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Palestinian Faculty Development Program (PFDP)

**PFDP National Roundtable Seminars on Higher Education
In
Palestine**

**Principles and Methods of Evaluation
In
Higher Education**

Bethlehem
October 22 -23, 2011

PFDP National Roundtables on Higher Education in Palestine

Roundtable Two

Principles and Methods of Evaluation In Higher Education

October 22-23, 2011

Jacir Palace Intercontinental Hotel
Bethlehem

Background

Effective evaluation—in its many forms and for diverse purposes—is a fundamental component of a successful higher education system.

Every university in Palestine faces the challenge of demonstrating its quality and relevance to government, the private sector, international donors and to the public as a whole. It is clear that higher education has made great strides in recent years despite formidable challenges. And today all universities share a public commitment to *excellence*. But that commitment—to be more than rhetorical and to be credible—must involve candid and objective evaluation that leads to constant, demonstrable self-evaluation, reflection, and improvement. It also depends on the existence of appropriate, well-defined goals and benchmarks of quality for which the university can be publically accountable to its many constituencies.

Current and future leaders of Palestine's higher education sector have expressed a strong interest in reviewing basic principles and methods of evaluation, as well as examining current effective at other universities in the region as well as in other areas of the world. In response to these requests, PFDP's second National Roundtable will provide a forum for international and Palestinian experts and specialists to discuss the principles, methods, tools and approaches to various types of evaluation. The goals of the sessions are to:

- Introduce and review the current state of the field and of research in evaluation at a global level, with a particular emphasis on the monitoring of teaching effectiveness and learning outcomes
- Review international and Palestinian examples of good practice at the institutional, program and project levels
- Consider appropriate performance indicators for measuring effectiveness of individuals, academic units, and institutions
- Identify critical issues and priorities for enhancing evaluation at Palestine's universities
- Define policy recommendations or action steps necessary to improve evaluation throughout Palestine's higher education system.

An outstanding team of international and Palestinian experts will lead the sessions and invite active engagement of all participants. Discussions will include several examples of international and Palestinian best practices. The roundtable will conclude with an open discussion of critical issues and policy recommendations to strengthen the culture of quality assurance and evaluation in all facets of Palestine's higher education system.

Program

**Saturday, October 22, 2011
Jacir Palace Intercontinental Hotel
Diwan Ballroom**

**9:00 am -9:30 am
Introductions and Welcome**

**Dr. John W. Shumaker
Chief of Party, PFDP**

**Session 1
9:30 - 10:30 am**

Evaluation in Higher Education: an Overview of Principles and Practices

**Dr. Christopher Knapper
Professor Robert Cannon**

9:30 – 10:15 Presentation

10:15 – 10:30 Discussion

Palestinian universities strive to achieve high quality in their educational programs so as to equip their students with the knowledge and skills needed to become effective citizens in an increasingly challenging world. Achieving quality demands careful articulation and communication of program goals, thoughtful strategic planning, on-going evaluation of educational practices and outcomes, reflection on the results of evaluation, and the willingness to change in light of relevant evidence. This opening session will focus on different approaches to evaluation in higher education, with a particular emphasis on instructional practices and student learning outcomes. Topics include formative and summative evaluation of teaching, benchmarks and performance indicators, and methods of quality assurance, with examples from university systems worldwide.

**Break
10:30 – 10:50am**

Session 2
10:50 – 12:35pm

Evaluation and Quality Assurance: An Institutional Model

Dr. Allam Mousa
An-Najah University

Dr. Mousa will lead a discussion of evaluation and quality assessment at the university or institutional level. He will pose and discuss such questions as: Why do we need evaluation in higher education, what are some of the challenges and obstacles facing quality assurance initiatives in Palestinian universities and where should a university begin the process? He will then present one model of quality assurance and evaluation adopted by An-Najah University and cover aspects of academic and administrative evaluation. Throughout his presentation and discussion he will emphasize the need for universities and educational systems to adopt and embrace a *holistic and pervasive culture* of quality in all aspects of academic programs and administrative operations

10:50 – 11:30 Presentation & Questions

11:30 – 12:00 Work Groups

12:00 – 12:35 Reporting and Discussion

Lunch 12:35 – 1:35pm
Al-Baidar Restaurant

Session 3
1:35 – 3:20pm

Project Evaluation: A Project Model
Center for Excellence in Learning and Teaching
An-Najah National University

Dr. Abdel Karim Daragmeh
Director, Center for Excellence in Learning and Teaching

The session will focus on the evaluation effort at the Center of Excellence in Teaching and Learning (CELT). The discussions will focus mainly on the formative evaluation processes the center management has administered at the early stage of planning and implementation. It will then turn to the subsequent evaluation plans of the center's specific activities as it becomes fully operational. The participants will work in groups and discuss the type of information to be collected and the appropriate tool(s) to be used to evaluate the innovation grants component of the Center's work plan.

