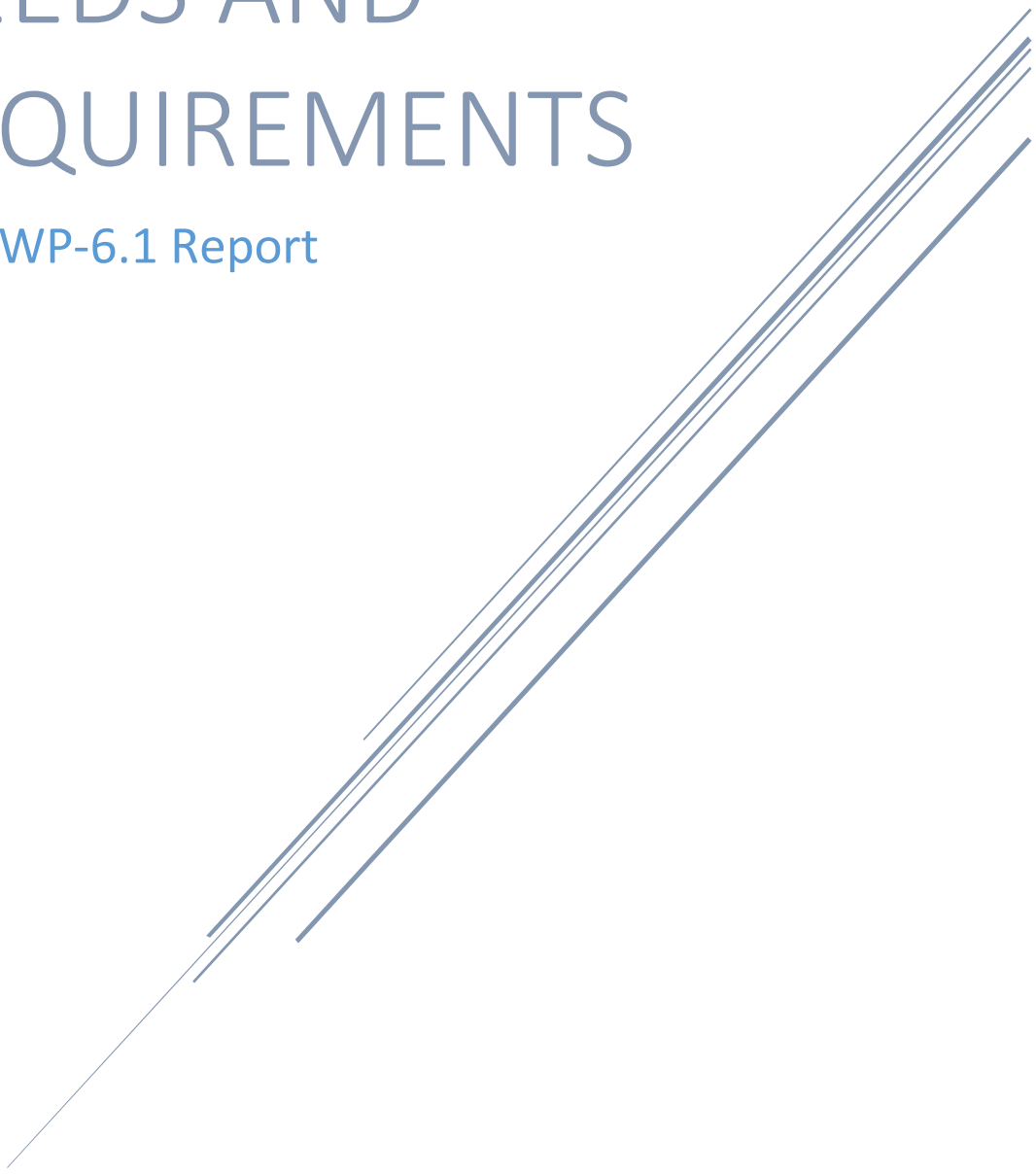
SAPIR COLLEGE WP-6.1 - PLATFORM NEEDS AND REQUIREMENTS

Sapir WP-6.1 Report



IN2IT Erasmus+ Project, 2017
Sapir College, Dr. Hanan Maoz

Contents

1. WP6 Overview

1.1. Main Goals of WP6

1.1.1. Define the specifications of an innovative technological platform for internationalization in higher education that will derive from a requirements analysis, a benchmarking analysis, and needs surveys, and to define constraints and priorities of prospective users.

1.1.2. Select the applicable available technologies for implementation of internationalization in HEIs.

1.1.3. Make the required adaptations and customization of the selected tools and devices and to make efficient integration of those modules into a sustainable platform.

1.1.4. Support pilot online activities for teaching and learning, knowledge-sharing, and cooperating with the industry/community.

1.1.5. Analyze experiences from utilization of the platform for improvement of application.

1.2. A Glance on Sapir's Process Evolution

1.2.1. Internal discussion and pre-agreement of project objective (WP-6) with Sapir computing center (ICT department).

1.2.2. Internal discussion and pre-agreement with Sapir techno-pedagogy team.

1.2.3. Consortium partners meeting (IL, during August 2016) in Shenkar College (Tel-Aviv) devoted for brainstorming on WP-6 challenges.

1.2.4. Several meetings with Prof. Emanuel Gruengard, Shenkar College of Engineering & Design, on IN2IT and Distributed Education, aimed at scheming a full process of International LMS establishment.

1.2.5. Consultation with Digital Israel ("IsraelX on edX" Initiative), The National Online Education Initiative, PM Office, Jerusalem (https://www.edx.org/school/israelx), to discuss possible engagement with method and knowledge.

1.2.6. MACAM institution for Education Communication and Development, Education Ministry, Israel (http://www.macam.ac.il/Pages/default.aspx), was interviewed for possible partnership in IN2IT support via Sapir College.

1.2.7. Local software House (Sysbind) was approached to leverage former Sapir industry relationship for the project.

1.2.8. Local ICT Integration Services House (Matrix) was approached to leverage former Sapir industry relationship for the project.

1.2.9. Prof. Raanan Rein, VP and Dean International Development, Tel-Aviv University, was approached and interviewed to establish understanding with TAU implementation processes of MOOC (Coursera).

1.3. Major Tasks of WP6 - Survey and Benchmark

					2016				2017				2018			
WP6	Innovative Technological Platform		Start	End	Q1	2	3	4	1	2	3	4	1	2	3	Q4
6.1	Requirements and benchmarking analysis and preparation of a specifications report	Requirements Report	15.05.2016	15.10.2016												
6.2	Implementation of technological adaptations and customizations.	Sand-box, Prototype	15.10.2016	15.04.2017												
6.3	Setting up the technologies for pilot online activities	Production, Pilot	15.04.2017	15.10.2017												
6.4	Maintenance and support to online activities	Support Model	15.10.2017	14.10.2018												

- Sapir team will conduct attitudes survey, which would analyze needs, constrains and priorities of different potential users (teachers, students). The requirements analysis will be related to modern tools, applications and systems that could support online international activities.
- Sapir will explore relevant platforms and experience led within the consortium partners such as INTACT!
- Sapir team will leverage the survey to crystalize the goals of the platform, tune the targeted collaborative outcomes, and to have reflection (at the end of the project) on what we have gained.

1.4. Major Tasks of WP6 – Technology Implementation

WP6	Innovative Technological Platform		Start	End	2016 Q1	2016 2	2016 3	2016 4	2017 1	2017 2	2017 3	2017 4	2018 1	2018 2	2018 3	2018 Q4
6.1	Requirements and benchmarking analysis and preparation of a specifications report	Requirements Report	15.05.2016	15.10.2016												
6.2	Implementation of technological adaptations and customizations.	Sand-box, Prototype	15.10.2016	15.04.2017												
6.3	Setting up the technologies for pilot online activities	Production, Pilot	15.04.2017	15.10.2017												
6.4	Maintenance and support to online activities	Support Model	15.10.2017	14.10.2018												

- Sapir team will lead a process of Implementation (modification, customization and integration of software modules) from existing technologies, and will adapt them for internationalization academic needs.
- The product will be presented for teachers and end-users for all partner institutions for hands-on testing in order to make changes and improvements as needed.

1.5. Major Tasks of WP6 – Setting A Pilot

WP6	Innovative Technological Platform		Start	End	2016 Q1	2016 2	2016 3	2016 4	2017 1	2017 2	2017 3	2017 4	2018 1	2018 2	2018 3	2018 Q4
6.1	Requirements and benchmarking analysis and preparation of a specifications report	Requirements Report	15.05.2016	15.10.2016												
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6.3	Setting up the technologies for pilot online activities	Production, Pilot	15.04.2017	15.10.2017												
6.4	Maintenance and support to online activities	Support Model	15.10.2017	14.10.2018												

- The developed platform should be ready for online-pilot activities.
- Concentrating on deliverables of WP3, WP4 and WP5.
- Sapir tech/functional team will support the deployment and operation of the technologies in the partners institutions and ensure accessibility for relevant users.
- Finally the platform will put in features-Freeze.
- Ticketing system and on-going users feedback will be placed to changes and improvements.

1.6. Major Tasks of WP6 – Maintenance and Support

WP6	Innovative Technological Platform		Start	End	2016 Q1	2016 2	2016 3	2016 4	2017 1	2017 2	2017 3	2017 4	2018 1	2018 2	2018 3	2018 Q4
6.1	Requirements and benchmarking analysis and preparation of a specifications report	Requirements Report	15.05.2016	15.10.2016												
6.2	Implementation of technological adaptations and customizations.	Sand-box, Prototype	15.10.2016	15.04.2017												
6.3	Setting up the technologies for pilot online activities	Production, Pilot	15.04.2017	15.10.2017												
6.4	Maintenance and support to online activities	Support Model	15.10.2017	14.10.2018												

- The platform will be utilized to support the international teams. No new functionality will be added.
- The users will have the access to their relevant academic online activities.
- Ticketing system and on-going users feedback will support incidents and improvements.
- The technical team will provide help and support as needed throughout the implementation phase of the academic activities.
- Sapir will offer a sustainability model to post-project period.

