



Implementation of the project in the partner countries

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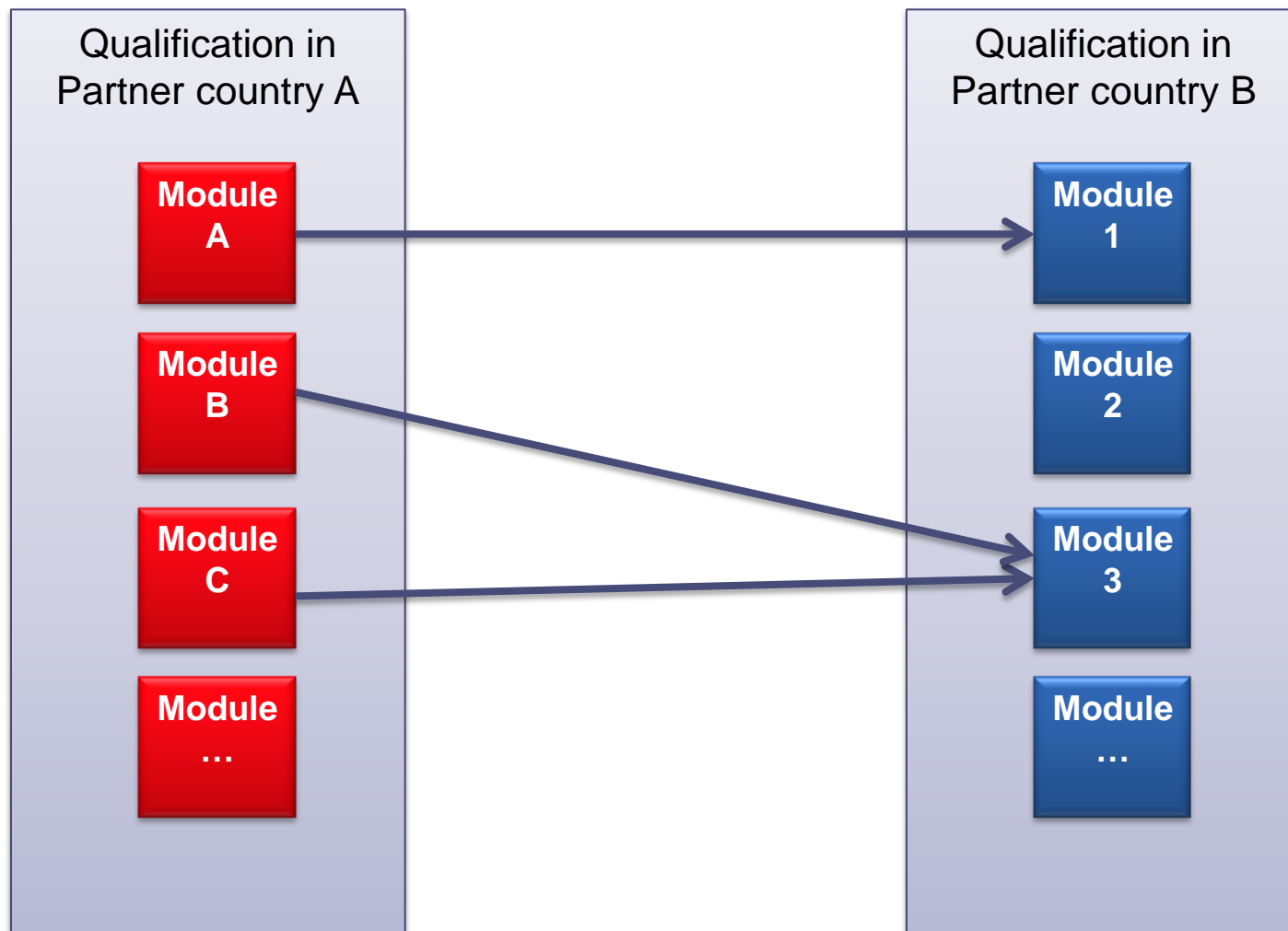


Equivalence Check

Definition

- A systematic comparison of learning outcomes from (two) different qualifications.
- Target: Identification of equivalent (not identical) learning units
- Equivalence with regard to content and level
- Usually performed by an independent expert

