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## **Digital Internship Model for Higher Professional Studies**

Project Number:2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

# **TOOLKIT FOR THE IMPLEMENTATION OF VIRTUAL INTERNSHIPS**

## **FOR STUDENTS AND TRAINEES**

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## PROJECT AND DOCUMENT INFORMATION

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**Project Acronym:** DIMPS  
**Project Number:** 2020-1-RS01-KA226-HE-094527  
**Funding Scheme:** ERASMUS+ KA226  
**Applicant Organisation:** WESTERN SERBIA ACADEMY OF APPLIED SCIENCES  
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**National Agency in Charge:** RS01 Fondacija Tempus

**Title of deliverable:** IO3 - Toolkit for the implementation of virtual internships - for students and trainees

## VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	10/10/2021	Draft	University of Ruse "Angel Kanchev" (P. Zahariev, G. Hristov, G. Georgiev, N. Bencheva. D. Kinaneva)
v.02	01/02/2022	Final Draft	University of Ruse "Angel Kanchev" (P. Zahariev, G. Hristov, G. Georgiev, N. Bencheva. D. Kinaneva)

## 1. Introduction

The internships are a vital element of many learning programmes of the Higher Educational Institutions in the Balkan countries, the European Union and the world. These internships are mandatory for the programme accomplishment, with defined learning outcomes and ECTS-expressed workload.

The idea of the internships is to introduce the students to a real-life working environment. This hands-on experience presents the students with practical tasks, assignments and actual working activities. This develops skills for independent thinking, problem solving and provides them with an overview of their future working environments. The trainees also learn how to respect deadlines, how to work alone and in groups, how to search for additional information and how to prepare their deliverables in a neat and formatted way.

With the restrictions imposed by the COVID-19 pandemic, the educational systems were put under pressure. Many Higher Educational Institutions were partially prepared for massive online delivery of all courses and material, while the other institutions were forced to adapt quickly to the situation. Nevertheless, a stable and a long-term solution for the implementation of the student internships was not found. This called for the need to develop solutions for online and virtual delivery of internships in different educational domains.

Project DIMPS was developed with the aim to respond to the need for a solution to implement virtual internships. The developed DIMPS platform for virtual internships is a pilot solution, which can answer the needs of the Higher Educational institutions and can be used to deliver virtual internships in various study areas.

This toolkit provides an overview of the DIMPS platform and is aimed for use by the students and trainees.

This toolkit was developed under project Digital Internship Model for Higher Professional Studies – DIMPS with Project Number 2020-1-RS01-KA226-HE-094527.

**The content of this document does not necessarily represent the official position of the European Union. The authors of the document are the sole responsible for the information provided through the document.**

## 2. The DIMPS virtual internships platform

Intellectual Output 2 (IO2) of Project DIMPS [1] is the Virtual Internship platform – a standalone online solution, which provides access to various services and user tools. The platform allows the participation of students and trainees in virtual and remote internships, regardless of their locations and topics. The platform is a custom modification of the Chamilo learning platform – a free software, providing means for e-learning and collaboration [2]. Chamilo is an example of a Learning Management System (commonly abbreviated to “LMS”) – a popular term used to describe any kind of software platform designed to facilitate the management and delivery of courses and the monitoring of progress in online and physical courses. Fundamentally, an e-learning platform provides teachers with means to store and organize their educational materials online and to share them with students. This removes the need to carry textbooks back and forth to and from school.

The developed DIMPS virtual internship platform [3] offers huge time-savings by taking over a range of repetitive administrative tasks, allowing the lecturers/teachers to focus on supporting the students. The platform can be used to create various courses and many types of teaching materials. More importantly, it can provide the internship students and trainees with a range of motivational tools supporting effective independent study at their own pace, as well as a means to interact more completely with their mentors, company representatives and other internship trainees.

This Toolkit guide provides a brief introduction to DIMPS virtual internship platform from the perspective of the participants in the internships and the trainings. It is designed to be read alongside a hands-on exploration of the platform and introduces the main tools to access courses, internship materials and assignments, tests, forums and so on. The toolkit introduces how the tools of the platform are designed to support and motivate the participants in the internships.

The DIMPS virtual internship platform is an extensive, multi-faceted software. A full description of every aspect of its features for use by companies, academic representatives and administrators is provided in a separate toolkit.

## Getting Started

To access the DIMPS virtual internship platform, you need to open any web browser and go to <https://platform.dimps-erasmus.com/> [3]. The start-up page of the platform looks like this:

The homepage of the DIMPS platform is providing to the unregistered visitors/guest users only limited access to the overview of the available internships and these users cannot enroll or participate in any of them.

Before registering, it is important to understand that there are different types of user accounts for access to the DIMPS platform. The participants in the internships (students) have limited access to the resources of the corresponding internship(s), which they are enrolled in. A teacher or mentor can also access a wide range of tools, which are invisible to students and are used to control the contents of the internships or to interact with the other users. Administrators have access to the complete and extensive range of settings and tools, which control the behavior of the DIMPS internship platform. This tool highlight and presents the functionality, which is provided to the users that are registered as participants in the internships (students).

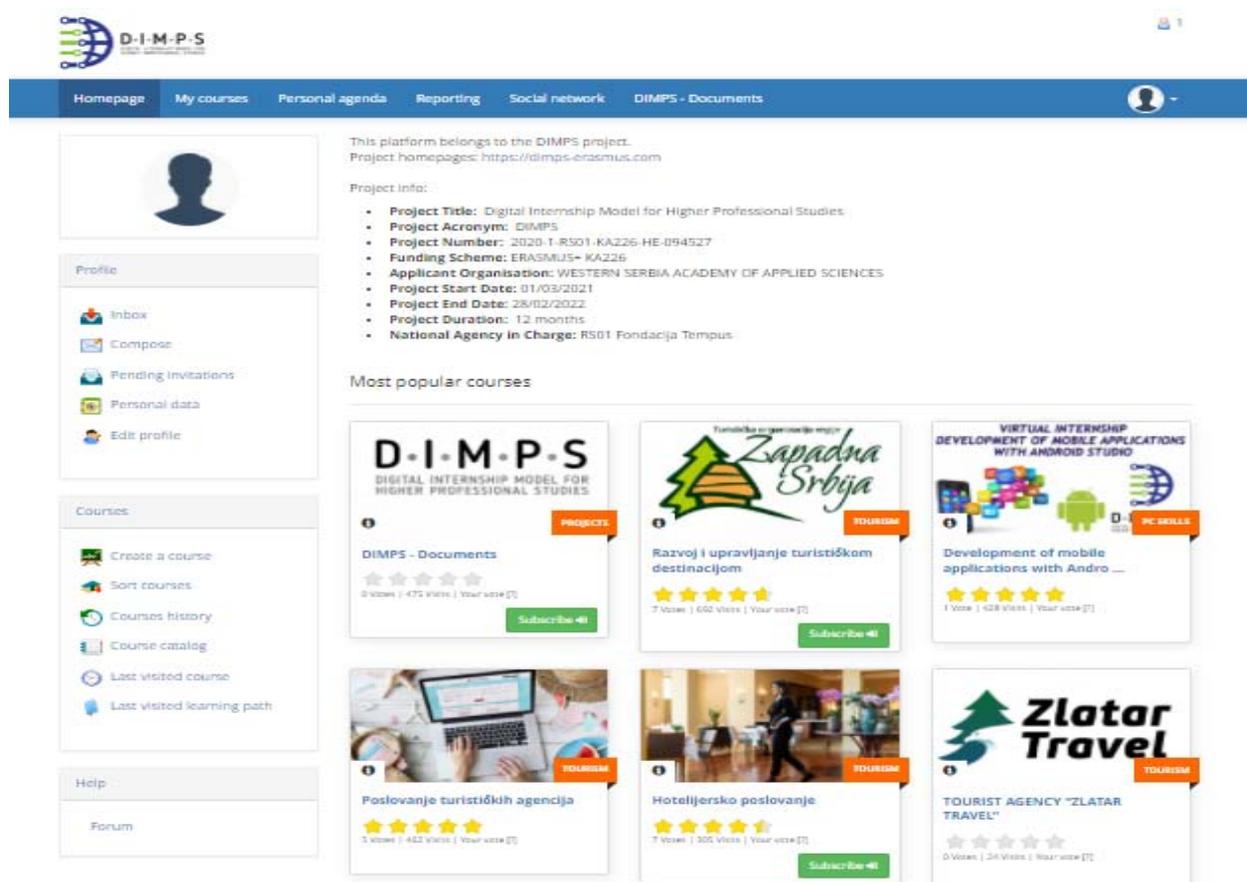
## Creation of a new account for trainee/participant in the internship

