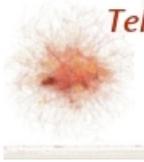




Education and Culture DG

Lifelong Learning Programme

EACEA
Education, Audiovisual & Culture
Executive Agency



Tellnet - Teachers' Lifelong Learning Network

*How can social learning networks support
teachers' digital competences?*

www.tellnet.eun.org

D.7.1 Quality Assurance Plan

Project information

Project acronym: TeLLNet
Project title: Teachers' Lifelong Learning Network
Project number: 502857-LLP-1-2009-1-BE-COMENIUS-CNW
Sub-programme or KA: KA 4
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Beneficiary organisation: EUN Partnership AISBL (European Schoolnet)

Project coordinator: Riina Vuorikari

Project coordinator organisation: EUN Partnership AISBL (European Schoolnet)

Project coordinator telephone number: +32 2 790 7537

Project coordinator email address: Riina.Vuorikari@eun.org

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This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Executive Summary

The aim of this report is to explain the strategy of the Tellnet project to assure the internal and external quality of the project activities and results. It consists of two areas: Internal quality assurance (i.e. sound theoretical approach to study the topic and peer-review method of the deliverables) and external quality assurance.

1. Internal quality assurance

Internal quality assurance in the Tellnet project focuses on two factors; on the one hand, it is concerned about the sound theoretical approach to be taken to study the new emerging phenomenon of Teachers' collaboration networks. On the other hand, it focuses on the peer-reviewing of the deliverables to ensure that the project can maximise their benefits in terms of following clear and transparent processes, as well as delivering best possible results.

1.1 A sound theoretical approach

This part of the internal quality assurance focuses on the suitability of theoretical models, methodologies, result chaining and collaboration planned and implemented for the project by seeking external validation from the researchers and experts in the field.

1.2 Quality review of deliverables

An internal review process is put in place that is based on academic peer review practices. Prior to the submission of each deliverable, one of the project members will receive a draft of the deliverable with a clear table of contents, proposed structure and executive summary. A review template is used by the partner to review the deliverable.

2. External quality assurance

External quality assurance includes receiving feedback from external experts, eTwinning National Support Services and policy-makers who, for example, attend the Tellnet workshops or who consult any of the project outcomes. This also includes following up the information requests through the website.

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1. Introduction

The aim of this report is to explain the strategy of the Tellnet project to assure the internal and external quality of the project processes, activities and results. It consists of two areas: 1) Internal quality assurance that is comprised of the sound theoretical approach and the peer-review method of the deliverables and 2) External quality assurance.

It is intended that the document is reviewed annually in order to guarantee that the feedback loop received from the quality assurance tools is taken into account and eventually used to enhance the processes and the outcomes of the project.

This report and the quality mechanisms were last discussed and reviewed by the project members in the Partnership meeting no: 3 in June 2011 and this report reflects the outcomes from these discussions.

The partners' on-line work area has a forum category related to the discussion about the Tellnet quality plan and processes: http://tellnet.eun.org/web/tellnet/project-document/-/message_boards/category/18127. The forum is only accessible for the project partners who have registered on the website.

2. Internal quality assurance

Internal quality assurance in the Tellnet project focuses on two factors; on the one hand, it is concerned about the sound theoretical approach to be taken to study the new emerging phenomenon of Teachers' collaboration networks. On the other hand, it focuses on the peer-reviewing of the deliverables to ensure that the project can maximise its benefits in terms of following clear and transparent processes, as well as delivering best possible results.

2.1 A sound theoretical approach

This part of the internal quality assurance focuses on the suitability of theoretical models and methodologies that the project partnership has chosen for the topic. As the area of Teachers' collaboration networks is relatively new and has received less attention from the academia, it is important that synergies are sought in the field with other researchers who study this topic. This will ensure that the Tellnet project does not develop alone in a "silo" that is separated from the rest of the field, and that the partnership gets early feedback and validation from the scientific community regarding the methodologies chosen and research processes applied. Moreover, this will guarantee that the results are widely and transparently discussed and disseminated. Therefore, the Tellnet project actively seeks to be involved with a wide range of researchers and projects that use similar methods (e.g. Social Network Analysis and Foresight techniques, design based research, etc.) and have experience and interest in the same field.

