situation has influenced the situation of the distance learning at the university? Were (Are) the courses realized in asynchronous or synchronous mode during the lockdown periods? What was the university policy towards the Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods?

Didactic offer of the e-learning courses at TUL

Lodz University of Technology (TUL) has been offering e-learning education tools since 2010. They are provided on the TUL's Virtual Campus platform WIKAMP. The WIKAMP platform is used for remote teaching activities, information exchange between students and teachers and support for university management processes. For further development of distance learning technologies, the E-Learning Center of the Lodz University of Technology and the TUL Computing and Information Service Centre were established in 2017. The university operates its own webinar platform, which currently provides virtual auditoriums for 500 students and 50 virtual seminar rooms for 60-attendees each. Classes can be registered and published for a selected group of platform users. In addition to classes, the platform is available to all employees who want to facilitate communication in group work, projects or research. Employees and students of any university in the world can participate in the webinars. The solutions are complemented by TUL's Microsoft cloud services. MS TEAMS extends remote

communication with the possibility of organizing simultaneous consultations and group project video meetings. In addition, it is possible for student or employee groups to work together on a document with the simultaneous assistance of videoconferences and launching virtual computer laboratories thanks to the Azure Labs service. The tools are available for every member of the academic community of TUL and all forms of education.

Before the outbreak of the Covid-19 pandemic, there were around 20 regular courses entirely offered in the form of e-learning (subject to the specific rules set out in internal normative acts of TUL), apart from widely used tools and materials supporting face-to-face courses (such as materials available for students on the platform, course assessment tools etc.).

Currently, the internal regulation of TUL concerning e-learning is subject to revision due to new national regulations of 2018 outlining requirements for programme studies:

"The number of ECTS points that can be obtained within the framework of education with the use of distance learning methods and techniques may not exceed:

- 50% of the number of ECTS points in the case of studies with a practical profile;

- 75% of the number of ECTS points in the case of studies with a general academic profile".

Due to above mention national regulation, in most of the programme studies run at TUL at the moment, there is a considerable limitation for broadening the scope of the e-learning methods. In order to do so, the study programmes will need to be revised and changed in the future.

The influence of COVID-19 pandemic situation on the e-learning at TUL

During the pandemic lockdown periods, the internal rules for the use of e-learning methods of teaching were suspended as all courses were provided on-line in

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synchronous mode. According to internal regulation all courses had to be run synchronously (all of the classes/lectures were moved to the "network" as synchronized classes through TEAMS, WEBINARIA TUL and supported by the WIKAMP e-learning platform). However, e-learning courses prepared as part of ErasmusX project were conducted as planned and developed by teachers.

The university policy towards the Erasmus+ mobilities students (incoming and outgoing) during the lockdown periods were adopted according to the recommendations of the European Commission and national agency of the Erasmus+ programme. Outgoing students of TUL could change their mobility as well as resign from mobility and continue the semester at TUL. They could also pursue studies partly at the host university and home university. Students who decided to implement the mobility could realize it entirely online (staying in Poland or abroad) or in a mixed form (partially online, partially on site). For incoming students there were also introduced flexible rules of realization of the mobility at TUL.
For all students the courses were run on-line in the synchronous mode.

3. Erasmus+ incoming students and e-learning courses

Please refer to the following issues/questions:

1) Describe briefly the University's offer of e-learning courses for Erasmus+ incoming students: Are the e-learning courses open for incoming students? Do incoming students often choose e-learning courses at your university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2) Are there any barriers for incoming students to choose e-learning courses in mobility program at your university?

There are no barriers nor special arrangements for incoming Erasmus+ students in respect of choosing the e-learning courses available at TUL. Students can choose courses available for specific academic year which are listed on the website https://mobility.p.lodz.pl/in/
However, in practice, before the e-learning courses of the ErasmusX project were offered, few mobility incoming students were interested in e-learning courses at TUL. They rather preferred face-to-face courses.

4. Erasmus+ outgoing students and e-learning courses

Please refer to the following issues/questions:

1) Describe briefly the University's policy towards Erasmus+ outgoing students in terms of e-learning courses in their mobility programmes abroad: Are there any rules or limitations for students of your university to realise e-learning courses in host university? Do Erasmus+ outgoing students often choose e-learning courses at host university (as main courses and/or as additional ones, e.g. in order to meet the requirement of ECTS limits)?

2) Describe briefly the University's policy towards recognition of ECTS of e-learning courses realised by Erasmus+ outgoing students in their mobility programmes abroad: Are there any specific rules of recognition of e-learning outcomes of the student? What are the criteria of recognition: number of ECTS, comparable programmes, comparable learning outcomes? Are there any barriers for recognition of ECTS obtained by the student in a form of e-learning courses in mobility programme abroad?

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There are no specific rules nor limitations for outgoing students to realize e-learning courses in host university. It is difficult to say if students often choose such courses, as the form of the course is not evaluated nor it influences recognition of learning outcomes. The content, learning outcomes and number of ECTS are taken into account. The verification of learning outcomes takes place at the time of selecting courses (by comparing programs and learning outcomes). So, the e-learning courses are recognized in TOR in the standard way.

5. Recognition of the distance learning courses outside of the mobility learning programme

Please refer to the following issues/questions:

1) Describe briefly the University offer of online courses open to public.

2) Describe briefly the University's policy towards the recognition of ECTS obtained through MOOCs or any other form of online educational courses offered by outside institutions: Does the University recognise such courses? Are such courses considered as "international virtual mobility"?

It is possible to recognize courses from other units / universities. The student applies to the Vice-Dean. On the basis of documents confirming the achieved learning outcomes, such courses are recognized as part of elective courses or for the diploma supplement.

At the moment TUL is working on establishing the overall rules on recognizing informal and non-formal learning outcomes.

> *When it comes to TUL's open e-learning resources, we have three courses available (one in Physics and two in Mathematics, which are widely used by candidates and first-year students to improve their competences).*

6. Mobility freemovers

Please refer to the following issues/questions:

1) Describe briefly the University's policy towards freemovers in mobility schemes: Does your University accept freemovers? Are there any specific rules for them?

