



# External Monitoring and Quality Assurance Plan and Reports

**Deliverable Number: D6.2**  
**Contractual Date of Delivery: Ongoing**  
**Actual Date of Delivery for the Plan: Ongoing**  
**Title of Deliverable: External monitoring and quality assurance  
plan and reports**  
**Work-Package contributing to the Deliverable: WP6**  
**Dissemination Level: IL**  
**Nature of the Deliverable: R**  
**Author(s): Omar Ramzy Heliopolis University for Sustainable  
Development, Egypt (External Evaluator)**

## Project Funding

### Project Funding

Project Full Title: **ICT-enabled In-service Training of Teachers to Address Education for Sustainability**

Project Acronym: **ICTeEfS**

Project number: **598623-EPP-1-2018-1-CY-EPPKA2-CBHE-JP**

EC Programme: **ERASMUS +**

Agreement number: **(2018-3774-001-001)**

Start date: **15<sup>th</sup> January, 2019**

Duration: **3 years**

Budget:

### Disclaimer

The content in this deliverable expresses the views of the authors and the ICTeEfS Consortium and does not necessarily reflect the views of the European Commission. The European Commission is not liable for any use that may be made of the information contained herein.

## **SUMMARY**

The courses were reviewed based on the DeCoRe plus methodology. The courses evaluation was developed among 2 phases. The first phase was the initial review along the deconstruction of the courses content. Whereby, the courses were initially reviewed to check if all the learning topics and activities are addressing the sustainability justice calls. Also, to assure that the courses' content is strongly connected to the 6 learning pillars for sustainable development (learning to know, learning to be, learning to live together, learning to do, learning to transform oneself and society & learning to give and share) and with the 10 Cs reflecting the students' ability to scan the external environment and to capitalize on their studies to serve their community for a collective common goal.

In addition, the assessment methods technicalities, highlighting on the key concepts of the authentic assessment and how effective the values and outcomes of the courses are explicitly assessed.





















The reviewer focused on pinpointing if there is any gaps or omissions between the courses' description and the courses' content, highlighting on the reasons and motives (if found) and giving instructions to cover these gaps or to add any omitted points if it could help in delivering to courses' intended outcomes.

After reviewing these sections in the courses' outline, digitalized, problem solving and critical thinking activities were added to courses' outlines, to equip the students with reflexive, adaptable, socio-humanistic scanning and communication skills.











The second phase started, when the instructors reconstructed the courses' outline and the reviewer is giving the final evaluation according to the given feedback and thematic areas of each course.

The final evaluation was including all the courses' outlines to make sure that the courses' description is aligned with the courses' objectives. Making sure that each course content is delivered among number of modules along the semester, every module is addressing specific outcomes constructing knowledge that empower the students' competencies to change the reality by digitalized and comprehensive collaborative activities between the students mirroring the theory.





















## First Evaluation (Vietnam)

1.	Urban Environmental Management	 Urban Environment Management	11.	Environmental Biotechnology	 Final , Environmental Biotechnology_Decon:
2.	Module Community organization and development	 DeCoRe plus ComOrg.pdf	12.	Construction materials	 Final , Construction materials_Deconstruct
3.	Lifelong Education	 DeCoRe plus Lifelong edu (1).pdf	13.	Marketing Strategy	 Final , Marketing Strategy - DeCorePlus
4.	Introduction to Sociology of Education	 DeCoRe plus- Introduction to Sociol	14.	Solid Waste Management	 Final , SOLID WASTE MANAGEMENT_Deco
5.	Development studies	 DeCoRe plus-Development Stu	15.	Technology Enhanced Language Learning	 Final , TECHNOLOGY-ENHAN
6.	Developmental Psychology	 DeCoRe plus-Developmental P	16.	Hydraulic Structures	 Final ,Hydraulic structures_Deconstruc
7.	Internship 3	 DeCoRe plus-Internship.pdf	17.	Economic Anthropology	 Final Economic Anthropology.pdf
8.	Environment and development	 DeCoRe-plus_-Environment and develop	18.	Economic, Social and Environmental Impact Assessment	 Final Economic-Social and Environmental Im
9.	Quality management	 Final , Quality Management_Decons	19.	Environmental Impact Assessment	 Final, EIA_Deconstruct With Activity.pdf
10.	Business law	 Final , Business law - DeCoRe plus (update)	20.	Environmental Science	 Final, Environmental Science_Deconstruct.p