To create a student account, click the “Sign up!” link below the login box. Fill the required fields and make sure to select the “Follow courses” option. Read the terms and conditions and, if you agree, click the Register button. Clicking this button indicates that you have read and agreed to the terms and conditions, so please don’t ignore them. Self-registration is available on the DIMPS platform, so your account will automatically be enabled, unless the username you have given is already taken, in which case you will need to change it. Once your account is created, a confirmation screen will appear:

### Registration

Your account has to be approved

Once the registration is complete, your home page will look like this:



The screenshot shows the user's home page on the DIMPS platform. The page features a navigation bar with links to Home page, My courses, Personal agenda, Reporting, Social network, and DIMPS - Documents. A user profile icon is visible in the top right corner. The main content area is divided into several sections:

- Profile:** A silhouette of a person's head and shoulders, with a list of actions: Inbox, Compose, Pending invitations, Personal data, and Edit profile.
- Courses:** A list of course management options: Create a course, Sort courses, Courses history, Course catalog, Last visited course, and Last visited learning path.
- Help:** A link to the Forum.
- Project Info:** A section titled "Project info:" containing a list of details:
  - Project Title: Digital Internship Model for Higher Professional Studies
  - Project Acronym: DIMPS
  - Project Number: 2020-1-RS01-KA226-HE-094527
  - Funding Scheme: ERASMUS+ KA226
  - Applicant Organisation: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
  - Project Start Date: 01/03/2021
  - Project End Date: 28/02/2022
  - Project Duration: 12 months
  - National Agency in Charge: RS01 Fondacija Tempus
- Most popular courses:** A grid of course cards, each with a title, rating, and a "Subscribe" button. The courses shown are:
  - DIMPS - Documents:** 0 Votes | 472 Views | Your vote [?]
  - Razvoj i upravljanje turističkom destinacijom:** 7 Votes | 600 Views | Your vote [?]
  - Development of mobile applications with Android Studio:** 1 Vote | 428 Views | Your vote [?]
  - Poslovanje turističkih agencija:** 5 Votes | 482 Views | Your vote [?]
  - Hotelijsko poslovanje:** 7 Votes | 305 Views | Your vote [?]
  - TOURIST AGENCY "ZLATAR TRAVEL":** 0 Votes | 24 Views | Your vote [?]

On the homepage of the platform, you can see information about the project, as well as the most popular internships. To view all available internships, select the Course catalog.

Courses catalog / Course catalog

\* Title

Courses categories

Sort by

Total number of available courses : 18  
Number of matching courses : 18



**Alexandra Travel**

3 Votes | 2 Views | Your vote [?]

 **trabella Dimitrova**  
Teacher



**Stručna praksa\_infolab\_Back\_end**

3 Votes | 10 Views | Your vote [?]

 **Mirslava Jandovic-Pavlovic**  
Teacher

 **Sofija Bečić**  
Teacher



**TOURIST AGENCY "ZLATAR TRAVEL"**

3 Votes | 24 Views | Your vote [?]

 **Kristina Gajdoskovic**  
Teacher



**Tourist agency "Travel point" Prijepolje**

3 Votes | 23 Views | Your vote [?]



**Tourism organisation of Western Serbia**

3 Votes | 27 Views | Your vote [?]

 **Miroslav Radjen**  
Teacher



**Tornado Studios**

3 Votes | 28 Views | Your vote [?]

On this screen you can search by name and category for internships, as well as sort the offered ones by a certain criterion. After selecting the internship that suits your interests, click on its title and you will see additional information about the topic of the internship, the duration of the internship, the mentor, the institution that is offering the internship and so on.

If the internship does not require a subscription, you will see the its home screen, if it requires a subscription, you will see the Subscribe button.

## Development of mobile applications with Android Studio

Trainers | Plamen Zahariev |

Share with your friends [Facebook](#) [Twitter](#) [LinkedIn](#)

During the internship programme, the students will expand their knowledge in designing mobile applications, which were acquired during their study programme. The students will be introduced to the complex components for designing mobile applications based on XML and Java and they will learn about the structure and the different elements of every Android mobile application. The internship will involve the development and testing of several different mobile applications. The students will learn how to run their own applications in an Android virtual device, as well as on a real mobile device.

At the end of the internship, each of the students will have to develop a standalone application on a selected topic and write a report about the design, development and testing of the application.

### Course Information

**Internship topics**

**Week 1.**

- Introduction to Android Studio and the Android Virtual Device emulator. Development and running of applications. Analysis on the application components;
- Working with View and ViewGroup elements. Development of an application with graphical user interface for passing of messages between activities;
- Working with Layouts. Development of application with two different layouts, which change based on the device orientation;

**Week 2.**

- Development of a counter app with TOAST functionality; Working with graphical user interface components, dimensions, variables, etc.;
- Development of a complete application with basic calculation functions. Testing and running of the application on a real device;
- Designing of an application with basic user menus and options. Use of scroll elements for visualisation of multiple View elements;

**Week 3.**

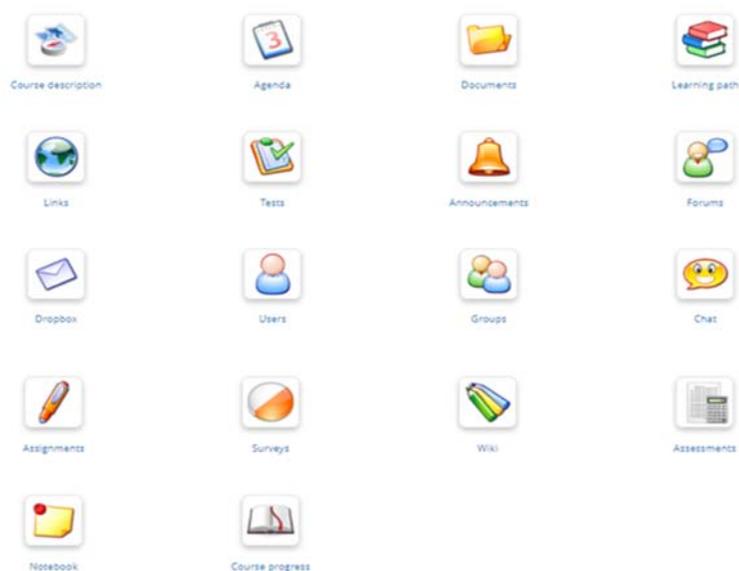
- Development of standalone application on a free topic, which consists of starting screen, two activities for categories and at least 4 items. Preparation and submission of a final report on the application, which will be used for the evaluation of the student.

