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# THEQC's International Evaluator Training Program in the Midst of Pandemic

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## About THEQC

- The THEQC is a national body authorized to conduct institutional external evaluation and accreditation of HEIs and contributes to the establishment of internal and external QA systems in HEIs.
- The THEQC also monitors the accreditation activities of national and international accreditation agencies operating in Turkey and conducts the processes of authorization and recognition of agencies.



# The external evaluation & accreditation activities of THEQC

## Institutional External Evaluation Program (IEEP)

- Output is Institutional Feedback Report (IFR)

## Institutional Accreditation Program (IAP)

- Output is Institutional Accreditation Report (IAR)
- Accreditation grant 2-5 years

## Institutional Follow-Up Program

- Output is Institutional Follow-Up Report (IFuR)



# Evaluation Teams

- The evaluation teams are assigned by THEQC and composed of representatives of academics and administrative staff, and students.
- Since 2020, the evaluation teams also have an international evaluator as well.
- THEQC has an international evaluators' pool, including 66 candidate evaluators from 29 different countries by 2020.
- As planned, some of these evaluators have been assigned to the evaluation teams for institutional accreditation in 2021.



## International Evaluators' Trainings

- Due to the pandemic, THEQC provided online training for these candidate evaluators on 28-29 April 2021.
- During the training, THEQC utilised a teaching approach for attendees based on group learning, questioning and decision-making regarding the evaluation criteria of institutional accreditation processes.
- The relevant guidelines and documents of THEQC's procedures and information about the Turkish higher education system were delivered to attendees via e-mail before the training.



# International Evaluators' Trainings

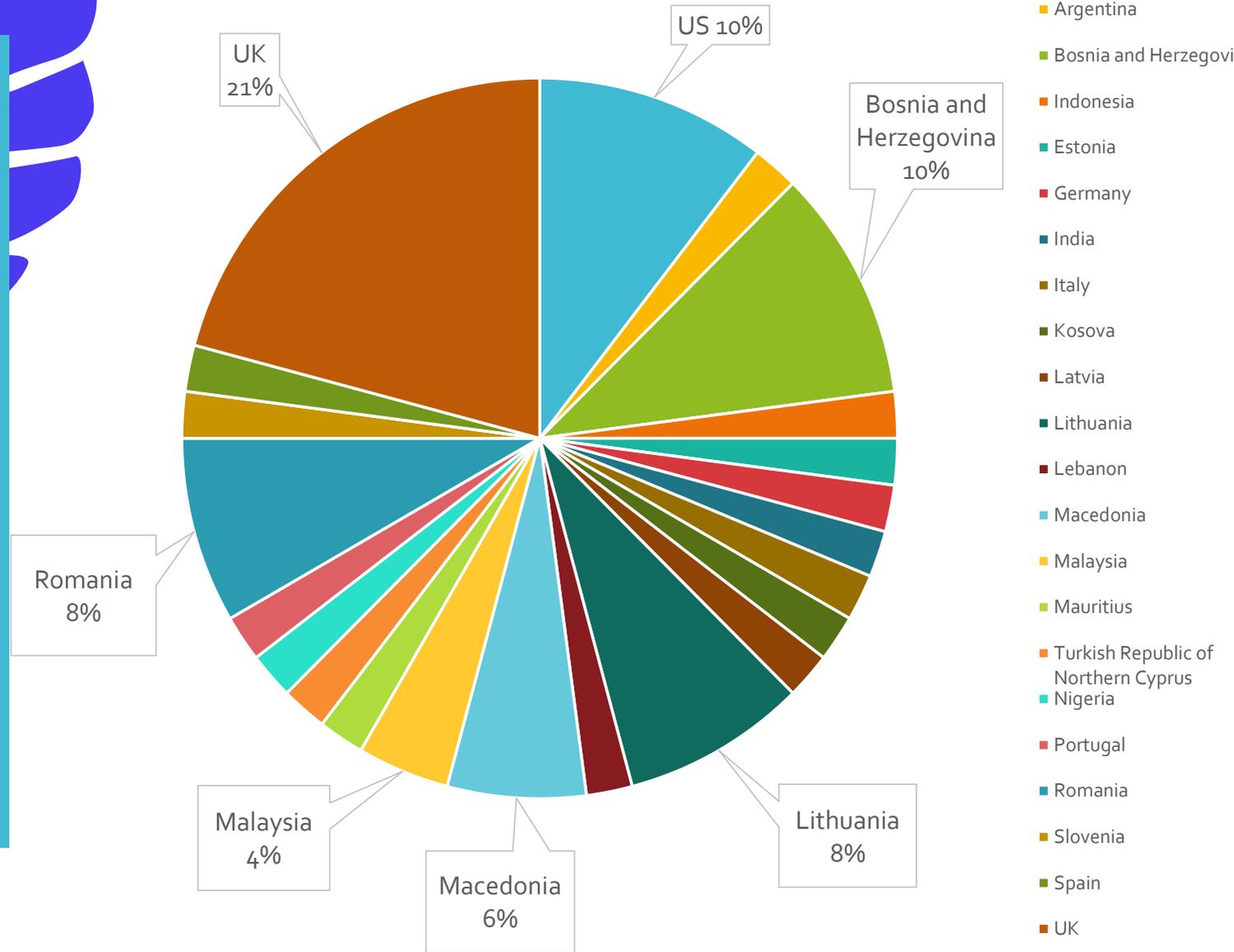
- The training model systematically addresses evaluator training with examinations on the following issues and their components:
  - Analysis (conditions, tasks, needs, expectations, technology),
  - Design (goal, target, strategy, interaction),
  - Development (environment, method, material, assessment tool, learning resources),
  - Formative evaluation (expert opinions),
  - Moderator (instructor) training,
  - Conformity review (with moderators),
  - Implementation,
  - Effectiveness and impact (success, satisfaction, long-term effects).
- The new dynamics of the pandemic period were reflected in this design model in the form of online training activities and, consequently, new components of the environment, method, and skills.



