

CHARTER OF SERVICES

**MASTER'S DEGREE COURSE IN LANGUAGES FOR INNOVATIVE TEACHING AND
INTERCULTURALITY**
(LM 37-Modern European and American Languages and Literatures)

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1. Introduction

The *Charter of Services* of the Master's degree course in Languages for Innovative Teaching and Interculturality (LM-37), delivered mainly remotely (in Italian, *prevalentemente a distanza*), is drawn up in accordance with the provisions of Ministerial Decree No. 1835 of 6 December 2024.

The *Charter of Services* provides students, lecturers and all stakeholders with a clear and accessible overview of the main organizational, methodological and technical aspects of the degree course, with the aim of ensuring a coherent and effective learning experience in accordance with ministerial standards. It is a tool for guidance and mutual commitment, based on the enhancement of innovative teaching and on the focus on intercultural dialogue.

The contents of the *Charter of Services* include:

- **Teaching Delivery Methods:** a description of synchronous and asynchronous learning methods, the schedule of activities, and access to course materials.
- **Curricula:** articulation of the academic path, with indications on course credits (ECTS), on compulsory and optional courses, and on supplementary activities.
- **Teaching Methodology:** pedagogical approach and tools adopted to promote active learning, engagement and students' independence.
- **Tutor's Tasks:** role of the tutor in instructional support, in supporting students and in monitoring the training path.
- **Levels of Services Offered:** quality standards in terms of response times, accessibility to materials, service continuity and technical assistance.
- **Features of the Learning Platform:** technological features, user interface, interaction tools and monitoring of the learning process.

This document confirms the commitment of the LM-37 Master's degree course to a quality, inclusive, flexible university education that is able to address the challenges of the present day.

2. Teaching Delivery Methods

The LM-37 Master's degree course is delivered mainly remotely. In accordance with current regulations, this approach requires that at least two-thirds of teaching activities be delivered via online platforms. For further details, please refer to the University's "Regulations on how to organize and carry out distance learning".

To promote interaction between different perspectives and to ensure a more structured training path, for some of the lectures related to languages, literatures and translation, methodological content may include elements of total or partial interdisciplinary content across individual courses.

For each European Credit Transfer and Accumulation System (ECTS = CFU), the total hourly commitment allocated to self-study may not be less than 50% of the total scheduled hours, except in cases where the training activities involve a significant degree of hands-on experience or have a strong practical and applied component.

For further details on the teaching delivery methods, please refer to Article 9 ‘Type, characteristics and methods of carrying out activities’ of the “*Regulations of the Master’s degree in Languages for Innovative Teaching and Interculturality*” (LM 37 - Modern European and American Languages and Literatures).

3. Curricula

The Master’s degree course is structured in such a way as to enable students to draft a study plan in accordance with their personal aptitudes and interests, with the possibility of choosing among multiple languages. The curriculum includes languages spoken in the member states of the European Union (including English, French, Portuguese, Spanish, and German), as well as languages of global strategic and cultural significance (Arabic, Chinese, and Russian). Furthermore, the training path provides theoretical and practical tools aimed at teaching Italian as a second language.

The educational offer is divided into three distinct curricula, within which students may choose different combinations:

- **Teaching**, which includes three specific majors:
 - o Teaching an EU language;
 - o Teaching Italian for foreigners and an EU language;
 - o Teaching two languages;
- **Publishing and Digital journalism**;
- **Tourism**.

Each major includes, where applicable, core, related, and supplementary courses, optional training activities chosen by the student, additional activities consistent with the training path, and the final exam. In each curriculum and in the respective majors, students must study at least two foreign languages or literatures.

For further details on the curricula, please refer to Article 10 ‘curricula’ of the ‘*Regulations of the Master’s degree Course in Languages for Innovative Teaching and Interculturality*’ (LM 37-Modern European and American Languages and Literatures).

4. Teaching methodology

The Master’s degree course in *Languages for Innovative Teaching and Interculturality* is delivered mainly remotely, in accordance with the provisions of the “Regulation on the modalities of organization and delivery of distance teaching”, adopted by the University.

The courses are delivered in two main ways: **Lecture-Based Teaching (TEL-DE)**, which includes the use of pre-recorded audio-video lessons accompanied by visual materials, and **Interactive Teaching (DI or TEL-DI)**, articulated in synchronous interactive activities, identified as virtual classrooms, and in asynchronous interactive activities, identified as *e-tivities*.

