TeachEx Training Manual

Teaching Excellence in Israeli Higher Education Institutions
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Foreword

The continuous improvement in the quality of teaching and the aspiration to achieve ‘teaching excellence’ is of primary importance and central to enhancing student learning and the academic environment of higher education. 1) Teaching and learning; 2) research, public engagement, and community; and 3) societal engagement are the three key ‘pillars’ of higher learning worldwide, with different institutions each placing different and distinctive emphases on their interrelationship. As student mobility has increased and higher learning has become increasingly international, debates about quality assurance, the continuous enhancement of teaching, and institutional responsibilities for the development of excellent teaching professionals has emerged as part of an important debate internationally.

This handbook was written as a guide to using the five modules developed within the framework of the TeachEx project in order to assist teachers in HEIs to reflect on their teaching, improving the learning in their classes. TeachEx (Teaching Excellence in Israel) is a capacity-building project (2015-2018) funded by Erasmus+ of the European Commission. It was specifically designed to enhance the continuous professional development of academic faculty through developing supportive infrastructures (Centers for Teaching Excellence - CTEs) alongside the development of flexible learning programs designed to enable and promote better teaching with the intention of enhancing learning, and disseminating the models developed across higher learning institutions in Israel.

Beyond the scope of TeachEx and teaching within the participating institutions, the five modules developed are intended to be steps in the continuous professional development of each and every teacher worldwide. This handbook facilitates the choice of a module that will answer specific needs of a teacher in any teaching-learning context. Adapting the module to one’s teaching context should be part of the reflection process enabling the teacher to improve her or his teaching and facilitating the learning process of the students.

This training handbook consists of three chapters. Chapter 1 provides a roadmap and context for the TeachEx project, enabling teachers to position themselves and help to develop the skills of teachers and enhance their delivery. The TeachEx project draws on a range of institutions across the higher education landscape in Israel, including colleges, specialist academies, and ‘research intensive’ universities. The TeachEx project also draws on prior institutional learning through the Corinthiam and ESPRIT projects, both funded under the European Union Tempus initiative. This
experience creates the conditions to integrate Bologna principles where institutionally appropriate.

Chapter 2 provides a lexicon of theoretical concepts, modus operandi, and individual training modules to assist teachers in selecting the appropriate teaching methods, tools, and techniques appropriate for their development and needs.

Chapter 3 provides guidance on reflective practices, quality assurance, and enhancement of one’s teaching. This chapter will describe the various assessment tools used within TeachEx, and, more specifically, how the material presented in the workshops was used by the teachers.

In the following pages, the reader will be able to:

1) Understand the higher education landscape in the State of Israel and what led to the design of TeachEx;
2) Learn how to reflect, evaluate, and document one’s teaching;
3) Learn how to select tools for enhancing one’s teaching skills;
4) Understand how to navigate through the training modules.
Chapter 1

Setting the Stage
The role of higher education has shifted dramatically during the last two centuries. Whereas a mere two percent of the population received higher education in the nineteenth century, the goal of the European Union is to have forty percent of the population receiving higher education by 2020 (Report to the European Commission on Improving the Quality of Teaching and Learning in Europe’s Higher Education Institutions, 2013). One of the challenges of higher education in the 21st century is to have this larger percentage of the population, that includes students from varied backgrounds, gain respect and value for diversity in a technologically adept environment, taking into account the massive transitions that are taking place, while the students advance within the learning process. During their higher education, students should ideally experience a meaningful, relevant, engaging learning experience that challenges their preconceptions, encourages critical thinking, and facilitates positioning their identities in the communities that they live in, while being equipped to initiate change within those communities. Higher education needs to equip our students with the resilience to cope with future challenges and the flexibility to live in a rapidly changing world where professions that they studied may no longer exist.