> *Lodz University of Technology accepts freemovers as exchange students and treat them as every other exchange student. They have the same application procedures as e.g. Erasmus students.*

7. Opinion on the proposal for the common framework for recognition and transfer of ECTS in the ErasmusX Project

7.1. Overal opinion

Please refer to the following issues/questions:

1) Describe briefly your overall opinion on the proposed common framework for ECTS transfer and recognition of the ErasmusX courses offered in the central platform.

2) Is the proposed solution going to facilitate or hinder the use of the ErasmusX courses **offered** in the Common platform (from the perspective of your

university being in a role of University A, University B and University C)? How, in your opinion, the proposed solution will impact the Erasmus+ local coordinators, administration dealing with mobility, mobility students?

3) Can you suggest options/solutions other than the ones presented in the proposal?

> *The idea of the project to offer the e-learning courses on the common platform will be, in our opinion, a considerable added value for Erasmus+ mobility students. However it will require more communication and cooperation between university staff of partner universities.*

7.2.   The syllabus of the universal course "ErasmusX Project"

Please refer to the following issues/questions:

7) *Describe briefly your opinion on the possibility of introduction of the universal course "ErasmusX Project" (title subject to discussion) in your university study programme as a course which will be the equivalent of the e-learning course chosen by the student in another university taking part in the central platform.*

8) *Describe crucial elements of the course syllabus required by your university (in order to be properly prepared and implemented in your study programme).*

> *The idea to introduce the universal "course" as equivalent of the e-learning course chosen by the student in another university (C) is a good idea. However, we should consider following issues:*
> - *Should it be several "courses" corresponding to 1,2,3,4,5,6 ECTS?*
> - *Short universal name, such as "ErasmusX Project" might not be enough; in order to avoid confusions, perhaps the name of the "original course in university C" should be added in LAS/ToR*
> - *the information on the course(s) chosen by the student in university C must be available before the mobility begins for the home and host universities.*

7.3. Recognition Form

Please refer to the following issues/questions:

7) Describe briefly your opinion on the possibility of introduction and use of the Recognition Form in your university (please consider it from the perspective of university being in a role of the University A, University B and University C).

8) Describe crucial elements of the Recognition Form which are required by your university (in order to be properly prepared and implemented).

The "Recognition form" could be a document shared by the University B and University C and composed of two sections – the first section being transcript of records for the on-line course (completed by University C) and the second section being the recognition form (completed by University B) confirming that a given course is recognized as "ErasmusX Project" course by the Host University. If the student took courses from different universities, the separate recognition forms should be issued by each institution.

Document(s) of "Recognition form" together with traditional Transcript of Records should be send to University A by University B.

The crucial elements of the Recognition Form should be: name of the course, number of ECTS points awarded, grade obtained by the student and an annotation that the course is recognized as "ErasmusX Project". The document must be signed by University B and University C.

7.4. Other important issues and comments

Please fill free to add any other comment or suggestion.

Other suggestions to be considered:

- *the common platform could contain more detailed information about the offered courses and, if possible, the syllabus of the course to download or print; the information on the number of available places for a given course could also be very helpful; the system should only allow enrollment for courses with available places*

- *in the future, a good solution would be to create an application form on the platform for students to register for courses*

- *we suggest setting limits for the number of online courses that can be selected by the student - max. 3 courses and 15 ECTS*

- *we suggest setting limits for the number of participants in the online courses: e.g. max. 10 students, qualified on the 'first come, first served' basis.*

- *we should streamline to maximum the process and transfer of documents/courses through the central platform*

If it is possible that a student can enroll to the course through a form available on the central platform, we suggest the following scheme:

1) *The student chooses a subject and enrolls in it through the application form on the platform*
2) *University C receives notification that the student has enrolled in a subject from the offer of the university and accepts / rejects his application*

3) After the student is approved by the C university, a notification is sent to A and B universities and to the student

The rules concerning introducing changes to the Learning Agreement should also be established by the consortium.

Annex 5. The individual report of participating university
- University of Napoli Federico II

Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

– the report from the analysis in the partner institution UNINA

Intellectual Output no 5 „Recognition of ECTS credits for online courses"

University of Naples Federico II 2021

1. The aim and scope of the report

In order to elaborate and implement the common framework for recognition of ECTS credits of the e-learning courses offered in the central platform of the ErasmusX Project, it is necessary to:

- analyse in details the potential barriers (legal, institutional, procedural, technical etc.) which might hinder the recognition of the ECTS credits of e-learning courses offered in the central platform at the university level,
- identify those elements of the process and organisation of learning mobility of students which should be adjusted to the needs of the implementation of the e-learning courses offered in the central platform.

This report presents the results of the analysis made in the partner university, **University of Naples Federico II**. It is based on the uniform list of questions, which will allow to compare the rules and practices existing in all participating universities. Moreover, the report presents the opinion of the partner university on the initial proposal of the common framework for ECTS recognition, which has been already elaborated and presented by the Working Group on Intellectual Outcome no 5[5].

The individual reports prepared by the Project partners will be summarized by the Lodz University of Technology in the Summary Report.

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[5] Document: Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal), 2021.

2. The e-learning courses at the university

For the UNINA offer of E-learning see the attached document –

Attach_1_Federica Weblearning.pdf

COVID pandemic

During the pandemic, the University provided all the course in a distance synchronous mode. The Federica Weblearning has been a valuable tool allowing the student to catch with missing topics and lectures. The lectures where recorded for the sake of student off line study. Erasmus+ student incoming and outgoing have been treated, from the teaching outcome and recognition, as being abroad or in Italy, respectively. They followed the online courses, when provided by the host university and gave the exams as requested by the host university when outgoing. Incoming students where enrolled to the online course provided through the Microsoft Teams platform and gave the exams online.

3. Erasmus+ incoming students and e-learning courses

The incoming students are treated similarly to UNINA students in the possibility of choosing courses. Actually, they have more freedom in choosing the courses since they have no barriers on passing some exams to access the following (e.g. Calculus II does not require Calculus I) and for the courses that are divides in modules the Erasmus+ student can pick the individual modules while the not-Erasmus UNINA student cannot. E-learning courses are available for them but not often chosen.