Interactive Remote Teaching (TEL-DI) therefore includes:

1. Educational interventions complementary to the lecture-based teaching provided by the lecturer or tutor to the whole class group in the form of exercises or additional explanations (e.g., virtual classrooms);
2. Collaborative or discussion digital environments (e.g., blogs, wikis);
3. Structured activities such as reports, exercises, case studies (e.g., web quest);
4. Assessment tools, both initial diagnostics and formative assessment (e.g., questionnaires, self-reports).

This approach to teaching is designed to promote a technologically advanced and highly digitized educational model that also emphasizes personalized learning.

The University, the Department, the Degree course and the relevant Research Centers organize numerous activities aimed at promoting scientific and cultural understanding. Further educational initiatives include scientific dissemination events held by lecturers, professionals and experts, as well as activities related to the dissemination of Research and the Third Mission/Social Impact.

5. Tutor's Tasks

In compliance with the provisions of Ministerial Decree No. 1835 of 6 December 2024, the role of the Tutor is crucial to ensure the full effectiveness and continuity of distance learning, in compliance with the principles of transparency, accessibility and academic quality. Through constant supervision of training activities, the tutor not only assists students in the use of content and digital platforms, but also contributes to the optimization of the tutoring system and the tracking of class dynamics, according to clearly articulated and coordinated responsibilities. Below is a list of the tutor's main functions, outlined in accordance with current regulations and standards of educational excellence. Further details regarding the procedures of the tutor's tasks are set out in the document "Operational Guidelines – Tutor".

i. Academic support and personalized guidance

The tutor helps students understand and master the course material through guidance, study advice, and the effective use of training resources. The tutor provides support in both synchronous (e.g., webinars, live sessions) and asynchronous (e.g., forums) modes, promoting ongoing interaction. The tutor organizes biweekly online meetings through the tutor's section on the UNINT *Everywhere* platform. The tutor collaborates with the Orientation Office to arrange meetings dedicated to students, with particular attention to newly enrolled students. With reference to the mentoring activities, the tutor drafts a final report and further reports on guidance activities to be sent to the University Commission for Distance Teaching – hereinafter called CADD – and uploaded to *Everywhere*.

ii. Virtual spaces management and facilitation of digital spaces

The tutor is in charge of the activation and management of interactive digital spaces to foster dialogue among students and among students and lecturers. The tutor provides support on training activities through the institutional platform, activates the online forum "UNINTmeet" to share resources and foster lecturers and students' engagement in academic life, and schedules moments of discussion. The tutor drafts a monthly report on digital activities and a semi-annual report on the forum, to be sent to CADD and uploaded to *Everywhere*.

iii. Ongoing monitoring and evaluation

The tutor periodically conducts an analysis of the performance of the class group, identifying in a timely manner any collective or individual difficulties. Upon request by lecturers or students, the tutor attends lectures to conduct classroom observations using a grid to be structured and shared with the CADD. Furthermore, the tutor sends out questionnaires (e.g., Google Forms) every two months to assess the quality of the educational experience and identify any issues that are common across all courses or specific to individual courses.

iv. Planning and implementation of improvement-oriented actions

Based on the collected data, the tutor shares the tracking results with the lecturers and formulates additional educational proposals, such as additional materials or in-depth seminars, to meet the training needs identified. The tutor drafts a detailed report that is uploaded to *Everywhere* and sent to CADD.

v. Academic cooperation and dialogue

The tutor promotes collaborative dynamics and participatory methods aimed at fostering students' autonomy, sense of responsibility, and academic development, by proactively facilitating and moderating a single, centralized digital space for all courses (e.g., forums, chats, FAQs) on *Everywhere*. This makes it possible to immediately identify the source of each interaction and provide appropriate guidance in a timely manner. In this centralized environment, the tutor monitors interactions to provide specific and timely guidance.

vi. Operational and strategic coordination and communication transparency

In accordance with the Charter of Services, the tutor informs users in advance about his or her functions and how to benefit from the tutor's support. The tutor organizes a meeting at the beginning of each academic year and after the enrollment of new students, and shares an introduction video explaining the tutor's role and task on *Everywhere*; moreover, the tutor is involved in the design and optimization of the tutoring system, ensuring that it aligns with the course's educational objectives and regulations. The tutor collects data from interactions with students and drafts a six-monthly report addressed to CADD. The report provides detailed information on individual courses and is uploaded to *Everywhere* to ensure continuity and constant tracking.

