TOWARDS ESTABLISHING A DISTANT LEARNING ENVIRONMENT FOR A EUROPEAN MASTER IN CONSTRUCTION IT

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A consortium of nine European universities submitted a proposal, in 2001, for a European Master in Construction IT (ITC Euromaster). This project was approved and supported by the European ERASMUS/SOCRATES program. The main objective of the proposal was to develop a joint M.Sc. curriculum for Construction IT, providing students the possibility for extending their knowledge in the application of ICT in the Building and Construction (BC) related disciplines. The curriculum aimed at complementing the existing portfolio of ICT education programs of the nine participating universities. This is meant to provide a response to the growing demand for such skills in the European Union (EU) for ICT enabled support for the BC industry. This paper discusses the results achieved so far. A special attention will be paid to the course delivery methods, emphasising the distant learning environment that is established within the program.

ACCREDITATION, CURRICULUM MODEL, AND ACADEMIC AUDIT STRATEGIES FOR QUALITY IMPROVEMENT IN HIGHER EDUCATION

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This paper describes a Fulbright Senior Specialist consultancy visit to a private technological university in Central America. A recommendation of a Latin American accrediting agency, Red Latinoamericana de Cooperación Universitaria, urged this institution to introduce a curriculum review methodology that could demonstrate strong academic content linked to the mission of the institution. An inquiry was made to institutional leadership to determine which academic programs could most be enhanced by curriculum assessment. In keeping with the institution s technological emphasis, the engineering programs were selected. A plan using three strategies, Accreditation, Curriculum Model, and Academic Audit, was devised and implemented through faculty development programs addressing: 1) Accreditation as a method to assess institutional quality, accountability, and improvement; 2) Robert M. Diamond s Designing and Assessing Curriculum Model; and 3) Academic Audit to analyze enrollment patterns. Quality assurance approaches will help institutional leadership improve organizational effectiveness and student learning to ensure the proficiency needed to compete in the current global environment. A rigorous, well-designed assessment process can make this happen.

BEYOND ACCREDITATION: USING INSTITUTIONAL DATA TO IDENTIFY AREAS FOR COLLEGE-LEVEL IMPROVEMENT

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Accreditation self studies are a necessary activity for the modern North American university. In recent years, accrediting bodies have placed greater emphasis on institutional planning and assessment. The continuously improving institution does not see such self studies as ends in themselves; rather, as another source of data in service of the goal of continuous improvement. This paper describes the recent self-study accreditation experience at the University of Puerto Rico-Mayagüez and its impact on continuous improvement assessment and planning in the College of Engineering. The results of campus-wide surveys are presented, as well as the recommendations to address areas of improvement and information needs revealed by the survey data for the College of Engineering. Lessons learned are summarized, particularly in relation to linking the institutional accreditation experience with the engineering program accreditation process.

INSTRUCTIONAL DESIGN ORIENTED TOWARDS THE DEVELOPMENT OF COMPETENCES

Martha Pimienta Giraldo, Escuela Colombiana de Ingeniería and Alfonso Melendez Acuna, Escuela Colombiana de Ingeniera,

This article presents instructional design oriented towards the development of competences. Firstly, the competence concept is developed showing his pertinence in the business as well as in the academic field. In the second part we develop the definition, properties, evolution and components of instructional design. In the third part competences and instructional design are integrated and a methodology with basic aspects of design and strategies oriented to the development of competences is proposed. Finally we present a series of guidelines for applying this model in the development of courses.

Session F2C: Distance Education III

Chair: Olaf Hallan Graven, Buskerud University College

Time and place: Friday, July 8, 9:30 am - 11:00 am *Embassy Suites Royal Salon A*