

Project timeline

International Consortium meeting Nov 2021

Work Packages

- ▶ WP1 – Preparation
 - Created IMPI-IL
 - IL institutions drafted strategy documents
- ▶ **Remaining – revisit strategy documents – to discuss**
- ▶ WP2 – Development
 - Created safety & security training module
 - IL institutions drafted protocols, guidelines & procedures for international students
 - EU Partners peer reviewed
 - IL institutions piloting social integration strategies
- ▶ **Remaining – finish pilot & peer review by EU partners**

Work Packages

- ▶ WP3 – Development
 - IL institutions designed & piloted COIL courses
- ▶ **Remaining – finish pilot courses, analysis of results, peer review & create deliverable to add to Toolkit**
- ▶ WP4 – Quality Plan
 - IaH strategies from WP1 were evaluated & recommendations for improvement made by QA team
 - Protocols, guidelines, safety & security peer reviewed & recommendations made
 - External evaluator – interim reports generated
- ▶ **Remaining – Peer review of social integration strategies & virtual classrooms**
- ▶ **Overall project management evaluation – internal**
- ▶ **External evaluator – final report**

Work Packages

- ▶ WP5 – Dissemination and Exploitation
 - Created website, social media, newsletters
 - Online training and webinar events
 - Dissemination of WILLIAM at various events and platforms
- ▶ **Remaining;**
 - **1 on 1 meetings with institutions outside consortium**
 - **Finalizing promotional videos for IL institutions**
 - **Finalizing promotional material for IL institutions**
 - **Combined testimonial video on COIL**
 - **Grand finale dissemination event – May 2022 (tentative)**
- ▶ WP 6 – Management
 - Submitted mid-report
- ▶ **Remaining – Final report**

Upcoming Deadlines

- ▶ Nov. 15, 2021 – Financial reporting for Jan–July 2021 due
- ▶ Nov. 30, 2021 – Activity report for IL partners – to discuss in afternoon meeting
- ▶ Dec. 31, 2021 – 1 on 1 dissemination meetings deadline – submit reporting form to Samara
- ▶ Feb. 28, 2022 – Testimonial videos from IL partners faculty & students on COIL courses
- ▶ End of Semester 1 – Faculty & student surveys for COIL pilot courses

IaH Strategies of WILLIAM partners

- result of a first scanning -

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9.11.2021

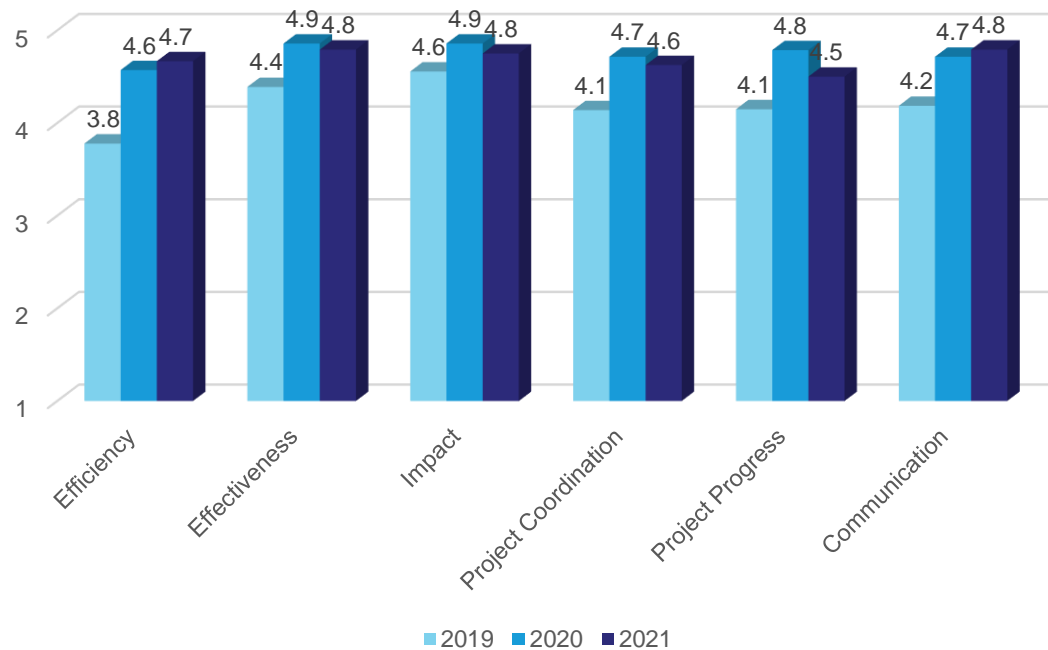


**IT DOESN'T MATTER
WHAT YOU DO
BUT WHAT YOU
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Results from 3 years of partner surveys in a nutshell

	2019	2020	2021
BGU	x	x	x
COLMAN	x	x	x
ESN	x		x
GACE	x		x
Global Impact Institute	x	x	x
Hebrew university		x	x
Jerusalem College of Technology	x		x
Juraj Dobrila University of Pula			x
Kinneret Academic College		x	x
MCI	x		x
Masaryk University	x	x	x
Tel Hai	x		x
Unkown		x	



Most partners participated in at least 2 surveys, sadly not all in all

Improvement across all areas but:

- Stronger between 2019 & 2020
- Slower between 2020 and 2021 (COVID effect)

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The more important participant surveys

Teacher survey:

- No quantitative data -> no result analysis as such possible
- Qualitative data -> possible to give the results from the student survey context and look for effects of certain aspects:
 - Theoretically relevant but not according to data so far:
 - ❖ Length (although so far data indicates mainly semester-long courses)
 - ❖ Level (although so far 99% BA)
 - ❖ Platform (though 99% Zoom so far)
 - Theoretically relevant interesting / usable according to data so far:
 - ❖ ***Class size (domestic & international)***
 - ❖ ***Fully jointly taught (yes/no)***
 - ❖ ***Need of students to meet virtually outside class (yes/no)***



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The more important participant surveys

Student survey:

- quantitative data -> result analysis possible
- Disadvantage: since we only do a post survey, the results are not “hard” data but just self-perception of improvement
- Various angles for analysis, e.g.:
 - ❖ Improvement of language competence
 - ❖ Ability to collaborate, esp internationally
 - ❖ Ability to work virtually/online
 - ❖ Interest to go abroad
 - ❖ Improvement of academic learning



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Caveats

Student survey:

- relatively low number of answers so far (146)
- Slightlyweird list of responding institutions (no. of entries, not students):

❖ All Israeli partners participated:

Gordon College	39
Ben Gurion University	18
College of Management	6
Tel Hai	5
Kinneret college	2
Jerusalem college of technology	2
The Hebrew University of Jerusalem	1

❖ Only 1 European partner:

KU Leuven	4
Masaryk	0
MCI	0
University of Pula	0

❖ Several non-project HEIs:

University of Primorska	31
SGH Warsaw School of Economics	9
Babes-Bolyai University	9
Stiftung Universität Hildesheim	8
LMU Munich	6



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Thank you very much for your attention!

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WILLIAM Project External Evaluation

Elizabeth Colucci, European University Association/OBREAL Global

Partnership Meeting

9 November, 2021

Objectives of external evaluation

01

Assess 1) QA of project outputs/outcomes and 2) QA of project management.

02

Ensure that the consortium is taking the correct measures to monitor the project internally/ accompany quality management team

03

Provide ideas and tips for how processes can be improved and impact enhanced

Impact Assessment?

- The project is entering its final phase – Most deliverables accomplished
- Opportun moment to start reflecting on impact/measuring impact (at student, faculty, institutional, national and *EU partner level*)
- What can be measured, tangibly?
- How can the intangibles/qualitative impacts be described/assessed?
- What about perspectives for longer term impact (which processes have been started, which structures have changed...) ?
- Do partner institution have impact assessment measures in place?
- What is valuable to assess as a consortium vs what is required by the EC?

Impact survey

- A first look at impact, from the perspective of partners/those engaged actively in the project
- 13 answers to date
- Majority of respondents from international relations
- Survey will remain open another week = goal to collect at least one more response from each partner/ feedback from EU partners

Are there areas or activities of the project which you hoped your institution would be more engaged in/benefit from more? What were the obstacles?

- Staff training (importance of staff openness to internationalisation)
- Buddy System (difficult to implement because of pandemic)
- Joint virtual classrooms: Good start but needs a lot more investment
- *(3 respondents said no obstacles)*

Which aspects of the project have been most important/relevant, in your opinion

1. Producing/piloting guidelines and protocols/training for social engagement
2. Virtual classroom trainings and pilot
3. Producing/piloting guidelines and protocols/training for safety and security
4. Generation of a strategy document
5. Development of IaH mapping tool (*somewhat relevant/relevant*)
6. Support for adapting to Covid 19 (*somewhat relevant/relevant*)

List two tangible impacts

Support for (incoming) students

- Protocols for incoming students -2
- Building a buddy system - 4
- New social integration programme - 2
- New website for incoming students in English - 1
- Written guidelines for safety and security - 3

Strategic impact

- Faculty and leadership awareness for laH/resourcing laH – 5
- New laH strategy - 3

Teaching and learning

- Awareness for virtual classrooms – 2

Strongest statements related to impact

1. The protocols and guidelines for social engagement and a buddy system have inspired new approaches in my institution
2. Our institutional leadership/management is highly aware of the project and very engaged
3. The WILLIAM trainings have been very important to staff at my institution
4. The protocols for safety and security have inspired new approaches in my institution
5. There are clear impacts of the project at national level, notably in shaping internationalization policy and approaches to virtual learning
6. The range of experiences shared by the project partners (including EU partners) has been rich and relevant

Impact statements: Split opinions

1. The Virtual Classrooms and COIL will now be common practice across departments and faculties as a result of the virtual classroom pilot under WILLIAM
2. The virtual classroom pilot raised awareness for the importance of international teaching at my institution
3. There is still staff resistance to making COIL and Virtual Classrooms a wider practice across the institution
4. The project has allowed my institution to better respond to the challenges posed by Covid 19

Assessing/measuring impact?

- Number of incoming students
- Surveys for international students (*most common*)
- Surveys of teaching staff
- Model for measuring impact
- Digital Badge for International Engagement
- Internal meetings of project management
- Reports required by HEC
- None.... Limited resources to do so

How can these impacts be consolidated in the final year of the project? What can the project do to enhance this? Please share your ideas.

???

Recommendations for impact assessment going forward

A deeper look at each institution: Engage leadership, academic and international relations staff

A deeper look at the national level: Interplay with the CHE and policy making/dissemination beyond consortium partners

Impact in EU partner universities?

A dedicated discussion on measuring impact, short and long term

Dedicated project actions to support the consolidation of impact on the final project year

May 2021

Structural impact of Erasmus+ Capacity Building projects on Higher Education Systems in Partner Countries *Final Report*

Luisa Bunescu, Elizabeth Colucci, Howard Davies
and Michael Gaebel

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