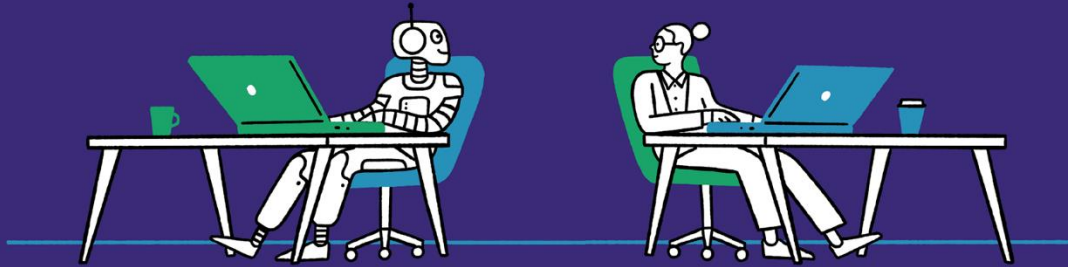




**AI Campus**

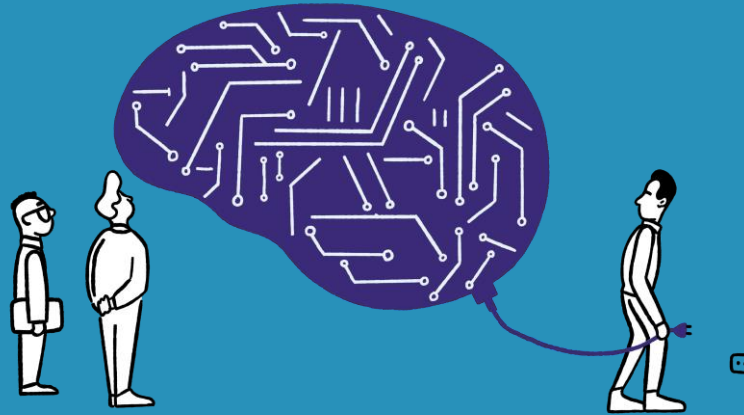
The Learning Platform  
for Artificial Intelligence



# Co-creating QA and ID standards in open and smart learning environments

**Florian Rampelt & Mike Bernd**

**EQAF 2020**



**Our vision:  
An AI-competent society.**



## The AI Campus

- With the **AI Campus**, we want to **promote AI skills and competences on a broad scale** and get even more people **interested** in the topic.
- **The learning platform for artificial intelligence** is designed to enable learners to **understand, question** and **design** AI:
  - **Making AI expertise visible:**  
„AI Campus Originals“ are developed specifically for the AI Campus through funding and cooperations, with a focus on the EHEA.
  - **Others have great ideas, too!**  
Curated AI courses & OER content benefit from the additional reach and visibility provided by the AI Campus.



## Project Consortium (Germany)



Digital Engineering • Universität Potsdam



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## Guiding Principles for the AI Campus

1

Technical **interoperability** and **cooperation** with other platforms and initiatives are considered to be essential principles.

2

**Learners** and **learning processes** are at the **focus of** platform and content development (*Shift from Teaching to Learning*).

3

The **instructional design** for the AI Campus is **sustainable, innovative** and includes **social learning formats**.

4

The platform is based on **agile, participative** and **user-oriented product development**.

5

The learning formats include **AI methods** (e.g. learning analytics and recommendation systems) and offer a high degree of clarity, personalization and adaptability.

6

All educational resources created and technologies used follow the principle of openness, e.g. by developing **open educational resources (OER)** and **open code**.

# Learning on the AI Campus





## >30 Innovative Learning Opportunities, >25 Institutions



Deutsches  
Forschungszentrum  
für Künstliche  
Intelligenz GmbH



Universität Stuttgart



GESUNDHEITSCAMPUS  
OSNABRÜCK  
Gesundheitsversorgung neu gestalten



TechQuartier

kiron



junge tüftler





## Learning Formats



### Learning Nuggets

→ Videos & Podcasts



### Online Courses

→ MOOCs,  
Blended Learning Formats, etc.



