

# A creative look at QA Process for PBL and International Courses

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**What is the key for  
academic education  
in 2024 ?**



# What does industry expects from our graduates?

- Agility
- Self learning
- Soft skills
- Adaptivity
- Leadership & Teamwork
- Contribution

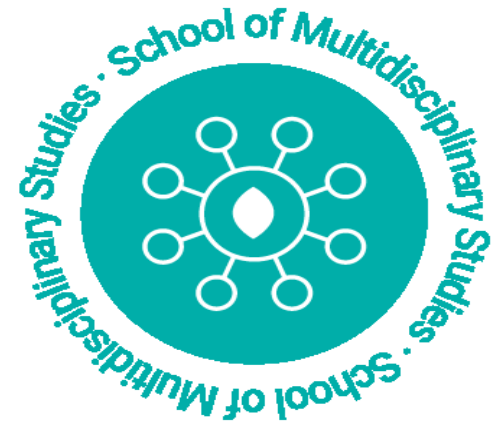




# Comfort



# Welcome to the School of Multidisciplinary Studies





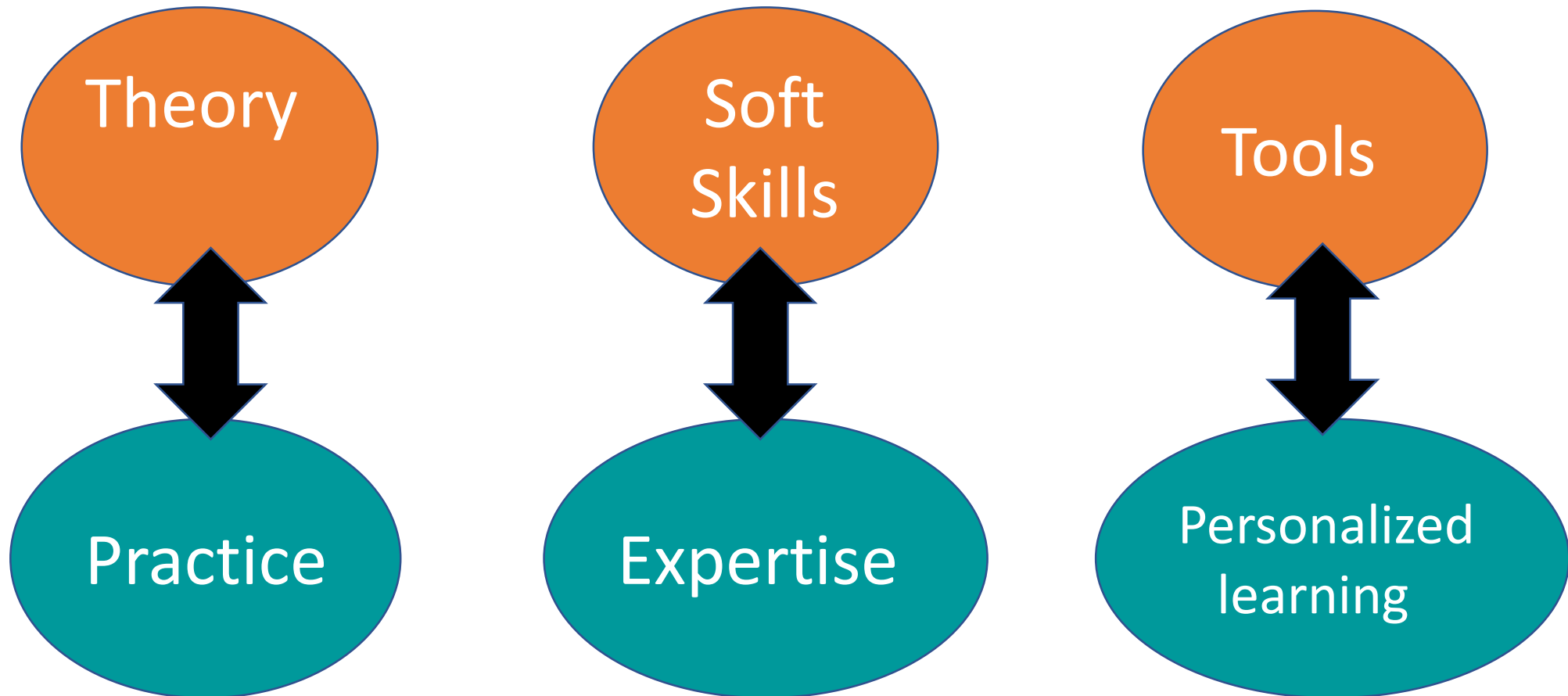
Multidisciplinary – a choice, diversity, new knowledge

