



KAHM
Unity
Women's
College



Co-funded by the
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of the European Union



- Govt. Aided College, Affiliated to University of Calicut, Kerala
- Accredited by NAAC (National Assessment and Accreditation Council)
- First Women's College, Malappuram District
- KAHM UWC providing both UG and PG programs in Arts, Science and Commerce with more than 1200 students and 70 faculty members.
- Women's Education is the prime aim of the College



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of the European Union



MIELES PROJECT



Mile Stones:

MANJERI

Si No	Date	Venue	Participants
1	14-11-2016	University of Barcelona, Spain	Dr. Usman and Mr. Ovingal Abdul Ali
2	08-05-2017	KTH Stockholm, Sweden	Dr. Usman and Mr. Ovingal Abdul Ali
3	25-09-2017	MEA Engineering College	Dr. Usman and Mr. Ovingal Abdul Ali
4	07-10-2017	CARDET Nicosia, Cyprus	Dr. Usman and Mr. Ovingal Abdul Ali
5	05-12-2017	IISC Bangalore	Dr. Usman
6	04-12-2017	IIT Madras	Dr. Usman
7	22-03-2018	MEA Engineering College	Dr. Usman and Mr. Ovingal Abdul Ali
8	14-07-2018	AID Bangalore	Dr. Usman and Mr. Ovingal Abdul Ali
9	14-04-2019	TU Berlin	Dr. Usman and Mr. Ovingal Abdul Ali



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MIELES PROJECT impact



- Collaboration with EU Universities
 - Collaboration with Indian higher institutes
 - Future project Collaboration with EU Universities
 - Motivated to take more such projects
- Project provided awareness about E learning mode of study among the Teachers and students -
 - MOOCS, SWAYAM and other e Learning platforms
- New e-learning courses and mode of study
 - Efficient Blended learning methods
 - Improved quality of e learning mode of study
 - New Courses with the affiliation of CU



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Revised Strategy according to MIELES

- ❖ Purchased the E-Learning Equipment using the fund received through MIELES project.
- ❖ The E-Learning content production unit is under construction
- ❖ Going to start a centre for E-learning
- ❖ New courses with the affiliation of University of Calicut
- ❖ Strengthening of existing courses with E-learning Aides
- ❖ Starting e learning courses and Provide awareness about e learning courses of other universities for students and teachers



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Equipment purchased



<i>Sl No</i>	<i>Item</i>	<i>Quantity</i>
1	<i>E-Learning Software - Articulate Story Line-3</i>	<i>10 Licenses</i>
2	<i>Workstation Server</i>	<i>1</i>
3	<i>Work station Desktop computers -</i>	<i>2</i>
4	<i>Laptops - Lenovo Thinkpad</i>	<i>10</i>
5	<i>NAS - Network accessible storage</i>	<i>1</i>
6	<i>Condenser Microphone</i>	<i>1</i>
7	<i>Podium - Ahuja WSL 250R PA</i>	<i>1</i>
8	<i>Graphic Tablet - Wacom Large PTH 860</i>	<i>1</i>
9	<i>Camera - Canon DSLR EOS 800D</i>	<i>1</i>
10	<i>Lense - Canon EF 500 MM</i>	<i>1</i>
11	<i>Flash light - Simplex Porta</i>	<i>1</i>
12	<i>interactive board</i>	<i>1</i>
13	<i>Projector - Epson EB-530W</i>	<i>1</i>
14	<i>Printer - Brother DCPL355ICDW</i>	<i>1</i>



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FUTURE...

Add on Courses
(On-Line) in
association with
foreign and Indian
Universities

Add on Courses
(On-Line) in
association with
University of Calicut

Development of
Existing courses
through Blended
learning mode

E learning study
material provider for
various competitive
exams



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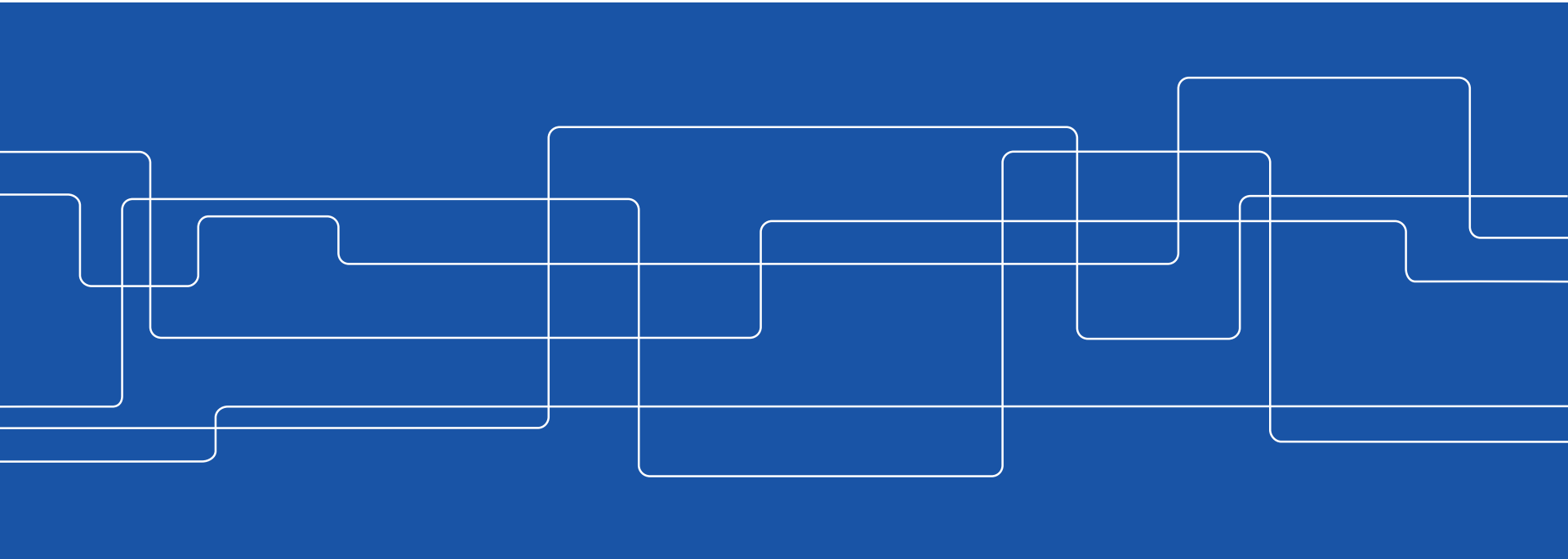
one of the best beneficiary of the
project

Thanks MIELES Team



Main Achievements of the Project from an European Perspective

Prof. Dr. Carl Gustaf Jansson, KTH





Structure

Major results from the MIELES project

Open issues articulated by the MIELES project



Major results from the MIELES project

The major kinds of results from the MIELES Project are:

- An articulation and mapping of the current strategies for E-learning for all MIELES partners
- SWOT analysis and review of the articulated strategies
- Dissemination regarding the competence for implementation of strategies
- Development of a small set of e-learning course modules by a subset of European partners within the Indian NPTEL E-learning framework.



Major results from the MIELES project cont.

An articulation and mapping of the current strategies for E-learning for all MIELES partners

The main observation was the the articulation of strategies for e-learning was a non-trivial task for most HEIs

The size and heterogeneity of the Indian HEI system also imposed a non-trivial learning phase for European partners.

Strategies for use of Blended Learning were studied in depth

Strategies for developing and using MOOCs were studied in depth



Major results from the MIELES project cont.

SWOT analysis and reviews of the articulated strategies

A first observation was that Blended learning has so far been the major trend in Europe.

A second observation was that India was far ahead regarding the national and systematic utilization of MOOCs (SWAYAM, NPTEL etc.).

For MOOCs Europe as a whole is still highly dependent on US actors such as Coursera, Edx..etc, with mixed levels of satisfaction.

From a single HEI perspective the general conclusion there is plenty of room for improvements regarding e-learning strategies at all Miele HEIs.



Major results from the MIELES project cont.

Dissemination of competence for implementation of strategies among project partners.

As a consequence of the heterogeneity of the Indian HEI system as a whole also the level of competence regarding the implementation of strategies varies a lot.

So it depends highly on the direction in which you look and which corner you choose to study, where capacity building in the europe-> india direction is needed and motivated.

One case where capacity building seems to make most sense is the complex system of Universities with hundreds of colleges.



Major results from the MIELES project cont.

Development of a small set of e-learning course modules by a subset of European partners within the Indian NPTEL E-learning framework

To gain experience of the Indian systems and to stimulate in depth dialogues, KTH and TUB developed three MOOCs within the NPTEL framework. The three courses were also successfully offered to NPTEL students in the spring of 2019.

Many of the articulated still open issues emanates from these course development efforts.

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Open issues articulated by the MIELES project

The following kind of open issues have been articulated by the project

1. Use of online course modules in joint educational programme between European and Indian partners.
2. Adapting e-learning course modules designed for traditional academic use to vocational learning and skill training.
3. Strengthening the alignments between course definitions, course delivery and assessments for e-learning course modules.
4. Improving the overall quality of the learning experience of the e-learning course modules.



Open issues articulated by the MIELES project cont.

Use of online course modules in joint educational programme between European and Indian partners.

- Special requirement judgements
- Credit transfer issues
- Facilitation of the mobility phase.



Open issues articulated by the MIELES project cont.

Adapting e-learning course modules designed for traditional academic use to vocational learning and skill training.

- Life-long learning
- Handling of poor digitalization literacy in specific groups
- Promoting gender issues in rural areas.



Open issues articulated by the MIELES project cont.

Strengthening the alignments between course definitions, course delivery and assessments for e-learning course modules.

- Syllabi definitions
- Learning Outcomes definitions
- Actual course delivery
- Assessments (weekly assignments and final exams)



Open issues articulated by the MIELES project cont.

Improving the overall quality of the learning experience of online course modules:

- Increased use of Simulations and Visualizations.
- Developing the utilization of virtual labs components and programming tasks in e-learning course offers
- Improved techniques to implement auto-gradable assessment tasks
- Improvement of teaching and video recording styles.
- Policies and styles of utilizing third party excellent video clips for particular sub-themes. Systematic handling of inclusions and references to additional course materials.



MEAEC



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MIELES 

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Asst.Professor , Management Studies
MEA Engineering College



MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



The second self-financing engineering college in Malappuram district of Kerala state

Established in 2002 & committed to provide excellent and value-based education with a flair for ethics and professionalism.

Accredited by NAAC (National Assessment and Accreditation Council) and certified by ISO



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



MEAEC is one among 144 institutions which is affiliated to APJ Abdul Kalam Technological University.

Since MEAEC is an affiliated institution, the syllabus, curriculum and academic regulations are controlled by the University itself through mentoring from ministry of education.

MEAEC providing both UG and PG programs in engineering with more than 1800 students and 160 faculty members.

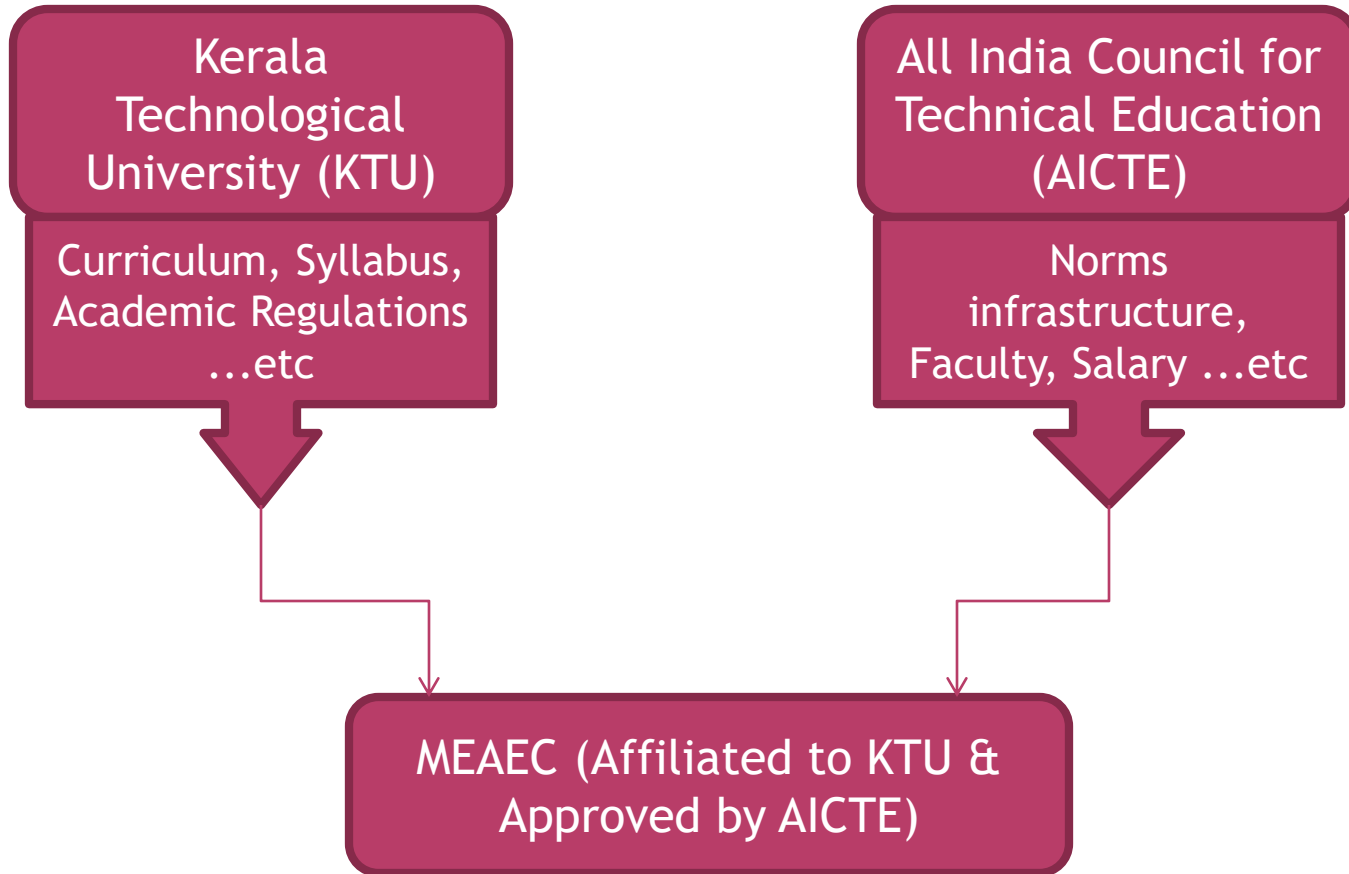


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MIELES

MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA

MIELES

UG PROGRAMS

- B-Tech in Civil Engineering
- B-Tech in Computer Science and Engineering
- B-Tech in Information Technology
- B-Tech in Electronics and Communication Engineering
- B-Tech in Electrical and Electronics Engineering
- B-Tech in Mechanical Engineering



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA

MIELES

PG PROGRAMS

- M-Tech in Power Electronics and Drives
- M-Tech in Computer Science and Engineering
- M-Tech in Communication Engineering.



