WILLIAM Project External Evaluation

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Objectives of external evaluation

- Assess 1) QA of project outputs/outcomes and 2) QA of project management.
- Ensure that the consortium is taking the correct measures to monitor the project internally/ accompany quality management team
- Provide ideas and tips for how processes can be improved and impact enhanced

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Methods

- Study the project proposal and work plan, as well as the work package structure
- Study the comprehensive plan for quality assurance and make recommendations and suggestions
- Look specifically at the indicators per workpackage, how they were developed and how partners are monitoring
- Read the interim and final reports before submission and provide and comments and observations
- Interview partners regarding major outputs, impact and the management of the project generally
- Review results of internal monitoring in conjunction with the QA Team
- Provide an interim and final report with observations and recommendations.

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Literature Review: Some observations (approach/content)

- Well structured project with committed management
- Consistent and effective communication within the partnership
- Tremendous potential to support HEI of different missions, sizes, locations and capacities in internationalisation.
- High potential for national *and* institutional impact (CHE interest/policy)
- Particularly relevant at a time when Israeli internationalisation strategies seem to be focused on teaching in English (above other priorities)
- Laudable: Involvement of ESN and student unions
- Ambitious: Multiple target groups (IRO office, ICT admin staff, leadership and teaching staff)

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Literature Review: Some observations (approach/content)

- Only EU-Israel knowledge transfer? Is knowledge transfer within Israel also favoured? (ex. Preparation of training modules)
- Potential benefits for EU partners? Two-way exchange of knowledge?
- Spin-offs ? (involvement of student unions in IaH activities?)
- Virtual classrooms:
  - Modestly ambitious
  - Selection of academic course and staff members: Usual or unusual suspects?
  - Executed in the context of international teaching partnerships?
  - Scalability/replicability?
  - Impact on programme and teaching quality assurance and description of LO?
- Quality monitoring should ensure that excessive weight is not given to teaching in English to the detriment of other important IaH activities, such as international teaching (which is different than teaching in English) and socialization activities with domestic and foreign students.

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Literature Review: Some observations (Management/QA)

- Partners need autonomy to development and implement, yet the right balance with guidance and monitoring
  - What can be achieved within the framework of the project versus what is part of a longer-term development process?
  - Pilot initiatives: social integration and virtual classrooms: Who at institutional level is involved in development and monitoring? How to ensure institutional ownership?
  - Peer review – Positive. What about student assessment?
  - Are new protocols integrated into institutional QA processes and mechanisms?
  - Qualitative versus quantitative indicators

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