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Quality Assurance in the context of TeachEx: Teaching Excellence in Israel *an Erasmus+ Capacity Building project*

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Objectives of this presentation:

- Provide a brief overview of TeachEx to set the picture.
- Share the Quality Assurance mechanisms in TeachEx, and in doing so,
- Share what worked well and what we would do differently.
- Outline what will be presented in the final report on Dec. 14th, 2018.

TeachEx is a consortium of 14 Israeli and European partners
coordinated by IDC Herzliya.

3 year project: 15 Oct. 2015 – 15 Oct. 2018



Main objective of TeachEx:

- **To create or modernize Centers of Teaching Excellence** in the Israeli institutions of the consortium.
- To **develop** 5 modules.
 - [Diversity and Accessibility](#)
 - [Lecturer as a Producer](#)
 - [Mobile Learning](#)
 - [Design Thinking](#)
 - [PBL](#)

Quality Assurance (QA)

- 1. Overall quality of the project (internal & external)**

Jagiellonian University (Krakow, Poland)

- 2. Evaluation and assessment of the project's outputs: CTEs and modules (internal & external)**

Ben Gurion University of the Negev

1. Overall quality of the project Internal & External

INTERNAL

- **Quality Plan to assess** the work carried out throughout the project, its impact and the status of activities.
 - Presented and approved at an early consortium meeting.
- **Reports** were produced in years 1 and 2 > retrospective/reflective and prospective information for the continuation of the project.

EXTERNAL

Project's External Evaluator, including a risk assessment evaluation.

- Three annual reports by work package quantifying the risk level of each activity.

2. Evaluation and assessment of the outputs: CTEs and the modules Internal & External

INTERNAL

The CTEs:

- [CTE indicators](#) were designed to assess the CTE as facilitators for continuous professional development in order to improve the quality of teaching and increase its impact – both on Google Forms
 - Inputs / outputs / outcomes / impact / sustainability

The modules:

- List of [Questionnaires](#) for the evaluation of the workshops (pre and post) – all as Google Forms.
 - [Table](#) of responses.
- The five modules were peer-reviewed by European colleagues during the piloting process.
- Protocol for student interviews to assess the effectiveness of the courses that implemented the new modules.
- Protocol for teacher interviews who have implemented the modules.

2. Evaluation and assessment of the outputs: CTEs and the modules Internal & External

EXTERNAL

The CTEs:

- **Three external evaluators** from The Netherlands visited every CTE (one per day). This evaluation served to monitor the status of the CTEs and their activities, as well as to identify challenges and possible solutions. Detailed reports were generated.

The modules:

- The consortium created a [protocol](#) to assess the modules. The five modules were evaluated by external reviewers, each one specializing in the relevant module. As a result, the lead developers were able to assess the areas that required further improvement.

What worked well!

- Framing the QA within the consortium at an early stage. Consensus > understanding.
- Buy-in from all parties within the consortium.
- Development of the different mechanisms (Feedback questionnaires, CTE indicators, various protocols).
- Identifying external evaluators on time – responsive > pro-active.

What we would do differently next time!!

- Work more closely with faculty and staff to ensure parity of feedback throughout the project.
- Contract an external auditor earlier (prior to the mid-term report).

What will be presented in the final report?

- In the relevant Table of Achieved Results we will submit:
 - Links to all internal quality plans, risk assessment and internal reports – years 1-3.
 - Links to all external reports – years 1-3.
 - Comprehensive summary and analysis of our findings.
 - Comparison between internal and external reports.
 - Outline of future QA mechanisms within TeachEx.

Thank you for listening!

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