2. Requirements Collections

2.1. Shenkar College Meeting (August-2016)

2.1.1. The group has started to set up the expectations among consortium members.

2.1.2. The team got acquaintance among itself (Consortium HEIs, Departments, Personnel) with relation to WP6.

2.1.3. Lecturers shared vision, knowledge, needs, wants, demand from WP6 (Technology Enhancement Learning).

2.1.4. Brainstorming the various challenges and options have been outlined.

2.1.5. The group defined what will be perceived as "Success Story".

2.1.6. Premature discussions of Bologna Process implementation with Distance Learning activities and IN2IT possible adoption was initially reviewed.

2.2. Shenkar College Meeting – Requirements Summary

Internationalization Strategy and Pedagogic Challenges - Report 2

#	Category	Consortium Needs Assessment (Round 1)	Partner	Campus
1	Technology	Will we choose an exsiting platform and enhanced pedagogy capabilities, or create new platform?	Emanuel	Shenkar
16	Technology	Teaching and learning analytics: Calculating activities stats, self work, work durations, social interactions overload and outcomes. What would be our analytic approach to it? What would be the minimal set of parameters to track? (Dashboard)	Dafni	MTA
17	Technology	UI condsideration and design. Leason learned from Interantional	Dafni	MTA
2	Teachers	Should we (and how we) approach models for supporting and incentify lecturers who would expect to be supported and compensated for their extra efforts on international course development and new platform usage?	Ron Rozen	MTA
3	Teachers	How would we support teachers (tool set) with course building onto the Distant-Learning (DL) Platform	Osnat	Beit Berl
4	Students	What is the right balance/mix between DL course and regular courses (blended approach) from Students Point of view, and Institutional point of view?	Dvora	OBC
5	Students	Should be approach incentify students to rise participations in DL courses? Do we think we have a challenge? is it minor or major to our project? (e.g. Weizmann Institute courses recognition and paybak program).	Ron Rozen	MTA
6	Strategy	How we make sure that the platform would have a sustained model (pedagogy, institutional, technology) after prohject end?	Dafni	MTA
7	Strategy	Are there any EU constraints, regulations, expectations or preferences, with regard to platform operability (ECTS, Syllabai, Accessability, IP, Recognition, and so forth)? (mode of operation)	Dafni	MTA
8	Strategy	How can we enhance accessability to specific populations? Are we intend to support it?	Merav	Kaye
9	Strategy	How we percieve the DL platform stratgey - Is it to achieve DL capabilities in a course level (mobility outcome), teacher level (openess), department level (programs), institutional level (international degrees, bi-lateral agreements, international pedagogy, International programs)? (e.g. case of technology marketing department in Sapir).	Hanan	Sapir
10	Project	Do we develop the courses first or the platform/application first?	Osnat	Beit Berl
11	Pedagogy	Would we intend to capture and teach specific content scene or to accommodate diversified contents (class, seminar, projects, cases, labs, clinics, outdoor)?	Dvora	OBC
12	Pedagogy	What will be the necessary toolbox to support distant-learning (DL) course creation and consumption?	Vered	OBC
13	Pedagogy	What are the main pedagogic objectives we want to achieve from the internatinal platform 9(hose that we do not have yet in our campus)?	Emanuel	Shenkar
14	Pedagogy	How can we make sure that the courses and contents onto the platform are aligned with bologna based practice (syllabus, learning outcomes, tuning, ECTS ebnchmark with local institutions)?	Osnat	Beit Berl
15	Pedagogy	What are the pedagogic aspects and frameworls that would be supported by the new platform (course development, class teaching, flip-class, PBL, CBL, EBP, and more..)	Amit	Sapir

3. Project and Infrastructure Requirements Analysis – Sapir and IPO and ICT Teams

3.1. Technical Aspects and Dilemmas Discussion in Sapir with ICT Team

3.1.1. Implementation or Development discussion was deeply discussed. Agreed that technology development per-se (new code) is not aimed at this project but rather full process of innovative implementation of an existing platform in a way that never or few have done it before (through new methods of knowledge sharing, implementation techniques, and deployment services).

3.1.2. Fix existing processes or Add new innovative capabilities. Agreed to make both.

3.1.3. Innovation Theme: Doing things differently or Doing Different Things. Agreed to focus on doing things differently.

3.1.4. Teacher Centric vs. Student Centric. Agreed on Teacher centric capabilities for broader sustainability effects.

3.1.5. Mainstream technology Vs. New technology. Agreed to target mainstream technologies to ensure maintenance and support after pilots.

3.1.6. Distributed installations vs. centralized hub. Agreed on Centralized Hub to endorse a n efficient support environment of Sapir resources to all consortium development teams.

3.1.7. Maintenance & support model over the project time (sustainability). Agreed to focus on lecturers and development teams. Student will get support from their Lecturers. Sapir will build capability through TTT (train the trainers, lecturers) program and activities.

3.2. Project Aspects and Dilemmas Discussion in Sapir with ICT Team

3.2.1. What are the Pedagogic Gaps and Scenarios we want to close? How can Sapir team support that. Agreed to use Sapir resources only for development teams (and not for the future consortium students)

3.2.2. How can we Strategically ensure supporting the Internationalization Narrative (mobility, distant learning, bologna process)? Agreed to raise it through the project lifecycle and to look for correct synergies.

3.2.3. Better define the Role of IL HEIs vs. Role of European HEIs. Agreed to raise it through the project lifecycle and to find the right balance.

3.2.4. The essence roles of Sapir:

3.2.4.1. Facilitation of courses leaders (TTT)

3.2.4.2. Mentoring lecturers (TTT)

3.2.4.3. Consulting to project leading team

3.2.4.4. Not directly support Students from all consortium institutions (pedagogy, courses content, tools operations, and so forth), except for accessibility to the platform.

3.3. Other Challenges Outlined by Sapir IPO and ICT Teams

3.3.1. Bologna 'Tuning' Process. Agreed that not in scope.

3.3.2. ECTS (European Credit Transfer System) workload based credits. Agreed that not in scope.

3.3.3. Learning outcomes are statements of what a learner is expected to know, understand and/or can demonstrate after completion of learning. Agreed to build it as part of Sapir training program to lecturers.

3.3.4. Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Agreed that Sapir will support lecturers for acquiring it through platform training and operations.

4. Benchmark Survey Plan

4.1. Benchmark Survey Objectives Overview

4.1.1. Assessment the current market trends of MOOC educational technology "Distant Learning" platforms and plans.

4.1.2. Benchmark 2016 status among the consortium institutions.

4.1.3. Plan to Benchmarking it again, if will create value, at the end of 2018.

4.1.4. Institutional and/or specific departments analysis (IL, Europe) on special "Technology Requirements for Distant Learning".

4.2. Survey Guiding Theme Queries

4.2.1. What is the current status of distant learning educational technology activities and plans, within each IN2IT partners?

4.2.2. What are the preferred set of technology and pedagogy tools to be used in distant learning classrooms (full, blended)?

4.2.3. How much prepared are IN2IT teachers to integrate new chosen technology into their international distant learning classrooms?

4.2.4. What is the current capacity of institutions in IN2IT to adopt and sustain the educational technologies initiative (administration, tech-support)?

4.3. Pre-Survey Advisory Materials from Other Groups and Experts…

4.3.1. UCISA is a UK based organization. http://www.ucisa.ac.uk/en.aspx, (Universities and Colleges Information Systems Association), which promotes excellence in the application of information systems and services in support of teaching, learning, research and administration in higher and further education.

4.3.2. UCISA gather statistical information about HE computing services started originally with a pilot for academic year 1996/7 and is nowadays (2016) brought it into an annual exercise.

4.3.3. Materials (articles) gathered on new tends and implementation methods of techno-pedagogy solutions in international environments.

4.4. Benchmark Survey Design

4.4.1. Target (suggested) audience was established: Teachers, Technology coordinators.

4.4.2. Places to be conducted: IL, Europe.

4.4.3. Web-based surveys was distributed to all IN2IT partners.

4.4.4. An introductory letter with embedded survey hyperlink was circulated for making aware of the process and the information requested.

4.4.5. The survey designed as much as we could to be potentially replicated in 2018 in order to maintain consistency of data and allow for benchmark over the years for learning and analysis.

4.4.6. Each project coordinator (from each IN2IT HEIs) utilized to be responsible to encourage survey completion (targeted minimal 3-5 web forms from each HEI).

4.5. Developing a Framework for Questions to Meet Projects Needs

4.5.1. Development and delivery of a sustainable innovative technological platform need to be exposed in the survey.

4.5.2. Development of specifications for an innovative technological platform for internationalization in higher education that will derive from a requirements analysis, a benchmarking analysis, and needs surveys, and to define constraints and priorities of prospective users.

4.5.3. Make sure that the survey will be a good base for platform section with applicable and available technologies for implementation of internationalization in HEIs.

4.5.4. Make sure that recommendations can meet the required adaptations and customization of the selected tools and devices and to make efficient integration of those modules into a sustainable platform.

4.5.5. Make sure that IN2IT scope can be supported through the online pilot online needs for teaching and learning, knowledge-sharing, and cooperating with the industry/community.

4.5.6. Analyze experiences from all consortium members and institutions is essential for correct choice of the platform as well as for improvement of the application through time.

