



Alignment of national and international requirements to online courses

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5300

Students
9% international students
From 40+ countries

350

Faculty from 12 countries
7% hold PhD degree from leading
world universities

3

School of Economics and Management
School of Social Sciences and
Humanities
Faculty of Law

15

4 International Research Centres
11 Research Labs
concentrated across
5 Research priorities

30

10 Bachelor Programmes, 3 in English
14 Master Programmes, 3 in English
6 Doctoral Programmes

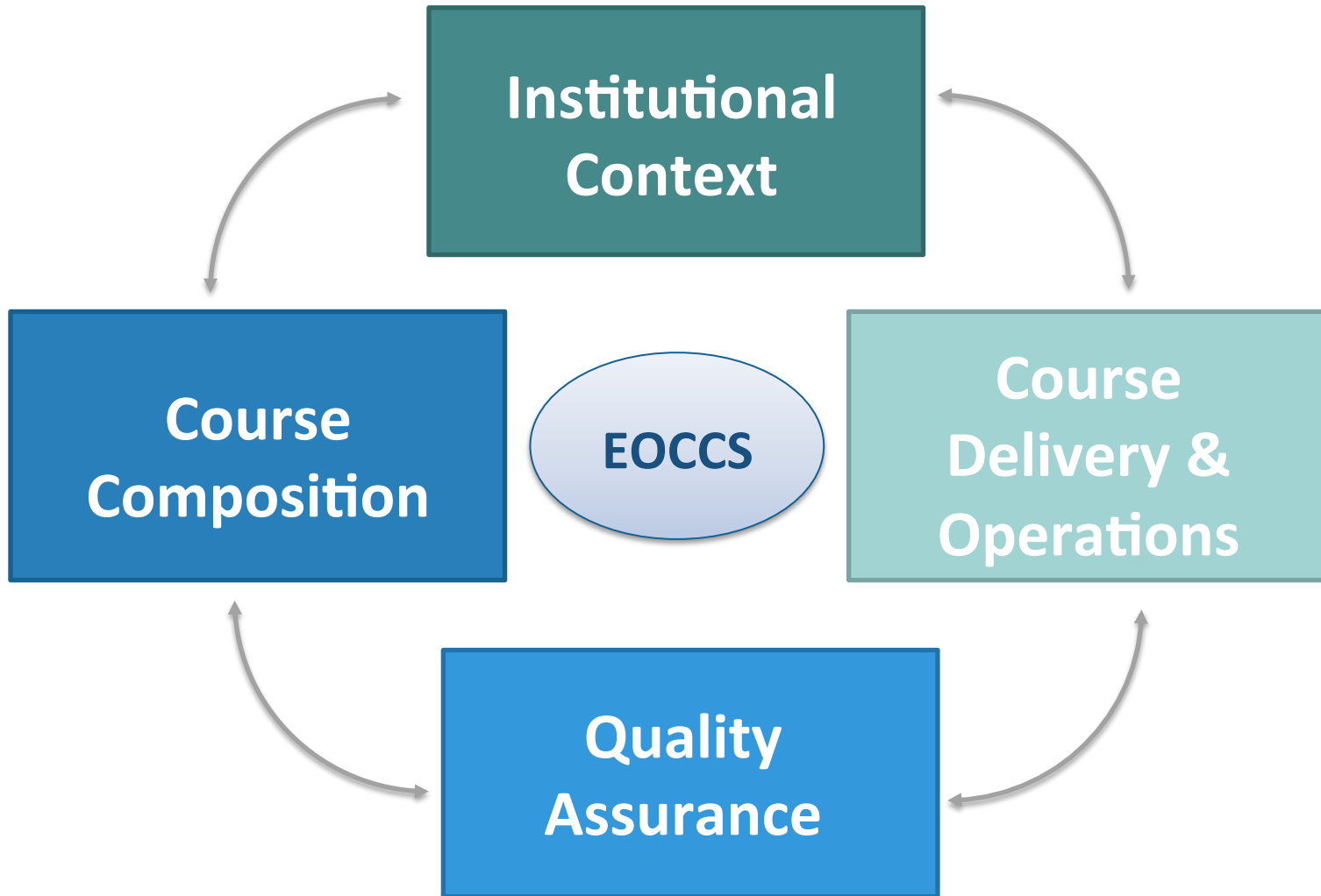
50

International Partners building up the
International Ecosystem of campus



EOCCS Framework

<http://www.efmdglobal.org/eoccs>



EOCCS Framework

Institutional context

- Environment
- Strategic Planning
- Resources and Facilities
- Course Team

Course Delivery & Operations

- Participants
- Course Presentation
- Corporate Interactions

Course Composition

- Target Groups
- Design for Learning
- Design of Course Layout
- Design of Course Content
- Design of Course Delivery
- Applied Technology
- Qualification