Course home

**Coaches**

**Plamen Zahariev**

Going to the home page of the internship, the students/trainees will have access to the tools for the internship. The respective institution or mentor can restrict the access to specific tools, if they will not be used for the needs of the internship. This document will provide information for all tools that can be used in the internships in the DIMPS virtual internship platform.



### 3. The internships tools of the DIMPS platform

This chapter of the toolkit will introduce to you the basic tools, which can be used by the students and trainees during the internship. While this is a comprehensive description of all tools in the DIMPS platform, the individual internships can provide access to just some of them, based on the organization and the contents of the internship.

#### Course description

The first item in the menu is the internship description. This is invaluable for students at the start of the internship, as it provides them with an overview of the internship activities, the planned deliverables, etc. For users that are new to the online learning paradigm, the description can serve as a useful starting point in planning a new virtual internship.

🏠 Development of mobile applications with Android Studio / Description / Description
Switch to teacher view

Virtual Internship - Development of mobile applications with Android Studio

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Internship topics

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- Development of a counter app with TOAST functionality; Working with graphical user interface components, dimensions, variables, etc.;
- Development of a complete application with basic calculation functions. Testing and running of the application on a real device;
- Designing of an application with basic user menus and options. Use of scroll elements for visualisation of multiple View elements;

Week 3.

- Development of standalone application on a free topic, which consists of starting screen, two activities for categories and at least 4 items. Preparation and submission of a final report on the application, which will be used for the evaluation of the student.

#### Agenda

The agenda is the internship diary for users and groups, which they can access to check information, such as events, deadlines etc.

today < > February 2022 month week day Agenda list

Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2 Exam	3	4 Homework	5	6
7	8 Lecture	9	10	11	12 Exercise	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6
7	8	9	10	11	12	13

## Documents

The next tool is Documents. In online learning, the quality of learning materials is paramount. The study materials can be uploaded as separate documents, arranged in folders in familiar and widely used file formats, like docx, pdf, odf, etc. The files can be downloaded by the participants in the internships and opened locally on their devices, for which they must have the appropriate software installed. Web-based learning content can also be uploaded.

Development of mobile applications with Android Studio / Documents [Switch to teacher view](#)

📁  🔍 Search

Current folder: Documents

1 - 1 / - 1 - 0 / 0

Type	Name ↓	Size	Date
📁	Assignment 1	1.81M	3 months ago 2021-11-18 14:39:22
📁	Assignment 2	2.96M	3 months ago 2021-11-24 11:08:33
📁	Assignment 3	2.02M	3 months ago 2021-11-29 13:33:29
📁	Assignment 4	1.98M	3 months ago 2021-11-29 13:34:06
📁	Assignment 5	2.24M	about 1 month ago 2021-12-16 11:55:41
📁	Assignment 6	1.87M	about 1 month ago 2021-12-16 13:12:24
📁	Final Assignment	1.4M	about 1 month ago 2021-12-16 15:24:22

## Learning path

The Learning paths tool is providing means for combining tests with reading and learning materials, as a single sequence of actions. The use of this tool can turn a pile of materials into a structured training course or into a logical path for the completion of the corresponding virtual internship. When using a study path, any documents, tests, forums, tasks and links can be combined in the order desired by the mentor. The mentors can also establish the conditions (e.g. successful completion of a previous tasks) for each stage of the internship. In this way it can be ensured that the trainees work with materials in the appropriate sequence and that they can to complete the internship successfully.

## Links

The next tool is Links. The main content for your course is likely to be the teacher's own material, securely saved on the server of the platform for students to access as appropriate. There will be times, however, when teachers want to direct the students to external pages and sites on the World Wide Web. You as a student can view such public material without having to leave the DIMPS platform by using the Links tool.

## Tests

Tests is a tool used to access exam materials. The mentors will need to test the trainees and the students to know their level. The trainees also need to assess their knowledge in order to know what of the study material they need to emphasize. The platform offers various ways of communication that allows exams to be conducted, and this can be done in forums, chats or video conferences. However, the idea of this type of platform is to offer automated tools that automatically provide feedback to students. This can be done through the use of tests that can be completed repeatedly by students until they have consolidated their knowledge. In addition to showing the final result, the tests can also return the corresponding score. Below are some suggested broad categories of evaluative activity which can be effectively set up using the Tests tool.

- Exams refers to (generally time-controlled) exercises for which no immediate feedback, nor any answer, is given to the student: you will obtain your results when the teacher considers it right. This type of summative assessment is often undertaken at the end of a course and may carry a high weighting in the overall assessment of the student.

Because of its significance scoring and feedback are generally withheld until the teacher has had the chance to go through at students' results with a “fine-tooth comb”.

- Exercises allow the teacher to assess the student throughout the course e.g. at the end of a lesson, unit or module. Less formal than an exam, such tests might allow students three or more attempts and represent a more formative approach to assessment, involving plenty supportive feedback. Some elements of these tests might not be fully automated, requiring some level of direct assessment by the teacher. Most scoring would be immediately supplied, but feedback would tend to fall short of displaying the correct answer directly, challenging students to apply themselves to study revision and reflection to work out the correct answer for themselves.
- Automated tests can generally be available to take an unlimited number of times. Their key purpose would be to allow the learner to “drill” himself, e.g., to learn vocabulary in a language course, rehearse a particular mathematical algorithm or memorize a safety procedure. Such tests would be free of any time constraints and would be fully automated displaying scoring, feedback and even correct answers to encourage improvements through practice.
- Scenarios represent a more advanced form of interactive exercise where the teacher can pre-determine alternative next steps in the test predicated on student's response to a question, leading the student through a particular path of questioning. This type of activity can be achieved using the DIMPS platform tests tool and can provide students with a very effective interactive on-line learning experience, but of course is by its very nature quite complex and demanding to set up.
- The following types of questions are available in the DIMPS platform:

### ***Type 1: Multiple choice – Single answer***

The classic “multiple choice” question is one in which only one answer can be considered valid for scoring purposes. It is possible for the test to be a little bit more challenging by assigning a negative score to a wrong answer. This encourages the learner to think more carefully before selecting an answer at random, and incurring a penalty.

