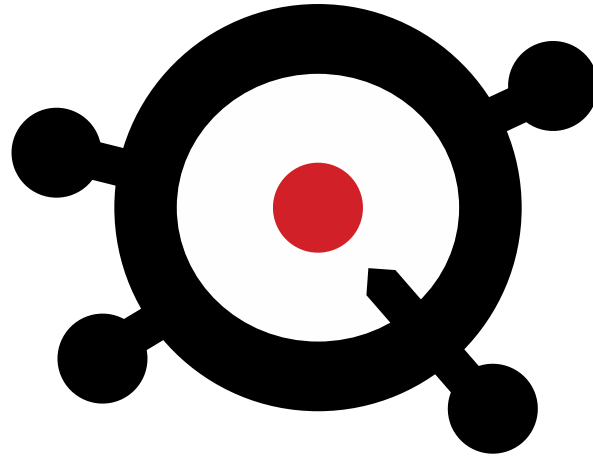


**QUALITY ASSURANCE AND ENHANCEMENT
MARKETPLACE FOR HIGHER EDUCATION INSTITUTIONS**

Workshop on Quality Assessment and Enhancement January 2016, Delft



Erasmus+



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MARKETPLACE FOR HIGHER EDUCATION INSTITUTIONS**

***Fredrik Georgsson
Jens Bennedsen
Katriina Schrey-Niemenmaa***



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Objectives for this WORK_{shop} are

- to learn the methods and process of self evaluation and
- to experience self evaluation in practice
- to improve by learning from others



Workshop Outline

- **Introduction of the concept**
- **Learn about the self evaluation**
- **Perform a self evaluation**
- **Be paired**
- **Perform Cross-Sparring in order to improve**



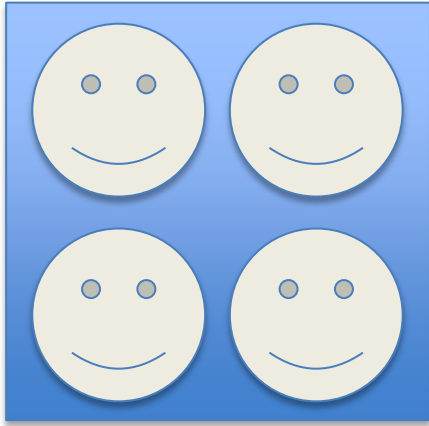


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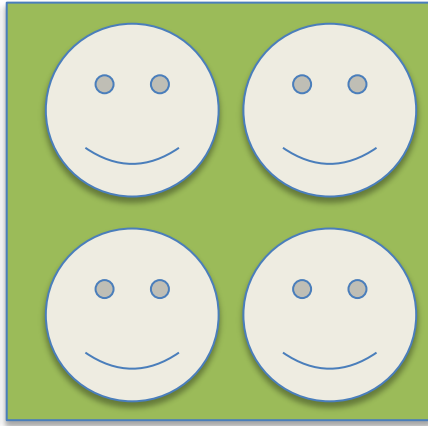


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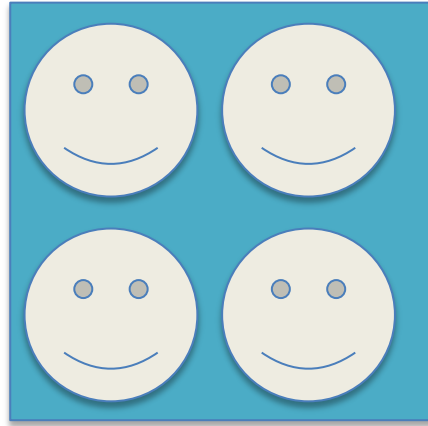
Home group A



