



ASSET

Assessment Tools for HE learning environments
2017-2020

Erasmus+ Capacity Building in the Field
of Higher Education



Co-funded by the
Erasmus+ Programme
of the European Union

Field monitoring

ASSET

Assessment Tools for HE learning environments

Project number 585587-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

<https://www.asset-erasmus.com/>

Date: December 15th 2019

Place: HAC, Jerusalem



What are our objectives?

- ✓ *What are the main objectives of your project*
- ASSET aims at developing and using best practices of Formative Assessment tools and methods to evaluate students' life-long learning skills in student-centered learning environments and to adjust teaching to better meet student's learning needs.

The project will include the following specific objectives:

1. Sharing and enhancing ASSET's EU experts' good formative assessment practices conducive to the evaluation of different learning environments.
2. Organizing train-the-trainer workshops to align course assessment and learning outcomes at each partner institution with the developed CATs (course assessment tools) .
3. Piloting CATs in 2 to 4 selected courses in each IL and GE institution.
4. Disseminating best CAT practices observed on institutional and national levels.

- ✓ *Under which priority(s) does your project fall*

Curriculum development

learning outcomes, reflection of the Bologna tools, student-centred approaches

LINK to objectives: <https://www.asset-erasmus.com/>

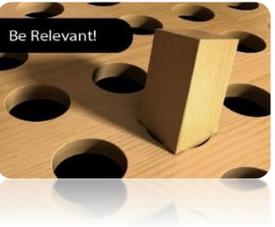
Highlight Facts& Figures

Who are our partners?



Full list of consortium members:

<https://www.asset-erasmus.com/partners>



What is the importance of your project?

✓ *Tell us what is the need for the project*

Several previous TEMPUS/ERASMUS+ projects were aimed at building capacity for HEIs to advance innovative teaching and lifelong learning. However, there has never been a project in Israel (IL) or Georgia (GE) focusing on course assessment tools. ASSET recognizes the main limitation of those former projects, namely their inability to effectively evaluate the developed and/or piloted learning environments, by means of **Formative Assessment (FA)**. As FA is perceived as an integral part of student-centered education and the Bologna process, the ASSET project will initially develop strategies to effectively integrate it into the practiced learning environments.

✓ *How do your activities address this need*

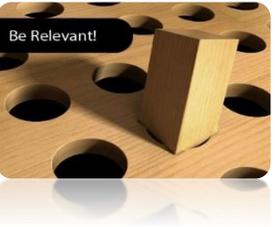
The ASSET consortium provides the knowledge and pedagogical expertise aimed at developing and piloting creative and innovative assessment tools and methods adapted to the learning environments in use, and improving the effectiveness of teaching and learning within the IL and GE HE system, thus, bridging the gap between current educational goals and outcomes of teaching, learning, and assessment processes based on the principles set out in the Bologna process.

Highlight Facts & Figures



Why is our project important?

- ✓ *Explain how your project relates to your institutional / faculty strategic plan:*
- **KCJV:** During 2017 an institutional strategic plan was outlined by the instruction committee headed by the rector (including the Center for the Advancement of Teaching and learning, and departments' chairs). The plan included the advancement of new learning environments (NLEs) and learning outcome assessment methods. In line with this plan, departments of the Social sciences and humanities school started using NLEs, yet lacked the skills and tools to change the assessment methodologies in line with the Bologna process. ASSET is aimed at bridging the gap between the currently used teacher-centered approaches of assessment and the requirements of the strategic plan.
- **GACE:** In April 2017 a GACE committee (which includes ASSET members from Gordon as well as other key academic heads in GACE) was set up in order to examine the use of formative assessment methods to advance the issue. The strategic plan is to see how GACE can integrate formative assessment into the existing grading system and also to see whether the existing grading system for assessment needs to be re-examined and even modified to meet the new learning environments which our HEI has been involved in. The GACE ASSET team are updating this committee and the discussions and results of these meetings and the products of the ASSET project outcomes are already distributed to all the faculty members of the college.
- **HAC:** In recent years HAC has adopted advanced and innovative teaching methods. As part of these goals, there is a need for more extensive use of formative assessment methods in courses taught at the college. Accordingly, the Academic Dean of HAC has made formative assessment a requirement in all courses at the college as part of our pedagogical strategy. Unfortunately, many of the faculty members don't know what formative assessment means and simply give mid-term exams. ASSET is essential for changing the pedagogical culture at HAC.
- **SAKH:** The project is important to the college for two reasons:
 1. The college operates a master's degree in school-based evaluation. It is important to incorporate theoretical and applied materials into the tools of formative assessment (like OB) for alternative teaching methods, especially teaching methods in a digital environment.
 2. Exposure, using and assimilation to tools of formative assessment in teaching alternatives methods for first-degree students, who are the teachers of the Alpha and Beta generation.
 3. The College operates a simulation center for educators and employees in the public sector. The question is whether new tools of formative assessment can be used, which will be developed during the project.



Why is our project important?

✓ *Explain how your project relates to your institutional / faculty strategic plan:*

- **ISU:** ISU strives at creating, delivering and using the knowledge relevant for local and international levels to make progress in science and develop society. The aim can be fulfilled by a high quality education, implementing objective system of assessment focused on development. Formative assessment instruments developed within ASSET and their implementation will enable us to form the culture of feedback at the university focused on students' needs and development.
- **SJSU:** The issue of high quality learning, teaching and assessment has a special place in the university and faculty strategic plan. Activities implemented within the project will facilitate learning outcome-oriented teaching and improvement of learning quality to support the implementation of the strategic plan.
- **SSU:** The main issue of the mission and strategic plan of Sokhumi State University is the internationalization of the university, integration of scientific personnel in the international academic system, development of the university education, improving and getting closer to the European education system. The necessity for this process is the convergence of the teaching and research process, the extension of the academic and scientific-research format (relations: research, sharing experience), with cooperation of the universities involved in national and western education space; It is important for the implementation of this mission, involvement of the university's Bachelor, Master and Doctoral programs in international projects. **ASSET** has given to academic staff new opportunities (Education Faculty, Faculty of Humanities, Faculty of Social and Political Sciences) to participate in the further development of the curriculum for elaborating and developing new assessment tools.
- **TSU:** One of the priorities of TSU, as well as faculty strategic plan is modernization of the curricula, creating innovative international courses, including bilingual/joint/double degree courses, which will be learner-centered, and which will allow our graduates to be competitive on the national and international labor market. Assessment is the main component in the teaching and learning process, therefore designing/developing innovative formative assessment tools aligned with the learning outcomes, will have a direct impact on improving the teaching process, as well as the quality of education at our Faculty first and then to transfer the outcomes of the ASSET project at the Institutional level.