## First Evaluation (Indonesia)

1.	Ecology	 Final , [REVISED] UGM - Ecology (1) (2)	9.	General Biology	 Final, [REVISED] UGM - General Biology (1) (
2.	The basic of Social Sciences	 Final , . [REVISED] UGM - Basic of Social	10.	Hydrometeorology	 Final , [REVISED] UGM -Hydrometeorol
3.	Conservation Biology	 Final , [REVISED] UGM - Conservation f			
4.	Student Community Services - Community Empowerment Learning	 Final , [REVISED] UGM - Deconstructor			
5.	Indonesian Art and Culture	 Final , [REVISED] UGM - Deconstructor			
6.	Introduction to Game Theory	 Final , [REVISED] UGM - Deconstructor			
7.	Pancasila	 Final, [REVISED] UGM - Deconstructor			
8.	Training of Successful Learners for Freshmen	 Final, [REVISED] UGM - Success Skill (F			










## Second Evaluation (Vietnam)

1.	Development studies	 [completed] Development studies.	11.	Economic, Social and Environmental Impact Assessment	 Environmental-social-economic impact asse
2.	Economic anthropology	 [completed] Economic Anthropol	12.	Internship 3	 INTERNSHIP 31.3.pdf
3.	Urban Environmental Management	 [completed] Urban environmental manag	13.	Marketing Strategy	 Marketing Strategy syllabus - constructor
4.	Biological Process for environmental engineering	 Biological processes for Env. Engineering_C	14.	Quality Management	 Quality Management_course syllabus_29032
5.	Business Law	 Business law syllabus - construction.pdf	15.	Introduction to Sociology of Education	 SOCIOLOGY OF EDUCATION-Construc
6.	Construction Materials	 CE210U_Construction Materials-New for ICT	16.	Solid Waste & Hazardous Waste Management	 Solid-and-hazardous-waste-management_i
7.	Hydraulic Structures	 CE405IU - HYDRAULIC STRUCTU	17.	Technology-Enhanced Language Learning	 TECHNOLOGY-ENHANCED LANGUAGE LEA
8.	Module Community organization and development	 ICTeEfs COURSE SYLLABUS TEMPLATE.	18.	Fluid Mechanics	 CE205IU - FLUID MECHANICS. EU proje
9.	Developmental Psychology	 Developmental Psychology 30.03.2021	19.	Lifelong learning	 Module Lifelong Learning .pdf
10.	Environmental Science	 Environmental science_Construction.f	20.	Module Theory of Education	 [completed] Module Theory of Ed.pdf

## Second Evaluation (Vietnam) “Continued”

21.	Legal Foundation in Education	 [completed] Legal Foundation in Educati	22.		
-----	-------------------------------------	---	-----	--	--

## Second Evaluation (Indonesia)

1.	Indonesian Art and Culture	 1 Revised-- UGM_Reconstructed_I	9.	Hydrometeorology	 6 Revised -- UGM_Reconstructed_I
2.	The Basic of Social Sciences	 3 Revised -- UGM_Reconstructed_I			
3.	Conservation Biology	 4 Revised-- UGM_Reconstructed_I			
4.	Students Community Services	 5 Revised-- UGM_Reconstructed_I			
5.	Ecology	 7 Reviewed -- UGM_Reconstructed_I			
6.	Pancasila	 8 Revised -- UGM_Reconstructed_I			
7.	Introduction to Game Theory	 9 Revised -- UGM_Reconstructed_I			
8.	General Biology	 10 Revised -- UGM_Reconstructed_I			

The instructors should keep close eye on the students from the early beginning to be able to monitor the progress in their academic performance and their consciousness and passion to feel, to think and to act for the community. The instructors will easily give the students the chance to self-assess themselves and explore the information needed to dig deeper in the subject matter. Also, to assess their colleagues and to share ideas to enhance their sense of sharing and caring. Moreover, all the courses' activities and applications are directed to have sustainability impact and environmental framework. Nevertheless, the students should know from the beginning the assessment methods criteria, whether by rubrics or by detailed guidelines for every and each assessment and given task, to learn how to assess their performance and to improve it for a better scheme.

Thus, it is always about the application of the academic theory and giving the students the chance to construct and reflect and assess their knowledge and critical application to enhance their sense of responsibility towards their academic path and their external community as a proactive citizens in the very near future. Moreover, mingling the ICT activities and class application (like VFTs & PVs & digital story telling), was a focus to visualize the external reality on small scaled sphere delivering the message through eye, mind and heart.

Accordingly, the courses applications were depending on the transformational change of the students' orientation towards their learning assumptions and traditional perception for education, towards the ESD values and principles. And also transformational change the external reality through better educated minds witnessed effective learning designs and adaptable learning experiences, that will foster their potentiality to currently tackle the external social and societal calls through their academic applications and projects and also, through their environmental footprint in the future as ambassadors for the community change.