British Council Ukraine

Teaching Excellence Programme Year 1 Report

March 2021

1. Executive Summary

Key findings on impact as a result of participation in the Teaching Excellence Programme (TEP):

96.7%
changed their
teaching practices

93.3%
introduced more
student activity

96.7%
reported enhanced
student experience

93.3%
changed formative
assessment practice

57.1%
shared with
colleagues within
their region

32%
have disseminated
practices with
colleagues nationally

+ All respondents (**100%**) reported raised awareness of approaches and resources for teaching and learning
+ All respondents (**100%**) increased understanding of effective online and face to face learning experiences
+ **96.7%** reported they had introduced changes to their teaching practices
+ **93.3%** have introduced more student activity into their online teaching. Examples included student use of digital tools, collaborative activities, creative tasks, gamification, exploiting zoom functionality
+ **96.7%** were using more digital tools (excluding video conferencing). Google tools e.g. Jamboards, Google docs/sheets, Padlet, Telegram, Kahoot plus many other tools many modelled in the TEP
+ **93.3%** have changed their formative assessment practices. (use of questions, informal feedback, self and peer assessment, plenary activities)
+ **80%** have changed their summative assessments of student learning (more varied assessment tasks, more effective feedback, more student oriented assessment tasks) Those who did not change practices point to regulatory constraints

+ **96.7%** of respondents gave evidence of the impact of changes on the student experience (increased student engagement, participation, motivation, improved behaviour)
+ **93.3%** intend to seek student views and act on their feedback to improve T&L or are already doing this
+ The TEP has enabled staff to increase collaborative relationships with colleagues within and across university sector in Ukraine, (working together on grant applications, joint projects, benchmarking)
+ **100%** have shared resources, teaching ideas and digital tools with colleagues in their university. A significant number had also shared with senior university staff, administrative staff, students and friends
+ Not only had **57.1%** shared with colleagues within the region but nearly a third (**32%**) had shared with colleagues at a national level. This dissemination was carried out through webinars, workshops, meetings, articles, social networks, conferences

[One participant had only taught one session since the start of the programme so was unable to comment on some questions relating to change to teaching practices.]

This data comes from the final survey which interrogated the impact of the TEP. 27 of the 30 respondents were TEP participants, representing a 90% return. The responses to the Impact questions can be found in **Appendix 3** of this report.

2. Acknowledgements

This programme was commissioned by the British Council in Ukraine. Special thanks go to the British Council staff, notably Lyudmila Tatsenko (Head of Education) and Yulia Sobol (Education Manager) who arranged and supported the efficient delivery of the Teaching Excellence Programme and the Centres of Excellence project in the challenging context of a global pandemic. Our thanks also go to Svitlana Kalashnikova, Director of the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine and her team of facilitators, who supported both projects with sector knowledge and experience, and enthusiasm for the work. We are also grateful to the Directorate of Professional Higher Education, Ministry of Education and Science of Ukraine, National Agency for Quality Assurance in Higher Education, and the participating universities for their support of this programme.

Authors:

Kathy Wright, SFHEA, Assistant Director, KID, Advance HE

Caroline Brennan, FHEA, Associate, Advance HE

Bianca Moone, Project Manager, International Team

Ian Hall, AFHEA, Head of Membership, International

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Background on the Project

Advance HE have worked with the British Council in Ukraine and its partners in Ukraine (the Institute of Higher Education, National Agency for Higher Education Quality Assurance, Ministry of Education and Science and higher education institutions) to develop a Teaching Excellence Programme.

The programme was developed following an audit of teaching conducted within Ukraine, a study visit by the group to the UK to meet with Advance HE and UK higher education institutions, and subsequent meetings and discussions between the project team. The Teaching Excellence Programme was designed to develop staff who can lead teaching development programmes in their own institutions and support the establishment of Centres of Excellence within institutions, to provide the structures for embedding teaching excellence.

The table below illustrates the collated priorities identified by survey respondents and interviewees from Ukraine in the audit report (August 2019). Both the original pre-pandemic and the revised programme incorporated these points into the programme design.

IT, including presentations, using VLE, open and distant learning, MOOCs, lecture-capture, gaming
New and innovative teaching methods (theory and practice), including student-centred and interactive approaches, group-work, using simulation and role play, peer learning, problem-based learning. This should be against the backdrop of context, legislation, ethics and international good practice.
Assessment practice, learning outcomes, portfolios, avoiding plagiarism,
Developing language skills
Theories of learning, student motivation, memory, facilitation skills, inclusivity, student as partners
Development and assessment of student graduate attributes, creativity, critical thinking
Teacher self-development, well-being, collaborative approaches, time management, mentoring, giving and receiving feedback
Teaching evaluation
Networking and working with employers
Lecture and presentation skills
Quality assurance and enhancement

Table 1: Suggestions for content for proposed Teaching Excellence Programme

This report relates to the delivery of the revised Teaching Excellence Programme, delivered by Kathy Wright and Caroline Brennan (Advance HE).

The Teaching Excellence Programme was designed as a tailored and compressed version of Advance HE's Certificate in Learning and Teaching in Higher Education (CLTHE) Programme, with Module 1 focusing on Learning and Teaching in Higher Education and

Module 2 concentrating on Leading Learning and Teaching. Both modules were planned to take place in Ukraine with remote inter-module sessions offered to introduce further content for participants and to encourage reflection on work to date. A post-module 2 session would also be offered online to discuss challenges, achievements and the next steps for participants. Module 1 was scheduled to be delivered in Ukraine between 17-20 March 2020 and Module 2, 9-12 June 2020.

However, due to the Covid-19 pandemic, it was necessary to postpone plans for in-country delivery until the borders opened up again. It became clear this was unlikely to happen in that academic year. With the move to remote delivery in Ukraine, it was evident that participants were particularly in need of support for online delivery and online assessment. Instead of delivering the initial programme as proposed in the contract, a radical redesign was undertaken by Advance HE after consultation with the British Council Ukraine. Having already recruited a full cohort of staff from 10 universities through competitive selection in readiness for the face to face delivery, the British Council requested that Advance HE design and deliver a 4 week TEP Introductory course for the online environment in place of the planned inter-module 1 and 2 webinars.

Kathy Wright (Assistant Director, Knowledge, Innovation and Delivery, Advance HE) and Caroline Brennan (Associate, Advance HE) worked closely with Lyudmila Tatsenko and Yulia Sobol of the British Council to re-purpose the original time allocated for the inter-module interventions into an Introduction to Online Teaching Excellence Programme (15 May, 19 May, 26 May, 2 June 2020). A team from the Institute of Higher Education of the NAES of Ukraine, led by Svitlana Kalashnikova, Director, were active facilitators throughout the programme, supporting Advance HE trainers with contextualisation and supporting the learning of participants. All sessions took place via Zoom from 14:45-16:00 (Kyiv time) with supporting resources posted on Advance HE's virtual learning environment, Brightspace.

Following further planning and discussions, Module 1 and Module 2 of the Teaching Excellence Programme were scheduled for online delivery:

- Module 1 (19, 20, 29, 30 October 2020): Delivering Learning and Teaching in Higher Education
- Module 2 (10, 11, 16, 17 December 2020): Leading Learning and Teaching in the Higher Education Context of Ukraine

3. The participants

Recruitment to the programme was organised by the British Council. The selection procedure proved very effective in recruiting a cohort of committed, professional and collaborative HE academics who sought to gain as much benefit from the programme as possible, in order to share it with colleagues within their institution and to inform their work on developing Centres of Excellence in Teaching and Learning.

Prior to the change from face-to-face to remote delivery, Advance HE had set up an online pre-course survey to provide background information about the participants. The pre-course survey was closed on 11 March after all participants had been recruited. Scrutiny of the 32 responses returned indicated that participants came from a wide range of disciplinary backgrounds, although the largest number were from Languages. There was also a range of teaching experience in the group, ranging from 2 to 5 years (1 respondent) to over 10 years' experience (24 respondents). 26 of the respondents had at least one teaching qualification. The descriptions of typical recent teaching sessions offered by respondents revealed a depth of knowledge of teaching and assessment methods. Responses also indicated that a range of assessment methods were being used. As the pre-course survey was designed and distributed prior to Covid-19, specific questions around online teaching were not asked, although some respondents did express a desire to develop skills in the application of technology, to inspire students, and to become more innovative in their teaching methods. Shortly before delivery of the Introduction to TEP, additional survey questions were issued to participants in order to ascertain their experience of online learning and the challenges they were facing in order to inform the sessions. This revealed that most participating universities had pivoted suddenly to online delivery and that participants were interested in finding out how they could teach more effectively using online platforms.