WP1 – Preparation

Team	Activities according to original work plan	What actually happened	Actual Outcomes	Comments
GE and GACE+KAC (IL)	1.1 Coordinator's small team visit to Georgia, national preparation meetings in GE and IL	<p>At the beginning of the project KCJV and GACE teams discussed the project implementation with the Georgian (GE) partners. This served several goals:</p> <ol style="list-style-type: none"> 1. Preparing the first draft of partnership agreements and management plan. We reviewed the EU TEMPLATE provided for partnership Agreement and discussed minor changes. It helped also to create a communication plan and team spirit between GE and IL. 2. Meeting key stakeholders: The teams met GE HEI's key stakeholders and introduced the project. 3. Discussing amendments of the equipment lists. 4. Creating a first version of the dissemination plan 5. Preparing CM1 6. Discussing and providing examples of data collection and towards analysis of existing Course Assessment Tools [CATs] in IL, GE and EU and benchmarking with EHEA. 7. Financial management of the project (report methodology was achieved; Excel files were designed for each HEI). KCJV Coordinator and ISU financial manager participated the Grant holder meeting in Brussels. 	<p>1. Coordinator's small team visit to Georgia Outputs available</p> <p>CLICK HERE</p>	
All partners	1.2 CM1 Kick-off meeting	<p><u>At ASSET first CM attention was paid to presenting existing methodologies, practices addressing the achievement of learning outcomes and competencies in IL, GE and EU HEIs.</u></p> <p>The goal was to identify best assessment practices in EU HEIs and adapt them to GE+IL HEIs needs, based on the CATs mapping and comparative analysis (see 1.3.1), and to set criteria for developing the teacher manuals for the use of the developed CATs. To this end:</p> <ol style="list-style-type: none"> 1. Each EU partner has delivered a workshop (WS) in which the best formative assessment practices in his/her HEI were discussed and practiced by other consortium members. Each WS was given twice to allow an effective small-group participation. 2. IL and GE partners presented examples of new learning environments used in their HEIs in which the CATs presented by the EU partners might be adapted and implemented. 3. Mixed EU+GE+IL were created to design a workplan for CAT development. 4. Criteria for developing the teacher manuals for the use of the developed CATs were defined. <p>Another aim was building a framework plan for ASSET:</p> <p>QA team have revised the LFM and devised an outline for the workplan. Management methodology was achieved. Dissemination plan – finalized.</p>	<p>1.2 CM#1 Outputs available</p> <p>CLICK HERE</p>	

WP1 – Preparation

All partners	<p>1.3 Data collection and Analysis of existing CATs in IL, GE and EU and benchmarking with EHEA.</p>	<p>During the preparation phase, EU partners and GE, IL teams collected common course assessment tools in their countries. The first CM in Cork also used this comparative analysis to propose a path for implementation of WP2 considering the different local contexts.</p>	<p>1.3.1 Mapping CATs gathered from each HEI (summarizing existing CATs) 1.3.2 Comparative analysis of CATs</p> <p>CLICK HERE</p>	
All partners	<p>1.4 CM 2: Finalizing Framework Plan for ASSET</p> <p>There was a mistake in the proposal two months after the first CM – it made no sense to have another CM, no budget was allotted to this as well. The task was achieved by national meetings took place in IL and GE, the above IL small team visit to GE, and CM#1.</p> <p>1.4.1 GE first national meeting</p> <p>1.4.2 IL first national meeting</p>	<p><u>GE first national meeting</u> was aimed at continuing the development the CATs workplans by sharing experiences between the groups, in accordance with the first CM in UCC. Management and administrative issues were discussed as well as the implantation of the dissemination plan.</p> <p><u>IL first national meeting's activity included</u></p> <ol style="list-style-type: none"> 1. Familiarizing with HEI of the IL national ASSET team 2. Discussing the main objectives of the project 3. clarifying the timeline of the project 4. Introducing the 5 - WP's of the project 5. Discussing and clarifying the main deliverables of the preparation work package, and the deliverable of the current meeting 6. Dissemination of the project: ways to use the website for dissemination, handouts were given to the participants for further distribution. <ul style="list-style-type: none"> - Flyers and stickers (electronic and handouts) illustrating ASSET's main aims and its process were distributed. 7. Discussing ways of communication between the partners were raised. 8. The agenda for the first consortium meeting was discussed; ideas for its revision were raised – First draft accomplished. 9. Instructions for managers with relation to supporting documents were provided. 	<p>1.4.1 GE first national meeting</p> <p>Outputs available 1.4.2 IL first national meeting</p> <p>Outputs available CLICK HERE</p>	

WP1 – Preparation

All partners	1.5 General Framework Plan summarizing existing CAT and/ or planning for new CATs for courses that will be assessed.	Achieved see 1.3	Achieved see 1.3	
IL+GE	1.6 Purchase and installation of equipment for assessment tools			ONLY one institution SSU has not purchased the equipment yet.