2.1.1 Validation of research approach and ideas by the research community

The Tellnet project will actively engage in seeking validation to its approach from a wider research community. For example, Doctoral schools and Summer/Winter schools organised for PhD students and researchers offer such venues. A number of Tellnet partnership organisations are active in the European Association of Technology-Enhanced Learning (EATEL) "that supports a network of European research laboratories and groups via free services, sponsoring high profile TEL events, a knowledge interchange, and a set of very active Special Interest Groups¹". One of the events organised by EATEL is "Joint European Summer School on Technology Enhanced Learning". It offers a venue for PhD students and researchers in the research area of technology enhanced learning to share knowledge, among other things, in lifelong learning and competence development and management.

The Tellnet project will prioritize possibilities where Tellnet research and methodologies can be discussed in such context to acquire validation and feedback for the research approach chosen. The benefit of this type of venue, as opposed to

¹ <http://www.ea-tel.eu/>

attending and publishing only in conferences, is that early feedback can be gathered before final results are published. Moreover, it is also an important aspect for the dissemination of the project.

2.1.2 External validation through publishing project results in academic conferences and publications

Independent review process is an integral part of the academic work and publishing results, setting a cornerstone for scientific accountability. An independent review is a process of evaluation involving qualified individuals within the relevant field². In order to assure the quality of the Tellnet research results, the partnership will seek to publish research papers and results in academic conferences, workshops and journals. This will ensure that the data, methods and results are scrutinised by qualified individuals with expertise in the field.

2.2 Quality review of deliverables

An internal review process is put in place that is based on academic peer review practices. This ensures that discussions take place between workpackages, assures synergies between workpackages in each stage, and allows to maximise the result chaining and collaboration between different working groups in the project.

Each deliverable receives 2 days of review effort from partners. When possible, it is preferable that the reviews follow the following schema that guarantees and maximises the inter-linking of workpackages. The schema can be alternated due to any requests (e.g. unavailability of personnel).

- OUNL reviews RWTH
- RWTH reviews IPTS
- IPTS reviews OUNL
- All Partners review EUN deliverables
(not applicable for deliverables such as D.5.1 Dissemination and Use plan or D.6.1 Exploitation plan that will be submitted to EUN in-house review process)

European Schoolnet (EUN) is responsible for managing the peer-review process: it receives the deliverable, sends it out to partners with evaluation sheet, gets back the review, passes on the comments to the responsible work package and follows up that the changes have been properly implemented.

Prior to the submission of each deliverables, one of the members of the partnership will receive a draft of the deliverable with a clear table of contents, proposed structure and executive summary. A review template, which is found in the annex of this document, is used to review the deliverable. It is recommended, though, that

² http://en.wikipedia.org/wiki/Peer_review

whenever needed and possible, the reviewer will take a responsibility to pass on early comments on the deliverable on a more informal base, for example, using track changes-option in the word processing software. This will ensure better quality through a more rapid feedback loop.

The review template is comprised of four sections:

1. Reviewer identification
2. Review form for numerical evaluation (eleven questions)
3. Review form for verbal evaluation (four questions)
4. Comments to author and possibility to leave comments only for project manager

The review template will help the reviewer focus on the essential. Apart from standard academic review questions (Part 2), the reviewer will focus on project related issues (Part 3). The overall goal is to ensure that:

- the deliverable conforms to the project objectives and planned activities,
- the novel results are sufficiently highlighted and made available to other project partners,
- one page executive summary is provided that can be directly used on the project website with sufficient links to the results.
- both views for practitioners (e.g. teachers) and policy-makers are taken into account, where applicable

3. External quality assurance

External quality assurance includes receiving feedback from external experts, eTwinning National Support Services and policy-makers who attend the workshops. This also includes following up the information requests through the website and through the use of existing social software applications that are used for dissemination purposes.