### 1. Which of the following are part of the drivetrain on a modern bicycle?

(more than one answer can be true)

- The chain
- The saddle
- The rear derailleur
- The chainrings

Save and continue

#### ***Type 2: Multiple choice – multiple answer***

This question type is a variation of the previous simple multiple-choice question. It allows the teacher to assign more than one valid answer. Again, positive, and negative scores are possible. This type of question can prove more challenging to students (teacher may wish to indicate in the question that there are two answers – so as not to “trick” the students!

### 2. What is the function of the front derailleur mechanism?

- To shift the chain onto a different chainring.
- To shift the chain onto a different sprocket.
- To tighten the chain.
- To loosen the chain.

Save and continue

### **Type 3: Fill the blanks**

This question type can be used to produce the classic “cloze passage” exercise favored by language teachers, in which certain words in a written passage can be selected to be displayed as a blank field for students to fill in. First, the teacher simply needs to type the passage (or list of sentences) and then add square brackets around the words to be “blanked”. (These words will be displayed to the learner as empty text fields, which will be marked as correct if the student enters the correct answer matching the word typed by the teacher.) As soon as the square brackets are added, the form will display a “score” field for each word to be corrected. If teachers want to make the test a little easier, they may choose to list the words to be chose in the “enrich question” box. It's a handy test for checking key terminology or vocabulary.

### 3. Types of Bicycle

Wha kind of bicycle you choose depends on various factors. If you want to take part in serious competitive events you will probably want a good  bike. If you like flat handlebars on a fast, sporty bike you can go for a  bike. If you enjoy going off-road you may opt for a  bike. You may be a city commuter, and choose a  bike instead.

---

### **Type 4: Matching**

This type of question is designed to have the learner link together text elements from one list with text elements in another. An element might be a word, a sentence or part-sentence. It can also be used to ask a user to sort elements in a certain order.

#### 4. Which part of your bicycle is used for which manoeuvres?

1. brakes	-- ▾	A. used for steering the bike
2. handlebars	-- ▾	B. used for slowing down and stopping
3. gears	-- ▾	C. used for going up hills

Save and continue

#### Type 5: Open question

The open question type allows the learner to write whatever they wish as an answer (a kind of “mini-assignment”). As such an activity has no single give answer, it will not be automatically evaluated at the end of the test, but will have to be evaluated manually by the teacher before the final test result can be scored.

#### 5. Cycling history

Write 200 words about the Tour de France.

Save and continue

### **Type 6: Audio answer**

This question type will only appear if the administrator has enabled the Nanogong audio recording feature. The question can be compared to “open question” type described above, requiring manual marking by the teacher, but instead of asking the learner to write a text passage, the teacher asks students to record an audio answer. This has obvious uses for language courses, for learners with particular access needs, but can provide a useful alternative in many study fields – encouraging learners to develop their oral presentation skills. (note: This question type requires the learner to have Java applets supported in his browser. If this is not the case, he will need to record the audio separately and then upload it as an MP3 file to the server.) Because of the additional requirements for this question type, teachers should make sure their learners are aware that the test will contain an audio question and that they have a more than one chance to try the test to check whether their browser supports it or not.

### 6. How to repair a puncture?

Explain how you would repair a puncture. Give details about each stage, and reasons for what you would do.



When you start recording, you can pause whenever you want. If you are not satisfied, register again. This will overwrite the previous version. Satisfied? the file is automatically sent to the server so you can just continue your exercise.

### **Type 7: Hot spot, or image area**

In this type of question, the learner will be asked to identify areas within an image by clicking on them. These areas have been previously defined by the teacher.

Name the parts of the the bicycle

Now click on the button below to validate your answers.



Image zones

- 1.- saddle
- 2.- handlebars
- 3.- derailleur
- 4.- pedal

Previous question

End test

### Type 8: Exact combination

This is a variation of the multiple answer type test looked at above. The only difference is that no partially-correct combination will be accepted. This means that if, between options A-B-C-D, only B and D are correct, you will have to mark both B and D in order to be given the points assigned to this question. There is therefore only one overall score field shown on the form.

#### 7. Which items do we suggest are important for cycle safety? (2 answers)

- A helmet
- Padded shorts
- Straight handlebars
- Front and rear lights

Save and continue

### **Type 9: Unique answer with unknown**

Sometimes a mentor wants the student to indicate that they don't know the answer to a question, rather than just guess an answer. This question type is a single answer multiple choice question, but reserves the last answer as a “Don't know” option, with an automatic score of zero. Students can be discouraged from guessing by penalizing a wrong answer with a negative score.

**8. When should you look behind?**

- All the time.
- Only when you want to manoeuvre.
- When you want to manoeuvre and occasionally at other times too.
- Don't know

---

Save and continue

### **Type 10: Multiple answer True/False/Don't know**

This is another combination format which includes a zero-scored “don't know” option as with the above question option, but using true/false answers rather than multiple choice. Again, negative scores can be assigned to discourage guessing, and admit “honest” ignorance!

**9. Using the brakes.**

Options	True	False	Don't know
Always use the front brake whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never use the front brake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the back brake first, then the front brake for added braking strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the front brake too hard when moving fast can be dangerous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Save and continue

### **Type 11: Combination True/false/don't know**

This option offers a single score covering one or more questions. The form looks similar to the “exact answer” form, but the test is displayed to the student differently, as illustrated below.

#### 10. Gears

Options	True	False	Don't know
Most modern bikes have less than five gears.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some modern bikes have only one gear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most modern bikes have between eighteen and twenty seven gears.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Save and continue

### **Type 12: Global multiple answer**

This question format combines the multiple answer format with a single score, providing an option for ensuring that no negative score is accrued.

#### 11. Cycling etiquette

Which of the following are considered good cycling etiquette?

- Indicating manoeuvres clearly and in good time.
- Holding on the tailgate of a lorry.
- Nodding or waving to vehicle drivers who are trying to be helpful.
- Cycling on the pavement to avoid stopping at a red light

---

Save and continue

## Results

Based on the type of the test, the internship participants can get their results right after finishing the test. It looks like this:

**Sample test : Result**



**Username** ggeorgiev

**Start Date** February 03, 2022 at 07:58 AM

**Duration** 00 : 02 : 44

**IP** 62.204.131.106

10 / 11 answers saved.

Score for the test: 41 / 73

## Announcements

The Announcements tool lets the mentor to send a message by e-mail to his trainees and/or to publish a message directly to the course dashboard.

These announcements can be used, for example, to inform the trainees of the recent availability of a document, of the deadline for an assignment or any news or information related to the course.

	Title	By	Latest update
	The deadline is coming 	Georgi Georgiev	February 03, 2022 at 09:10 AM

## Forums

The next tool on the platform is the Forum tool. It allows students and teachers to exchange ideas, opinions and information relating to courses and the learning paths. The tool has been conceived so that learners with questions about their course can readily find answers to their questions without having to sift through a massive amount of information by themselves. The forum is an asynchronous discussion tool, i.e. the people involved in a conversation do not have to be connected simultaneously to participate. Email is also an asynchronous tool. However, a major difference from e-mail is that the forum is a public or semi-public space, where several people can see information (even if they were not part of the discussion initially), boosting support for learning by providing ready access to really useful information, inasmuch as a group of students and teachers can exchange ideas together in their specialist field. In the Forum tool, forums are grouped by categories.

