

Master internazionale a distanza in biblioteconomia e scienze dell'informazione:

un sistema di qualità per i corsi
internazionali

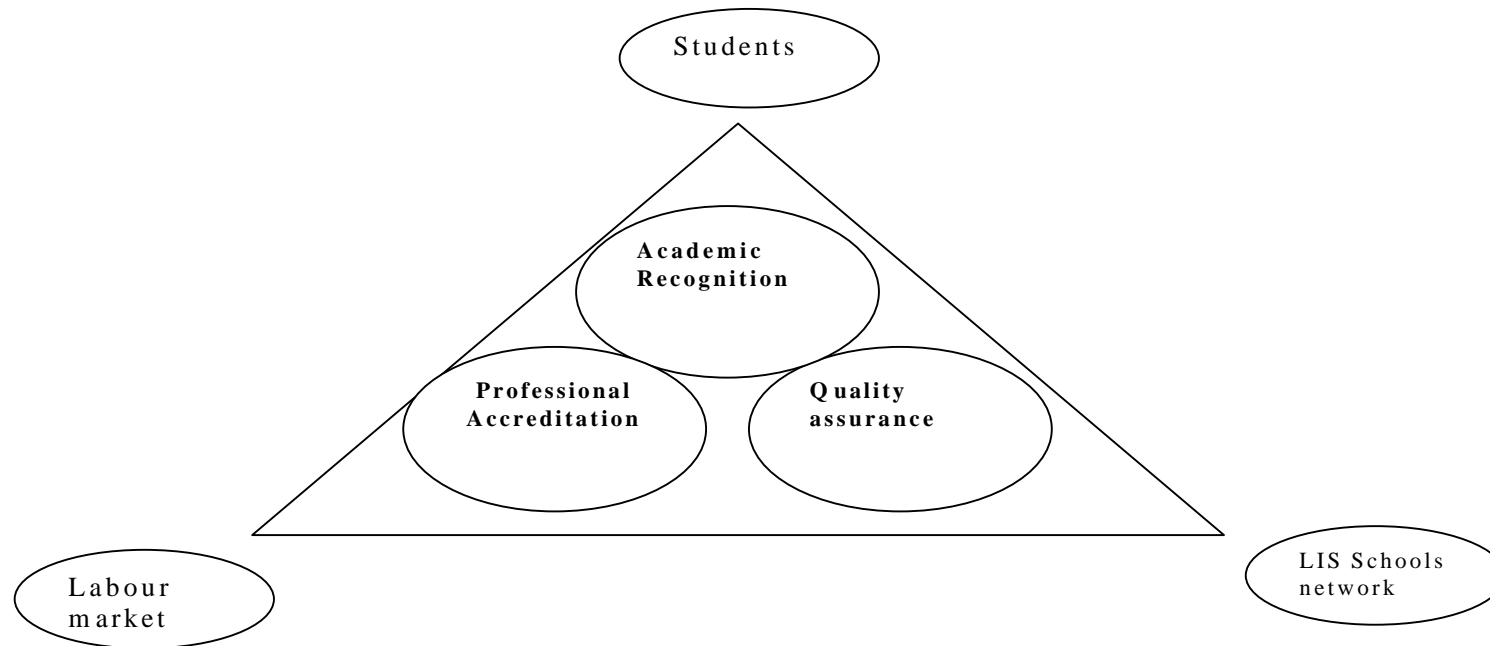
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International cooperation