5. INTACT Platform Review

5.1. Participants and Reviewers

1	Mrs. Birgit May	Ludwigsburg University of Education
2	Mr. Vitor Gonçalves	INTACT Developer, Portugal
3	Dr. Hanan Maoz	Head of IPO (International Programs Office), Sapir
4	Mrs. Ayelet Calaf	Manager of IPO, Sapir
5	Mr. Elad Danin	In2IT Project Manager, IPO Sapir

5.2. Early Reviews of Platforms and Solutions

http://www.intact-comenius.eu/p/intact-ii.html

INTACT (Interactive Teaching Materials Across Culture and Technology) Platform Review:

- Meeting with Ludwigsburg team
- Understanding the potential benefits of using INTACT as a practical, proven option for International Course Development and Management, and believe it's a very good option for IN2IT.
- Using the demonstration and analysis made for effective comparative with other platforms and with the platforms survey results.

5.3. INTACT Platform Review

5.3.1. The project INTACT (Interactive Teaching Materials Across Culture and Technology) was supported by Lifelong Learning Program 527932-LLP-1-2012-1-DE-COMENIUS-CMP.

5.3.2. Six partner universities were involved in the project: University of Education Ludwigsburg (Germany), project coordinator, Universidad Complutense Madrid (Spain), Kecsckemét College (Hungary), St. Patrick's College, Dublin (Ireland), Polytechnic Insitute of Bragança (Portugal), and Babes-Bolyai University Cluj (Romania).

5.3.3. INTACT aims at the development of interactive teaching and learning resources for content integrated language learning (CLIL) in the areas of school subjects and second language learning. The INTACT-project fosters interactivity in a double sense – interactivity with digital learning resources and international interactivity connecting learning all-over Europe using a common INTACT platform.

5.3.4. Its main outputs are teaching scenarios and learning materials were described in detail including pedagogical background and implemented in an online platform.

5.3.5. INTACT platform contains interactive, bilingual and intercultural learning units, lessons and learning objects and allows classes from different countries to collaborate synchronously and a-synchronously.

5.4. INTACT Platform - Technology Perspectives Analysis

5.4.1. INTACT (Interactive Teaching Materials Across Culture and Technology) was reviewed by the team of Sapir.

5.4.1.1. Full demonstration was done by the team of Al Qasemi College (Israel).

5.4.1.2. Full demonstration was done by the team of PH-Ludwigsburg University (owners and developers).

5.4.2. Infrastructure and Architecture mapped:

5.4.2.1. CMS platform is Drupal.

5.4.2.2. LMS platform is Opigno.

5.4.2.3. Video collaboration platform is BigBlueButton (class video calls, sync learning).

5.4.2.4. S/A platform. SAAS architecture.

5.4.2.5. Operated through SAAS (Software as a service mode of operation. No installations of any kind in other hosting or using institutions).

5.4.3. Development led by a software house (Portugal).

5.4.4. Hosting made by Ludwigsburg data servers farm.

5.4.5. Administration: by Ludwigsburg IT team and software house team in Portugal ().

5.4.6. Maintenance: No new infrastructure updates are initiated unless there is a major cause of failures or. No specific budget for continuous maintenance and support.

5.4.7. Roadmap: No updates or special plan.

5.4.8. License for operations: Open source license and free to use in accordance with an agreement with Ludwigsburg institution.

5.4.9. Moodle API: not exist.

5.4.10. Main Features:

5.4.10.1. Course, modules, and lessons management.

5.4.10.2. Learning objectives.

5.4.10.3. Tools for interactive learning (video, forum, contact repository, content management, APIs for apps through iframe, polls and questions, assignments, meetings, and more).

5.5. INTACT Analysis – Final Check List

The following table outline the system functionality that was observed through the demonstration.

#	Category	System Functionality Reviewed	Findings	Analysis
1	**EDU Scenario**	Students from several institutions (approved list in advance) can register to a course (self, or by their lecturer) - thus creating a multinational class.	Yes	
2	**EDU Scenario**	Lecturer (approved names) can register to the LMS, build their profile, digital identity and course.	Partial profile	
3	**EDU Scenario**	Group of lecturers (approved names) can register to the LMS, build their profiles, and work as a group of course developers (admin shared)	Yes	

4	**EDU Scenario**	Blended learning is enabled (Class, Distant)	yes	
5	**EDU Scenario**	Sync class is enabled (including scheduling for invitees)	yes	
6	**EDU Scenario**	Distant learning lessons are not restricted to any form (short video, long shots, homemade, professional studio)	Yes	
7	**EDU Scenario**	Site Administration is leaded by the project leaders (IN2IT) and not by the institutions	Not Relevant	
8	**EDU Scenario**	ICT infrastructure and maintenance is leaded by the Sapir	Not	
9	**EDU Scenario**	SLA by Sapir: Critical ticket (same day), Medium (2 days), Low (5 days)		Need to be checked with INTACT tech
10	**EDU Scenario**	LMS infrastructure is centralized in Sapir Farms or Cloud arrangements (Daily backup, 1 major releases maintenance a year, restore activity every quarter, platform and courses ncapsulation at any point of time)	Not Relevant	SAAS by Ludwigsburg
1	**Infrastructure**	Sandbox Environment	SAAS by Ludwigsburg	
2	**Infrastructure**	Pilot Environment	SAAS by Ludwigsburg	
3	**Infrastructure**	Production Environment	SAAS by Ludwigsburg	
4	**Infrastructure**	Moodle App 3.1.X (ENG, HEB, Arb, RUS) (+R2L Native)	Not Relevant	
5	**Infrastructure**	Master Home Page Based on New Theme (Modern, Dev-Enabled)	Partial	

6	**Infrastructure**	User Profile (Student, Lecturer)	Yes	
7	**Infrastructure**	Self Registration (Students, Lecturers)	Yes	Not recommended
8	**Infrastructure**	Ticketing System Support	Yes	
9	**Infrastructure**	MNET (International Moodle integration with Institutional Moodle)	No	
10	**Infrastructure**	Moodle Mobile App customized (IN2IT)	No	Necessary for In2IT
1	**Learning**	LMS Lesson (Extension)	No	
2	**Learning**	LMS DB (Extension)	No	
3	**Learning**	LMS Workshop (Extension)	No	
4	**Learning**	LMS Extension (Knowledge Base and Wikis)	No	
5	**Learning**	LMS Sync Class Learning (Audio-Video, Scheduling, Recording)	Yes	
6	**Learning**	Tutorial Builder	Yes	
7	**Learning**	LMS PBL (Problem/Project Based Learning) (Lesson, Workflow)	No	Recommended to In2IT
8	**Learning**	LMS CBL (Case Based Learning) (DB, Workflow)	No	Recommended to In2IT
9	**Learning**	LMS EBP (Evidence Based Practice) (forms, DB, workflow)	No	Recommended to In2IT
1	**Analytics**	Site Analytics		Need to be checked by INTACT tech.
2	**Analytics**	Learner Analytics		Need to be checked by INTACT tech.
3	**Analytics**	Tags cloud (block)	Yes	

4	**Analytics**	Learner Badging		Need to be checked by INTACT tech.
5	**Analytics**	Course Rating	Yes	
1	**Integration**	Google Calendar Manager	No	Necessary to In2IT
2	**Integration**	Google Docs	Yes (needs iframe)	Necessary to In2IT
3	**Integration**	Google Drive	Yes (needs iframe)	Necessary to In2IT
4	**Integration**	Google Form (Research)	Yes (needs iframe)	Necessary to In2IT
5	**Integration**	Office 365		Need to be checked with INTACT tech
6	**Integration**	Open Drive	Yes (needs iframe)	Necessary to In2IT
1	**Social**	Chat in Groups (any group you create, inside or outside class or institution)	No	
2	**Social**	Chat in Class	Yes	
3	**Social**	Chat in Institution	No	
4	**Social**	Video Conference Tool	Yes	Big Blue Button
5	**Social**	User profile Interface with Linkedin	No	Recommended to In2IT
6	**Social**	Smart Link with Facebook	No	Recommended to In2IT
7	**Social**	Smart Link with tweeter	No	Optional
1	**Apps Integration**	iframe Capability to Connect Apps	Yes	

2	**Apps Integration**	Refworks plugin (research)	No	There is an option to develop. It depends on INTACT management.
3	**Apps Integration**	ResearchGate plugin (research)	No	There is an option to develop. It depends on INTACT management.

6. MOOC Platform Review

6.1. New Open-Source Platform

https://open.edx.org/

The Open edX platform is a free--and open source--course management system (CMS) that was originally developed by edX. The Open edX platform is used all over the world to host Massive Open Online Courses (MOOCs) as well as smaller classes and training modules.

6.2. MOOC Platforms Statistics/Market Review

6.2.1. 500+ Universities, 4200 courses, 35 Million Students at the end of 2015. twice large than 2014.

6.2.2. Coursera, the largest online course provider in the world (MOOC or otherwise), added 7 million new students to its user base (and so it now has 17 million students in total).

6.2.3. Coursera, edX, and Udacity are normally known as the big three (US based).

6.2.4. FutureLearn the third largest MOOC provider in the world now. Grew 275% in 2015 and are rapidly approaching the three million user mark. Launched what would be the world's largest single session of a MOOC: 440,000 students signed up for one session of the Understanding IELTS: Techniques for English Language Tests course.

6.2.5. Udacity budgets $200,000 for each course it makes. Production costs decrease after initial development, but Udacity's costs are likely to keep rising as it launches MOOC 2.0.

6.2.6. EDX gives its partners the option of producing a MOOC on their own and then submitting the finished product to EDX, or else paying for EDX's design and consulting services at a rate of $250,000 per course plus another $50,000 each time the course is re-run.

6.3. MOOC Market in Israel – Short Observation

6.3.1. 4 years of experience with "Coursera" in large universities.