Health care
✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Biology**

🕒 February 03, 2022 at 08:19 AM « Re: I want to talk about different things » By Georgi Georgiev

*Quoting Georgi Georgiev.*

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Chemistry**

Forum threads: 0

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

Electronics
✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Networking**

Forum threads: 0

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

Each forum contains different topics on which students and teachers can share experiences.

Health care
✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Biology**

2 Forum threads

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Chemistry**

0 Forum threads

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

Every topic can contain a lot of threads. Each thread is a separate conversation. As users, they can use the options to reply or quote previous messages to make the discussion more readable.

Biology

**Diffusion and osmosis.**

By Georgi Georgiev

What are diffusion and osmosis? What are the differences?

14 minutes ago

📄 0 Replies

👁️ 1 Views

🕒 14 minutes ago

By Georgi Georgiev

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

**Macromolecules. Carbohydrates. Lipids. Proteins**

By Georgi Georgiev

*Quoting Georgi Georgiev.*

10 hours ago

📄 3 Replies

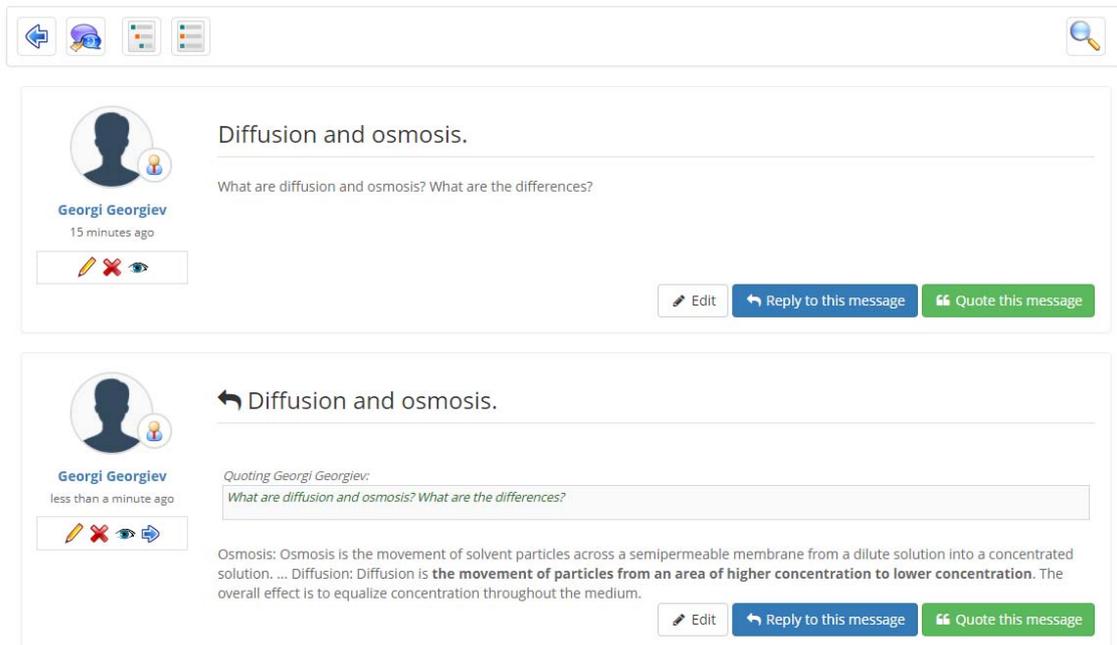
👁️ 11 Views

🕒 30 minutes ago

By Georgi Georgiev

✎ ✕ 👁️ 🔒 ⬆️ ⬇️

22



The screenshot shows a discussion thread with two messages. The first message is from Georgi Georgiev, posted 15 minutes ago, with the title "Diffusion and osmosis." and the text "What are diffusion and osmosis? What are the differences?". The second message is a reply from Georgi Georgiev, posted less than a minute ago, with the title "Diffusion and osmosis." and the text "Osmosis: Osmosis Is the movement of solvent particles across a semlpermeable membrane from a dilute solution into a concentrated solution. ... Diffusion: Diffusion is **the movement of particles from an area of higher concentration to lower concentration**. The overall effect is to equalize concentration throughout the medium." Both messages have buttons for "Edit", "Reply to this message", and "Quote this message".

### **Add a message to a thread**

In the list of tools for managing discussion threads, locate the Reply to this thread icon. This allows you to add a message at the same hierarchical level as the starting message:

- Clicking the icon will give you access to the on-line editor to write your message. An area allowing you to read the other messages of the thread appear at the bottom of the page;
- Give a short topic to your message;
- Enter your message;
- Choose whether you want to be notified by e-mail in case anybody answers your message;
- Attach a document (optional) and, if you do, add a small comment describing the document;
- Click on the Reply to this thread button;

## Biology

\* Title

\* Text

Format - Font - Size - **B** *I* U A- A+ Source

Words: 0

Thread

Georgi Georgiev February 03, 2022 at 08:36 AM	<b>Diffusion and osmosis.</b> What are diffusion and osmosis? What are the differences?
Georgi Georgiev February 03, 2022 at 08:51 AM	<b>Re:Diffusion and osmosis.</b> Quoting Georgi Georgiev:

Attachment  Няма избран файл

[+ Reply to this thread](#)

\* Required field

### ***Reply to a specific message***

The Reply to this message icon, located below the message author's picture allows you to give an answer which will be linked to the chosen message and will be hierarchically dependent on that message.

The reply procedure is the same as the previous one, except the message topic includes the initial message, prefixing it with a « Re: » indicating the two messages are related.

### ***Quote a previous message***

Inside a thread, within a forum, it is often most practical to be able to quote a whole or part of a message. This is the aim of this operation, triggered by the double quote icon. The answer will be accompanied by the related message to which it is making reference (it will

appear in another color in your answer). You can compose a comment etc. as well as edit the quoted text directly.

### ***Reply or Reply to this topic***

The main difference between those two options resides in the hierarchy of the different messages and their answers.

Reply creates new answers which will be deleted altogether when the initial message is removed, while Reply to this thread creates messages which will be kept, even if the starting message is removed.