WP2 - Development

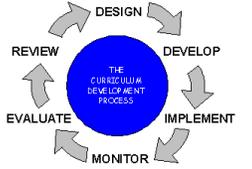


Team	Activities according to original work plan	What actually happened	Actual Outcomes	Comments
ALL PARTNERS IL GE	2.1 Development of CATs IL second national meeting GE second national meeting	Partner HEIs designed and developed new and modified assessment methodologies based on the findings of the mapping framework for CATs developed in WP1. 1. First stage was to create quality standards and a framework for designing the CATs, by the QA team, designed in CM#1. 2. Second national meetings in GE and IL were organized to discuss cultural and institutional needs of training the trainers and fine tuning the CATs that will be implemented during the piloting phase. 3. Six tools were prepared by mixed ASSET groups (GE+IL+EU members)	1. Quality standards and a framework for designing the CATs 2. Six tools on the portal 3. IL second national meeting 4. GE second national meeting CLICK HERE	
ALL PARTNERS IL IL +GE	2.2 Preparing the Train-the-trainer sessions: CM#2 Providing the Train-the-trainer session in IL CM#3 Peer mentorship in IL AND GE 2-4 pilots in each IL and GE HEI	1. The second CM#2 was held in Private Pädagogische Hochschule der Diözese Linz on November 12-14, 2018. The meeting aimed at peer reviewing and fine-tuning the developed CATs, and accordingly revising the teacher manuals for the use of the CATs. Another main objective was to set up the programs for the Train-the-Trainer workshops, and to create a plan to each CAT workshop for the Train-the-Trainer sessions in IL and GE. Template for the final CAT workshop plan was designed. QA team developed a draft of evaluation questionnaires for the workshops and pilots. 2. The tools were reviewed by the external evaluator of the project and by the QA team (see WP3 achieved results), and were revised by the groups according to the recommendations. The revised tools were uploaded to the portal. 3. IL Train-the-Trainer session (February 18-21, 2019), was used to train the ASSET members to use the CATs and to effectively train other members of their HEIs to use the tools in the piloting phase. The CAT plans were uploaded to the portal before the session. According to the proposal At least 4 faculty per HEI are expected to be trained. To this aim, each workshop was given 2-3 times during the meeting, in 3 different HEIs (GACE, SAKH, KCJV), and more than 4 faculty were trained during the sessions (12 GACE, 16 HAC, 18 SAKH, 25 KCJV) 4. <u>GE</u> Train-the-Trainer session (May 13-16, 2019), was used to train the ASSET members to use the CATs and to effectively train other members of their HEIs to use the tools in the piloting phase. Total of 230 participated in the workshops A total of 71 trainers and trainees participated in Ivane Javakhishvili Tbilisi State University workshops on May 13, 2019 (trainees from TSU: 37 SJSU: 4) A total of 81 trainers and trainees participated in Sokhumi State University workshops on May 14, 2019 (trainees from SSU: 52 SJSU: 4) A total of 78 trainers and trainees participated in Ilia State University workshops on May 15, 2019 (trainees from ISU: 47 SJSU: 4) 5. Peer mentorship in IL and GE HEIs took place immediately after the T&T workshops and was expected to have a multiplier effect (~10 faculty per HEI). A special page on the portal was designed to collect data on faculty participation and to monitor the implementation of the project in each HEI.	2.2.1 CM#2 Outputs available CLICK HERE 2.2.2 IL Train-the-Trainer session (CM#3) CLICK HERE GE Train-the-Trainer session (CM#4) https://www.asset-erasmus.com/copy-of-train-the-trainers-il 2.2.3 Peer mentorship Outputs available Net of Practitioners available CLICK HERE * PEER MENTORING : QA report is currently processed. According to the application 10 faculty should have participated the PMS, however, as can be learned from the tables, the number of participants ranged from 11 to 36 (Total =193; average of 24 faculty in each HEI)	Peer mentoring will end by OCT 2019 Until now 80 members have participated from GE and IL

WP2 - Development



KAC	<p>2-4 pilots in each IL and GE HEI</p> <p>2.3 ASSET Online platform: Developing and maintaining ASSET's On-Line Platform Designing online platform; Maintaining and updating site; Development of public ASSET's online platform site</p>	<p>Pilots are currently being held</p> <p>ASSETS''s website was launched at the beginning of the project. The portal has several objectives: 1. To effectively manage the project and support transparency; 2. To enable efficient collaboration within the consortium and between ASSET experts and practitioners; 3. To disseminate ASSET ideas, material and activities.</p>	<p><u>Expected PILOTS:</u> KAC 10 GACE 9 SAKH 6 HAC 6 ISU 6 TSU 14 SJSU 19 SSU 13</p> <p>https://www.asset-erasmus.com/</p>



Curriculum Development (if applicable)

- ✓ **ASSET does not aim at developing new courses. It develops new/renewed CATs to be used in already existing courses (for BA/MA) that employ new learning environments.** *List the courses and Modules developed.*
- ✓ Describe how and why the methodology was chosen.
- ✓ Elaborate on the new introduced teaching methodologies and technologies.
- ✓ Describe student involvement during the development stage.
- ✓ Describe the role of the EU partners.
- ✓ Describe the involvement of your Associate Partners.
- ✓ Elaborate on the academic accreditation process and the sustainability plan for the courses.
- ✓ For Preventative FM, please describe what and how to be developed.

Indicate, what academic level are your courses for?

- BA,
- MA
- Other

Training



Training is part of the DEVELOPMENT WP – see report on development WP+QA

- ✓ List the training courses developed, describe their development process, their purpose, target groups and what you have learned from them.
- ✓ Elaborate on new content, methodologies and technologies.
- ✓ Describe the role of the EU partners.
- ✓ Describe the involvement of your Associate Partners.
- ✓ How did you evaluate the quality of these activities?
- ✓ What are the outputs/change from these activities?
- ✓ How are (will) the trainings utilized for increasing impact and dissemination?
- ✓ For Preventative FM, please describe what and how to be developed, the expected impact and target audience.

To be indicated:

Nr. of Students trained?

Nr. of Academic Staff trained?

Nr. of Administrative Staff trained?

Staff trained from institutions beyond the consortium?
Yes/no

Nr. ?



WP3 - Quality assurance mechanisms

✓ *How was the QA team chosen? Who does it include?*

- *The QA team was chosen based on the proposal and includes: LEAD: Tallinn and OFUB assisted by TSU and GACE (+All partner HEIs: KCJV, SAKH, HAC, SSU, SJSU, ISU)*

✓ *Is there an external evaluator? Are you using other ways to externally evaluate the quality of your results?*

- *There is an external evaluator Sulev Valdmaa: Tasks of evaluator:*

1. Evaluating the total project: Based on the LFM, a workplan will be designed by the evaluator to assess the deliverables. Assessment tools will be designed by the evaluator accordingly to evaluate the project implementation.

2. Attending Meetings:

3. Tasks for each meeting:

• Attending all sessions of the meeting

• Interviewing members of ASSET's consortium representing different HEIs in Israel and Georgia to get qualitative data regarding the implementation of the project at the different HEIs.

• Prepare an evaluation questionnaire (mainly quantitative) to assess the outcomes of each meeting. Both quantitative and qualitative data will be used to the report.

Tangible outputs/products

1. The evaluator will prepare evaluation reports of each meeting based on the questionnaire and interviews, and submit it to ASSET coordinator in one month after the meeting.

