QA Evaluation Report
Date: 07/29/2015
Armenia

The details of piloting of 1-8 Modules in Armenia are given bellow.

Module Code	Module Title	Organizations	Module Tutors	Time of Piloting
1	English For Specific Purposes	Goris State University	Diana Karapetyan	Fall semester 2013 Fall semester 2014
2	Marketing - Creating Awareness Campaign Strategies	Eurasia International University	Arevik Ohanyan	Fall semester 2013 Fall semester 2014
3	Liaison Officer	Public Administration Academy of the RA	Tereza Khechoyan	
4	Library	Eurasia International University and "Bridge of Hope" NGO	Hovhannes Harutyunyan Hripsime Nazaretyan	Fall semester 2013 Fall semester 2014
5	Cognition and Learning	Armenian State Pedagogical University	Lilit Karapetyan, Zaruhi Harutyunyan	Fall semester 2013 Fall semester 2014
6/8	Communication and interaction- autism/ Social and Emotional Difficulties	Armenian State Pedagogical University	Lilit Karapetyan, Zaruhi Harutyunyan	Fall semester 2013 Fall semester 2014
7	Meeting Needs – Physical, Sensory and Multiple Needs	Armenian State Pedagogical University	Lilit Karapetyan, Zaruhi Harutyunyan	Fall semester 2013 Fall semester 2014

Overall Evaluations of Tutors:

Depending on the nature, the target groups of different modules varied. The First, Second and the Third modules where targeted and involved students, academic and administrative staff of the partner universities. The Fourth module was targeted to librarians and from each university two librarians where trained. 5-8 modules involved lecturers, vice deans and students from master level education of all departments of ASPU, as well as students and staff of partner universities.

During the first and the last classes of all of the modules a pre and post-tests were conducted to measure the efficiency of teaching, learning and the accumulated knowledge in general. The syllabi and the learning outcomes were communicated to module participants, as well as the plan was distributed, to ensure the participants understand the logic and the structure of the courses. All of the modules were enriched with audio and video materials, as well as were taught trough interactive, student cantered teaching methods and information technologies which ensured participants' engagement and motivation to continue the course even voluntarily (in some cases the module was not required and the participants had the option to drop).

Each module presented also the logic of the ASPIRE program in general and the upcoming plans for the Awareness Day organization. Many participants joined voluntarily to organize the Awareness day already in April 30 (the date of awareness day was fixed to April 30 and was realized on the same day both in 2014 and 2015).

During the second pilot program, based on the feedback gathered from students and international experts, the modules where redesigned. The redesigned modules where also adapted to the new templates and requirements of the project Coordinator. Based on the new template, not only the teaching methods where clearly mentioned for each topic, but also the teacher manual was developed. The teacher manual is seen as one of the major tools to ensure the further dissemination of the module not only among partner universities, but also outside of the boundaries of the consortium.

Overall Evaluations of Students:

The employment of various interactive teaching methods, including role plays, debates, simulations etc., as well as the usage of information and assistive technologies where very highly valued by the participants of all modules. The participants value also the existence and communication of clear learning outcomes.

Most of the student were satisfied with the quality of teaching materials, as well as the quality of teaching and found the learning experience as very much relevant to their needs and expectations. The participants found the modules as very much informative. The participants, for whom the topic was new (the students and staff of universities that are not specialized in the topic, e.g. EIU, PAARA, GSU) felt that needed more time to "digest" the provided information and not lag behind the teammates.

Overall, the content, teaching and learning methods, as well as grading methods (in case if applicable for the module) on average were evaluated as Very Good.

Examples of good/innovative practices:

As mentioned above during the teaching of all modules interactive teaching and learning methods where adopted, which is still limited in higher education institutions in Armenia (most lecturers use teacher cantered methods). Also the usage of the rich audio and video materials and employment of various instructional technologies may be highlighted as an innovative for Armenian higher education system.

During some modules people with disabilities where invited as guest speakers, which was influential and participants valued the existence of such an experience in then module. In the Marketing module the students had a task to create a model university for people with disabilities with appropriate services and infrastructure. The results were presented to the institutional managers of the university, which gave a start to the redesign inside the university as well. As a result, the students became active participants of the reforms in the university and lobbied appropriate changes. The students also had the task of shooting a social advertising, which was later used during the campaign within the Awareness Day (follow the link for the video http://goo.gl/67F8Xg). In the "Use the Library" module the participants received Certificates of Participation, which was very much valued practiced and may be used later for the other modules as well. In the same module the participants also had introductory visit to the library of American University of Armenia (Papazian library), a well-equipped modernized library with all facilities for the people with special requirements. The participants acquainted with the conditions of the library, using methods of equipped techniques and with the access of library for people with individual requirements.

Recommendations/Actions for future deliveries of modules:

On-going communication among the module teachers is vital for circulating and sharing good practices. Reflecting upon and measuring the gap between the student expectations and delivery (which may also be positive) should be consistently investigated through not only student evaluation forms, but also more qualitative methods (e.g. interviews and focus groups). A special attention should be given to those who have just started exploring the topic and have no background information.

Sustainability

Since ASPU is preparing future teachers for mainstream and inclusive schools and takes into consideration current educational reform regarding inclusive education, in all departments of ASPU future teachers study the subject "inclusive education". This education is already in study programs and with the help of the pilot programs it was possible to specify and develop new ways and approaches which will be implemented in educational programs for the students.

To ensure the sustainability of the project GSU is going to integrate Module 1 in English language course for Education Management Master Program for the first semester.

The "Marketing - Creating Awareness Campaign Strategies" module was already incorporated in the EIU curriculum, was merged with the existing courses. The module is taught in the last year of the

Bachelor and Master students. To insure the further dissemination of the module, EIU announces the course and is open for involving students and staff from other universities as well. While EIU students are graded, the participants of other universities get Certificates (in Europass Certificate format) and may submit the credit to the home university. This experience ensures credit transfer bot among partner and non-partner universities.

For insuring the sustainability and further dissemination, the course plans of all modules, as well as teaching materials and tutor manuals will be uploaded in the ASPIRE web page.