6.3.2. Tel-Aviv University, Technion and Hebrew Uni. Only early observations. Rate of course completion is up to 5%.

6.3.3. Tel-Aviv university strategy is to keep exploring and investing, mainly in large courses (1st year introductions), and international programs.

6.3.4. 19 courses only (10 in English, 9 in Spanish), (8 in Arts, 2 in Business, 2 in Computer Sci.)

6.3.5. Digital Israel launch an initiative called IsraelX (https://www.edx.org/school/israelx). Not activated yet.

6.3.6. Governmental initiative to start with developing 10 courses on edX

6.3.7. Meticulous selection process.

6.4. MOOC Platforms IL Market Summary

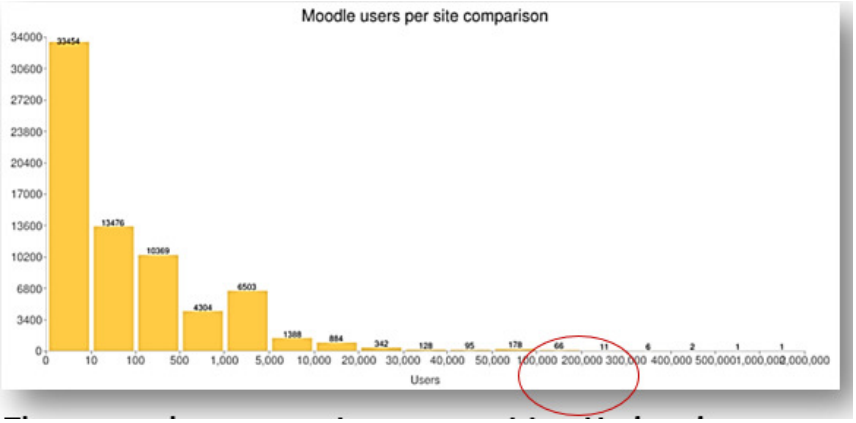
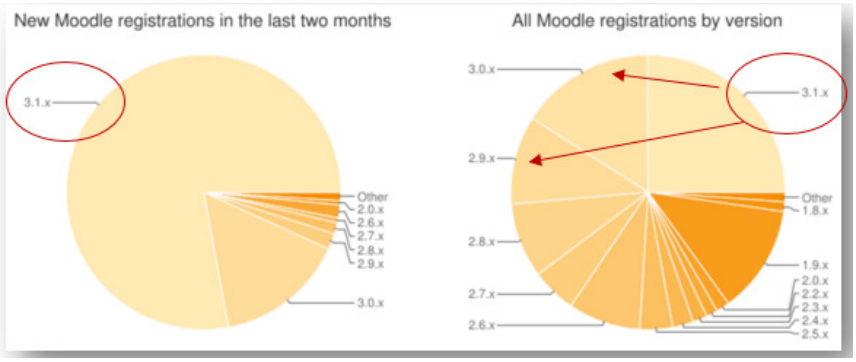
6.4.1. Meetings with "Israel-Digital" and "MOFET" institution in Israel revealed early adoption status of Open source (Open-edX) MOOC platforms for experimental needs.

6.4.2. Main conclusion was that the Israeli market is pre-mature to adopt an Open-edX platform (lack of experts, embryonic technology).

6.4.3. Early estimation for course development indicated that a cost of 100-150K$ is reasonable for planning. That estimation perceived as risky in term of project capabilities to execute.

7. Moodle Platform Review

7.1. Standard Open-Source Platform – Market review

7.1.1. Users per site distribution indicates scalability.	
7.1.2. The system has very active communities. Updated platform by community.	
7.1.3. Large coverage and knowhow.	

	
7.1.4. Four of Ten largest sites are of Europe.	

Registered sites	71,448
Countries	234
Courses	10,023,047
Users	87,746,015
Enrolments	263,550,926
Forum posts	181,566,546
Resources	89,969,391
Quiz questions	468,331,105

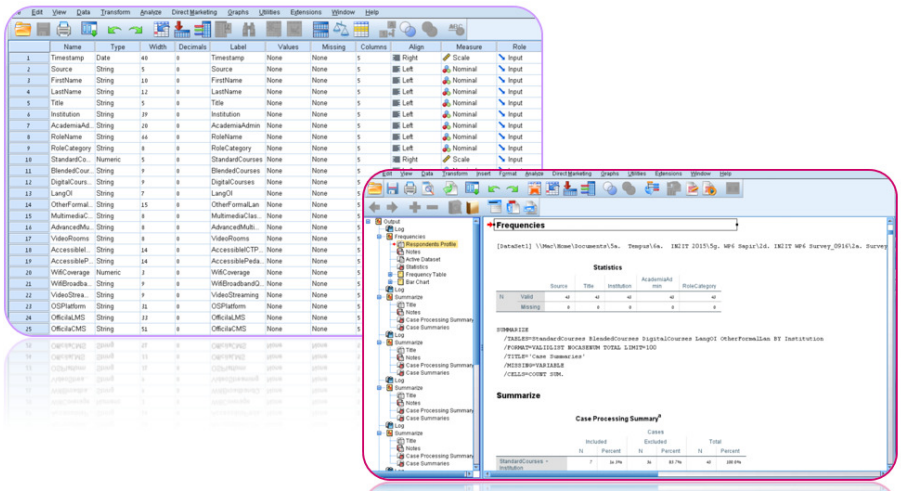
Country	Registrations
United States	10,248
Spain	7,071
Brazil	4,238
Mexico	3,518
United Kingdom	3,455
Germany	2,400
Colombia	2,251
Italy	2,209
Australia	2,167
Russian Federation	1,774

Top 10 from registered sites in 234 countries

8. IN2IT All Consortium Needs Survey Overview

8.1. Data Collection

- Data collection from consortium survey (See appendix).
- All Data by Google Forms and SPSS/r24.

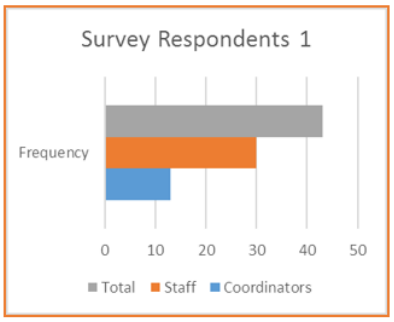


8.2. Individual Respondents Profile

- Survey Response Profile of Individual Respondents

Survey Respondents 1

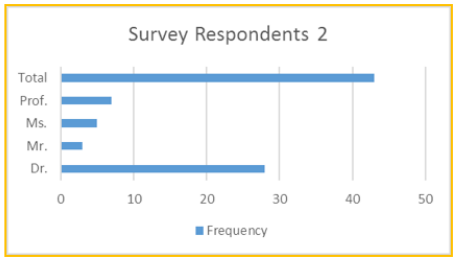
		Frequency	Cumulative Percent
Valid	Coordinators	13	30.2
	Staff	30	100.0
	Total	43	



- Survey Response Profile of Institutional Respondents

Survey Respondents 2

		Frequency	Percent
Valid	Dr.	28	65.1
	Mr.	3	7.0
	Ms.	5	11.6
	Prof.	7	16.3
	Total	43	100.0

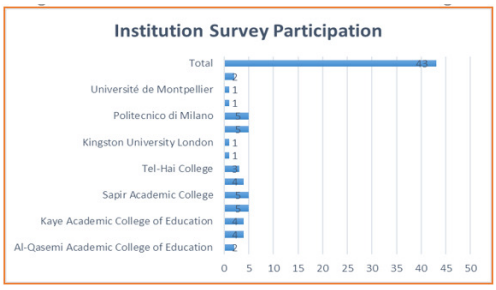


8.3. Institutional Respondents Profile

- Survey Response Profile 3

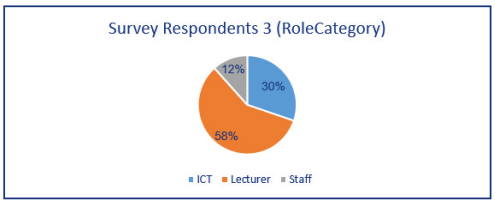
Institution Survey Participation

		Frequency	Percent	Cumulative Percent
Valid	Al-Qasemi Acader	2	4.7%	5%
	Beit Berl College	4	9.3%	14%
	Kaye Academic C	4	9.3%	23%
	ORT Braude Colle	5	11.6%	35%
	Sapir Academic C	5	11.6%	47%
	Tel Aviv-Yaffo Aca	4	9.3%	56%
	Tel-Hai College	3	7.0%	63%
	Brunel University	1	2.3%	65%
	Kingston Universi	1	2.3%	67%
	Ludwigsburg Univ	5	11.6%	79%
	Politecnico di Mila	5	11.6%	91%
	Università Cattolic	1	2.3%	93%
	Université de Mon	1	2.3%	95%
	Warsaw University	2	4.7%	100%
	Total	43	100.0	



Survey Respondents 3 (RoleCategory)

		Frequency	Percent
Valid	ICT	13	30.2
	Lecturer	25	58.1
	Staff	5	11.6
	Total	43	100.0