2. The evaluator will prepare two major reports:

a) For the midterm report (will be sent to ASSET coordinator on February. 15th 2019 or as agreed with ASSET coordinator), **and**;

b) For the final report (will be sent to ASSET coordinator on September 1st 2020 or as will be agreed with ASSET coordinator).

1. The reports will include a summary of the work plan, meeting evaluation reports, all the evaluation criteria of the deliverables, and the expert's assessment on whether the expected deliverables were delivered.

✓ *What is being assessed? See the QA plan*

✓ *Please also describe the methods of assessment. The methods of assessment are detailed in the QA plan.*

✓ *Which indicators are used? How were they chosen? The indicators were chosen according to the provided LFM. The indicators reflect the activities and outputs achieved during the process.*

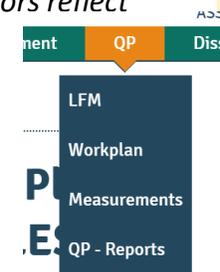
✓ *How does the team communicate the findings?*

- *Findings are available on the portal and are disseminated to coordinators after the EU QA members' review and revisions.*

Attach

PLAN & REPORTS

<https://www.asset-erasmus.com/qp-reports>



WP4 - Dissemination & exploitation

- ✓ *How was the Dissemination team chosen? Who does it include?*
 - *The team was chosen according to the proposal: LEAD: HAC assisted by KCJV and NTCPD (All partner HEIs - coordinators)*
- ✓ *How was the strategy for the work plan decided?*
 - *First draft was designed with GE partners during Coordinator's small team visit to Georgia [shown on the PORTAL](#) (see [management and dissemination plan](#))*
 - *Next, the plan was elaborated by IL and GE partners following their first national meetings.*
 - *Finally, the work plan has revised after CM1, based on the EU partners' recommendations.*
- ✓ *Are your associated partners involved in this activity? How?*
 - *All partners are involved in the activity, see all activities [HERE](#) and on [ASSET Facebook](#)*

Attach

- [Dissemination plan](#)

Are your project outputs:

- On the Erasmus+ Project Results Platform?

Yes, see slide NO.20

- On your institution's website?

- Yes: there is a link to project portal and additional information is provided [HERE](#)
- Other ASSET HEIs also disseminate the projects on institution's website

<https://www.asset-erasmus.com/copy-of-il-national-meetings>

- on the Erasmus+ Israel website?

- Yes, materials were sent to national office

WP4 - Dissemination & exploitation

✓ *Elaborate on exploitation mechanisms within your institution? To other HEIs in Israel? To other relevant non-academic stakeholders?*

- **KCJV:** Dissemination and exploitation mechanisms within the institution includes: Departments heads will be informed and harnessed to the project. Special workshops will be provided to each department to train the faculty on how to use developed CATs. In each year, ASSET will be disseminate through the Open academic year event, in which all KCJV's faculty and staff participate, and also through a folder provided to each faculty member . The project will be also disseminate by the board of the social sciences and humanities School (chaired by school dean) The centre for the advancement of teaching and Instruction committee will take part in dissemination action to all faculty by means of workshops and seminars. Dissemination events will be design to include other HEIs institutions and representatives of the Council of Higher Education (CHE). The project will be also be disseminated by KCJV ASSET team to other HEIs by specific presentations given to the faculty in the HEIs. ASSET will be disseminated via KCJV website, professional and social networks, local and nation-wide newspapers.
- **HAC:** Meetings with heads of the departments and faculty are planned for each new year in order to disseminate the project and include additional staff members in the project. The presentation of the program and the work tools that will be developed will be presented to the academic staff of the College and key stakeholders as the Dean. In addition, enrichment workshops and dissemination events will be held at the college for other higher academic institutions (not participating ASSET).The CATs developed in ASSET will be incorporated into already existing courses. They will remain an integral part of the courses, thus insuring their sustainability.
- **GACE:** has a special group of faculty that was created to provide support and guidance to faculty who were willing to teach in new innovative ways related to Engaged and Active Learning (e.g. PBL/CBL/etc). GACE Engaged and Active Learning Group has an open public space at GACE in which the outcomes of their courses are displayed. This public space is and will be used to disseminate ASSET's program. In addition, each member of GACE's academic faculty/staff / pedagogical trainer /school / has the opportunity of taking a workshop in Engaged and Active Learning (e.g. through our relatively new Center for Teaching Excellence that was formed through the ERASMUS+ TEACHEX program). ASSET's CAT's for this kind of learning environment will be integrated into these workshops and thus disseminated to our faculty. In addition in October 2018 at GACE's yearly Research Conference for all of our Academic Faculty, a workshop for alternative assessment based on ASSET's CAT's development will be presented. Directly, schools (non-academic stakeholders) that we use for our student and apprentice teaching practices benefit from this method as pedagogical advisors who are in the Engaged and Active Learning group guide some of their students to practice teach in this manner. Finally we have a [website](#) in which PBL is disseminated and ASSET is mentioned.
- **SAKH:** The project was presented to decision makers in the Ministry of Education: the Director-General of the Ministry of Education, the Director of the Teacher Training Division, and the Supervisor of Teacher Training. Members of the Council for Higher Education: Deputy Chairman of the Planning and Budgeting Committee of the Council for Higher Education, Deputy Chairman of the Council for Higher Education, Members of the Council for Higher Education. The project was presented to faculty members and to graduate students from all the programs. The project was presented to the president of the college, the director general and the academic dean. The dissemination of the project in the college will be expressed in new graduate courses in the evaluation program, and the use of the tools that will be developed in the project in many undergraduate and graduate courses.

