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Don State Technical University

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JEAN MONNET CHAIR ON BEST EUROPEAN PRACTICES

OF QUALITY ASSURANCE (JM4EQA)

COURSE SYLLABUS

Course Code Б1.Б.ДБ.1.1	Course Title Best European Practices in Quality Assurance	ECTS Credits 3
Department: Psychology, pedagogy and defectology; Chair: Pedagogical dimension	Semester 3 ^d semester	Prerequisites Knowledge of English (Intermediate level), scientific information internet- search skills, prior study of “Theory and methodology of educational dimensions”, “Fundamental methods of data analyses and statistics packs operation” courses.
Type of Course elective	Field/Curricula Title Pedagogy/Education measurement and quality assessment	Language of Instruction English/Russian
Level of Course 2 nd Cycle (Masters)	Year, 2 nd year	Lecturer(s) 1) Nadezhda Efremova, Doctor of Education, 2) Svetlana Shvedova, PhD in Pedagogics, 3) Irina Maevskaya, PhD in Pedagogics, 4) Maria Seninets, post graduate student in Pedagogics
Mode of Delivery Face-to-face (practical training)	Work Placement Educational and other institutions dealing with development, research, implementation and maintaining of Education Quality systems covering all educational processes and activities for sustainable quality assurance of Educational institution and its personnel	Co-requisites NA
Total student workload hours 108	Contact hours (presence hours) 104	Individual work hours 4

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Objectives of the Course:

The main objectives of the course are to:

- specify the Education Quality Concept based on the national and international QA projects'/programs' deliverables with regard to Bologna process and European education integration processes.

Specific objectives of the course are to:

- extend the "Education measurement and quality assessment" curriculum in the domain of the EU higher education, quality assurance and the process of European integration via adding specific topics on Bologna Process in Russia, independent quality assurance procedures in Europe, best European practices in quality assessment, etc.;
- review, analysis and differentiate best national and international (with accent on European) Education QA projects'/programs' as per their aims, management specifics, tools etc.
- examine basic trends of Education Quality Concept development by comparing results of the following QA projects and programs: PISA (Program for International Student Assessment), PIAAC (Program for the International Assessment of Adult Competencies), TIMSS (Trends in Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study), IGLU (Elementary education quality research/International Lese-Studie), DESI (International study of schoolchildren's progress in learning German and English languages), Unified State Examination (ЕГЭ, Russia), State Final attestation (ГИА-9, Russia);
- define international Higher Education QA organizations with European Union countries participation and their mission: ENQA (European Network for Quality Assurance); IAEA (International Association for Educational Assessment); OECD (Organization for Economic Cooperation and Development); ENID (European Network of Indicator Designers) etc.

Learning Outcomes:

After completion of the course students are expected to be able to:

- 1) demonstrate knowledge in European policy on quality assurance (best practices and main quality assurance procedures),
- 2) judge: Bologna Process implementation in Russia, European integration process and development of the EHEA,
- 3) tell basic characteristics of the studied Education Quality Assurance (EdQA) international projects and programs: objectives, organizational structure, design, selection criteria, availability of deliverables (examples, links to information), list of research to be conducted, duration;
- 4) analyse a EdQA project/program and compose a report and/or a presentation afterwards;
- 5) design EdQA projects'/programs' synopses and cover notes;
- 6) operate open Internet resources related to the EdQA projects'/programs when composing synopses and cover notes;
- 7) formulate and justify dominant idea of the Education Quality Assurance project/program;
- 8) critically assess advantages and disadvantages of the Education QA projects'/programmes, distinguish opportunities/shortcomings thereof;
- 9) compare, categorise and evaluate at least 2 Education QA projects'/programmes: choose assessment criteria, evaluate main differences.
- 10) formulate the Education Quality Assurance Concept with respect to studied material

Course Contents:

<p>1) Bologna Process, European integration process, EHEA development, European standards and policies in Education quality assurance.</p> <ul style="list-style-type: none">- Bologna Process and its implementation in Russia: ECTS, learning outcomes, competence based learning;- European policy and standards on quality assurance and its incorporation in Russian practices. ESG;- Independent quality assurance procedures in Europe.
<p>2) Education Quality Assurance international (European) projects/programs: experience, Russian Federation participation:</p> <ul style="list-style-type: none">- types and objectives of the international (European) projects/programs;- best international (European) practices of the Education Quality Assurance and Evaluation;- Education Quality Concept.
<p>3) Education Quality Assurance international (European) projects/programs specifics:</p> <ul style="list-style-type: none">- quality assessment tools and procedures (samples' analyses, evaluation of implementation in different countries);- European integration principles in education;- international educational projects of the European Commission (Erasmus+ program as efficient tool for human capital development, social disparity elimination, innovative economy fostering);- PISA, PIAAC, TIMSS, PIRLS and other projects;- National USA projects: NCLB (No Child Left Behind) Act, NAEP (National Assessment of Educational Progress);- ENQA (European Network for Quality Assurance);- IAEA (International Association for Educational Assessment);- OECD (Organization for Economic Cooperation and Development);- Eurasian Association of Universities;- the Yerevan Ministerial Conference: main results in QA, ECTS and qualification framework implementation, prior learning validation (Materials of the Yerevan conference of Bologna process member states ministers).
<p>4) Education Quality Evaluation national programs, general characteristics and specifics:</p> <ul style="list-style-type: none">- experience of wide scale Education Quality research in different countries;- educational achievements of different countries: specifics, parameters impacting the grade of achievements;
<p>5) All Russian Education Quality Evaluation System:</p> <ul style="list-style-type: none">- Russian schoolchildren progress analyses (Federal and Regional Education Quality Evaluation- programs materials. Russian schoolchildren progress according to the international data. Independent Education Quality Evaluation System formation);- Education Development 2020 program.
<p>6) Unified State Examination (ЕГЭ) and State Final attestation (ГИА-9) in Russia:</p> <ul style="list-style-type: none">- analytical reports, Education Quality Concept;- liaison of secondary school educational standards to the state examination (ЕГЭ and ГИА-9 results comparison throughout Russia, Russian regions and Rostov region. State examination perspectives in the Russian Federation).

Learning Activities and Teaching Methods:

Contact work consists of active and interactive forms of practical studies, creating communicative environment for learning process:

1. workshops,
2. business simulation (games),
3. case study,
4. project work.

Individual work develops creative competence in students and includes: theory revision, essays/presentations compiling, assignment solving, case study, project work, study of compulsory and recommended literature, preparation to tests and final exam, course work completing.

Assessment Methods:

Course assessment: Oral test, course work.

Individual work assessment: report or an essay, presentation, questionnaire survey, others upon teacher's choice.

Testing and assessment tools:

- 1) list of knowledge assessment questions;
- 2) topics for essays;
- 3) business simulation (games) scenario;
- 4) topics for reports and presentation.

Authors	Title	Publisher	Year	ISBN or internet link
Efremova N.F.	“The best European practices in Quality Assurance” – syllabus	«SKIF», DSTU	2017	https://donstu.ru/en/JEAN%20MONNET%20CHAIR/SYLLABUS_best%20EU%20practices%20in%20QA.pdf
Efremova N.F.	“National educational systems and education quality evaluation specifics” – study guide book	e-version: «SKIF», DSTU hard version: DSTU Publishing House, Rostov-on-Don	2017	https://donstu.ru/en/JEAN%20MONNET%20CHAIR/TUTORIAL_best%20EU%20practices%20in%20QA_compressed.pdf
Efremova N.F.	“The best practices of evaluation of quality of higher education”// Language and Education – journal	Taylor & Francis. – VOLUME 31. 6 (2), 2017. – p. 763-774.	2017	
Meskhi B.Ch., Efremova N.F., Shumskaya N.N.	“Students’ achievements assessment according to the Federal State Educational Standard of Higher Vocational Education requirements”	DSTU Information Center, Rostov-on-Don	2012	
Efremova N.F.	“Competencies in education: formation and assessment” – didactic manual	Natsionalnoye obrazovanie, Moscow	2012	

Efremova N.F., Platonova I.Y., Suchkova L.A.	“Development and application of business game simulation” – didactic manual	e-version: «SKIF», DSTU Hard version: No 3650, DSTU publishing house	2017	
Bolotov V.A., Eefremova N.F.	“Systems of Education Quality Evaluation” //Universitetskaya kniga - journal	Logos, Moscow	2007	
Guskova M.V.	“Evaluation in Education” - monograph	Scientific Information Center INFRA, Moscow	2014	http://znanium.com/bookread2.php?book=458193 http://znanium.com/
Polivanova K.N.	“National and international programmes of education quality evaluation”	Moskovskaya vysshaya shkola socialnykh i ekonomicheskikh nauk”, Moscow	2012	http://znanium.com/ http://shr.receptidocs.ru/
Recommended Textbooks/Reading/on-line resources:				
Efremova N.F.	“Formation and assessment of competences in education” - monograph	“Arkol”, Rostov-on-Don	2010	
Efremova N.F.	“Testing: theory, methodology and application in teacher practice” – didactic manual	“Natsionalnoyje obrazovanie”, Moscow	2012	
Efremova N.F.	“Teachers’ valuation activity within competence- based learning”// Global European area: integration problems within the framework of cross cultural communication – international scientific conference materials	DSTU Publishing House, Rostov-on-Don	2017	
Efremova N.F.	“Motivational aspect in independent assessing of trainees’ achievements”// Russian psychological journal	KREDO Publishing House, vol. 14 No 2, Moscow	2017	
Efremova N.F., Meskhi B.Ch.	“Assessment of graduates’ qualification in Life Safety sphere” //Problems of modern science and education – e-journal	No5	2016	http://www.science-education.ru/article/view?id=25399
Eliseev I.N., Eliseev I.I., Efremova N.F,	“Modelling the Questionnaire for assessment of general	No3(31)	2016	https://informika.ru/files/contentfile/728/a31-p125.pdf

