MODERNIZING AND ENHANCING INDIAN E-LEARNING EDUCATIONAL STRATEGIES – MIELES

MIELES Final Quality Report (WP6)

1. Introduction

In accordance with the "Modernising and Enhancing Indian e-Learning Educational Strategies (MIELES)" project's Quality Assurance Plan, the present document contains Work Package 6's final report, an analysis of the following three quality measures:

1. Reviews of project deliverables, measurable by project status reports and discussions during meetings of the MIELES consortium.
2. Evaluation surveys of project activities. These surveys include the following:
   - Evaluation of MIELES partnership, Year 2 (to assess the progress of the project, the communication dynamics, and the general management approach)
   - Study visit in Berlin, April 2019
   - Study visit in Barcelona, May 2019
3. Findings of the external evaluation of the project

The quality report is intended for internal use, for an audience comprising the project coordinator and other partners, and the European Commission.

2. Review of project deliverables, Year 2

In order to monitor the progress of the project activities and to help identify any potential or current issues, project partners were each requested to complete a project status report in conjunction with the evaluation of the MIELES partnership which is presented in section 3. The project status reports and partnership evaluations were requested to be filled in January 2019, after the conclusion of year two of the project. Project partners who had not filled in their reports by the requested deadline were reminded and the final project status reports were collected in November 2019.

Content of the project status reports
The project status reports contained the following questions and opportunities for comments:

Partner organisation	
Reporting period	
Date	
Contact person	

1. Main activities undertaken in the reporting period			
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table below.			
WP No	**Activity**	**End date**	**% of achievement**

2. Results / outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

3. Dissemination and valorisation

Please list the type of dissemination/valorisation activities that have been carried out by the partner during the progress period.

4. Additional comments and suggestions

Findings from an analysis of the project status reports
Ten project partners replied to the request for feedback:

- Amrita University
- Centre for the Advancement of Research and Development in Educational Technology
- European Association for Quality Assurance in Higher Education
- Indian Institute of Technology Madras
- KTH Royal Institute of Technology
- MEA Engineering College
- Sapienza University of Rome
- Technical University of Berlin
- University of Mysore
- University of Peloponnese

The project status reports are available as an annex to this report.

During the reporting period, the project partners worked on the e-learning institutional strategies (WP2), pilots (WP3) and started preparations for the study visits (WP4).

Some of the partners had disseminated the project at events at their institution and organisation as well as contributed to the MIELES website and social media dissemination. However, these dissemination activities were not as robust as they could have been – an issue which was already noted in the intermediate quality report.

The partners also reported on the purchase of equipment.

3. Evaluation of the MIELES partnership, Year 2

MIELES project partners are sent a feedback survey (in conjunction with a project status report) twice during the duration of the project – after year 1 and after year 2 – to assess the communication dynamics and general management approach for the MIELES project. The results are used to help the Quality Committee identify any potential or current issues, so it may take actions for resolution.

Survey content
The survey contained the following questions and opportunities for comments:

Question	Very satisfied	Satisfied	Not satisfied	Not applicable
Are you satisfied that the deliverable dates are met/will be met according to the project plan?				
Are you satisfied with the level of involvement of your organisation?				
Are you satisfied with the level of involvement of the other partners?				

|				
Have problems been addressed and resolved in a timely manner?				
What is your overall level of satisfaction with the project's ability to meet the set expectations?				
Are you satisfied with the quality process used during the project?				
What is your overall level of satisfaction with the project management process?				
Overall, are you satisfied with the amount of information you received during the project regarding status, problems, and progress?				
What communication, organisation, and general structural problems were encountered, and how could the project management have done better in these areas?				
Do you have any other questions or comments?				

Survey results

Nine project partners replied to the request for feedback regarding year two:

- Centre for the Advancement of Research and Development in Educational Technology - CARDET
- European Association for Quality Assurance in Higher Education - ENQA
- Indian Institute of Science – IISC Bangalore
- Kahm Unity Women's College - KUWC
- KTH Royal Institute of Technology
- MEA Engineering College – MEA EC
- Technical University of Berlin
- University of Mysore - UOM
- University of Peloponnese - UOP

The graph on the next page depicts the results of the survey.

Please indicate your agreement with the following statements.

Legend: Very satisfied · Satisfied · Not satisfied · Not applicable
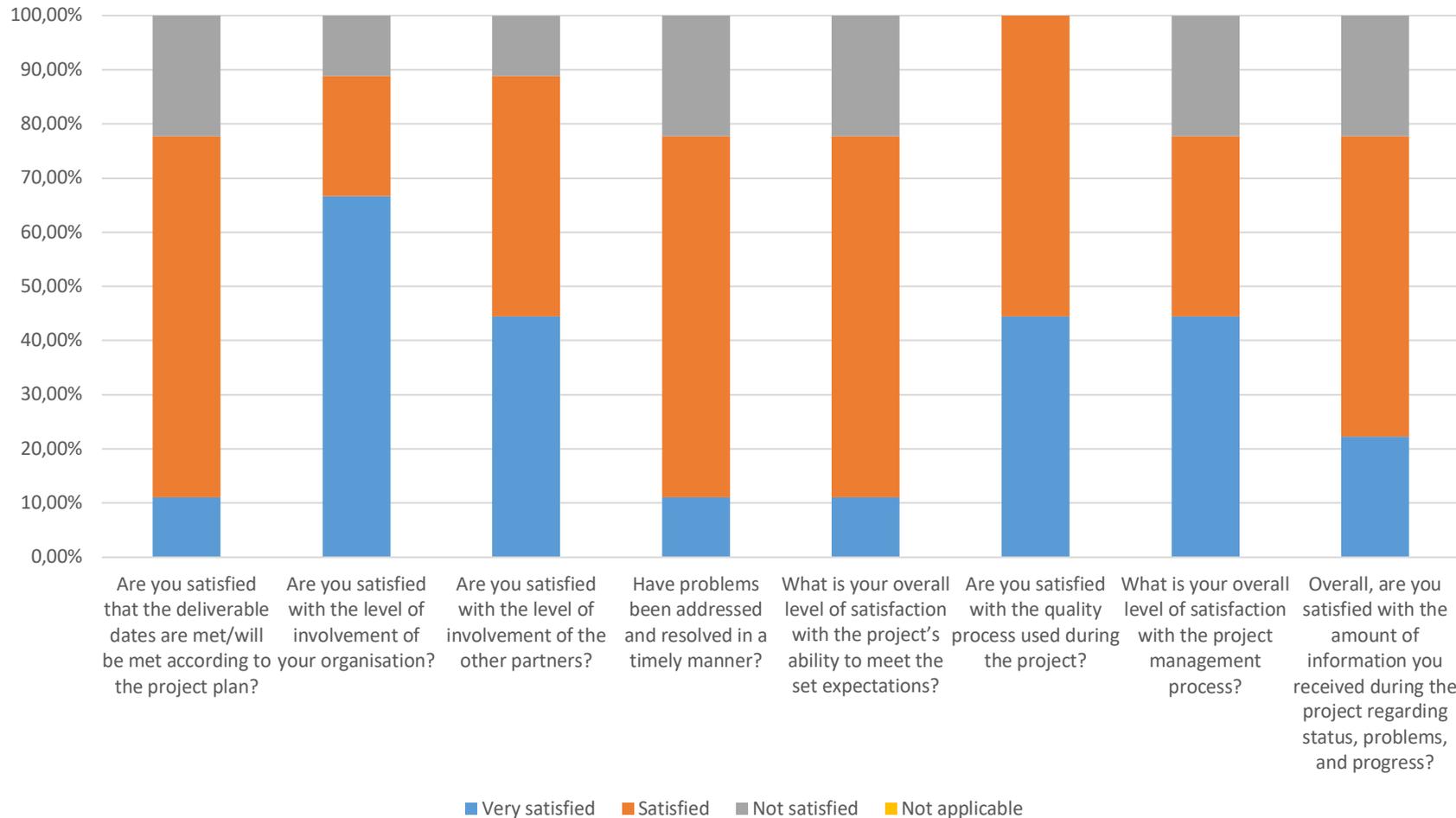
While project partners who responded to the survey gave mostly favourable responses to the above-shown questions, the comments reveal some challenges – with several persisting from first year, identified in the intermediate report.