Equivalence Check



Basis of the Equivalence Check

- Learning outcomes, level assessments and workload of each module of each vocational qualification of each partner country

Vocational Qualification

Module A

- Learning Outcomes
- Level
- Workload

Module B

- Learning Outcomes
- Level
- Workload

Module C

- Learning Outcomes
- Level
- Workload



Learning outcomes of a module: An example from Innovation Management

Module: New Technologies

Learning Outcome 1: The learners are able to explain the topics „green house effect“, „climate change“, and „electrical power supplies“

Learning Outcome 2: The learners are able to develop suggestions to counteract the mobility demands in their own country

Learning Outcome 3: The learners are familiar with the idea of sustainability and can explain the resulting dilemma

Learning Outcome 4: The learners are able to conceptualise a project scenario of electromobility in the context of sustainability

Learning Outcome 5: The learners are familiar with technology impact assessment



Which information resources are required?

- All Learning Outcomes should be based on evidence.
- Evidence might be:
 - Learning documents and examination
 - Interviews with alumni
 - Interviews with trainers or teachers

Learning Documents and Examinations

as a basis for learning outcome descriptions

For each module or learning unit:

- Examination tasks
- Examinations answers
- Textbooks
- Trainers' presentations
- Students' portfolios
- Students' homework

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Level assessment

Module A
(Partner Country A)

Equal level or not?

Module 1
(Partner Country B)



An instrument for the comparison of levels of learning units based on learning outcomes:

Module Level Indicator (MLI)

Basis: European Qualifications Framework for LLL (EQF)



Level Assessment with MLI

MLI

Module Level Indicator

Version: Gutachter

Name des Moduls /der Lerneinheit:

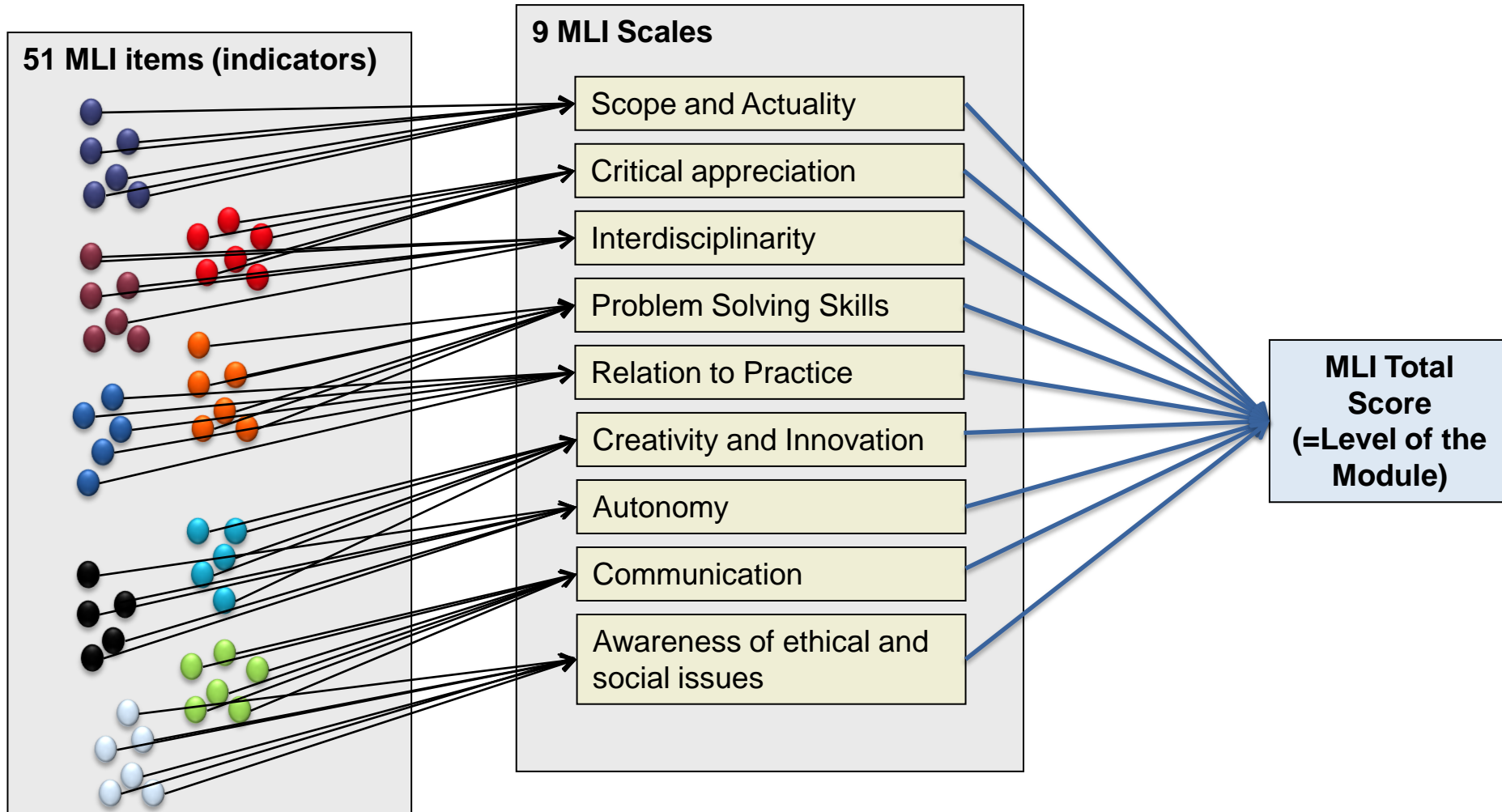
Name der Hochschule /Einrichtung:

Name des Studiengangs /der Weiterbildung:

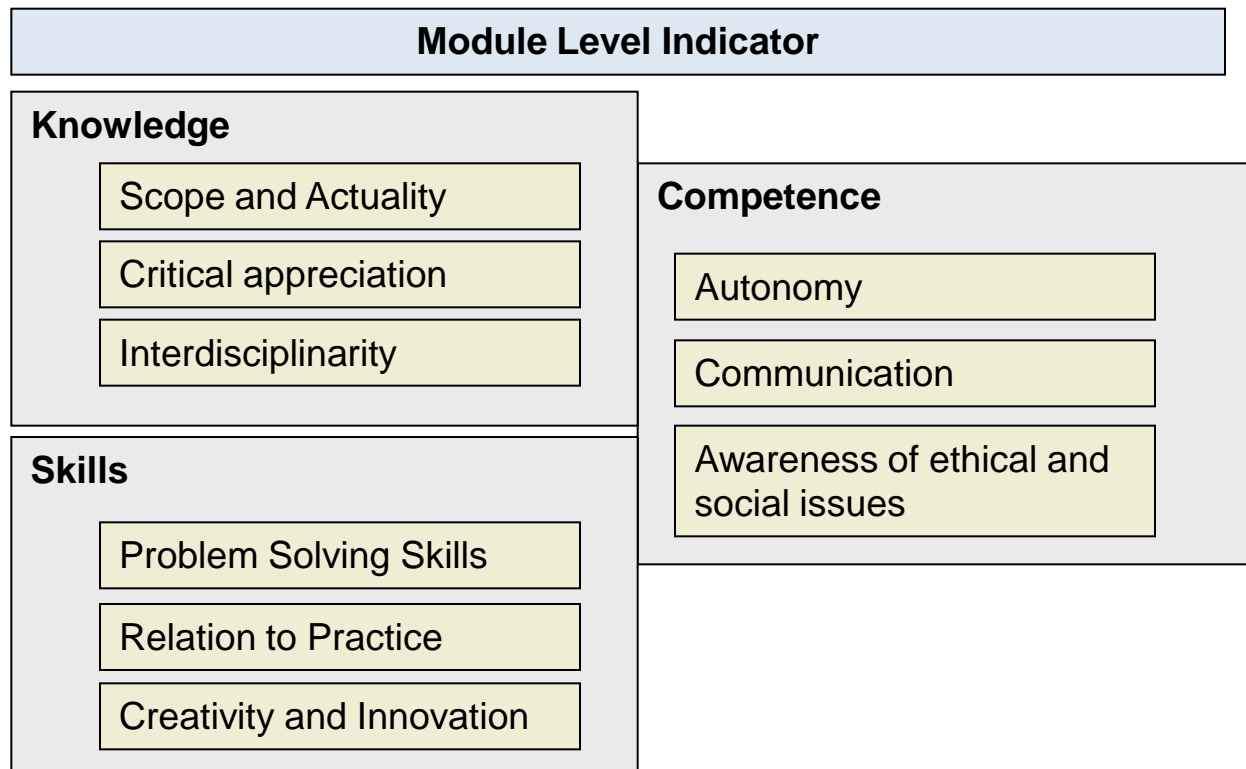
Name des Modulverantwortlichen:

		trifft überhaupt nicht zu	trifft eher nicht zu	trifft mittelmäßig zu	trifft eher zu	trifft voll und ganz zu
1	Das Niveau des vermittelten Wissens geht über das grundlegende Allgemeinwissen von Erwachsenen hinaus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Die Lernerfolgskontrollen verlangen von den Lernenden, die Berücksichtigung ökologischer Konsequenzen des Handelns (z.B. schonender Umgang mit Ressourcen, Schonung der Umwelt).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Die Lernerfolgskontrollen bzw. Prüfungen verlangen von den Lernenden auch kreative Lösungsansätze für abstrakte Probleme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Die Prüfungsaufgabe bzw. Lernerfolgskontrollen konfrontieren die Lernenden mit neuartigen Anforderungen, für die kein schematischer Lösungsweg innerhalb der Lernmaterialien vorliegt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Das Modul vermittelt ein Bewusstsein für die Grenzen der vermittelten Kenntnisse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Die Anforderungen des Moduls beinhalten die Lösung von (beruflichen) Praxisproblemen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Die Lernenden weisen nach, dass sie in der Lage sind, von ihnen entwickelte Problemlösungen hinsichtlich Ihrer Wirksamkeit zu überprüfen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Die innerhalb des Moduls vermittelten Kenntnisse entsprechen mindestens dem Niveau eines fortgeschrittenen Lehrbuchs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aggregation of MLI items



Scales of the MLI



Scales of the MLI - Examples of Items

Module Level Indicator

Knowledge

Scope and Actuality

„The module contains at least some in-depth knowledge on the actual state of research within the domain.“

Critical appreciation

„The module provides an awareness for the limits of the knowledge acquired.“

Interdisciplinarity

„The module contains interdisciplinary topics, requiring knowledge from different domains.“

Skills

Problem Solving Skills

„The learning objectives or examination questions require comprehensive cognitive of practical skills.“