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



Mile Stones:

Si No	Date	Venue	Participants
1	14-11-2016	University of Barcelona, Spain	Mr. Sreeram, Mr. Naseel Ibnu Azeez
2	08-05-2017	KTH Stockholm, Sweden	Dr. Rajin Linus, Mr. Naseel Ibnu Azeez
3	25-09-2017	MEA Engineering College	Dr. Carl Gustaf (KTH-Sweden), Dr. Rajeev (KTH-Sweden), Jb. Sadiq Ali Shihab Thangal, Jb. Hameed Master & College council members
4	07-10-2017	CARDET Nicosia, Cyprus	Mr. Haneesh Babu, Mr. Naseel Ibnu Azeez
5	05-12-2017	IISC Bangalore	Mr. Naseel Ibnu Azeez
6	04-12-2017	IIT Madras	Mr. Naseel Ibnu Azeez
7	22-03-2018	MEA Engineering College	Dr. Nicolas Patrici, Mr. Mathiss Vengard, Mr. Haneef (AID-Bangalore), Dr. Usamn (Unity Womens), Mr. Abdul Ali (Unity Womens) & college council members
8	14-07-2018	AID Bangalore	Mr. Naseel Ibnu Azeez
9	14-04-2019	TU Berlin	Mr. Baiju B.S, Mr. Naseel Ibnu Azeez
10	14-08-2019	AID Bangalore	Mr. Baiju B S
11	19-12-2019	Mysore University	Mr. Haneesh Babu K T, Mr. Baiju B S



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



E-Learning in MEAEC - The MIELES impact

As part of the validation exercise, on 25 September 2017 , Dr. Carl Gustaf & Dr. Rajeev(KTH-Sweden) visited MEAEC to support the preparation of the SWOT analysis.



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



E-Learning in MEAEC - The MIELES impact

The 3rd MIELES Focus Group meeting was held MEAEC on 22 March 2018. The event was facilitated by Dr. Nicolas Patrici, Project Leader, University of Barcelona.



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA



E-Learning in MEAEC - The MIELES impact

Teachers use E-Learning tools to improve the quality of teaching-learning process. They have started doing NPTEL Courses in the respective areas.

Using Videos, PPTs and animations they deliver the content effectively

As a trial They have started producing E-Learning content using mobile phone as the audio video recording facility, and publishing the same through YouTube



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MEA ENGINEERING COLLEGE
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KERALA, INDIA

E-Learning in MEAEC - The MIELES impact

-We have an Excellent ERP system where the faculty can publish their E-Learning content which can be accessed by all students

-Using this ERP system faculty can ,

- prepare question papers for internal exams
- conduct & evaluate online quiz programs for internal assessment.



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KERALA, INDIA

E-Learning in MEAEC - Revised Strategy

- As of now we have purchased the E-Learning Equipment using the fund received through MIELES project.
- The E-Learning content production unit is under construction
- We have constituted an E-Learning Committee of 16 members



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E-LEARNING EQUIPMENTS PURCHASED

<i>Sl No</i>	<i>Item</i>	<i>Quantity</i>
1	<i>E-Learning Software - Articulate Story Line-3</i>	<i>10 Licenses</i>
2	<i>Work station Server - HP 4WT62PA\$ACJ</i>	<i>1</i>
3	<i>Work station Desktop computers - HP 6HH34PAZ2</i>	<i>2</i>
4	<i>Laptops - Lenovo Thinkpad</i>	<i>10</i>
5	<i>NAS - Network accessible storage - Netgear PN 428</i>	<i>1</i>
6	<i>Condenser Microphone - Blue Yeti Pro</i>	<i>1</i>
7	<i>Podium - Ahuja WSL 250R PA</i>	<i>1</i>
8	<i>Graphic Tablet - Wacom Large PTH 860</i>	<i>1</i>
9	<i>Camera - Canon DSLR EOS 800D</i>	<i>1</i>
10	<i>Lense - Canon EF 500 MM</i>	<i>1</i>
11	<i>Flash light - Simplex Porta</i>	<i>1</i>
12	<i>Tripod - Vanguard Alta Pro</i>	<i>1</i>
13	<i>Projector - Epson EB-530W</i>	<i>1</i>
14	<i>Printer - Brother DCPL355ICDW</i>	<i>1</i>



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E-LEARNING EQUIPMENTS PURCHASED MIELES



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E-LEARNING EQUIPMENTS PURCHASED MIELES



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MEA ENGINEERING COLLEGE
PERINTHALMANNA, MALAPPURAM
KERALA, INDIA

Step 1

- E-Learning Committee
- Training to Faculty Members

Step 2

- Sample Production & Editing
- Selection of Course/Faculty

Step 3

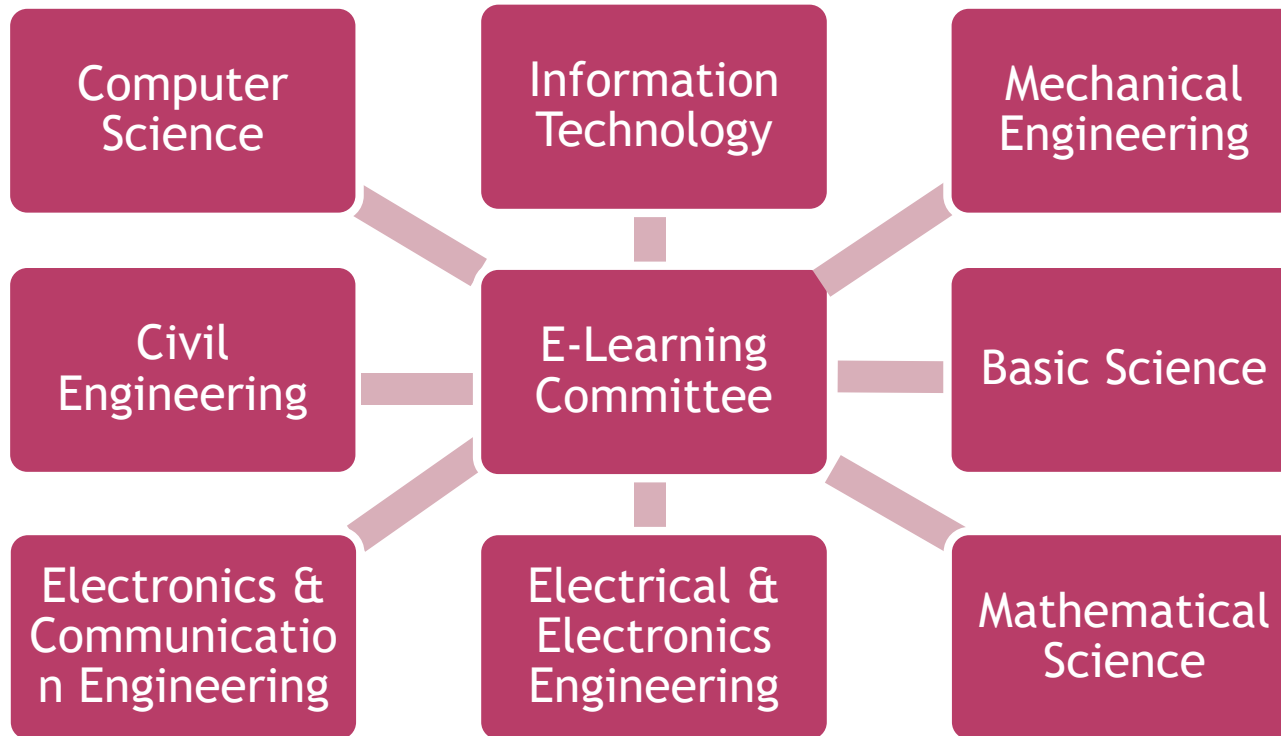
- Content Production & Editing
- Publishing



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E-LEARNING COMMITTEE



Co-funded by the
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E-LEARNING TRAINING (20 JAN 2020 TO 20 APR 2020)

Training for faculty regarding e- learning and e-learning content production. (2 weeks)

Select 1 Staff member from each Department

Identify Trainer

Delivery of Training (2 weeks)

Sample Content Production

Internal Trainer

Internal Training to selected 4 faculty members from each department (2 Months) (4 groups of 8 members each and two weeks for each group)

40 Trained faculty members

Sample content Production



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E-LEARNING CONTENT PRODUCTION MIELES⁺

(21 APR 2020 TO 20 OCT 2020)

Preparation to produce E-Learning content exclusively for APJ
KTU Students (1 Week)

Selection of course and faculty 5 courses/semester/branch)

Recording and editing for Even semester 5 courses/branch
(5 Months)

Record and edit e-learning contents

Content Verification (1 Month)

Final E-Learning Content to upload



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E-LEARNING CONTENT DISTRIBUTION (21 OCT 2020 TO 20 DEC 2020)

Distribution of e-learning contents through website

Development of web module (1 Month)

Uploading content (1 Month)



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MARKETING
(21 DEC 2020 TO 20 JUN 2021)



Marketing e-learning contents among APJ KTU aspirants (6 Months)

SEO of e-learning module -

SEO optimization by web developer

Off-line campaigning -

Printing and distribution of poster to Engineering Colleges under KTU

Online marketing of e-learning module

Running online campaign in social media



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DISSEMINATION POTENTIAL

There are around 2 Lakhs students studying in 144 Engineering Colleges under Kerala Technological University. The E-Learning Content produced will be accessible to all Engineering students

We will also conduct workshops on E-Learning for near-by Engineering Colleges



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FUTURE....

Add on Courses (On-Line) in association with foreign universities

- For Engineering Students/Graduates
- Certification by foreign university

Grooming Courses (On-Line)

- For Engineering Students/Graduates
- Personality Development, Interview skills...etc

Student Exchange Programs with foreign universities (Subjected to the permission from KTU)

- For Engineering Students
- Opportunity to work on live projects



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MIELES

Thank you...