WP4 - Dissemination & exploitation

✓ *Elaborate on exploitation mechanisms within your institution? To other HEIs in Israel? To other relevant non-academic stakeholders?*

- **ISU:** has made the dissemination plan for process and results of dissemination and exploitation of the project. Wide range of dissemination activities have been already done for dissemination: the discussion of the project with the university academic staff, analysis of the learning environments and relevant CATs with the Ph.D students in the university, presentation about the activities done within the project by the team of Ilia State University at the conference held in Sukhumi State University, presentation of project to academic staff of School of Education.
- **SJSU:** Plan to elaborate the dissemination plan by including the University Faculty Quality Service, through which workshops for university staff, school teachers and students, will be launched.
- **SSU:** will create and pilot new Learning Syllabus / Teaching Course – about Innovative Assessment Tools and Methods (Formative Assessment), based on the experience of Partner Universities involved in the project, which will improve the quality of teaching in Georgian educational system. The refinement, improvement and piloting of the syllabus will continue until the final end of the project. SSU will create a special reader in the Georgian language on the higher level of teaching - about the use of different assessment tools, methods and techniques in the university curriculum. SSU will conduct special trainings in formative assessment for SSU ASSET team on international and national level, and then the team will conduct similar trainings at the university level with academic staff of different faculties. SSU will implement continuous coverage of activities carried out within the project through various means - University website, University newspaper, TV programs. ASSET topics will be disseminate to Bachelor's, Master's and Doctoral programs of Humanities, as well as in Bachelor's and Master's programs of International Relations of the Faculty of Social and Political Sciences. Dissemination of ASSET thematic in scientific-practical conferences held annually by the initiative of the Faculty of Education of SSU.
- **TSU:** Main dissemination activities include dissemination of the project work, activities and outcomes on the Department/Faculty level, which include regular meetings of the faculty, updating colleagues on the project work and outcomes, holding institutional and national conferences, presenting some outcomes at the international conferences, publishing papers in scientific journals, organizing trainings on Formative Assessment tools for the HEIs at TSU and other HEIs in Georgia.
- **NCTPD:** support and initiate dissemination events and materials for at GE national level, organizing events for E+ projects. The NCTPD is a structural unit of the Ministry of Education. The representatives of NCTPD are directly involved in the dissemination process of the project, they also attend National ASSET meetings, Above mentioned service will implement the assessment system and spread it throughout the country.

WP4 - Dissemination & exploitation

On the Erasmus+ Project Results Platform:



Project Information

Project Information

Project Details Results

Project Number: *
585587-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

Title:
Assessment Tools for new learning environments in higher education institutions

End date:
14/10/2020
DDMMYYYY

Submission date:
[] []
DDMMYYYY HH:MM (24 Hour)

Website:
<http://www.asset-erasmus.com> [Not Reviewed]

Published on Public Web site



Project Information

Project Details Results

List of project results

Title	Description	Attachment	Officer Decision	Actions
Introduction to ASSET	Dissemination: Introduction to ASSET project. PP presentation.	 	Not Reviewed	 
Introduction to ASSET	Dissemination: Introduction to ASSET - a flyer	 	Not Reviewed	 
Introduction to ASSET	Dissemination: Introduction to ASSET - Sticker	 	Not Reviewed	 

The impact of our project:



Local level:

- During the train-the-trainers sessions, faculty in GE and IL will be provided with the skills to use the developed CATs. This will be followed by peer mentorship sessions conducted to other local faculty staff. As part of the pilot project we expect that around 7-10 teachers per HEI will participate in train-the-trainers sessions and/or workshops organised by each teacher retrained and cooperating with the centres responsible for professional development of teachers. Therefore, as direct result of the project around 10 teachers per HEI (80 in total) will be able to increase their professional academic skills for using innovative CATs.
- During the pilot phase, 25-35 students per course will be directly involved in new CATs (between 400 and 800 students in total). Peer evaluations among students will be enhanced.
- In each HEI different strategies will be used to reach the targeted groups. For example: via Centers for the Advancement at Teaching (KCJV, SAKH, HAC), Engaged and Active Learning (GACE) involving department heads, deans, rectors and vicerectors to encourage faculty to employ CATs (IL and GE HEIs).
- Initiating special programs: For example, in Sokhumi State University, a new educational program - **Teacher Preparation Integrated Bachelor-Master Educational Program of Primary Level** was developed. This program is first implemented in Georgian educational space. In the process of developing the program, the ASSET team created a new syllabus - **modern methods of assessment** for this program. The program was submitted for international accreditation.

The impact of our project:



National level:

- We are planning to expose and present how ASSET HEIs has integrated CAT's within our HEIs and the results of using the ASSET CATs in several national conferences in IL and GE. We will offer further coaching to other HEIs that request guidance in applying ASSET's CATs to the new learning environments.
- Key stakeholders will contribute to enhance the impact of the project, they will be invited to ASSET events and working sessions. None-project members will be invited to pilot ASSET's developed CATs.
- In the higher education system of GE and IL the innovative methods and tools of assessment, including the tools and mechanisms of the formative assessment, will be introduced for the first time and implemented. Arab colleges will be exposed to these methods in IL via SAKH.
- In the framework of the project, the creation of a special textbook – such as: **Modern Assessment Methods and Tools for the Higher Education System** - will be implemented for the first time.
- New tools of the formative assessment will be implemented in four main universities of Georgia and with the assistance of them the National Center for Teacher Professional Development will develop and disseminate the formative assessment throughout Georgia through its training courses;
- Practical conferences at international, national and university level will facilitate implementation, research and dissemination of formative assessment issues in curriculums of higher education institutions of Georgia and Israel.

international level:

At international level the partner HEIs and the network of CAT experts established will continue their existing links with EU partners, generating new initiatives and cooperation both at educational and research based.

The impact of our project:



Several means of measurements will be deployed:

- To the faculty applying the CATs we will use ASSET's questionnaires that are developed to measure impact.
- To the Students' who are assessed by ASSET's CATs we will also use ASSET's questionnaires that are developed to measure impact.
- We will measure impact by the number of new faculty applying ASSET's CATs to their classes as well as their intention to continue to use this.
- Review of HEIs' strategic plans relating to integrating alternative methods of assessment.
- CAT teaching manuals disseminated to ASSET members via online platform
- Participation lists, project documentation
- Registration data, lists of piloted courses and CATs. Feedback from students, teachers and staff and other appropriate stakeholders
- Data from ASSET HEI administration about other courses, registration at national conferences,
- Number of entries to the online platform.
- Feedback or evaluation held by EU experts.
- Monitoring of existing internal university and external groups (existing within the project);
- Evaluation of work / activities carried out by the university team and self assessment;
- Student self-assessment questionnaire analysis and research results;
- Surveys, interviews about the project ideas of the people involved in trainings, seminars, practical conferences, other means of dissemination (newspaper, web site, television), etc.

Impact



What are the new capacities (to be) built in your institution?