With regard to the above chart, the following comments were made:

There is a need for more systematic coordination. We had some staff changes in the team, and it has been challenging to know where the project stands.

A common place to update and view the current progress of the project would be helpful.

The information concerning the coordination of the project is very scarce and limited. This applies both to the timely production of the deliverables as well as the financial aspects of the project. The coordinating institution should monitor the project more closely and send clear instructions and guidelines to the partners about its next steps.

The main issue of receiving money from EU to Indian partners has been a very inhibiting and demotivating aspect of this project.

Similar concern were raised when partners were asked to comment on communication, organisation, and general structural problems pertaining to the project. Partners wished more structured coordination, more communication and information of project status and development of project activities. The money transfer to Indian partners was also raised as a challenge.

Partners suggested a closer monitoring of the project's progress (e.g. regular online meetings and) and that announcement of project meetings and events would be made more in advance.

4. Meetings of the MIELES consortium

In order to ensure that the internal meetings of the MIELES consortium are conducted satisfactorily and the objectives met, a feedback form is sent to participants after each internal meeting. The results of the surveys are analysed by the MIELES Quality Committee, and based on these results, recommendations are devised to improve future meetings.

Survey content
The surveys contained the following questions and opportunities for comments:

| Prior to the meeting	YES	NO	Comments
Was sufficient and adequate information provided prior to the meeting?	☐	☐	
Was the communication prior to the meeting effective enough?	☐	☐	
Were the meeting's goals clear?	☐	☐	
Was the workload prior to the meeting acceptable?	☐	☐	
Were you able to accomplish the tasks you were supposed to deliver prior to the meeting?	☐	☐	
The meeting	**YES**	**NO**	**Comments**

	YES	NO	Comments
Was the set agenda respected? If any changes occurred, were they discussed and agreed upon?	☐	☐	
Were all the goals of the meeting met? If not, please specify which goals were not met?	☐	☐	
Did the meeting provide sufficient time for introductions (or re-introductions) and sharing of the background of the partners?	☐	☐	
Are you satisfied with your level of contribution to the discussions and the decision-making?	☐	☐	
Follow-up of the meeting	**YES**	**NO**	**Comments**
Do you consider that there is a clear and reasonable timeline for the future activities to be undertaken?	☐	☐	
Do you consider that the necessary decisions were taken?	☐	☐	
Are the decisions taken clear and realistic to you?	☐	☐	
Do you have a clear understanding of your overall and specific role in the project?	☐	☐	
Was the follow-up of the meeting done in an effective and timely manner?	☐	☐	
Additional elements	**YES**	**NO**	**Comments**
Were you satisfied with the working environment (venue, facilities, noise, light, etc.)?	☐	☐	
Were you satisfied with the accommodation, food (lunch and/or dinner), and the social activity (if any)?	☐	☐	

Feedback from the study visit in Berlin, April 2019
Eight participants of the Berlin study visit responded to a request to complete a feedback form of the event. Half of the respondents were Indian partners and other half European partners. Data collected from the survey are illustrated in the following charts.
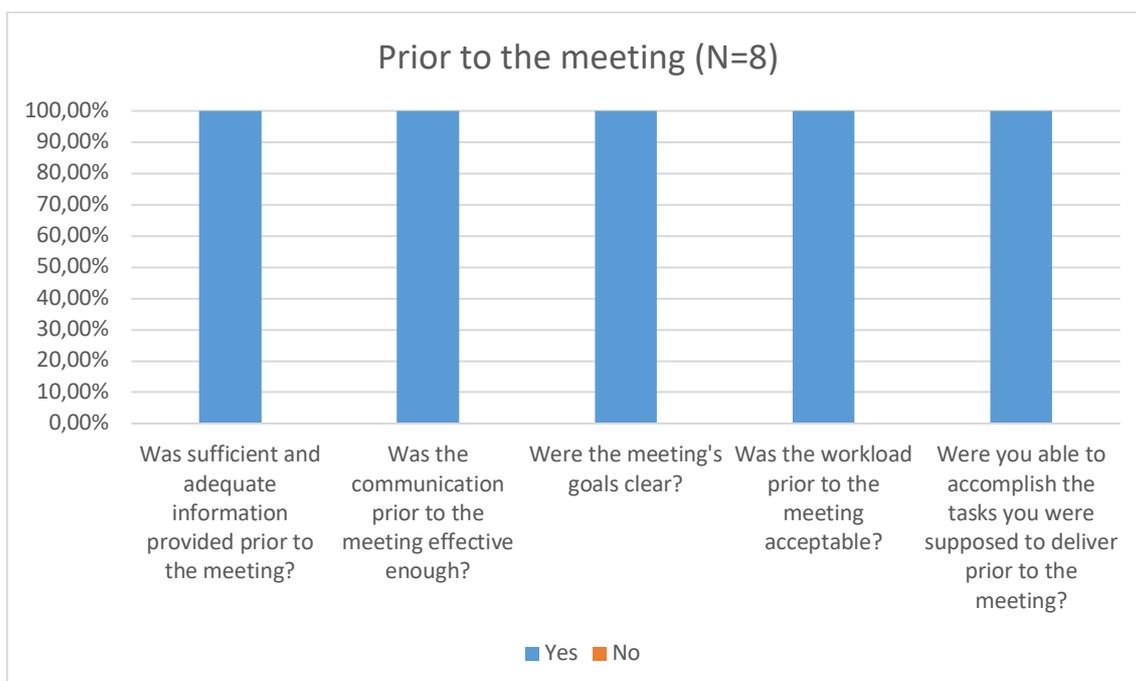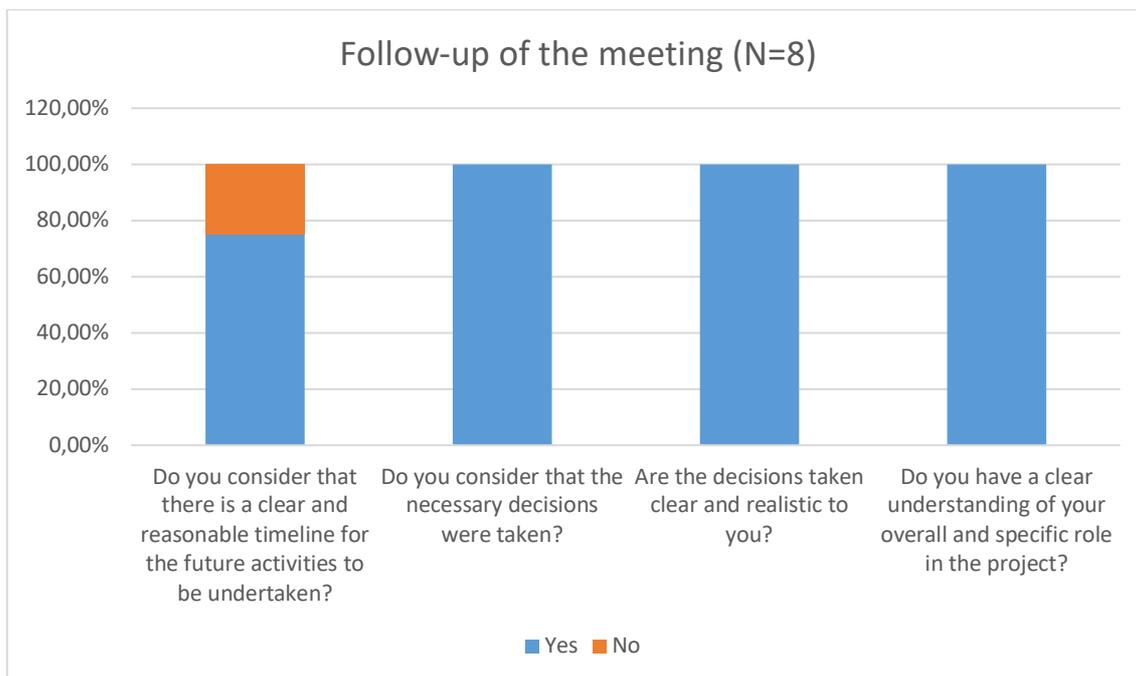
Participants were pleased with the communication, information and workload prior to the meeting. The respondents did not report any negative issues related to these questions.