Looking at both sets of data, in terms of prior knowledge and experience, our conclusion was that this was a knowledgeable group of academics and that this information needed to be taken into account during final design and delivery.

4. Learning outcomes of the training

Introduction to Online Teaching Excellence Programme

The outline of this element of the Programme was:

> Week 1: Teaching and Learning
>
> Week 2: Assessment and Feedback to Learners
>
> Week 3: Planning for Learning and Teaching Online
>
> Week 4: Reflective Practice

The learning outcomes are described below.

Week 1 - At the end of completing the core activities for this participants should have:

1. Come together as a new community and felt part of the TEP
2. Explored some elements of online learning and become more confident with using webinar technology, some free apps and a VLE, where appropriate with students and in training staff in their institution
3. Reflected on the attributes of good teachers and successful teamwork
4. Understood the role of emotions in learning and identified how they might ensure a positive atmosphere in your classes
5. Identified and shared the personal motivations for engaging in this online course

Week 2 - At the end of completing the core activities for this participants should have:

1. Developed knowledge about options for assessment methods for online use
2. Understood how to apply this knowledge to ensure that online assessment and feedback retains a learning-based emphasis for all students
3. Reflected on options and strategies for feedback when working in an online only environment
4. Constructed new understandings about constraints and challenges to formative and summative assessment online and improved their ability to design/redesign courses from basic principles
5. Designed a survey tool which enables them to find out about their learners

Week 3 - At the end of completing the core activities for this participants should have:

1. Reflected on the similarities and differences between f2f and online delivery
2. Identified options and strategies for design for learning when working in an online only environment
3. Designed and delivered a short micro-teach session on zoom
4. Considered giving effective feedback and feedforward on colleagues' micro-teach sessions
5. Recognised student support, diversity and inclusion issues and responded appropriately

Week 4 - At the end of completing the core activities for this participants should have:

1. Planned and delivered an online block of learning to their peers
2. Used contemporary and high impact approaches to engage learners
3. Used technology in and out of the classroom to enhance student learning and develop their own and students' digital literacy
4. Reviewed and evaluated their current online teaching practice
5. Planned for the design of future learning activity

Teaching Excellence Programme

Programme Learning Outcomes

By the end of the programme, participants will be able to:

1. Engage in critical reflection of their own practice and that of their peers in the context of contemporary pedagogic practice
2. Draw on theories and concepts of learning and leadership to inform practice
3. Identify and apply a range of methods to enhance the teaching, learning and assessment practice and support and guidance for students in their home institution
4. Design and develop effective programmes, modules and teaching sessions as well as effective learning environments (both face to face and online)
5. Develop a range of assessment instruments to evidence student learning and enhance feedback to students within their university or faculty
6. Disseminate their learning and experience by training other staff in their own institutional setting
7. Evaluate the impact of changes to practice
8. Record their developing professional practice using the Impact Tracker document as a guide

Module 1 Online Intended learning outcomes* (ILOs)

At the end of completing the core activities for this participants should have developed the ability to:

1. Use contemporary, high impact approaches to engage learners; [PLO 1 & 3]
2. Use technology in and out of the classroom to enhance student learning and develop their own and students' digital literacies; [PLO 3 & 4]
3. Develop assessment instruments for and of learning and teaching [PLO 3 & 5]
4. Know how to influence and lead the practice of colleagues to enhance the experience of students; [PLO 6]
5. Evaluate and identify appropriate impact measures for initiatives and projects undertaken. [PLO 7]
6. Apply basic principles of curriculum design to modules and programmes [PLO 4]

*Module 1 ILOs cross referenced to Programme Learning Outcome

Teaching Excellence Programme

Module 2 Online Intended learning outcomes* (ILOs)

At the end of completing the core activities for this participants should have developed the ability to:

1. Design and assure modules that deliver an effective, internationalized, engaged student experience [PLO 3, PLO 4]
2. Plan a coherent, constructively aligned module and/or programme [PLO 3, PLO 4 & PLO 5]
3. Understand current and future issues for learning and teaching in higher education, including quality assurance and quality enhancement [PLO 1, PLO 3 & PLO 4]

4. Plan, deliver and evaluate an innovation in learning and teaching using a scholarly approach [PLO 1, PLO 2 & PLO 7]
5. Evaluate and share pedagogic practice, articulating your practice demonstrating pedagogical clarity and transferability [PLO 1, PLO 2, PLO 6, PLO 7]

5. Preparation

Before the Teaching Excellence Programme, Advance HE trainers made the following preparations:

1. Designed a Teaching Excellence Programme which drew extensively on the TEP Needs Analysis Report (August 2019)
2. Prepared a private area on Brightspace, Advance HE's virtual learning environment (VLE)
3. Wrote the Programme Handbook, Module Guides and associated programme documentation*
4. Prepared orientation activities
   - Read the relevant programme handbooks and complete any preparatory activities
   - Respond to the pre-course surveys
   - Log in to the Brightspace platform and undertake orientation tasks

*The design and some documentation had to be reviewed and rewritten in the light of the Covid 19 pandemic.

6. Design and Delivery

This section provides an overview of the design and delivery of the 3 interventions:

Introduction to Online Teaching Excellence Programme

Teaching Excellence Programme Module 1

Teaching Excellence Programme Module 2

At the time the programme was being re-designed, universities across much of the world had pivoted to online delivery. As a sector body, Advance HE developed a series of online events and resources through its 'Covid 19 series', a rapid generative project which published blogs of advice and guidance from different perspectives across the world, as well as hosting webinars, tackling many of the issues that surfaced during those difficult and challenging times. The themes were Equality, Diversity and Inclusion, Leadership and Management, Teaching and Learning, student success and governance.

We drew on this sector intelligence as well as our own knowledge and experiences of blended learning to design the Introduction to Teaching Excellence Programme (online). In this programme it was very important for trainers to model online the interactive and collaborative environment, usually experienced in face to face delivery, which is an essential component of all effective learning.

The 'base camp' platforms used were Brightspace for course materials and Zoom (video conferencing) for live sessions. Advance HE spent considerable time designing a simple folder structure in the Brightspace platform (See Image 1 below). VLEs are not immediately intuitive and need to be used regularly in order to become fully familiar. In the Module 1 and 2 TEP survey (appendix 2), 80% of respondents found it easy to navigate, with 20% that were slightly less positive. In the final evaluation survey, all agreed that the material posted was relevant and useful.
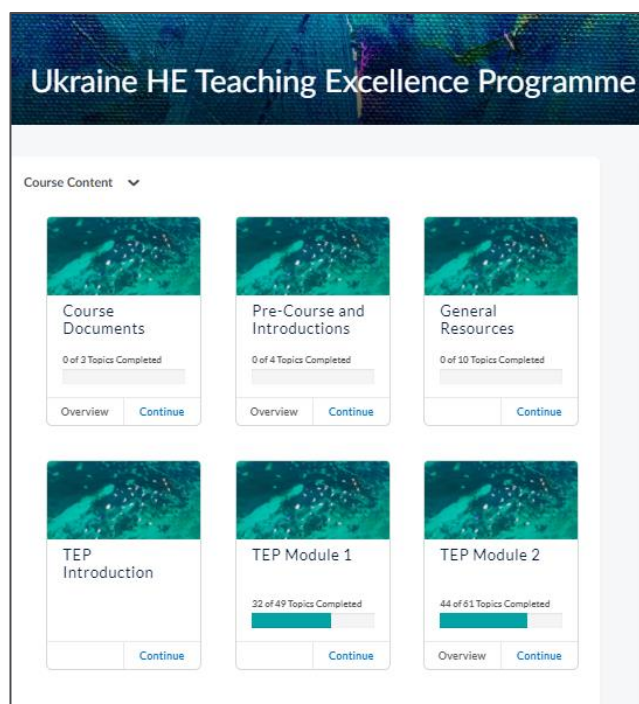
Image 1 Brightspace Landing page

In addition, we suggested the use of an instant messaging app for quick reminders and short questions. The British Council kindly set up an instant messaging group for everyone on Telegram, used by all during the course. This proved to be a valuable tool and during the Introduction to TEP a voluntary nightly text conversation between the groups took place led by the Higher Education Institute where there were lively and detailed discussions in Ukrainian. Participants were able to check their understanding of live sessions and of issues, such as assessment and feedback. Telegram is still providing an effective communication channel for participants to share learning and resources and giving further evidence of the development of an effective community of practice amongst the cohort.

