LINQED priority survey results

March 2013

What is your function within your institution?
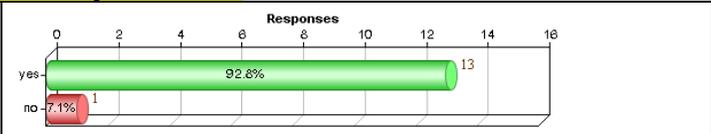

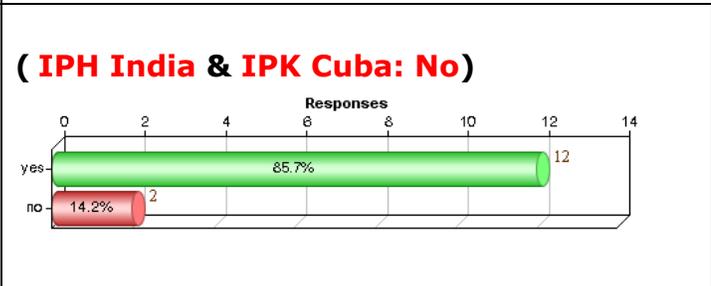| Student assessment	
1. We want to continue to learn more about student assessment. (UMSS Bolivia:NO)	
2. We want to receive training on how to design a balanced competence assessment program.(IPH India: No)	
3. We want to self-evaluate the quality of a course/module using the Competence Assessment program quality measure survey in 2013. **4. We are prepared to share information and experience on this topic.**	ESP Lubumbashi RDCongo: NOT
Comments	
IPH India	We want to implement the student assessment more focused on the e-learning.
UGM Indonesia	Larger survey on CAPs
IMTvH Peru	We are planning to aaply the CAP assessment instrument this semester. I am sure that some very specific needs will be defined as a consequence.

UMSS Bolivia	We have experience in self-evaluation processes throughout the institution (Medical School)
IPK Cuba	The evaluation activities was: • Some selected of the activities of learning. • The participation in forum and [chat]. • The end work sent to the tutor. •For the end evaluation the following categories were kept in mind: • Excellent • Well • Approved • Desapproved •Also, in order to consider the approved and receive the credits corresponding to the course it was required participate in not less than the 80% of the planned activities. •Execution of the educational programmed activity. Satisfactory. •Participation of professors and justification. They didn't come problems without solutions. •Importance of the thematic to try: Their present time, directed APS. •Bibliographical materials: They are in the Moodle Platform, bibliography •Relevants parameters: •Duración la realización de 3 ediciones: 95% •Prestigio de la institución que dicta el curso: 98% •Prestigio de los profesores/ tutores: 92% •Metodología: 96% •Créditos que otorga el curso como necesarios: 97% •Respaldo material y apoyo bibliográfico: 80% •Utilidad de los contenidos que ofrece: 93 % •Utilización de las tecnologías 92 % •Contribuyo a cursar la Maestria en Enfermedades Infecciosas de amplio acceso- 72%
ESP Lubumbashi RDCongo	This point dealind with Competence assessment is very important for our institution
UMU Uganda	LiNQED network have had adequate trainings in the area of the assessment it would be better to share experiences and identify best practices.
BPKIHS Nepal	BPKIHS follows an innovative curr. in which student assessment is done via 6 mthly theory(MCQ, ShOrt ans. ques(SAQ), PBL, Modified essay ques(MEQ)etc.)tests & practical tests(OSCE/OSPE, BEDSIDE CLINICAL TESTS, VIVA)& Day to day monitoring via Log Book. Formative assessment is 6 mthly.Summative assessment is 12 mthly. We, as facilitators of UG & PG want to learn more about newer developments on assessment of students reg. knowledge, attitude & skills & improve so that we maintain the quality of teaching & learning.
INAS Morocco	can we have the possibility to exchange in 'Docimoloy' in the following areas of expertise:training on the tools and methods of implementation of the docimologiee in our national school of public health and the establishment of a quality assurance assessments knowledge system Be able to analyse the student assessment papers How to change the professional and the student behaviour about assessment
MU Uganda	How to design assessments that assess the students learning in its entirety
PU South Africa	This is important for our institution and should be retained.
PUCE Ecuador	We have the experience in student assessment but we coludn´t still to apply the teachings achieved of the exchange project between Bolivia and Ecuador, because in this moment there is not the Master course running.
ITM Belgium	- Include the assessment of Master theses - Also quality assurance of assessment policy - Learn about giving (formative) feedback