During the meeting (N=8)
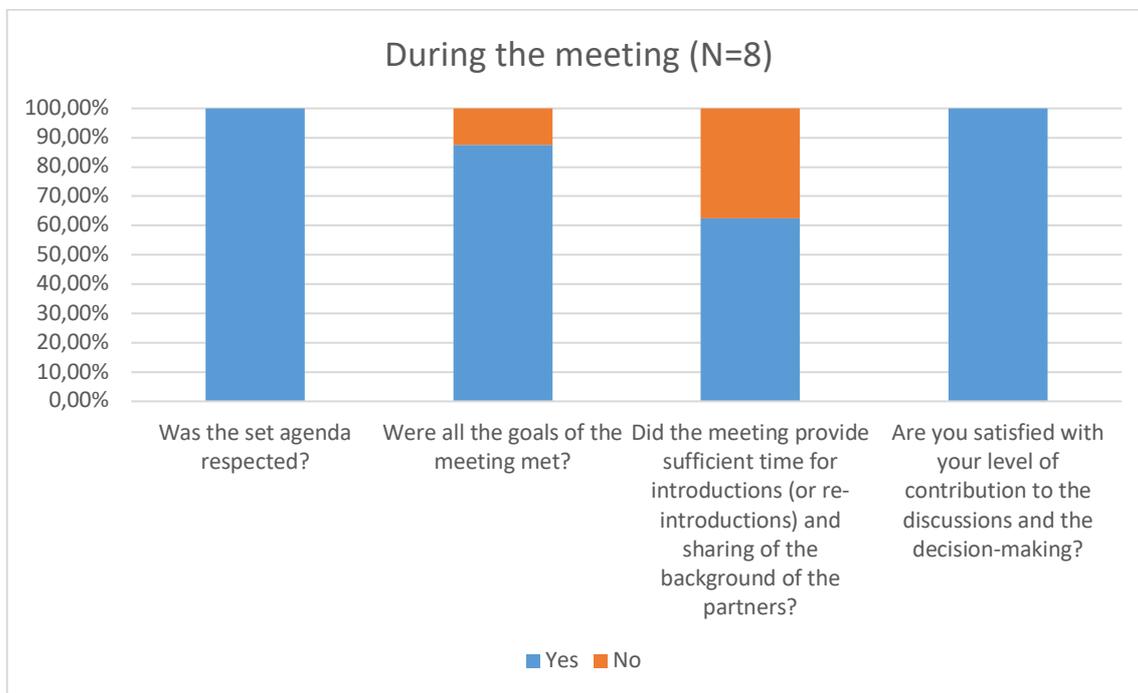
Participants were also pleased with the meeting itself. Only one participant considered that not all the goals of the meeting were met commenting that the planning of the upcoming trainings was not very clear. This respondent's organisation had received already some instructions from the project coordinator on how to proceed with the planning of one of them forthcoming trainings, however, the rest of the partners were not aware of these. This created some confusion among participants of the meeting and not all partners agreed with the coordinator's plan. It would have been helpful if more transparent communication regarding the next steps would have reached all partners to avoid the confusion. The consortium was however able to sort some of the misunderstandings and continue with the planned activities.

The meeting did not include a dedicated slot for introductions and sharing of the background of participants. This would have been helpful as some of the participants were new to the consortium.

Follow-up of the meeting (N=8)

Majority of the participants were pleased with the follow-up of the meeting as well. Only two participants considered that there was not a clear and reasonable timeline for the future activities to be undertaken. One participant commented that there were some differences between the timeline and activities agreed in the meeting and the ones that were communicated in the follow-up. Another respondent commented that there is some confusion regarding the tax process.

Additional elements (N=7)
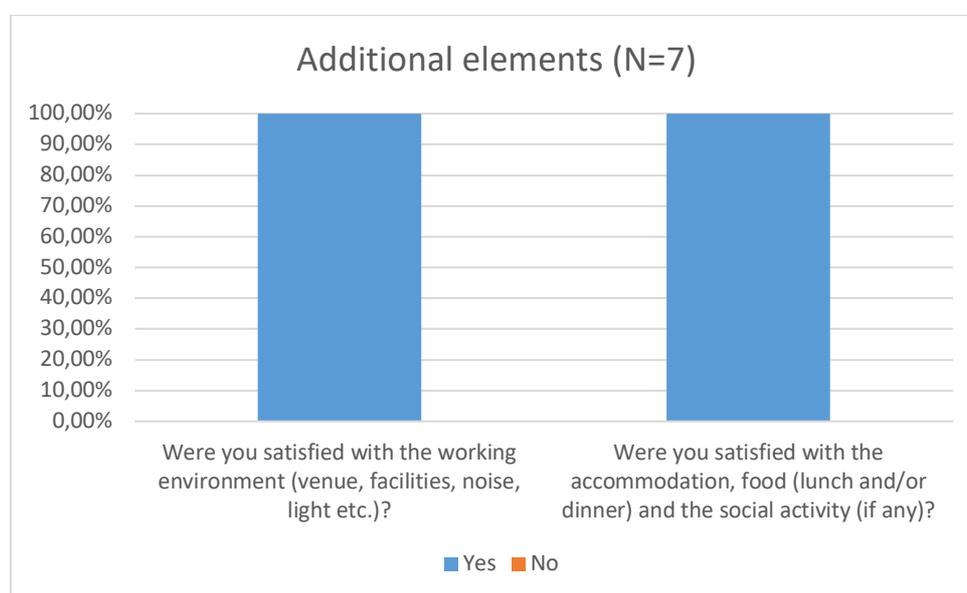
Participants were very satisfied with the meeting's practical arrangements. For future meetings, participants would like to see more vegetarian options and to be consulted on dietary requirements beforehand. The dinner and social interaction among partnership were appreciated.

In the survey, participants were also enquired about the main concept or idea that they took away from the meeting. Participants highlighted the importance of keeping to the deadlines and completing

the remaining tasks as the project is in its final stages. One participant praised the pilots and commented that the important next step is the recognition of achieved certificates by the European universities which would open the door to a stable long-term cooperation between the Indian and European higher education institutions. The dissemination for project sustainability was also highlighted.

Finally, in further comments one participant expressed their disappointment in the low participation rate of the study visit.