3.1 Workshop feedback from external evaluators

In the case where the Tellnet project organises a workshop as part of a bigger conference (e.g. European-wide eTwinning conference; eTwinning Professional Development Workshop), it is usual that the conference and its workshops are evaluated by the organisers or by an external evaluator. In that case, the Tellnet partnership receives the feedback on its workshops from the conference organisers.

For example, this has been the case for the two eTwinning conferences (2010 and 2011) where the Tellnet project ran workshops. The evaluation results will be elaborated in the progress report (see: Progress Report, Table in under 4.1 Short-term impact targets) and/or the final report where deemed possible.

3.2 Workshop feedback organised and gathered by the project

In the case where the Tellnet project organises a stand-alone workshop, the WP7 will ensure that the feedback is collected from the participants directly through a questionnaire, or indirectly, for example through discussion and interview with National Support Service. In this case, the WP7 will focus on whether the participants were able to benefit from the workshop and what would they do to further improve it. These are also seen as a possibility to engage participants to sign-up for further information about the project. In Annex 5.2, an example of such questionnaire is shown.

3.3 Information request

Allowing people to contact the Tellnet project directly and following up the information requests received through the website is important. This ensures that all the stakeholders will receive information about the project and its outcomes. Figure 1 shows how people can leave their email address on the front page of the Tellnet website to receive more information. These people will be automatically signed up on the Tellnet newsletter.



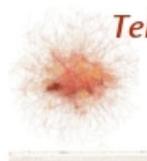
The image shows a screenshot of a web form. At the top, there is a blue header bar with the text "Interested in knowing more about TeLLNet?" and a small circular icon with three dots. Below the header, there is a section titled "Keep me informed by email" with a dashed line under the title. Inside this section, there is a text input field labeled "Your email" and a "Send" button below it.

Figure 1. Feedback possibility for interested people to know more about Tellnet

As indicated in D5.1 Project Dissemination and Use Plan, a number of social networking tools are used for disseminating about the project. Additionally, they are created to support any Tellnet workshops whenever deemed useful. Following up the communication on these social network areas also is part of the quality assurance process.

4. Annex

4.1 Internal Deliverable Review Report Template



Tellnet - Teachers' Lifelong Learning Network
How can social learning networks support
teachers' digital competences?

www.tellnet.eun.org

TellNet

Teachers' Lifelong Learning Network

505594-LLP-1-2009-1-BE-KA4-KA4SRM

Internal Deliverable Review Report Template

Deliverable Number and Title

Reviewer(s) name(s) –
organisation(s):

Report version: 1.0

Date of preparation:

Project information

Project acronym:	Tellnet
Project title:	Teachers' Lifelong Learning Network
Project number:	505594-LLP-1-2009-1-BE-KA4-KA4SRM
Sub-programme or KA:	KA 4
Project website:	http://tellnet.eun.org
Reporting period:	From 1 st December 2009
	To 30 th June 2011
Beneficiary organisation:	EUN Partnership AISBL (European Schoolnet)
Project coordinator:	Riina Vuorikari
Project coordinator organisation:	EUN Partnership AISBL (European Schoolnet)
Project coordinator telephone number:	+32 2 790 7537
Project coordinator email address:	Riina.Vuorikari@eun.org

This project has been funded with support from the European Commission.

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1. Reviewer identification

Reviewer

- Name:
- Organisation:
- Email address:

2. Review form for numerical evaluation

In the evaluations below, uncomment the line with your evaluation or confidence. You can also remove the irrelevant lines

2.1 OVERALL EVALUATION:

- 2 (accept)
- 1 (weak accept)
- 0 (borderline paper)
- -1 (weak reject)
- -2 (reject)

2.2 REVIEWER'S CONFIDENCE:

- 4 (expert)
- 3 (high)
- 2 (medium)
- 1 (low)
- 0 (null)

2.3 APPROPRIATENESS FOR THIS PROJECT: from 1 (lowest) to 8 (highest)
i.e. does the deliverable conform to the project's objectives and planned activities?