### Modules & Micro Degrees

→ Modules in HE Curricula,  
Micro Degrees,  
AI Micro-Credentials

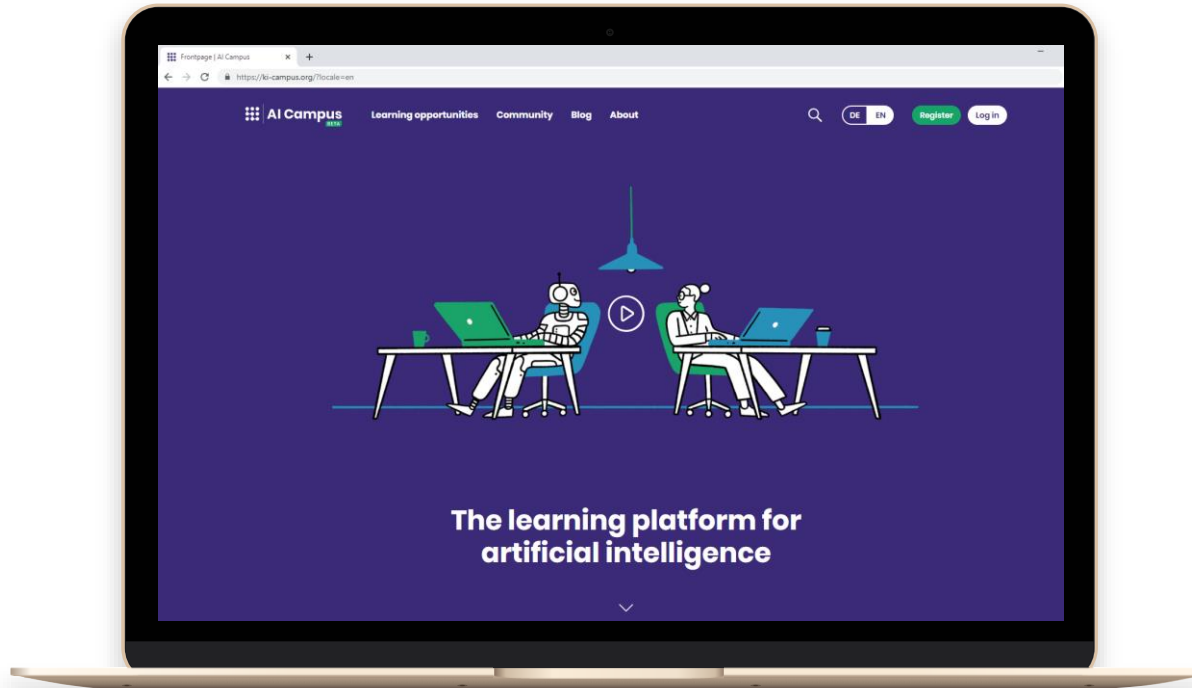


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(CC BY-SA 4.0)