The Needs of Israeli Higher Education: Setting the Stage for TeachEx

The higher education landscape includes 63 HEIs in Israel. There are eight research institutions, as well as academic colleges including specialized colleges, such as colleges of art and design, and teaching colleges of education. The Council of Higher Education (CHE) in Israel oversees these institutions, providing policy and quality assurance, and the Budgeting and Planning Committee (BPC) provides the financing for most of these institutions (currently most of the academic colleges of education are funded by the Ministry of Education). Fifty of the HEIs are state funded. Within this landscape, the National Union of Israeli Students (NUIS) plays an active role in higher education, attempting to provide a student voice regarding all aspects of learning in Israeli academia, specifically improving teaching quality, with two representatives of NUIS represented on the CHE.

Within this context, TeachEx (funded by Erasmus+ capacity building) held its kickoff meeting in November 2015. Of the 63 Israeli HEIs, six institutions are partners of TeachEx (the IDC, Ben Gurion University, Bezalel Academy of Art and Design, Beit Berl College of Education, Oranim College of Education, and Gordon College of Education), providing a partial representation of the variety of higher education institutions in Israel, with greater representation of teacher education institutions. NUIS provides a reflection on teaching methods from the student perspective, as well as being a mediator for the piloting stage of TeachEx.
A non-budgeted national Forum for Centers for Teaching and Learning Enhancement has been active since 1990. In February 2016, the representative of NUIS within TeachEx initiated a forum of all the parties involved in enhancing teaching and learning in Israel, including representatives from the Erasmus+ national office, TeachEx, CHE, the Inter-University Forum for E-Learning, higher education reform experts, and the chair of the Forum for Centers for Teaching and Learning Enhancement.

In 2013, the CHE appointed a committee headed by Prof. Elisha Babad to study teaching and learning internationally and then locally, and formulate recommendations based on the findings. The committee submitted its report in November 2014, highlighting the variability among institutions and hence the complexity involved in choosing one particular option for budgeting teaching enhancement. Some of the key recommendations of the report were to have each HEI establish a CTE and for the HEIs and CTEs to set goals for themselves; to encourage creativity and innovation; to encourage technological advancement as a tool for teaching and learning; to broaden faculty member participation in CTE activities; and to institute a framework for rethinking the concept of teaching among new faculty members, whereby they will consider and implement good teaching practice that integrates the particular content of their specialization. In November 2015, CHE approved the recommendations formulated by the Babad Committee. The higher education field in Israel was ripe for focusing on teaching and learning enhancement. The writers of the TeachEx proposal had been a part of this process and it was within the context of these developments that TeachEx launched its kickoff meeting in November 2015. At this kick off meeting, Prof. Nira Hativa presented a background of HEI teaching and learning processes in Israel. Prof. Elisha Babad presented the work of his committee and their key recommendations, setting the stage for a successful launching of the TeachEx project.

CTEs: Serving the Needs of HEIs

Israeli HEIs set up CTEs based on their institutional needs. Research institutions often place an emphasis on research above teaching (and learning). Despite claims that good teaching is important, budgets go primarily to research, as their prestige and ranking are affected by their research output. These same institutions put a premium on postgraduate education. The colleges, in contrast, exist primarily for undergraduate education, including some master programs. Some institutions attempt to straddle this tension by combining a rigorous research and teaching agenda, offering many MA level degrees with research tracks.
HEI CTEs deal in varied ways with challenges associated with teaching, learning, and assessment. Some address teaching and learning concerns by across-the-board actions (e.g. workshops offered to groups of teachers) while others prefer to give personalized guidance to lecturers identified as in need of assistance, representing a remedial approach. Others combine both approaches. The body responsible for designing and implementing student feedback in the respective HEIs is also not uniform.

Taking into account these challenges faced by HEIs in Israel, the TeachEx consortium was formed to identify problems in teaching and learning and provide ways of enhancing these processes.

**TeachEx Goals and Outcomes**

The overarching goals of TeachEx are:

1. To enhance the quality of education, developing the academic infrastructure of higher education by establishing and improving CTEs that contribute to the training and professional development of teachers.

2. To develop and deliver a sustainable program of training, as well as associated learning materials for staff working within the CTEs.

