Introduction

TEMPUS
A program established in 1990 by the EU in order to encourage cooperation between institutions of higher education in the EU and partner countries.

DOIT
A program initiated in 2011 by Gordon Academic College, ISRAEL in order to develop an international model for curricular reform in multicultural education.

21 institutions of higher education in 7 countries:
Israel, Georgia, Germany, England, Austria, The Netherlands and Estonia.
- First year: was devoted to planning courses and student activities
- Second year: is devoted to piloting courses and student activities
- Third year: (2014-5): Dissemination, sustainability, assessment

The assessment model: six stages

Stage 1
(at the first consortium meeting): personal choice (expected and unexpected challenges)

Stage 2
the team members read relevant material

Stage 3
the assessment team presents the criteria according to which the curriculum will be assessed and asks for input

Stage 4
The assessment team assists the members who write the new curriculum with the rationale, educational outcomes, teaching units and assessment methods

Stage 5
(at the last consortium meeting) Assessment of the curriculum which was produced by the different teams

Stage 6
The assessment team looks for materials related to assessing the impact of the new curriculum.

Overview: a six step approach

Problem identification: Current situation + Ideal situation
Needs assessment of targeted population
Goals and specific measurable objectives
Evaluation and feedback: Individual & Program
Implementation
Educational strategies

Four dimensional model of multicultural initiatives in higher education

Garcia and al (2001)
- Pedagogy
- Content
- Faculty
- Students

Krishnamurthi (2003)
- Education and scholarship
- Access and success
- Campus climate and intergroup relations
- Institutional viability and vitality

Krisanamurthi (2003)
- Clarifies initiatives
- Determines impact
- Communicates benefits
- Addresses expectations
- Identifies opportunities for corrections/improvements
- Contributes to shaping institutional policies
- Justifies continued support
- Provides context for the initiatives
- Promotes accountability
- Results in documentation

Prideaux (2003)
- The planned curriculum
- The delivered curriculum
- The experienced curriculum

A case study of assessing an international initiative on curriculum reform
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Stage 1
The assessment team looks for materials related to assessing the impact of the new curriculum.

Stage 4
The assessment team assists the members who write the new curriculum with the rationale, educational outcomes, teaching units and assessment methods.

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(at the last consortium meeting) Assessment of the curriculum which was produced by the different teams.

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Preliminary results: positive aspects

- Most of the teams have finished creating the new courses (theory and activities). Some teams have created more material that was needed, one team is still in the final stages of building the course.
- Topics of courses: Children’s rights in and through education, Identity formation in an multicultural environment, Pedagogical approaches that promote inter cultural and ethnic understanding in the classroom, Understanding Israeli minority and ethnic groups, Multietnic and multicultural Georgia.
- More courses are taught than expected + in more institutions.

Preliminary results: Challenges

- There is a lack of coherence between the planning of the students’ activities and the actual implementation.
- “Weak links” must be replaced by other participants on a voluntary basis.
- Some courses are being taught without any follow up research that can show their impact.
- Two courses are being taught without taking full advantage of the materials that have been created by the teams – resistance to change.
- Defining the border between the goals of the assessment team and the quality assurance team in order to maintain collaboration.

Discussion and recommendations

- Multicultural initiatives become more prevalent in higher education institutions.
- The entire campus has to collaborate in order to successfully implement change.
- The leaders, the faculty, the staff and the students have to be involved in the process.
- The entire process should be evaluated from different points of view (students, faculty, etc.) and making use of different research methods (qualitative and quantitative).
- The assessment is a challenging task and therefore more people should be involved in the evaluation, and should be offered ownership in the process in order to minimize resistance to change.

Purpose of study

- To assess the implementation of the DOIT program after a year and a half (Sep 2012- Feb 2014).
- To assess the methods for checking the impact of the program on students.
- To make recommendations for the second half of the program (Feb 2014 – September 2015).

The present study

- Timing: After the first year and a half it was important to analyze the process in order to make decisions regarding the second part of the program.
- Participants: The group is highly heterogeneous. 60 people from 21 institutions, 7 countries, different fields, different types of institutions, different religions, different age groups, different points in their career.
- Procedure: This is a qualitative study based on interviews with members of the consortium, on observations of the activities of the teams and of the students as well as on the documents presented till now.
- Assessment procedures: Observations (of activities and team work) and questionnaires (pre ad post) have been submitted in some institutions but have not been analyzed yet.
- Dissemination: Participants have presented papers at conferences in Israel, Georgia, the UK and now also the US.
- Sustainability: Some of the courses are already being implemented and more will be implemented in the second semester and next year.
- Benefits: Some of the participants have created fruitful working relationship in terms of research as well as on the personal level.

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