- 8 (excellent)
- 7 (very good)
- 6 (good)
- 5 (high fair)
- 4 (fair)
- 3 (low fair)
- 2 (poor)
- 1 (very poor)

2.4 CLARITY OF PRESENTATION: from 1 (lowest) to 8 (highest)

- 8 (excellent)
- 7 (very good)
- 6 (good)
- 5 (high fair)
- 4 (fair)
- 3 (low fair)

- 2 (poor)
- 1 (very poor)

2.5 ORGANISATION OF THE DELIVERABLE: from 1 (lowest) to 8 (highest)

- 8 (excellent)
- 7 (very good)
- 6 (good)
- 5 (high fair)
- 4 (fair)
- 3 (low fair)
- 2 (poor)
- 1 (very poor)

2.6 EDITORIAL STATUS: from 1 (lowest) to 4 (highest)

- 4 (Not publishable)
- 3 (Major revisions necessary)
- 2 (Minor revisions necessary)
- 1 (Publishable now)

2.7 COPY-EDITING STATUS: from 1 (lowest) to 2 (highest)

- 2 (Requires major copy-editing)
- 1 (Requires minor copy-editing)

2.8 LENGTH OF THE DELIVERABLE: from 1 (lowest) to 3 (highest)

- 3 (too long)
- 2 (appropriate)
- 1 (too short)

2.9 DO ALL REFERENCES FOLLOW A PROPER CITATION STYLE?: from 1 (lowest) to 2 (highest)

- 2 (No)
- 1 (Yes)

2.10 ARE SECTIONS AND SUBSECTIONS NUMBERED?: from 1 (lowest) to 2 (highest)

- 2 (No)
- 1 (Yes)

2.11. DOES IT INCLUDE ONE PAGE SUMMARY THAT CAN BE INDEPENDENTLY USED ON THE WEBSITE?

- 2 (No)
- 1 (Yes)

3. Review form for evaluation

Please provide detailed answers to the following questions.

3.1 Please **read the scope of the work package and the deliverable in the description of work**. List and describe in detail any topic(s) or information related to the deliverable which **appears to be missing**. Please provide suggestions as to what topic(s) or information the author(s) can add to ensure that the scope of the deliverable is complete.

3.2 Please supply main points as to whether or not the information in this deliverable clearly **illustrates the issues, problems, and trends related to the theme of this project as a whole (i.e. think of inter-dependencies between workpackages)?** Please offer your constructive and analytical assessment and list suggestions for improvement and/or enhancement.

3.3 In your opinion, what are **the weaknesses of this deliverable that might hinder the success of the project?** If appropriate, are both views **for practitioners (e.g. teachers) and policy-makers are taken into account?** Please describe how these specific weaknesses contribute to the ineffective aspects. We ask that you carefully list specific suggestions for improvement and/or enhancement .

3.4 Please provide your opinion as to whether or not **the novel results are sufficiently highlighted and made available to other project partners**. If not, please suggest the relevant references you feel are necessary for the author(s) to include.

4. Comments

Comments to the Author(s).