8.4. Colleges Classes (Pedagogy) Profile

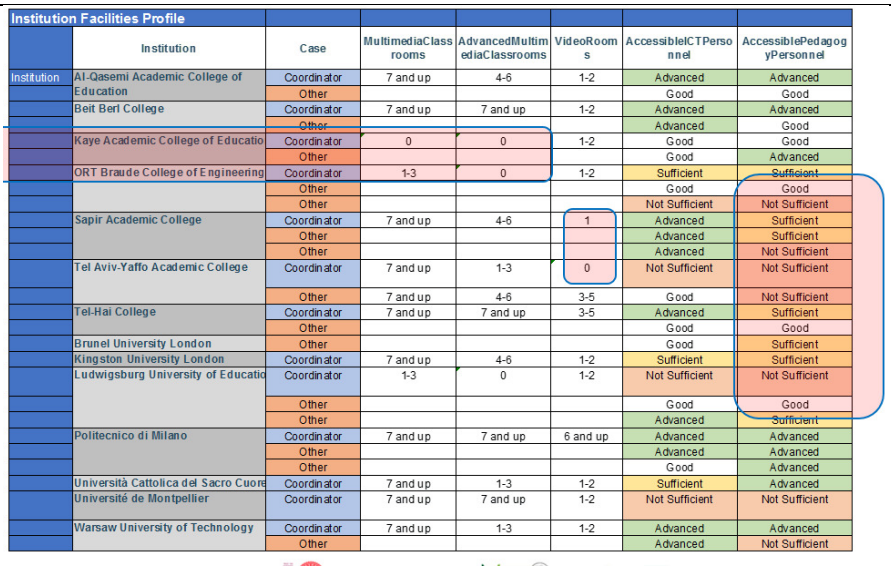
- Institution Students Classes Profile

Institution Students Classes Profile

		StandardCourses	BlendedCourses	DigitalCourses	LangOI	OtherFormalLan
Institution	Al-Qasemi Academic		11 and up	11 and up	Arabic	Hebrew, English
	Beit Berl College		11 and up	11 and up	Hebrew	None
	Kaye Academic College of	2000	11 and up	11 and up	Hebrew	Arabic, English
	ORT Braude College of	850	6-10	6-10	Hebrew	English
	Sapir Academic College	1200	6-10	0	Hebrew	English
	Tel Aviv-Yaffo Academic	1000	11 and up	0	Hebrew	None
	Tel-Hai College		1-5	0	Hebrew	None
	Brunel University London					
	Kingston University London		6-10	0	English	None
	Ludwigsburg University of	1700	1-5	1-5	German	None
	Politecnico di Milano		N/A	N/A	Italian	English
	Università Cattolica del	3500	11 and up	6-10	Italian	English
	Université de Montpellier		11 and up	11 and up	French	None
	Warsaw University of	152	11 and up	6-10	Polish	English

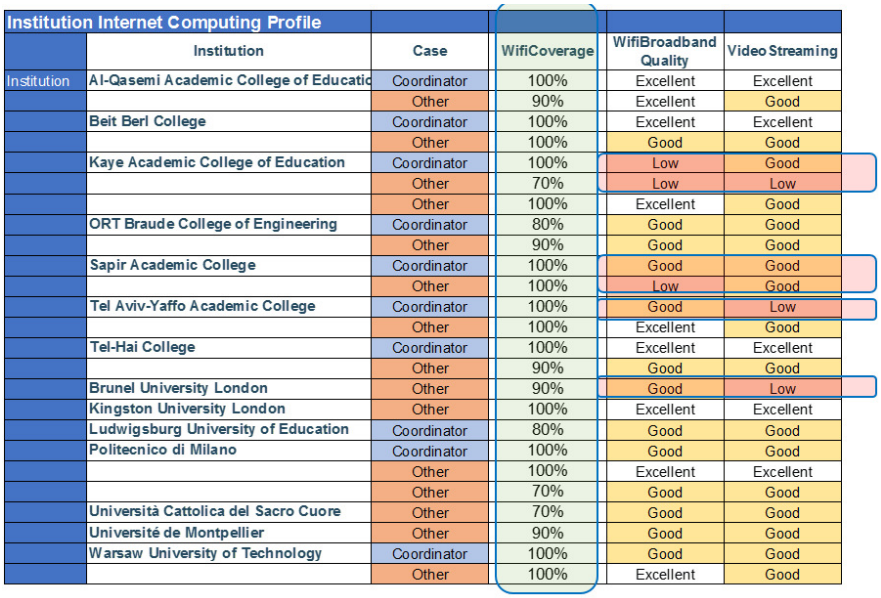
8.5. Institutional Facility (Infrastructure) Profile

• Institution Facilities Profile	

Institution Facilities Profile							
	Institution	Case	MultimediaClassrooms	AdvancedMultimediaClassrooms	VideoRooms	AccessibleICTPersonnel	AccessiblePedagogyPersonnel
Institution	Al-Qasemi Academic College of Education	Coordinator	7 and up	4-6	1-2	Advanced	Advanced
		Other				Good	Good
	Beit Berl College	Coordinator	7 and up	7 and up	1-2	Advanced	Advanced
		Other				Advanced	Good
	Kaye Academic College of Educatio	Coordinator	0	0	1-2	Good	Good
		Other				Good	Advanced
	ORT Braude College of Engineering	Coordinator	1-3	0	1-2	Sufficient	Sufficient
		Other				Good	Good
		Other				Not Sufficient	Not Sufficient
	Sapir Academic College	Coordinator	7 and up	4-6	1	Advanced	Sufficient
		Other				Advanced	Sufficient
		Other				Advanced	Not Sufficient
	Tel Aviv-Yaffo Academic College	Coordinator	7 and up	1-3	0	Not Sufficient	Not Sufficient
		Other	7 and up	4-6	3-5	Good	Not Sufficient
	Tel-Hai College	Coordinator	7 and up	7 and up	3-5	Advanced	Sufficient
		Other				Good	Good
	Brunel University London	Other				Good	Sufficient
	Kingston University London	Coordinator	7 and up	4-6	1-2	Sufficient	Sufficient
	Ludwigsburg University of Educatio	Coordinator	1-3	0	1-2	Not Sufficient	Not Sufficient
		Other				Good	Good
		Other				Advanced	Sufficient
	Politecnico di Milano	Coordinator	7 and up	7 and up	6 and up	Advanced	Advanced
		Other				Advanced	Advanced
		Other				Good	Advanced
	Università Cattolica del Sacro Cuore	Coordinator	7 and up	1-3	1-2	Sufficient	Advanced
	Université de Montpellier	Coordinator	7 and up	7 and up	1-2	Not Sufficient	Not Sufficient
	Warsaw University of Technology	Coordinator	7 and up	1-3	1-2	Advanced	Advanced
		Other				Advanced	Not Sufficient

8.6. Institutional Internet (Infrastructure) Profile

• Institution Internet Computing Profile.	

Institution Internet Computing Profile					
	Institution	Case	WifiCoverage	WifiBroadband Quality	Video Streaming
Institution	Al-Qasemi Academic College of Educatio	Coordinator	100%	Excellent	Excellent
		Other	90%	Excellent	Good
	Beit Berl College	Coordinator	100%	Excellent	Excellent
		Other	100%	Good	Good
	Kaye Academic College of Education	Coordinator	100%	Low	Good
		Other	70%	Low	Low
		Other	100%	Excellent	Good
	ORT Braude College of Engineering	Coordinator	80%	Good	Good
		Other	90%	Good	Good
	Sapir Academic College	Coordinator	100%	Good	Good
		Other	100%	Low	Good
	Tel Aviv-Yaffo Academic College	Coordinator	100%	Good	Low
		Other	100%	Excellent	Good
	Tel-Hai College	Coordinator	100%	Excellent	Excellent
		Other	90%	Good	Good
	Brunel University London	Other	90%	Good	Low
	Kingston University London	Other	100%	Excellent	Excellent
	Ludwigsburg University of Education	Coordinator	80%	Good	Good
	Politecnico di Milano	Coordinator	100%	Good	Good
		Other	100%	Excellent	Excellent
		Other	70%	Good	Good
	Università Cattolica del Sacro Cuore	Other	70%	Good	Good
	Université de Montpellier	Other	90%	Good	Good
	Warsaw University of Technology	Coordinator	100%	Good	Good
		Other	100%	Excellent	Good

8.7. Institutional LMS Installation Profile

• Current Computing	

Learning Infrastructure Profile.	

Current Computing Learning Infrastructure Profile

	Institutions	OSPlatform	OfficialLMS	OfficialCMS	OfficialMOOC	MOOCcourses	LMSstrategy	InfArchitecture
Institution	Al-Qasemi Academic College of Education	Windows	Moodle, Blackboard	Google tools, Office 365	None	0	Owned technology with open possibilities for new developments	Heterogenic policy (few architectures).
	Beit Berl College	Windows, don't know	Moodle, Blackboard	don't know	None	0	Open source	Institution owned and self-maintained Data-Farms
	Kaye Academic College of Education	Windows	Moodle	Joomla	None	0	Open source	IaaS (Infrastructure as a Service) e.g. LMS servers, operating systems, storage and services over the internet
	ORT Braude College of Engineering	Windows, Unix	Moodle	Wordpress	Coursera, eDX	0	Open source	Outsourcing strategy (external vendor for platform services)
	Sapir Academic College	Windows	Moodle	Google tools, Office 365	None	0	Open source	Heterogenic policy (few architectures).
	Tel Aviv-Yaffo Academic College	Windows	Moodle	Sharepoint	None	0	Open source	I dont know
	Tel-Hai College	Windows	Moodle	Sharepoint, moodle + michlol	None	1-3	Open source	Institution owned and self-maintained Data-Farms
	Brunel University London							
	Kingston University London	Windows	Blackboard, Canvas	Wordpress, Sharepoint	None	0	We have adopted Canvas from next year	Heterogenic policy (few architectures).
	Ludwigsburg University of Education	Windows	Moodle	Typo3	None	0	Open source	Institution owned and self-maintained Data-Farms
	Politecnico di Milano	Windows, Apple/Mac, Unix, Linux	Liferay, Open Edx and many others	No official CMS. Each department has its own system	Open eDX	7 and up	Open source	Heterogenic policy (few architectures).
	Università Cattolica del Sacro Cuore	Unix	Blackboard	none	Blackboard Open Education	4-6	Purchased software	Outsourcing strategy (external vendor for platform services)
	Université de Montpellier	Linux	Moodle	Wordpress, Joomla	FUN-MOOC.FR	7 and up	Open source	Institution owned and self-maintained Data-Farms
	Warsaw University of Technology	Windows, Unix	Moodle, Blackboard	Wordpress, Joomla	None	N/A	Purchased software	Institution owned and self-maintained Data-Farms

8.8. Institutional LMS Usage Profile

• Institution LMS Usage Profile.	