Interdisciplinary – skills, tools, combined knowledge

Transdisciplinary – dialog, practice, creativity



# The MSD Paradigm



# Methodology and Outcomes

- PBL course, Workshop, Frontal course, Hybrid, A-synchronous
- Teaching method – one lecturer, tandem, self learning seminars
- Cooperation: Industry, international BIP, Virtual exchange
- Language of instruction: Hebrew, English, other...
- Evaluation: Exam, Project, paper, presentation
- Emphasis: AI tools, Soft skills, multidisciplinary,

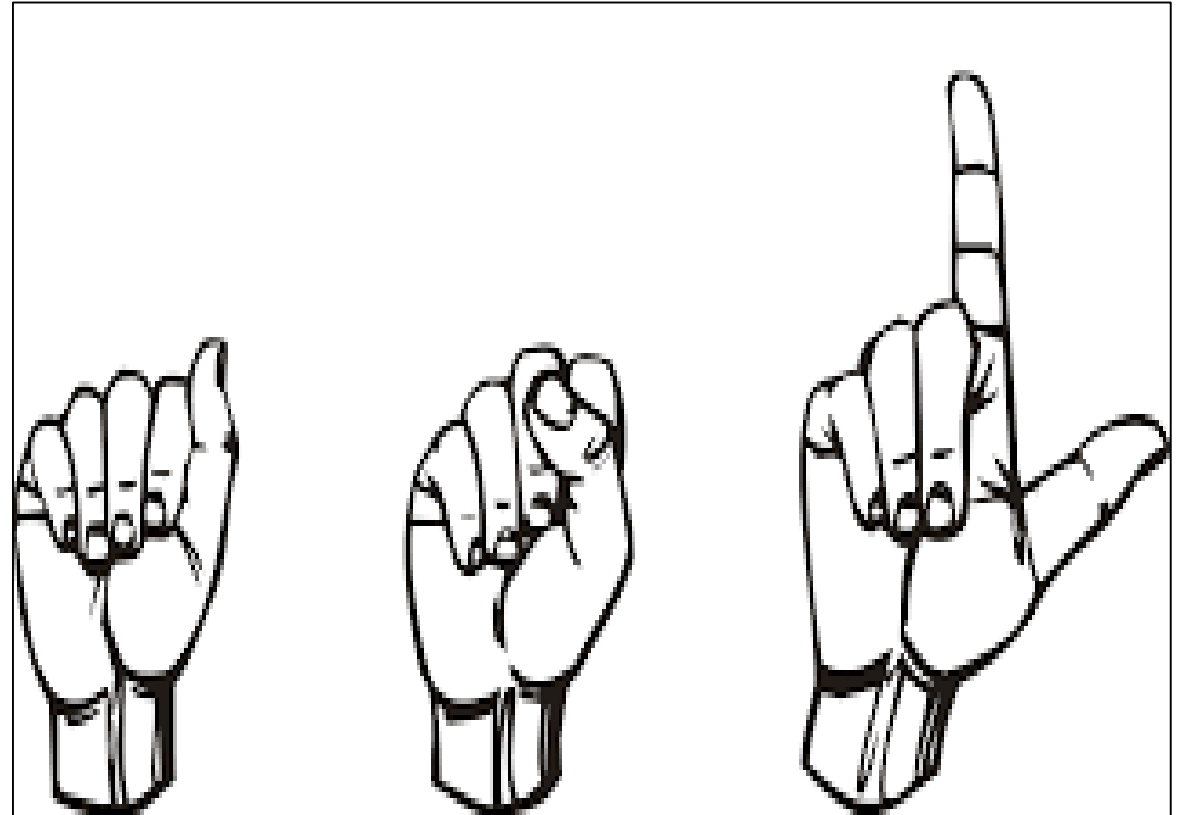
# Step 1 - Meeting Point

**Students**  
**Lecturers**



# Step 2- Developing MD Language

- ✓ Various points of view
- ✓ Professional Aspects
- ✓ Meeting point



# Step 3- new, combined and creative knowledge

**Biomimicry**

**Decision making**

**Bio-Ethics**

**History of science**

**Biometrics & Facial  
Recognition**

**Cyber**

**Technology and Marker forces**

**English Skills for scientists**

**Wearable computing**

**Freedom Fighters**

**Innovation & new media**

**Making Sense of complexity**

**Political Campaigning**

# Step 4: Teamwork

- ✓ PBL
- ✓ Multidisciplinary teams
- ✓ Critical thinking & debate
- ✓ Industry challenges





<https://youtu.be/RM9ql54eqhc?feature=shared>

**What is the advantage of Teaching together ?**

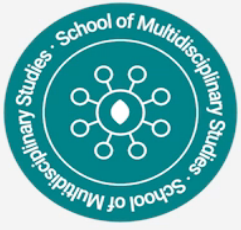


# Step 5: International Activities

- ✓ Set of online courses in English
- ✓ Cooperation for grants, research, and workshops
- ✓ Erasmus mobility, blended, mundus
- ✓ Publications of articles, scientific work and academic reports



<https://youtu.be/38w1Ch-5u6s?feature=shared>



# Step 6: Facing the Challenges

- ✓ Creating a multidisciplinary Language
- ✓ Enabling creative & design thinking
- ✓ Project practice & teamwork
- ✓ Lecturing in tandem