3. To create or enhance appropriate support structures in CTEs that ensure their viability and sustainability.

4. To develop and produce guidance, training, and benchmarking tools to support teaching excellence.

5. To explore, share, and disseminate European experiences in teacher training and prepare manuals and training documents necessary to stimulate a sustained dialogue as to what constitutes teaching excellence between CTEs and other key educational stakeholders in Israel.

The key outcomes of TeachEx were: First, to provide sustainable structures for professional academic development that would serve the needs of academic faculty and enhance student learning. Second, to develop training materials for professional academic development that include e-learning and active, participatory education in Israel. Third, to develop sustainable methods for evaluating the impact of such training and the use of training materials for academics, student groups, and as part of continuing professional development (lifelong learning) through piloting teaching courses, sustained reflection, and dialogue. Forth, to create an open access digital repository of tools and open educational resources and disseminate the findings.
and TeachEx activities in Israel and internationally to stimulate their continued use. Finally, to stimulate interest and dialogue, and to create academic networks through conferences and social media that generate conditions for sustaining conversations and teaching enhancement.

TeachEx is aligned with at least two principles of the Bologna Process. First, our learning modules developed within the project are based on learning outcomes. Second, we fully endorse the notion of life-long-learning (also referred to as continuous professional development) for teachers in our CTEs. This is no trivial matter, for it means that every teacher should be engaged in a professional development process involving reflection and subsequent action. Self-development and life-long-learning is the key to being an effective educator.

For further information and comprehensive information on the project, the reader is directed to the project site: www.teachex.eu.
Chapter 2

*The Modules*
This chapter provides a lexicon of theoretical concepts, modus operandi, and individual training modules to assist users to select the appropriate teaching methods, tools, and techniques for their professional development.

**Introduction: Grounding Teaching Excellence in Continuing Professional Development**

The concept of Continuing Professional Development (CPD) provides the most productive framework for Teaching Excellence in Israel, if we are to sustain the project into the future. By definition, the CPD model is sustainable – because it is linked to lifelong learning, and such an approach will sustain faculty as lifelong learners throughout their careers. It will bring them to the point where they are autonomous learners. CPD provides a dynamic model that underpins the rationale, vision, and innovative character of Teaching Excellence in Israel as defined in the project document below:

"TeachEx provides the opportunity to establish Centers of Teaching Excellence in HEIs as a sustainable infrastructure for continuous professional development for academic staff based on advanced methodologies and training structure. CTEs will contribute to developing staff awareness to continuous professional development with relation to teaching methodologies and tools, continuous adoption of new teaching technologies and analysing the impact on students' learning" (p.32 Part E 1).

"This would be the first Capacity Building project (previously known as Tempus) on improving quality of education through professional development for teachers and academic staff. From a teacher education perspective, the proposed TeachEx project is expected to contribute significantly to the professional academic staff development at the participating Israeli HEIs and be a reference in the improvement of teaching skills for the whole country" (p.36 E4).

Teaching and learning are dynamically interrelated. Teaching Excellence is predicated on student learning – since it is the latter that is the measure of the former- without learning there can be no teaching of any value. This has been made explicit in the TeachEx project document and underpins the modules explored in this handbook:

"Thus, the main objective of TeachEx is to improve teaching excellence in Israeli HEIs: to stimulate effective learning by improving the quality of teaching in higher education. This complies with the national priority for Israel category B – improving the quality of education and teaching through the use of innovative learning and teaching tools, pedagogic and methodological approaches and permeation of a culture of teaching excellence" (p 32 Part E 1).
If we were to ground TeachEx in a Training of Trainers model only, the focus would be more on remediation, on quick–fix tips and tricks and technical solutions. However, this would provide a cul de sac view only of temporary solutions with no long term transformation or transferability of skills. A CPD model, however, brings the faculty into a different learning space where teaching is problematized and open to possibility and development. It puts the focus on investigation and research, rather than on remediation.