Quality Assurance

- Institutional Quality Assurance System
- Course Review
- Assessment Methods
- Monitoring Teaching Quality
- Monitoring Learning

HSE Framework

Content

- Content
- Format
- Structure

Assessment of results

- Completeness & Adequacy
- Diversity of tools
- Quality for students (feedback)

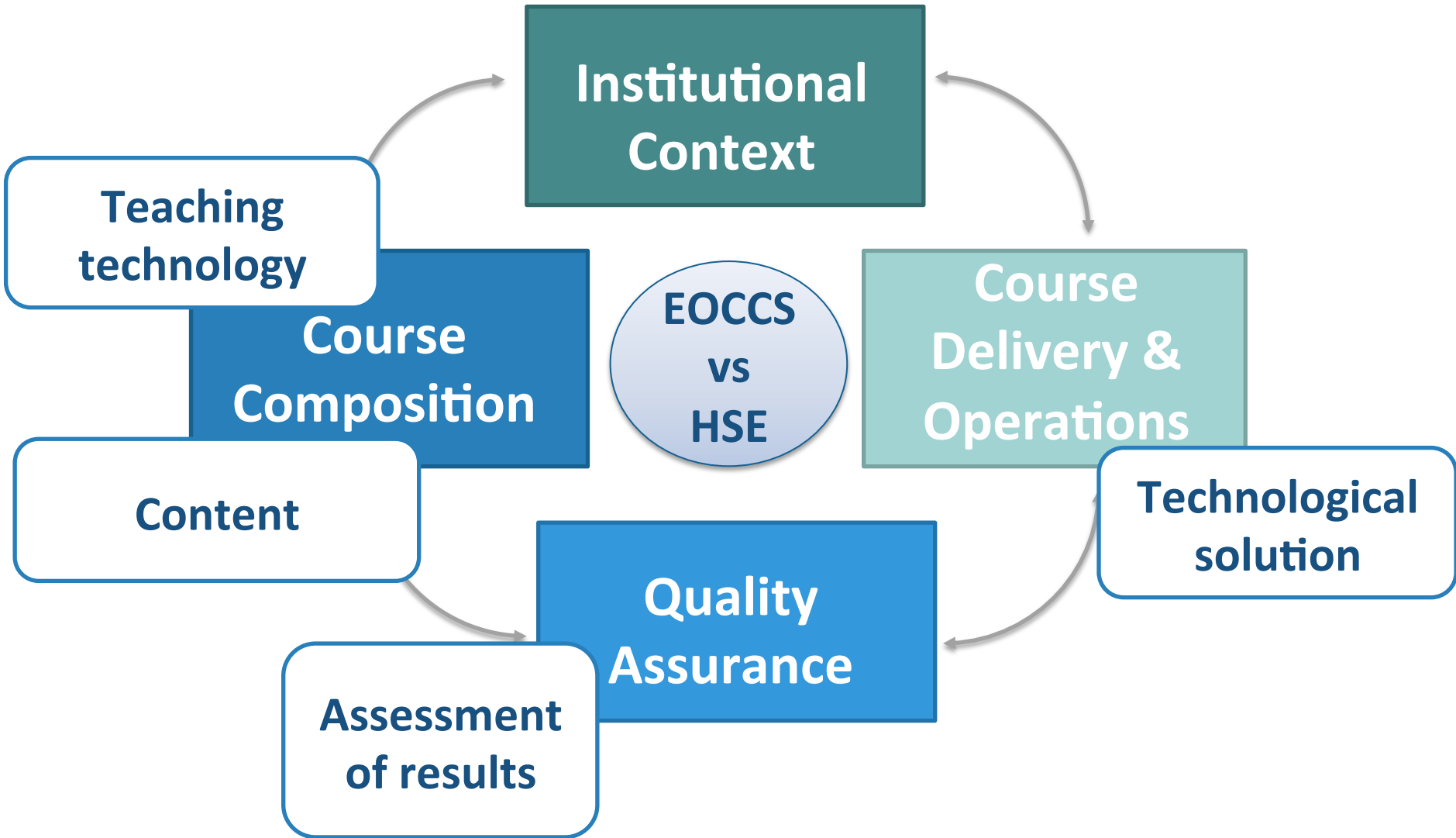
Teaching technology

- Quality of pedagogical design
- Materials of the course
- Matching of LO & technologies of teaching