Relation to Practice

„The module provides knowledge with immediate practical usability.“

Scales of the MLI - Examples of Items

Module Level Indicator

Competence

Autonomy

„The module contains learning objectives implying non-predictable changes.“

Communication

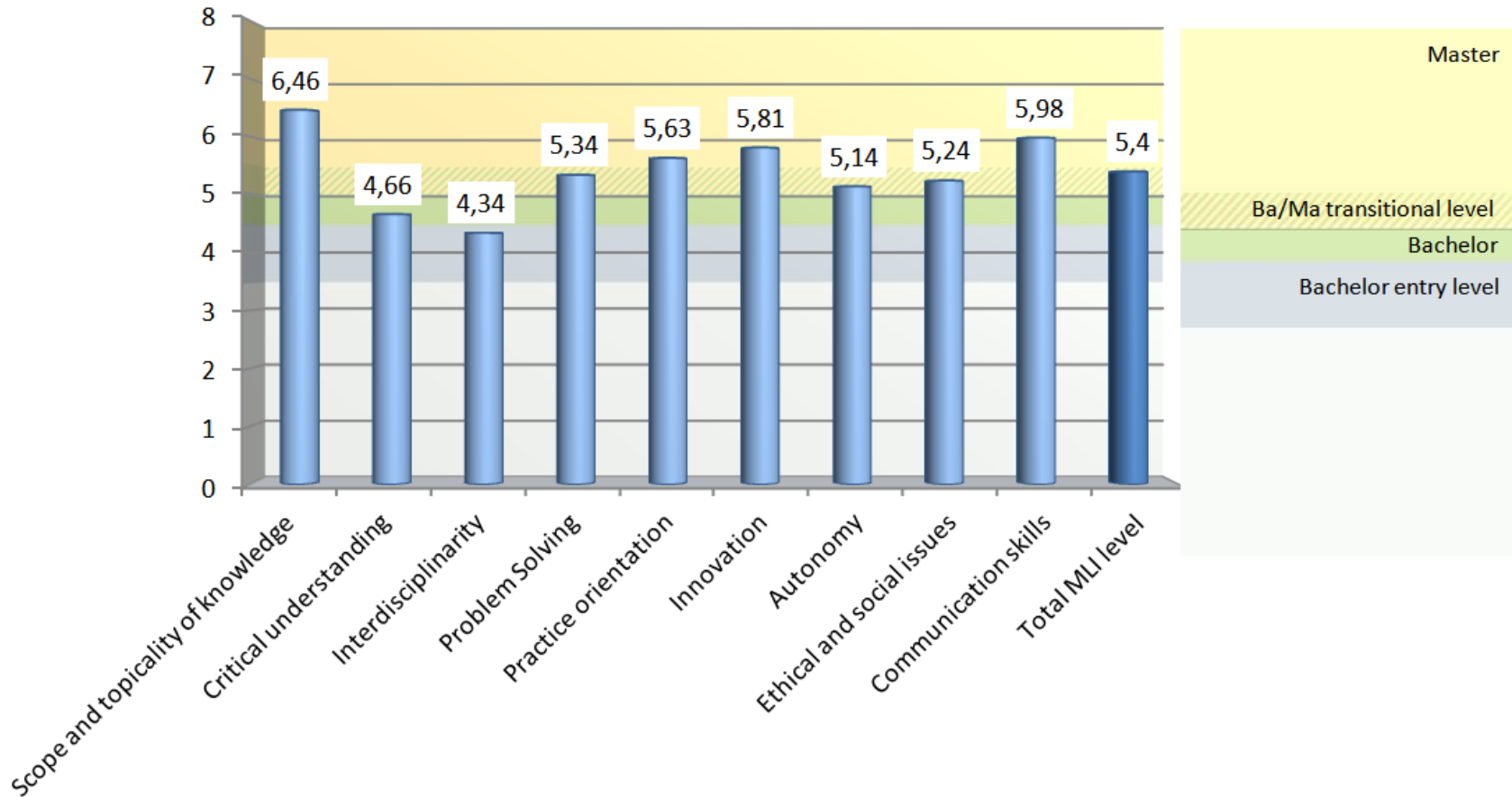
„The Learners have demonstrated their ability to communicate their understanding of the domain to other learners.“

Awareness of ethical and social issues

„When solving problems, the learners take into account interests of others and show solidarity with people affected by the solutions.“