CPD sustains itself primarily through the development of communities of practice (Lave and Wenger, 1991) which develop over time, in an atmosphere of trust and security, and provide faculty with critical friends and a peer review process to critique and develop practice. Hence, this element is essential to the sustainability and impact of the Teaching Excellence Project and will be explored below.

Another hallmark of CPD is the concept of Reflective Practice (Schön, 1983) which sustains faculty beyond the moment, providing them with the opportunity to stand back from the teaching-learning encounter and examine and reflect on it. Such a process begets reflective transfer, allowing faculty to apply their learning in a new situation. This concept is another link in the chain of learning in the Teaching Excellence project, allowing faculty to capture their learning and make it visible in portfolio entries, diaries, and artifacts of student learning, as well as in the design of syllabi and assignments.

CPD also invites faculty to consider teaching and learning theories in which to ground their work. The first of these is the theory of learning known as Constructivism, which is the baseline of this project. The theory defines knowledge as temporary, developmental, and socially and culturally mediated. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge (Naylor & Keogh, 1999). The development of understanding requires active engagement on the part of the learner (Jenkins, 2000). Thus, constructivists shift the focus from knowledge as a product to knowing as a process. Social constructivism and educational constructivism (including theories of learning and pedagogy) have had the greatest impact on instruction and curriculum design.

Constructivism offers teachers instructional approaches that are congruent with current research on learning. By viewing learning as an active process, taking students’ prior knowledge into consideration, building on preconceptions, and eliciting cognitive conflict, teachers can design instruction that goes beyond rote learning to meaningful learning that is more likely to lead to deeper understanding.
To make the most of student learning, the principle of constructive alignment is used for devising teaching and learning activities and assessment tasks, which directly address the intended learning outcomes (Biggs and Tang, 2011). The teacher makes a deliberate alignment between the planned learning activities and the learning outcomes. Constructive alignment ensures that the learning is purposeful and that the tasks engaged in by students are goal driven and real in fulfilling the learning outcomes and enabling the development of appropriate assessment criteria for giving feedback to the learner.

Constructive alignment is an underpinning concept behind the current Bologna requirements for program specification, declarations of learning outcomes (LOs), and assessment criteria, and the use of criterion based assessment. Hence, learning is more strategic and visible. If students meet the criteria captured in the Learning Outcomes then they have demonstrated learning.

Another key learning theory in the context of Teaching Excellence and how it is inclusive and mindful of the diversity of student learning, is the concept of Universal Design for Learning (UDL). It speaks to teaching and learning in the 21st century, capturing the findings of neuroscience and relating them to pedagogy. It suggests that there are three learning networks in the brain which we need to be mindful of when designing teaching and harnessing student learning: We need to be conscious of the Recognition Networks in the brain, which remind us that we need to present knowledge in multiple ways; and of the Strategic Networks, which indicate that we need to provide multiple ways of action and expression for our students. Finally, we need to consider the Affective Networks at the center of the brain, which define how we can engage students in their learning in different ways.
Introduction to the Modules

TeachEx developed professional training materials, which respond to a series of challenges. The main educational theory, which formed the foundations of this work, is Educational Constructivism, which promotes active teaching and learning. In Active Learning, the students are actively and experientially involved in the learning process. They can be engaged in real-world challenges and problems, pursue solutions by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, and asking new questions. The challenge is therefore, to develop innovative pedagogical methods, learning environments, and classroom techniques, which are rooted in this approach.

Based on the recognition that the way individuals learn is unique and can be influenced by many factors such as cultural background, age, learning disabilities, etc., the challenge is to provide tools for faculty to address individual learning characteristics and increase accessibility to their teachings.

In order to facilitate active and accessible teaching to a diverse population of students, there is a need to incorporate new technologies. These technologies can support parallel educational activities outside and inside classrooms, and provide access to students with different learning needs.

The generation gap between today’s students (many of whom are Millennials) and professors (many of whom are of the Boomer generation) presents a broad and interesting set of challenges. We recognize that today’s students learn more and are engaged more effectively by directly participating rather than passively receiving information. The lecturer is giving way to a facilitator of credible public Internet resources and dynamic group discussion and activities. This shift demands advanced teaching and learning methodology and tools.

