Fostering the Integration of Local & Non-local Students for the Enhancement of Internationalisation & Engagement with Mainland China

UGC Funding Scheme for Teaching & Learning Related Projects (2016-2019) Evaluating internationalisation projects: How to maximize and measure short-term impact and plan for long-term sustainability

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 Aim of project: The universities in Hong Kong face a unique set of circumstances regarding their relationships with Mainland China & other nations. Therefore a unique, adaptable inter-institutional framework should be developed to meet their needs.

• Objectives:

- To assess the **current situation & obstacles** of integration between local & non-local students within curricular & cocurricular practices – completed
- To develop & design an adaptable inter-institutional framework (which includes in-depth strategic combination of curricular & co-curricular practices);
- To deliver & promote the shared adaptable inter-institutional framework; &
- To build a **Virtual Resource Centre** which contains the process & outcome of the initiatives that will be used as a data base for sustainability of internationalisation activities.

What we'll do in this workshop

- 1. Discuss general principles of project evaluation
- 2. Focus on key elements of evaluation, applied to miniprojects
- 3. Begin work on impact evaluation plans for mini-projects

What does the term 'project evaluation' mean to you?

- Most commonly defined as a process for determining merit, worth, value, or significance
- No one size fits all
- A good evaluation considers
- 1. Use: methodologies designed to meet the future use and users of the evaluation results, and
- 2. Context: affordances& constraints

Why evaluate?

Two purposes

- To inform the continuing improvement of practice
- 2. To demonstrate effectiveness and provide accountability for the public funding of such projects.

But why do you want to evaluate your project?

Two questions

- How effective has this project been in achieving its desired educational outcomes, considering contextual affordances & constraints? (purpose 1 & 2)
- 2. What lessons have been learned from this project that can be used to assist ongoing improvement (purpose 1)



Formative evaluation fosters development and improvement throughout the life of the project

Summative evaluation assesses how well the results of the project meet the intended goals

What counts as evidence?

- Evaluation is not the same as identifying causality or finding a single truth
- Realities of teaching and learning are context-dependent and individually experienced – we cannot (in most circumstances) construct controlled experiments
- With well-designed evaluations, we can develop credible explanations for observed phenomena

Pragmatic approach to evaluation

Generally mixed-method or multi-method, using multiple sources to develop a wholistic picture





Writers are ... careful to distinguish 'multi-method studies' in which multiple types of qualitative or quantitative data are collected from 'mixed methods studies' that incorporate collecting both qualitative and quantitative data. (Creswell & Plano Clark, 2007, p. 273) A well designed evaluation will enable us to see the elephant



Using validated assessment tool?

- Do you have experience with institutional student surveys, or any other kind of survey of student perceptions?
- What are the pros and cons of these surveys?

Example – pros and cons of some intercultural learning surveys

Tool	Pro	Con	Considerations
Bennett et al – the Intercultural Development Inventory	Validated, very well cited; i-c as developmental; Stood 'test of time'	Cost, based on student perception	Measures i-c sensitivity Dev'd in US (but used in other contexts)
Lo et al, Global Citizenship Scale	Focus on actions and behaviour Free Developed in HK	Not validated (yet)	Measures global citizenship- broader/more complex concept
Ang et al , Cultural Intelligence Survey	Validated, free; well cited	based on student perception	Measures i-c 'intelligence' – newer concept; Dev'd in US (used elsewhere)

Definitions

Activities - the project's procedures and activities, e.g. planning sessions, individual and group tasks, analysis of data, project management

Outputs – the resources developed, workshops conducted

Outcomes – effects of the project on target groups; e.g., changes in knowledge, motivation and skill levels leading to enhanced integration of students



* Project **goals** are best framed as **outcomes**

By what criteria would you evaluate an **output**?

Example – an online co-curricular program to enhance students' learning and graduate outcomes from international experiences

Evaluation criteria: How **useful** is this program perceived to be by the stakeholders? How likely is it **to be consistently used** by stakeholders in the future?

Claim: This online program provides an engaging, sustainable evidence-based approach to intercultural, international learning for students undertaking international experiences with a focus on employability

Claim supported by

Formative – input from experts/literature; input and observation of use by representative sample of users

Summative - surveys of

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- Recent graduates who were interviewed for the project
- Students who were a) preparing to depart; b) were already abroad; c) who had recently returned home.
- Staff (professional and academic) who run mobility programs

Final results - 100% agreeing/ strongly agreeing to following statements;

- the website is visually appealing.
 - The website is easy to navigate.
- The learning activities and information will help me/my students unpack and apply my/their international experience.
 - I am likely to engage with the website once it is launched.
- am likely to recommend the website to others.

Activity 1 – output evaluation

In groups led by those in the mini-projects,

- In one sentence, write down one intended output and the claim that you would like to make about it; e.g., a resource to support multi-cultural groupwork
- Now, write a list of what evidence you need to support this claim and who/ what would best give you this evidence.
- Be prepared to share

How will you evaluate an outcome?