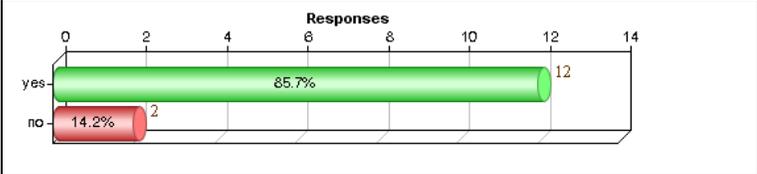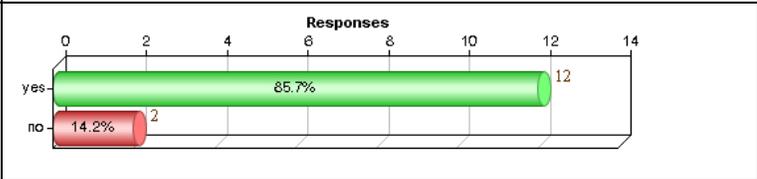| **Thesis supervision**	
5. We want to continue to learn more about thesis supervision.(IPH India: No)	Responses chart — yes: 92.8% (13), no: 7.1% (1)
6. We want our lecturers, who have supervision responsibility, to receive training on thesis supervision. **7. We are prepared to share information and experience on this topic.**	**(IPH India & IPK Cuba: No)** Responses chart — yes: 85.7% (12), no: 14.2% (2)

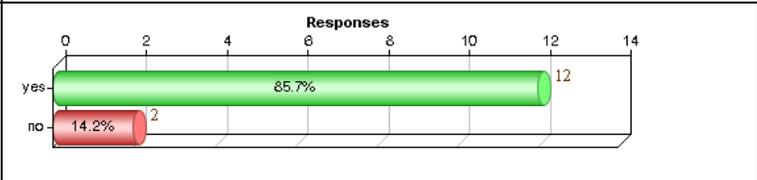| **Comments**	
UMSS Bolivia	It is advisable to design a format for systematic evaluation of thesis
BPKIHS Nepal	We, who have supervision responsibility, would like to observe thesis supv. done by other institutions in other places/countries so that we can improve our current system of guiding our postgraduates theses.
INAS Morocco	training in the procedures implementing the quality assurance thesis supervision
PUCE Ecuador	In the IPH there are the experience with about 100 thesis supervision, but perhaps with more mistakes. There is much to learn.
ITM Belgium	- Study approaches to thesis supervision

Course design	
8. We want to learn more about course design. **(UMSS Bolivia &** **PU South Africa** **:NO)**	Responses chart — yes: 85.7% (12), no: 14.2% (2)
9. We are prepared to share information and experience on this topic.(UGM Indonesia & IPK Cuba: No)	Responses chart — yes: 85.7% (12), no: 14.2% (2)
10. Does your institution want lecturers to receive specific training ?(UMSS Bolivia & PU South Africa: NO) **10a. receive specific training on the following topics**	Responses chart — yes: 85.7% (12), no: 14.2% (2) Responses chart: writing clear learning objectives: 17.1% (6) using interactive teaching techni...: 22.8% (8) organizing effective group work: 22.8% (8) designing a series of learning ta...: 34.2% (12) other: 2.8% (1)