4. Erasmus+ outgoing students and e-learning courses

There are no limitations for E-learning courses. No barriers or dedicate recognition paths since everything is demanded to the host University that provides the transcript of records.

5. Recognition of the distance learning courses outside of the mobility learning programme

MOOC courses offered by Federica are open to everyone.

ECTS and knowledge recognition is only available after an exam given by a UNINA professor and only for UNINA students or Erasmus+ students.

There is no explicit position regarding MOOCs or any other form of educational courses offered by outside institutions since the recognition of ECTS always passes through an exam that can be passed with a UNINA professor or with a professor belonging to a foreign university. In the latter case a transcript of records is required.

6. Mobility freemovers

Students not belonging to European or international programmes, or that are part of bilateral or multilateral agreements are not accepted.

International students can enrol to the various degree, obviously (three or five years duration) or they can enrol to single courses offered by UNINA paying the requested fee.

7. Opinion on the proposal for the common framework for recognition and transfer of ECTS in the ErasmusX Project

7.1. Overal opinion

Please see the attached document Attach_2_Methodology_UNINA.pdf

7.2. The syllabus of the universal course "ErasmusX Project"

UNINA international foresees no insurmountable obstacle for the E-learning courses, also offered from a central platform. UNINA also suggested a path for possible recognition of the ECTS.

The requirements for the syllabus really depend on the field of study. However, the single responsible of the various fields of study can evaluate the syllabus of the courses and decide in each case if the content of the courses are adequate for the student and/or the field of study.

7.3. Recognition Form

Please see the attached document Attach_2_Methodology_UNINA.pdf

7.4. Other important issues and comments

No comments.

University of Napoli Federica weblearning Appendix 1

Summary

Federica at University of Napoli Federico II

University of Napoli Federico II established a web learning center in 2006. It is accessible at https://federica.eu/ (for English version https://federica.eu/?lang=en).

The web -learning center is named "Federica Web-learning" and is the Centre for Multimedia Distance Learning of the University of Naples Federico II. It is the largest worldwide provider of open access multimedia courses in Italian.

Federica Weblearning has developed an infrastructure for free access to the knowledge fully devoted to innovation and experimentation of multimedia distance education, with intense international attitude.

"Federica Web-learning" success is confirmed by the numbers reached in the first seven years on the platform www.federica.unina.it: 300 blended courses, 5.000 lessons, an increasing trend of more than 5 million of accesses per year from 2016 onwards.

Today Federica is the largest single university platform in Europe, with 120 MOOCs published on the Federica.eu portal since 2015, which cover a wide range of academic disciplines.

With Federica Weblearning, the University Federico II has led EMMA (European Multiple MOOC Aggregator), a project funded by the 7th Framework Programme with a network of 12 universities, research centers and companies from 8 European countries operating in the digital education.

Contents provided by Federica

Federica, now, hosts 120 MOOC courses. Most of them are provided in Italian language. Some are provided in English or both English and Italian.

Below is the list of the MOOC courses provided in English.

Title	Author(s)
Comparative Political Systems	Pasquino Gianfranco
Comparative Research Designs and Methods	Berg-Schlosser Dirk
Connectivism and Learning	Downes Stephen
Contemporary issues in world politics	Turan İlter / Tugtan Mehmet Ali
Developmental Robotics	Cangelosi Angelo / Schlesinger Matthew
Earthquake Seismology	Zollo Aldo
Motion & Strength	Nurzynska Daria Anna
Physics of Galaxies	Capaccioli Massimo
Politique Globale/Global Politics	Schemeil Yves
Robotics Foundations 1 - Robot Modelling	Siciliano Bruno

Sistemi giudiziari comparati	Guarnieri Carlo Antonio
Understanding Political Concepts	Patzelt Werner / Calise Mauro

Access to Federica

The Federica platform is accessed through:
https://www.federica.eu/?lang=en

General info about Federica are found at:
https://www.federica.eu/?lang=en (in Italian)

Several info for common issues is found at:
http://www.federica.eu/you-how-to.php

The FAQ whose answers can be find are the following.

What are MOOCs?
How are MOOCs structured on Federica?
Who can enroll on a Federica MOOC?
How much does it cost?
How can I enroll on a course?
Can I enroll on more than one course?
Can I enroll on courses that have already started?
How long does a Federica MOOC last?
Are there any deadlines within the courses?
Can I get ECTS or CFU on Federica MOOCs?
How can I download the teaching materials?
Why are some lessons not accessible?
Who can I contact if I have questions about one of the lessons?
Do I have to do a final test or exam?
I want to follow a course that has already finished. What can I do?
Once I have finished the online course, can I take the exam at University?
Who can I contact if I have problems with registration or navigating the platform?
What is the Course/Class Code?

How ErasmusX wants to advance the state of the art

Federica is a complete and structured online courses center.

The mechanics and the rules will be detailed in the following paragraphs.

For the moment it is worth highlighting some characteristics that characterize the platform that want to be overcome by the ErasmusX project.

The answer to the question "Can I get ECTS or CFU on Federica MOOCs?" is:

The courses offered by the University of Naples, Federico II, enable you to take the corresponding exam in situ according to normal exam regulations. The content of these courses is the equivalent of the on-campus course, even if exam titles may vary (use teacher name to verify corresponding exam). If you wish to get exam certification, please contact the Student Secretary at the Federico II University to find out how to register. If you are already enrolled on a degree program at Federico II University, you can sit the exam if it forms part of your study plan, or as part of your "other activities". If you are a student from a different university, you will need to apply to sit the exam at Federico II and pay the enrollment fee. Only University graduates and under-graduates can ask for credits.
For further clarification, please contact the Dean's Office (Ufficio di Presidenza)
or the Student Secretary in the Department that your course belongs to.

Thus, Federica helps in following lecture and prepare for the exam but there is no other way than being a student at the University Federico II (you can be enrolled in a degree; you can pay for a single course; you can an incoming Erasmus student for Federico II) to get ECTS from the online courses.

The answer to the question "Once I have finished the online course, can I take the exam at University?" is:

It is currently only possible to take an exam for courses offered by University of Naples, Federico II in line with exam regulations.
It is only possible to sit an exam if you are enrolled on a degree programme, or one of the courses, at Federico II.