Current

Institution LMS Usage Profile

	Institution	Case	LMSuse DigitalSyllabus	LMSuse eBOOKS	LMSuse InternetResources	LMSuse BulletinBoards	LMSuse GradesBook	LMSuse FORUMS	LMSuse ChatText	LMSuse ChatVideo	LMSuse BLOGS	LMSuse Animations	LMSuse Distant	LMSuse VideoLessons	LMSuse QUIZES	LMSuse PBL	LMSuse GAMES	LMSuse SelfA	LMSuse PeersA
Institution	Al-Qasemi Academic College	Coordinator	Very high	High	Medium	Low	Very high	High	Medium	Medium	Very low	High	High	Low	Medium	Medium	Low	Low	Low
		Other	Very high	Very high	Very high	High	Very high	Very high	Medium	Medium	Not at all	Medium	Very high	Very low	Medium	Very high	Very high	Medium	Medium
	Beit Berl College	Coordinator	Very high	Very high	High	High	High	High	Very low	Very low	Medium	Medium	Very high	Medium	Medium	Medium	Low	Medium	Medium
		Other	High	High	Low	Medium	Medium	Low	Very low	Very low	Very low	Low	Medium	Low	Medium	Medium	Low	Medium	High
	Kaye Academic College of	Coordinator	Very high	Very high	High	Very high	Very high	Medium	Very low	Low	High	Very low	Medium	Very low	Very low	High	Very low	Medium	Medium
		Other	Medium	Very high	High	Low	Not at all	High	High	Very low	Very low	Not at all	High	Very low	Very low	Low	Not at all	Very low	Very low
	ORT Braude College of	Coordinator	Very high	Low	Medium	Medium	Medium	High	Low	Low	Low	Medium	Very low	Low	Low	Low	Very low	Low	Low
		Other	Very high	High	High	High	High	High	Not at all	Not at all	N/A	High	Medium	Very high	Low	Medium	Low	Low	Low
	Sapir Academic College	Coordinator	Very low	High	High	Very high	Very high	Very high	Very low	Very low	Very low	Very low	Low	Low	Low	Very low	Very low	Very low	Very low
		Other	Not at all	Not at all	Very high	High	High	High	High	High	High	N/A	Medium	Very low	Medium	Low	Very low	Not at all	Not at all
	Tel Aviv-Yaffo Academic	Coordinator	Very high	Medium	Medium	Not at all	Medium	Medium	Low	Not at all	Not at all	Very low	Low	Very low	Very low	Very low	Not at all	Not at all	Not at all
		Other	High	N/A	N/A	Medium	Very high	High	N/A	N/A	N/A	N/A	High	Low	High	N/A	N/A	N/A	N/A
	Tel-Hai College	Coordinator	Low	Very high	Very high	High	Very high	Medium	Medium	Medium	Medium	Very low	Very low	Very low	Low	Low	Very low	Not at all	Very low
		Other	High	High	High	High	Very high	High	Medium	Low	Low	Low	Low	Medium	Very low	Very low	Not at all	N/A	N/A
	Brunel University London	Other	Medium	Low	Low	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all	Very low	Not at all	Medium	Not at all	Not at all	Not at all
	Kingston University London	Coordinator	Very high	High	High	High	High	Low	Low	Low	Low	Low	Medium	Low	Medium	Medium	Low	Low	Low
	Ludwigsburg University of	Coordinator	Very high	Very high	High	Low	High	Medium	Not at all	Low	Very low	Low	Medium	Low	Medium	Low	Low	Medium	Low
	Politecnico di Milano	Coordinator	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Università Cattolica del Sacro	Coordinator	Medium	Very low	Medium	High	High	Medium	Very low	Medium	Low	Low	Medium	High	High	Medium	N/A	Low	Very low
	Université de Montpellier	Coordinator	Very low	Low	Low	High	High	Very high	Low	Very low	Not at all	Very low	High	Medium	High	Low	Very low	High	Medium
	Warsaw University of	Coordinator	Very high	Very high	Very high	Very high	Very high	Very high	Very high	Low	Very high	High	High	Medium	Very high	High	Medium	High	High

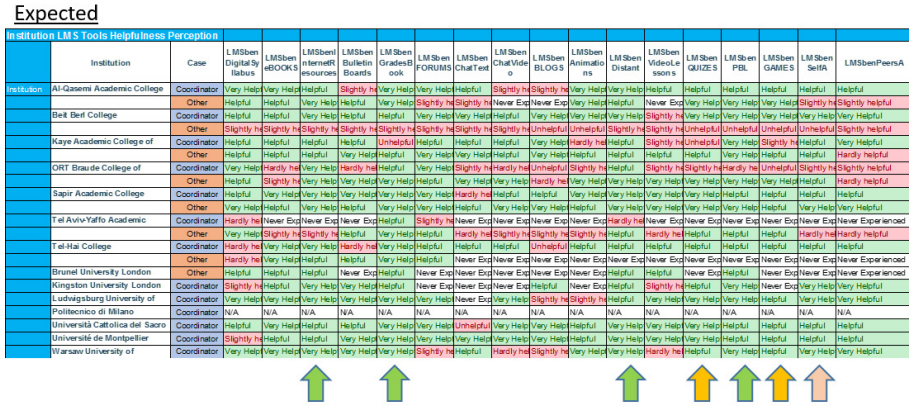
Digital syllabus, eBooks, Bboards, Grades, Forums

Social, Videos, Blogs, Animations, Distant, Sync-video lessons, PBL, Games, Assessments

8.9. Institutional Tools Helpfulness Perception

• Institution LMS Tools Helpfulness Perception	

Expected

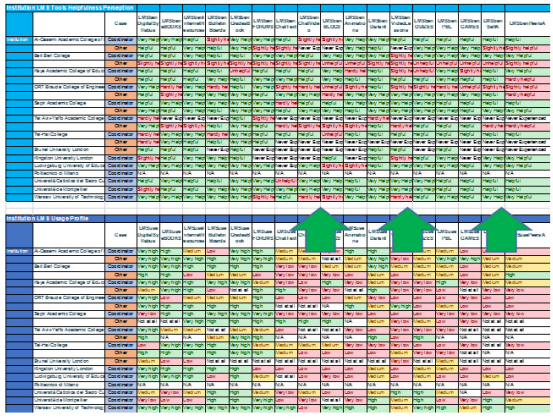


Institution LMS Tools Helpfulness Perception																				
	Institution	Case	LMSben Digital Syllabus	LMSben eBOOKS	LMSben InternetResources	LMSben Bulletin Boards	LMSben GradesBook	LMSben FORUMS	LMSben ChatTed	LMSben ChatVideo	LMSben BLOGS	LMSben Animations	LMSben Distant	LMSben VideoLessons	LMSben QUIZES	LMSben PBL	LMSben GAMES	LMSben SelfA	LMSbenPeersA
Institution	Al-Qasemi Academic College	Coordinator	Very Helpful	Very Helpful	Helpful	Slightly helpful	Very Helpful	Very Helpful	Helpful	Slightly helpful	Slightly helpful	Very Helpful	Very Helpful	Helpful	Helpful	Helpful	Helpful	Helpful	Helpful
		Other	Helpful	Helpful	Very Helpful	Helpful	Very Helpful	Slightly helpful	Slightly helpful	Never Experienced	Never Experienced	Very Helpful	Helpful	Never Experienced	Very Helpful	Very Helpful	Very Helpful	Slightly helpful	Slightly helpful
	Beit Berl College	Coordinator	Helpful	Helpful	Very Helpful	Helpful	Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Slightly helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful
		Other	Slightly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Unhelpful	Unhelpful	Slightly helpful	Slightly helpful	Unhelpful	Unhelpful	Unhelpful	Unhelpful	Slightly helpful
	Kaye Academic College of	Coordinator	Helpful	Helpful	Helpful	Helpful	Unhelpful	Helpful	Helpful	Helpful	Very Helpful	Hardly helpful	Helpful	Slightly helpful	Unhelpful	Very Helpful	Slightly helpful	Helpful	Very Helpful
		Other	Helpful	Helpful	Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Helpful	Helpful	Helpful	Helpful	Very Helpful	Helpful	Helpful	Hardly helpful
	ORT Braude College of	Coordinator	Very Helpful	Hardly helpful	Very Helpful	Hardly helpful	Helpful	Very Helpful	Slightly helpful	Hardly helpful	Unhelpful	Slightly helpful	Helpful	Slightly helpful	Slightly helpful	Hardly helpful	Unhelpful	Slightly helpful	Slightly helpful
		Other	Helpful	Slightly helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Hardly helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Helpful	Hardly helpful
	Sapir Academic College	Coordinator	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Hardly helpful	Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Helpful	Helpful	Helpful
		Other	Very Helpful	Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful
	Tel Aviv-Yaffo Academic	Coordinator	Hardly helpful	Never Experienced	Never Experienced	Never Experienced	Helpful	Slightly helpful	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Hardly helpful	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced
		Other	Very Helpful	Slightly helpful	Slightly helpful	Helpful	Very Helpful	Helpful	Hardly helpful	Slightly helpful	Slightly helpful	Slightly helpful	Helpful	Hardly helpful	Helpful	Helpful	Helpful	Hardly helpful	Hardly helpful
	Tel-Hai College	Coordinator	Hardly helpful	Very Helpful	Very Helpful	Hardly helpful	Very Helpful	Helpful	Helpful	Helpful	Unhelpful	Helpful	Helpful	Helpful	Helpful	Helpful	Helpful	Helpful	Helpful
		Other	Hardly helpful	Very Helpful	Helpful	Helpful	Very Helpful	Helpful	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced
	Brunel University London	Other	Helpful	Helpful	Helpful	Never Experienced	Helpful	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Never Experienced	Helpful	Never Experienced	Helpful	Never Experienced	Never Experienced	Never Experienced	Never Experienced
	Kingston University London	Coordinator	Slightly helpful	Helpful	Very Helpful	Very Helpful	Helpful	Never Experienced	Never Experienced	Never Experienced	Helpful	Never Experienced	Helpful	Slightly helpful	Helpful	Very Helpful	Never Experienced	Very Helpful	Very Helpful
	Ludwigsburg University of	Coordinator	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Never Experienced	Very Helpful	Slightly helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful
	Politecnico di Milano	Coordinator	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Università Cattolica del Sacro	Coordinator	Helpful	Very Helpful	Helpful	Helpful	Very Helpful	Very Helpful	Unhelpful	Very Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Helpful	Helpful	Helpful	Helpful
	Université de Montpellier	Coordinator	Slightly helpful	Helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Helpful	Very Helpful	Very Helpful	Helpful	Helpful	Helpful	Helpful
	Warsaw University of	Coordinator	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Slightly helpful	Helpful	Hardly helpful	Slightly helpful	Very Helpful	Hardly helpful	Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful	Very Helpful