ITM	- writing clear learning objectives using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills other enhancing the relation between research activities and teaching and training
IPH India	writing clear learning objectives designing a series of learning task for developing complex skills
UGM Indonesia	using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills
IMTvH Peru	using interactive teaching techniques designing a series of learning task for developing complex skills
IPK Cuba	designing a series of learning task for developing complex skills
ESP Lubumbashi RDCongo	writing clear learning objectives using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills
UMU Uganda	using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills
INAS Morocco	writing clear learning objectives organizing effective group work designing a series of learning task for developing complex skills
BPKIHS Nepal	organizing effective group work designing a series of learning task for developing complex skills
INAS Morocco	writing clear learning objectives using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills
MU Uganda	writing clear learning objectives using interactive teaching techniques organizing effective group work designing a series of learning task for developing complex skills
PUCE Ecuador	using interactive teaching techniques designing a series of learning task for developing complex skills

Comments

UMSS Bolivia	The structure of the course design is defined, however it is perfectible
IPK Cuba	The plan of course is essential we have another course on the most common Infectious Illnesses in the Community. Course Syndrome feber. Course of illnesses with [rash] and you ulcerate cutaneous
BPKIHS Nepal	We have recruitment of teachers every 3-4 mthly through open advt.The fresh & young teachers(senior residents, assistant professors)are given teachers training on newer techniques in T/L in med. education incl.using interactive teaching techniques. We would like ourlecturers, senior residents, assistant professors to receive specific training on course design,organizing effective group work & designing a series of learning task for developing complex skills.
PU South Africa	Our lecturers receive training presented by an academic support department.

ITM Belgium	- strategies for blending of courses (criteria) - quality assurance on admission / selection processes

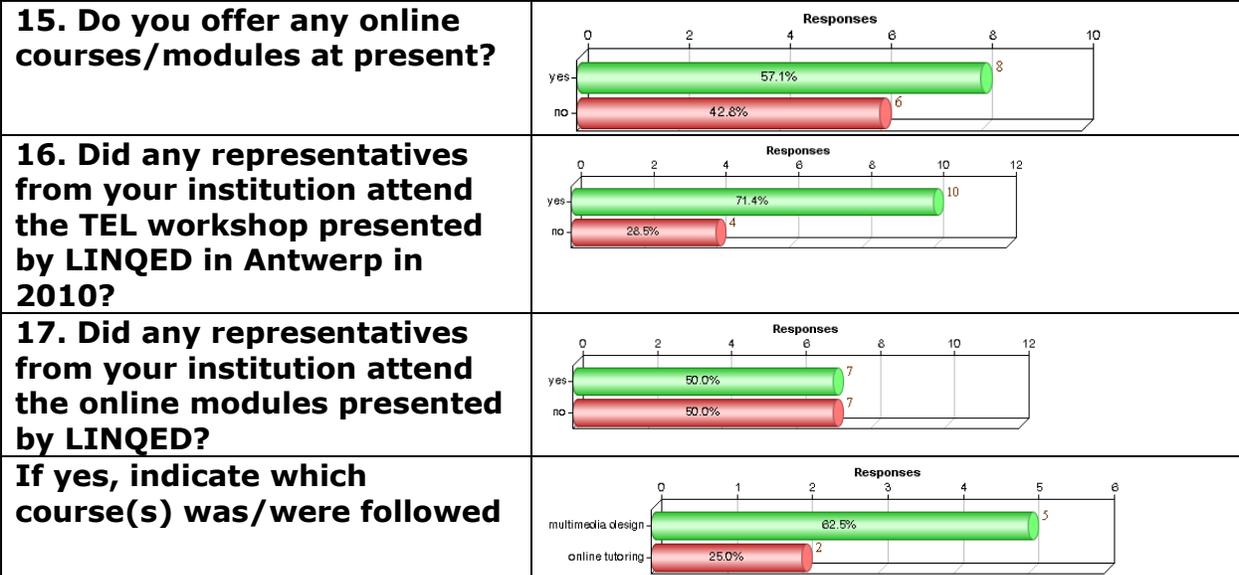| **Educational exchange**	
11. Educational exchange should be kept as one of the main themes of LINQED.	yes 100.0% 14 / no 0
12. We are planning to submit an exchange proposal.	yes 71.4% 10 / no 28.5% 4 **Not:** IMTvH Peru, MU Uganda, PU South Africa and PUCE Ecuador
Comments	
UGM Indonesia	We want to continue the exchange program with ITM. In the future we also want to have exchange program with other institutions within NETWORK
IMTvH Peru	Exchange is being limited because our expertise and development is in tropical medicine rather than public health. The other South American members are more interested in public health and the English speaking partners are rather far. Hoewever, we still expect to find an area where exchange may be valuable.
UMSS Bolivia	We believe that educational exchanges enrich the experiences in teaching and learning processes
IPK Cuba	We needed to maintain educational exchange with the Belgian Institute in order to improve continuous education and nurture us with their experience because we are in the first steps.
ESP Lubumbashi RDCongo	We are preparing the execution of our exchange project with Morocco and ITM-Antwerp
UMU Uganda	We need more comprehensive information on the educational exchange designed by LINQED network.
BPKIHS Nepal	It helps in learning from other teachers/educators from outside your own institution & from different places reg. T/L , ASSESSMENT Systems, Thesis supv. & exchage ideas for the betterment of teachers, std. & institution on the whole.
PU South Africa	Although there is some interest in an exchange project it never seems to get off the ground.
PUCE Ecuador	We could to propose for the next years
ITM Belgium	south-south exchange to be encouraged Delocalizing courses and promotion, facilitation and quality control