Feedback from the study visit in Barcelona, May 2019
Seven participants of the Barcelona study visit responded to a request to complete a feedback form of the event. However, it noteworthy that majority of the respondents were European. Data collected from the survey are illustrated in the following charts.
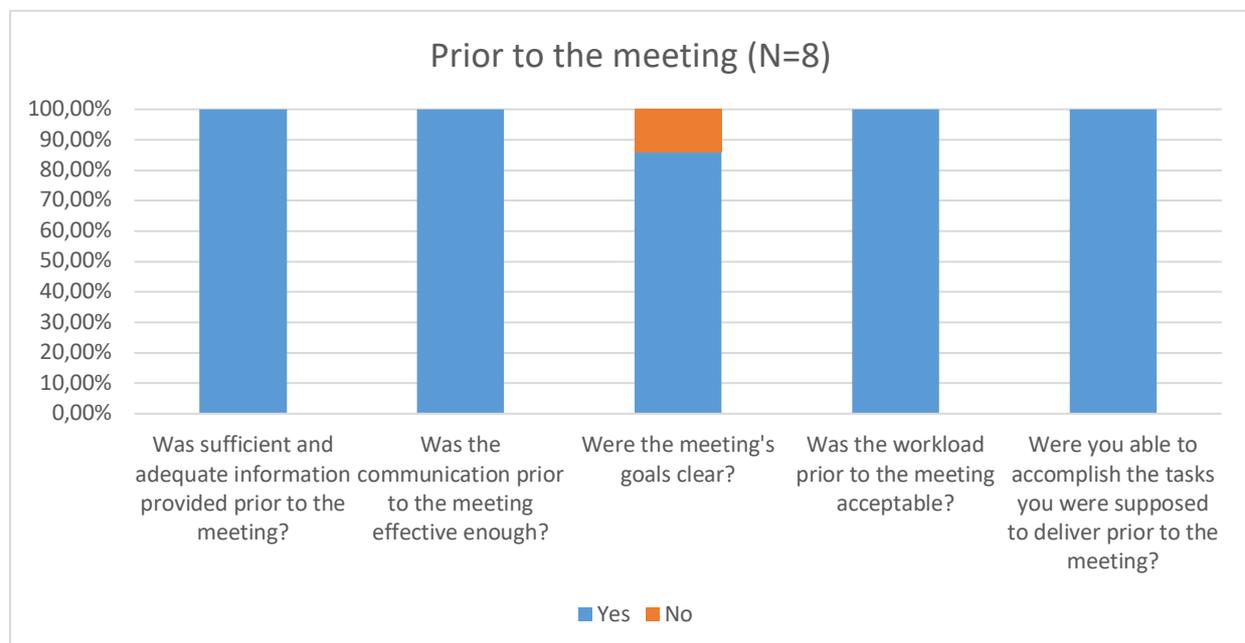
Participants were satisfied with the information and communication provided before the meeting. One participant expressed their appreciation regarding the well-prepared agenda provided prior to the meeting which included a description of the meeting goals as well as the logistical information. However, one participant responded that the meeting goals were not clear to them.

During the meeting (N=8)
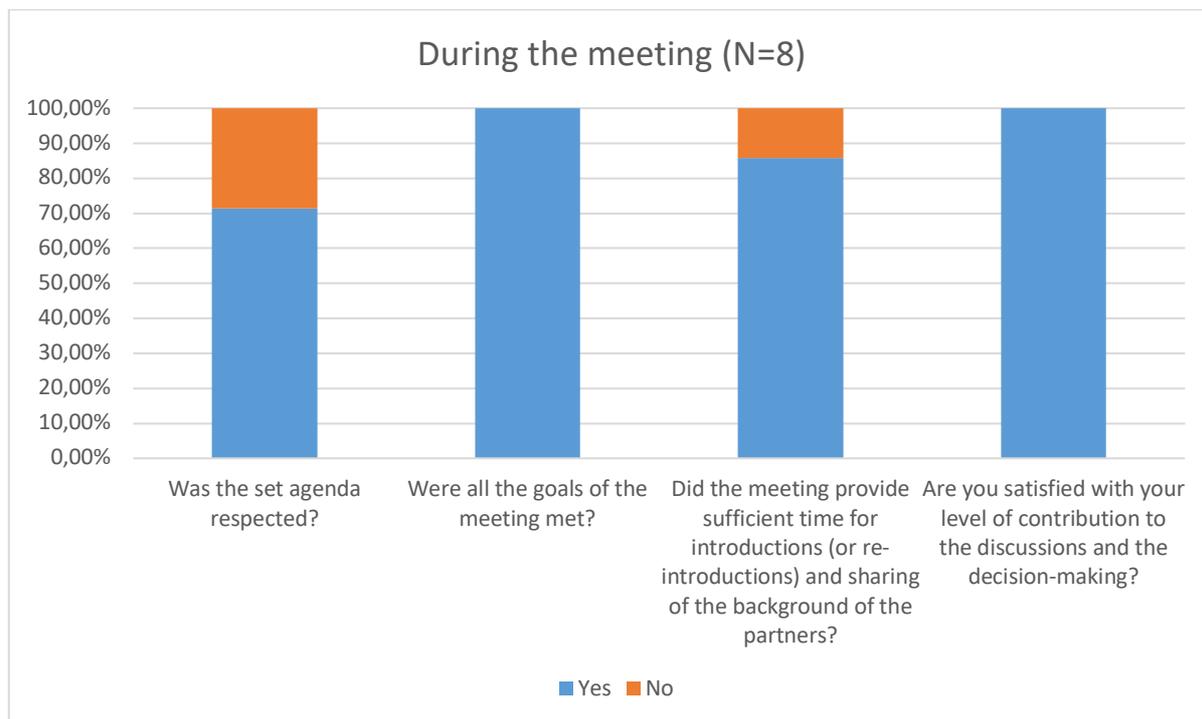
The agenda was not completely followed, however, few participants commented that the agenda was left somewhat open and flexible deliberately to be adapted according to the development and dynamics of the discussions. Participants were happy with the outcomes of the meeting and some important next steps were agreed upon.

Follow-up of the meeting (N=8)
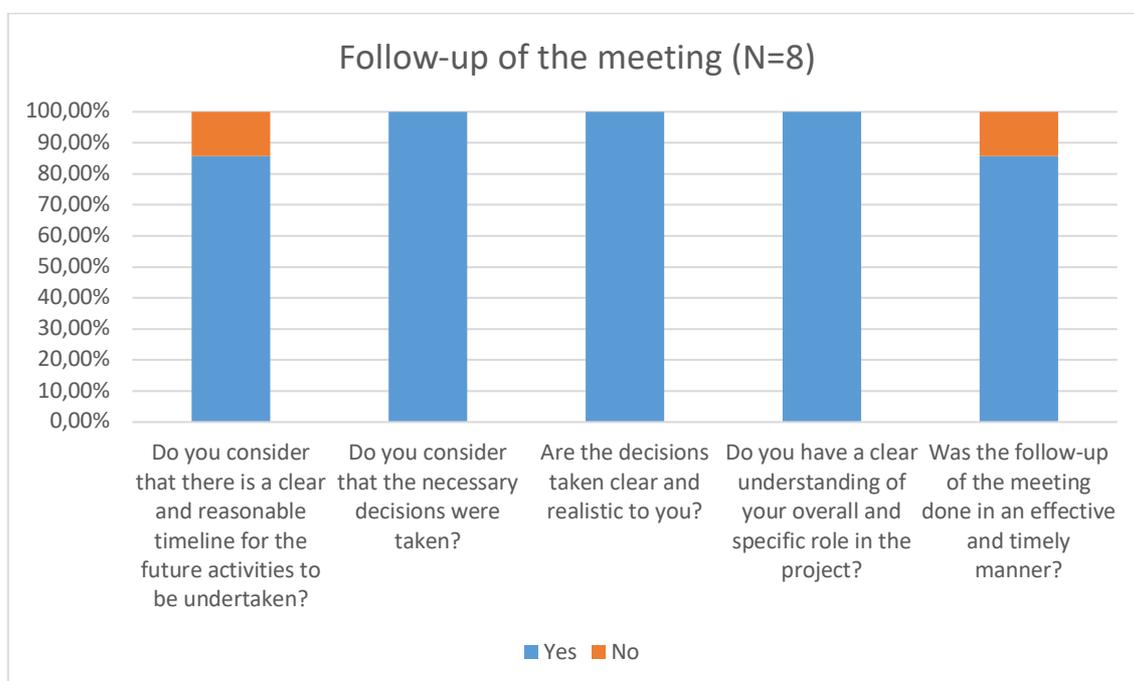
Participants were overall satisfied with the follow-up of the meeting. Participants were positive about the timeline for future activities, however, it was noted that this also depends on whether the

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requested project extension will be approved or not. It was also noted that the time for accomplishing the remaining tasks seems somewhat challenging.