International trends in education show a shift from the traditional “teacher centered” approach to a “student-centered” approach. This alternative model focuses on what the students are expected to be able to do at the end of the module or program. Hence, this approach is commonly referred to as an outcome-based approach. Statements called intended learning outcomes, commonly shortened to learning outcomes, are used to express what it is expected that students should be able to do at the end of the learning period. Adopting this approach to the CTE’s includes the application of “Learning Outcomes” in all the materials developed in the project.
TeachEx teams developed training materials for faculty and CTEs that address these challenges. The development process of the materials revolved around three tensions:

**Generic Structure/ Specific Form**

We learned through the development process that not only do our lecturers learn differently, but each CTE also has a different organizational culture and unique modus operandi. Hence, we decided to develop a generic structure for each module that enables the users to create their own form. All the learning materials are designed in open-source format that offers the users the flexibility to adjust them to their specific needs and resources.

**Generators/ Products**

One of our missions was to create a new “tool box” for the CTEs to cope with the current teaching challenges in higher education. Our main challenge is the unpredictability and rapid change that characterizes our era and obliges us to constantly re-create our tools. We believe that professional development could be a creative process where participants learn the skills, knowledge, and raw materials to create their own tools. Hence, some of the modules offer processes, which are generators of different tools that are yet to come.

**Bottom Up/ Top Down**

In organizational change processes and in academic settings in particular, there is a tendency to prioritize the top-down approach to the professional development process. This approach could result in resistance, and lead to more missed opportunities to learn from available knowledge and skills. A bottom-up approach to systematic review of the faculty and students experience, on the other hand, facilitates the documentation, analysis, and conceptualization of the knowledge already at our disposal and uses it to create new, relevant possibilities.

Hence, we began the developmental process by documenting the way lecturers in our institution cope with the project’s defined challenges and the way they analyze the tools already in use. The modules are based on this “local knowledge” and are developed through professional knowledge. We believe that the constant movement between the top-down and bottom-up approaches and the weaving between local knowledge and professional knowledge could assure a relevant and innovative professional development process.

Working around these tensions and challenges described above, we produced the following training modules:
**Project Based Learning (PBL)**

*Please use the link [here](#) for access to this module on the website.*

Project based learning is a form of Active Learning and Inquiry-Based Learning where students acquire a deeper knowledge and understanding through active exploration of real-world challenges and problems. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts.

Through the process, the students are encouraged to take responsibility for their own learning, acquire knowledge regarding elements of the core curriculum, and apply what they know in order to solve authentic problems and produce results that matter.

This module directly responds to the first and the second challenges: *innovation in education*, and *coping with diversity in the classroom*.

The main deliverable of the module is a training guide for Engaged and Active Learning in Higher Education.

**Diversity and Accessible Instruction**

*Please use the link [here](#) for access to this module on the website.*

This module is based on the recognition that the way individuals learn is unique and can be influenced by many factors such as: cultural background, age, learning disabilities, etc. The module aims at providing tools for faculty to address individual learning characteristics and increase accessibility to their teachings.

This module directly responds to the following challenges: *innovation in education*, and *coping with diversity in the classroom*.

The main deliverable of the module is an on-line course, which is designed for lecturers and is based on the “Universal Design for Learning” model.
Mobile Learning

Please use the link here for access to this module on the website.

The main objective of mobile learning is to provide the learner with the ability to learn anywhere and at any time. It is more than just the access to content and the communication with others. It is about the mobility of the learner. Via mobile learning, the learner is encouraged to be active through exploration, conversation, and interaction across multiple social and content contexts.

This module directly responds to following challenges: innovation in education, coping with diversity in the classroom, and educational technology. Key educational concepts include constructive, active, authentic, cooperative, and personalized approaches. In addition, inspired by the experiential learning theory, the main deliverable of the module is a training guide, which includes six different workshops.