As the year progressed, it was noted that face-to-face delivery of the programme would not be possible, therefore trainers redesigned the 2 TEP modules for online delivery too and posted documentation onto Brightspace (See Image 2 Module 1 Guide) with notification of new materials posted to the Telegram group.
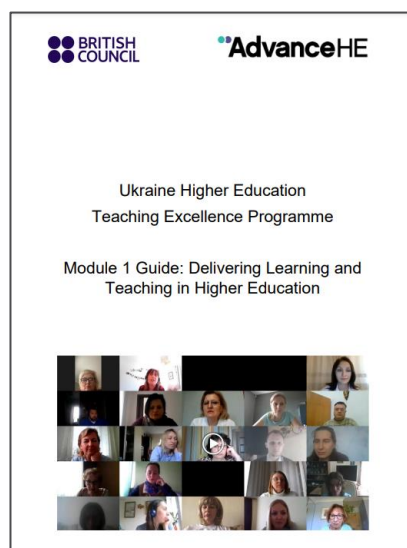
Image 2: Rewritten TEP Module 1 Guide available on Brightspace

From the start of our interventions we established a pattern of asynchronous preparatory or follow up tasks (these were stored in the Resources folder, see Image 3 below) and a scheduled synchronous, live session which was recorded for those unable to attend the entire webinar due to teaching commitments or if there were technical problems (e.g. wifi drop out). An additional benefit of recording was to support participant language proficiency.

All slide decks, recording and additional resources were uploaded to Brightspace in the Live Session folder (see Image 3 below) and are still available to participants beyond the formal end of the project but these digital artefacts do not portray the full nature of the lively interactions and practical activities which were part of the design and delivery and highly appreciated by participants. In addition to the free digital tools that were modelled, participants experienced synchronous and asynchronous, digital and analogue activities and were shown how to exploit the functionality of the video conferencing platforms more effectively in learning e.g. using chat box, breakout rooms, annotation tools, reaction buttons, 'Send file' etc.
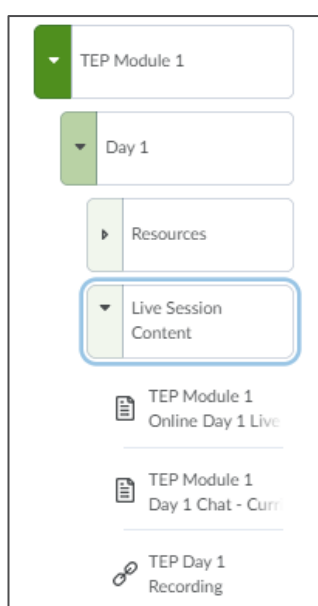

Image 3: Brightspace Filing system showing materials from a live session

Participants obviously found the re-modelled programme very informative due to the number of online teaching techniques introduced to them at a time of rapid change. The figure below shows the topics covered in the online programme:
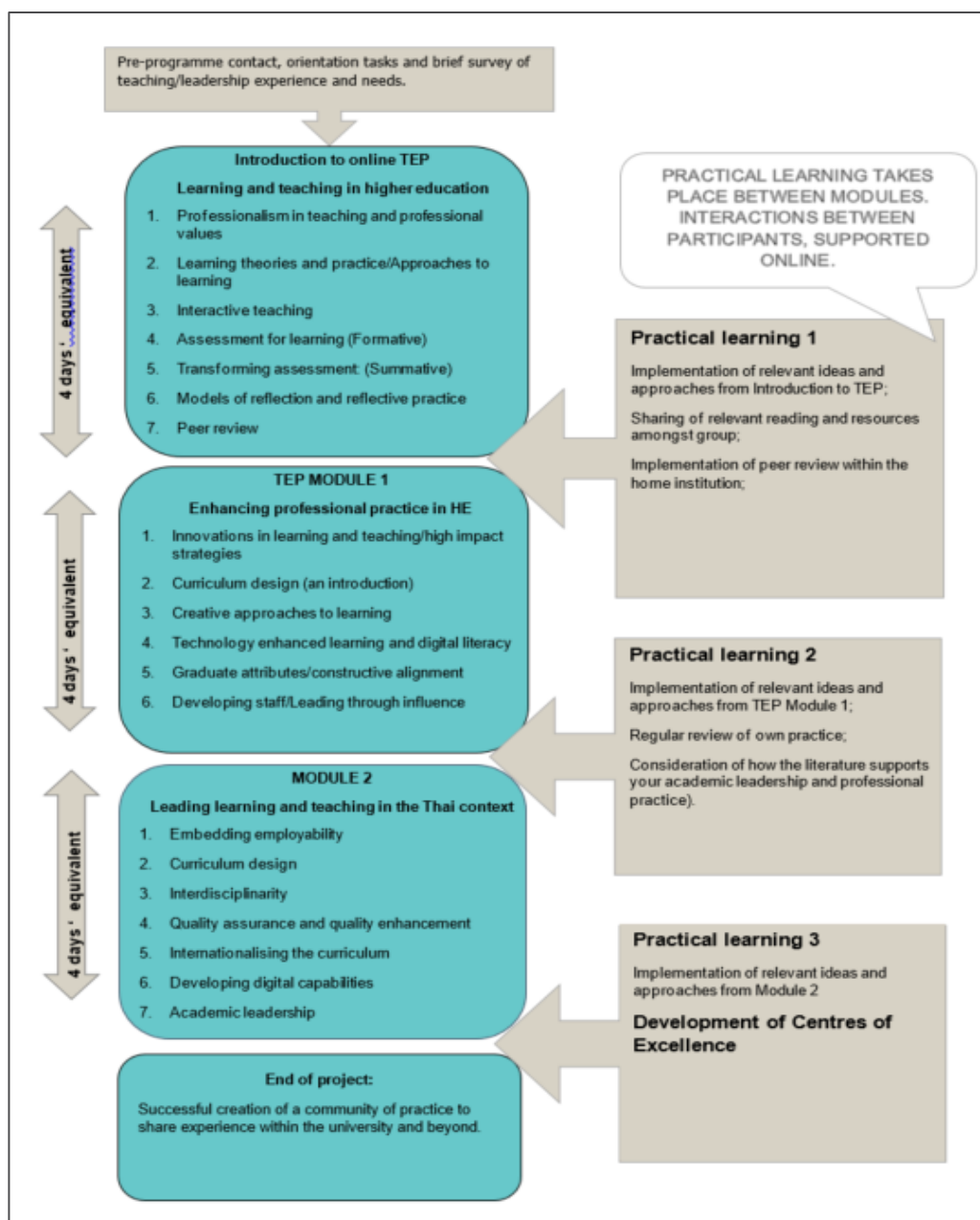

Image 4: Overview of content of revised TEP programme

Over the period of the 3 online interventions, the practice of the Advance HE trainers evolved significantly with weekly overview summary documents becoming fully developed daily workbooks with detailed activities, as it became apparent that most participants had been released from teaching commitments during the live sessions.

The Advance HE trainers took the design of the daily workbooks extremely seriously and were very conscious of the need to communicate clearly both in the language and design of the pages. Example screenshots of the final design of daily workbooks are shown in Images 5 and 6 below. A large number of screenshots were created to ensure clarity of instructions. All respondents agreed that the daily workbooks were clearly written and over 93% felt that the workbooks modelled ways in which they could work with their own students (Module 1 and 2 TEP survey, appendix 2).