Elearning	
13. Does your institution have a Learning Management System (LMS)?	yes 50.0% 7 / no 50.0% 7

15. Do you offer any online courses/modules at present?	
16. Did any representatives from your institution attend the TEL workshop presented by LINQED in Antwerp in 2010?	
17. Did any representatives from your institution attend the online modules presented by LINQED?	
If yes, indicate which course(s) was/were followed	

	14. the name of the LMS	Postgraduate	Undergraduate	15b. if no, do you plan any online courses for the future? (Please list)
IPH India	Moodle		This is a foundation course for people interested in public health management.	
UGM Indonesia	GAMEL	Postgraduate Students from Public Health Master Program (MPH Program)		
IMTvH Peru	moodle	Treatment of HIV-associated disease in children / Prumary care physicians Bacterial resistance / Primary care physicians(secondarily, Infectious Disease specialists)		
UMSS Bolivia				For the moment. no are being planned
IPK Cuba	Nereyda Cabrera Cantelar	Tropical Infections deseases The plan of course is essential we have another course on the		

|				
		most common Infectious Illnesses in the Community. Course Syndrome feber. Course of illnesses with [rash] and you ulcerate cutaneous		
ESP Lubumbashi RDCongo				Biostatistics Health system organization Epidémiology
UMU Uganda				Yes. 1. Masters in Public Health 2. Bachelors in Public Health
INAS Morocco	center of e learning			Promoting the health of young people and adolescents Biostatistics
BPKIHS Nepal				care of newborn Infant & young child feeding(IYCF) Cardiac arrest ARDS.
INAS Morocco				
MU Uganda				Not any I know
PU South Africa	Blackboard	Master's degrees (All faculties)	A blended model is followed at UP and therefore all (or most) undegraduate programmes are presented online and face to face.	
PUCE Ecuador		Health personnel with third level title working in care services Course: Health Services and Systems Research		
ITM Belgium	Moodle	short course on anti-retroviral therapy (eSCART)		
Comments				
IPH India	Online video recording Creating an effective e-learning course			

UGM Indonesia	
IMTvH Peru	Competence (clinical reasoning) assessment. Bioethics Research (especially, but not only operational)
UMSS Bolivia	
IPK Cuba	INFECTIONS DISEASE
ESP Lubumbashi RDCongo	Online tutoring
UMU Uganda	Yes. 1. Designing learning materials for e-learning 2. Networking with multiple learners 3. E-learning students assessments 4.Designing an e-learning System
INAS Morocco	student assessment Teaching engineering Andragogy
BPKIHS Nepal	We would like to develop e-learning with the teaching districts as our PGs go to district hospitals to supv. our internees.
INAS Morocco	
MU Uganda	
PU South Africa	We presented the Online tutoring course
PUCE Ecuador	How to improve the design virtual courses How to improve online tutoring
ITM Belgium	quality assurance in eLearning