Again, the only way to pass the exam is sitting in front a professor that teaches the exact same course at the University of Napoli Federico II.

ErasmusX Objective

The Universities that join the ErasmusX vision will be partners in the online exchange. They are named partner Universities and are coordinated by the central platform hosted by EUF.

The project aims to determine a procedure that allows an Erasmus student enrolled in a partner University (named Birth University) and conducting an Erasmus period in a second partner University (named Hosting University) to take advantage of the online courses offered by a third partner University (named Helping University).

In this vision, the online courses offered by Federica will be available to a larger audience in the framework of the Erasmus+.

Using Federica

Using Federica for the Student

Federica is organized in way that makes the use of the platform straightforward for the students.

The first lecture is usually publicly available. To access to the following lectures an initial enrolling phase is required (details in the following subparagraph). Enrolling does not require any fee or being enrolled at the University of Napoli Federico II.

No time limit in the learning phase is set for Federica. However, in most cases, the lectures are not available all of them at the same time, but they are provided with a certain calendar (one lecture per week e.g.). The usual schedule is one lecture per week and the student is allowed to read to access the lectures up to a month after the conclusion of the course.

In case of technical problems, the student can follow a link from its profile to 'signal a problem'. The technical staff is then alerted and works on the problem. The answer to the problem normally arrives within 2 (working) hours.

If required, Federica, can conduct a predetermined analysis on student studying process. Analytics is conducted using a 'class code', to be provided from the teacher to the students, that allows Federica team to follow the study procedure for the students. This analytics data is then provided to the supervisor(s) to check how thoroughly the material has been studied by a given student. Collection and analysis of such data is however very expensive and time consuming. It is probably of little interest for university courses like the ones that are planned for the ErasmusX project.
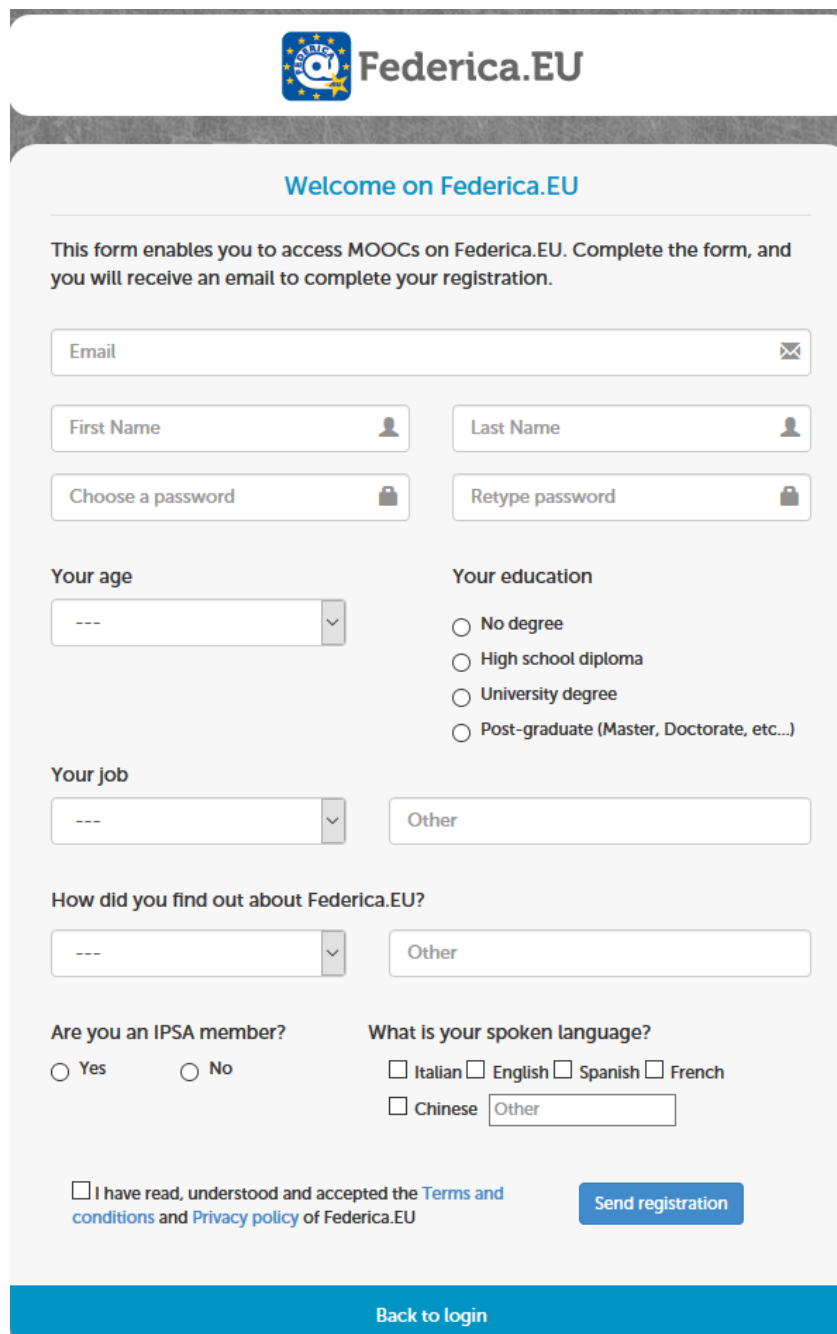
The FAQ regarding the class codes explains:

> *Teachers sometimes use Federica online courses as part of a Blended approach in their on-campus course. If you attend one of these courses, you can ask your teacher for the Code. If you are simply following the course online, and will not be doing the end-of-course exam along with an on-campus class, you do not need a Code to access the lessons. Remember that the Code changes depending on whether the teacher uses the lesson on-campus or online, so remember to check with your teacher, or ask Federica Support team. You can insert the Code at any point; either the first time you access the course or later. Remember that if you got the Code late, after completing some of the lessons, you can insert the Code through your Dashboard.*

Student registering

The registration procedure requires to provide quite basic information and sends a registration link to the provided address (beware the spam folder).

A screenshot of the registration page is given below.

Student enrolling

Enrolling is straightforward and does not require an activation email.