1:35 – 2:15 Presentation & Questions

2:15 – 2:45 Work Groups

2:45 – 3:20 Reporting and Discussion

Break
3:20 – 3:45pm

Session 4
3:45-4:30 pm

Perspectives on Evaluation, Accreditation and Quality Assurance

Dr. Mohammed M. Alsubu'
Director
Accreditation and Quality Assurance Commission
Ministry of Education and Higher Education

Followed by Open Discussion

Dinner
Jacir Palace InterContinental Hotel
Al-Baidar Restaurant
7:00 pm

Sunday, October 23, 2011
Jacir Palace Intercontinental Hotel
Diwan Ballroom

Session 5
9:30 am -12:00 pm

Monitoring and Evaluation (M&E) in Project Development and Design

Mr. Mazen Hashweh
Organizational and Human Resources Development Specialist
Ramallah

This session will provide participants with an understanding of M&E frameworks and of the inter-linkages and dependencies between planning, monitoring and evaluation. Participants will be provided with key competencies needed for setting up and using a monitoring and evaluation system for a project or a program. The session will clarify what monitoring and evaluation are, how to plan to do them, how to design a system that helps you monitor and an evaluation process that brings it all together usefully. Monitoring and evaluation revolves around information. The session will enable participants to be able to better select, gather, analyze, and use information that is important to projects and programs, and to take action on the basis of what they have learned.

9:30 – 10:15 Presentation & Questions
10:15 – 10:45 Work Groups
10:45 – 11:15 Break
11:15 – 12:00 Reporting and Discussion

Session 6
12:00 pm-1:00pm

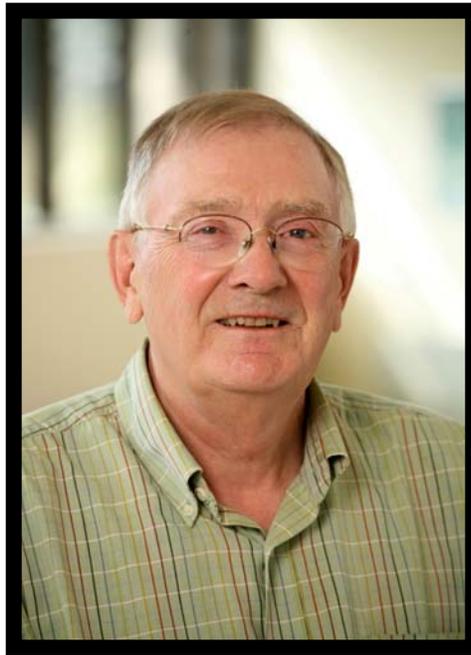
Discussion:
Conclusions, Critical issues and Policy Recommendations

Dr. John W. Shumaker, Presiding

Lunch
Al-Baidar Restaurant
1:00 – 1:45pm

Concluding Session
Roundtable Evaluation
1:45-2:15

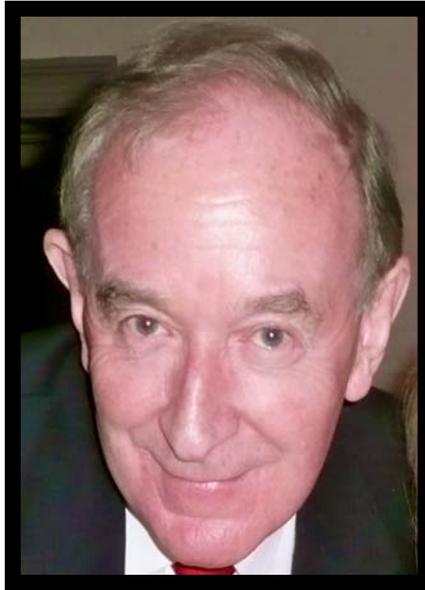
Adjourn
2:15 pm



Christopher Knapper

Christopher Knapper is Emeritus Professor of Psychology and Director Emeritus of the Centre for Teaching and Learning at Queen's University, Canada. He was born and educated in England and Canada, and has a B.A. from the University of Sheffield and a PhD in social psychology from the University of Saskatchewan. His early career was at the University of Regina, where he served as head of the Psychology Department for seven years. In 1992 he moved to the University of Waterloo, where he established the Teaching Resource Office and was also Director of Continuing Education. He later served as founding director of the Centre for Teaching and Learning, before retiring in 2002 to become an international consultant on teaching and learning in higher education.

He is a Fellow of the British Psychological Society, holder of national teaching awards in Canada and the USA, and was founding president of the Society for Teaching and Learning in Higher Education, which in 2002 created the Knapper Lifetime Achievement Award in his honor. He has written many books and articles, both in psychology and on teaching and learning in higher education, and served for eight years as co-editor of the *International Journal for Academic Development*. He was also one of the originators of the teaching portfolio concept for documenting teaching effectiveness. Christopher has been a professional educational developer for over 30 years and has worked with universities in North America, Europe, Asia, Australasia, and Africa.