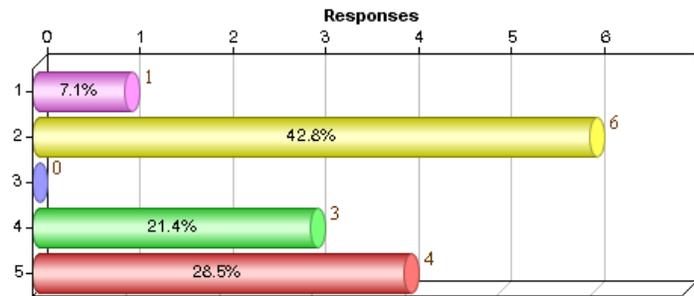# 19. Please rank the topics below according to your institutional priority:
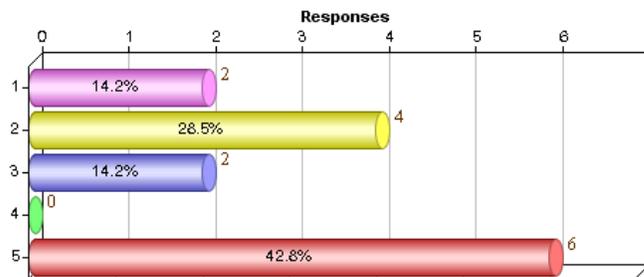
student assessment
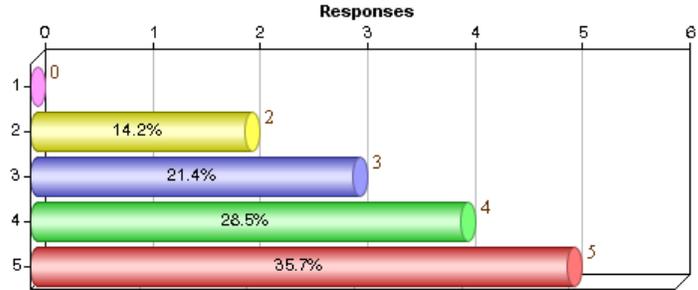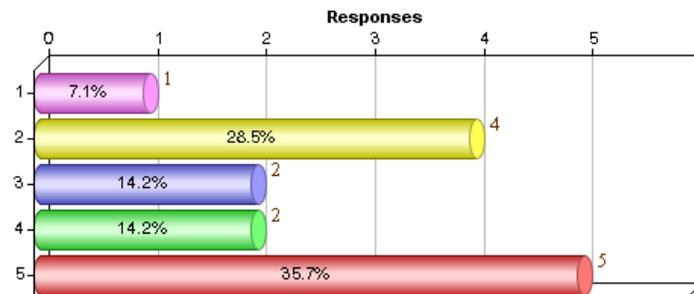

thesis supervision
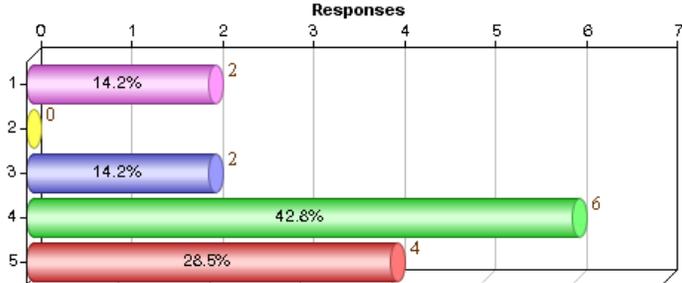
course design

educational exchange

e-learning

20. If your institution has specific need(s) that do not fall in the above mentioned categories, please indicate:

Strategies for teaching staff development - with a focus on adult learning methods

Learning Management System (LMS).

Open Education Resources (OER) Mobile applications Inquiry-led teaching Curriculum design