Using Federica for the Teacher

Federica.EU, differently from other LMS (Learning Management Systems), such as Moodle or Open edX, is a proprietary platform that is not supposed to be used without a technical help and supervision.

For this reason, no technical documentation is available.

The Teacher is guided through the process of organizing and producing the lectures by two course managers that help with both the technical production process, and the lectures planning process. The help is provided on every aspect of the course: video production conducted either in the internal video recording room or in external; adding slides to the lectures; quiz and tests productions.

The joint action of Teacher and online course producer experts guarantees a very high quality of the resulting lectures. It also guarantees a large degree of uniformity among the online courses provided by Federica. On the other side, the production process is very expensive as it requires the continuous work of at least three highly skilled people.

To give an idea of the idea of technical effort required to the Teacher, slides, notes, quiz, and links to external material, are usually provided in plain word or PowerPoint format, leaving to the technical staff the effort to convert and put them online. The possible optimization of the images to be used and uploaded is also in charge to the team of course managers. The video production process (video and sound recording, video editing, and video uploading) is also devoted to the technical staff of Federica.

The structure of a course in Federica

The usual, and suggested, format for a course in Federica is the following.

- Course overview
- Teacher(s) biography
- Course trailer: a synthetic overview of the topics
- Lectures (on average 10 to 12 lectures for each course)
- Every lecture is divided into 3 teaching units:
  - Every teaching unit starts with a video (6-10 minutes). Every lecture is then composed by three videos.
  - Every teaching unit is composed by 7 to 10 slides with text, images, and external links. In total a lecture is composed by 25 to 30 slides.
- Every lecture can finish with a self-evaluation quiz.

In summary, excluding the intro and teacher biography, a course is composed by:

- 1 video trailer (2-3 minutes)
- 10-12 lectures
- 30-36 video (6-10 minutes each)
- 500-600 textual slides
- 250-300 images
- 30-60 links to external sources/documents for in depth studies
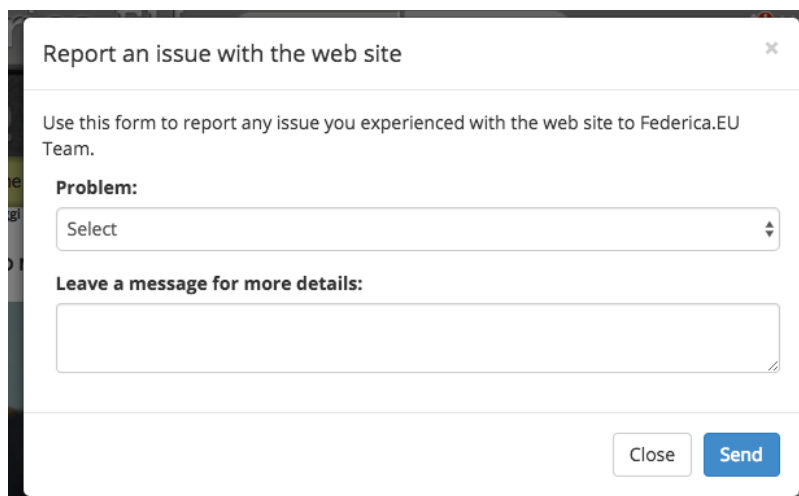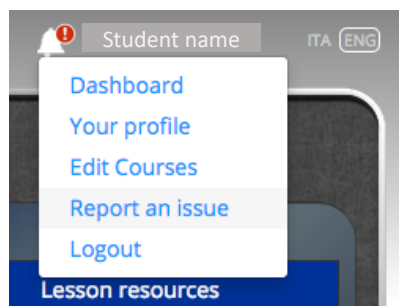- 10-12 self-evaluation quizzes.

The above indicated structure is however flexible. Some of the courses have one video per lecture, and there are 'light courses' with one video per lecture.

Supervision

The student can ask the support from directly to the teacher, if the teacher allowed this kind of interaction disclosing his/her preferred contact means.

The student can also access to support by sending the request to support@fedrica.eu. In this case the Federica teams analyzes the request and either solves the issue internally or forwards the request to the teacher involved in the support request.

If the support is requested through the platform following the menus shown below, Federica directly accesses to some information such as browser, operating system, slide and course that generated the problem or the question.

University of Napoli
Ideas on the bureaucracy for EramusX
Appendix 2

Summary

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Introduction

One of the big challenges of the ErasmusX project is to determine a procedure that allows the Erasmus students to access the online courses and to take the exams.

The requirement of the procedure that will be determined are (ideally):

- the procedure should be simple for the students
- the procedure should be accepted by the universities
- the procedure should be accepted by the professors
- all the actors should have an advantage in the exchange.

The last point is important as if we succeed, this means that the online courses and the procedure can last longer than the project duration.

How the conventional Erasmus is organized and why it succeeds.

The process is the following

1) University A (UA) and University B (UB) agree on the possible exchange of students.
   a. In this phase they declare to trust each other. They implicitly agree on a certain quality level for the teaching, they also implicitly agree on recognizing each other lectures and exams as valuable as the lectures and exams provided by themselves.
   b. TRUST. In this phase trust between UA and UB is involved and is necessary.
   c. MONEY. No money involved in this phase.
   d. ADVANTAGES. Professors and Universities increase their visibility.
2) A student from UA spends a period studying at UB (this involves a public contest, but this is not relevant for our case).
   a. MONEY. The money for the exchange is provided by EU and given to the student.
      UA does not receive money from this exchange on the contrary, a certain amount of work is involved. Why should UA do this?
      UB does not receive money for the exchange and no fees are paid by the student to UB. Why should UB do this?
   b. BILATERALITY and RECOGNITION. These are the advantages for the universities. UA has a public recognition for being internationalized and allowing students to study abroad. UB will have the same advantage when one student from UB will travel to study to UA. Both UA and UB increase the number of foreign students.
3) The student prepares a Learning Agreement (LA) with the lectures he/she will take at UB. UA, UB, and the student agree on the LA.
   a. In this phase they agree on the study plan for the student.
4) The student passes the exams. UB provides a Transcript of Records (TR) that UA uses to recognize the exams passed in UB.