The Lecturer as a Producer

Please use the link here for access to this module on the website.

In order to facilitate adaptive and mobile learning and in order to increase accessibility to teaching, there is a need to develop means for students to learn outside of classes. Many of them involve recorded content in the shape of lecture videos, animation, podcasts, etc. Lecturers are thus expected to acquire new skills, which will allow them to become independent producers of content.

The ability to self-produce explanatory videos will provide the lecturers with better control and more involvement in the development of courses that use up-to-date teaching methods. The videos are suitable for different course models, such as: Hybrid Teaching, Flipped Classroom, Distance Learning, etc.

This module directly responds to the following challenges: innovation in education, coping with diversity in the classroom, and educational technology.

The main deliverable of the module is a training workshop that focuses on various self-production methods (presentation-based videos, screen capture videos, and writing board videos).
Design Thinking for Meaningful Learning Toolkit

Please use the link here for access to this module on the website.

Through the years, every academic institute develops a range of approaches, methods, and tools for meaningful learning and teaching through its lecturers’ ongoing and largely intuitive teaching practice. These teaching and learning approaches are part of the institute’s unique characteristics and its potential core competences. Nevertheless, they often remain as little more than personal, non-declarative knowledge.

This module offers an infrastructure for teacher communities to prosper by collaboratively reflecting on their teaching. It helps them interpret and understand their learning and teaching environment, identify its unique challenges, frame local opportunities, and use them to develop ideas and innovations. In addition, it provides them with methods and tools to map, conceptualize, and share their tacit knowledge of teaching in order to develop new ways to deal with their learning and teaching challenges.

This module directly responds to the following challenges: innovation in education, coping with diversity in the classroom, and educational technology. However, it also relates to the aim of the project: to develop an infrastructure for sustainable and ongoing professional development of teachers working together in a community of learners, all of which is part of our approach for teaching excellence.

References:


Chapter 3

Pilot Evaluation Strategy and Assessment Tools
Introduction

Quality and quality enhancement are critical components of the profession of teaching. This chapter provides a set of tools to help measure the quality of the teaching event and the teacher’s competences. In doing so, we do not assume that every learning experience, teacher, and institution is the same.

The objectives of this chapter are to:

- Provide quantitative and qualitative measures of teaching quality;
- Allow for a flexible, context specific approach to measuring quality; and
- Provide a systematic and rigorous framework for quality measurement and therefore continuous improvement.

The chapter is divided into five key areas with a range of support materials and theory provided in the appendices. The areas covered are: calibrating and measuring quality, measuring the quality of an event, ensuring the quality of the teachers’ capabilities, the measurement process itself, and approaches to reflexive practice.

Calibrating and Measuring Quality

In this handbook, we recognize that different institutions will have different priorities and perspectives on levels of quality. This means each institution must discuss their perception of quality characteristics and align these to the measures we provide. This, in effect, is the calibration process, which makes measures unique to the institution but consistent across members of the institution. In reality, we expect the level descriptor measures to be very similar in nature.

Quality of the Event

The quality of the event is measured using Questionnaire #1. We use quality measures and questionnaires from Train the Trainer events as a basis. This section is about the quality of the event, whether the event is Train the Trainer or a teaching engagement. The questions revolve around the process of the event and the learning environment.
Assessing Faculty Training Workshops

Faculty training workshops were scheduled for the second year of the project. During the period between July and October 2017, the Israeli institutions were in the process of training their faculty with the workshops developed. Each institution had to run at least two different workshops out of the five proposed.

Post workshop evaluation questionnaires for the assessment of faculty training have been prepared and posted on the TeachEx digital network for all the project members to see. The questionnaires were tailored to each workshop separately, with a few generic items and more specific items related to the workshop content and ideas. The QA team invited all the members to read it and to comment on these tools in order to minimize resistance in a later stage. Data was also collected through participants’ observations.

A use of portfolios by the TeachEx personnel that conduct the workshops was mandatory. It had to be a free-format in order to better convey to the QA team the facts in the most authentic way (as viewed by the TeachEx instructor).