Additonal elements (N=7)
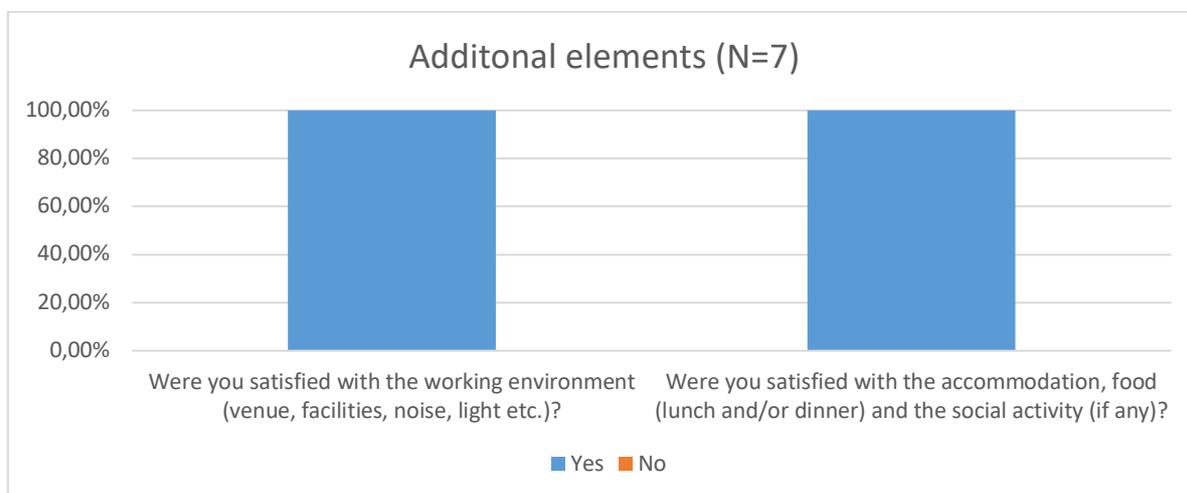
Participants were satisfied with the study visit's logistical arrangements. However, it was commented that the lunch could have been more substantial.

Additionally, participants commented that having a European platform similar to NPTEL would be a great achievement. The partners were positive about the consortium and have already discussed about future collaboration and continuations after MIELES project. The meeting was well appreciated, and similar meetings were welcomed. It was also mentioned that it is important to finalise the project and produce quality outputs.

5. Report by the external evaluator

An external evaluator/advisor with scientific expertise in e-learning tools and e-learning institutional strategies, as well as TEMPUS and Erasmus projects, was selected to conduct a review after the second year of the project, verifying the quality of the deliverables and the achievement of milestones and objectives, evaluating the results of each work package, and providing recommendations which are included in this final quality assurance report. To inform the report, the expert reviewed all project deliverables and documents, conducted a survey questionnaire and focus group discussion with Indian partners as well as key informant interviews with European partners.

Franca Maria Mura from the University of Bologna was selected as the external evaluator.

Some of the key successes mentioned in the external evaluation report include:
- The project allowed the partners to reach a common definition of the key concepts of e-learning that will pave the way for future collaborations.
- The data collected through the SWOT analysis increased Indian institutions' awareness about their potential and their positioning in the complex, multifaceted context of Indian higher education.
- The project enabled EU partners to realize the strong penetration of e-learning in the Indian HE panorama and it allowed for the exchange of best practices with the Indian leading centers for e-learning, especially with the NPTEL partners.

- The collaboration with NPTEL is undoubtedly an asset of the project. For the first time the small colleges had the opportunity to actively work with the most important Indian e-learning platform and thus participate in the development of future MOOCs that might better address the needs of their student populations.

The project management and communication activities were evaluated more positively than what the results of the project's internal evaluation indicated.

Some challenges were also detected during the consultation phase of the external evaluation on the basis of which the following set of recommendations were made:

- MIELES website should be employed for internal and external dissemination. The most significant project documents and milestones should be uploaded.
- Given the potential positive effects of a strategic approach towards the implementation of e-learning resources, the evaluation recommends that actions should be put in place to guarantee university ownership towards the strategic objectives identified. MIELES staff should organise meetings with faculty members and students' unions of their institutions to present the project results, especially the strategic plans. For all Indian partners it would be advisable to publish their e-learning strategies in the university website.
- To further maximize the potential impact of the capacity building component, the evaluation recommends to widen the project scope at the policy level. The reports of the team activities such as the focus group discussions and the pilot projects should be turned into policy recommendations to be distributed among relevant stakeholders.
- The planned trainings are of critical importance to guarantee sustainability of the project outcomes, therefore they should be consistent with them, especially with the lessons learnt from the pilot projects. Moreover, the training should be designed in a way that other editions can be planned autonomously by the Indian partners after the end of the project.

6. Conclusion

The project status reports and evaluation of partnership collected after second year of the project indicated frustration towards management of the projects and unclarity of project activities. However, feedback collected from the Berlin and Barcelona study visits show that partners were pleased with the pilots and content of the study visits. The partners were also happy about the established European-Indian partnership and made plans for future co-operation. This optimism was also expressed in the final meeting of the consortium in Barcelona on 9-10 January 2020. These changes in the collected feedback from the partnership evaluation and status reports in comparison to study visit evaluation indicate that during the last quarter of the project the consortium was able to produce valuable outputs for the partnership.

7. Annex – project progress reports

Partner organisation	Amrita University
Reporting period	February 2018 – January 2019
Date	
Contact person	Krishnashree Achuthan

<table>
<tr><td colspan="4">1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.</td></tr>
<tr><th>WP No</th><th>Activity</th><th>End date</th><th>% of achievement</th></tr>
<tr><td>Wp2</td><td>Development of E-learning Strategy</td><td>May 2018</td><td>100% in WP2. Participation in Meetings at IISc Bangalore and presentation of strategy.</td></tr>
<tr><td>WP3</td><td>Seeking quotations for Equipment Purchase</td><td>January 2019</td><td>50% in WP 3.2. There was a lot of confusion on seeking quotations. Since vendor with least quote had to be chosen, several iterations happened on this</td></tr>
<tr><td>WP4</td><td>Carried out training exercises for managament</td><td>Dec 2018</td><td>100% in WP4.4</td></tr>
<tr><td>WP5</td><td>a) Reaching out to Nodal centers</td><td>December 2018</td><td>28% in WP5</td></tr>
<tr><td>Wp6</td><td>Quality Assurance Procedures for E-learning</td><td>August 2018</td><td>37% in WP6, Participation in meetings at Asian Institute of Design and initial discussions</td></tr>
</table>

<table>
<tr><td>2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.</td></tr>
<tr><td>• E-learning strategies were developed in the University and were shared. Key goals were to allow flipped classroom based teaching in Post graduate courses</td></tr>
</table>

- Attended meetings in IISc and Asian Institute of Design to share plans and understand the external evaluator process. Offered to go to Manipal as well, but that was not required.
- Discussed with KTH how we can develop MOOC courses that could serve as pre-requisites and an entry level criteria to Dual Degree programs (India-Sweden)
- Several vendors were sought for quotations. The certificate to waive the taxes by vendors with EU agreement were not accepted by vendors. There were a lot of changes to vendors and quotations

3.	**Dissemination and exploitation**
	Please list the type of valorisation activities that have been carried out by the partner during the progress period.