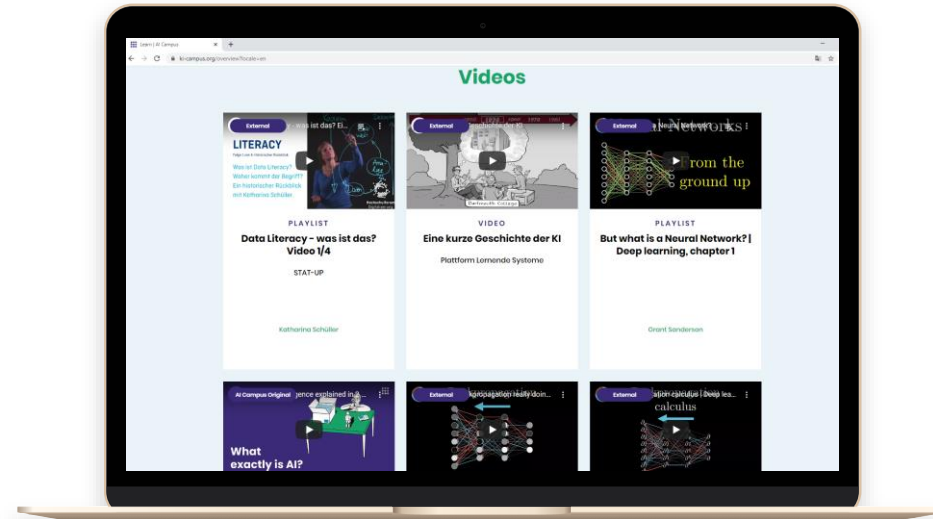
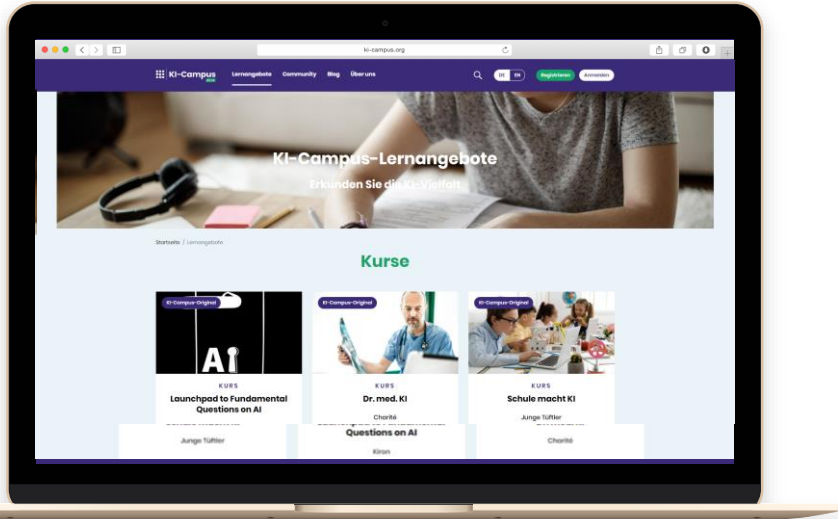


## The AI Campus (Beta Version)





# The AI Campus (Learning Opportunities)



# QA & Instructional Design

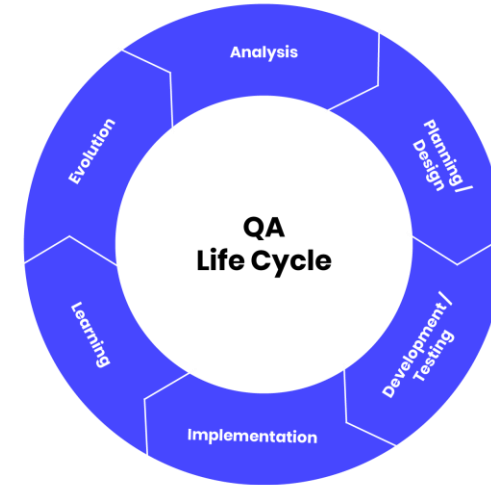




# QA and Instructional Design

## A Process, more than just a Guideline

- ✓ Checklist-based Instructional Design and QA principles
- ✓ Used in cyclical review and evaluation processes during course and curricula development
- ✓ All stakeholders (students, experts) are involved in the review processes
- ✓ Further development of the educational components based on the review processes
- ✓ Further development of the platform technologies, tools and features based on the data of feedback and learning analytics





# Guidelines and Requirements for Learning Provisions on the AI Campus

Instrucional  
Design

Technical  
requirements

Evaluation &  
Quality  
Assurance

Workflow  
& Schedule

## 3.1.4 Instructional Design

4. Instructional Design How is the instructional Design (didactic structure and didactic elements) of the learning provision designed? Which didactic methods should be used to achieve the learning outcomes and develop the desired competences?			
Criteria	Explanations/ Examples for the categories	Your comments on your learning provision (takes place online)	Edited
4.1. Overview of the contents of the learning provision	How is the overview of the contents of the learning provision designed? Which overall objectives and competences should be achieved?		<input type="checkbox"/>
4.2. *Control of the learning process	To what extent does the learning provision give learners the opportunity to control their learning process independently? (e.g. active/independent design possibilities in the preparation, documentation and reflection of the learning control/the learning process, self-study offers). How is the learning process controlled with regard to the release of individual learning materials? Examples: All learning materials/contents are already completely activated at the beginning of the course; successive activation of the learning materials/contents with time intervals; activation of the learning materials/contents only after passing an assessment?)		<input type="checkbox"/>
4.3. (Interactive) learning/teaching methods	Which methods are used to achieve the intended learning outcomes and competences to be developed? To what extent is the learning provision designed to be interactive? In which areas (e.g. learning activities, forums, group work)? With which methods? Examples: Varied design; self-tests (with problem-solving tasks; use of (practical) examples, active participation in forums (ice-breakers, quizzes to stimulate discussion, etc.); interactive videos; game-based learning (e.g. serious games), gamification, story-based learning/storytelling, project-based learning, hands-on exercises, etc.; collaborative work.		<input type="checkbox"/>
4.4. Individualisation of learning contents/ learning paths	Does the learning provision offer the possibility to individualize learning contents/ learning paths? If so, how?		<input type="checkbox"/>