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a. NOTE. The exams passed in UB are NOT necessarily present in the lectures provided by UA.
b. NOTE. UB needs to be an organization allowed to provide recognition for studies at EQF levels from 5 to 8 (University).

The important words in this process are: TRUST, MONEY, BILATERALITY, and RECOGNITION. The process established by ErasmusX should take care of these aspects.

Bureaucracy in a conventional Erasmus

The student does not need to enroll in UB. Nonetheless, he/she is recognized as a normal student, with same rights as student that pays the fees (even more sometimes since, as an example, the study plan can be chosen with more freedom).

The exams passed in UB do not need to be present in UA possible studies. They are accepted anyway thanks to the LA.

ErasmusX should aim at a similar organization.

- The online lectures do not necessarily need to be part of the lectures provided by the partner organizations.
- The student participating to ErasmusX should be enrolled as a normal student at the partner organization that provides the online lectures in his/her LA.

The Consortium

It is composed by the partner Universities and EUF.

The partner Universities provide online lectures and agree on the procedure for the access the online lectures and to provide the exams.

1) University A (UA) enters in a Consortium of Universities that agree on providing ErasmusX online course.
   a. In this phase UA reads the quality specs of the courses provided by the Consortium and trusts them. It is a Multilateral Agreement (MA) governed by the centralized platform. UA agrees on recognizing the online lectures and exams provided in every University of the consortium as valuable as the lectures and exams provided by themselves.
   b. TRUST. UA in this phase trusts the partner universities as all of them agree to the same quality standard for online lectures.
   c. MONEY. No money involved in this phase.
   d. ADVANTAGES. Professors and Universities increase their visibility.
   e. NOTE. The quality assurance document on the lectures provided is IMPORTANT.

The ErasmusX online student

The student involved in this project is in the Erasmus flow but is exploiting online resources.

We should create a new figure named: <u>ErasmusX online student</u>

Methodology

The ErasmusX online student should be a special case of Erasmus student.

The process for the ErasmusX online student could be the following.

1) A student from UA spends a period studying at UB (UB can also be a research center or a company if this is an Erasmus+ Traineeship).
    a. NOTE. UB could also not be part of the Consortium.
2) In order to complete his/her LA the students want to exploit the online course provide by the Consortium.
    a. In addition to the conventional LA, the student prepares an ErasmusX LA (XLA). The XLA is signed by the student, by UA and, through the central platform by University C (UC), that is part of the Consortium and is involved in the XLA prepared by the student (the XLA it can involve more than one University but let us focus on one for the moment).
    b. In this phase UA and the students agree on the study plan. UC agrees on its will to provide the lectures to the student.
    c. MONEY. Why should UC do this? No money is provided to UC. Is UC and the Professors in UC working for free? It is difficult to provide money to UC, thus NO MONEY for UC. We should focus on BILATERALITY and RECOGNITION. UC should have recognition for its work. UC should be able to show to the Erasmus agency the number of online Erasmus students that chose their lectures. I would call these students ErasmusX online INCOMING students for UC.
5) The student passes the online exams (details on how to conduct the exam provided by UC while being in UB has been addressed in the proposal preparation phase. This requires a professor from UC working online and a tutor being present during the exam from UB). UC provides the Transcript of Records (TR) that UA uses to recognize the exams passed in UC.
    a. NOTE. The Transcript of records cannot be provided by the central platform as this is not allowed to provide recognition for studies. The Transcript of records MUST come from UC (maybe passing through the platform). This brings as to the point highlighted in paragraph 3 "The ErasmusX online student should be enrolled as a normal student at the partner organization that provides the online lectures in his/her LA".

How ErasmusX is seen by the various actors

From the perspective of UA the situation is simple with a single <u>critical point</u>.

- UA is part of the Consortium thus it TRUSTs the and recognizes the online lectures.
- UA agreed on the XLA for the student.
- UA needs the TR to recognize the exams (critical point)

From the perspective of UB the situation is almost transparent.

- The only work required by UB is providing a tutor for the control of the exam taken by the student. Not straightforward to find one but not impossible due to the plethora of institutional figures interested in improving internationalization for the studies.
- The research of a local tutor could be a problem if UB is a company. This point should be clear in advance and maybe specified in the XLA.

From the perspective of UC the situation is complex.

- UC must have online courses ready. Why should UC do this? Let us assume that these courses are yet ready or developed with some funding.
- The online courses must be part of the study plan provided at UC. This can be solved. In UNINA this is straightforward if the online courses are copies of lectures provided in presence (first possibility). I'm also checking if I can create new courses ONLY provided online to Erasmus students (possible).
These courses NEED to be known to the administration of UC that must agree on providing them.
- UC must provide a TR for the student. This, in UNINA but I think it is common, is only possible if the student is enrolled in UC. We need to convince the University of the Consortium to enroll the ErasmusX online student as they do with Erasmus students.
In UNINA we have an enrolling procedure for single exams (with the payment of a fee). Can we extend this to ErasmusX online student (that do not pay a fee)?
- BILATERALITY and RECOGNITION. We return to the previous 3.e point. UC must have an advantage in doing this. The Erasmus agency should recognize the effort.

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Annex 6. Common framework proposal

Recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project – common framework (proposal)

2021

The aim of the common framework for recognition and transfer of ECTS in the ErasmusX Project

The development and adoption of the common approach to the recognition and transfer of ECTS is a key factor of successful implementation of the Project's outcomes. The overall aim of the Project is to encourage students to take part in international exchange by offering them additional possibility of selection and completion of e-learning courses as part of their learning mobility for studies and/or traineeship, independently of student's physical location. The Project proposes a catalogue of e-learning courses offered **on the central platform** by participating HEIs (currently members of the consortium) for Erasmus+ mobility students. The study fields of the courses are agreed by the consortium (Engineering, Computing, Economics, Business, Education). Courses are offered in (mostly) asynchronous modes of distance learning.