8.10. Institutional Consolidated Tolls View

- Consolidated View – Expected Tools Vs. Current Tools in Institutions.

Expected



1. Forums
2. A-sync Video Lessons
3. Sync Video Lessons
4. Quizzes
5. PBL
6. Self Assessment
7. Peers Assessment
8. Games

Current

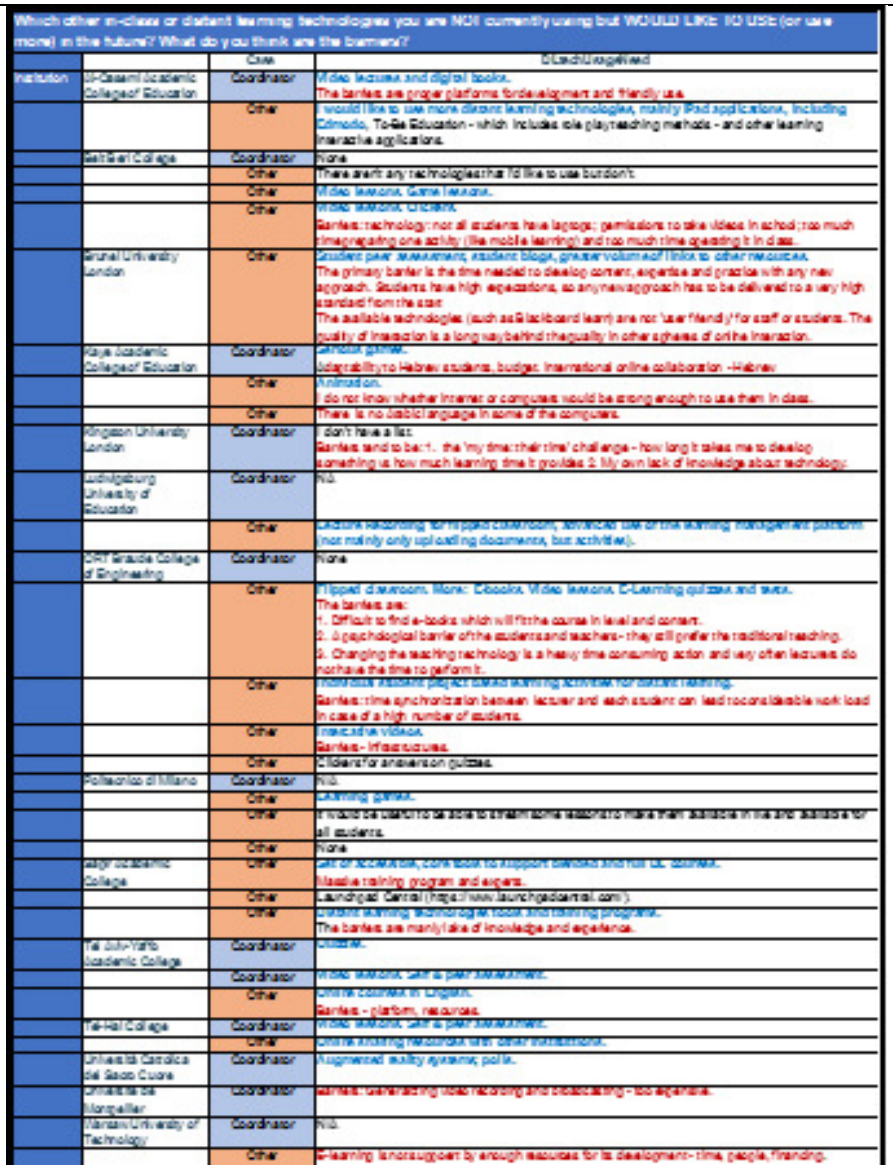
8.11. Institutional Distant Learning Tools Preferences

Main Question Discussed:	
Which other in-class or distant learning	

technologies you are NOT currently using but WOULD LIKE TO USE (or use more) in the future? What do you think are the barriers?

Findings Summary:

- Video lectures and digital books.
- Video lessons. Clickers.
- Lecture Recording for flipped classroom.
- E-books. Video lessons. E-Learning quizzes and tests.
- Individual student project based



Which other in-class or distant learning technologies you are NOT currently using but WOULD LIKE TO USE (or use more) in the future? What do you think are the barriers?			
		Role	Barriers/suggestions
Institution	Al-Qasemi Academic College of Education	Coordinator	Video lectures and digital books. The barriers are proper platforms for development and friendly use.
		Other	I would like to use more distant learning technologies, mainly iPad applications, including Edmodo, To-Be Education - which includes role play teaching methods - and other learning interactive applications.
	Beit Berl College	Coordinator	None
		Other	There aren't any technologies that I'd like to use but don't.
		Other	Video lessons, Game lessons.
		Other	Video lessons, Clickers. Barriers: technology: not all students have laptops; permissions to take videos in school; not much time regarding one activity (like mobile learning) and not much time operating it in class.
	Brunel University London	Other	Student peer assessment, student blogs, greater volume of links to other resources. The primary barrier is the time needed to develop content, expertise and practice with any new approach. Students have high expectations, so any new approach has to be delivered to a very high standard from the start. The available technologies (such as Blackboard learn) are not 'user friendly' for staff or students. The quality of interaction is a long way behind the quality in other spheres of online interaction.
	Kaye Academic College of Education	Coordinator	Different games. Adaptability to Hebrew students, budget, International online collaboration -Hebrew
		Other	Animation. I do not know whether Internet or computers would be strong enough to use them in class.
		Other	There is no Arabic language in some of the computers.
	Kingston University London	Coordinator	I don't have a list. Barriers tend to be:1. the 'my time/their time' challenge - how long it takes me to develop something vs. how much learning time it provides 2. My own lack of knowledge about technology
	Ludwigsburg University of Education	Coordinator	N.D.
		Other	Lecture recording for flipped classroom, advanced use of the learning management platform (not mainly only uploading documents, but activities).
	ORT Braude College of Engineering	Coordinator	None
		Other	Flipped classroom, Moral: E-books, Video lessons, E-Learning quizzes and tests. The barriers are: 1. Difficult to find e-books which will fit the course in level and content. 2. A psychological barrier of the students and teachers - they still prefer the traditional teaching. 3. Changing the teaching technology is a heavy time consuming action and very often lecturers do not have the time to perform it.
		Other	Individual student project based learning activities for distant learning. Barriers: time synchronization between lecturer and each student can lead to considerable work load in case of a high number of students.
		Other	Interactive videos. Barriers - Infrastructures.
		Other	Clickers for answers on quizzes.
	Politecnico di Milano	Coordinator	N.D.
		Other	Gaming games.
		Other	I would be glad to be able to create some lessons to make them available in time and available for all students.
		Other	None
	Sapir academic College	Other	Lab for accessibility, core tools to support websites and not UI. animals. Massive training program and experts.
		Other	Launchpad Central (https://www.launchpadcentral.com)
		Other	Online learning technologies' tools and training programs. The barriers are mainly lack of knowledge and experience.
	Tel Aviv-Yaffo Academic College	Coordinator	Unsure.
		Coordinator	Video lessons, Q&A as part of assignments.
		Other	Online courses in English. Barriers - platform, resources.
	Tel-Hai College	Coordinator	Video lessons, Q&A as part of assignments.
		Other	Online training resources and other simulations.
	Universita Cattolica del Sacro Cuore	Coordinator	Augmented reality systems, polls.
	Universita de Montpellier	Coordinator	Barriers: Outsourcing video recording and broadcasting - lack experience.
	Warsaw University of Technology	Coordinator	N.D.
		Other	E-learning is not supported by enough resources for its development - time, people, financing.

learning activities for distant learning. • Distant learning technologies tools and training programs. • Video lessons. Self & peer assessment. • Set of accessible, core tools to support blended and full DL courses.	

8.12. Lecturers (Developers) Expectations from IN2IT

Main Question Discussed: What could IN2IT be doing better with technology that would improve	

your educational experience?

What could IN2IT be doing better with technology that would improve your educational experience?