### ***Search a forum element***

All the screens of the Forum tool include a search feature. The search can be executed in all the forums at once and you can combine search terms with the “+” sign. The results are sent in the form of a list indicating:

- the forum category;
- the forum title;
- the title of the thread in which the searched words have been found;
- 

### Search in the Forum

---

\* Search term

You search on multiple words by using the + sign

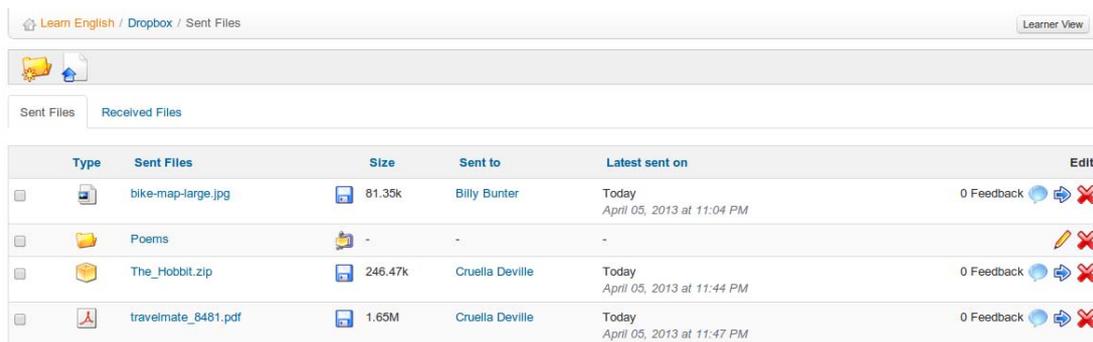
\* Required field

## **Dropbox**

The Dropbox (document-sharing) tool provide a place where users can leave files for each other, to be downloaded as convenient, avoiding heavy e-mail downloads. Files can be

“dropped” there by the teacher for learners to collect, by a learner for other learners (if allowed by the platform administrator) or by a learner for the teacher (although it is not really intended for the delivery of homework or assignments, for which the Assignments tool should be used.)

While the basic concept of this tool is similar to popular tools such as Dropbox or Google Drive, it actually predates these modern tools and doesn't work in quite the same way. For example, when working collaboratively on one document, rather than open the “shared” file to view and edit it directly users simply download the shared file, work on it, and upload it again to the dropbox (e.g. with changes). By default, altered files won't over-write the original version even though the filename is the same, effectively making it easy to manage “versions” of a document differentiated by date/time of upload. All users have the option to add a comment within the dropbox window to a shared document, again a useful device for serious collaborative work. For example, it allows a teacher to make a brief note about each student's contribution.



Type	Sent Files	Size	Sent to	Latest sent on	Edit
File	bike-map-large.jpg	81.35k	Billy Bunter	Today April 05, 2013 at 11:04 PM	0 Feedback
Folder	Poems	-	-	-	
File	The_Hobbit.zip	246.47k	Cruella Deville	Today April 05, 2013 at 11:44 PM	0 Feedback
File	travelmate_8481.pdf	1.65M	Cruella Deville	Today April 05, 2013 at 11:47 PM	0 Feedback

## Users

The Users tool gathers all learners and teachers subscribed to the course.

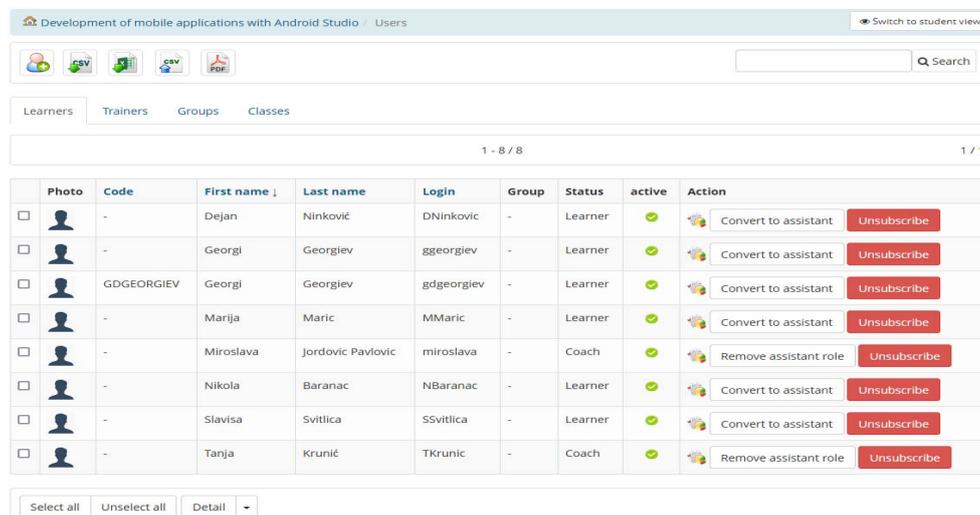


Photo	Code	First name	Last name	Login	Group	Status	active	Action
	-	Dejan	Ninković	DNinkovic	-	Learner		Convert to assistant  Unsubscribe
	-	Georgi	Georgiev	ggeorgiev	-	Learner		Convert to assistant  Unsubscribe
	GDGEORGIEV	Georgi	Georgiev	gdgeorgiev	-	Learner		Convert to assistant  Unsubscribe
	-	Marija	Maric	MMaric	-	Learner		Convert to assistant  Unsubscribe
	-	Miroslava	Jordovic Pavlovic	miroslava	-	Coach		Remove assistant role  Unsubscribe
	-	Nikola	Baranac	NBaranac	-	Learner		Convert to assistant  Unsubscribe
	-	Slavisa	Svitlica	SSvitlica	-	Learner		Convert to assistant  Unsubscribe
	-	Tanja	Krunić	TKrunic	-	Coach		Remove assistant role  Unsubscribe

Select all Unselect all Detail ▾

## Groups

The Groups tool allows the mentor/teacher to create and manage working groups of learners. This is a simple organizational tool allowing for the automatic or manual grouping of learners, yet from a pedagogical point of view this can be a very powerful tool for online learning. Group work encourages peer support and interaction, helping a student overcome that sense of isolation which is one of the main challenges he/she may face in online study. In conjunction with other tools, the use of the Groups tool can help to develop team-work skills, providing opportunities for task leadership and for mutual reflection and feedback between learners. As such, it can help students keep on task and enrich their online study experience considerably.

The Groups tool allows a mentor to assign a range of tools (documents, agenda, assignments, announcements, forum, wiki and chat) to a group which can be configured as private to the group, effectively providing students with secure online workspaces which cannot be viewed by other learners or groups.

### **Getting into a group space**

Group members can access the group's "workspace" simply by clicking the name of the relevant group in the listing on the main Groups page. The page will display the group description (e.g. a list of aims and objectives) and details of membership, as well as its own "toolbar" of links to the group's various tools (Forums, Documents, Agenda, Assignments, Announcements, Wiki and chat) which link to the various (private) group workspaces:

#### **Team A**

This is your Team workspace. Use it to plan your strategy to win the race. It should include (at least): A route map Cyclists roles Troubleshooting strategies Time targets for each step The plan must be submitted as an assignment before the race.

#### **Modules**



#### **Coaches**



#### **Group members**

	First name	Last name
	Billy	Bunter
	Steve	Miller
	Yannick	Warnier

## Chat

The Chat tool is an instant messaging tool which allows users in a course to exchange ideas, questions, and answers in “live”, written conversation.

While it may seem rather slow (three seconds per post) and limited in features to today’s online users, the big advantage of this tool compared to e.g. Skype, Facebook chat tools is it works as part of the platform and, as such, does not require any external tool, being guaranteed to work on all computers and user devices.



### ***Send a message***

Enter the text inside the field located at the bottom of the page, then click the Send message button. Inside the messages list, the messages from the teacher appear with a corresponding icon in front of the user's name.