Image 5: Cover and overview from daily workbook

Day 2 Activities

Please complete as many asynchronous activities as possible before the live session.

You can return to all the curriculum planning activities on Day 3 as you build and finalise your plan.

1. **Benefits and challenges of Interdisciplinarity**

   Listen to a short screencast (about 10 minutes) by Professor Catherine Lyall from University of Edinburgh who carried out a research project for the HEA (now Advance HE).

2. **Compare** traditional university designed in the table below and consider the challenges and benefits to working in each context. Discuss with your group:

   'University designed' problems vs real world problems

	Uni problems/case studies	Authentic wicked problems
Scope or parameters of the problem	Defined, given to the student, hypothetical or historical.	Not well defined, there is uncertainty and ambiguity.
Solution	One or more right solutions, known by the teacher (or determined by history).	No known or right solution (or the challenge is to find the solutions which are better or radically different from those in existence).
What the students are required to learn	Predetermined body of knowledge deemed relevant to the problem given by the teacher.	Emerging areas of enquiry, which may span different disciplines.
Skills that are fostered	Analytical skills, problem-solving skills.	Problem finding and problem framing skills, synthesis skills (to make sense of data), and creative skills to come up with new solutions.
Ownership of the process	Usually teacher driven.	Usually student driven.
Role of the teacher	Sage on the stage.	Guide on the side (or meddler in the middle).

   Use this thinking to help complete the table and the Venn diagram below.

3. **Read** and reflect on the feedback from the experiences of students from Hong Kong University who have had a Common Core Curriculum of interdisciplinary modules since 2010:

5

HKU Common Core curriculum from 2017-18

4. **Identify** challenges and mitigations of ID. What are the challenges of the design and delivery of interdisciplinary learning:

Challenge	Possible mitigation
Academics lack of confidence in the area of knowledge to be delivered	Work in teams with an 'expert'/team teaching

Image 6: Example of detailed activities from a workbook

An intentional part of the design, particularly of the live sessions, was to create supportive safe spaces where participants could experiment and make mistakes without fear of criticism. The feedback received throughout delivery demonstrated that we were successful in developing a collaborative, positive environment for learning. We set out to give enjoyable experiences which engaged participants simultaneously as learners and teachers. Participants recognised that a purposeful but relaxed tone had been cultivated and they valued the *"British colleagues' encouragement and support.'* (Appendix 1 Feedback Survey 1)

Some 'hands on' activities, such as building a newspaper tower, were not immediately replicable in participants' own practice but illustrated that a simple concrete activity can be used to explore difficult abstract concepts and achieve learning outcomes in any discipline. The paper towers were used to draw out discussions around assessment practices, criteria, grading moderation and feedback. As can be seen from Image 7 below, participants took all work extremely diligently.
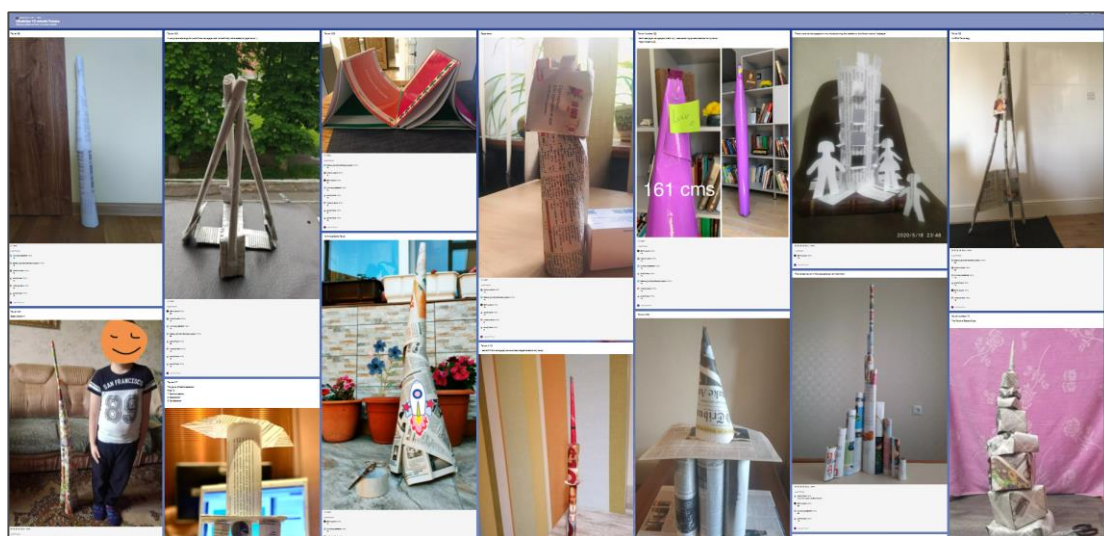

Image 7 Ukraine 10 minute towers on Padlet

All activities were intended to trigger thoughts and ideas in participants of how the concept could be transferred into individual practice. A participant stated that they were not given '*ready knowledge but food for thinking.*' (Feedback Survey 1).

> *It was great that organizers did not give us a ready knowledge about teaching, but food for thinking, many kinds of tools to choose the most appropriate ones for our educational environment. I was enjoying our activities and the best one was the microlearning session! It was a nice challenge for me that provoked me to rethink all my teaching practice. I want to do something similar at my university.*

From the introductory intervention through to Module 2, the focus of the programme was on the application of new approaches to practice, underpinned by relevant theory. The micro-teach session facilitated by colleagues from the Institute of Higher Education were

highly valued by the colleagues, despite some initial anxieties. The micro teach sessions were commonly mentioned in the open comments of the first feedback survey as being one of the most valuable features of the delivery. One participant commented that it had '*caused me to rethink all my teaching.*'

By using digital communication tools which are commonly used in the UK and Ukraine and introducing other freely available apps, participants were able to compile a toolkit of ideas from those demonstrated on this short programme. It was very pleasing to hear that all were disseminating the knowledge to colleagues in their home universities and also that over half the participants had disseminated ideas and tools from the TEP across the region with nearly a third also stating that they were disseminating nationally in Ukraine. (Appendix 3 Impact survey).

The final module was built around a practical challenge, the collaborative design of a completely new interdisciplinary module (TEP Module 2). This was the vehicle designed to bring together academics from different universities and different disciplines with a common goal. This activity modelled possible ways of working for the Centres of Excellence where participants would be working across disciplinary boundaries and would have to identify meaningful tasks to engage their own academic staff in training sessions. Throughout the module participants worked on practical curriculum planning with 'technical challenges' along the way e.g. internationalising the curriculum, developing employability and developing digital literacy. The design teams were coordinated by colleagues from the Institute of Higher Education and the outputs from this activity, shared on the final day in a Module Fair in front of students, demonstrated rigorous planning skills, creativity and a willingness to experiment. The attendance of and feedback from current students on the participant designed modules at the 'Module Fair' added value to the activity and, for some participants, started them thinking around engaging students through partnership.