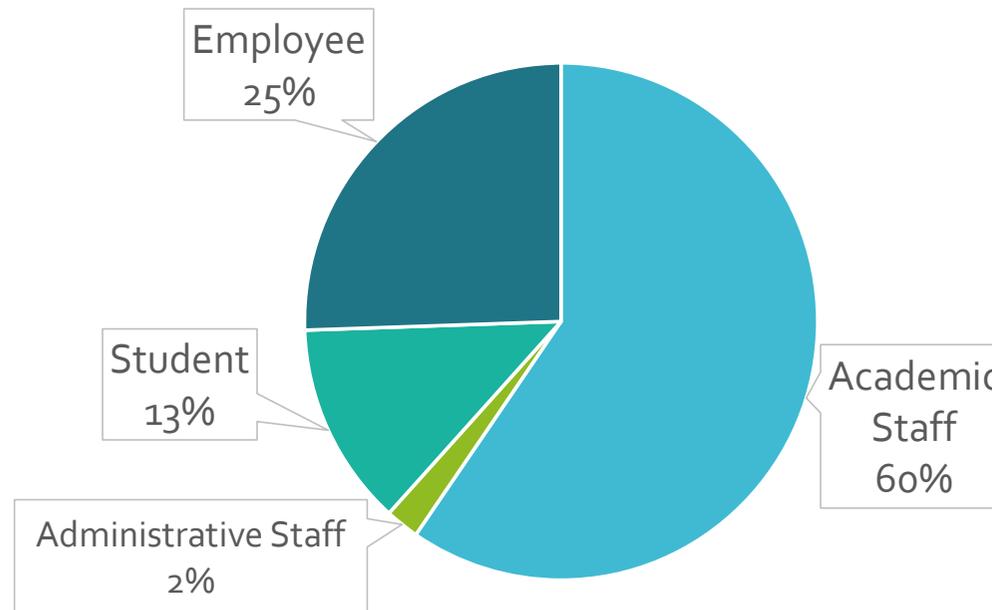
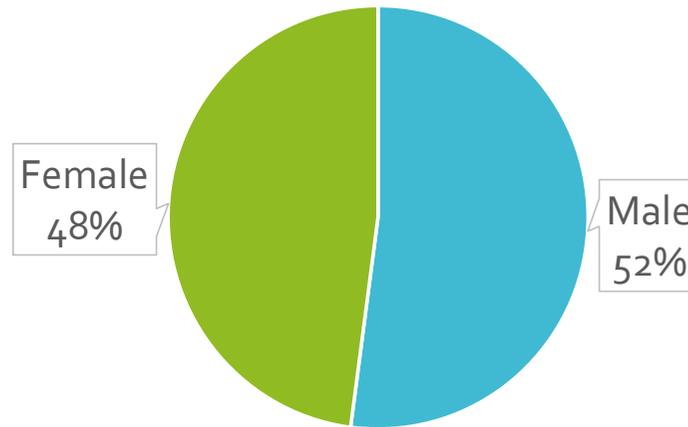
## International Evaluators' Trainings