The main intention of the Project is that e-learning courses offered on the central platform are selected by students of participating HEIs as integral part of their mobility programme for studies and/or traineeship. Moreover, a student should be free to choose from the central platform any course from the catalogue, relevant to his/her study programme and regardless of the place of the planned physical mobility in host university (except of the courses offered by his or her home university, as they could not be considered as part of international mobility as such[6]). In order to achieve the Project's aims it is crucial to ensure that the on-line courses offered by the central platform are fully recognised and included in the final record of student's achievements. It is possible only if the participating universities agree on the common approach to the ECTS recognition and transfer.

Moreover, the proposed common framework of the ECTS credits recognition for e-learning ErasmusX courses takes into account:

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[6] The central platform should exclude the availability of courses of student's home University.

- challenges arising from the new Erasmus programme for 2021-2027 regulations and guidelines, including new forms of mobility (blended intensive programmes) and digitalisation of procedures and documentation (Online Learning Agreement, digital Inter-Institutional Agreement, electronic Transcript of Record),

- individual national/local regulations and requirements existing in participating HEIs,

- solutions which will allow and encourage other universities to join the common platform and to expand its usage by mobility students,

- conditions related to the existing COVID-19 pandemic situation which has already influenced the international mobility of students by, on one hand, limiting its traditional form and scale, but on the other hand, has encouraged development of on-line learning in HEIs, which may be used as an opportunity to faster the necessary improvements in the HEIs towards more innovative and IT-based pedagogies and distance learning.

ErasmusX e-learning courses as part of the learning mobility

The e-learning courses offered in the ErasmusX common platform are offered to Erasmus+ students as elements of their learning mobility programme for studies and/or during the traineeship mobility. Learning mobility is traditionally understood as involving physical mobility in which a student moves to HEI in another country for a part of a programme of study (usually one or two semesters) or traineeship. It is usually realised in the framework of organised programmes subject to institutional agreements between HEIs and planned in the agreement between three parties: sending HEI, receiving HEI and a student (LAS/LAT). Nowadays, there are also increasing possibilities for students to participate in virtual mobility, i.e. a cross-border e-learning, in which a student takes part in distance learning offered by university abroad, without

moving/staying there. Another increasingly popular type of mobility, blended mobility, is a combination of both, traditional and virtual forms. The outbreak of the COVID-19 pandemic in 2020 that limited the ability to travel across borders contributed to development of virtual and blended mobility, and increased usage of digital educational tools. In those exceptional circumstances Erasmus+ National Agencies allowed and encouraged a blended mobility of students (subject to financial limitations[7]). Both periods, virtual and physical, count towards recognition of learning outcomes.

The concept of the Project assumed the traditional form of learning mobility, when a student is moving to host HEI in another country for studies and/or traineeship, during which he/she enrols to one of the courses offered through central platform. However, the solutions proposed here can be also used in case of blended mobility.

Students of HEIs participating in the Project are able to choose any course from the catalogue relevant to his/her study programme. However, it should be also stressed that the learning mobility of a student can be realised only if it is subject to formally agreed and signed Inter-Institutional Agreements between HEIs involved.

There are to possible options: a student may choose ErasmusX e-learning course of the host university, where he or she plans to realise physical mobility or a course of the third university.
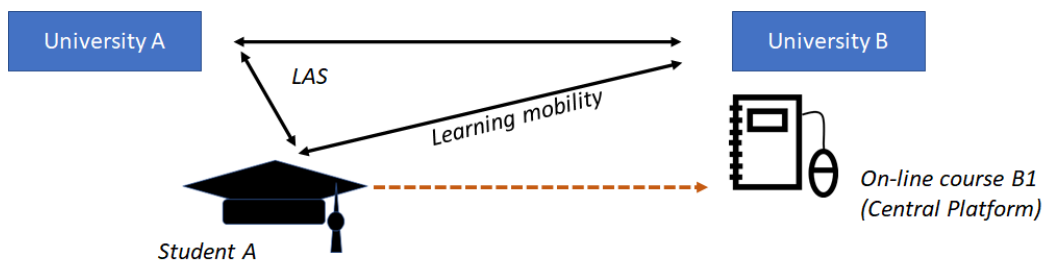
An e-learning course offered on the central platform of the Project ErasmusX chosen by a mobility student is provided by his/her host university

A student from University A is going to University B for mobility for studies or/and traineeship (figure 1). Student A can choose courses in traditional class-room form and e-learning courses from the local catalogue available in the University B. The ErasmusX e-learning course B1 which is offered by the University B in the central platform, and also in the university local catalogue, may be included in the Learning Agreement and

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[7] Individual support for student is granted only for physical periods of mobility and not for virtual period of mobility. Host HEI receives the normal rate of organisation support per participant.

confirmed in the Transcript of Records with no problem. In this case no further common arrangements for ECTS recognition are needed, nor changes to the process and documentation of mobility. In that case student will go through the "normal" process of application for mobility in University B, without the intermediary of the central platform. There is no need to consider this option in the common framework.

Figure 1.

An e-learning course offered on the central platform of the Project ErasmusX chosen by the mobility student is provided by third university (not host university of a student)

A student from University A is going to University B for mobility for studies and/or traineeship. He has chosen e-learning course from the catalogue available in the University C (figure 2). This option requires adjustments of procedures, documents etc for successful recognition and transfer of credits of the e-learning course C1, therefore is the subject of common framework adopted by the consortium.

Figure 2
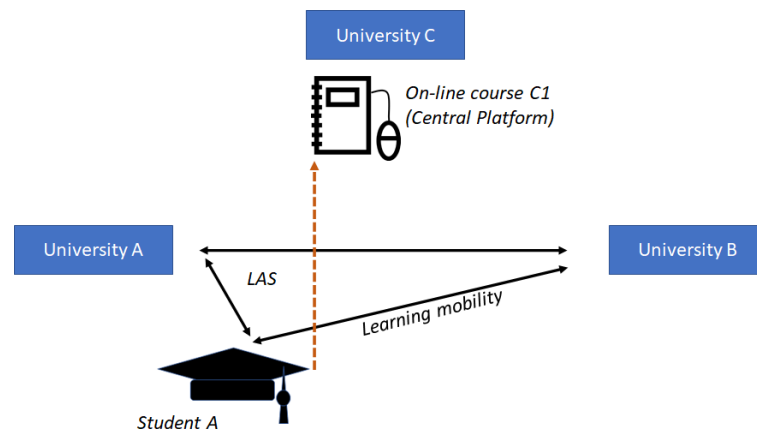
The common framework for the recognition and transfer of ECTS credits obtained by Erasmus+ mobility students for e-learning courses offered on central platform of the ErasmusX Project

The main elements of the common framework concern:

- the inclusion of ErasmusX e-learning course of the University C in the Learning Agreement of the student A,
- method of confirmation of obtained ECTS credits for ErasmusX e-learning course C1 by the student A,
- the status of the student A in University C,
- formal arrangements in regards of signing of the Inter-Institutional Agreement by universities offering courses on the central platform.