vii. Study support and personalized support throughout the academic path

The tutor provides methodological and theoretical support to students, providing operational and conceptual tools for effective learning of the reference subject. The tutor ensures ongoing support for students in the process of acquiring disciplinary competences, until the completion of the final assessment, with particular reference to the exam. The tutor organizes synchronous meetings every two weeks, open to all students. When necessary, the tutor acts as liaison with the lecturers. The tutor drafts an *ad hoc* report where there are aspects requiring further attention.

viii. Promotion of teaching and learning interaction and tracking

The tutor carries out activity within the virtual classroom, promoting teaching and learning interaction and integrating the interventions of the lecturer. The tutor animates exchanges and observes the classroom with a grid; the tutors also monitor attendance and students' engagement during lessons,

and reports any critical issues in a timely manner. The tutor receives from the Statistics and Reporting Office the list of students enrolled and forwards it to the CADD and the Course Director.

ix. Academic coordination and information flow

The tutor works in synergy with the Course Director and with the lecturers of the subjects involved to ensure consistency, continuity and quality of the academic path. The tutor ensures information sharing with the QA Group, the Course Director and CADD.

x. Technical support and digital literacy

The tutor provides ongoing assistance to students and lecturers in the use of e-learning platforms (LMS). In collaboration with the IT Services Office, the tutor ensures proper access tracking, secure data saving and retention of digital materials. The tutor is also responsible for the ongoing tracking of online teaching activities, ensuring timely intervention in the event of technical issues and promoting users' digital literacy through webinars, FAQs, technical forums and specific tutorials.

6. Levels of Services Offered

The degree course, which is delivered mainly remotely, aims to ensure a high-quality and accessible learning experience that is consistent with the students' needs. To this end, the academic program provides for a set of guiding standards relating to the main services offered:

- **Access to the learning platform** available on a continuous basis, unless maintenance or planned updating is notified in advance;
- **Availability of multimedia course materials** (video-lessons, handouts, slides, tutorials, etc.) uploaded according to the scheduled activities and updated regularly;
- **Live sessions** with lecturers organized according to a set and published schedule, with the option to record and access the content afterward;
- **Technical support** provided to students through dedicated channels, with the aim of providing timely assistance in the use of digital tools;
- **Tutoring sessions** offered in accordance with the course schedule to support students as they engage with the course material and progress through their academic path;
- **Communications and updates** via the official platform or channels, to ensure a clear and constant information flow;
- **The assessment timeframe for examinations** should allow for accurate scoring and the timely notification of results;
- **Sessions to discuss and provide feedback** to improve the course program, including through questionnaires and online meetings.

7. Features of the Learning Platform

The Learning Management System (LMS) platform – used for the delivery of teaching concerning the LM-37 degree courses – offers various solutions for the description of course materials, users and tracking parameters. The platform is based on Moodle, a widely used system built on open standards. Below are indications relating to technology standards and descriptive schemes used.

i. Technology standards and descriptive schemes used:

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Standards used for online course materials (lessons, files, quizzes, SCORM, H5P, etc.) offered by the platform are described using the following schemes and standards:

- SCORM (Sharable Content Object Reference Model): This is a widely used standard for creating and managing interoperable e-learning content. It allows users to define how content is created, delivered, and how it interacts with the LMS (in this case, the UNINT *Everywhere* platform) to track student progress (e.g., score, completion, time spent). Moodle-based LMS, and thus UNINT *Everywhere*, natively support SCORM packages.
- LOM (Learning Object Metadata): IEEE 1484.12.1 standard for describing learning objects.
- LTI (Learning Tools interoperability): An IMS Global standard that allows external learning content and tools (hosted on other platforms) to be integrated into the system. This may include interactive resources, simulations, or external evaluation systems. The metadata associated with these tools is often defined in the LTI standard itself. In the specific case of the UNINT *Everywhere* platform, it is used for integration with systems for the implementation of synchronous remote teaching (ETIVITIES - Virtual classroom).
- xAPI (Experience API / Tin Can API): to extend tracking even outside the platform (e.g., activities performed on external tools).
- Content Metadata (Dublin Core): the platform allows the implementation and use of standards such as Dublin Core to describe teaching resources. This set of elements (such as title, author, description, date, format, identifier) can be used to improve the organization and content search within the platform.
- IMS Content Packaging: content packages can be structured and transported between compatible LMS.
- Standard File Formats: The use of open and standard file formats (such as PDF for documents, MP4 for video, MP3 for audio, HTML for web pages) ensures greater accessibility and content interoperability.
- Application Programming Interface (API): the platform primarily supports protocols such as Representational State Transfer (REST) and Simple Object Access Protocol (SOAP) to access its web services. REST protocol is generally preferred for its simplicity and lightness, while SOAP is more structured and supports features such as service description via Web Services Description Language (WSDL).