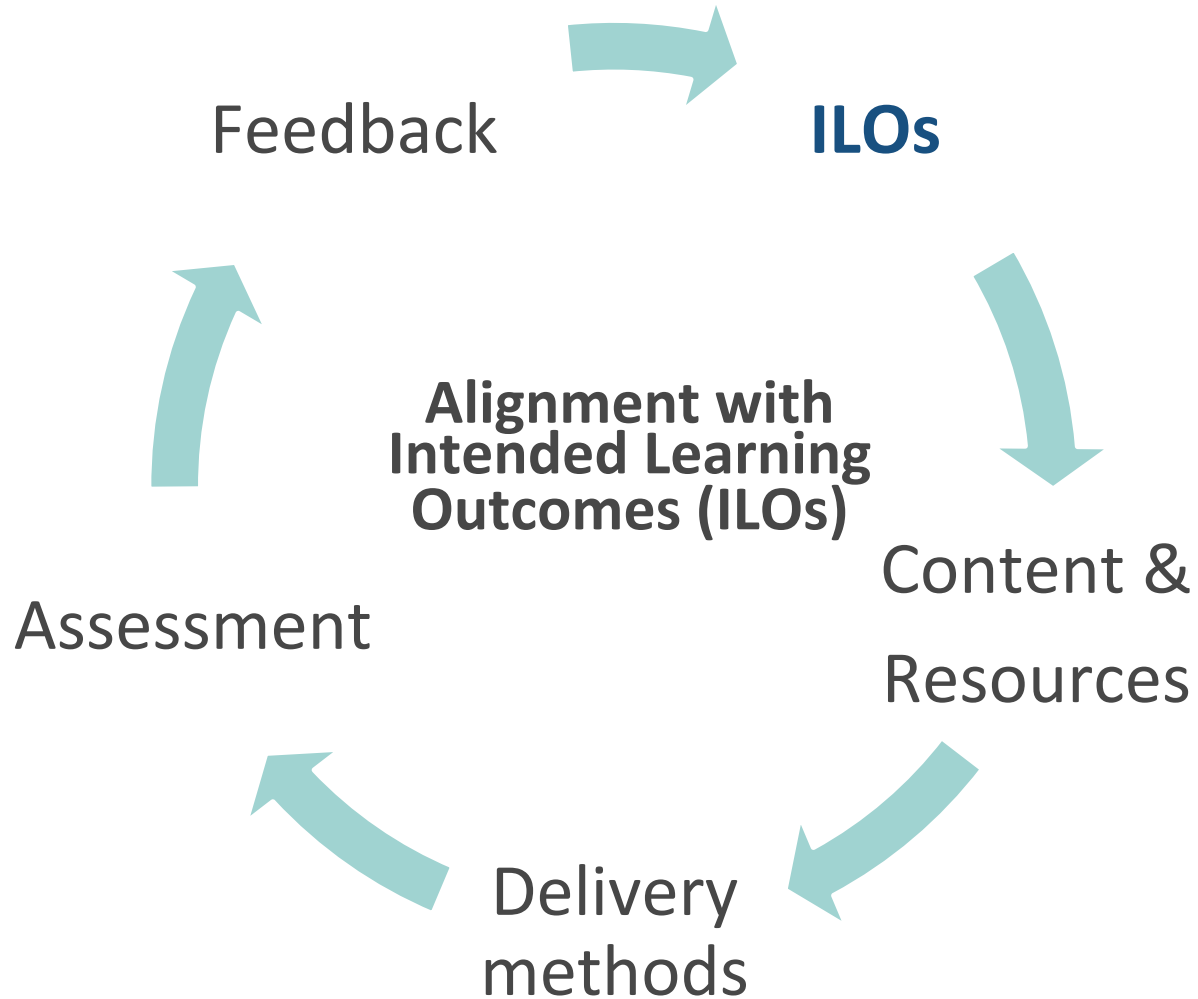
Technological solution

- Logging of operations
- Identification
- Back-up and transfer of data

EOCCS vs HSE



Course Composition



Learning Outcomes

ILOs – Content & Resources

- Deep knowledge
- Deep understanding
- Problematic knowledge
- Knowledge integration
- Connectedness

ILOs – Delivery

Individualized progress

- timely feedback
- possibility of repeating modules
- additional materials
- combination of video, animated presentations, instructor's voice over explanations etc.

Assessment & Feedback

Traditional face-to-face course	High quality Online course
Course assignments based on lectures & course readings	#
Class discussions based on course readings Teacher leads the discussion	Discussion forums Provocative questions given by students Instructor do not intervene directly in the forums
Right responses are evaluated	Impact in open exchange is evaluated
More feedback from teacher	More feedback from peers

ILOs

Skills

What students should be able to do by the end of a high quality online course? (Will be there any difference in comparison with a face-to-face course?)

Attitudes

What changes in the students' opinions about the subject matter are expected when an online course is chosen?



Thank you for your attention!

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