- Discussion with Electrical Engineering and Computer Science departments on embracing e-learning towards Flipped classroom
- What are the most value added courses and how will it work?
- Building of course outcomes and program specific outcomes
- Building a platform to capture this.
- Reached out to our existing nodal centers and publicized our consortia work/

4.	**Additional comments and suggestions**

Partner organisation	CARDET
Reporting period	February 2018 – January 2019
Date	27/10/2019
Contact person	Prof. Charalambos Vrasidas

1.	**Main activities undertaken in the reporting period**
	Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
WP1	-Conduct mapping study on trends in e-learning strategies in Europe and India -Presentation on SWOT methodology and guidelines -Prepare SWOT analysis reports template, questionnaire and guide -Review draft SWOT analysis from Indian partners and provide feedback	All tasks have been Completed	
WP2 (CARDET: Lead Organization)	-Develop institutional e-learning strategies templates and guide -Organise roundtable for the partnership, policy makers and additional experts to discuss the why and how of e-learning strategies. -Focus group guide for visits and templates (included in the e-learning guide) -Prepare PPTS and worksheets for Cyprus meeting (a. PPT plan for developing e-learning strategy and why is needed, b. Action plan template and, c. SMART Objectives) -Prepare a report from the round table discussions (focus group 3 in Kerala, India together with UB containing	All tasks have been Completed	

	recommendations for institutional strategies (prepared on 22/03/18). -Review and provide feedback to Indian partners' draft e-learning strategy (3 out of 5 partners have submitted their e-learning strategy reports – UOM, NPTEL, MEAEC).		
5	Produce publications in international journals and deliver presentations at international conference (esp. CARDET) 1. Vrasidas, C. (2018). Games, Tales, and Social Space: Reflections on Engagement, Inclusion, and Digital Citizenship. Keynote speech at the International Conference on Information Communication Technologies in Education, ICICTE 2018 Annual conference held in Crete July 5-7, 2018. (more than 100 participants at the event). 2. Dr. Charalambos Vrasidas presented parts of the MIELES, DRC, and other projects during a panel participation at the event at the Cyprus Parliament, on 14 June 2018, with title Fourth Industrial Revolution: Needed Actions (subgroup on Digital economy, society, health, education and culture). (more than 100 participants at the event). 3. Charalambos Vrasidas and Efi Nisiforou, presented at the International Council for Educational Media annual conference in Tallin, Sep. 4-7, 2018 with title "Digital Citizenship and key challenges: Case studies from EU projects". (more than 100 participants at the event). 4. Nisiforou, E. & Vrasidas, C. (April 2018). Online Education: Theory, Research, and Practice. Series presented at the University of Nicosia. 5. Vrasidas, C. (20, Nov. 2018). Internet behavior and online education. Challenges and possibilities. Invited talk presented at the 2nd National Forum on Children's Rights, in Nicosia, Cyprus. 6. Vrasidas, C. (2018). Adult education and online technologies. Presentation at the Cyprus EPALE event at the Ministry of Education and Cutlure, June 2018. 7. Vrasidas, C. (2018). Social Inclusion and Integration in Education: Challenges and Opportunities. Presentation at the annual conference of the Mediterranean Migration Network, Nicosia, Cyprus. (more than 50 participants at the event). 8. Vrasidas, C. & Nisiforou, E. (2018). Costs and Effectiveness of Digital Learning and MOOCs Paper presented at the International Council for Educational Media annual conference in Tallin. 9. Vrasidas, C. (2018). Technology for Social Justice: Challenges and Opportunities. Paper presented at the Innovative Learning Environments conference, Nicosia Cyprus. 10. Vrasidas, C. (2018). Social inclusion and integration in education: Challenges and opportunities. Paper presented at the Mediterranean Migration Network conference, Nicosia Cyprus. 11. Vrasidas, C. (November, 2018). Designing Engaging Learning Environments. Paper presented at the Cyprus	In progress	

	University of Technology event on Innovation, hosted at the Larnaka Makers Space. 12. Vrasidas, C. (March, 2019). Supporting the Integration of Refugees in the Education System: Case Studies and Lessons Learned. Presentation at the EU policy experts group meeting at the Ministry of Education and Culture, CPI.		
6	Support the QA activities for the implementation of the QP (6.2) and cooperate in the selection of the external evaluator (6.3). With respect to the monitoring progress and providing feedback to Indian partners, CARDET Prepared 4 documents to support Indian partners prepare and present their strategy during the meeting in Bangalore. CARDET provided feedback on their draft e-learning reports and evidence is made available in the common folder of the project. Hence, these, supporting documents are: b) E-learning strategy PPT template. All partners can use the same so there is uniformity. The last few slides are some notes and instructions on how to prepare the e-learning strategy. c) Checklist (Indian partners can use to check their work, and the EU partners can use one for each Indian partner presentation, so they give them feedback) d) E-learning strategy guide e) d) Action Plan template (in case they don't have it - given during the meeting in Nicosia)	Completed	
7	Monitor and coordinate the progress of all activities as part of the MT.	Completed	

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

- SWOT Analysis, guide, tools and questionnaire
- E-learning strategy guide and templates
- Organise a roundtable in Nicosia, Cyprus.
- Review and provide feedback on SWOT analysis reports.
- Review and provide feedback on e-learning strategy report.
- Prepare supporting documents for the meeting in Bangalore.
- Prepare a report on focus group 2 (FG2 in Chennai, India) and FG3 (Kerala, India) containing recommendations for institutional strategies together with UB (due to delay in conducting focus group 3 in Amrita)

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.

Disseminate outcomes of project (e.g. roundtable in Nicosia) via FB channel.

1. Vrasidas, C. (2018). Games, Tales, and Social Space: Reflections on Engagement, Inclusion, and Digital Citizenship. Keynote speech at the International Conference on Information Communication Technologies

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in Education, ICICTE 2018 Annual conference held in Crete July 5-7, 2018. (more than 100 participants at the event).

2. Dr. Charalambos Vrasidas presented parts of the MIELES, DRC, and other projects during a panel participation at the event at the Cyprus Parliament, on 14 June 2018, with title Fourth Industrial Revolution: Needed Actions (subgroup on Digital economy, society, health, education and culture). (more than 100 participants at the event).

3. Charalambos Vrasidas and Efi Nisiforou, presented at the International Council for Educational Media annual conference in Tallin, Sep. 4-7, 2018 with title "Digital Citizenship and key challenges: Case studies from EU projects". (more than 100 participants at the event).

4. Nisiforou, E. & Vrasidas, C. (April 2018). Online Education: Theory, Research, and Practice. Series presented at the University of Nicosia.

5. Vrasidas, C. (20, Nov. 2018). Internet behavior and online education. Challenges and possibilities. Invited talk presented at the 2nd National Forum on Children's Rights, in Nicosia, Cyprus.

6. Vrasidas, C. (2018). Adult education and online technologies. Presentation at the Cyprus EPALE event at the Ministry of Education and Cutlure, June 2018.

7. Vrasidas, C. (2018). Social Inclusion and Integration in Education: Challenges and Opportunities. Presentation at the annual conference of the Mediterranean Migration Network, Nicosia, Cyprus. (more than 50 participants at the event).

8. Vrasidas, C. & Nisiforou, E. (2018). Costs and Effectiveness of Digital Learning and MOOCs Paper presented at the International Council for Educational Media annual conference in Tallin.

9. Vrasidas, C. (2018). Technology for Social Justice: Challenges and Opportunities. Paper presented at the Innovative Learning Environments conference, Nicosia Cyprus.