Convenient SW tools were used for the distribution and collection of the questionnaire forms and statistical analysis of the results. Those tools will also be made available to the students participating in the pilot courses.

Competences and Quality

The quality of teaching is measured by Questionnaire #2. This section focuses on the competences of the teacher and is used in parallel to the event questionnaires.

Measurement Process

This section explains how the questionnaires are used including diagnostic delivery and reflection stages. This would follow a similar pattern to that identified in the document below.

Evaluation Strategy

We see four stages of assessment that deal with specific questions:

1. Before the training: A diagnostic to be conducted before the training events. Each member of staff going through the training workshops had an e-portfolio set up for them.
The diagnostic forms are the first part of that portfolio. This included the current level of performance (e.g., student evaluation surveys, staff performance appraisals, etc), and staff aspirations (open-ended statements from faculty as to their needs in term of pedagogical tools that each of them is lacking, and what they hope to get out of the events).

2. During the training: The experience and progress of the actual training event. This was captured in real time using some of the mobile tools showcased by the TeachEx team (e.g., how is the event going, what are the feelings, etc), and then again by the completion of the e-portfolio with an immediate reflection on the event. This process enables the assessment to capture some of the softer sides of things and also buys into the spirit of formative feedback and reflective and reflexive practice.

3. Immediately after the training: A questionnaire (tick box items plus open-ended statements) completed by participants regarding how effective the training was and what needs to be refined. Participants also reflected on their training experience (i.e. how will the training change their current practice? Do they think it will improve their performance? Did they get what they hoped for out of the event?). These elements provided the perceived impact on practice from the participant but not necessarily the actual impact.

4. A longer-term diagnostic. We need to measure what was gained in terms of impact, outcomes, and sustainable tools. It can be done by:
   - Reviewing the teaching performance scores (mostly by the institutional students survey) to see if the changes in practice may have impacted on performance.
   - Having the e-portfolio kept up to date with experiences: trial and error, reflection after classes (when using the new knowledge and skills), and finally, reflection on the teaching scores. The e-portfolio provides a reasonable basis to claim impact.
   - A post course interview with a sample of faculty assessing their view on the changes in practice (e.g., what they are now using in the classroom in terms of new pedagogical tools, and how they feel about it).
   - A post course evaluation questionnaire for students.
   - Focus groups with teachers and students to complement the results of questionnaires (post course), as well as interviewing 3-5 students in each class observed.
• On-site observations. Two observations for each class in the 6 institutions outlined below.

Overall Strategy

TeachEx consortium members in each institution which pilots a module will be responsible (or will delegate responsibility within the institution) for disseminating and collecting the questionnaires and portfolio diaries in their respective institutions.

The information gathered from the long-term evaluation can be used to improve and strengthen pilot content, course delivery, etc. for teachers/institutions/organizations who may want to incorporate the modules post-TeachEx.

Institutions taking part in this evaluation are Gordon Academic College, Beit Berl College, Oranim Academic College, Bezalel, Interdisciplinary Center Herzliya, and Ben-Gurion University (Israel).

The Quality Assurance team led by Ben-Gurion University will be responsible for gathering and analyzing the data and will produce a final report to the coordinator at the end of the pilot phase. As soon as the data is compiled, it will be uploaded to the drive so that all members can view and access the data.

Future: Reflexive Practices

This section explains how to adopt the principles of the reflective and reflexive practitioner and provides a framework to assist in that process. It provides a balance of softer measures to complement the quantitative measures of the former tools.

Self-Evaluation Tools for Teachers

A most important question is to measure improvement among faculty who participated in the workshops. It is hard to assess the baseline change and would require a more longitudinal study. Thus, assessing improvement in teaching would benefit from integrating various measures together in a meaningful way. The best approach would be to keep an e-portfolio or personal development plan and review documents.