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NPTEL – MIELES

January 9, 2020

(Modernizing and Enhancing Indian e-Learning
Educational Strategies)



Courses Available On **SWAYAM**



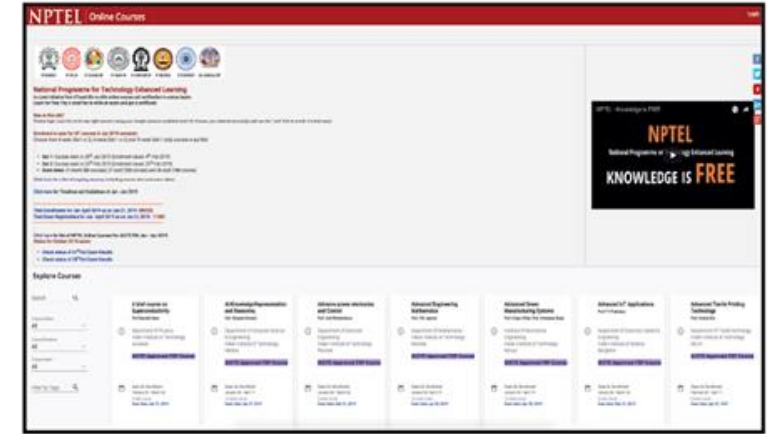
Certificate : **E-verifiable From IITs & IISc**

**1300
Completed Courses**

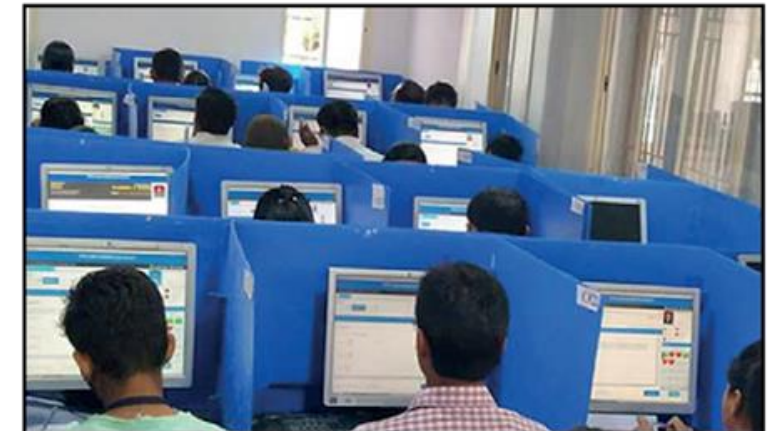
**6.6 Million+
Enrollments**

**6.7 Lakh+
Exam
Registrations**

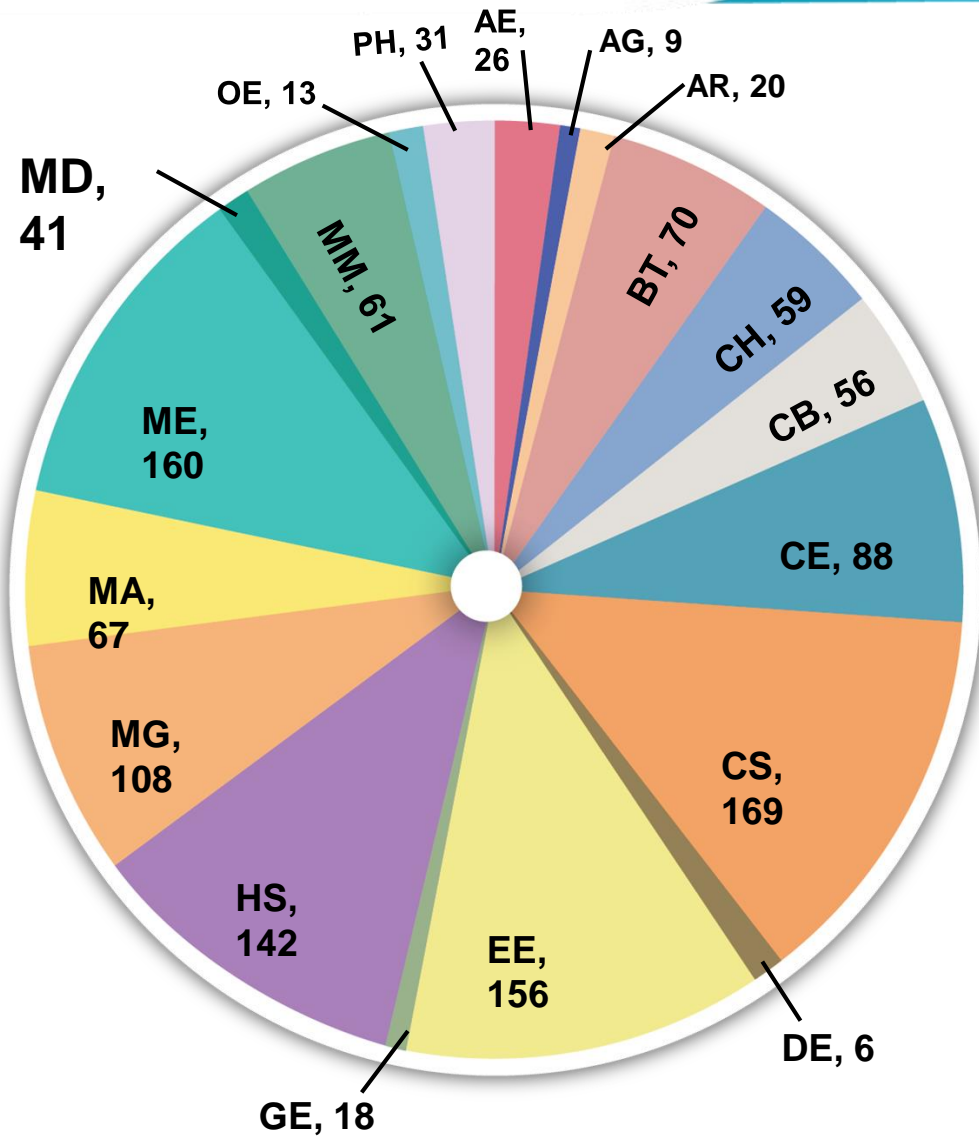
**360
Upcoming
Courses**



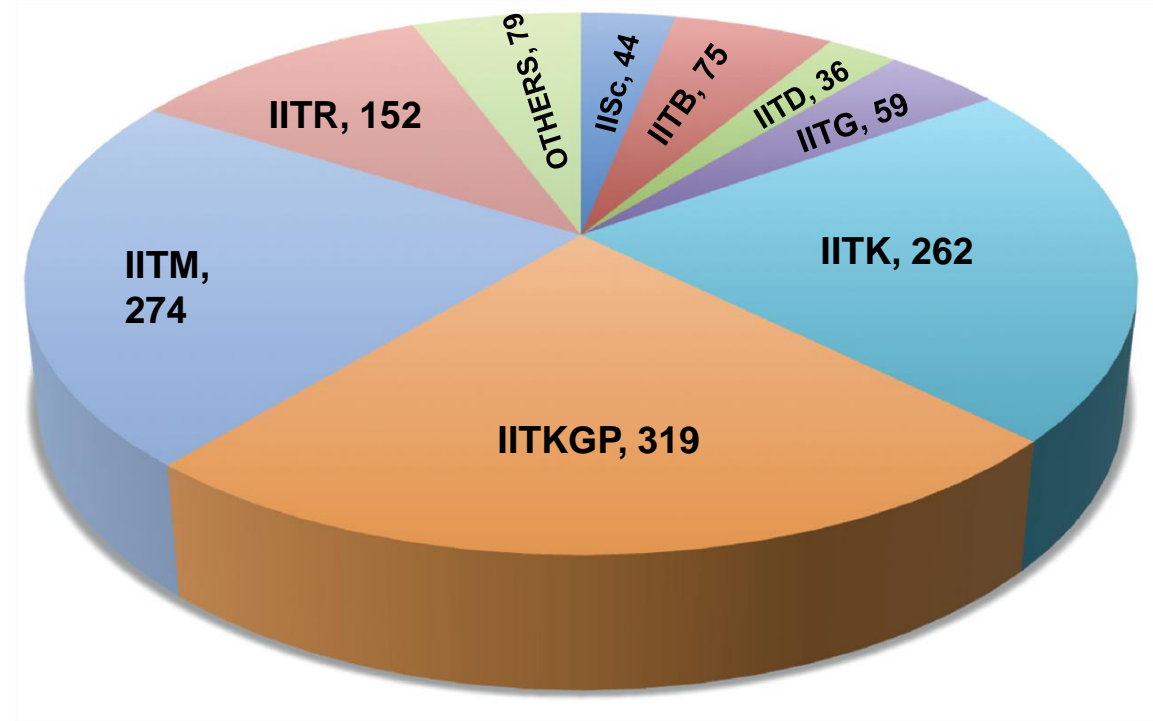
<https://onlinecourses.nptel.ac.in>



Proctored Exam (Optional For Fee)



COURSES BY DISCIPLINE

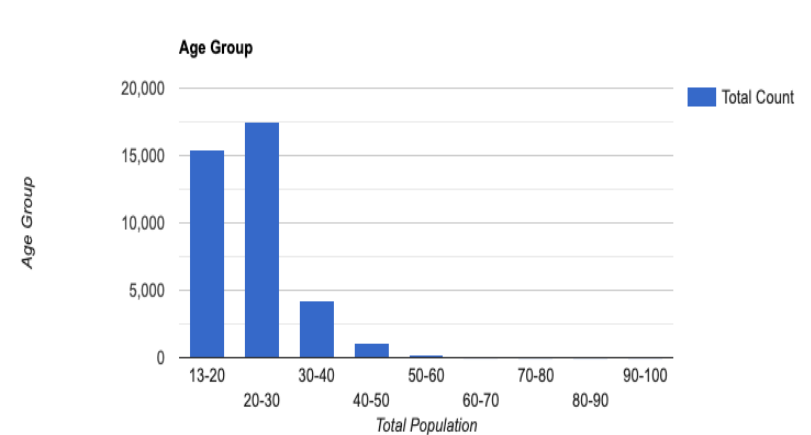
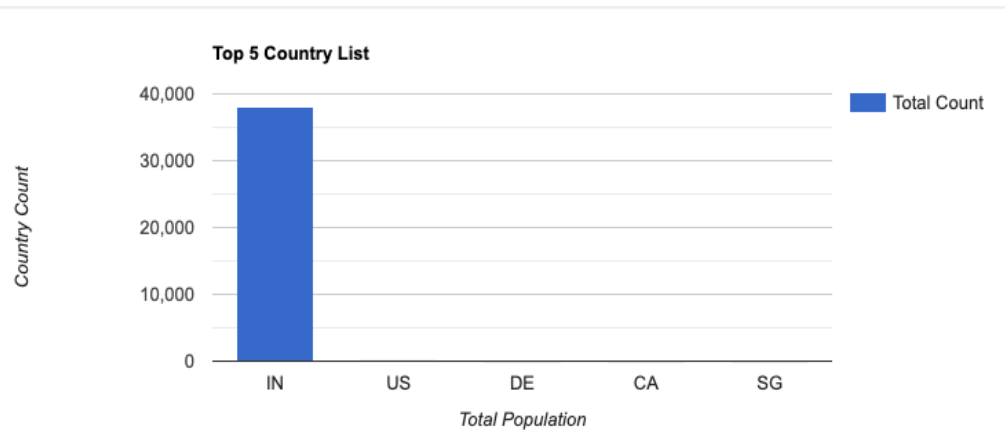


OTHERS
CMI, IIITB, IIITD, IIITH, IISER MOHALI, IISER PUNE, IIT BHILAI, IIT PATNA, IIT ROPAR, IMSc, NIE

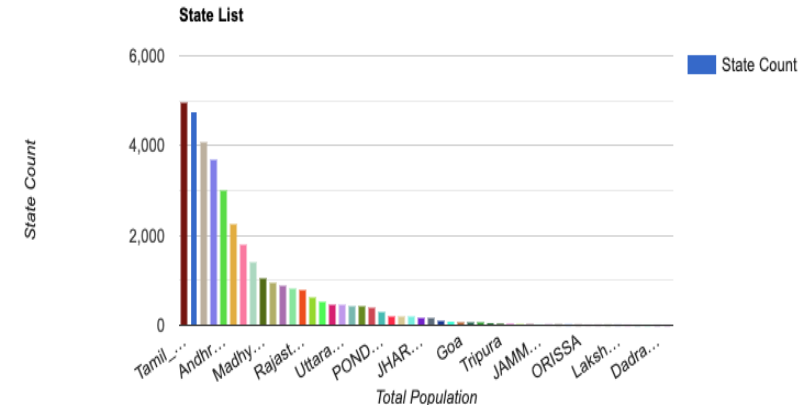
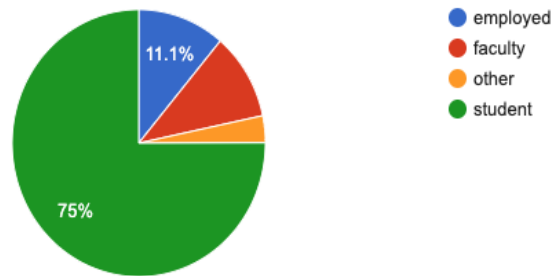
OFFERING INSTITUTE

Course name	Institute	Instructors	Enrollment	Exam registrations
Machine Learning,ML	KTH Royal Institute of Technology, Sweden	Prof. Carl Gustaf Jansson Prof. Henrik Boström Prof. Fredrik Kilander	38480	2181
Electromagnetic compatibility, EMC	KTH Royal Institute of Technology, Sweden	Prof. Daniel Mansson Prof. Rajeev Thottappillil	2148	147
Multimodal Interaction	TU Berlin	Prof. Dr.-Ing.Sebastian Moller & Dr.-Ing. Stefan Hillmann	432	101

Machine Learning, ML (Prof. Dr. Carl Gustaf Jansson, professor of Artificial Intelligence at KTH)

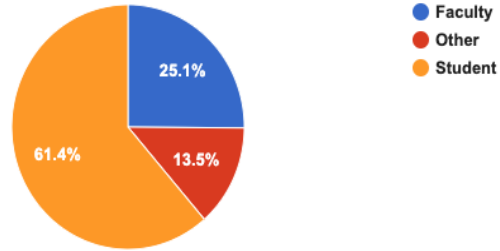


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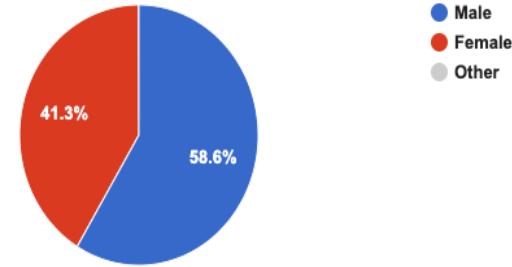


