

# Neurotech<sup>EU</sup>

The European University of Brain and Technology



## Deliverable 4.5: CAMPUS+ and life-long learning catalogue monitoring procedures and measures

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## **Deliverable [4.5] – [CAMPUS+ and life-long learning catalogue monitoring procedures and measures]**

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This document was developed by faculty and administrative staff from the founding universities of Neurotech<sup>EU</sup> - the European University of Brain and Technology, an initiative that aims to build a trans-European network of excellence in brain research and technologies to increase the competitiveness of European education, research, economy, and society. Neurotech<sup>EU</sup> Alliance partners are listed below in the order of their assignment to project work packages:

- Radboud Universiteit (The Netherlands)
- Universidad Miguel Hernández (Spain)
- Karolinska Institutet (Sweden)
- Rheinische Friedrich-Wilhelms-Universität Bonn (Germany)
- Boğaziçi Üniversitesi (Turkey)
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### 1 Introduction

#### 1.1 Purpose of this document

Deliverable 4.5 details our monitoring procedures and measures for our Campus+ platform and life-long learning and course catalogues. Campus+ was defined as a platform in which students, lecturers and administrators can work without institutional borders. For this, the platform must include the following components: (1) a content management system (CMS) in which students can approach course materials placed there by lecturers; (2) a student-information system (SIS) in which lecturers can upload student progress and grades and where students can review them and administrators can process them to monitor the overall progress of individual students; (3) a learning management system (LMS) in which curriculum and time-table information are integrated on course level and where lecturer and student can interact with each other; (4) catalogues describing available courses for life-long learners, exchange students and degree-seeking students.

#### 1.2 A Campus+ platform for Neurotech<sup>EU</sup>

In house development of an open access version of the technical platform of Campus+ for Neurotech<sup>EU</sup> (NTEU) proved to be difficult resulting in a delay of over a year. In May 2022 it was decided to abandon our in-house development of a technical Campus+ platform in favor of available open access solutions. The suitability of two platforms (Gala and INCF-Training Space [TS]) was investigated. During the Board of Rectors meeting at UMH, Elche in November 2022 it was decided to continue Campus+ with these two platforms. In our deliverable 4.7, the Pedagogy Handbook (please find it online [here](#)), we described these two platforms and review their suitability for NTEU in more detail. In short, Gala is a CMS which specializes in rapid prototyping of courses by collaboration between lecturers and students. This makes this platform ideally suited for case studies and courses that explore innovative teaching methods. It has limited LMS properties, mainly related to its course modules and course outline. INCF-TS is, as the name indicates, a suite of WEB-based applications dedicated to presentation of educational content and monitoring student progress. It has fully operational tools for presentation of a curriculum and an extensive catalogue of online neuroscience-specific courses. This platform therefore offers a very attractive starting point for the NTEU Campus+.

During the launch of NTEU Phase 1, a Task Force (TF) was set up to test Campus+ and its catalogues. This TF was manned with members from UMF, UBO, UMH and BOUN (see Appendix 1). Over the course of Phase 1 the NTEU partners encountered many changes in personnel and roles where some of the original members (UBO) of the TF created the course catalogue parts of Campus+. With the delay in development of the technical Campus+ platform the first versions of the course catalogue and life-long learning catalogue were eventually published as a static document on the website. Because of the development delays the original purpose of this deliverable has become obsolete. However, as we move forward into NTEU Phase 2 we are rethinking our strategy for monitoring procedures and





measures. The following section describes our choice of technical platforms on which to build Campus+ towards Phase 2 and our process towards sustainable monitoring procedures and measures.

## 2 Description of the technical platforms underlying Campus+.

As explained above, we decided to work with two platforms. The INCF Training Suite (INCF-TS) will be used as the main platform on which to develop Campus+. We elaborate on the reasons for our choice in our Pedagogy Handbook. In the following, a summary is presented.

As innovative educational practices are important to NTEU from several perspectives we want, on the one hand, content produced or available at one NTEU partner to be available to a maximum of students across the alliance. As already pointed out this inevitably implies that a considerable amount of content should be available online and accessible by digital tools. On the other hand, we want content newly produced by NTEU to take advantage of innovative teaching concepts. **Given the diversity of teaching concepts and educational content no single (technical) solution will cover all our needs.** Instead, we aim for creating a growing portfolio of innovative and feasible teaching solutions with known advantages, and clearly stated limitations. This will enable our teachers to select the most appropriate tool for providing a specific piece of educational content. Whereas INCF-TS is suitable for traditional content presentation, curriculum development, discussion forums and FAQs (see Figure 1), very much in line with commercial LMS, Gala is an easy-to-use platform for bringing relatively compact pieces of content online in very little time with a specific strength in case studies. Through its unique co-creation abilities collaborative and peer-to-peer learning methods can be easily transported to online or blended learning although Gala has limitations regarding the organization of content, controlling access and curriculum development. We plan to design a co-creation between INCF-TS and Gala, where teaching materials, papers, discussion platform are made available in the INCF-TS Space, and co-creation groups are formed in Gala.