## 3.2.5. Learning Content

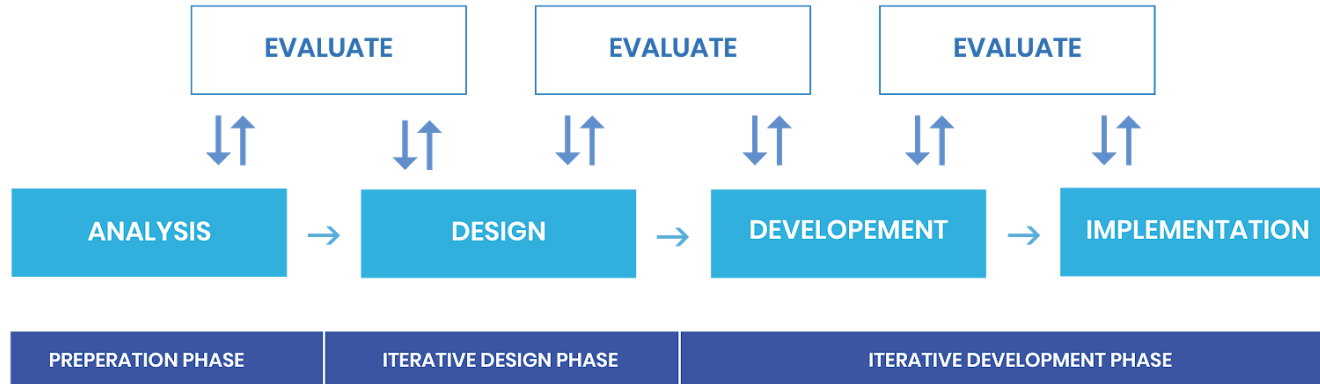
5. Learning Content				
Criteria	Rating Scale (at least 75% agreement required = 9 points)			Your reason/remark (coming online)
5.1. The learning content is <b>built</b> in a reasonable manner	Applies (3)	partly (1)	Does not apply (0)	
5.2. The learning content is suitable to achieve the <b>intended learning outcomes/competences</b> .	Applies (3)	partly (1)	Does not apply (0)	
5.3. The <b>transfer</b> from theory to practice is considered.	Applies (3)	partly (1)	Does not apply (0)	
5.4. A concept for <b>updating the learning content</b> is available.	Applies (3)	partly (1)	Does not apply (0)	

## 3.2.6. Assessments and Examinations

6. *Assessments and Examinations Assessments are small exercises that take place, for example, after a course unit. Examinations are assessed and are carried out at the end of a course.				
Criteria	Rating Scale (at least 75% agreement required = 7 points)			Your reason/remark (coming online)
6.1. * A sufficient number of assessments (small exercises/ self-tests) are integrated, in order for learners to (self-)check their progress	Applies (3)	partly (1)	Does not apply (0)	
6.2. * The assessments integrated in the learning provision refer to the intended learning outcomes/competences.	Applies (3)	partly (1)	Does not apply (0)	
6.3. * Learners receive constructive feedback on their assessments/exams.	Applies (3)	partly (1)	Does not apply (0)	



# Iterative Review & Development Process





## Key Learnings in 2020

1. Define joint guiding principles before starting to develop an open and smart learning environment.
2. Different learners need different formats with different QA processes.
3. OER is key and we need joint standards for this!
4. QA is more than just guidelines: HEIs need very close guidance and key account management for innovation in their learning provision!
5. Openness, transparency and guidance on QA enable recognition.
6. Listen to the learners and teachers: High quality learning is based on an iterative development process with continuous feedback loops.



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