Exam registration profile - Machine Learning, ML

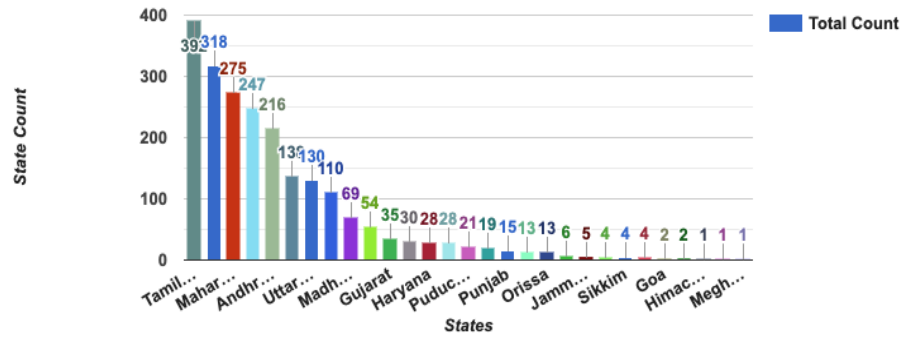
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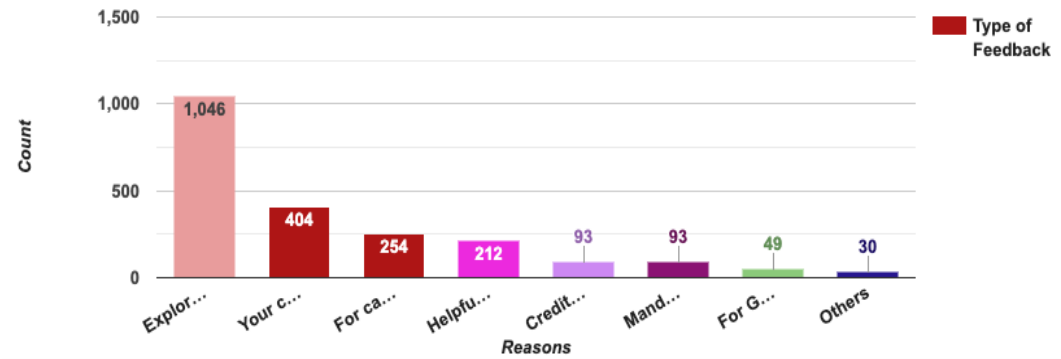
Male & Female Details



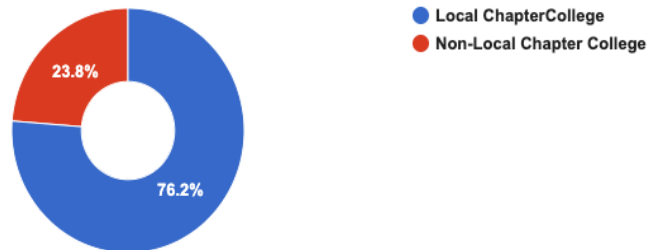
All States



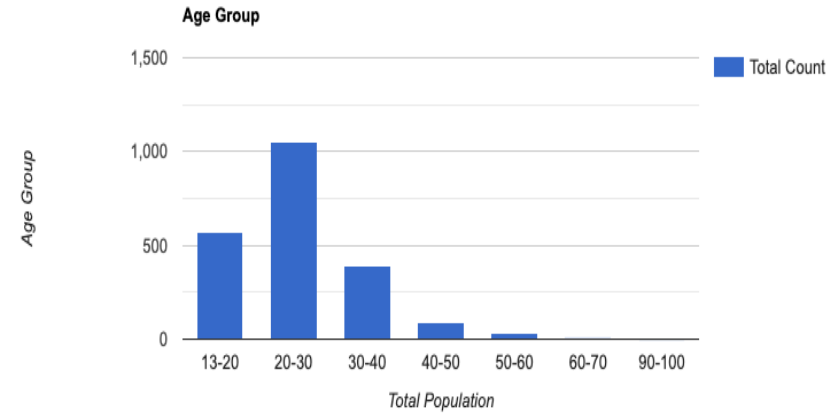
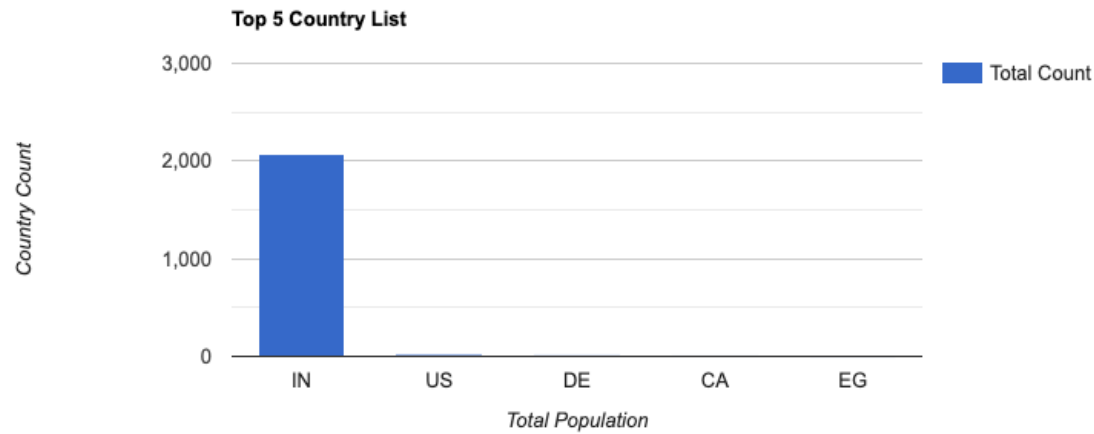
Reason For Taking Course



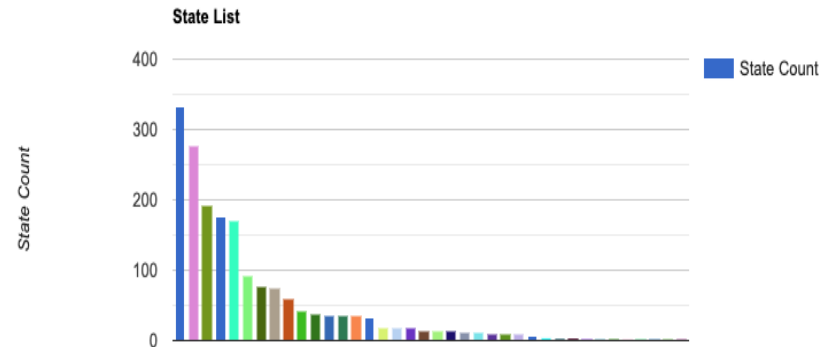
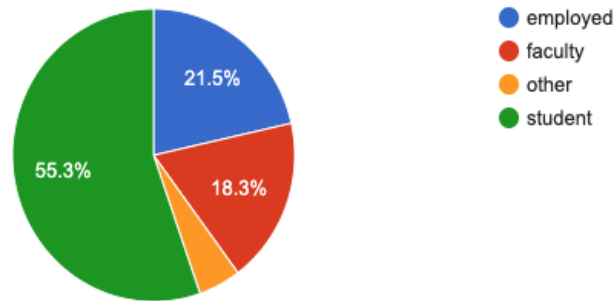
Local Chapter College and Non-Local Chapter College



Enrollment profile - Electromagnetic Compatibility

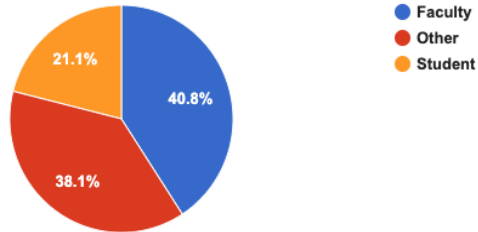


Charts Type :- Role Details

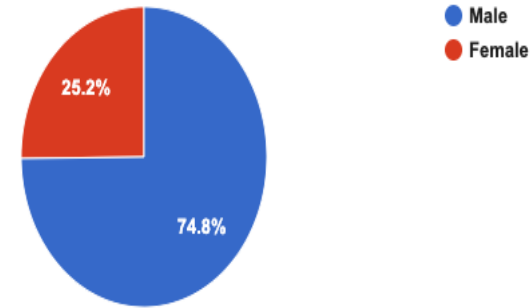


Exam registration profile - Electromagnetic Compatibility

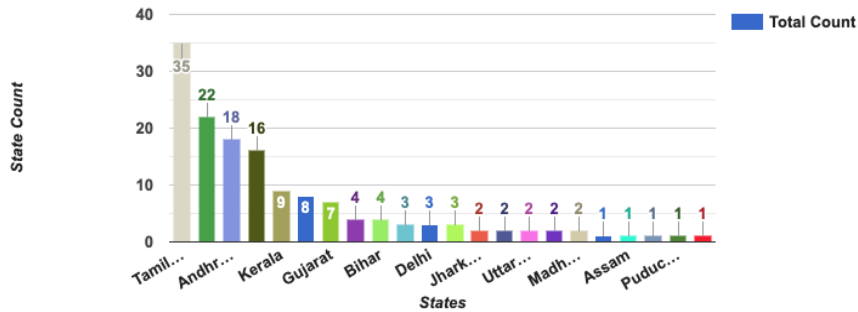
Charts Type :- Role Details



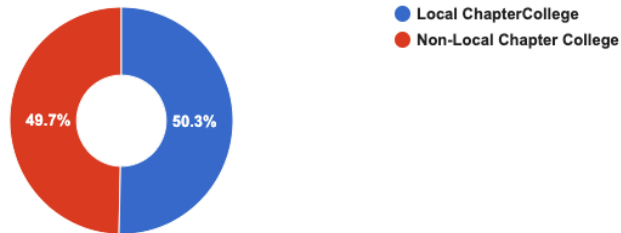
Male & Female Details



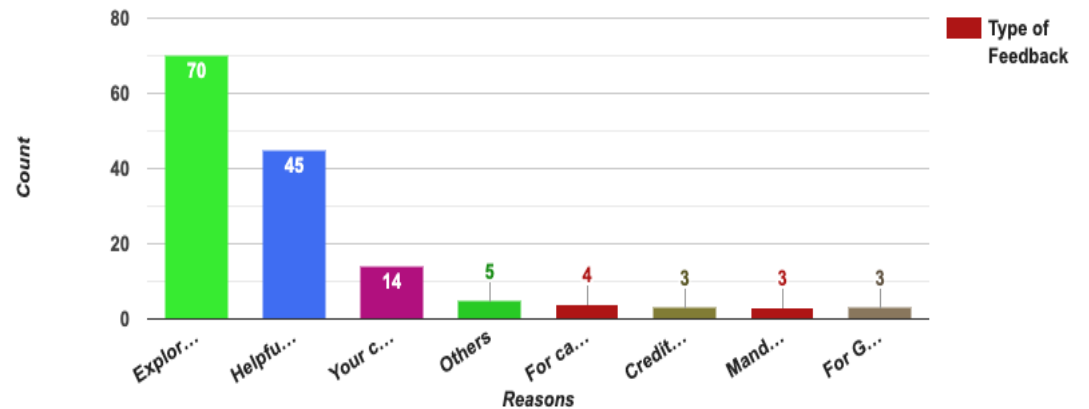
All States



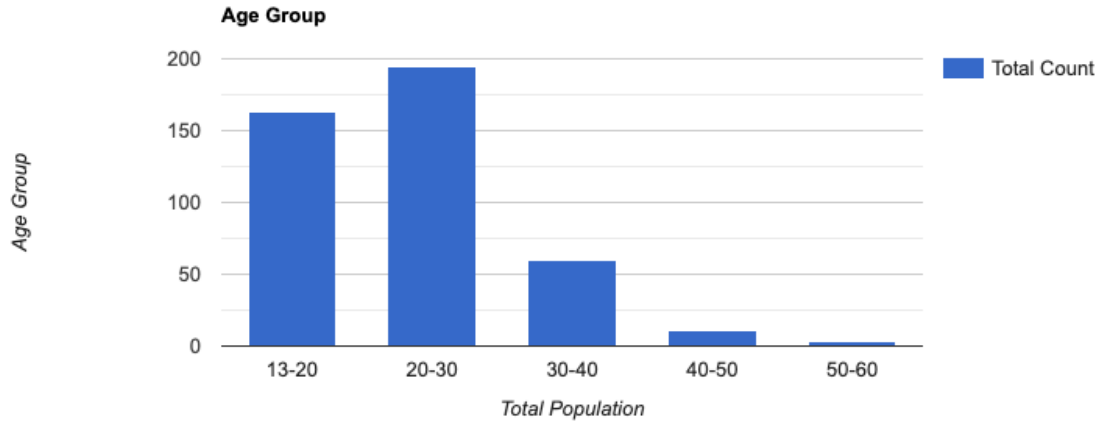
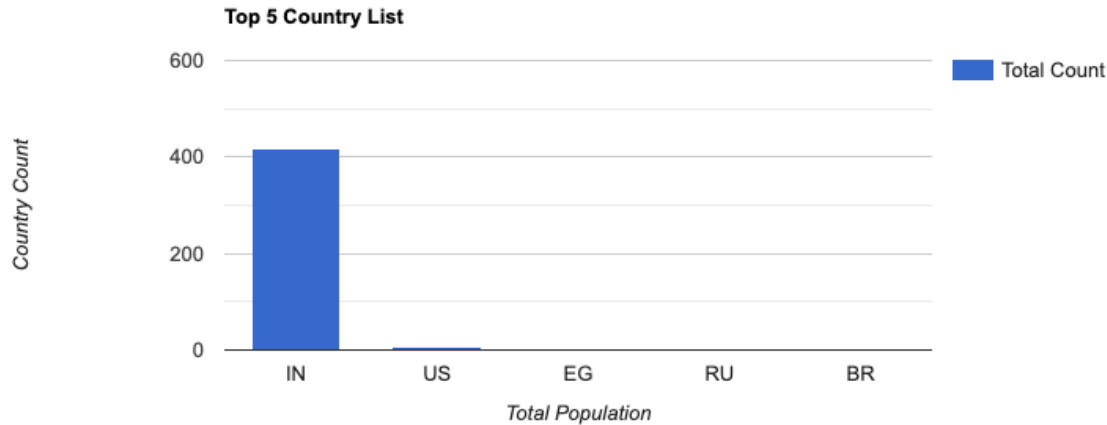
Local Chapter College and Non-Local Chapter College