10. Vrasidas, C. (2018). Social inclusion and integration in education: Challenges and opportunities. Paper presented at the Mediterranean Migration Network conference, Nicosia Cyprus.

11. Vrasidas, C. (November, 2018). Designing Engaging Learning Environments. Paper presented at the Cyprus University of Technology event on Innovation, hosted at the Larnaka Makers Space.

12. Vrasidas, C. (March, 2019). Supporting the Integration of Refugees in the Education System: Case Studies and Lessons Learned. Presentation at the EU policy experts group meeting at the Ministry of Education and Culture, CPI.

4. Additional comments and suggestions

| |
| |

Partner organisation	ENQA
Reporting period	February 2018 – January 2019
Date	31/1/2019
Contact person	Milja Homan

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
WP3	Attending workshop in Bangalore	May 2018	100%
WP4	Preparations for Berlin study visit	April 2018	20%
WP6	Producing intermediate quality report	July 2018	100%
WP6	Implementing quality plan	Ongoing	50%
WP7	Contributing to project management	Ongoing	

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please

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indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.	
Intermediate quality report was finalised in July 2018. The outputs from the quality plan implementation.	

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.

Dissemination of the MIELES project on ENQA Annual reports

4. Additional comments and suggestions

Partner organisation	IIT Madras
Reporting period	February 2018 – January 2019
Date	18 November, 2019
Contact person	Prof. Prathap Haridoss

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
3,4	Developing of course titled "Machine Learning" with KTH Sweden. Familiarizing EU faculty with the NPTEL process and features so that they can build a course for deployment on the NPTEL portal	Dec 31st, 2018	100%
3,4	Developing of course titled "Electromagnetic compatibility" with KTH Sweden. Familiarizing EU faculty with the NPTEL process and features so that they can build a course for deployment on the NPTEL portal	Dec 31st, 2018	100%
3,4	Developing of course titled "Multi Modal Interaction" with TU Berlin. Familiarizing EU faculty with the NPTEL process and features so that they can build a course for deployment on the NPTEL portal	Dec 31st, 2018	100%

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

Three courses and associated dissemination and training events were planned for. This would enable Indian students a unique open online access to EU faculty

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.

Two dissemination events and two training events were planned

4. Additional comments and suggestions

The project has been significantly successful in establishing contact between EU and Indian educators. The project enabled planning several first time initiatives like technical courses in MOOC format offered by EU faculty for Indian audiences, and a direct experience of the Indian E learning process.

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

Partner organisation	KTH
Reporting period	February 2018 – January 2019
Date	Jan 31 2019
Contact person	Carl Gustaf Jansson, Professor KTH Rajeev Thottappillil, Professor KTH Mette Svensson, International Advisor KTH

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
Work Package 3.	Pilot project 1	2018-12-31	100%

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

The theme for Pilot project 1 is 'Mutual recognition of alternative examination procedures for content equivalent on-line courses (MOOCS)'

The basis for this work is our belief that the utilization and acceptance of a limit set of MOOCs can enhance the flexibility of on-campus programs in particular in the context of mobility phases within joint programs and in bachelor/master program collaboration schemes.

A crucial issue is each university´s policy for credit transfer with reference to recognition of prior academic learning, other certificated learning or work experience. Most typically credit transfer is handled with a formal university course as the unit. An acceptance of an application for credit transfer for a specific course typically grants the full credit amount for that course. So far MOOCs have typically not been considered in the university policies for credit transfer.

A related issue is the judgement of special requirements and university policies for that. Also for this case, MOOCs have typically not been considered in the university policies.

Initially it does not seem plausible that a university will accept a certificate from a MOOC provider as the sole evidence for accepting a credit transfer or for fulfilment of special requirements. More likely an alternative examination procedure is required for the courses in question, taking the MOOC providers´ examination procedures and certificates as a starting point.

Summary of approach:
1. We handle both acceptance of special requirements and acceptance of applications for credit transfers for arbitrary courses within a program.
2. We are not handling a totally open scenario where a student can come with arbitrary MOOC certificates and ask for acceptance.
3. We only consider to NON self-paced MOOCs, where there is some control of students´ attendance.
4. Rather we will focus on subsets of courses crucial for special requirements and/or central to the mobility phases of specific joint programs.
5. We focus on programs in Computer Science and Electrical Engineering.
6. For the considered courses we assume the existence of shared abstract descriptions of learning outcomes.
7. Furthermore, we assume platform and provider independence. MOOCs produced in EdX, Coursera, NPTEL etc. should be considered as long as they instantiate the shared learning outcomes of selected courses.
8. We assume that for the time being the certificates of providers will NOT be enough evidence for the purposes that we study: special requirement satisfaction and credit transfer.

9. Rather we assume that some alternative examination procedures will be required on top of the proven completion of the course through the certificates.
10. How to minimize the time and resources for such alternative examination procedures is obviously an important concern.
11. The existence of a variation of study fees across universities and the willingness to give a a more or less generous discount for MOOC provided courses is a key issue.

Finally, we want explore how far we can build trust among partner universities for linked or joint programs, so that the partners as far as possible can trust, each-others alternative examination procedures as described above minimizing the need for re-examinations. Ultimately trust between universities and MOOC providers should be aimed for, eliminate the need for the alternative examination procedures.

The bulk of the work in pilot 1 is carried out in three sub-activities:
- Analysis of different scenarios for transfer of credits and judgement of special requirements relating to MOOCs in the context of joint programs. This is reported in deliverable: Pilot 1a.
- Collaboration between KTH and IIT Madras: Development of two NPTEL courses with KTH faculty responsibility. One Course in Computer Science: Machine Learning (Prof. Carl Gustaf Jansson) and one course in electrical engineering: Electromagnetic Compatibility (Prof. Rajeev Thottappillil). These courses will be available in the NPTEL network for spring 2019. This is reported in deliverable: Pilot 1b.
- Collaboration between KTH and Amrita University: Analysis of how mobility in a joint 3+2 program (overlapping bachelor and master program scheme) can be facilitated by a selected set of MOOCs. The focus is on courses included in special requirements for specific master programs and on central courses on the first semester on these programs. This is reported in deliverable: Pilot 1c.

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.
The KTH contribution to NPTEL courses gives an excellent visibility in the whole Indian HEI system. The fast growing Amrita university is by now one of the most important sources for exchange and paying students from India to KTH.

4. Additional comments and suggestions
The Mieles project activitities have triggered a substantial set of collaborative activities between KTH Indian partners, in particular IISc Bangalore, IIT Madras and Amrita University far above what could have been anticipated for the project.

Partner organisation	MEA Engineering College Perinthalmanna
Reporting period	February 2018 – January 2019
Date	02-04-19
Contact person	Mr. Baiju B.S

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
3	Dr. Nicolas Patrici from University of Barcelona visited MEA as a part of MIELES and a conference is arranged with college authorities and external stakeholders	22/03/18	90%
3	Organised workshop to prepare pilot projects	25-04-18	90%
3	Prepared quotations for equipment purchase	26-06-18	100%

3	Finalised the quotations and communicated with the coordinator	02-07-18	100%
3	Meeting with Indian partners at AID Bangalore	14-07-18	90%
4	Organised training workshop on collaborative online courses	14-08-18	90%
5	Organised multiplier workshops at Kerala	20-10-18	100%
5	Conducted a meeting with project partners at Kerala, India	13-01-19	95%

2. Results/outcomes and work plan Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

1. Manged to disseminate the project among various partners in India
2. Multiplier workshops conducted on various location was successful and we were able to spread the details of MIELES through various medias
3. We were able to finalise the list of equipment's to be purchased to set up an e-learning studio in our institution

3. Dissemination and exploitation Please list the type of valorisation activities that have been carried out by the partner during the progress period.