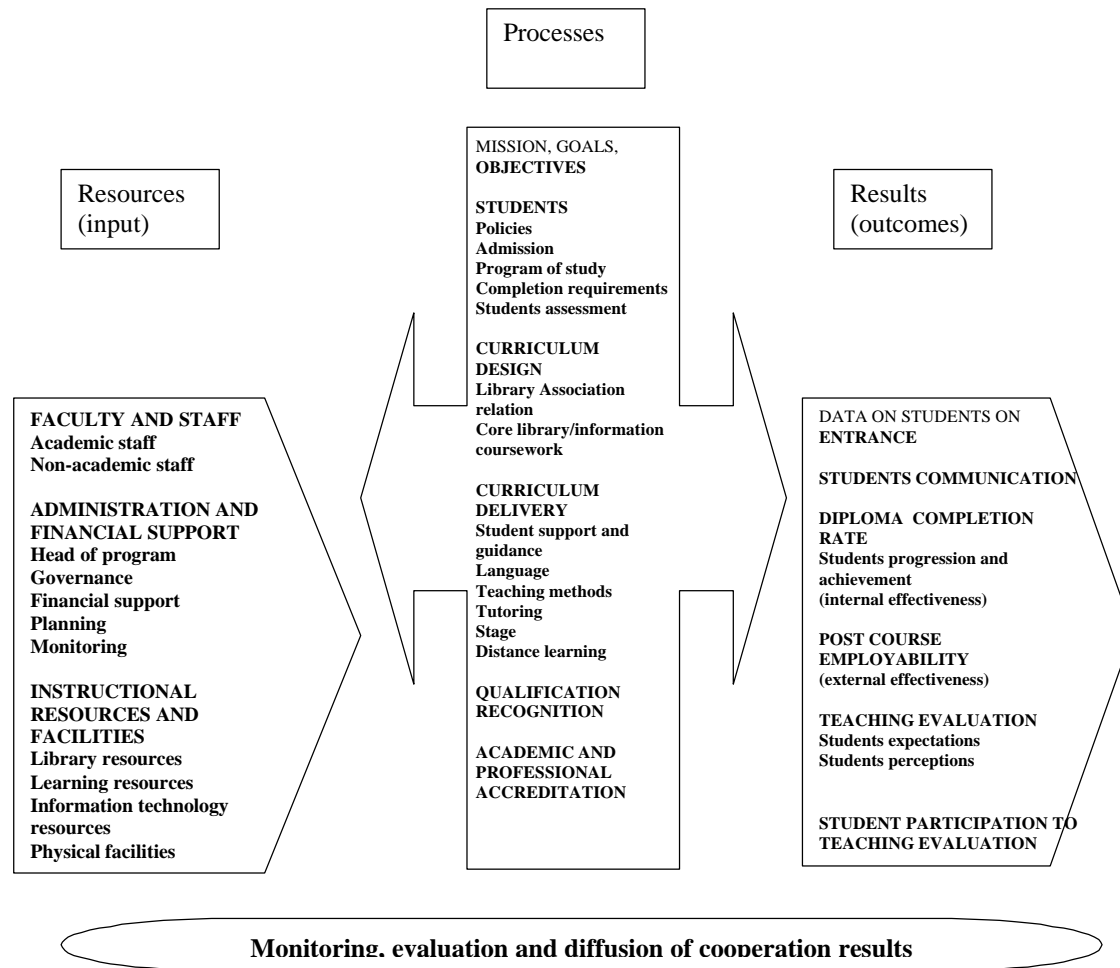
- Teaching innovation
- Extend accessibility through distance learning
- Teacher upgrading

MAIS Quality System



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Fieldwork



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Quality System objectives

- *the success of academic recognition and professional accreditation*
- *the extension of cooperation to the monitoring, evaluation and quality control of the Course;*
- *the aim of facilitating the students learning, with particular attention to the integration of ICT in the curriculum for an European labour market.*

Outcomes

<i>Focus</i>	<i>Key points outline</i>	<i>Measures/Indicators</i>
<i>DATA ON STUDENTS</i>	Describe and analyze the student and other stakeholder groups	Survey on expectations and perceptions of students
<i>STUDENTS COMMUNICATION</i>	Realize the system for learning from their complaints Organize the follow-up with students and other stakeholders after they have interacted	Focus group with students and staff
<i>DIPLOMA COMPLETION RATE</i> <i>(internal effectiveness)</i>	Monitor Students progression and achievement Comparing with local students progression and achievements	Tempo medio di diploam Tasso di laurea/diploma fuori corso Quota di studenti che abbandonano dopo il I anno Tasso di completamento degli studi
<i>POST COURSE EMPLOYABILITY</i> <i>(external effectiveness)</i>	Try to build and maintain a relationship with stakeholders. Determine data or information to use to know if stakeholders' are satisfied Involve stakeholders in and give them feedback on their contribution	Monitor students professional achievements after the course
<i>TEACHING EVALUATION</i>	Make improvement made sufficiently specific for effective deployment throughout Universities and to important stakeholder groups	Indicatore di valutazione della didattica Survey on Students perceptions
<i>STUDENT PARTICIPATION TO TEACHING EVALUATION</i>	Improve the information system using student, faculty, staff, and key stakeholder feedback	Tasso di partecipazione alla valutazione della didattica

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Data on students on entrants