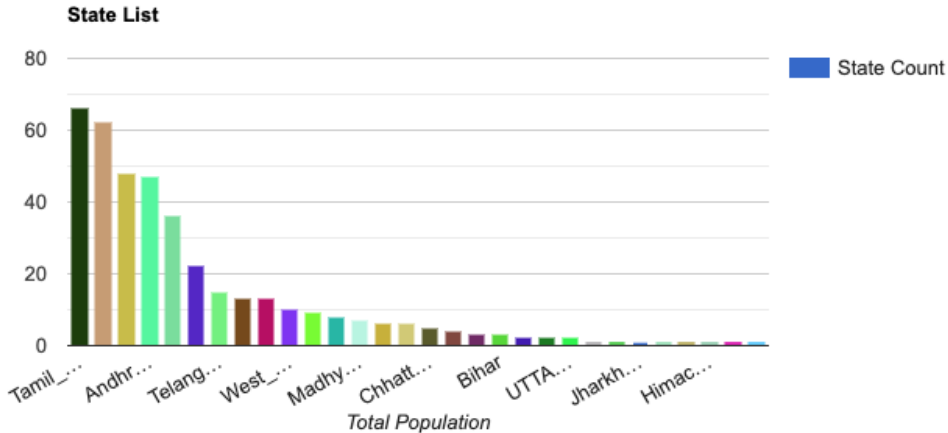
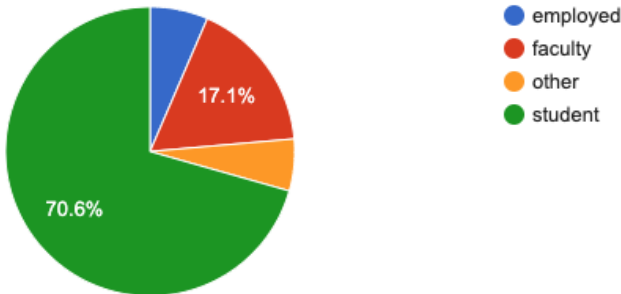
Reason For Taking Course



Enrollment profile - Multimodal Interaction

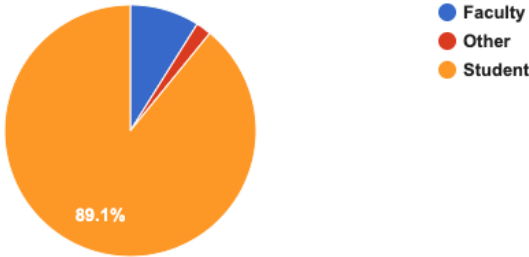


Charts Type :- Role Details

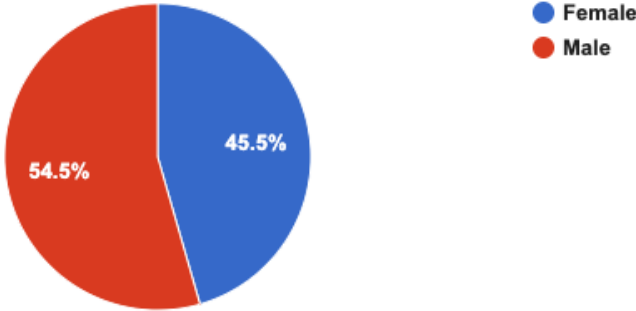


Exam registration profile - Multimodal Interaction

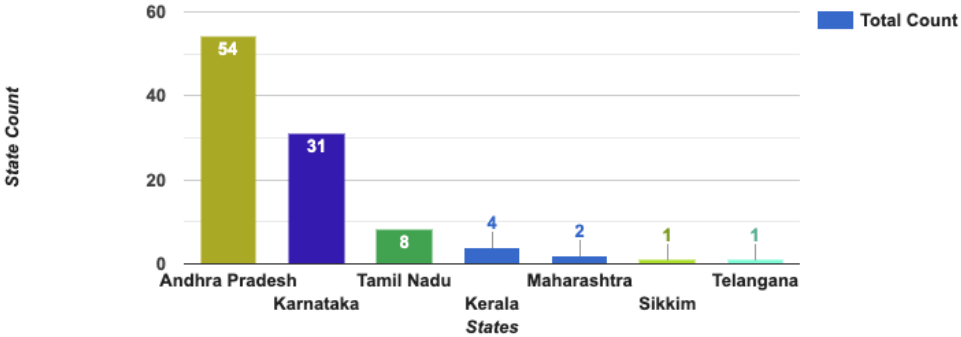
Charts Type :- Role Details



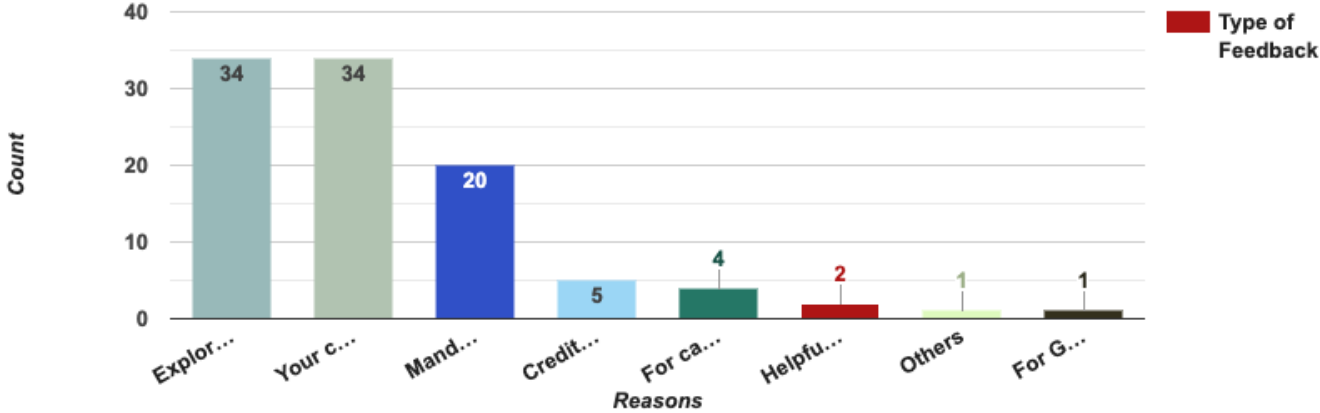
Male & Female Details



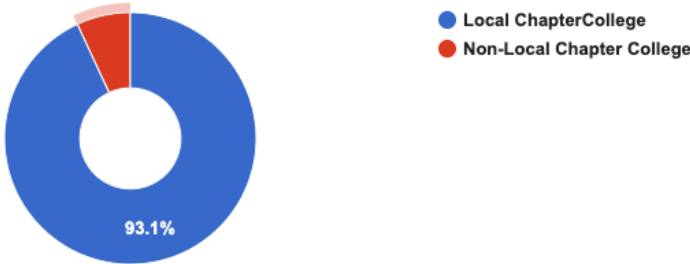
All States



Reason For Taking Course



Local Chapter College and Non-Local Chapter College



Dissemination events:

- Multiple modes
- Courses themselves
- Live online session
- SPOC felicitation workshop
- Quality assurance training workshop
- Assessment related training

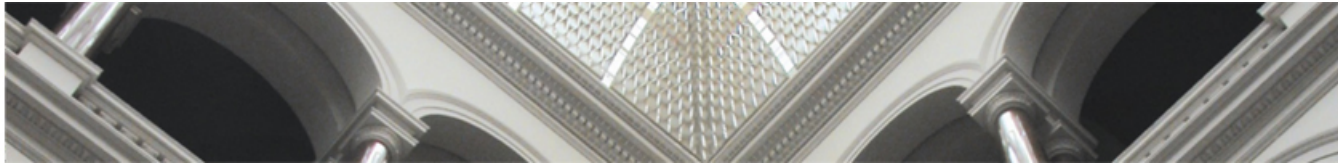
The way forward:

- Rerun of courses
- Enhanced international collaborations: Asia, Africa, South America
- Open SWAYAM



Modules Summary

Stefan Hillmann | TU Berlin | MIELES | Barcelona, January 9–10, 2020



Overview Main Activities

- Participation in SWOT Analyses and Strategy Development
 - SWOT Analysis for TUB
 - Analysis of Indian partners SWOT Analyses regarding pilots
- Pilot MOOC Multimodal Interaction
- Training Events
 - Study Visit to Berlin on Digitalization in HEI, April 15–16, 2019
 - Training on e-Learning Methods in Chennai and Bangalore, August 12–14, 2019
- Recognition of NPTEL courses at TU Berlin
- Participation in several activities like workshops and project quality control




Potential Pilots from SWOT Analyses and Action Plans

- CoPro HQ
 - Platform to **collect** and **provide high-quality** open online-learning resources for selected teaching topics
- LLP
 - Enabling Indian partners to setup and maintain a **local** (institutions intranet) learning **platform**
- ixBL
 - **Inexpensive blended learning** using limited resources and open source tools
- MMI
 - **MOOC on Multimodal Interaction**


Motivation for the MOOC Multimodal Interaction Course

WEB




Human-Computer Interaction

Syllabus Course Content




Computer Science and Engineeri...

VIDEO




NOC:Interaction Design

Course Content




Engineering Design ,IIT Guwahati

VIDEO




NOC:Introduction to Human Computer Interaction

Syllabus Course Content




VIDEO



NOC:Multimodal Interaction

Course Content



Computer Science and Engineeri...

- (Only few) HCI-related courses (in 2018) at NPTEL
- Existing know-how and resources at TU Berlin



Lecturers



Prof. Dr.-Ing.
Sebastian Möller



Prof. Dr.-Ing.
Jens Ahrens



Dr. Benjamin Weiss

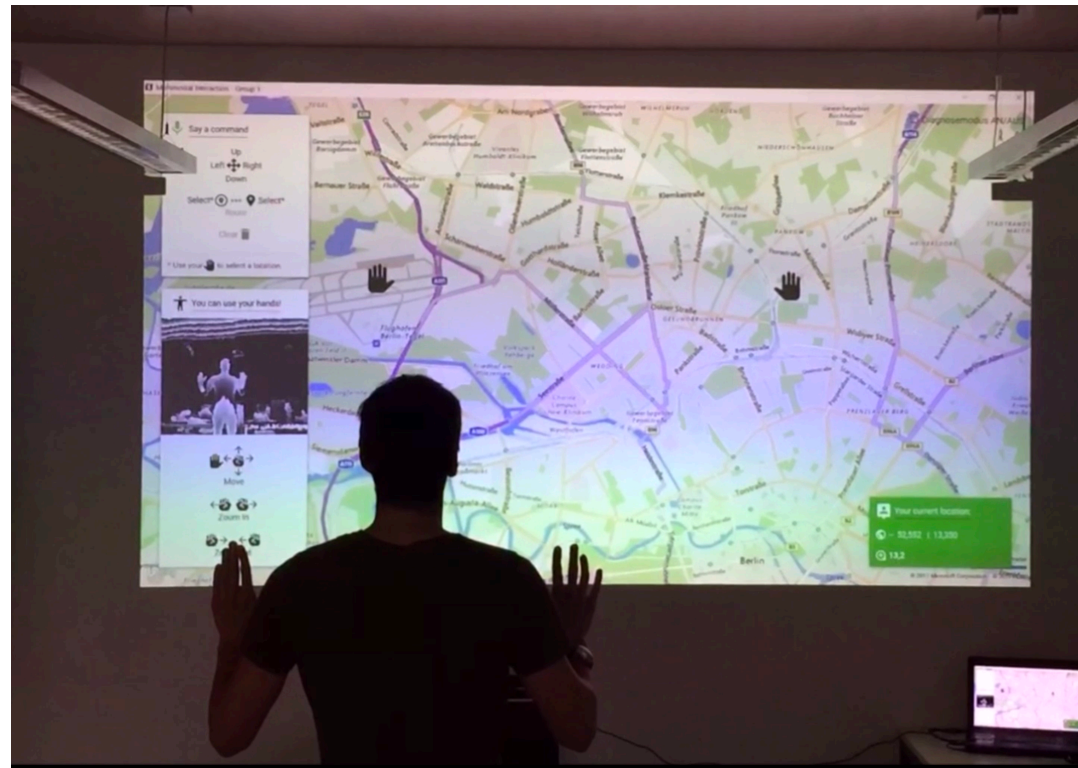


Dr.-Ing. Stefan Hillmann



Course Content

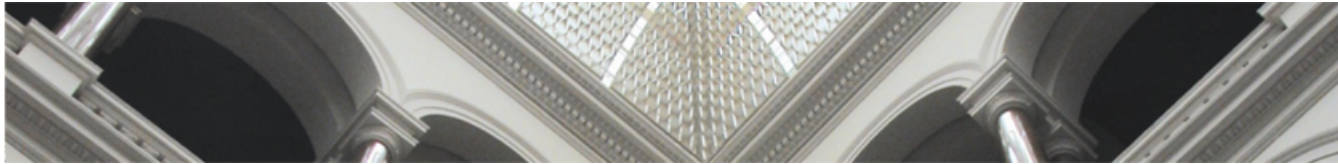
- Multimedia and Multimodality
- Hearing and Speech
- Vision
- Other Senses
- Integration and Cognition
- Multimodal Perception
- Human Multimodal Interaction
- Multimodal Input and Output Systems
- Multimodal Interactive Systems
- Virtual Environments