1. Organised workshops regarding importance of e-learning among engineering faculties in our institution
2. Organised multiplier workshop in near by location regarding e-learning and e-learning strategy development.
3. Published news regarding MIELES through newspapers and other local media

4. Additional comments and suggestions

Partner organisation	Sapienza University of Rome
Reporting period	February 2018 – January 2019
Date	17/01/2019
Contact person	Prof. Rino Ragno

1. Main activities undertaken in the reporting period

Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
1	State of the art and needs assessment for e-learning in Indian higher education	Dic 2017	100
2	Towards comprehensive e-learning institutional strategies	Dic 2018	100
3	Implementing e-learning strategies: e-learning pilot projects	In progress	61
4	Capacity development to further implement and sustain e-learning strategies	In progress	29
5	Disseminating results and enhancing dialogue on e-learning	In progress	27
6	Quality tools for the project implementation	In progress	15
7	Project Management	In progress	46

2.	Results/outcomes and work plan
	Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

Sapienza will cooperate with the design of the Mapping exercise and Swot analysis and will support the experts travelling to India. Sapienza will attend and participate in the meetings. Sapienza actively help to design and participate in the pilot 2 and will cooperate in the others. Monitoring progress and providing feedback and preparation reports.

3.	Dissemination and exploitation
	Please list the type of valorisation activities that have been carried out by the partner during the progress period.

4.	Additional comments and suggestions

Partner organisation	Technische Universität Berlin
Reporting period	February 2018 – January 2019
Date	25.10.2019
Contact person	Stefan Hillmann (stefan.hillmann@tu-berlin.de)

1. Main activities undertaken in the reporting period

Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
2	2.5 Institutional E-learning strategy Draft	15-03-2018	(TUB contributed)
3	3.1 Workshop: Launching the pilot Phase	01-04-2018	(TUB participated)
3	3.3 Pilot project 1 for e-learning: Development of a collaborative online course (MOOC on Multimodal Interaction)	01-12-2018	90 %
3	3.6 Outcome report: Lessons learnt from the Pilots	15-01-2019	(TUB participated)
4	4.1 Study Visit to Europe for Senior Management	01-03-2019	60%
4	4.3 Training exercise on collaborative online courses	15-06-2019	30%
4	4.4 Training exercise on management and training for e- learning	01-07-2019	30%
5	5.4 Internal Institutional workshop(s)		(TUB contributed)
6	Quality Control	30-09-2019	(TUB contributed)
7	7.4 Production of interim and final reports	31-09-2019	(TUB contributed)

2.	Results/outcomes and work plan
	Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

2.5 Institutional E-learning strategy Draft
- Summarization of SWOT Analysis and Objectives of Indian partners. Report on potential topics/goals for pilots.

3.1 Workshop: Launching the pilot Phase
- contributed to the Workshop with results from WP 2.5

- During workshop active development of concept for MOOC pilots, especially MOOC on Multimodal Interaction (preparation for WP 3.3)

3.3 – Collaborative course
- Evaluation of assignment and questions types on NPTEL platform
- didactic concept for the Multimodal Interaction MOOC
- prepared content (video material, exercises, weekly assignments and exam) for the course
- course ready on NPTEL platform (course will run in February and March 2019, exam in April 2019 due to the lecturer times on the IITs)

3.6 – As the pilots are prepared in time but the MOOCs run (according to lectures times at the universities) in spring 2019, the outcome report must be shifted to the time after the courses (i.e. after April 2019). Training events (WP 4.3 and 4.4) are planned for August 2019, so there is sufficient time between end of courses and upcoming events using the lessons learned.

4.1 Study Visit to Europe for Senior Management
- Organization of the Study visit to Europe (agenda and sessions defined, room booking, social event funded by TU Berlin, rooms, support on traveling and accommodation)

4.3 (Training exercise on collaborative online courses) and 4.4 (Training exercise on management and training for e- learning) by Thilo Michael (Quality and Usability Lab of TU Berlin): http://www.humane.eu/events/seminars-and-conferences/2018/aveiro-042018/
- program planned, partners invited

3. Dissemination and exploitation Please list the type of valorisation activities that have been carried out by the partner during the progress period.	

- Advertising (Introduction during talk), distribution of paper flyers and discussions with workshop participants on HUMANE Spring Seminar, University of Aveiro (PT), April 13-14, 2018
- In India over NPTEL platform due to Multimodal Interaction MOOC
- Placing an announcement of the MOOC through Prof. Jens Ahrens at Chalmers University of Technology
- Attracted attention about NPTEL and MIELES at TU Berlin's Central Institution for Continuous Learning of Teachers in Higher Education (ZEWK). ZEWK gives training on eLearning and supports production of MOOCs for all faculties at TU Berlin which makes it a potent multiplier for MIELES' activities.

4. Additional comments and suggestions	

Partner organisation	UOM
Reporting period	February 2018 – January 2019
Date	22 Jan. 19
Contact person	Dr. G Hemantha Kumar

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
WP 1	Field Visits to India to validate SWOT analysis	Mar 2018	100%
WP2	Discussion the why and how of e-learning strategies	May 2018	100%
WP3	Initiation of interest to start the Pilot Project with Sapienza University on " Infrastructure set up for MOODLE"	Mar 2018	100%

WP4	Dept Level discussion for managing QA in teaching and learning	Jun 2018	100%
WP6	Participated in Evaluation Management and Planning Pilot Meeting at Asian Institute of Design, India	Sept 2018	100%
WP6	Participated in two day Cluster Meetings for beneficiaries of Capacity building in Field of Higher Education in Manipal, India	Dec 2018	100%
WP7	Prepare financial and technical reports	Jan 2019	100%

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

- All the work is going on as per the project successfully
- Shortly the equipments shall be procured and production and dissemination shall be initiated
- The timesheets and financial reports are delayed due to internal policies

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.

- Dissemination about the MIELES project has been started by UOM in its events organized.

4. Additional comments and suggestions
- We are planning for the sustenance of the Project. Suggestion on this matter is welcome.

Partner organisation	**University of Peloponnese-UOP**
Reporting period	February 2018 – January 2019
Date	31/1/2019
Contact person	Prof. Kostas Dimopoulos

1. Main activities undertaken in the reporting period
Please summarise the main activities carried out by your organisation during the reporting period. Please indicate the level of achievement of the project tasks that your organisation is responsible for and the resources allocated to these activities in the table here below.

WP No	Activity	End date	% of achievement
2	Support the Indian partners in the draft strategy (2.5)	30/9/2018	100
3	Participation in workshop (3.1)	4/5/2018	100
5	Contribution to the project website (5.6)	30/12/2018	60
6	Participation in Quality Committee (6.1)	31/1/2019	70
6	Support and develop the QA activities and implement the QP (6.2)	31/1/2019	70
7	Interim reports (7.4)	31/1/2019	70

2. Results/outcomes and work plan
Please list the results/outcomes of the activities that took place during the progress period. Please indicate if any updates have been made to the project work plan. In case of deviation from the work plan, please indicate the activities/results concerned, the amount of delay and the corrective actions taken to improve the situation.

- Support the Indian partners in the draft strategy (2.5) (delayed due to late response of the Indian partners)
-Participation in workshop (3.1) (as scheduled)
-Contribution to the project website (as scheduled)

-Participation in the Quality Committee (delayed due to poor communication between the participants)
-Support and develop the QA activities and implement the QP (6.2) (delayed due to poor communication between the participants)
-Interim reports (as scheduled for the first year of the project, some delay for the second year)

3. Dissemination and exploitation
Please list the type of valorisation activities that have been carried out by the partner during the progress period.
Internal announcement about the project in our institution

4. Additional comments and suggestions
Drastic improvement of the coordination of the project is needed if it is to accomplish successfully its objectives.