- ✓ Hybrid & digital unites
- ✓ Quality Assessment
- ✓ Cooperation – inside & outside







# BIP course Fall Semester 2024

Blended Intensive Program course (Erasmus)

AI/IOT, Sustainability and Industry challenge

8-13 October – Kickoff week | 15 Oct-15 Dec Online sessions

Participating Universities:

Thomas More University, **Belgium**

Polytechnic Institute of Beja, **Portugal**

TH Köln – University of Applied Sciences, **Germany**

HIT – Holon Institute of Technology, **Israel**

**Technology**  
**Arts Sciences**  
**TH Köln**



# BIP course Spring 2024

## Inclusive Internationalization

Interdisciplinary, international teams will work on various projects towards solutions for the transition towards a sustainable living environment and a resilient city.

Kickoff week: 19-23 February 2024 at AP University, Antwerp

Participating Universities:

AP University, **Belgium**

InHolland University, **Netherlands**

TU Dortmund University, **Germany**

HIT – Holon Institute of Technology, **Israel**



**Summer School - Thomas More University, Belgium, Sep 2024**

**Students from around the world and from different fields of study work together in workshops, lectures and guidance in working in teams on a multidisciplinary project, in collaboration with a large commercial organizations in Belgium.**



# Summer Semester Activities 2024

## When Technology Meets Market Forces Workshop

**21-25 July, 2024 · 09:00-14:00 CET  
(10:00-15:00 Israel Time)**

Erasmus Students are welcome to  
come and participate

**English course by a guest lecturer at HIT  
Hybrid Imagination in Technological Innovation and Assessment**

**The course in PBL format -for 5 days in the dle of the summer  
semester, and will be taught by Dr. Lars Butin from Aalborg  
University, Denmark.**