Running the Course

- 4 weeks (February 25 until March 24, 2019)
- "business as usual" in a MOOC:
 - Answering questions in the forum
 - Publishing material in time (thanks to NPTEL)
 - grading of assignments (problems with plagiarism)
- Exams were carried out in late April, 2019



Course Creation

Material:

- 4 topics were completely revised and newly post-produced:
Multimedia and Multimodality, Hearing and Speech, Vision, Other Senses
- 1 completely new topic produced: [Audio in Virtual Environments](#)
- New introductions to all topics produced
- New weekly assignments created
(instead of a manually graded programming task)
- 1 new electronic exam was developed



Enrolments

Student Participation

432

Enrolled Candidates

101

Registered

95

Present

Results

0

Gold (90 and above)

0

Silver (75-89)

7

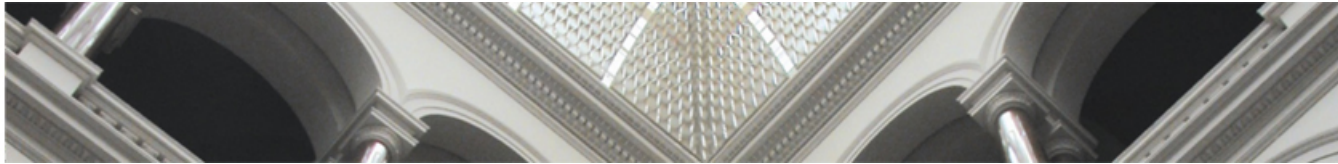
Elite (60-74)

35

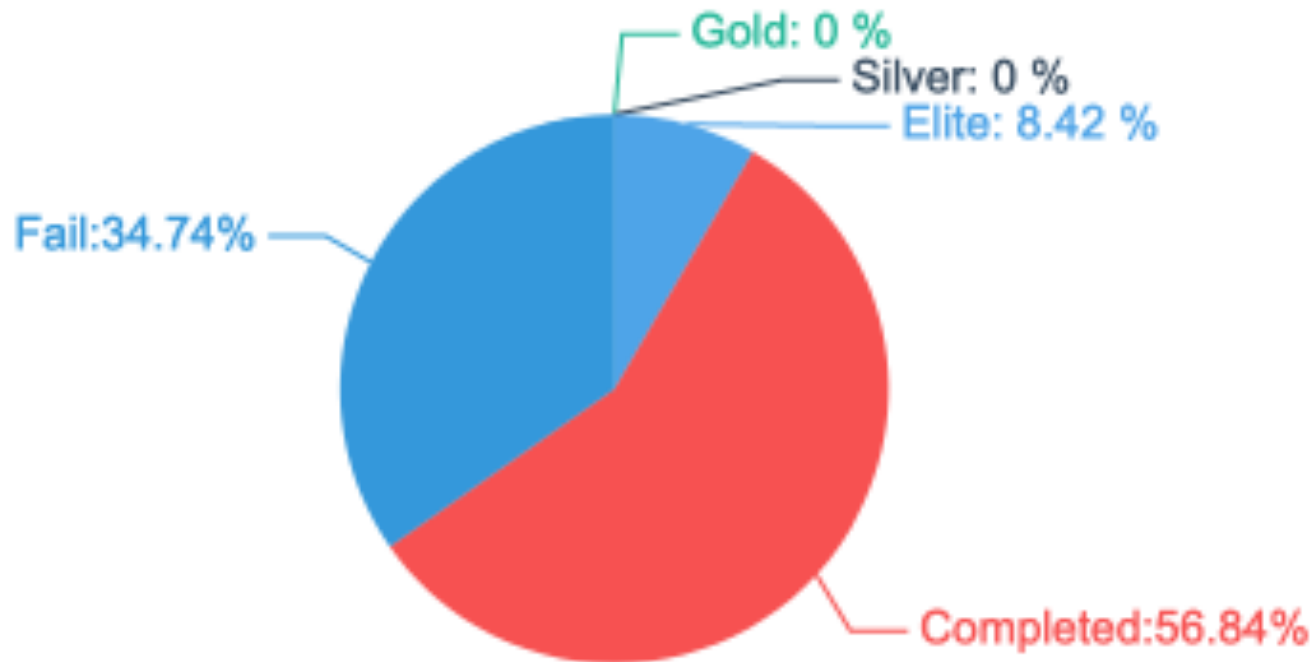
Completed(40-59)

53

Failed(less than 40)

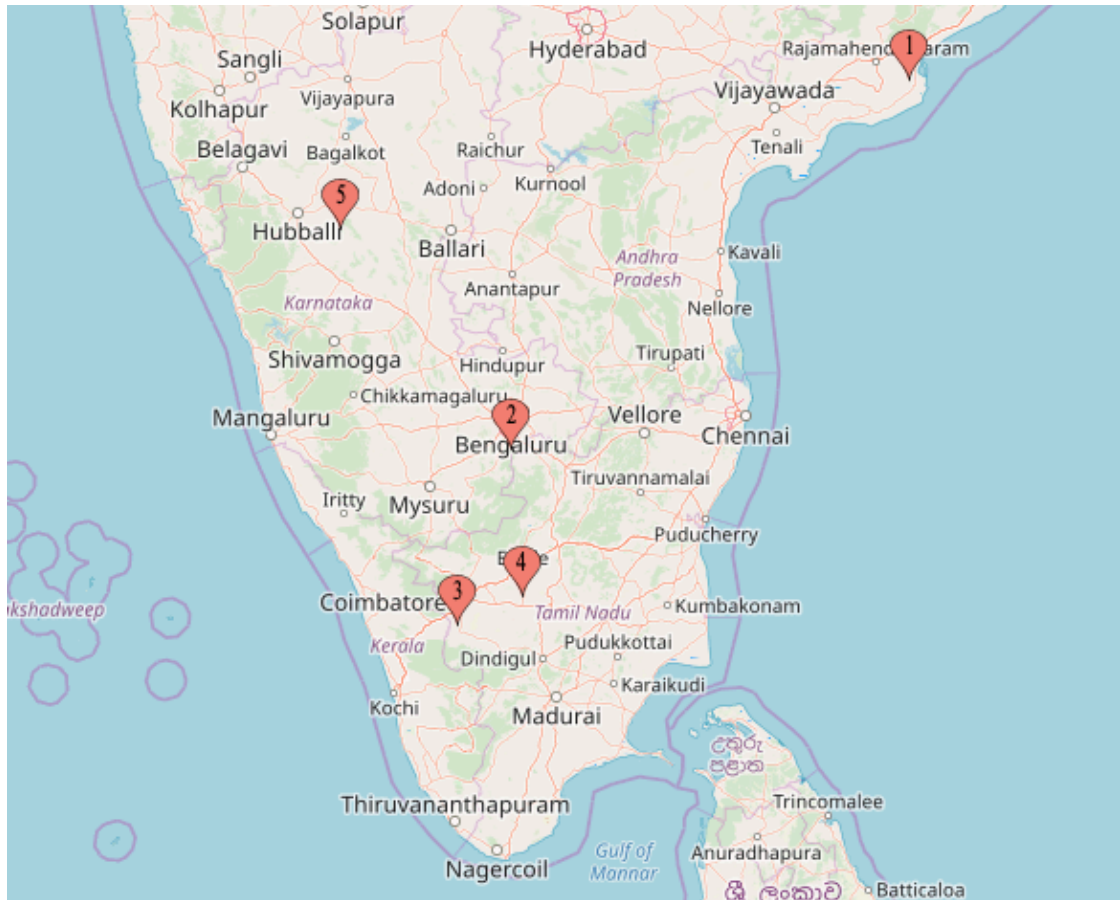


Course Results

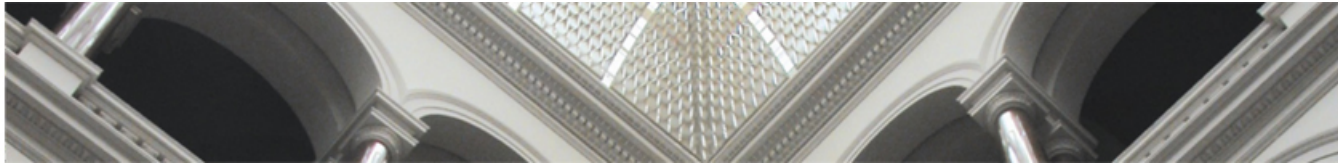




Enrollments – Top 5 Colleges



1. ADITYA ENGINEERING COLLEGE, SURAMPALEM, **ANDHRA PRADESH.**
2. NEW HORIZON COLLEGE OF ENGINEERING, BENGALURU, **KARNATAKA.**
3. PSG COLLEGE OF ARTS & SCIENCE, COIMBATORE, **TAMIL NADU.**
4. KONGU ARTS AND SCIENCE COLLEGE, ERODE, **TAMIL NADU.**
5. SMT KAMALA AND SHRI VENKAPPA M AGADI COLLEGE OF ENGINEERING AND TECHNOLOGY, GADAG, **KARNATAKA.**



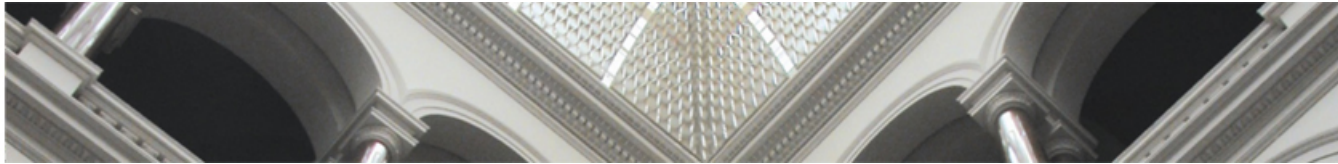
Plagiarism in Assignments

Task:

“Describe the difference between Multimedia and Multimodality in maximal 600 Words.”

Answers:

- Copy and Paste from a scientific article (33)
 - No one referred the article
 - Often even copy of formatting and references to (not copied) figures and literature



Acknowledgments

Thanks to Benjamin Weiss, Jens Ahrens and Rahul Swaminathan for their efforts in the content creation and giving the lectures!

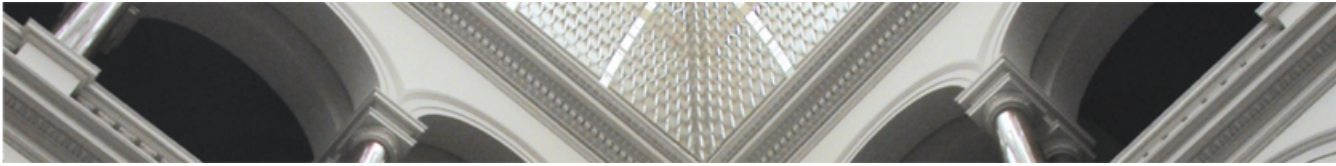
Thanks to TU Berlin's ZEWK team for recording, producing and re-producing the videos!

Thanks to the team(s) at NPTEL for support in course creation, exams and assignments creation and transcription of the videos as well as very fast responding to all my requests!



