**DigiVIP**

**E-Learning Quality Management guidelines**

# Overall Services requirements

1. DigiVipi subject experts will provide the module content as present PowerPoint presentations broken down into learning sessions.

* 1. These can be used directly by the providers or
  2. Can also be present as VLE integrated learning modules by the course providers.

1. This course could be delivered in both full online or blended mode. The number of additional activities need to be executed by those who run this course. Below is the table suggesting how to deliver this course in each mode.

# Delivery mode

|  |  |  |
| --- | --- | --- |
|  | 100 % online | Blended approach: 60-70 % online and 30-40% face to face |
| **Core content** | **Provided by DigiVip project team**   * Digital transformation strategy and implementation * Project management and managing changes * People management and communicating change * Developing innovation and transformation strategy * Understanding environmental-friendly business practices and the associated skills * Emerging digital technologies and their applications in green business transformation * Digital HR management * Digital maturity model measurement | **Provided by DigiVip project team**   * Digital transformation strategy and implementation * Project management and managing changes * People management and communicating change * Developing innovation and transformation strategy * Understanding environmental-friendly business practices and the associated skills * Emerging digital technologies and their applications in green business transformation * Digital HR management * Digital maturity model measurement |
| **Interactive / collaborative elements** | **To be arranged by the provider**   * Create online formative Self-assessments at the end of the each session/ or learning objective for each individual modules in your VLE. These self-assessment activities will mainly focus on reinforcing knowledge and practising skills. These activities will require least/no tutor moderation. It would mainly be like Yes/ no answer, objective tests, short answer etc. * Create ‘Discussion forums’ based on the main learning objectives for each individual modules in your VLE. Try and include current news/topics in the world | **To be arranged by the provider**   * Create online formative Self-assessments at the end of the each session/ or learning objective for each individual modules in your VLE. These self-assessment activities will mainly focus on reinforcing knowledge and practising skills. These activities will require least/no tutor moderation. It would mainly be like Yes/ no answer, objective tests, short answer etc. * Plan classroom ‘Discussion forums’ based on the main learning objectives for each individual modules in your VLE. Try and include current news/topics in the world |
| **Assessment** | **To be arranged by the provider**   * Plan individual summative assessment for each of the 8 modules. This can be small essay or online exam as per your preference. * Plan one large summative assessment that will make the student apply knowledge of all the 8 modules in their course. This can be: * Individual essay/ project/ live project * Group activity project, followed by individual reflection report | **To be arranged by the provider**   * Plan individual summative assessment for each of the 8 modules. This can be small essay or online exam as per your preference. * Plan one large summative assessment that will make the student apply knowledge of all the 8 modules in their course. This can be: * Individual essay/ project/ live project * Group activity project, followed by individual reflection report |
| **Guest lecture** | **To be arranged by the provider**   * Arrange at least one online Experts' (30-45 minutes max) guest lecture for each module. | **To be arranged by the provider**  Arrange at least one live /online Experts' (30-45 minutes max) guest lecture for each module |

# Use of networking tools: To be arranged by the provider

|  |  |  |
| --- | --- | --- |
|  | 100% online | Blended approach: 60-70 % online and 30-40% face to face |
| Discussions | Please make use of **Discussion forums**, where you want to initiate a discussion/ debate on the topic just as you would in the face to face teaching session. Discussion forums will remain active if the topic does not need too much preparation or pre-study. The most used prompts to initiate a forum are   * What do you think about XYZ * What are your experiences about XYZ * How is this done/ policies your country and so on | Please plan the classroom discussions around the topics where you want to initiate a discussion/ debate. Discussions will become lively if the topic does not need too much preparation or pre-study. The most used prompts to initiate a forum are   * What do you think about XYZ * What are your experiences about XYZ * How is this done/ policies your country and so on |
| Group activity | You can make use of **Group BLOG/WIKI**, where you expect students to research a topic and present their views/ ideas on that topic in an open forum environment where students will be share each other’s finding and views  You can share the best practice with your colleagues via blog similar to this sample blog PDF attached (Sharing Best practice tools.pdf) | You can make use of Group activities, where you expect students to research a topic and present their views/ ideas on that topic in an open forum environment. The most commonly used tools for this are making use of a quick group presentation or create a poster.  You can share the best practice with your colleagues via blog similar to this sample blog PDF attached (Sharing Best practice tools.pdf) |

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