The proposed solution of the common framework assumes **the recognition of the ErasmusX e-learning course between University A and University B, based on the confirmation of learning outcomes achieved by the student A, issued by the University C.**

Inclusion of the ErasmusX e-learning course in the Learning Agreement of the student

All universities will need to introduce to their local programmes catalogue a "universal course" (or more courses, if it is required) called for example "ErasmusX Project" (figure 3). This course(s) should be included in the university offer for incoming students in all universities participating in the central platform (but available only for students of those universities). The student A applies to be enrolled to the e-learning course C1 to the University C through the central platform. If the student is accepted by the University C, he or she may include course C1 as an "ErasmusX Project" course in the LAS signed by University (by choosing the "ErasmusX Project" course from the catalogue of the University B).

A "**ErasmusX Project" course syllabus** (or syllabuses) should be developed in a uniform way for all participating universities. All universities wishing to join the central platform will need to include "ErasmusX Project" course in their catalogues.

Figure 3
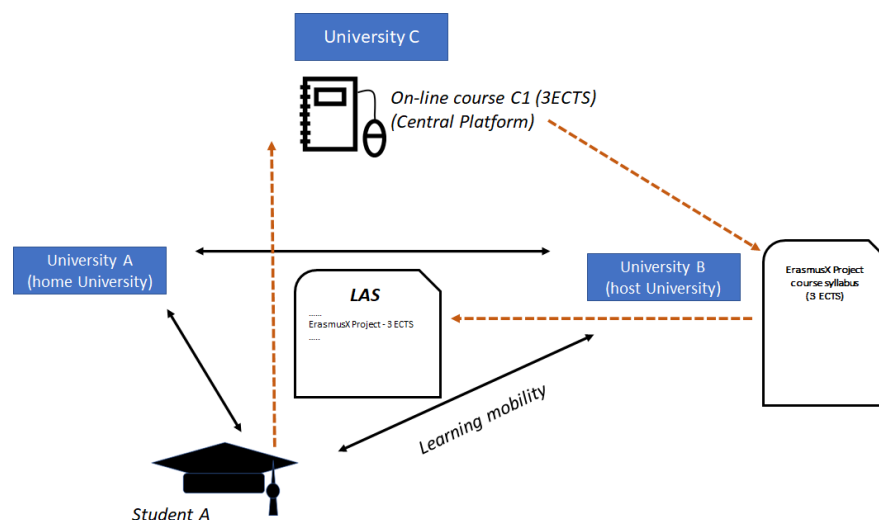
The method of confirmation of obtained ECTS credits for ErasmusX e-learning course

After successful completion of the on-line course C1 by the student A, University C should issue a document confirming the ECTS credits obtained, for example the **Recognition Form**, and send it to University B. On the bases of information included in the Recognition Form, University B confirms ECTS acquired by a students for "ErasmusX project" in the Transcript of Records. Recognition Form should be also sent to University A (together with ToR). A model document of Recognition Form will be proposed by the consortium.

Figure 4
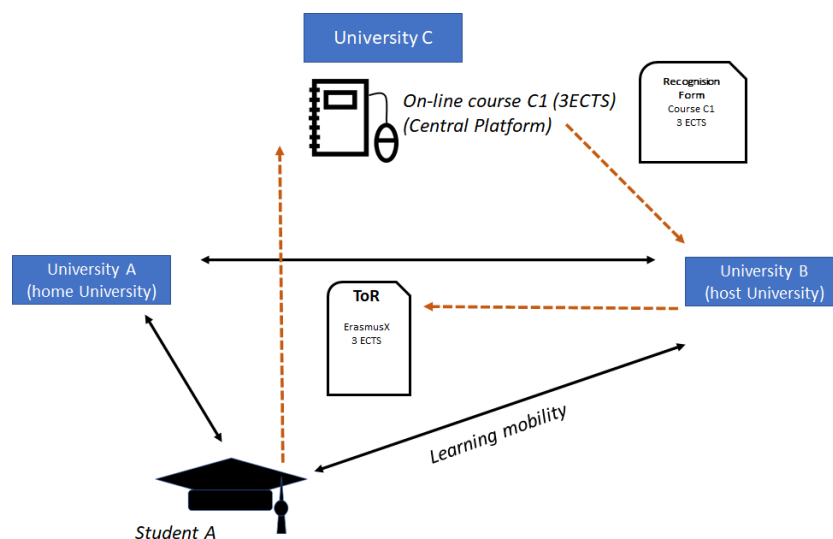
The status of the student A in University C

The student A should be enrolled to the ErasmusX e-learning course in the University C as a **Erasmus+ freemover** (in accordance to internal regulations). The universities participating in the central platform will be able to set admission limits for freemovers for all ErasmusX e-learning courses offered in the central platform.

Inter-Institutional Agreements

The universities participating in the central platform will need to have Inter-Institutional Agreement bilaterally signed with each other. It should be a condition for any university to join the central platform.

Beyond the common framework

The proposed common framework is developed on the basis of current rules and procedures in the Erasmus+ Programme, which assume that a student realise his or her mobility only in one host university. However, it should be stressed that the best solution to increase the variety of e-learning courses for Erasmus+ students would be the possibility of recognition of ECTS obtained in more than one university in the framework of one individual mobility study programme. It assumes that one LAS can be signed by a student with more than 2 universities and a student can choose e-learning courses form different universities. It requires LAS signed and ToR issued by all universities involved. This solution is not feasible at the moment, however it is worth suggesting as a proposal for future development of the Erasmus+ mobility, especially for the consortium of closely cooperating EHEIs.