Claim - outcome Method, source of data, time of collection Pre-intervention – baseline data Students engage more successfully observation/reflection & analysis of projects done by pre-intervention cohort in multi-cultural (teachers) groupwork survey (incoming students) projects when **During intervention** they are taught observation/reflective journal (teachers) and supported to reflective journal, survey (as develop their formative/continuing assessment) capacity for Post intervention – comparison intercultural observation/reflection & analysis of communication projects done by post-intervention cohort (teachers)

- survey (students)
- focus group, or reflective journals (students)

Activity 2 – outcome evaluation

In groups led by those in the miniprojects,

In one sentence, write down one outcome that you want to be able to claim as an outcome of this project

- Eg., Teaching students how to work in multi-cultural groups and providing them with ongoing support enabled them to successfully complete a multi-cultural group project
- Now, write a list of what evidence you need to support this claim, who/ what would best give you this evidence, and when.
- Be prepared to share

Planning for impact and sustainability

- Impact = difference that a project makes in its sphere of influence, both during and after the funding period
- Often not observable or directly measurable within the timeframe of a single project
- Maximising impact requires planning

'Engaged dissemination' - critical for Impact

- Effective dissemination is the planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change
- Engaging with targeted potential adopters throughout the project invites their authentic interest and involvement
- To be most effective, engagement is planned for, and takes place throughout, the life of the project, not merely at the project's end.
- see D-Cubed Framework

Evaluation planning frameworkFormativeSummative

1. Are the activities & processes (including stakeholder engagement) appropriate to the achievement of the desired outcomes of this project?

How could they be improved?

2. How likely is it that the proposed data analysis will demonstrate quality of outputs and achievement of desired outcomes?

How could they be improved? 1. How well have the project aims been achieved?

2. What lessons have been learnt? EPF for the overall project: Fostering the Integration of Local & Non-local Students for the Enhancement of Internationalisation & Engagement with Mainland China

Add two important questions

Formative: How likely is it that this project will contribute to the overall project's intended outputs (Resource Centre, Framework and publications) and outcome (Integration of Local & Non-local Students for the Enhancement of Internationalisation & Engagement with Mainland China)?

Summative: How well has this project contributed to the overall project's intended outputs and outcome?

Activity 3

In project teams, begin to develop your evaluation plan.

If you are working on a mini-project, start with the first reflective question. Please consider the research findings (handout) as you think about this question

How likely is it that this project will contribute to the overall project's intended outputs (Resource Centre, Framework, Publications) and outcome (Integration of Local & Non-local Students for the Enhancement of Internationalisation & Engagement with Mainland China)?

If you have time, please move on to the formative sub-questions

Discussion

- Please share some of your work-inprogress on your evaluation plan
- Tell us what insights about evaluation you have gained which you have applied/will apply to your evaluation planning
- What questions remain?
- What will you do next?
- Note

Please bring your project plan and your work-in-progress evaluation plan to your individual team meetings this afternoon.

Finally...

'Getting published with data from your class'

- An introduction to publishing well designed, evidence-based teaching and learning projects
- Open workshop co-sponsored by HERDSA (Hong Kong)
- HKBU on 24th January: 12.45 2.15.
- Registration:
 - http://chtl.hkbu.edu.hk/regworkshop/logi n.php

Suggested resources & reading

- Chesterton, & Cummings, R. (2007). Project Evaluation Resource. Available at: https://ltr.edu.au/resources/Project_Evaluation_Resource.pdf
- Gannaway, D. & Hinton, T. (2009). D-Cubed: A review of dissemination strategies. Available at: <u>http://www.uq.edu.au/evaluationstedi/Dissemination/?q=dissemination/</u>
- Harvey, J. (1998). Evaluation Cookbook. Scottish Higher Education FundingCouncil. Available at: <u>http://www.icbl.hw.ac.uk/ltdi/cookbook/contents.html</u>
- Hinton, T. (2012).) The impact planning management and evaluation ladder (IMPEL). Australian Office of Learning & Teaching. Available at: <u>https://docs.education.gov.au/system/files/doc/other/impact_resources.</u> <u>pdf</u>
- Huber, E. (2017). Introducing a New Learning and Teaching Evaluation Planning Framework for Small Internally Funded Projects in Higher Education, Journal of University Teaching & Learning Practice, 14(1), 1-19. Available at: <u>http://ro.uow.edu.au/jutlp/vol14/iss1/9</u>
- Institute for teaching & Learning Innovation (ITaLI). (2016). ITaLI Evaluation Guide: A starting point to help plan an evaluation for a project. Available at: <u>https://itali.uq.edu.au/files/3361/Resources-Managing-teaching-andlearning-projects-ITALI-evaluation-guide.pdf</u>
- Office of Learning and Teaching (OLT). (--). A resource for embedding evaluation into OLT projects. Available at: <u>https://ltr.edu.au/resources/SP14_4197_Lynch_resource_2016.pdf</u>

Some validated assessment tools for assessing intercultural learning

- Hammer, M.R., Bennett, M.J., Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. International Journal of Intercultural Relations, 27 (4), pp.421-443. DOI: 10.1016/S0147-1767(03)00032-4
- Lo, K.W.K., Kwan, K.P., Ngai, G., & Chan, S.C.F. (2014). An initial exploration of the cross-cultural validity of the global citizenship scale in the Hong Kong setting. Proceedings of the 1st International Conference on Service-Learning, Nov 20-21, 2014, Hong Kong (USR-SL 2014).
- Ang, S, Van Dyne, L., Koh, C., Ng, K.Y., Templer, K.J., Tay, C., & Chandrasekar, N.A. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance. Journal of Management and Organization Review, 3(3), pp.335-371. DOI: 10.1111/j.1740-8784.2007.00082.x