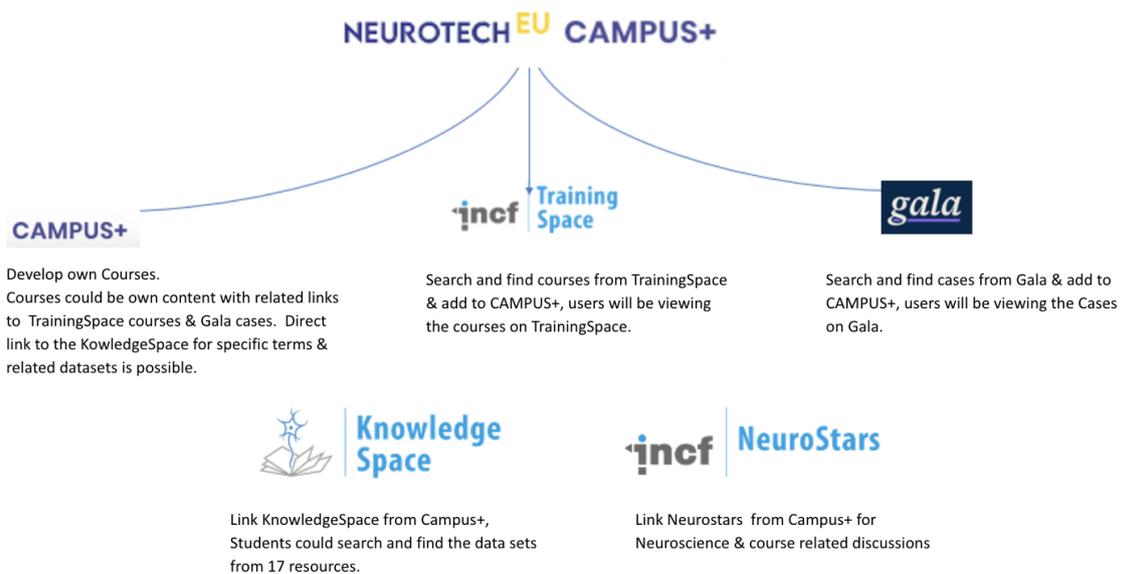


Figure 1: Illustration of the interlocking of the individual components that form the Campus + for NeurotechEU

### 3 Towards sustainable monitoring procedures and measures for Campus+

In education, monitoring strategies play a central role in evaluating the effectiveness of teaching and learning processes. These strategies provide educators with valuable overviews and real-time insights to measure student progress, identify areas for improvement and adapt teaching practices, enabling informed decision-making and proactive problem-solving. In this section we define the monitoring strategies for NTEU. At the start of NTEU Phase 2 we will create a small workgroup of 3-4 persons from at least three partners that will be responsible for these monitoring strategies.

- a) **Governance structure:** Development of Campus+ through INCF-TS and Gala is a multifaceted process that requires a governance structure in which all partners participate. In our phase 2 proposal we described Radboud University taking the lead for the educational programmes and Campus+ development with Karolinska Institutet and the University of Bonn as co-lead. Precise formation of the governance structure is now under construction by analyzing the desired outcomes of phase 2.
- b) **Discussion groups:** During Phase 1, the developers discussed platform creation and outline with a small team of members from NTEU, including Anne Boehlen, Erik Vinkhuyzen, Gemma van der Sluijs and Wim Scheenen. The advantage of such a small discussion group is that at early stages revision cycles were short and implementation therefore fast. However, with the maturation of Campus+ the need arose to include our partners more to provide a feedback forum for the developers. In other words, we need to create discussion groups of all users (i.e., lecturers, administrative staff, and students). Discussions with the students can take place through the student council.
- c) **Feedback from all users:** Preferably after feedback from discussion groups mentioned under b) we widen feedback to all users through queries that are accessible after use of Campus+ or





through a link on the website. As a start we implemented a link to the Campus+ platforms through the homepage of NTEU (<http://www.theneurotech.eu>). Through this website we ask users to provide feedback of the platforms. We asked the student council to evaluate the Campus+ entries. We asked the Campus+ platform developers for analysis metadata on how many unique visits we have.

- d) Information forms. During the set-up phase of educational content creation and publishing, the main responsible persons, Anne Boehlen and Erik Vinkhuyzen, ensured that the published content was structured in a uniform way to guarantee recognition value and a uniform approach for our students. An Educational Content Form (Appendix 2) was provided in the second stage detailing necessary information for courses. By filling out the form, a database is created for the organization at the same time. This can be used to create questionnaires for feedback. Together with the developers of INCF-TS and Gala, we will continue to develop the forms and expand their functions and integrate them into the platform.
- e) Recognition and visual identity. To easily identify content for and from NeurotechEU while acknowledging each partners contribution we propose that each presentation starts with the brand logo of NeurotechEU whereas on subsequent individual slides the partners logo can be presented. For presentations we also advise to leave the left corner free of content so that an overlay of the presenter's video doesn't lead to a loss of content. Likewise for all other teaching materials, e.g., syllabi, manuals, posters, etc., the NTEU brand logo should be present on the front page and the partners logo is presented alongside the credentials of the course coordinators and lecturers.

#### 4 Acknowledgements

The contributing authors and institutions are indicated at the beginning of this document. The classification, collection and editing on this document (Deliverable [4.5] – [CAMPUS+ and life-long learning catalogue monitoring procedures and measures]) was done by the members of the NTEU Work Package 4.

#### 5 Appendices

Appendix 1: NeurotechEU WP1 members and task forces.xlsx

Appendix 2: Template NeurotechEU Course.docx