To demonstrate the change, faculty members involved in "self-assessment" are required to report on whether they used the tools and methods from our faculty training workshops and how they
felt their teaching was improved by using the methods. Thus, it is their experience that we wish to capture.

The e-portfolio is a reflective document. Further guidance can be found here.

The e-portfolio is a living document intended as a means for self-reflection and review. It is not intended as a form of peer review nor is it intended for wider dissemination (although this is up to the user).

The format of the portfolio can range from a simple Word document uploaded to a shared server and updated on a regular basis, to a more complex multi-file type document including narrative, reflective stories, video media files, images, and audio memos. The depth and format are driven by the user or owner. See the following link for an example of the architecture you could use.

However, there are some basic components expected of an e-portfolio. We present these here as the baseline or threshold format but there are no set rules:

**Background or Welcome**
Write a paragraph or two summary about yourself and what anyone viewing the portfolio (if you are going to allow access) can expect to find.

**Career Profile**
Write a short statement summarizing your career to date and any activities undertaken or experiences gained.

**Résumé**
You may want to attach your current CV and update it as you do courses or add to your skill set.

**Learning Needs**
You should reflect on your own strengths and weaknesses and identify any needs for development - what do you need or want to learn that will help you deliver a better learning experience for your students.

**Intended Development/Action**
Identify a schedule of what you intend to do to meet your development need and explain why the actions are the most appropriate.
Reflection

Reflect on each engagement and align the experience to your development needs and any experiences you have had that lead towards meeting the development need. Reflect on the experience, process, content, dialogue, and feelings. What key elements stand out and why?

Evidence/Artifacts

Provide an evidence base for your reflective practice. Try to think of things which capture the experience and can act as prompts to help you recall the experience.

Awards and Honors

Scan certificates of awards or honors you have received.

Reading/Bibliography

Keep a note of interesting articles, papers, and books that have supported your learning experience.

The above is a generic outline; there are many approaches. In essence, you are trying to keep a diary, but structure it in a developmental and focused way with the provision of evidence and elements of feedforward.

See the following for other formats:

- Open University – link here
- Regis University – link here
- Auburn University – link here

Support Materials and Appendices

1. Questionnaire #1 – link here
2. Questionnaire #2 – link here
Interdisciplinary Center Herzliya (IDC) – Herzliya, Israel
Beit Berl College, Kfar Saba - Israel
Ben Gurion University (BGU) – Beer Sheva, Israel
Bezalel Academy of Arts and Design – Jerusalem, Israel
EURASHE – Brussels, Belgium
Glasgow Caledonian University (GCU) – Scotland, UK
Gordon Academic College of Education (GACE) – Haifa, Israel
Jagiellonian University (JU) – Krakow, Poland
National Union of Israeli Students (NUIS), Israel
Oranim Academic College of Education – Oranim, Israel
University College Cork (UCC) – Cork, Ireland
University of Brighton – Brighton, UK
University of Groningen (RUG) – Groningen, Netherlands
University of Nicosia – Nicosia, Cyprus
The European Student Union (ESU) – Brussels, Belgium (associate partner)
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BGU</td>
<td>Ben Gurion University of the Negev</td>
</tr>
<tr>
<td>BBC</td>
<td>Beit Berl College</td>
</tr>
<tr>
<td>BGU</td>
<td>Ben Gurion University</td>
</tr>
<tr>
<td>BAAD</td>
<td>Bezalel Academy of Arts and Design</td>
</tr>
<tr>
<td>CBP</td>
<td>Committee for Budgeting and Planning (Vatat in Hebrew)</td>
</tr>
<tr>
<td>CHE</td>
<td>Council for Higher Education (Malag in Hebrew)</td>
</tr>
<tr>
<td>CTE</td>
<td>Center for Teaching Education</td>
</tr>
<tr>
<td>GACE</td>
<td>Gordon Academic College of Education</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institutions, also written Institutions of Higher Education</td>
</tr>
<tr>
<td>IDC</td>
<td>Interdisciplinary Center Herzliya</td>
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<td>NUIS</td>
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<td>OACE</td>
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