- During the first part of the training, a Jig-saw activity was performed, in which participants practised peer-learning to reinforce THEQC's evaluation principles and procedures.
- The second part was composed of case study activities in which THEQC's rubric system was investigated throughout a series of fictional evaluation events.
- Both pre-test and post-test were given to the participants during the training to assess their relative level of knowledge about the efficacy of the training program.

# Participant profile



# Participant profile



# Findings from the training evaluation survey

Training Evaluation Survey Items	Average (out of 5)
Overall, I found the training beneficial.	4,78
I think the training has achieved its purpose and objectives.	4,60
The time allocated to the activities carried out within the scope of the training was sufficient.	4,26
I found the online platform suitable for the training.	4,68
The content of the training was sufficient.	4,46
The materials presented in the training were clear, understandable and sufficient.	4,46
I think that my knowledge about THEQC's evaluation processes was consolidated.	4,66



## Positive opinions of the participants regarding the training

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Opinions	#
Execution of the training program and the organization in accordance with its purpose. / Contribution to knowledge of candidate evaluators.	16
Well-planned training program content.	13
Enabling active participation with interactive group work / Being learner centered.	9
Support and effective communication of the staff in charge of the training.	7
Competence and effective communication of training moderators.	5
The training materials are useful and shared with the candidate evaluators before the program.	4

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## Suggestions regarding the training

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Opinions	#
The number of people in break-out rooms should be reduced.	3
Everyone should have a say.	2
What is expected of candidates at events should be more descriptive.	2
Training materials must be sent before.	2
More time should be devoted to sample Institutional Self-Evaluation Report analysis.	1
Examples of evidence should be presented in the sample Institutional Self-Evaluation Report	1
There should be more case studies.	1
Whenever possible there should be face-to-face training.	1
The timing of the training should be changed.	1
Mechanisms other than examinations should be included in education.	1
All participants in online training must use headphones.	1
The evaluation criteria should be examined in more depth.	1

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## Challenges of the online training

- THEQC has experienced some challenges either directly or indirectly relevant to the conditions of the pandemic.
  - (1) intensity in the translation of all materials and documents in English,
  - (2) organisation difficulty of the online training due to attendees participating from different time-zones,
  - (3) familiarisation of the attendees with the Turkish higher education system became more difficult due to the inadequacy of real-time and on-site observation,
  - (4) the delay in the integration of international evaluators with other evaluation team members,
  - (5) limited socialisation of the evaluators with THEQC colleagues.



# Advantages of the online training

- On the other hand, online training had some advantages as well.
  - (1) online training has the advantage of using the financial, human, and physical resources more effectively and efficiently,
  - (2) it becomes easy and rapid to assess the effectiveness of the training through online tests,
  - (3) digital tools and applications are easily integrated into the training materials so that various and proliferated teaching methods are applied.

Thank you...



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