1. Skills and knowledge of faculty on how to use CATs to formally assess new learning environments.
2. Self-regulation skills to evaluate new learning environments and to develop new assessment tools and resources adapted to a wide variety of students
3. Skills to modernize teaching, learning and assessment processes in the future: know how to involve key stakeholders in the process and to monitor and evaluate the impact of the process.
4. Strengthening the HEI and faculty ability to build effective networks with local and international professionals.
5. Using new technologies in education, especially with the mobile laboratory installed within GE HEIs and simulation Labs in IL HEIs.
6. Training a cadre of academic faculty to run workshops specifically aimed at applying ASSET's CAT's will contribute to the capacity building at ASSET HEIs.

Impact - SUMMARY



1. ASSET DISS plan includes three levels of activities: within the HEIs, on a country level, and on an international level (see section: Visibility).

2. IMPACT: The following are the main steps to be used to increase the effect of the project results on different groups of stakeholders and to build the HEIs' capacity to use ASSET tools, to monitor and evaluate the impact of the process, to build effective networks with professionals, to train

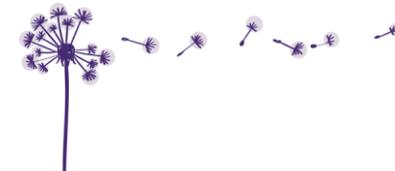
faculty and run workshops aimed at applying ASSET's CAT's:

- In HAC, KCJV, SAKH and GE HEIs, the newly established simulation centres will be functioning to train cadres of faculty on how to integrate CATs into their courses also after the duration of the project.
- Several new courses related to FA about ASSET tools will be designed and offered to Bachelor and Master students.
- ASSET's CATs will become integrated into several courses in all HEIs.
- The IL Centers for the advancement of teaching and respective units in GE HEIs will continue to run workshops for faculty using the ASSET outputs after the project's lifespan.
- National conferences will be used to offer further information to non-ASSET members.
- Key stakeholders and non-ASSET members will be invited to ASSET events.
- Practical conferences at international, national and university level will be used to facilitate ASSET tools.
- ASSET handbooks and textbooks will be used to train teachers also from other HEIs after the lifespan of the project.
- The Network of Practitioners will be used to increase the effect of ASSET among practitioners.

To measure the impact on key stakeholders the following will be developed and analyzed: A pre/post comparative analysis of applied CATs; participation lists, project documentation, registration data, lists of developed and piloted CATs; feedback from students and teachers; registration at national conferences, number of entries to the online platform; feedback or evaluation held by EU experts.

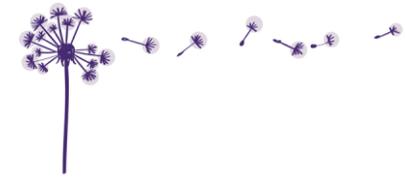
3. SUSTAINABILITY: To create positive perceptions of key stakeholders (KSHs) the first small IL team visit to GE was aimed at introducing ASSET and guarantee their collaboration. Moreover, KSHs are directly involved in the projects and committed to sustain its outcomes in all GE and IL HEIs.

- In KCJV, KSHs are committed to sustain ASSET outcomes as part of an institutional strategic plan outlined by the instruction committee and academic council both headed by the president. FA tool usage will be added as a criterion for winning the Excellence Award.
- HAC: Formative assessment is part of the pedagogical agenda promoted by the dean and president, thus ASSET's tools will be sustained as part of this agenda.
- GACE: Simulation and Teaching Excellence centres are engaged to promote and sustain ASSET's CAT's.
- ISU: KSHs will help to make relevant training modules for using FA correctly in higher education even after the project.
- SJSU: CATs will be implemented and offered to academic staff at the training center together with English teachers' Association of GE as a routine practice after the lifespan of the project.
- SSU: The established Curriculum Development Group will regulate the implementation of CATs in Bachelor and Master Programs.
- TSU: The QA office will collaborate to integrate CATs into courses. The Center of Life Long Learning (LLL) will start a training course on "formative assessment tools in new learning environment".
- IL CHE and the NTPDC collaboration with ASSET help creating positive attitudes towards using FA in HEIs.
- The portal will keep functioning after the project's lifespan, to sustain the communication among practitioners and ASSET



Sustainability:

- KCJV: Sustainability depends on the positive perceptions of key stakeholders who hold the resources to the project's future. To this aim, several key stakeholders are directly involved in the projects: department heads. These are committed at benchmarking the curriculum with the goals of lifelong learning and the Bologna process. In addition, the board of the social sciences and humanities School (chaired by school dean), the centre for the advancement of teaching and the Instruction committee are involved in the project and committed to sustain its outcomes as part of an institutional strategic plan was outlined by the instruction committee headed by the rector (including the Center for the Advancement of Teaching and learning, and departments' chairs). In addition, the simulation centre established will be functioning to train cadres of faculty on how to integrate technology-based CATs into their course during and most important after the duration of the project.
- HAC: The President and Academic Dean at HAC are updated on ASSET on a regular basis. Formative assessment is part of the pedagogical agenda of HAC. They are committed to sustaining the outputs. The Director of the Center for Advancement of Teaching is part of the HAC ASSET team. She will coordinate the training the trainers workshops for faculty. The first workshops will be part of the ASSET project, but she will continue to run workshops using the ASSET outputs after the project is over. The current paradigm at the HAC Center for Advancement of Teaching is to have faculty present workshops to other faculty. The ASSET faculty will continue to present the outputs of ASSET in the future as part of this paradigm.



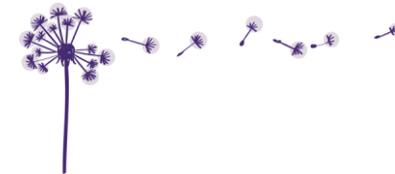
Sustainability:

- **GACE:** The Committee of promoting Alternative Evaluation which was set up as a direct outcome of ASSET program and includes Key Academic Stakeholders is part of our institutional strategy aimed to sustain the outcomes of this project. ASSET's CATs will become integrated into our ever-expanding courses that are being taught in this manner and are being sustained through concrete "institutions" (e.g. our Center for Teaching Excellence, our Department for Innovative Teaching and Pedagogy and our Engaged and Active Learning Group). *Factors involved for the implementation and sustainability of ASSET's outputs:* The Committee for Promoting Alternative Evaluation which will present an institution strategic plan relating to this topic is created. The Existence of our Center for Teaching Excellence provides the capacity to promote and sustain ASSET's CAT's. (PBL and Pedagogy and Technology Branches within this Center). The Group for Promoting Engaged and Active Learning exists and will be crucial for implementation and sustaining ASSET's CAT's. The Department for Innovative Learning and Technology will apply, use and sustain the relevant CAT's for their programs. *The Center for Advancement of Teaching will be used as a tool of sustainability-* Workshops will be used to disseminate CAT's to the faculty after the lifetime of the project.
- **SAKH:** The sustainability of the project in the college will be expressed in NEW graduate courses in the evaluation program, and the use of the tools that will be developed in the project in many undergraduate and graduate courses. Building one or two academic courses on the subject of assessment tools, which will be taught in the master's degree will help sustaining the project, and also training faculty members to use these tools in undergraduate degree courses. Moreover, the project got wide publicity among college decision makers. In addition, SAKH coordinator is the vice president of research and an academic dean of the master's degree. So that the transfer of knowledge and its application is a process that does not suffer from bureaucracy. with the recommendation and support of the Council for Higher Education, a Center for Advancement of Teaching is being set up to advance the teaching, a tender on the subject has already been processed. The selection process of the center's director will end soon, and there will be an organized discussion about the center's role, with the new director, in promoting and distributing ASSET's tools to all courses at the college.



Sustainability:

- **ISU:** Workshops will be conducted with the university academic staff, the results of the piloting of instruments will be introduced, the possibilities of implementing tools will be discussed, the process of implementation of instruments will be supported, tools of formative assessment will be integrated into teaching courses for sustainability of the project at all stages of the project implementation. The training module "using formative assessment in higher education", will be developed. This training-module will be offered not only to ISU academic staff but for other universities in Georgia. We presented the project to the University Quality Assurance Office, Dean of the School of Arts and Sciences and the Faculty Development Group. They are aware of the necessity of implementing an formative assessment for the maximum development of each student and express their willingness for support. Also, the university has a development service, which is aimed for professional development of academic staff. The Management of Department of development office expresses the willingness to support in implementation of trainings. The center for lifelong education is part of the Center for Advancement of Teaching in our university and involved in the project. The main aim of this center is to take care of the professional development of academic staff. They are involved in implementation process, know the benefits of the results of the project and therefore, they will continue their supporting - they will help the team of ASSET project to make relevant training modules for using formative assessment correctly in higher education even after the ending of the project.
- **SJSU:** Different formative tools will be implemented in different disciplines throughout the university to sustain the project . University and Faculty Quality Management Service, Program Head and Subject Teacher are all considered key stakeholders who hold the resources to the project's future, they are well informed and taking part in the project. New tools of assessment will be implemented and offered to academic staff and teachers of the university in the above mentioned training center together with ETAG Akhaltsikhe (English teachers' Association of Georgia) as a routine practice after the lifespan of the project.



Sustainability:

- **SSU:** Strategy of sustainability of the ASSET will be guaranteed by: Creation of textbooks or reading materials about the modern assessment methods; A new teaching syllabus *Modern Methods of Assessment* was created for Teacher Preparation of primary level general education integrated Bachelor-Master's educational program; Trainings related to formative assessments that will continue after completion of the project; Publications about modern assessments tools and mechanisms; Mobile Learning Lab, the purchase of which is already planned within the ASSET project; Embedding of ASSET topics in the Bachelor and Master theses. ASSET team of SSU introduced project ideas and plans to the university key stakeholders: Rector, Head of the Quality Assurance Service, Head of Teaching Process Service, Head of financial department, head of audit service, administration of faculty of Education. The administration expressed full readiness and support in terms of project ideas and plans. The administration of the University and the Faculty of Education has approved project ideas and expressed readiness for its implementation. The curriculum development group has been established at the Faculty of Education. It discusses which assessment tool has to be implemented in Bachelor and Master Programs. ASSET project will be piloted at four faculties, but the results will be used for seven faculties of the university. The sustainability tool will be: textbook, trainings, conferences.
- **TSU :** TSU will sustain all the FA tools developed within the project by integrating them in courses, by trainings on the use of these tools that can be used not only in HEI, but in schools as well, as teacher-educators, knowledge and skills should be transferred to student teachers, who, in their turn will use them in their teaching practice. At the start of the project TSU introduced it to the Dean who will be continuously updated. The QA office will also be informed on the development of FA tools and collaborate regarding the planned joint workshops aimed at integrating CATs into courses. TSU don't have a Center for Advancement of Teaching, however, they have a Center of Life Long Learning (LLL). Once they developed the training course on applying new FA tools in Teaching innovative courses, they will have the center start a training course on "FA tools in new learning environment".

WP5 - Management



At the beginning of the project, the ASSET steering committee was created, composed of one representative from each partner HEI. The management plan, devised during the IL small team visit to GE at the beginning of the project, was approved. KCJV ensures the professional management and control of the proposed project finances, schedules, reports and audits, supported by GACE. ISU assists with financial and project management of all the GE HEIs and NGO. Based on ASSET management plan, ISU checks GE HEIs financial reports and documents and sends them to KCJV financial team for their review and further processing. KCJV set up very clear procedures for both project and financial management, including:

1. Sent to each partner a copy of the Guidelines for Financial Management and Use of the Grant and uploaded these materials to ASSET portal.
2. Uploaded all financial documents, annex forms and guidelines to the financial site of ASSET's portal (including guidelines and templates).
3. Utilizes ASSET's portal as the center of all financial and narrative reporting and documentation of WPs.
4. Aided by GACE, created easy to use templates that document events and activities in a uniform manner.
5. Provided templates for financial reporting that are in line with the required financial annex forms so that all information and activities are documented in the manner requested by the Agency.
6. At each international CM there are sessions for reviewing both financial as well as narrative reporting. In the CMs, the coordination meeting defined strategies for the implementation of the project including project activities such as dissemination plan, QA plan finances and the project schedule.
7. Financial reporting is required and reviewed every 6 months.
8. The external auditor, sub-contracted at the beginning of the project, regularly supports and guides the administrative activities throughout the whole eligibility period.
9. QA team's reports and external evaluator reports have been integrated into this report.
10. Two Field Monitoring meetings were held in IL and GE to ensure an optimal implementation of ASSET.
11. The only challenge that was encountered is that in Georgia, foreign grants are controlled by the Treasury which has very specific regulations relating to the releasing of these funds, especially in regard to purchases and the bidding regulation processes that it requires. This challenge is dealt with internally with the GE HEIs and the Treasury with coordinator occasionally writing specific letters to the accounting departments and Treasury when requested.
12. KCJV coordinator occasionally communicates with PO by emails to address unclear issues and for having pre-authorizations.
13. KCJV coordinator occasionally consults with E+ NO in IL and GE.
14. Communication between the managers and the coordinator was done via skype, face-to-face in project management meetings, WhatsApp, and emails.
15. Midterm Report submitted to the EACEA (ASSET members worked together on the report on google forms located in a special area on the portal)