Lessons Learned (Observations)

- Differences in Learning and / or Teaching cultures
 - Same course at TU Berlin: ~ 90 % passed
(vs. ~ 65% passed on NPTEL-course)
 - Plagiarism was an issue
 - Assignments and exercises should be adapted
- Recognition of NPTEL courses by EU partner universities not finally negotiated but possible



Study Visit to Berlin (April 2019)

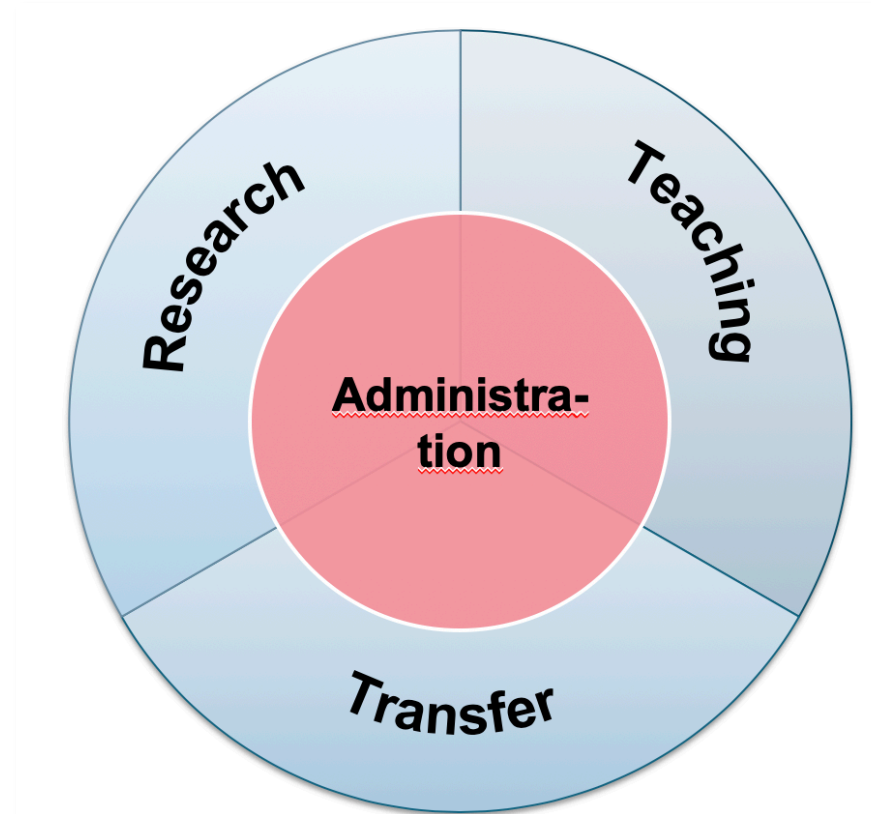




Digitalization at TU Berlin



Prof. Dr. Hans-Ulrich Heiß
Vice President for Education,
Digitalization, and Sustainability





E-Learning at TU Berlin



Dr. Anja Wipper
Center for Scientific Training and Cooperation

Topics

- Services provided by ZEWK (Center for Scientific Training and Cooperation)
- Ways and methods about providing (electronic) learning material online
- Online courses and MOOCs
- Methods like flipped classroom or audience participation (e.g. Kahoot!)
- Blended learning



E-Assessment at TU Berlin

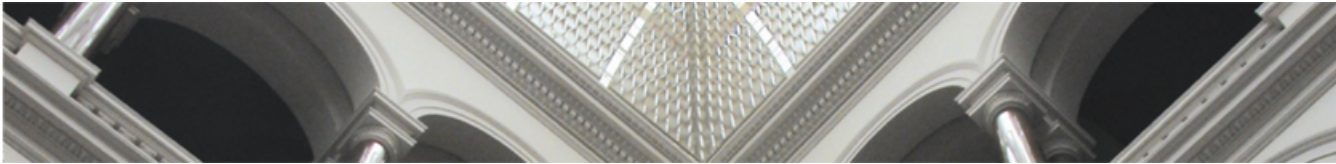


Gabriela Fernandes

Center for Scientific Training and Cooperation,
E-Learning in Higher Education Teaching


Topics

- What is e-assessment and possible scenarios
- Rewards & risks
- Taxonomy of learning objectives & didactical issues -> constructive alignment
- Question types in Moodle
- Quality assurance



E-Assessment at TU Berlin

Taxonomy of cognitive learning objectives (Bloom, 1956)

- Evaluation*  Level of learning objectives
 - Synthesis*
 - Analysis
 - Application
 - Comprehension
 - Knowledge
- Judgement: Give reasons which learning theory in your opinion allows best to build competences to deal with complex situations.
- Problem solving: Design a learning activity for each learning theory and give reasons for your choice of learning methods. _
- Compare the three learning theories regarding the role of the teacher. _____
- On which learning theory are dog trainings usually based on?
 cognitivism constructivism behaviorism
- What can a teacher use Moodle for? _____
- Which Learning Management System is used at TU Berlin?
 Moodle Blackboard Ilias Clix



Training Events in in Chennai and Bangalore (August 2019)

Events

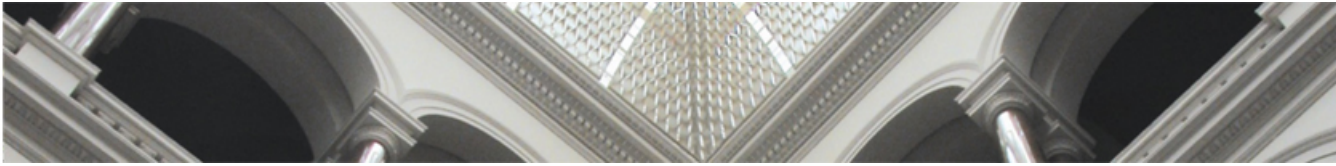
- August 12, IITM Chennai: Training on course evaluation methods
- August 13, ISSc Bangalore: Multiplier Effect Event about case studies on online courses
- August 14, AID Karnataka (Bangalore): Training on course and exam construction

Trainer

- 4 Trainer from KTH, TU Berlin and UOP
 - Carl-Gustaf Jansson, Rajeev Thottappillil
 - Gabriela Fernandes
 - Christos Koutsambelas

Participants

- ~75 participants from Indian institutions in total
- 5 guest speakers



Contributions to Training Events in in Chennai and Bangalore (August 2019)

Learning Outcomes and Competence

- Shift from Teaching to Learning
 - **Competence = applying** knowledge + skills + attitudes & values



- Constructive alignment -> assessment drives learning
- Taxonomy of cognitive learning objectives
- Planning of exam questions & syllabus



Contributions to Training Events in in Chennai and Bangalore (August 2019)

Item Analysis

- Item difficulty
- Item discrimination
- Effectiveness of distractors
- Application in NPTEL

Guidelines about multiple-choice item-writing

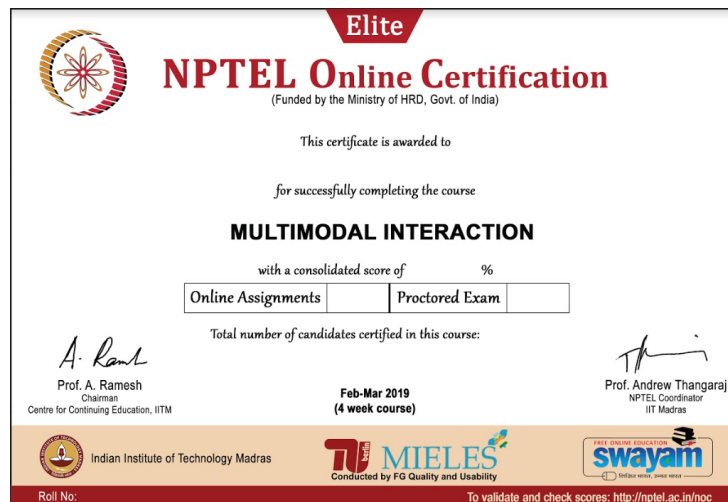
Improvement in the methods for course and assignment construction



Recognition of NPTEL courses

Necessary: Certificate

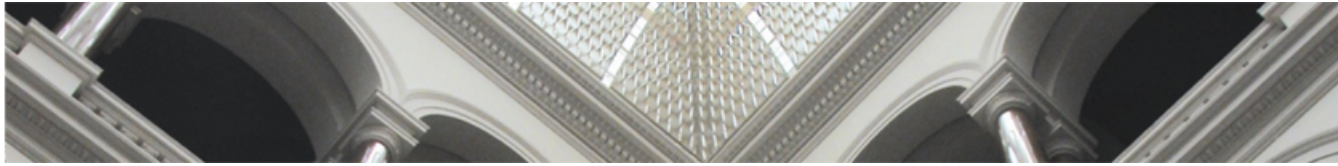
- **Important: For TUB the University on the (NPTEL) certificate counts, not the university to which the applicant was subscribed before (the first one has to be the recognized one)!**



Credit points + conversion to hours should be added.

Optional: Available course description (syllabus)

- Exists for every NPTEL course, at least in the archive



Thank you for your attention!

Stefan Hillmann

Technische Universität Berlin
stefan.hillmann@tu-berlin.de



Student's Feedback I

- Lecturers speech are very clear. **Showing examples of the concepts in video is phenomenal. Appreciate the fact the lecturer/session video is not beyond 30 min**
- Good exposure to the content.
- Tough to answer and understand the concepts...
- Content **should be a bit more practical.**
- Interesting course.
- The lecture delivered by Dr. Rahul Swaminathan was very informative, easy to grasp and understand. It was well organized and seamlessly delivered. **In the remaining videos accent was an issue.**
- Content is a bit monotonous in terms of its application



Student's Feedback II

- The Content delivered in week 4 is very good and clear. **Examples shown in the videos in relation to each topic helped to understand/relate the concept easy.**
- From the presentation view point i.e. **clarity** of lecturer speech (without echo) & seeing the slides should have been as how it was till week 3 i.e. With Dr. Rahul and with Jens the tone of voice could have been better.
- Prof. Dr.-Ing. Sebastian Möller. Dr. Rahul & Prof. Dr.-Ing. Jens Ahrens have delivered the content really well **but the body language is very casual.**



Soft Criteria from Meeting in Bangalore

- The proposal should include collaboration between Indian and European institutions
 - IIT Madras
 - National Programme on Technology Enhanced Learning (NPTEL), initiated by 7 IITs and IIS Bangalore ▸ large multiplier
 - TU Berlin, Chalmers University of Technology
- How can we become e-learning ambassador in our institution? We must promote the interest at our faculties.
 - Intrinsic interest at TU Berlin ▸ improvement of existing material, increased awareness
- How can we help the lower level institutions to add value using e-learning?
 - Additional teaching material for smaller institutions
- The outcome should create impact on society.
 - Hard to measure
 - Still, multimodal human-computer interaction becomes more and more relevant with AI-based natural interfaces (e.g. as indicated by smart assistants from Google, Apple, Amazon etc.)



Hard/Technical Criteria from Meeting in Bangalore

- Scalability issues
 - MOOCs designed to scale
 - (manual grading of one assignment has to be replaced)
- Lack of Internet Band
 - NPTEL maintains a service to exchange course content by courier
 - (further thoughts on that topic are planned for tomorrow)
- Language differences (diversity)
 - The course is in English
 - (2 examples used in the course are very German-centric and should be replaced)



Erasmus-

MIELES



University of Mysore

Mysuru, India

Prof. Dr. G Hemantha Kumar

Vice Chancellor

Content

- Institutional Background
- ERASMUS+ Projects
- Meeting Participation
- Documents Submitted
- Project dissemination and sustenance activities
- Funding received

Institutional Background

- Established on 27th July, **1916** during the benevolent reign of the Maharaja of Mysore, **His Highness Nalvadi Krishnaraja Wodeyar** (1884-1940).
- Accredited **A grade** National Assessment and Accreditation Council (**NAAC**).
- Current Science has ranked the University of Mysore as one of the **top 20 Universities in Scientific and Research activities**.
- **Ministry of Human Resource Development**, Government of India has considered University of Mysore as '**Institution of Excellence**'
- **Karnataka Government** credited University of Mysore as an "**Innovative University**".
- It is providing higher education to **about one lakh+ students**, of which over **10,000 are Postgraduates**. As many as **1500 International students** are from 50 countries pursuing higher studies in this University.