		IN2ITexpectNeed
Institution	Al-Qasemi Academic College of Education	Provide educational platform and modern digital course.
		Provide experience of learning to our students. Meet with other people from other cultures.
	Beit Berl College	Sharing ideas in class tecnology uses.
		Learning together.
	Kaye Academic College of Education	Create more high functioning technological classrooms.
	ORT Braude College of Engineering	New education technologies. Forum for discussion the adoption of new technologies.
		Construct a national network.
		Allow pilot experiments. Opportunities of teaming up with experienced faculty members.
	Sapir Academic College	Deep pilot experience. User friendliness testing. Configurability in work. Self design course processes by lecturers.
	Tel Aviv-Yaffo Academic College	Strengthening student's experience on learnrd topics.
		Assembling conclusions and recommendations from around the world.
	Tel-Hai College	Develop an infrastructure that could provide us with a kick-off project
	Brunel University London	Provide practical resources to develop online practice.
	Kingston University London	Ceate a DL framework which can be easily adapted.
	Ludwigsburg University of Education	Inspiring, simple-to-use courses.
	Politecnico di Milano	Multi-language and multiculturalism. Providing an enrichment in terms of cultural exchange.
	Università Cattolica del Sacro Cuore	Sharing case studies derived from the programme.
	Université de Montpellier	Facilitate the production of educational resources available in different languages and for learners with disabilities.
	Warsaw University of Technology	

9. Survey Outcome Recommendation

9.1. Sapir's Recommendation - Platform of Choice

9.1.1. Sapir recommend to adopt MOODLE platform for IN2IT project

9.1.2. The platform covers many of the identified needs and requirements.

9.1.3. The Platform has strong install base, continuous WW growth as a solid open-source platform.

9.1.4. The platform is already established in most of "IN2IT" consortium partners, yet not exploited technically and functionally in international landscapes.

9.1.5. Circles of experts and institutional know-how are exist in IL and EU and can be leverage for project success by any partner.

9.1.6. The potential "project impact" in all IL institutions is enormous. Mainly because the deployment of the platform can be supported by many stakeholders (early familiarity).

9.1.7. The platform may gain backup and support from institutional management and ICTSs as it yield former investments and can be sustained within current strategies.

9.1.8. TOC (total cost of ownership) is relatively low with comparison to other platform (MOOCs, Proprietary Solutions.

9.2. Sapir's Recommendation - Path Forward

9.2.1. T6.1 Requirements and benchmarking analyses and preparation of a specifications report.

9.2.2. T6.2 Implementation of technological adaptations and customizations.

9.2.3. T6.3 Setting up the technologies for pilot online activities

9.2.4. T6.4 Maintenance and support to online activities.

9.2.5. Timeline for early version of IN2IT platform can and need to be rescheduled (before 15/Apr/2017) for the International Courses Development Teams. Its an evolutionally requirement exposed by the teams. Addressiing it requires:

9.2.6. To transform Sapir's recommendation into a formal consortium's decision

9.2.7. To plan and protocol an earlier version to be launch during January-17, before Milano meetings.

9.3. Sapir 's Recommendation – Support Model

9.3.1. Timeline for early version of IN2IT platform need to be rescheduled (before 15/Apr/2017) for the International Courses Development Teams. It's an evolutionally requirement exposed by the teams.

9.3.2. Addressing it requires more resources to be set in advance by Sapir (IPO Teams, ICT Team) and might require more budget.

9.3.3. Recommendation needs to be transformed by project leaders and consortium institutions Sapir's recommendation into a formal consortium's decision.

10. APPENDIX: Survey Outline

[Logo]
IN2IT Program 2015-2018

Educational Technology Consortium Survey (WP-6)

Dear Coordinator,

We appreciate your help by completing this survey. We will ensure that all responses will be part of IN2IT consortium knowledge assets, as aligned with Erasmus+ procedures.

Survey Main Objectives:

1. Explore the current learning and teaching techno-pedagogic platform and tools usage in your institution, and teaching environment.
2. Collect pedagogic requirements analysis which are associated with technology implementation, will be examined for IN2IT (WP6) platform development for distant learning courses.
3. Establish the ground for technology-related decisions for IN2IT (WP-6) and implementation priorities (tools, scope, timeline).

Please pay attention:

1. Questions marked with asterisk (*) are required to be answered.
2. Few questions allow multiple answers.
3. Your detailed view in open questions will be most valuable.
4. Answer all open fields in ENGLISH.
5. Kindly complete the survey by October 14th.

Sapir IN2IT Team
The International Programs Office
IN2IT Erasmus+ Consortium (2016)

Institution Students Classes Profile

1. Personal and Professional details
2. Number of "Face-2-Face" (standard class) courses in your institution
3. Number of "Blended" courses in your institution (Class instruction blended with distant learning lessons)
4. Number of "Digital" courses in your institution (100% distant learning courses)
5. Main language of instruction
6. Other main languages of instruction. Please elaborate and divide by commas between additional languages.

Institution Facilities Profile

7. Number of "Multimedia" classrooms (lecturer computer/notebook and projector, internet connection, audio system, video cameras, recording capabilities)
8. Number of "Advanced Multimedia" classrooms (lecturer computer/notebook and projector, internet connection, audio system, video cameras, recording capabilities, interactive simulations, student feedback systems, learning objects, games support)
9. How many designated Video Rooms your campus has for the development of distant learning lessons (professional recording, video and audio editing)?
10. Do you have in your institution accessible ICT (Information Communication Technology) Personnel, who is available to provide lecturers with sufficient computing services (computing infrastructure, applications, service desk)?
11. Do you have accessible Institutional Pedagogy Personnel who is available to provide lecturers with sufficient pedagogy services?

Institution Internet Computing Profile

12. Wi-Fi locations-coverage in campus
13. What is the Wi-Fi broadband quality in campus?
14. Refer to Internet quality level to support Video-streaming for learning purposes:

Current Computing Learning Infrastructure Profile:

15. Which computing platform infrastructure used by your institution for its learning systems? (you can select multiple answers)
    (you can mark few answers)
    - 15.1. Windows
    - 15.2. Apple/Mac
    - 15.3. Unix
    - 15.4. Linux
    - 15.5. Other
16. Which official LMS (learning mgmt. system) platform/s used by your institution for pedagogy and course management? (you can select multiple answers)
    - 16.1. Moodle
    - 16.2. Blackboard
    - 16.3. Schoology
    - 16.4. Other. Pls indicate:

17. Which official CMS (content mgmt. system, web content, documents) platform/s is used by your institution for educational development? (you can select multiple answers)
    - 17.1. Drupal
    - 17.2. Wordpress
    - 17.3. Joomla
    - 17.4. Sharepoint
    - 17.5. Other. Pls indicate:

18. Which official MOOC (massive open online courses)) platform/s is used by your institution for educational development? (you can select multiple answers)
    - 18.1. Coursera
    - 18.2. Udacity
    - 18.3. eDX
    - 18.4. Open eDX
    - 18.5. None
    - 18.6. Other. Pls in

19. How many MOOC courses do you have in your institution?
20. What is your preference strategy in adoption of LMS platform and tools?
    - 20.1. Open source
    - 20.2. Purchased software
    - 20.3. Owned technology (institution proprietary)
    - 20.4. Other. Pls elaborate more
21. What is your institutional computing infrastructure architecture for LMS platform and services?
    - 21.1. Institution owned and self-maintained Data-Farms?
    - 21.2. Outsourcing strategy (external vendor for platform, services)
    - 21.3. SaaS (software as a service) policy e.g. LMS applications video as a service over the internet (webex video conference)
    - 21.4. PaaS (Platform as a Service) e.g. LMS platform as a service over the internet Moodle Cloud
    - 21.5. IaaS (infrastructure as a Service) e.g. LMS servers, operating systems, storage and services over the internet)
    - 21.6. Heterogenic policy (few architectures).
    - 21.7. Other. Pls elaborate more.

Institution LMS Usage Profile

22. Please indicate the average level of LMS Platform usage - for each of the following activities and resources mentioned below:
    - 22.1. Digital Syllabus
    - 22.2. Online readings or link to E-books
    - 22.3. Links to non-library Internet resources
    - 22.4. Lecturer's bulletin board
    - 22.5. Grades management and presentation
    - 22.6. Forums
    - 22.7. Chat (text)
    - 22.8. Chat (Video)
    - 22.9. Students Blogs
    - 22.10. Simulations/interactive animations/applets
    - 22.11. Distant learning activities
    - 22.12. Video lessons
    - 22.13. E-Learning quizzes and tests

22.14. Project Based Learning (PBL) activities
22.15. Game lessons
22.16. Self-assessment
22.17. Peers' assessment

23. Think of yourself as a teacher using classroom technologies. Of those listed below, how HELPFUL are they today to achieve your pedagogic objectives? (Never experienced, Unhelpful, Hardly helpful, Slightly helpful, Helpful, Very Helpful, Not Applicable)
    23.1. Digital Syllabus
    23.2. Online readings or link to E-books
    23.3. Links to non-library Internet resources
    23.4. Lecturer's bulletin board
    23.5. Grades management and presentation
    23.6. Forums
    23.7. Chat (text)
    23.8. Chat (Video)
    23.9. Students Blogs
    23.10. Simulations/interactive animations/applets
    23.11. Distant learning activities
    23.12. Video lessons
    23.13. E-Learning quizzes and tests
    23.14. Project Based Learning (PBL) activities
    23.15. Game lessons
    23.16. Self-assessment
    23.17. Peers' assessment

24. Please list other in-class technologies used in your institution and share how often you use them, and how important they are to your teaching:

25. Which other in-class or distant learning technologies you are NOT currently using but WOULD LIKE TO USE (or use more) in the future? What do you think are the barriers?

26. What would enable you to use (or use more) in-class technologies?

27. What support or resources are needed for your future potential use of in-class technologies?

28. What could IN2IT be doing better with technology that would improve your educational experience?

End!

We would like to thank you for your precious time you shared with us. We'll process all responses and share the information and stats with you and all IN2IT consortium members.

Sapir IN2IT Team
The International Program Office
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