Attach

Partnership Agreement(s)

available [HERE](#)

Type of Partnership agreement:

Bilateral

financial management:

- ✓ *Were there any problems with the transfer of funds? Are all financial matters transparent between the partners?*
 - No problems with the transfer of funds. The budget and its breakdown by partners were provided to the members.
- ✓ *Who keeps the supporting documents? How is finance reported to the coordinator?*
 - Financial reports are delivered every 6 months. All the supporting documents are uploaded to the portal. Each HEI coordinator + KCJV coordinator keep the supporting documents, those are also kept on the portal.
- ✓ *Were any changes made to the original equipment list to be purchased? Why? What kind of change? And was it notified to you PO (approved if necessary?)*
 - all changes were reported in advance and authorized by the PO [AVAILABLE HERE](#).
- ✓ *Was equipment purchased? If so, was it registered in your HEIs inventory? Was an E+ sticker placed? **See slide no. 8***
- ✓ *How do you ensure that all guidelines are respected? What are the working mechanisms with your Auditor?*
 - Preauthorization requests are made to the officer for EACH and EVERY change needed. The members are required to inform the coordinator on any change in this regard. The periodic reports allow monitoring the implementation of the guidelines.

Please indicate:

% of budget use so far
:90% of first
installment

Type of equipment
purchased so far:
laptops, simulation
labs, printers

- Computers & software
- SIMULATION LABS

How does the project address the Bologna Process?

Please describe how your project addresses and incorporates

✓ *Learning Outcomes and Student centered learning? ECTS?*

- ASSET recognize and the promote the use of learning outcomes, in line with the paradigm shift from the 'teacher-centred' (learning objectives) approach to the 'student-centred' (learning outcomes) approach, and respectively – from summative assessment to formative assessment (FA). CATs developed by ASSET will identify the learning outcomes and the criteria to achieving them and will provide the teachers with clear, detailed feedback tools. Student-centered learning and FA will be implemented in course design and delivery in a way that may affect the whole learning/teaching process. The programme country HEIs in ASSET will adapt the CATs to the needs IL and GE needs to multiply their effectiveness within different cultures. The cooperation with European partners is highly beneficial for partner countries towards this end.
- According to the Law of Georgia about Higher Education (Article 87, paragraph 8) The transition of credits to the European system in our country has been completed in 2009- the beginning of 2010 academic year. Georgian higher education institutions actually implemented the European credit accumulation system. Consequently, project ideas (formative assessment, new training course) are piloted according to this system (for example, teaching courses created by our team are measured and compatible with European ECTS, etc.). Until now summative assessment was mainly used in GE HEIs and less formative assessment. Based on the Bologna process, the formative assessment aims at developing a student's lifelong skills, self-assessment skills and readiness necessary for development. Thus, the project's compliance with the aims and tasks of the Bologna process.

Read all about it:

http://ec.europa.eu/education/policy/higher-education/bologna-process_en

Horizontal issues?

Refers to the extent to which the project is aligned with the EU policy objectives:

- ✓ *transparency and convergence tools developed in the context of the Bologna Process policies: ECTS, DS, study cycles, EQF, QA, etc.)*
- ✓ *gender equality, social inclusion, youth unemployment, sustainable development, etc.)*

Information is provided on the slide: “How does the project address the Bologna Process?”

Highlight Facts & Figures

What we want to share with you:

This is for our efforts to represent Israeli participation in E+ and disseminate your important outcomes.

- ✓ *Please indicate special/unique stories that can be shared as an added value of the project?*
- ✓ *Anything interesting you would like us to upload to our website for dissemination purposes? Materials have been uploaded.*

Relevant Links:

- Videos?
- Facts & Figures
- Other Outcomes?

WP5 - Management



- ✓ Describe the different managerial tools and bodies that were set in place
- ✓ Describe how decisions are made and problems are solved
- ✓ Describe the methods and frequency of communication – between the teams and with the coordinator.
- ✓ Is all information available and transparent to all partners?
- ✓ How was the Partnership Agreement agreed upon?
- ✓ What's the process of reporting to the coordinator?

To be attached

- Partnership Agreement(s)

Indicate the type of Partnership agreement:

- Bilateral
- Multilateral

Financial management:

- ✓ *Were there any problems with the transfer of funds?*
- ✓ *Who manages the funds within the individual partners?*
- ✓ *Are all financial matters transparent between the partners?*
- ✓ *Who keeps the supporting documents? How is finance reported to the coordinator?*
- ✓ *Were any changes made to the original equipment list to be purchased? Why? What kind of change? And was it notified to you PO (approved if necessary?)*
- ✓ *Was equipment purchased? If so, was it registered in your HEIs inventory? Was an E+ sticker placed?*
- ✓ *How do you ensure that all guidelines are respected? What are the working mechanisms with your Auditor?*

Please indicate:

% of the budget used so far?

Type of equipment purchased so far:

- Computers & software
- Audio-visual
- Lab materials
- Books/materials
- Other

How does the project address the Bologna Process?

Please describe how your project addresses and incorporates

- ✓ *Learning Outcomes?*
- ✓ *ECTS?*
- ✓ *Student centered learning?*

Read all about it:

http://ec.europa.eu/education/policy/higher-education/bologna-process_en

Horizontal issues?

- ✓ *Refers to the extent to which the project is aligned with the EU policy objectives:*
 - ✓ *transparency and convergence tools developed in the context of the Bologna Process policies: ECTS, DS, study cycles, EQF, QA, etc.)*
 - ✓ *gender equality, social inclusion, youth unemployment, sustainable development, etc.)*
- ✓ *Describe how recommendations made to your project in previous FMs and the intermediate report were addressed*

Highlight Facts & Figures

Information to be shared

This is for our efforts to represent Israeli participation in E+ and disseminate your important outcomes.

- ✓ *Please indicate special/unique stories that can be shared as an added value of the project?*
- ✓ *Anything interesting you would like us to upload to our website for dissemination purposes?*

Relevant Links:

- Videos?
- Facts & Figures
- Other Outcomes?