**The course was funded by the Research and International  
Authority.**

**25 students are registered**

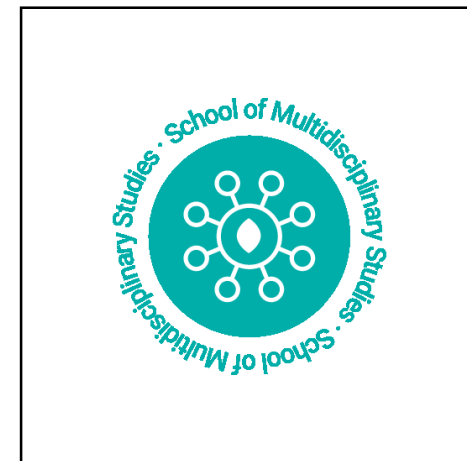


**AALBORG UNIVERSITY  
DENMARK**



# Quality Assessment

with Dr. Limor Saar-Inbar



# Motivation & Rationale of the Model

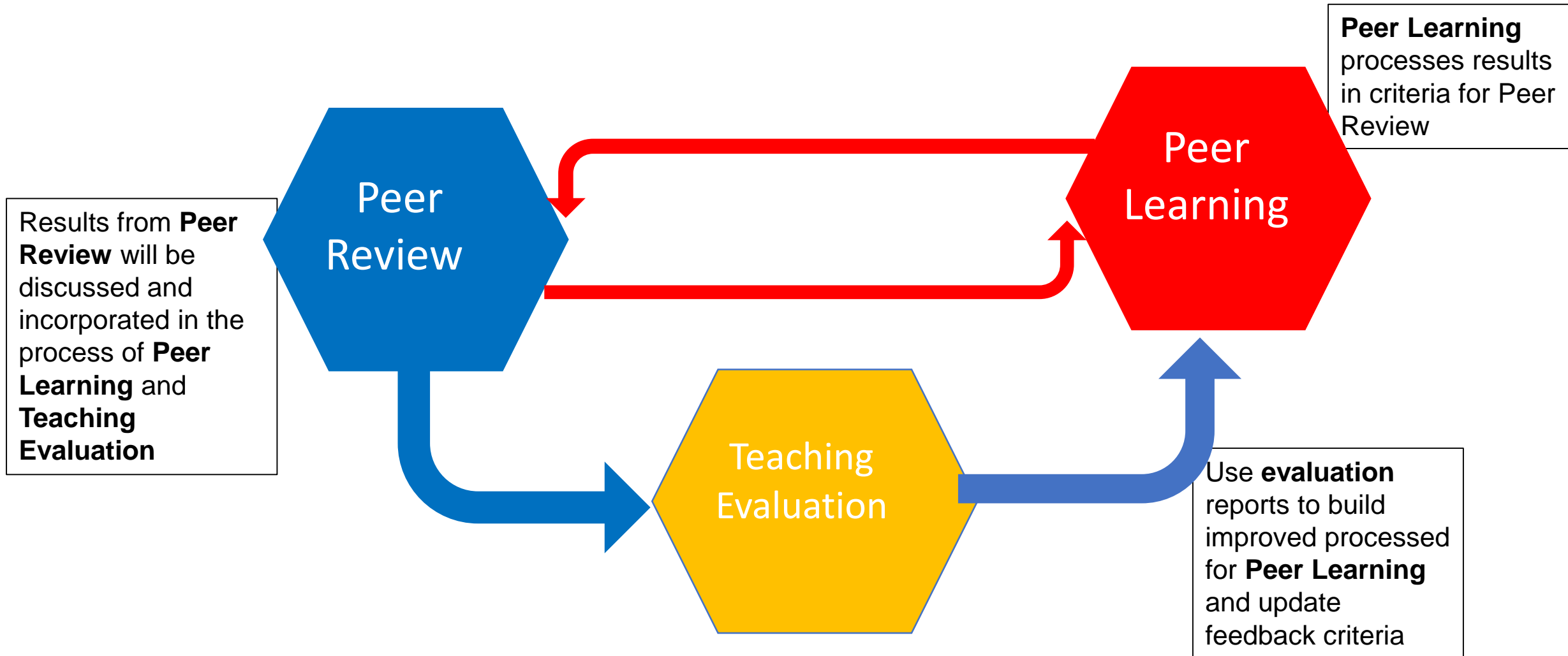
The purpose is to monitor and promote the quality of teaching under the new conditions of a unique and distinct study program, different from the students' core faculties

- New set of Criteria
- New tools of Monitoring and assessment

THE THREE LAYERS MODEL



# The TLM Model Eco-System





# Peer Learning - Rationale

- ✓ Lecturers meet to discuss or study a common topic in order to develop their pedagogical and personal abilities.
- ✓ The goal is to create synchronization and cooperation between peers.