### ***Empty messages***

You can disconnect from the platform and still have access to previous messages, providing you reconnect the same day. To delete a conversation before starting a new one, click the Clear the chat link.

## Assignments

The assignments tool (accessible from the home page) allows a learner or a group of learners to upload documents for the teacher to review. Assignments can be seen and downloaded by other learners unless configured as invisible by the teacher.



## Wiki

The Wiki tool is a collective or collaborative redaction tool. It allows users to work together on a single document, and to follow the history of modifications. In many ways, it complements the forum tool.

A wiki page can contain many links to other pages, which may or may not (yet) have existing content. Wiki pages can be updated; each contributor sharing the same rights to write and edit content. Originally designed to support collaboration between learners, the wiki may, at the beginning of a course, consist only of a list of links inserted by the teacher, pointing to empty pages which each learner will have to build using one another's ideas, views and experiences.

## Assessments

The Assessments tool is where the teachers, can establish success criteria for the course (i.e., the pass-mark, merit rankings etc.), involving the allocation of weightings to various activities, tests etc. They can also use the assessments tool to generate and issue certificates to learners on successful completion of the course.

The learner can use the assessments tool as a “grade-book” to monitor his own progress, and will see a simpler, personalized view when he clicks on the Assessments tool which will look something like this:

Test Your English / Assessments

**Total : 21 / 100 (21 %)**

Type	Name	Description	Weight	Result	Detail
	<b>Test your English</b>	-	100	21	
	Class presentation	-	20	9	-
	A family dinner <a href="#">Forum threads</a>	-	20	-	-
	A1 Reading <a href="#">Tests</a>	-	20	12	-
	English assault course <a href="#">Learning paths</a>	-	40	0	-

### ***How students generate certificates***

Certainly, one of the trickiest aspects of certificates is that students must enter the assessments tool to generate their certificate. When a student enters the assessments tool and a default certificate is configured, and the student has reached the minimum grade to get

the certificate, he will see a large certificate icon on the right side of the screen. This will send him directly to the certificate page.

Once generated, a certificate cannot be canceled by the student. The teacher has to enter the certificates management tool to remove it and allow the student to re-generate it.

## Glossary

The DIMPS platform integrates a glossary tool to allow the mentor to define terms or expressions in the same way as a dictionary. No term is defined by default - it is the teacher's responsibility to define important terms.

Term ↓	Term definition	Detail
Bottom bracket	The bottom bracket is a bearing race which houses the pedals axle.	
Brakes	There are several standard design of brakes, front and rear, for stopping the bike.	
Derailleur	The derrailleurs are mechanisms which allow you to shift gears. There are two, a front derailleur and a rear derailleur.	
Handlebars	Handlebars enable you to balance and steer the bike.	
Seat post	The seat post fits into the seat tube, and provides a mounting for the saddle.	

## Attendances

The Attendance sheet displays a table with columns listing users, their attendance, and dates/times.

## Notebook

The Personal notes (or Notebook) tool is a kind of notepad attached to each course. It allows the users to take note of things they would otherwise write on a piece of paper.

Note	Creation date
Cruella's Phone number +44 666 101 666	Today 2013-04-07 22:32:49
Gears Remember to ask Yannick how to pronounce <u>derallleur</u> before I do my presentation.	Today 2013-04-07 23:34:23

## Notes creation

- click on the Add new note in my personal notebook icon
- give your note a short title,
- write down your note,
- click Create note

Add new note in my personal notebook

Note title:

Note details

Go straight along Albert Road, turn right at the bank then right again into Minto Lane. The bike shop's on the left.

## Course progress

The Course progress tool allows the teacher to build a course program to be shown (optionally) on the course homepage to include a progress status relative to the current teachers and learners' progress in the scheduled topic preparation.

**Progress: 67 %**

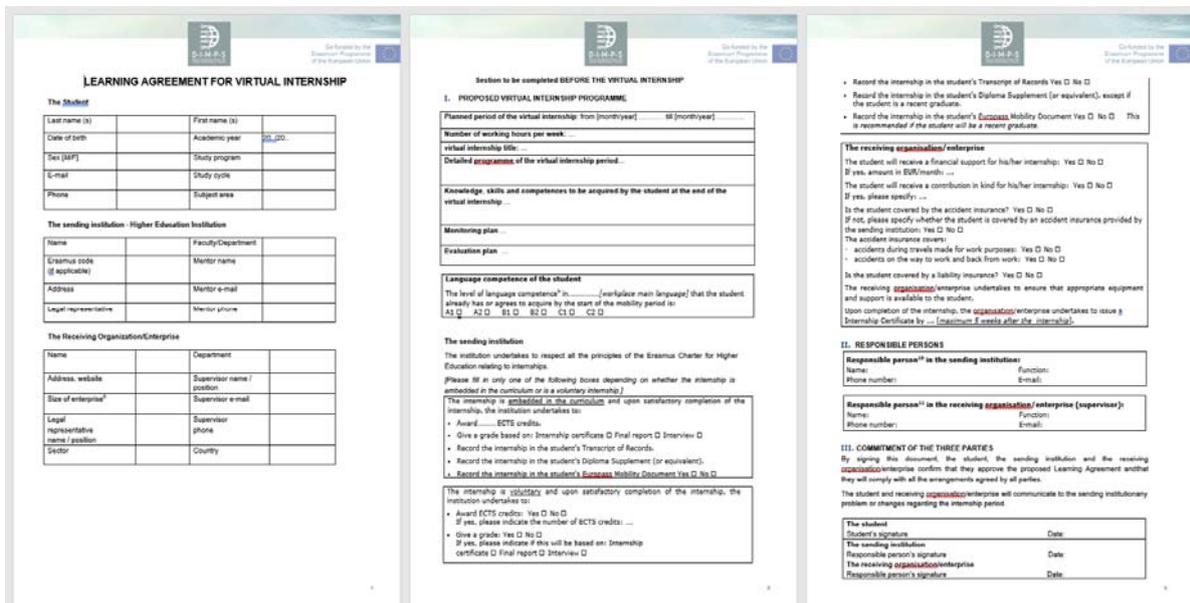
Thematic	Thematic plan	Thematic advance
<b>The Tour de France</b> A short course introducing the greatest cycle race in the world. 	<b>Objectives</b> An introduction to the history, workings and tradition of the Tour de France  <b>Skills to acquire</b> Understanding of the traditions and rules of the Tour  <b>Methodology</b> text images video  <b>Infrastructure</b> lessons and tests  <b>Assessment</b> Chamilo objective tests and an essay assignment  <b>Others</b> some links	<b>Wednesday April 03, 2013</b> 10 h class sessions  <b>Wednesday April 10, 2013</b> 10 h  <b>Wednesday April 17, 2013</b> 10 h



## 4. Administrative steps for completion of the internship

The actual internship of the students and trainees takes place in the digital world. Nevertheless, the completion of the internship requires the filling of several administrative documents and their submission, which can be done either using the platform or by e-mail. These documents include:

- The virtual internship Learning Agreement



**LEARNING AGREEMENT FOR VIRTUAL INTERNSHIP**

**The Student**

Last name (s)	First name (s)
Date of birth	Academic year
Sex (M/F)	Study program
E-mail	Study cycle
Phone	Subject area

**The sending institution: Higher Education Institution**

Name	Faculty/Department
Campus code (if applicable)	Mentor name
Address	Mentor e-mail
Legal representative	Mentor phone

**The Receiving Organization/Enterprise**

Name	Department
Address, website	Supervisor name / position
Size of enterprise <sup>1</sup>	Supervisor e-mail
Legal representative name / position	Supervisor phone
Sector	Country

**Section to be completed BEFORE THE VIRTUAL INTERNSHIP**

**I. PROPOSED VIRTUAL INTERNSHIP PROGRAMME**

Planned period of the virtual internship: from [month/year] ... till [month/year] ...