Robert Cannon

Robert Cannon has 37 years of experience in university education development, including more than 25 years working in developing countries in Asia. He served as Director of the Advisory Centre for University Education at the University of Adelaide in South Australia from 1977 where he helped to establish nationally recognized approaches to the improvement of learning and teaching in a traditional and strongly research-oriented university. He also held shorter-term appointments at Pennsylvania State University, Waterloo and Queen's University in Canada and at the University of London.

As a professor at the University of Indonesia (1994-97), Robert designed and helped establish the first educational research and development centre in Indonesia. Robert also provided substantial assistance in advancing the quality of the Australian Development Scholarship program in Indonesia based on research he conducted on overseas-educated graduates. This work led to further scholarship design work for the Australian international aid agency, AusAID, in Mongolia and in the Philippines. Since 2002, he has been mainly engaged in large educational development projects in Indonesia as either a Team Leader or technical specialist, especially in evaluation.

Robert has a record of publication on educational development in books and academic journals. Two books on teaching in universities he has co-authored with David Newble are now both in their fourth editions: *A Handbook for Teachers in Universities and Colleges* and *A Handbook for Medical Teachers*. His current interests in educational development focus on understanding the processes of sustainable change in educational institutions.

Robert has been a member of the editorial board for the British journal, *Teaching in Higher Education*, since its inception in 1996 and is an active member of the Higher Education Research and Development Society of Australasia (HERDSA). With Christopher Knapper, this year he completed the third, revised edition of the HERDSA Guide, *Lecturing for Better Learning*.



Dr. Mohammed Alsubu'

Mohammed Alsubu' was born in Jenin, Palestine. He attended Jenin High School and received his university degrees; Bachelor & Master of *Science* in Chemistry at the University of Jordan, Amman, and PhD in Chemistry at the University of Florida, USA. Being a professor in Higher Education for over 30 years, Mohammed has published over 40 research papers and books in quality assurance of higher education and several disciplines.

In 2006, Dr. Alsubu' became the head of Accreditation & Quality Assurance Commission (AQAC) of the Ministry of Education & Higher Education. He has participated in a number of national and international conferences/ workshops in the field of education quality assurance, and he is a member of several national and international associations.



Dr. Allam Mousa

Dr. Allam Mousa is an Associate Professor in Electrical Engineering at An Najah University and Senior Member of IEEE. He is an author/ coauthor of dozens of papers published in international journals and conferences. He was the chairman of Electrical Engineering Department 2002-2009. Since 2009 Dr. Mousa is the Director of Quality Assurance Unit and also the President Assistant for Planning Development and Quality. He is a UNDP Specialist Reviewer for Engineering Curriculum (2008) and curricula consultant for several national and international universities. He has served as visiting professor/researcher at several international universities—particularly in Malaysia and France as academic reviewer and scientific researcher. Dr. Mousa is interested in applying international standards and excellence models to educational processes. He participated in several international and regional conferences and workshops on quality assurance, university governance and strategic planning. He has delivered several presentations on learning outcomes and the importance of a culture of quality at universities. He is a member of several national and international related committees like the steering and scientific committees of the International Arab Conference on Quality Assurance 2011, 2012. He is also one of the founding members of the Arab Committee for Quality Assurance in Higher Education initiated in Beirut 2011 and also a Consultant of the Asian Pacific Quality Network.



Dr. Abdel Kareem Daragmeh

Dr. Abdel Karim Daragmeh is Assistant Professor of English the Director of the PDPF/USAID-Funded Center for Excellence in Teaching and Learning (CELT) an An-najah University. Dr. Daragmeh has published articles on post-colonial and minority literature, translation between Arabic and English, and blended language teaching environments. Dr. Daragmeh's research interests are in African and Arab contemporary literatures, and translation studies. He has recently become active in the area of professional development of university faculty and professional development programs. In 2010 he was director of a PDPF cooperative project in teaching grant that focused on Improving Teaching and Learning of English Language using Technology. Several international and local university professors contributed to the project.



Mazen Hashweh

Mazen Hashweh is a regional expert in organizational and human resources development focusing on strategic planning, capacity building, program design, and monitoring and evaluation as well as on technical and vocational education and training. In recent years, Mazen has worked as Founding CEO and Senior Consultant of a training and consultancy firm, where he has performed a wide range of local and regional assignments for the European Commission, USAID, ETF, GTZ, KFW and others. Prior to the consulting work, Mazen held senior management positions at the Welfare Association, Save the Children, the Expert Team, and the YMCA. He recently produced a report for the Ministry of Education and Higher Education that ties together the various initiatives in the NGO and donor community associated with the National Teacher Education Strategy.

Mazen holds a MBA from the City University of London, a Higher Certificate and Diploma in Educational Administration and Educational Planning and Economics of Education from Bielefeld and Landau Universities in Germany, and a Bachelor degree in Mechanical Engineering from the University of Texas at Austin / USA. Mazen had a wide range of articles and books published in the area of organizational and human capacity development.