## Key principles:

- ✓ Relevancy
- ✓ Ability to apply
- ✓ Open dialogue, thoughts, feelings and opinions.



# Peer Review - Rationale

- ✓ The process is designed to improve the quality of teaching and through formative assessment.
- ✓ The focus is improving processes through feedback in real time

## **Key principles:**

- ✓ Agreement
- ✓ Trust
- ✓ Training and assessment tools
- ✓ Respect & sensitivity



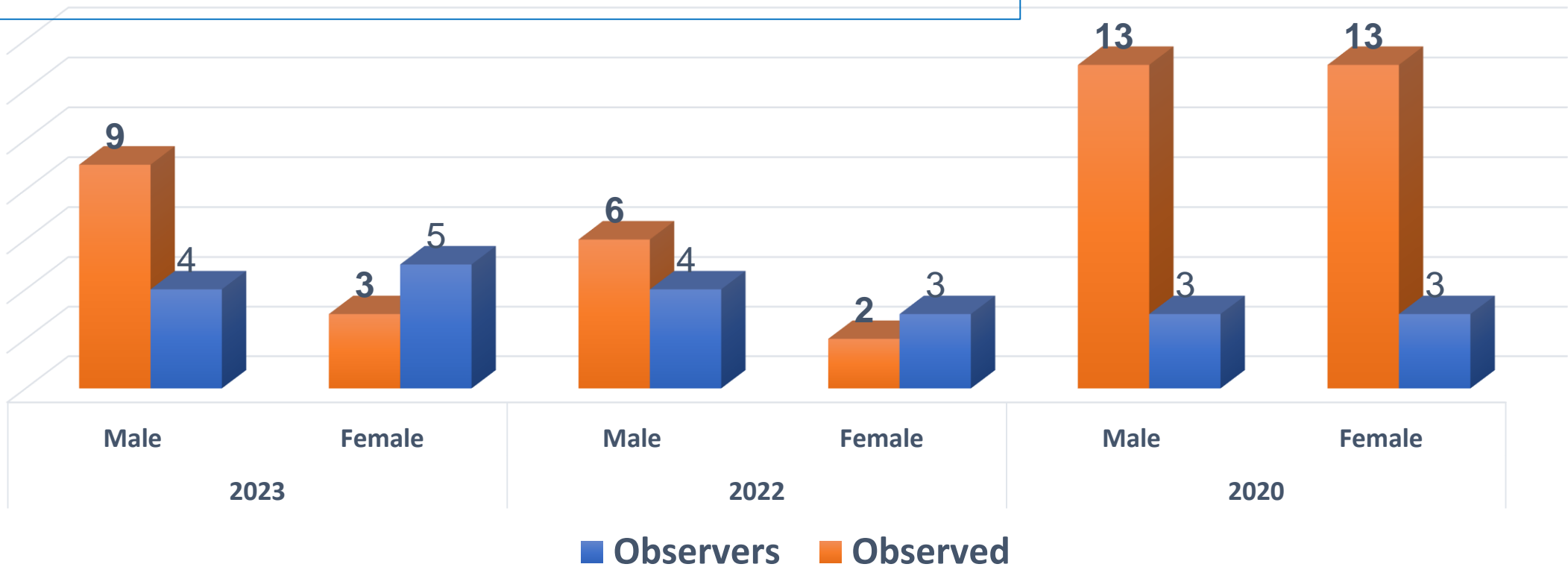
# Peer Review - Numbers

3 cycles of Peer Review

Total no. of Lecturers in the school: 45

No. of Observed lecturers= 29 (46 courses)

No. of Observers = 22



# Teaching Evaluation- Rationale

- ✓ The aim - to provide a comprehensive overview of the learning experience:
  - ✓ Summative evaluation
  - ✓ Students' satisfaction of the learning processes



The questionnaire may include both quantitative and qualitative (textual) questions.