The screenshot below shows participants interpreting the feedback from students about what they wanted to experience in a module.
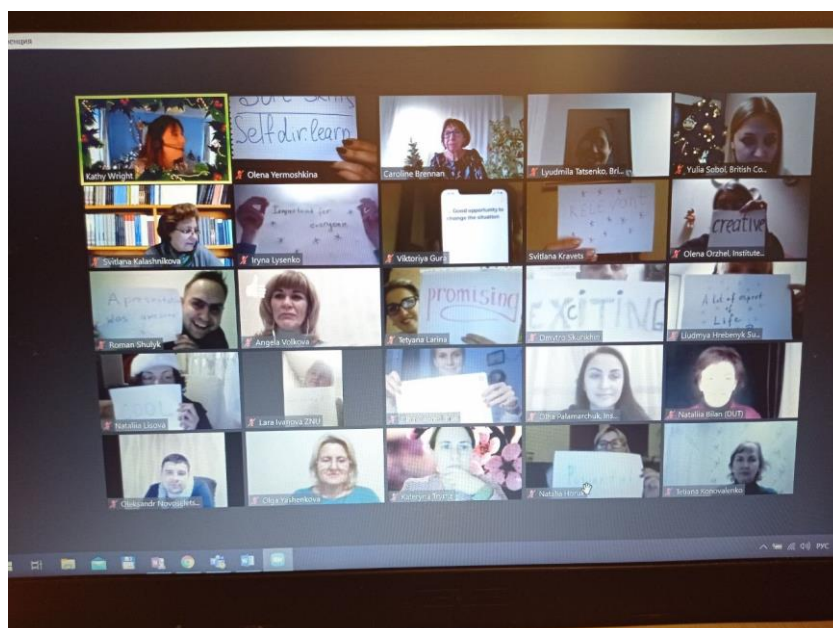

Image 8: Zoom screenshot from Day 4

The final day of the programme culminated in the dissemination of the ten ongoing projects developed and operationalised by each university team. The posters and

presentations shared with the rest of the cohort showed evidence of impactful work being carried out both within and beyond the individual institution. Many of the approaches shared in their posters drew on TEP content, tools and activities. The example poster below (Image 9) shows how staff within the university were encouraged to use more digital tools:
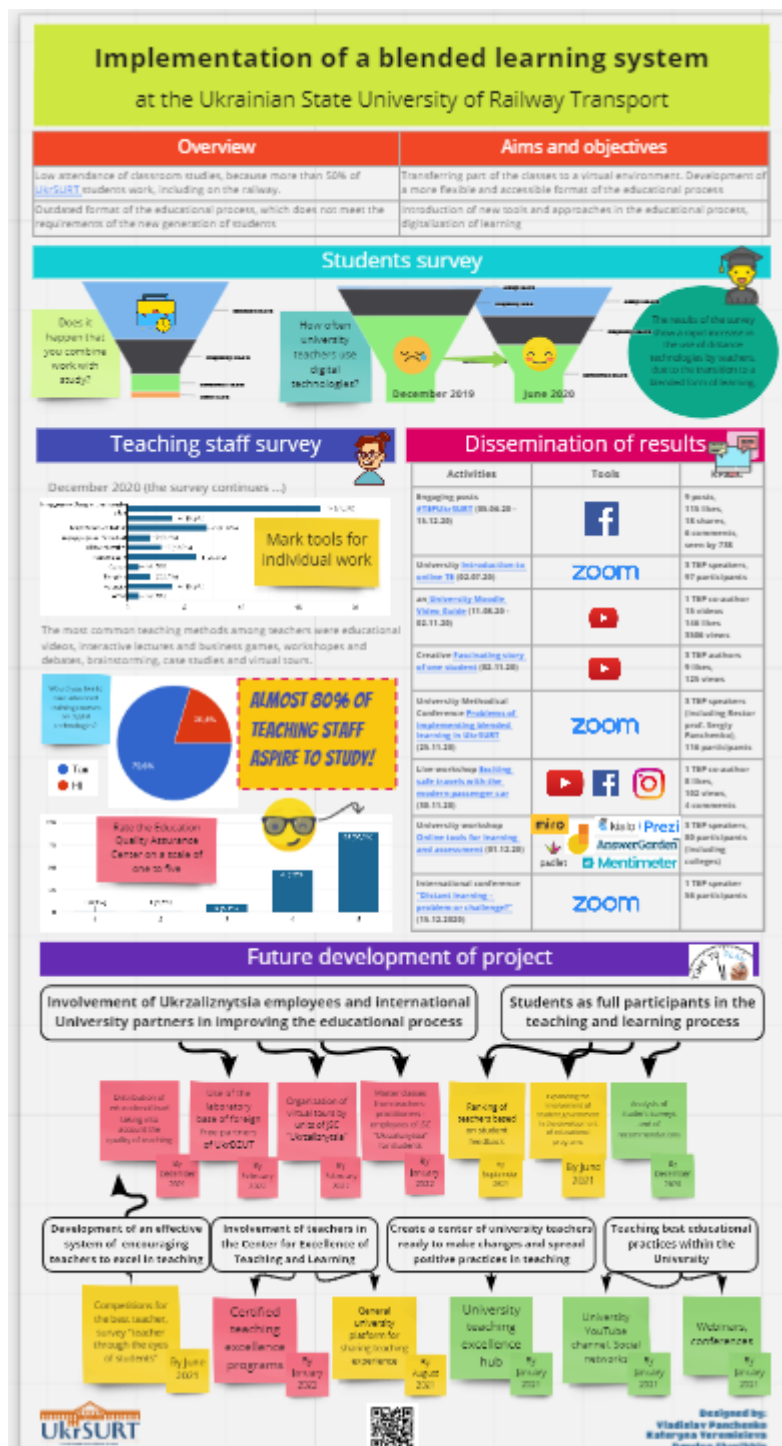

Image 9: Collaborative poster from Ukrainian State University of Railway Transport
https://miro.com/app/board/o9J_kgOIX5I=/

It was clear from the attendance, the level of engagement, the quality of discussion and additional follow up work undertaken on their own initiative, that this was an exceptionally committed cohort of participants.

7. Feedback Surveys

Following the online modules, post-workshop surveys were conducted by the British Council Ukraine and Advance HE.

For the **Introduction to Online Teaching Excellence Programme,** there were 24 respondents to the British Council's satisfaction survey and 6 participants completed the Advance HE survey which was circulated following the BC one. (See Appendix 1)

Analysis of the Feedback survey 1 results

In the larger survey **100%** Strongly Agreed or Agreed with the statements that the first intervention had met expectations and that it was high quality.

The design had to accommodate an urgent need for advice on assessment and feedback due to the time of delivery of this course i.e. shortly before the assessment period in Ukraine. In a normal pattern of delivery, we would have explored effective teaching and learning before focusing on assessment and feedback. This switch in the sequencing was the right decision because it met the immediate needs of this group of participants. Everybody benefitted from the experiences of those in the group who were already further ahead in their online assessment practices.

The feedback showed that the group particularly enjoyed the practical activities in the course as many participants and facilitators were already familiar with educational theories but valued the opportunity to see how these might play out in practice, in both face to face and online environments.

The timing of this intervention was extremely challenging for all concerned at the start of a pandemic which nobody had experience of – with both global and local consequences on all aspects of life – schools, universities, shops, social life and wellbeing. It is commendable that so many participants were able to dedicate time despite the pressures of conflicting priorities in their personal and professional lives.

The pressures of Covid continued throughout the period of TEP engagement however people became more accustomed to ways of working, managing their time and we were able, via the British Council, to give more advance notice and lead in time for the actual TEP modules.

Evidence that the participants appreciated the Introduction to TEP is demonstrated through the following 2 quotes:

"*The most valuable element of the programme for me was the progressive information and an accessible form of teaching new pedagogical approaches and techniques in the conditions of distance learning.*"

Another participant said the programme had inspired them to completely rethink their teaching practices: *"They introduced many kinds of tools giving us the ability to choose the most appropriate ones for our educational environment. I enjoyed our activities and the best one was the micro-teaching session! ……. I want to do something similar at my university."*

The comments were almost exclusively positive and it is clear from the feedback that the participants wanted more time for discussions and in breakout rooms. However, the agreement had provided for a one-hour webinar on the revised Introduction to TEP, which was extended by starting 15 minutes earlier and continuing beyond the hour to try and accommodate the needs of participants.

Teaching Excellence Programme Modules 1 and 2:

30 participants completed the survey.

Comments on Feedback and Impact Survey results

The survey served 2 purposes – a satisfaction survey on the taught modules but also an impact on practice survey. Both the feedback on the TEP modules and the impact of the programme on practice were very positive. There were high levels of satisfaction with the programme throughout.

Echoing the findings from first feedback survey, participants continued to report that they considered the TEP to be high quality, **100%** agreement with **63.3%** Strongly Agreeing with this statement.

All reported that they had gained new knowledge and skills from taking part in the TEP, despite concerns about being able to meet the workload demands of the modules. The final module being placed at the end of the academic year in Ukraine, placed heavy time pressures on busy participants were coping with many conflicting demands. This made the module stressful for some.

