

ERASMUS+ Festival

Mastermind Europe: voorbij diploma-equivalentie

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This project has received funding
from the European Union

mastermind  EUROPE

Master's admission
for a diverse international classroom

10-dec-17

Vroeger was een Master's-opleiding meestal
getrouwd met één 'eigen' Bachelor's-
opleiding – nu niet meer !



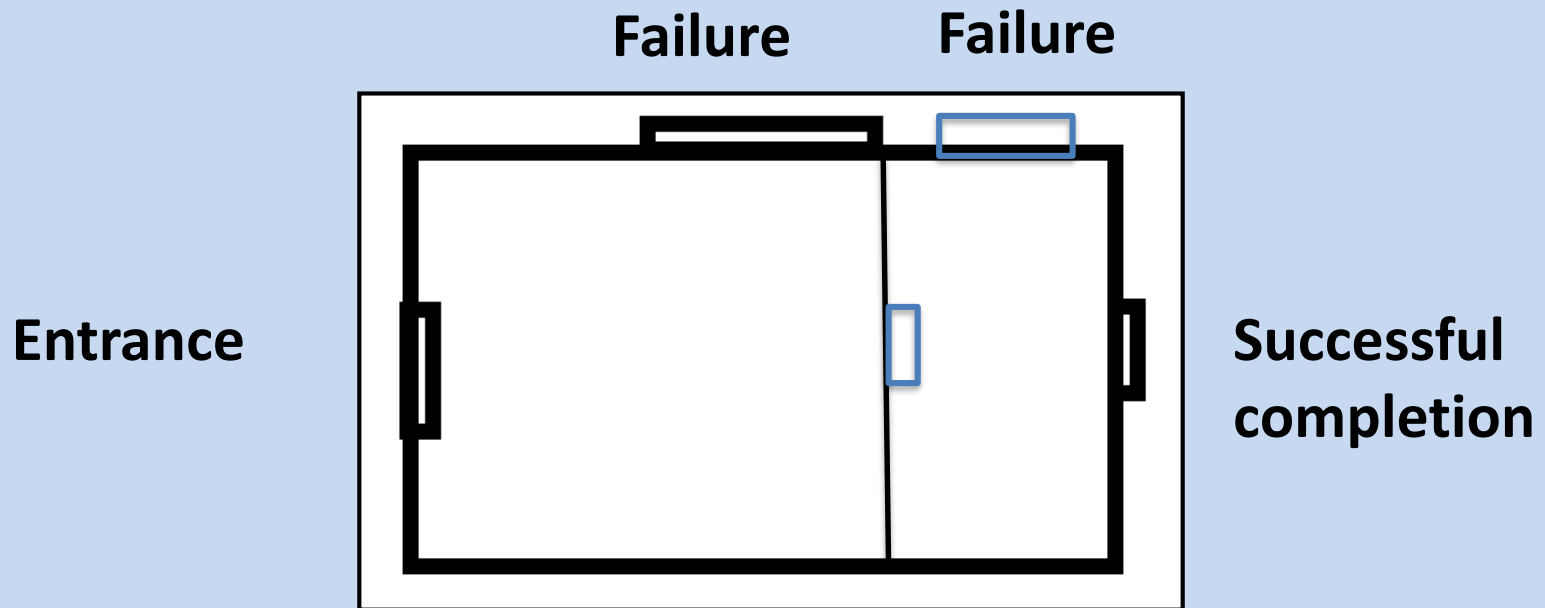
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5 - 10 years after Bologna



Bij ingangselectie voor een Master's-opleiding moet je onderscheid maken tussen

- waarin de studenten goed moeten zijn
- hoe goed ze daarin moeten zijn en
- hoe je vaststelt welke studenten dat zijn

De vraag waarin studenten goed moeten zijn, kan je betrekken op:

- vakinhoudelijke zaken
- algemeen niveau
- vaardigheid in de opleidingstaal
- (eventueel) persoonlijke competenties

Coherent Admission Matrix

How do you a) know (assessment mechanisms): b) if students are good enough (norms/levels), c) in the things that they need to be good at (criteria).

Turned around in logical order: 1) Criteria, 2) Norms/levels, 3) Assessment mechanisms

	1 Criteria	2 Norms / levels	3 Assessment mechanisms (and scores)
In plain language:	What you are looking for		What you are looking at
Substance-Related Knowledge & Skills			
General Academic Competencies			
Personal Competencies & Traits			
Language competence			

Voor mijn Master's-opleiding kan ik precies aangeven waar de binnenkomende studenten goed in moeten zijn en wat daarbij goed genoeg is of niet.



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Learning outcomes & 'incomes'

- Learning outcomes are statements of what a student is expected to know, understand and be able to demonstrate **after completion** of a process of learning.
- Learning 'incomes' are statements of what a student is expected to know, understand and be able to demonstrate **before/at the start** of a process of learning.

Dit was Mastermind Europe – in het kort

1. Consortium: 8 landen, 6 universiteiten, 3 HO NGO's, 2 bedrijven
2. 6 Guiding Tools
3. 3 Rapporten
4. Website met *repository*
5. Pilot projecten in 7 universiteiten



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Dit is Mastermind Europe – voorbij ERASMUS+

- ❖ Consortium gaat +/- door *on demand*
- ❖ Bijna kostendekkend tarief: 2 x E⁺
- ❖ Eerste klus: SUNY Buffalo



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“Ik weet het wel, maar ik kan het niet uitleggen”

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original content; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original content; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original content; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original content; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

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					Benchmark 1
Define Need	Determine the Extent of Information Needed				tion or remains unclear (sources) answer
Access					ch limited and
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	
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Definition

Milestones

3

2

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