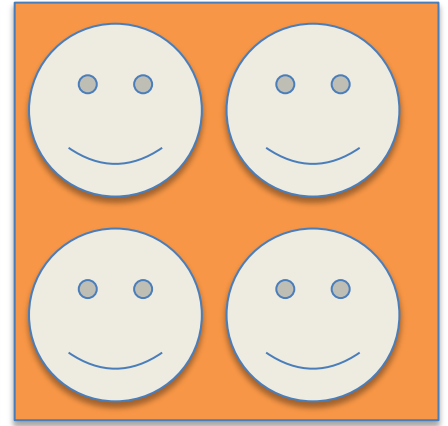
Home group B



Home group C



Home group D



Home group A



Home group B



Home group C



Home group D



Home group A



Home group B



Home group C



Home group D



Expert group 1



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Home group A



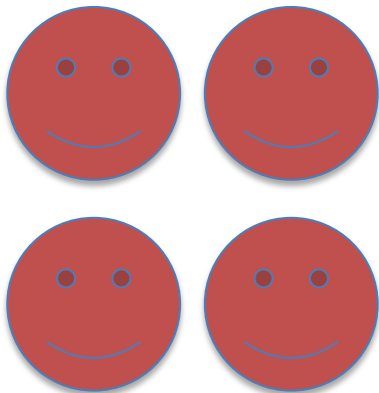
Home group B



Home group C



Home group D



Expert group 1



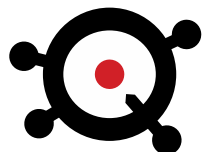
Expert group 2



Expert group 3



Expert group 4

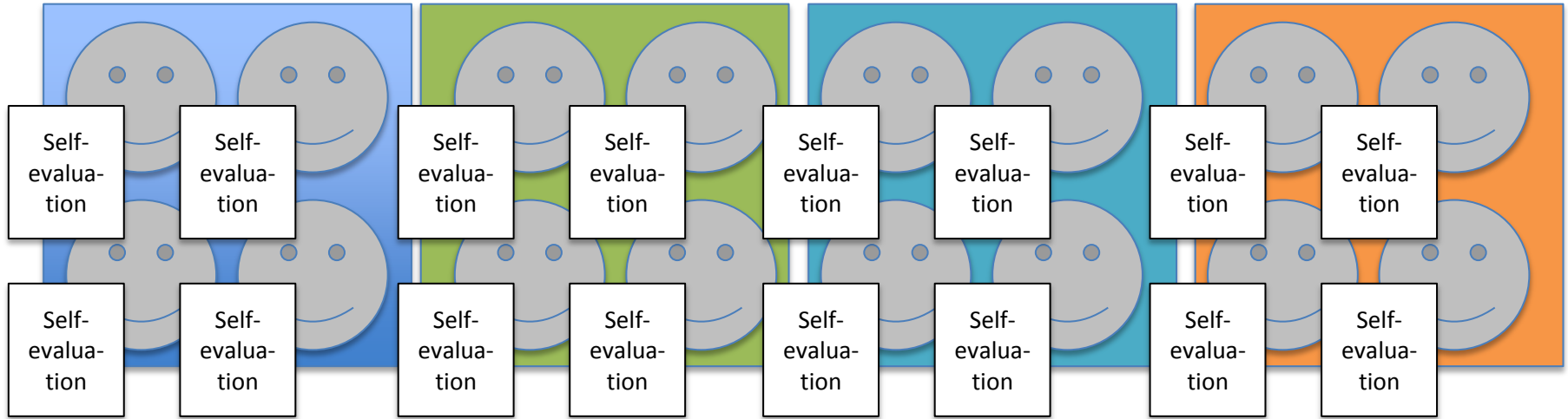


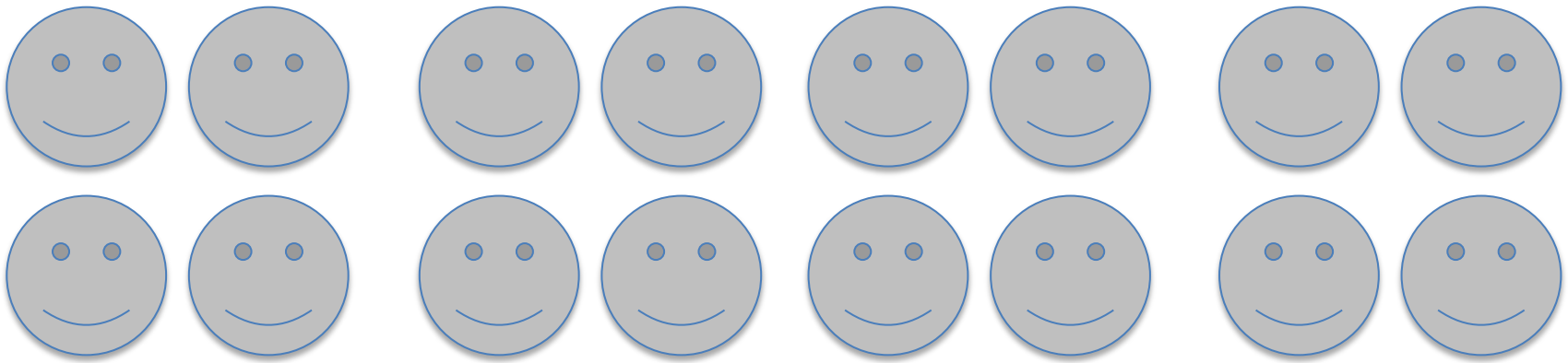
Home group A

Home group B

Home group C

Home group D

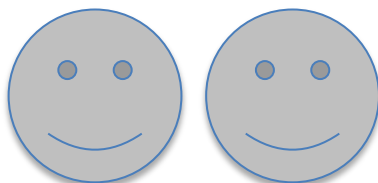
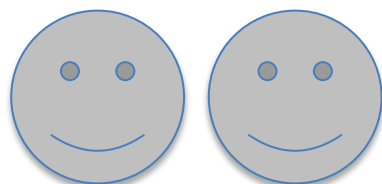
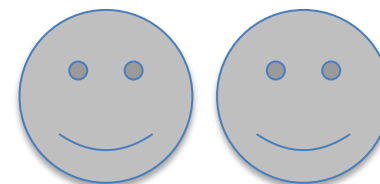
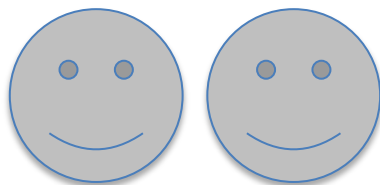
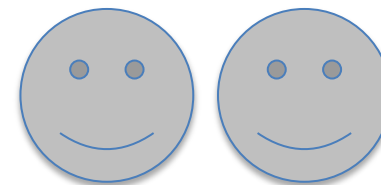
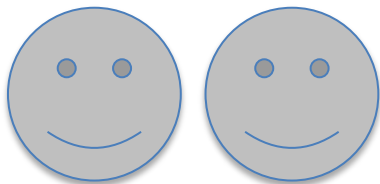
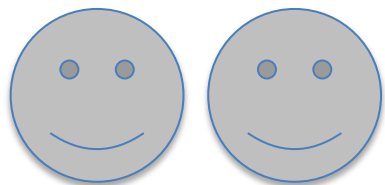




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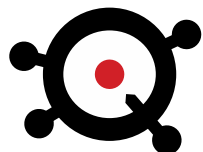
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Self Evaluation



Theme	Number of Criteria
Programme Philosophy	1
Programme Foundation	4
Learning and Teaching	5
Assessment and Feedback	2
Skills Development	4
Employment	2
Research	1
Student Focus	4
Faculty Development	2
Evaluation	3

Process of iteration and refinement by the Project Team leading to the final 28 criteria



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Self Evaluation Criteria

Description

- The description elaborates on the statement of the criterion to explain its meaning
- *It will be developed to define significant terms and provide background information*

Rationale

- The rationale highlights reasons for the adoption of the criterion
- Reasons are based on educational research and best practices in engineering and higher education
- *Examples will be provided in order to support the rationale*

Rubric

- The rubric is a scoring guide that seeks to evaluate levels of performance
- The rubric is a six-point maturity rating scale for assessing levels of compliance with the criterion
- The description for each level is based on the description and rationale for the criterion
- *The rubric will highlight the nature of the evidence that indicates compliance at each level*



Remember

- 1. QAEMP self-evaluation is for your program development**
- 2. It is a tool for you**
- 3. You do not need to prove anything with this**
- 4. It is a tool for continuous improvement**





Step 1

- We create groups
- This is your home group!
 - Start by writing the group number and name on the forms.