The survey confirmed that the platforms used (Zoom and Brightspace) were appropriate and there was strong support for having an instant messaging service such as Telegram in addition to more institutional platforms. Respondents shared the diverse ways in which they were gaining from the use of Telegram, appreciating the immediacy of the tool to stay in touch, share, ask urgent questions and get a response in their own language or in English.

In terms of interaction and participation, **96.7%** felt that these had been encouraged by Advance HE and **100%** stated that they had benefitted from discussions with colleagues. Over **93%** of respondents felt that we had achieved the correct balance between teacher talk and participant activity.

The coherence and content of the final TEP module gained praise from all respondents for its relevance and engagement of participants. A question about the most valuable elements of the TEP elicited a very wide range of responses from participants – almost everything we did in the course was appreciated by at least one respondent. To summarise one respondent stated that the TEP was a:

'Wonderful balance between theoretical input, reflection on it and getting hands-on experience of applying in certain activities, which were very

logical and carefully thought-of and planned by the course tutors. Also practicing usage of various online tools appeared very helpful.'

Impact of the TEP

The Executive Summary which started this report identifies many significant impacts of TEP.

Advance HE defines impact as the demonstrable contribution that it makes to the improvement of learning and teaching policy and practice in higher education.

Impact is about change. The impact assessment tries to establish whether an activity has made any difference, whether and to what extent a change has occurred.

In assessing the impact, we sought to provide that the TEP:

+ has influenced or been taken up and used by academics, and/
+ led to improvements in learning and teaching.

The following **generic levels of impact** measurement were used in our survey:

+ **Raised awareness** – has the TEP changed participants' conceptions/attitudes towards learning & teaching?
+ **Increased understanding** – has the TEP improved the knowledge or increased the skills of participants?
+ **Changed practice** – have the participants applied what they have learnt e.g. changed teaching and learning?

In assessing the impact of the TEP, this report attempts to establish the **scale** as well as the level of the impact and ascertain whether or not the intended change (or an unintended change) has occurred.

Our Impact Assessment Framework (AIF) seeks to map the scale of impact:

Scale of Impact	Raised awareness	Increased understanding	Changed practice/policy
Participant			
Staff within their organisation			
The HE sector			
No impact			

We can conclude this report by noting that the TEP has made a significant difference to practice especially at the individual level of practice. At the outset of this project we would not have anticipated or hoped for the level or the scale of change in practice that is evidenced in this feedback survey. In fact, we have been able to add an extra level of

reach – into the wider society in which the participants are embedded: their friends, students, schools, regions and national level impact.

Scale of Impact	Raised awareness	Increased understanding	Changed practices
Participant	Yes (100%)	Yes (100%)	Yes (96.7%*)
Staff within their organisation	Yes (100%)	Yes	Some evidence through poster presentations and survey.
The HE sector	Yes (57.1%)	Yes (57.1%)	Some evidence through poster presentations and survey.
Wider society	Some evidence (76.9%)	Some evidence (76.9%)	Some evidence through survey responses.
No impact	No	No	No

one participant could not report or comment on change as they had only taught one session throughout the period of the TEP.

The appetite for staff development in Ukrainian universities is clear from the evidence shared during the TEP itself and from this impact survey.

8. Centres of Excellence in Teaching and Learning (CETL)

The interventions for the CETL were originally planned as a face to face support programme with the following aim:

To encourage sustainable development for teaching and learning initiatives within Ukraine Higher Education institutions.

Overview

This programme provided support to establish Centres of Excellence in Teaching and Learning within Ukraine. The 10 participating institutions nominated staff to be developed as teacher trainers. Building on the successes of the Ukraine Higher Education Teaching Excellence Programme, this project moved on to embedding teaching development with support at institutional level.

Approach

Four days of synchronous and asynchronous training for Rectors and Vice Rectors, and participants from each institution in the Teaching Excellence Programme. The session would be run by an Advance HE Trainer or Consultant with experience of supporting and developing staff within the university sector, alongside the member of staff leading the Teaching Excellence Programme. The sessions would cover:

+ Approaches to developing teachers – showcase of UK and other international experience
+ Strategic approaches to teaching and learning

Due to the impact of the pandemic, this programme pivoted to 4 online support sessions which ran from on 18, 27, 30 November 2020 and 27 January 2021 and were delivered by Dr John Unsworth (Associate, Advance HE) and Caroline Brennan (Associate, Advance HE). The delay in delivering this element meant that some universities had already developed a top level strategy for teaching and learning for their institution, planned a schedule of activities, and – in some cases - had even started providing support to their staff. These strategies were based for the most part on a campus based delivery model and there was an immediate need to refocus the strategy to take account of hybrid and fully online practices.

A learning and teaching road map 3-year plan (2021 – 2024) was provided in the first session. It clearly defined the scope and themes for developing a strategy.
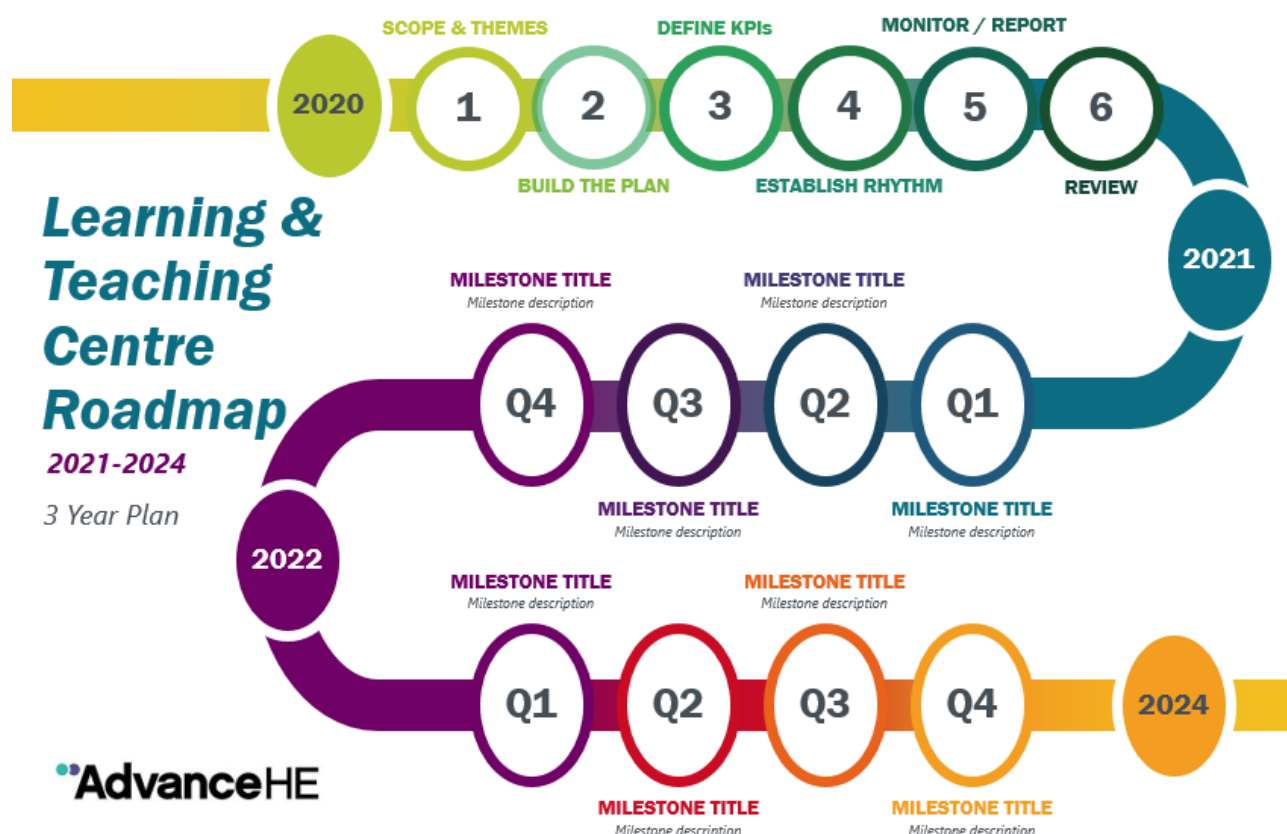
Image 10: Learning & Teaching Centre Roadmap 2021-2024

As this programme included senior staff with limited English language skills, Advance HE provided the teaching materials in advance so that the two interpreters were prepared for effective simultaneous translation. By the final session Advance HE was able to install and use the simultaneous translation channels in Zoom. This aided the pace of the session and is a feature we intend to use in future.