ERASMUS+ Projects

- Modernising and enhancing Indian E-Learning Educational Strategies- **MIELES**
- Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities - **EQUAM-BI**

Participation in Meetings

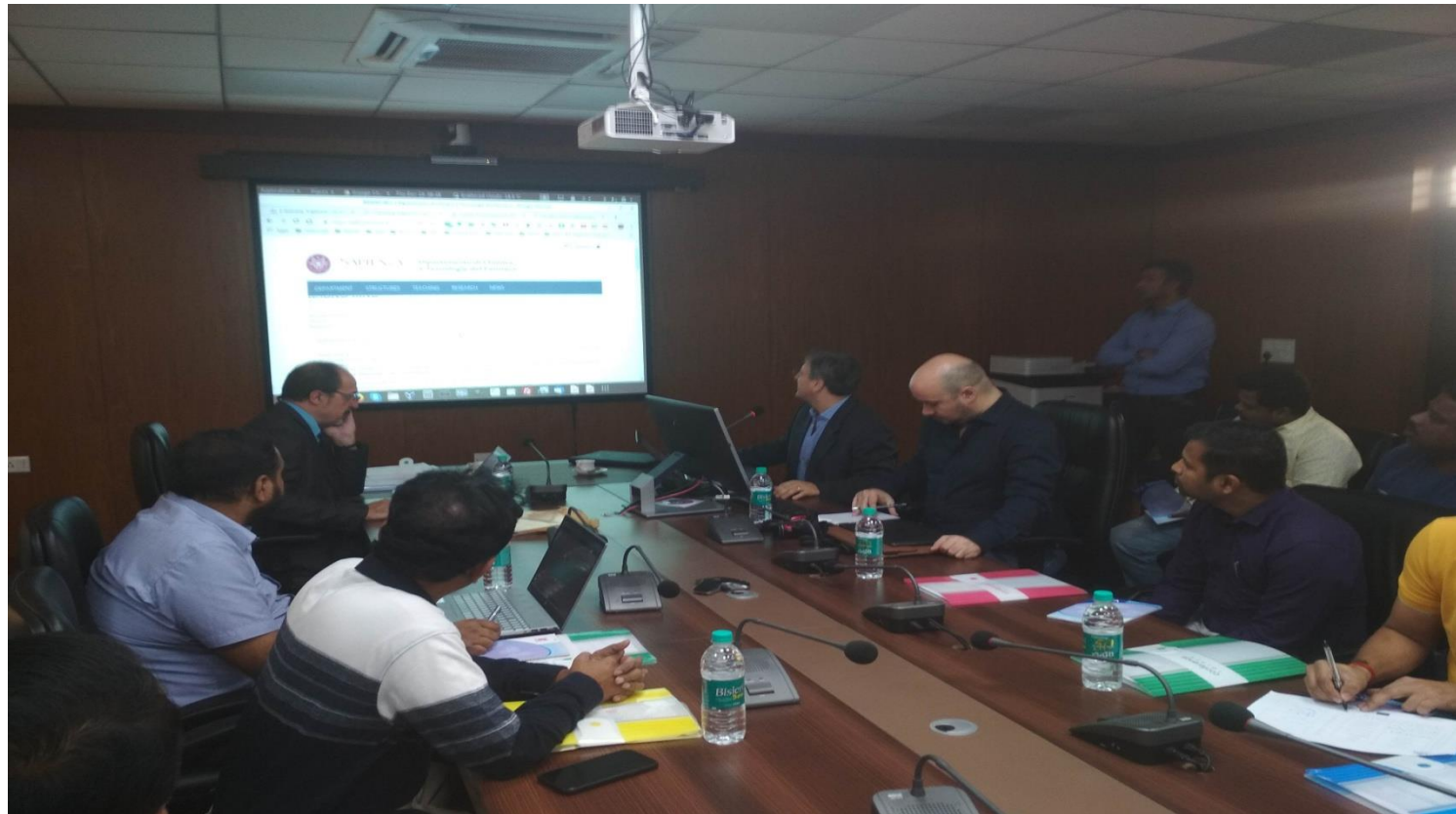
- Participated in KOM at UOB, Barcelona on 14th and 15th Nov 2016.
- Participated in meeting at Stockholm, Sweden on 4th and 10th May 2016.
- Participated in meeting at IIT Madras , Chennai by on 4th Dec 2017.
- Participated in FOCUS Group Meeting in Chennai and Bengaluru.
- Participated in meeting at IISC, Bengaluru on 2nd May 2018.
- Participated in meeting at Manipal Academy of Higher Education, Manipal on Dec 7th & 8th Dec 2018.
- Participated in meeting at Berlin, Germany on 15th and 16th April 2019.
- Participated in meeting at KTH, Stockholm on 10th and 12th June 2019.
- Participated in meeting at University of Valencia, Valencia on 13th and 14th June 2019.

Documents Submitted

- SWOT Analysis Report.
- Project Status Report.
- SMART Objectives Report.
- Institutional E-learning Strategy Report.
- Equipment Purchase & Justification Report.

Dissemination

- Organized Two-Day Workshop on “Technical establishment of blended e-learning through the Moodle platform” in collaboration with [Sapienza University](#).



Dissemination

- Meeting with UOM Staff regarding Sustenance.



Dissemination

- Multiplier Effect Workshop with Students from Various affiliated Institutions of UOM.



Dissemination

- Moodle Workshop for Students from Various affiliated Institutions of UOM.



Sustainability Strategy

- The University will incorporate the E-learning into the current stream of curriculum and promote blended learning.
- Various steps shall be taken in the coming years to develop e-learning resources for all the courses.
- Efforts will be put in to develop e-learning resources in local Indian languages thereby bridge the gap in language barrier.
- University have plans to come out with new modules or courses in partnership with the European partners.
- University has realized the strong impact of the MIELES project in upbringing of the University in the new era of blended learning. Therefore, all the further curriculum or course that will be created will be having the e-learning stream incorporated.
- After commencing this project many of our faculties are motivated to take up the lesson the assignment for designing the curriculum for MOOCS.
- More than 21 courses has been designed by our faculties for the courses and has been approved by UGC MOOCS.

E Contents Developed

- Kannada English Dictionary Digitization (English-Kannada dictionary)
- Kannada Vishaya Encyclopedia 1200 entries / articles have been converted into HTML for deployment.
- Sample Objective type Questions in 70 subjects have been created for on-line quiz/ tests (Each 100 questions for online evaluation)
- Audiopedia - Kannada Vishaya Encyclopedia 1200 entries / articles have been converted into HTML and Audio for deployment.
 - 1. History and Ancient History

E Contents Developed

- **e-PG-Pathshala (Post-Graduate) (Earth Science) (140 lesson) & Geology (34 lesson)**
- **E- Content Video lessons - are being recorded in several Subject (total -545)**
- **E- Content Video lessons- are being recorded in (total -220)**
- Around 18,000 Illustrations in various subjects have been collected – could be used like infovisuals- suitable for teaching –learning.
- Glossaries of 75 subject have been collected (in form of text and PDF) for teacher’s reference.
- **Competitive exam preparation – contents with 1,20,000 files- syllabus, model and previous exam questions, preparatory skills, reference lists, etc are ready.**
- All 3200 Thematic maps are digitized

Funding Received

- Received **6,500 Euros** on 2nd Jan 2018 towards staff cost and travel
- Received **30,489 Euros** on 6th May 2019 towards purchase of equipments
- Max Fund Allocated to UOM: **66,382 EUROS**

Conclusion

- All the phases of Project has been successfully completed.
- Awaiting the remaining funds for Staff cost and Travel.

Thank You



University of Mysore

Report of MIELES Sustainability Strategy

Submitted to University of Barcelona for the MIELES Project

Date of Submission: 20th Jan 2020

Table of Contents

Overview of University	3
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MIELES Sustainability Strategy	4
Necessity of E-Learning Infrastructure	5
Objectives of the UOM in using E-learning resources	5
Objectives of the UOM in using E-learning resources	6
E-content developed by Faculties	8
Summary	

Overview of University

The University of Mysore was established on 27th July, 1916 during the benevolent reign of the Maharaja (King) of Mysore. The University of Mysore is celebrating the **centenary** in the year 2016.

University of Mysore is one of the oldest prestigious and foremost centre of higher education in the Country. The motto of the University, as engraved on its emblem “Nothing is Equal to Knowledge” and “I always uphold the Truth”. University of Mysore was the 5th University established in the Country and the very pioneer in the Princely State of Mysore. The present jurisdiction of the University covers 4 districts viz., Mysore, Hassan, Mandya and Chamaraja Nagar.

The mission of the University of Mysore, laid down in the 1916 regulations published in the Mysore Gazette Extraordinary, aims at ‘promoting teaching and research in conventional and traditional domains of Arts, Humanities, Pure and Applied Sciences and Professional disciplines

The University of Mysore has been accredited with A Grade by the National Assessment and Accreditation Council (NAAC). It is providing higher education to about one lakh students, of which over 10,000 are Postgraduates. As many as 1500 International students are from 50 countries pursuing higher studies in this University.

Introduction

This document outlines the MIELES sustainability strategies in the University of Mysore. The information of e-learning strategy developed and how do they plan to use it in the next years is presented. It explains the impact of MIELES project in our University.

MIELES Sustainability Strategy

MIELES is supporting University of Mysore to develop and implement institutional strategies for e-learning. Further, MIELES has helped UOM with the technological infrastructure for the development of e-resources. MIELES has created an cross-cultural environment for exchange of information in regard to e-learning strategies among international partners. Thereby, MILES is making the university adapt to ever changing environment of the education sector.

Following are the sustainability strategies of MIELES project:

- The University will incorporate the E-learning into the current stream of curriculum and promote blended learning.
- Various steps shall be taken in the coming years to develop e-learning resources for all the courses.
- Efforts will be put in to develop e-learning resources in local Indian languages thereby bridge the gap in language barrier.
- University have plans to come out with new modules or courses in partnership with the European partners.
- University has realized the strong impact of the MIELES project in upbringing of the University in the new era of blended learning. Therefore, all the further curriculum or course that will be created will be having the e-learning stream incorporated.
- After commencing this project many of our faculties are motivated to take up the lesson the assignment for designing the curriculum for MOOCS.
- More than 21 courses has been designed by our faculties for the courses and has been approved by UGC MOOCS.

Necessity of E-Learning Infrastructure

Teaching, learning, research and extension are the four major pillars of Higher Education in India. Students of today and tomorrow may like to learn any subject in a comprehensive way by using the online resources, under anytime anywhere options (internet and mobile). Only a few Collaborative University based web-portals containing a huge repository of articles available for use by the students and general public.

Therefore, incorporation of the e-learning infrastructure with the traditional teaching and learning process will aid in better development of the students. Based on these facts the University of Mysore is keen in adopting and starting new policies which aim in blending e-learning into the traditional teaching and learning process.

Objectives of the UOM in using E-learning resources:

- E-learning has to go hand in hand with the regular teaching and learning process.

The staff has to be trained to use and utilize the e-resources in their teaching process. Further, the students also need to be made aware of using the e-resources for ease of understanding the subject.

- All the courses should have a supplement contents in the form of e-resources.

E-resources has to be created for all the courses which are run by the University.

- Use of ICT along with traditional teaching for the enhanced learning experience.

The staff has to be motivated and trained in incorporating the ICT infrastructure to enhance their teaching.

4.2.2 E-content developed by teachers such as: e-PG-Pathshala, CEC

(under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

A. e-PG-Pathshala: 2014-2015, 2015-16, 2016-2017, 2017-2018 and 2018-2019 (MLRC)

Name of the module	Platform on which module is developed	Date of launching e - content
Kannada English Dictionary Digitization (English-Kannada dictionary)	Mobile Application and Web application	2016
Kannada Vishaya Encyclopedia 1200 entries / articles have been converted into HTML for deployment. Kannada Vishaya Vishwakosha – 5 volumes are converted for on-line access. (5 Subjects) 1. History and Ancient History 2. Zoology 3. Geography 4. Karnataka Somputa Part 1 5. Karnataka Somputa Part 2	Mobile Application and HTML - Web	2016- 2019
Sample Objective type Questions in 70 subjects have been created for on-line quiz/ tests (Each 100 questions for online evaluation)	Mobile Application and HTML - Web	2019
Audiopedia - Kannada Vishaya Encyclopedia 1200 entries / articles have been converted into HTML and Audio for deployment. 1. History and Ancient History	HTML - Web	2019
e-PG-Pathshala (Post-Graduate) (Earth Science) (140 lesson) Principal Investigator- Prof. A. Balasubramanian, DOS in Earth Science, UOM, Mysuru	e-PG-Pathshala	2015-2017
e-PG-Pathshala (Post-Graduate) (Geology) (34 lesson) Principal Investigator- Prof. M.S.Sethumadav, DOS in Geology, UOM, Mysuru	e-PG-Pathshala	2016
E- Content Video lessons - are being recorded in several Subject (total -545) <u>Course Name of Post Graduate Program :</u> 1) Entrepreneurship , Video = 26 2) Strategic management, Video=30 3) Financial management, Video=38	Video for MLRCC - Web Site	2016

<p>4) International Business, Video -28 5) Legal Aspects for Business, Video – 31 6) Corporate Finance, Video - 36 7) Marketing Management, Video -35 8) Managerial accounting, Video – 18 9) Management Concepts and Theories (POM), Video -35 10) Corporate Finance, Video – 36 11) Organisational Behaviours, Video – 38 12) Human Resource Management, Video – 22</p> <p><u>Course Name of undergraduate Program :</u></p> <p>1) Business Management, Video – 18 2) C Programming, Video -38 3) Management and Accounting, Video -22 4) Legal aspects for Business, Video – 39 5) Principles of Economics, Video -29 6) Marketing Management, Video = 26</p>		
<p>E- Content Video lessons- are being recorded in (total -220)</p> <ul style="list-style-type: none"> • Geology (30 lesson) • Geography (20 Lesson) • Sericulture (20 Lesson) • Mathematics (10 Lesson) • Physics (60 Lesson) • Law (70 Lesson) • Kannada literature (10 Lesson) 	<p>Video for MLRCC - Web Site</p>	<p>2017 - 2019</p>
<p>Around 18,000 Illustrations in various subjects have been collected – could be used like infovisuals- suitable for teaching –learning.</p>	<p>For MLRCC - Web Site</p>	<p>2019</p>
<p>Glossaries of 75 subject have been collected (in form of text and PDF) for teacher's reference.</p>	<p>For MLRCC - Web Site</p>	<p>2019</p>
<p>Competitive exam preparation – contents with 1,20,000 files- syllabus, model and previous exam questions, preparatory skills, reference lists, etc are ready. (During 4 Brainstorming workshops & distributed to 5000 Students)</p>	<p>For University of Mysore and all Students</p>	<p>2015-2019</p>
<p>All 3200 Thematic maps are digitized</p>	<p>For MLRCC - Web Site</p>	<p>2016-2018</p>

Summary

This document has explains the importance of MIELES project in shaping the Institutional e-learning infrastructure. Further, it describes the sustenance strategies of the project in the coming years so as to make the full implementation use of the MIELES project.