Workshop: Self-Evaluation Form,
to be handed in

Version 1 - November 2015

Name: _____

Phone number (only for EU) what level you think your programme is at the

Criteria	Level 1	Level 2	Level 3	Level 4

Evaluation in the effects

Criteria	Under assessment?	What indicators did you use for the criteria? (you may use more than one of the criteria listed by the Cross-Sparring)

www.cross-sparring.eu

page 1

Workshop: Self-Evaluation Form,
to be kept for the Cross-Sparring!

Fill in the top part of the form and hand it in to the Cross-Sparring team. The bottom part of the form is for your own use and should be kept for your own records.

Cross-Sparring / Activities	Self-Evaluation	Self-Reflection

page 2



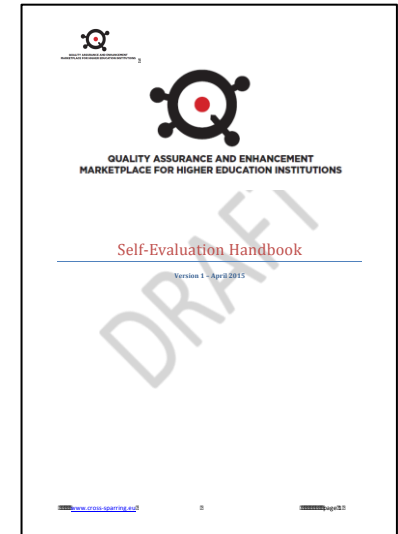


Step 2

- In your group:

Decide who takes which criterion of the following:

- 14) Technology to engage students in learning
- 15) Feedback is timely, appropriate and formative
- 27) Different learning styles are taken account of



Step 3 – 2 minutes

- Each member of the group studies his/her criterion
 - **AIM:** to become an expert of that criterion!
- **To Do**
 - Try to understand the ideology behind it and make notes
 - Identify **examples** from your program that can serve as evidence for that criterion
 - **Estimate the level of your program** in the scale
 - Write some **rationale** for your judgement





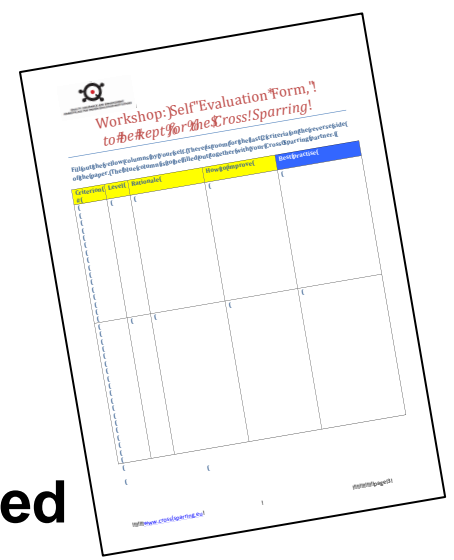
Step 4 – 6 minutes

- **Expert groups meet (one group for each studied criterion)**
- **To Do**
 - **Exchange your thoughts in the group**
 - **Agree on the presentation of your criterion to the rest of the expert group**
 - **Identify some helpful evidence**
- **You will later teach this criterion to your home group members!**





Step 5 - 12 minutes



- **Return to your home group**
- **To Do**
 - **Each home group studies the criteria led by the expert**
 - **Evaluate your own program/faculty 1) level on the rubrik, 2) give some rationale and 3) how to improve**
 - **When asked move to next criterion and teaching continues...**
 - **This is repeated until all four criteria are taught and evaluated by the entire home group**
- **You now have knowledge on the criteria AND a evaluation of your own program**