Range of age of students

- 85% less 35
- 12 % less 50
- 3 % more

Students professional
category

- 87 % Librarians
- 3 % Archivists
- 7 % Informatics
- 3 % No worker

Students survey on entrance

- Motivation to participate to an international courses (*What are your objectives in participating to this international course?*)
- Obstacles students have found in participation to the international course (*What are your studying major constraints?*)
- Perceptions students have of employability or helpfulness for job of the participation to the international course (*What is your perception of how the course should fit in the European labour market? How helpful, if you are yet a worker, will be the international curriculum in your workplace?*)
- Students opinions on curriculum content (*Identify personal concerns on common topics of a curriculum in an European context*)

The motivations of students of international courses

- To learn an international librarianship and information science, innovating the national tradition;
- To acquire theoretical knowledge and helpful methods to face the technological evolution and continuous changing of work conditions.
- To compare the work experience inside a group, which differs from the daily work relationships.

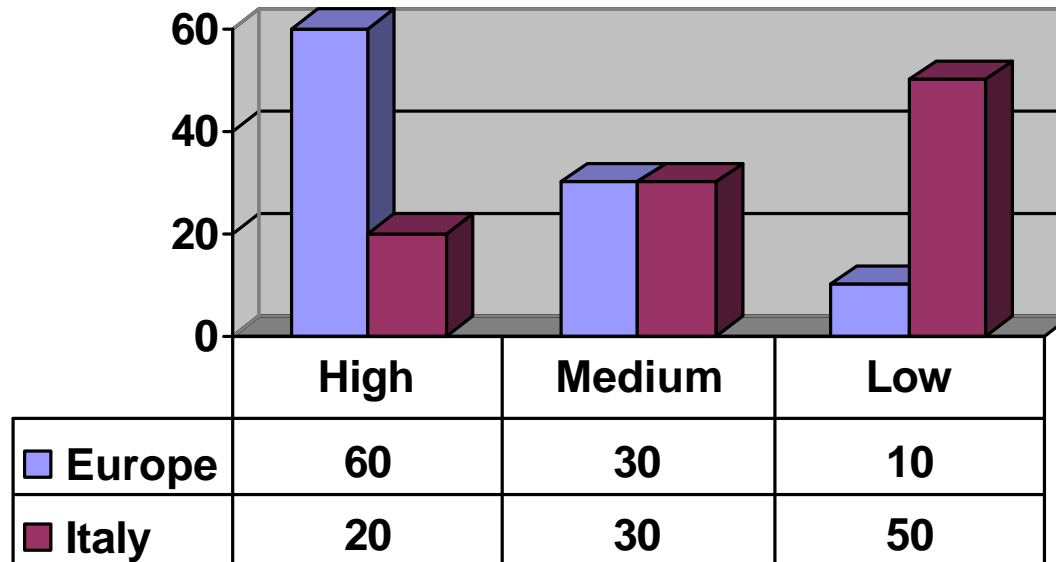
Three key words are recurrent in the answers: *What are your objectives in participating to this international course?* 1) change, 2) IT in libraries, 3) lifelong learning beside borders.

The obstacles students found

- lack of time 80%,
- study method 60%,
- language 20%

Employability

Employability students perceptions



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Students opinions on course content

IT	50%
Teaching information	40%
European information	20%
Management	20%
Research methodology	10%

Students opinion on transferable skills

Communication skills	40%
Working in group	30%
Language	50%

Academic recognition

“ a formal recognition of a standard or a set of standards expressed by a certificate, diploma or other evidence. It is delivered when it has been made clear through an assessment process that standards are achieved. An academic qualification indicates that a person acquired a certificate after having successfully completed a course or programme, entitling this person to obtain a diploma or some other form of official recognition, either in view of the labour market or of further education” (Westerhuis 2001).

Academic recognition

- Following the differences in legislative rules of the partner's countries, students of the Masters will obtain different recognition of qualifications in universities outside those partners in the networks

Professional accreditation

- *“the public confirmation by an external body that certain standards of quality are met...In its broader, more widespread definition, accreditation refers to a cyclical process (e.g. every 5-6 years) of certification of the quality of a programme (sometimes a whole institution) based mainly in outcomes rather than inputs.” (Haug and Tauch, 2001)*

Professional accreditation

Country	Recognised by Government	Recognised by professional association	Required for public function
Italy	yes	no	no
France	yes	no	yes
Spain	yes	no	no
UK	yes	yes	no