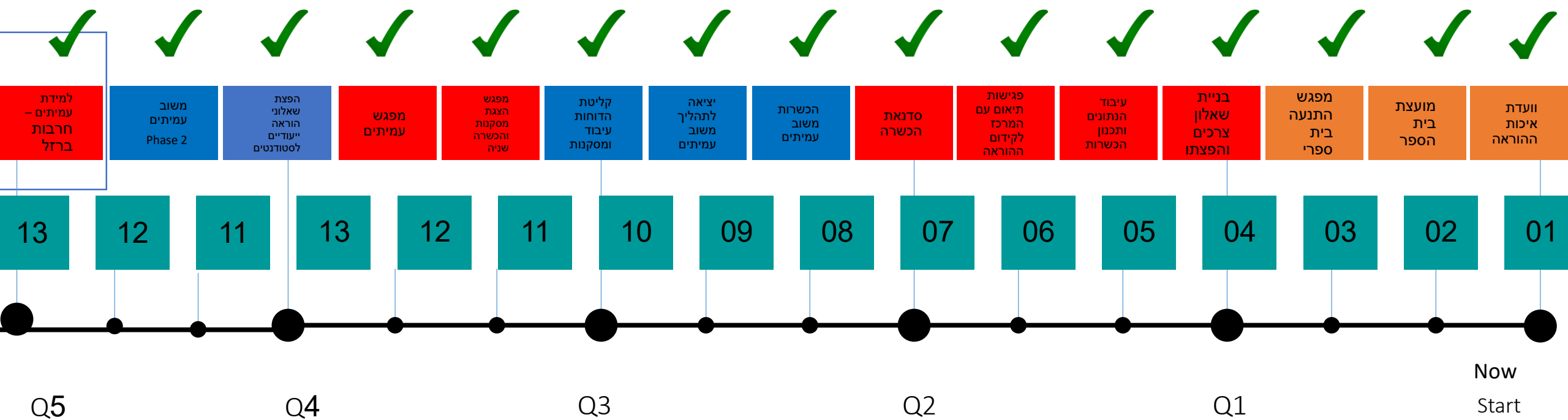
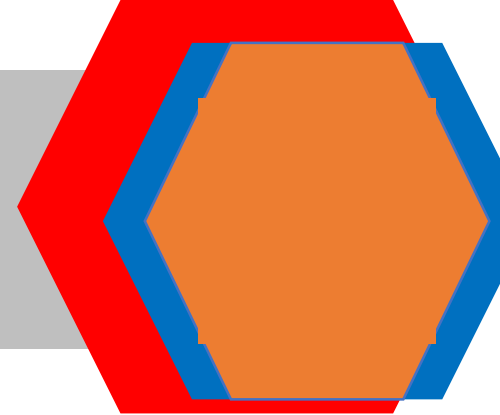
Some may be specific to each course

BIP Student evaluation and Feedback:  
1-----6 [1-strongly disagree; 6-strongly agree]

1. The course/project was truly multidisciplinary:
2. I have acquired skills that I usually don't get to learn in other courses:
3. The course gave me useful tools/knowledge:
4. From a professional point of view, working with international students was rewarding:
5. I experience also social inclusion:



# TLM EXECUTION PLAN



# Theoretical Contribution

- ✓ Changes in teaching and learning, the introduction of new digital tools, and unique teaching methods forces new methodology
- ✓ Fosters a dialogue - researchers from different fields, strengthening the academic vision, and enhancing the relationship between faculty members
- ✓ Assessing teaching in MD environment - is a crucial stage
- ✓ Developing a routine for assessment



# Practical Contribution

- ✓ Diversification of learning strategies is necessary
- ✓ The need to adapt the course structure and content to online learning
- ✓ Attention to Loosening of discipline and of the relationship with the lecturer
- ✓ The role of administration in teaching experience
- ✓ Adaptation and Agility is a challenge to both





Why it grows better in the forest?



Its never competition, Its always collaboration

ευχαριστώ πολύ