The Market Place

Programme Philosophy

1) A holistic view of learning

Mark for pairing



Rubric

- 5: The programme team continuously improves and develops the process that ensures reflection on the programme structure and content to ensure coherency in the meeting of programme goals
- 4: The programme team has evidence of the implementation of a process that demonstrates reflection on the programme structure and content to ensure coherency in the meeting of programme goals
- 3: The programme team is implementing a process that ensures reflection on the programme structure and content to ensure coherency in the meeting of programme goals
- 2: The programme team has a plan to implement a process that ensures reflection on the programme structure and content to ensure coherency in the meeting of programme goals
- 1: The programme team is aware of the need for a programme with a structure and content that ensures coherency in the meeting of programme goals
- 0: There is no reflection on how the programme structure and content play a role in meeting the programme goals

Argumentation

Until now, every programme is created by "assembling courses" and not based on the overall goals fro the programme

Description

Rationale

Indicators

For an effective learning experience it is important that the different components of the programme are linked together in a meaningful way. That way the student has the potential to gain a complete understanding of a discipline and consider potential career options. To achieve this, the programme team need to reflect on the programme structure and content to ensure coherency in the meeting of programme goals.



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Step 7 – 15 minutes

Meet in your new cross-sparring pairs

- For each criterion:
 - The person with highest evaluation describe what they are doing and what they find to be “best practice” related to that criterion
 - The other person asks questions to really understand what the Cross-Sparring partner is doing in relation to the criterion.
 - Together formulate a best practice for that criterion, write it down in the blue column
- Remember to hand in the Cross-Sparring form after the workshop.

Workshop: Self Evaluation Form,
to be kept for the Cross Sparring!

Criterion	Local	Comments	Best Practice	Best Practice



Step 8

- **In plenum: What was the best practice for**
 - **14) Technology to engage students in learning?**
 - **15) Feedback is timely, appropriate and formative?**
 - **27) Different learning styles are taken account of**



Step 9

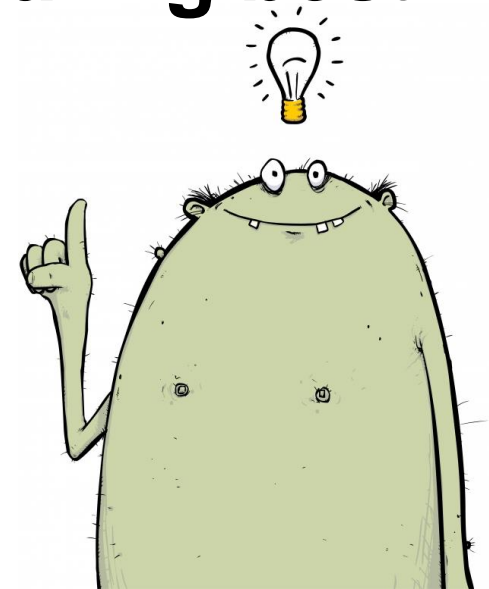
In plenum (Think-Pair-Share)

- **What do you think of the approach?**
- **Is it doable?**
- **Is it worth it?**



Summary

- **Reflective self evaluation is a powerful tool**
- **Learning from others and sharing best practice can improve your performance considerably**



Summary

- Within the Erasmus+ project: **“Quality Assurance and Enhancement Marketplace for Higher Education Institutions”** we are creating a toolkit for sharing best practise based on cross-sparring
- Check out www.cross-sparring.eu for more information and let us know if you want to know more



Acknowledgements

- Part of this work has been supported by the Quality Assurance and Enhancement Marketplace for Higher Education Institutes ([QAEMarketPlace4HEI](#)) -project under the EU contract Grant Agreement Number 2014-1-IS01-KA203-000172 of the Erasmus+ KA2 Cooperation and Innovation for Good Practices Programme.
- *Special thanks to Juha Kontio, Jens Bennedsen, Katriina Shrey-Niemenmaa and Robin Clark for sharing slides*



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Thank you for working hard!



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