With regard to user registration and profiling, the platform uses the following standards for registered users, which is the minimum role to be able to access learning content:

- LDAP
- SAML (currently being activated)

User data are stored in the University's internal identity provider (IDP).

These protocols define how users' personal data are managed and authenticated between different systems.

The following key fields are defined for each registered user:

- Name
- Surname
- Username

- institutional e-mail
- role in the course
- tax code

Note that the password is not stored internally, but is managed directly by the University IDPs.

In addition to personal data fields, each user is associated with one or more roles (with associated permissions); the defined roles are:

- Student
- Lecturer (editing and not editing)
- Administrator
- Manager
- Host
- Tutor / Supervisor

Users can also be organized into groups within courses. These logical structures can be used to segment students based on specific criteria (e.g., cohort, curriculum) and can be considered organizational metadata.

Using key fields for each user as well as the REST protocol for interconnection with other platforms (use of APIs), students can be automatically associated to the courses they have included in their curriculum. This process involves the automatic analysis of students' curricula thanks to the information management system of Students Services Office. This ensures that the list of users enrolled in a course and all tracking activities are related to the actual students enrolled in that specific Degree Programme.

ii. Tracking parameters

Tracking is based on recording every significant user interaction within the platform, including logins, resource views, assignment submissions, forum participation, and quiz attempts, in structures known as logs. The logs contain information such as the user ID, the course ID, the activity involved, the action taken, date and time.

Each activity in the UNINT *Everywhere* platform, i.e. task, quiz, forum, etc., presents specific tracking mechanisms. For example, quizzes record scores, attempts, answers given; assignments track submission status and assessment.

Through the tracking tools provided by the platform, the activities in the courses are structured through completion rules that allow, for example, access to activity n if only n-1 activities have been completed. For each assignment, you can define which condition or conditions are necessary to consider it completed (e.g., open an activity or a document, pass a quiz, reach a view percentage (SCORM type video activity)).

In terms of reporting and statistics, the platform offers several built-in reporting tools that allow the user to view and analyze tracking data at the course and individual student levels. These reports may provide information on task completion, scores, participation, and overall progress.

Since the system is based on Moodle, for more advanced analytics it can be integrated with external Learning Analytics systems via plugins or APIs. These systems can use platform tracking data to identify learning patterns, predict student success, and provide personalized feedback.

iii. Retention of tracking data for certification and verification purposes

Tracking data retention on the platform, for certification and evaluation of learning paths, follows a clearly defined strategy in terms of timing and procedures, and complies with standard university practices.

iv. Retention period

Activities tracking students' learning activities will be kept for a minimum period of 5 years, analogous to those provided for exams records and university career in the context of higher education. This period may be extended in accordance with the institution's internal regulations and provisions on digital documents retention.

v. Retention methods

All users' data is managed according to current regulatory standards (e.g. GDPR) and according to the University's privacy policy (<https://www.unint.eu/privacy>). Users' data are stored on servers in protected and redundant environments, with automatic periodic backups.

Data are stored for the following reasons:

- Verification of the completion of the activities included in the curriculum.
- Provide objective evidence in assessment or evaluation stages;
- Issuing of certificates (ECTS, badges, diplomas, etc.);
- Teaching activity monitored by internal and external control bodies.

Access to such data is restricted to authenticated and authorized users, based on role profiles (e.g., lecturer, tutor, administrator) defined by the University.

For long-term retention and for external reporting or audit purposes, tracking data can be periodically exported in standard formats (e.g. CSV, XML) and stored in the University systems set up for long-term archiving.

The platform also allows for the generation of reports (e.g., course completion, etc.) that can be exported to PDF and archived as official documentation of the student's learning path.

8. Other

For anything not mentioned in this Charter of Services – version approved by the Academic Senate of 21 May 2025 with a validity of 12 months from the aforementioned date for further updating – please refer to the Academic Regulations of LM-37 for more detailed information, on the page dedicated to the degree course, and to the University Charter of Services.