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	cultural competencies in health preservation “ - journal			
Efremova N.F.	“Increase of motivation due to objective estimation of the achievements which are trained //International scientific periodical journal "The Unity of science”	"The Unity of science”, Vienna, Austria	2016	http://eapps.info/ru/publications_ru/
Efremova N.F.	“Independent assessment as condition for student- oriented learning”//Scientific-practical conference “ Role of the scientific-pedagogical school of academician Bondarevskaya of the Russian Academy of Education in development of Russian southern region education”	Southern Federal University (SFedU), Rostov-on-Don	2016	
Efremova N.F.	“Independent assessment of achievements in the student- oriented education system”//Southern Federal University news	No4	2016	
Efremova N.F.	“About criteria for assessment tools composition and content”// IV International scientific-practical conference “Acute problems of vocational education within the new format” materials	Turkestan, vol. 1	2016	
Efremova N.F.	Assessment of students’ competence-based learning results//Scientific-practical conference “ Formation of national and world professional image of a competitive expert” materials	Turkestan	2016	
Efremova N.F.	Qualifying requirements for the assessment tools fund//Pedagogical dimensions	No1	2016	
Efremova N.F.	“Standardization as	No2 (part 1)	2016	

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	condition for ensuring assessment tools quality at the university”//International journal of applied and fundamental research			
Efremova N.F.	State of assessment activity in education// Science and education navigator	No2 (31)	2016	
	PISA - 2012: Russian secondary school ranking			https://ria.ru/sn_edu/20131203/981483835.html
	Federal portal “Russian education”			http://www.edu.ru/
	V.A. Bolotov’s press conference:			http://pressmia.ru/pressclub/20131203/948747692.html
	International research: state of school education in the Russian Federation			http://ria.ru/sn/20121211/917700911.html
	Programme for international student assessment (PISA)2015 Results at the OECD (Organization for Economic Cooperation and Development) website			http://www.oecd.org/pisa/
	European Association for Quality Assurance in Higher Education (ENQA)			http://www.enqa.eu/ https://lektcii.net/2-30486.html
	Euroasian Universities Association (EUA)			http://www.eau-msu.ru/
	European Association of Institutions in Higher Education (EURASHE)			https://www.eurashe.eu/ https://lektcii.net/2-30488.html
	Academic Cooperation Association			http://www.aca-secretariat.be/
	Non-Commercial partnership “Agency of Educational Strategies and Initiatives “Bologna Club”			http://bc.donstu.ru/en/
	OESD programme for the International Assessment of Adult Competencies (PIAAC)			http://www.oecd.org/skills/piaac/
	The European Network of Indicator Designers (ENID)			http://www.forschungsinfo.de/ENID/
	General Agreement on Trade in Services			https://www.wto.org/english/docs_e/legal_e/26-gats.pdf
	Standards and			https://enqa.eu/indirme/esg/ES

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	Guidelines for Quality Assurance in the European Higher Education Area (ESG)			G%20in%20Russian_by%20NCP A.pdf
	National center for professional-public accreditation			http://ncpa.ru/ https://ncpa.ru/index.php?lang=en
	Analytical summary of the Russian Federation National report at the Yerevan Ministerial Conference (Yerevan, May, 2015)			http://www.acur.msu.ru/docs/reference_national_report.pdf
	European Center for the Development of Vocational Training (Cedefop)			http://www.cedefop.europa.eu/en
	ENIC-NARIC Network (European Network of Information Centres in the European Region - National Academic Recognition Information Centres in the European Union)			http://www.enic-naric.net/
	Erasmus+ project “On-line Quality Assurance of Study Programmes” (EQUASP)			http://equasp.tstu.ru/
	Erasmus+ project “Validation of non-formal/informal learning in Russian Higher Education” (VALERU)			http://www.valeru.eu/ru/
	the Russian Federation. Federal Law No 238-Φ3 of July 3, 2016 "About independent assessment of qualifications”			
	Russian National agency for Qualifications Development (NARK)			https://nark.ru/

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