The university teams submitted their plan for comment and subsequently revised the strategy. This process resulted in more tightly focused plans.

As a result of the sessions, **91.7%** strongly agreed or agreed that the strategy and reporting templates provided were relevant and useful and **83.3%** changed the look and presentation of their strategy. **83.4%** added greater detail to their strategy as a result of attending the programme. **91.7%** believed that their strategy would be easier to implement and evaluate. **100%** reported that they had better spaced their activities over the time period and also developed more effective approaches to evaluation and their KPIs.

All institutions presented their strategy in the final session. The participants clearly appreciated seeing each other's strategy and receiving feedback. Dr Unsworth commented on every presentation after it was delivered. Although there was limited time for group discussions of every plan, the conversations continued outside the workshop.

The Centres of Excellence are currently being operationalised in all 10 universities and from our observations we are confident that participants have established strong foundations to take forward this initiative and all would be very likely or likely to recommend this programme to others.

10. Appendices

Following all the online interventions, post-delivery surveys were conducted by the British Council Ukraine and Advance HE.

Appendix 1 Summary of Feedback following Introduction to TEP

For the **Introduction to Online Teaching Excellence Programme,** there were 24 respondents to the British Council's satisfaction survey and 6 participants completed the Advance HE survey which was circulated after the BC one.

The overall data from the British Council satisfaction survey can be found below:

- 100% Agreed or Strong Agreed that the programme met their expectations
- 100% Agreed or Strong Agreed that overall the programme was high-quality
- 95.8% Agreed or Strong Agreed that they have acquired new knowledge and skills from taking part in this programme
- Elements from the programme that participates found most useful include:
    - *"New thoughts, new ideas, new technologies"*
    - *"Collaboration with trainers and trainees, discussions, polls, literature recommendations, and microteaching"*
    - *"British colleagues' encouragement and support, discussions in breakout rooms, micro teaching experience, materials provided on Brightspace"*
- Elements from the programme that participants found least valuable include:
    - *"Short time for team work"*
    - [Most commented that they could not answer this question as all was valuable]
- Suggestions as to how the programme could be improved in the future include:
    - *"More tasks for collaboration"*
    - *"Discussion of materials proposed for reading* [and] *maybe to send some literature to read in advance"*
    - *"Add more practical tasks"*
- Comments as to how participants are going to disseminate the new knowledge and skills among their colleagues:
    - *"Through seminars at my institution and practicing during course design and delivery"*
    - *"To apply in my classroom, update my courses, and share with colleagues from my university, maybe in a publication"*

Key findings from the Advance HE survey results are:

- 83.3% Agreed or Strongly Agreed that the 4 week programme was well-structured
- 100% Agreed or Strongly Agreed that the Weekly Overview Document was relevant and useful
- 100% Agreed or Strongly Agreed that they were able to manage the workload
- 100% Strong Agreed that the course delivery platforms (Brightspace, Zoom, Telegram) were appropriate

- 100% Agreed or Strongly Agreed that the pace of the webinars was appropriate
- 100% Agreed or Strongly Agreed that the material used was relevant and useful
- 100% Agreed or Strongly Agreed that the activities were engaging and relevant
- 100% Agreed or Strongly Agreed that both participation and interaction were encouraged by the facilitators
- 100% Agreed or Strongly Agreed that they benefited from discussions with colleagues
- 100% Agreed or Strongly Agreed that the materials and web links posted on Brightspace were useful
- Some comments what participants liked best about the programme include:
  - *"Friendly and collaborative atmosphere, experienced tutors, relevant information"*
  - *"Positive atmosphere and enthusiasm of lecturers! Thank you very much! You inspire me!"*
- Some comments what worked least well for participants include:
  - *"Lack of time to read all the materials"*
  - *"The short-time [*for] *group work in breakout rooms"*
- 66.7% said that as a result of attending the programme they were Very Likely to increase interaction in their online teaching
- 100% said that as a result of attending the programme they were Likely or Very Likely to try new approaches and strategies in their design and delivery of online learning
- 100% said that they would recommend this programme to colleagues
- Some comments that participates intend to change as a result of attending the programme include:
  - *"The style of classes and evaluation strategy"*
  - *"Planning for learning, tools for online-assessment and feedback"*
- 100% rated the programme overall Good or Very Good
- Some comments, suggestions, concerns etc. include:
  - "[Would suggest] *More time to group discussions"*
  - *"I received a lot of new materials and food for thought!"*
- 100% rated the quality of the teaching/facilitation Very Good
- Some comments, suggestions, concerns etc. include:
  - *"Facilitators provided us with important, reliable and valid information and tools in a highly professional and friendly way"*
  - *"A bit more time for group work and online discussions during webinars would have been very welcome"*
- Free resources which were highlighted as most useful included Zoom and Brightspace

Appendix 2 TEP Module 1 and 2 Feedback

Key findings from the survey results are:

Feedback on the TEP

- 100% Agreed or Strongly Agreed that TEP was high quality
- 100% Agreed or Strongly Agreed that they have gained new knowledge and skills from taking part in this programme
- 90% Agreed or Strongly Agreed that the programme was well structured
- 76.6% Agreed or Strongly Agreed that they were able to manage the workload

The Platforms

- 100% Agreed or Strongly Agreed that the platforms for the TEP (Brightspace/ Zoom /Telegram) were appropriate
- 100% Agreed or Strongly Agreed that Telegram was used to keep in touch with each other in between and during the modules
- 80% Agreed or Strongly Agreed that the folder system on Brightspace was easy to navigate
- 100% Agreed or Strongly Agreed that the material uploaded to Brightspace was relevant and useful
- Some comments about the contribution of communications via Telegram to the programme include:
  - "*Telegram helps us in sharing ideas, planning and keeping in touch 24/7*"
  - "*Timely, succinct, interactive*"
  - "*Telegram was useful for maintaining communication, creating a sense of belonging to the project, discussing difficult terms and concepts, exchange interesting resources*"

The Content and Activities

- 96.7% Agreed or Strongly Agreed that asynchronous (outside of live sessions) and synchronous (during live sessions) participation and interaction were encouraged by the Advance HE tutors
- 100% Agreed or Strongly Agreed that they have benefitted from the discussions with other participants
- 100% Agreed or Strongly Agreed that the workbooks for each day were clearly written
- 93.3% Agreed or Strongly Agreed that the workbooks that consisted of learning outcomes, overviews, web links and learning activities, modelled well how participants could work with their own learners
- 100% Agreed or Strongly Agreed that the Final Module activities built around developing a new interdisciplinary module (module planning with challenges, Module Fair, Poster presentations) were engaging and relevant
- 100% Agreed or Strongly Agreed that they enjoyed the live sessions (webinars)
- 93.3% Agreed or Strongly Agreed that the overall balance between teacher talk and participant activity in the live sessions (webinars) was about right for them
- Some comments about what elements of the TEP participants found most valuable include:

- o *"Progressive trainer experience and facilitator support. The modern approach to education in other universities of Ukraine"*
- o *"Wonderful balance between theoretical input, reflection on it and getting hands-on experience of applying in certain activities, which were very logical and carefully thought-of and planned by the course tutors. Also practicing usage of various online tools appeared very helpful"*
- o *"Working in small groups, especially working with people from different fields"*
- Some comments about what elements of the TEP participants found least valuable include:
  - o *"The richness of the program, which involved a significant amount of homework, did not allow for a deeper mastery of some of the proposed tools, approaches and methods"*
  - o *"The very tight schedule: a lot of information was given during one day. I understand the reasons why the TEP was organized this way but for me it was a challenge"*

Thinking about the programme as a whole

- 100% rated the programme overall Good or Very Good
- 100% rated the quality of the teaching and facilitation Good or Very Good
- Some comments, suggestions, concerns etc. include:
  - o *"The lack of time, especially at the end of the year/semester"*
  - o *"Sometimes modules were overloaded with information"*
  - o *"TEP was well structured, very useful and relevant especially in the "COVID time""*