Number of working hours per week: ...

virtual internship title: ...

Detailed programme of the virtual internship period: ...

Knowledge, skills and competences to be acquired by the student at the end of the virtual internship: ...

Monitoring plan: ...

Evaluation plan: ...

**Language competence of the student**

The level of language competence<sup>2</sup> in ... (preferably main language) that the student already has or agrees to acquire by the start of the mobility period is:

A1  A2  B1  B2  C1  C2

**The sending institution**

The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to internships.

(Please fill in only one of the following boxes depending on whether the internship is attached to the curriculum or is a voluntary internship.)

The internship is **attached to the curriculum** and upon satisfactory completion of the internship, the institution undertakes to:

- Award ... ECTS credits.
- Give a grade based on: Internship certificate  Final report  Interview
- Record the internship in the student's Transcript of Records.
- Record the internship in the student's Diploma Supplement (or equivalent).
- Record the internship in the student's **Europass** Mobility Document Yes  No

The internship is **voluntary** and upon satisfactory completion of the internship, the institution undertakes to:

- Award ECTS credits: Yes  No
- If yes, please indicate the number of ECTS credits: ...
- Give a grade: Yes  No
- If yes, please indicate if this will be based on: Internship certificate  Final report  Interview

**II. RESPONSIBLE PERSONS**

**Responsible person<sup>3</sup> in the sending institution:**

Name: \_\_\_\_\_ Function: \_\_\_\_\_  
Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Responsible person<sup>3</sup> in the receiving organisation/enterprise (supervisor):**

Name: \_\_\_\_\_ Function: \_\_\_\_\_  
Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

**III. COMMITMENT OF THE THREE PARTIES**

By signing this document, the student, the sending institution and the receiving organisation/enterprise confirm that they approve the proposed Learning Agreement. They will comply with all the arrangements agreed by all parties.

The student and receiving organisation/enterprise will communicate to the sending institution any changes regarding the internship period.

**The student**  
Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The sending institution**  
Responsible person's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The receiving organisation/enterprise**  
Responsible person's signature: \_\_\_\_\_ Date: \_\_\_\_\_

- The virtual internship completion certificate



**VIRTUAL INTERNSHIP CERTIFICATE**

Name of the student: \_\_\_\_\_

Name of the receiving organisation/enterprise: \_\_\_\_\_

Sector of the receiving organisation/enterprise: \_\_\_\_\_

Address of the receiving organisation/enterprise (street, city, country, phone, e-mail, address), website: \_\_\_\_\_

Start and end of the internship: from [day/month/year] ... till [day/month/year] ...

Internship title: \_\_\_\_\_

Detailed programme of the internship period including tasks carried out by the student: \_\_\_\_\_

Knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved): \_\_\_\_\_

Evaluation of the student: \_\_\_\_\_

Date: \_\_\_\_\_

Name and signature of the responsible person at the receiving organisation/enterprise: \_\_\_\_\_

- The diary for the implementation of the virtual internship

**VIRTUAL INTERNSHIP DIARY**

Name of the student:

Name of the receiving **organisation/enterprise**:

Sector of the receiving **organisation/enterprise**:

Address of the receiving **organisation/enterprise** [street, city, country, phone, e-mail address], website:

Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....

Internship title:

Task description	Due date	status	comment

Date: \_\_\_\_\_  
Name \_\_\_\_\_ and signature \_\_\_\_\_ of the student

Name \_\_\_\_\_ and signature \_\_\_\_\_ of the responsible person at the receiving **organisation/enterprise**

- The virtual internship completion report and the questionnaire for the student satisfaction

**VIRTUAL INTERNSHIP REPORT**

Name of the student:

Name of the receiving **organisation/enterprise**:

Sector of the receiving **organisation/enterprise**:

Address of the receiving **organisation/enterprise** [street, city, country, phone, e-mail address], website:

Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....

Internship title:

Internship reports

Date: \_\_\_\_\_  
Name \_\_\_\_\_ and signature \_\_\_\_\_ of the student

**VIRTUAL INTERNSHIP STUDENT SATISFACTION**

Name of the student:

Name of the receiving **organisation/enterprise**:

Sector of the receiving **organisation/enterprise**:

Address of the receiving **organisation/enterprise** [street, city, country, phone, e-mail address], website:

Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....

Internship title:

Please circle the appropriate number below every statement, so that it depicts your agreement with the statement, where:  
1 means - I disagree strongly  
2 means - I neither agree or disagree  
3 means - I agree strongly

- The knowledge acquired during the studies was useful to perform the virtual internship  
1 2 3 4 5
- I reached expected learning outcomes during the virtual internship  
1 2 3 4 5
- I received the assistance by the company supervisor during the virtual internship  
1 2 3 4 5
- I received the assistance by the **HEI** mentor during the virtual internship?  
1 2 3 4 5
- DIMPS platform was easy to use  
1 2 3 4 5

Student signature \_\_\_\_\_

## 5. Conclusions

The presented toolkit introduces the students, trainees and internship participants to the DIMPS platform for virtual internships. The toolkit presents in details all tools, which can and will be provided to the participants in the internships. Nevertheless, depending on the structure of the internship and the materials, the participants in the internships can be provided with a limited access to some of these tools.

The toolkit provides also an overview of the administrative documents, which will be required from the students for the successful completion of the virtual internships.

The developed DIMPS platform is a comprehensive tool for the implementation of virtual internships in several domains, like information and communication technologies, tourism, leisure, pedagogical sciences, programming, etc.

This toolkit was developed under project Digital Internship Model for Higher Professional Studies – DIMPS with Project Number 2020-1-RS01-KA226-HE-094527.

**The content of this document does not necessarily represent the official position of the European Union. The authors of the document are the sole responsible for the information provided through the document.**

## 6. References and Links

1. Official webpage of Project DIMPS: <https://dimps-erasmus.com/>
2. The Chamilo LMS online webpage: <https://chamilo.org/en/>
3. Official webpage of the DIPMS Virtual internships platform: <https://platform.dimps-erasmus.com/>



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Erasmus+ Programme  
of the European Union



## **Digital Internship Model for Higher Professional Studies**

Project Number:2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

# **TOOLKIT FOR THE IMPLEMENTATION OF VIRTUAL INTERNSHIPS**

## **FOR STUDENTS AND TRAINEES**

### **Digital Internship Model for Higher Professional Studies**

Project Number:2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

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