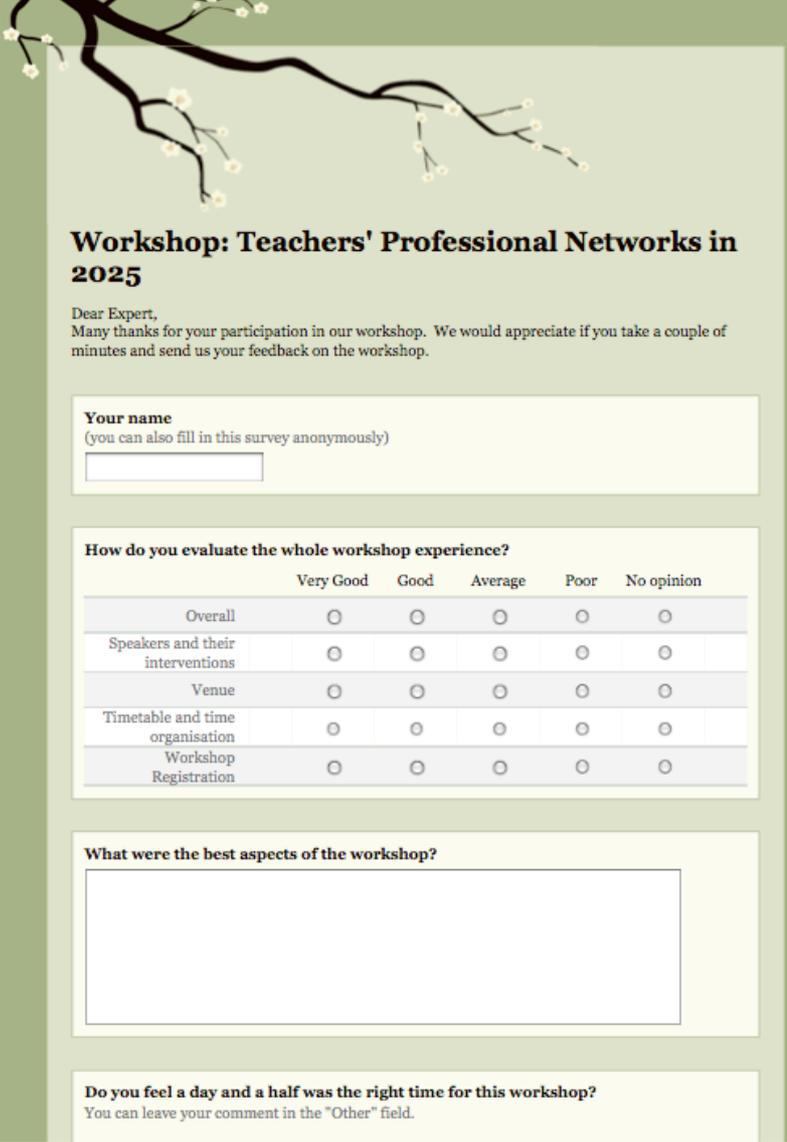
Please provide your constructive comments to the author(s) for improving and revising the deliverable.

***** REMARKS FOR THE PROJECT MANAGER *ONLY*:**

If you wish to add any remarks for Project Manager only, please write them below. These remarks will not be sent to the authors.

4.2 Workshop: Teachers' Professional Networks in 2025

<https://spreadsheets0.google.com/spreadsheet/viewform?formkey=dHRBSkE4SEwxVDIfY00yMzdwVWdxN2c6MQ>



The form features a decorative header with a dark brown branch and small yellow flowers against a light green background. The main title is in bold black text. The text is followed by a short message of appreciation. The form contains several sections: a name field with a note about anonymity, a table for evaluating the workshop experience with five columns and five rows, a large text area for best aspects, and a final question about the duration of the workshop.

Workshop: Teachers' Professional Networks in 2025

Dear Expert,
Many thanks for your participation in our workshop. We would appreciate if you take a couple of minutes and send us your feedback on the workshop.

Your name
(you can also fill in this survey anonymously)

How do you evaluate the whole workshop experience?

	Very Good	Good	Average	Poor	No opinion
Overall	<input type="radio"/>				
Speakers and their interventions	<input type="radio"/>				
Venue	<input type="radio"/>				
Timetable and time organisation	<input type="radio"/>				
Workshop Registration	<input type="radio"/>				

What were the best aspects of the workshop?

Do you feel a day and a half was the right time for this workshop?
You can leave your comment in the "Other" field.