Level Assessment with MLI

JOSEF - Module I Innovation Management



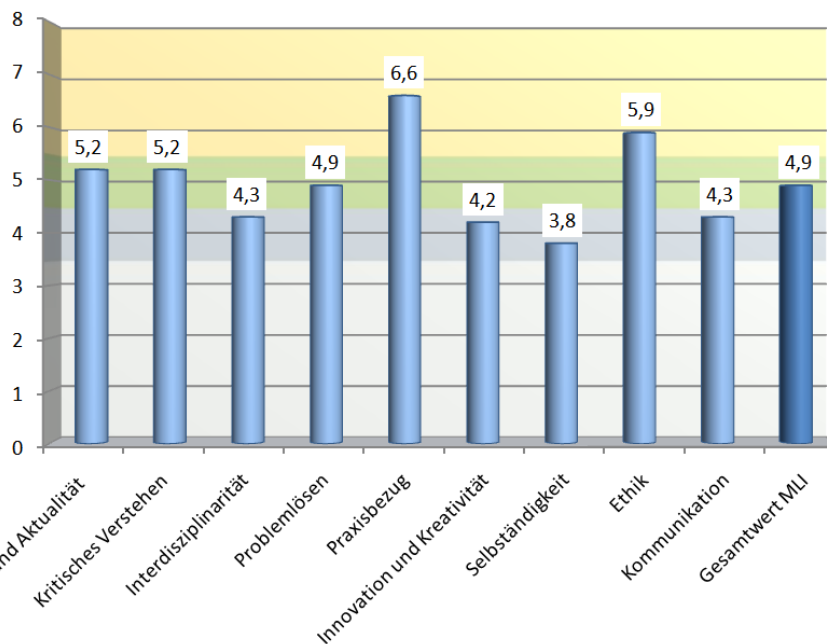
Level Comparison

Module A
Qualification A

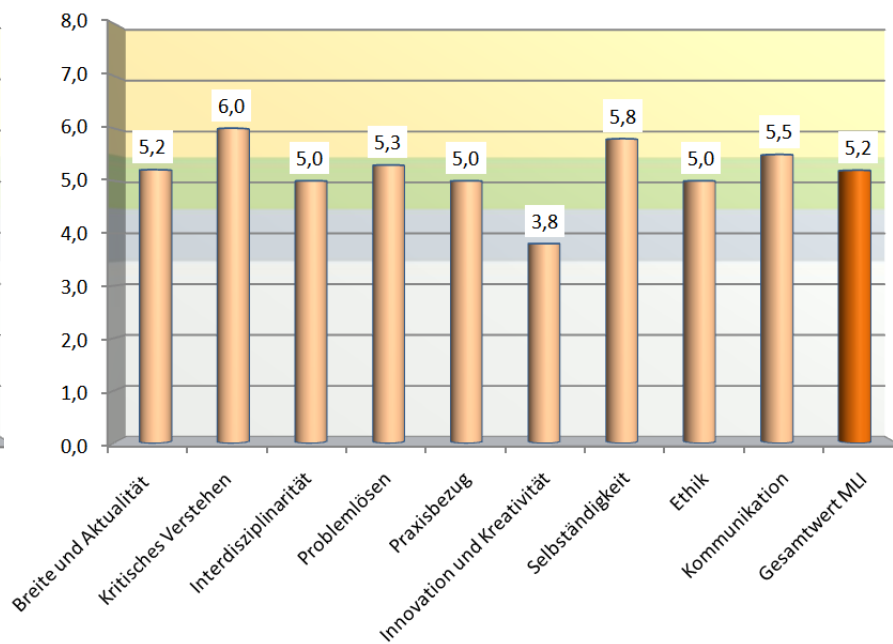


Module 1
Qualification B

Wirtschaftsfachwirt/in "Marketing und Vertrieb"



BA Business Administration "Marketing"



Inview based completion of the MLI

Central Questions of the first part of the interview

- Which courses, seminars, workshops, lectures, lessons belong to the learning unit?
- How is the learning process structured?
 - E-Learning, blended learning, attendance learning
 - Self-structured or self-organized learning periods?
- Which kind of assessment of learning results is used?
 - written or oral examinations
 - assignments or essay assessments
 - project tasks or practical trainings
- How are the grades aggregated into the final grade(s)?
 - Are there any annual, intermediate or final examinations?



Interview based completion of the MLI

Central Questions of the first part of the interview

- What kind of performance of the learners is expected?
 - attendance or active contribution?
- Which learning material do the learners use?
 - textbooks, lecture notes or scientific articles?
- Who is engaged in the learning process?
 - Teachers or lecturers?
 - Practitioners or experts?
 - Clients or patients?
- Are there any products of the learning process?
 - Learning diaries, portfolios, presentations?
 - reports, essays, audiovisual media?

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How to assess the workload of learning units optional estimation procedures

- Empirical survey: interviews with learners/questionnaires
 - problem: high effort
- Estimations by teachers/trainers
 - problems: possibly imprecise assessments
- indirect estimation by comparison with university programme
 - problem: possibly imprecise, if workload assessment in the university programme was imprecise



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Results of the MLI