Appendix 3 Impact data (Survey completed January 2021)

Teaching and Learning

- 100% said that their participation in the TEP raised their awareness of different approaches and resources for teaching and learning
- 100% said that their attendance at the TEP increase their understanding of what makes for effective online and face to face learning experiences
- 96.7% said that the TEP led them to introduce changes to their own teaching practices
- 93.3% said that their participation in the TEP led them to introduce more student activity into their online teaching
- Some comments and examples of changes made in participants teaching and learning include;
  - *"Gamification, AnswerGarden Jamboard, Kahoot. Padlet, Edpuzzle, Google Docs, Chat box"*
  - *"More student involvement, more interactives classes, more creative and problem-solving tasks"*
  - *"My teaching style has become more dialogic: I try to involve students in as much interaction and collaboration as possible"*
- 96.7% said that they have been using more digital tools (apart from video conferencing platforms such as zoom for live sessions) in their teaching since the TEP
- The most popular digital tools which participants have started using since the TEP include; Google jamboards (90%), Padlet (63.3%), Google docs/sheets (63.3%), Kahoot (63.3%) and Telegram (or other IM tool) (60%)

Assessment

- 93.3% said that their day to day assessment for learning practice changed as a result of the TEP
- Some comments as to how day to day assessment has changed include:
  - *"Use of self-assessment and peer assessment"*
  - *"Feedback from one session to inform the next session"*
  - *"Use of questions, use of plenaries"*
- 80% said that their summative assessment of student learning changed after the workshop
- Some comments as to how summative assessment has changed include:
  - *"More varied tasks"*
  - *"Self-assessment has been introduced, checklists for specific context are being created"*
  - *"More effective feedback"*
- Some comments as to why summative assessment has not changed include:
  - *"I have to authorize the change of summative assessment tools"*
  - *"The discipline regulations are announced at the beginning of the academic year, they do not change throughout the study of the subject"*

Impact on students' experiences

- Some comments about the impact of any changes made to teaching, learning and assessment practices on their students include:
    - *"The technical implementation of teaching has improved significantly thanks to the expansion of online tools"*
    - *"Students became more active and started to demonstrate their creative skills, critical thinking, better team-work. The rapport improved greatly"*
    - *"Students were excited about additional collaborative activities in online format of learning"*
    - *"The participation of my students in classes has definitely improved, they are longing for the every next lesson and take more active part in it than before. Their knowledge of the subject also improved greatly"*

Impact on others (other participants/wider university colleagues)

- 76.7% said the their participation in the TEP has enabled them to develop new relationships within the university sector in Ukraine
- Some examples of the relationship and collaborations that have developed include:
    - *I am going to invite some colleagues from other universities to deliver sessions to our students. We are going to share our teaching experience*
    - *Consultation with colleagues from other universities, joint work on the organization of the forum*
    - *As program participants we were able to create a community of progressive practice in university teaching, started new initiatives in our universities on teaching excellence with the support of administration and colleagues*
- 100% said that they shared teaching resources/ideas/digital tools with other colleagues in their university
- 80.8% said that they shared teaching resources/ideas/digital tools with leadership of their university e.g. Senior staff/Rector etc.)
- 74.1% said that they shared teaching resources/ideas/digital tools with administrative staff within their university
- 93.3% said that they shared teaching resources/ideas/digital tools with students
- 76.9% said that they shared teaching resources/ideas/digital tools with friends
- 57.1% said that they shared teaching resources/ideas/digital tools with colleagues from other institutions in their region
- 32% said that they shared teaching resources/ideas/digital tools with colleagues nationally
- Some comments on experience of sharing and how it was shared include:
    - *"I conducted a teacher training workshop, prepared a book chapter for publication to share my teaching experiences"*
    - *"I conducted 6 workshops for the Department staff and 2 at the University level"*
    - *"I shared cases and ideas from my practice and TEP programme experience in the social networks, webinars and conferences in my region and University"*
- 76.9% said that the people they shared their experiences with, changed their practice
- Some comments as to what they changed include:

- o *"The changes in classroom: new modes of interaction, technologies used in classroom, approaches to assessment"*
- o *"The colleague has got very proficient in utilising the Zoom possibilities to the full"*
- 83.3% said that there has been an increased interest in learning, teaching and assessment in their university
- Some comments as to the evidence to support this increased interest include:
  - o *"More online technical education courses for university teachers were planned, workshops were held to improve student assessment of teacher performance and academic integrity questionnaires"*
  - o *"More teachers started to use broader range of teaching and assessment methods"*
- 50% said that they have evidence of other changes such as changes in university policies and/or changes in procedures
- Some comments as to the evidence of other changes include:
  - o *We are going to create a teaching excellence center*
  - o *These changes can be seen in the university documents, e.g. recommendations as to the exam sessions, saying that the role of formative assessment may be increased and teachers may have more freedom and be more flexible*

Overall the results for the Teaching Excellence Programme were very positive with **96.7%** of participants being likely to recommend the programme to a colleague based upon their experience.

Appendix 4 Centres of Excellence feedback

12 participants competed the survey teaching a range of disciplines including; English, Business & Financial Management, Information Technology and History.

83.3% of responses were from a TEP participant from one of the 10 universities from Ukraine.

16.7% of responses were from a University senior manager who attended the Centres of Excellence workshops only.

Feedback on the Centres of Excellence Programme

- 100% Agreed or Strongly Agreed that the Centres of Excellence programme was high quality
- 100% Agreed or Strongly Agreed that they have gained new insight into developing their Centre of Excellence as a result of attending this programme
- 91.6% Agreed or Strongly Agreed that the programme was well structured
- 91.6% Agreed or Strongly Agreed that they were able to manager the workload

The Platforms

- 100% Agreed or Strongly Agreed that the platforms for the Centres of Excellence programme (Brightspace/ Zoom) were appropriate
- 75% Agreed or Strongly Agreed that the folder system on Brightspace was easy to navigate
- 100% Agreed or Strongly Agreed that the material uploaded to Brightspace was relevant and useful
- 91.6% Agreed or Strongly Agreed that the strategy and reporting templates provided were relevant and useful

The content and activities

- 100% Agreed or Strongly Agreed that they benefited from time to look at their strategy with colleagues from their own University
- 91.6% Agreed or Strongly Agreed that they enjoyed the live sessions (webinars)
- 91.6% Agreed or Strongly Agreed that the overall balance between teacher talk and participant activity in the live sessions (webinars) was about right for them
- Elements from the programme that participates found most useful include:
    - *"Interactive tools and presentations"*
    - *"Workshops and working in groups"*
    - *"Example of Universities' Strategies"*
- Elements from the programme that participates found least useful include:
    - NA – *"Everything was useful/great/valuable"*

Thinking about the programme as a whole

- 100% rated the programme overall Good or Very Good
- 100% rated the quality of the teaching and facilitation Good or Very Good
- Some comments, suggestions, concerns etc. include:

- o *"The programme is extremely relevant to modern educational demand"*
- o *"I think online session should be shorter"*
- 83.3% Agreed or Strongly Agreed that they have changed the look and presentation of their strategy
- 83.3% Agreed or Strongly Agreed that now their strategy has greater detail
- 91.6% Agreed or Strongly Agreed that their strategy will be easier to implement and evaluate
- 83.3% Agreed or Strongly Agreed that they have added additional elements
- 100% Agreed or Strongly Agreed that they have better spaced their activities over the time period
- 100% Agreed or Strongly Agreed that developing evaluation metrics and KPIs was helpful
- Some comments as to what additional elements participants have added to their strategy as a result of the workshops include:
  - o *"Evaluation metrics and KPIs"*
  - o *"Strategic aims and our activities"*
  - o *"Teachers award system"*

Overall the results were very positive with **all participants** being likely to recommend the programme to a colleague based upon their experience.

We are Advance HE, and we are dedicated to helping higher education shape its future. Providing insight so you can use the foresight. Creating the support so that you can succeed. Hosting the networks, so you can share best practice. Accrediting achievement so you can be recognised.