

Development Meeting

Ba-European Studies

Zuyd University of
Applied Sciences

15th December 2020

Report Development Meeting

Attendants during development meeting

Panel:

Nies Rijnders, chair
Elspeth Jones
Nel Göbels
Simona Siarak
Kristin) Tsenkova
Mark Fokkema, lead auditor NQA
Marga Dekker, lead auditor NQA (for CEQUINT)

Programme attendants:

Emmy Nelissen
Martine Prins
Luis Perez Salazar
Joris Boonen
Resy Snijders
Katrin Büttgen
Bas Sieffers
Yvette Froeling

Angelique Cieremans (report development meeting)

Introduction

In December 2020 an audit panel conducted a limited programme assessment of the existing bachelor programme in European Studies of Zuyd Hogeschool in Maastricht. At the end of the of the interviews during the site visit a development dialogue took place with the panel, discussing one of the development points mentioned in the Critical Reflection in Standard 1, concerning the (integrated) assessment of the end level of the competencies Connecting cultures and Personal leadership.

At the end of their study, the program want the students to, based on specific external outcomes and experiences, reflect on and give a presentation about how they have developed cultural competence and sensitivity. This in regard to the three levels as mentioned in figure 1.

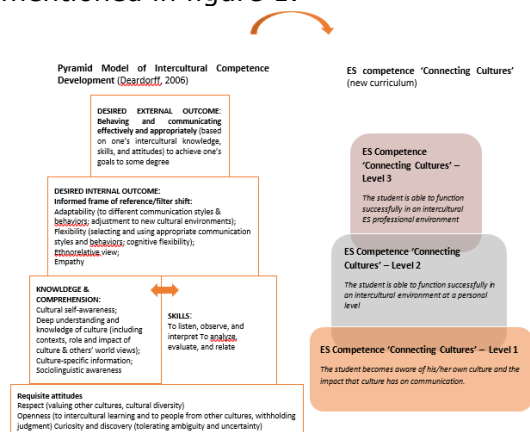


Figure 1

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The concrete questions of the programme are:

- Which advice would you give us regarding the assessment in the three different levels?
- Are there any tools that you would recommend us?
- Do you know of ways in which other programmes are assessing this?
- Could you refer us to best practices and pitfalls?
- How would you recommend to integrate ICC and Personal Leadership? (see the Personal Leadership criteria in figure 2.)



Figure 2

The aim of Personal Leadership is for students to reflect on their awareness, strengths and challenges on the path towards becoming a connector in the triangle of government, business and civil society in a European context

A connector needs to be able to take up 6 different identities (please see figure 1 below):

- Team player: focused on cooperation and conflict resolution, communicates with team members, acts with intercultural sensitivity towards team members
- Leader: decisive, pro-active, motivates, self-regulatory, independent
- Acts with integrity: focused on delivering quality, committed, reliable, and upholding ethical behavior.
- Career-oriented: investigates his/her interest for what career, takes step to plan career
- Organiser: structured, good time management, realistic, level-headed
- Critical thinking: curious to investigate/research, critical approach towards information/scrutinizing

Recommendations

The panel advises to use the Global Mind Monitor (GMM) for different reasons:

- it is a model which really is an Intercultural development inventory. In America this is big business. There are about 200 different methods;
- GMM is a good model and the panel hopes that somebody is going to evaluate and write about it.
- GMM can be used in combination with a summative portfolio assessment.

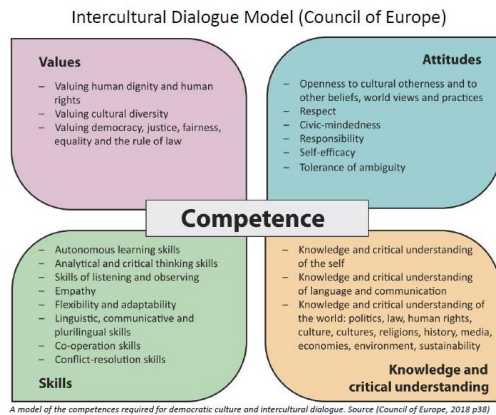
The GMM is a self assessment tool which is based upon the own vision of students. The programme has some doubts about the lack of independency of this tool.

The panel mentions as well not to worry too much that the GMM is not completely independent. Based upon the experience of one of the panel members with self evaluations a self evaluation is very positive and even 'moving'. GMM could be an appropriate instrument if appropriately supported.

The programme asked whether students cannot influence the GMM. If they have filled out it sometimes online they might know what to fill out. The panel stated not to worry about this.

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During the development meeting the panel showed the following competence framework for intercultural dialogue.



For further details see <https://rm.coe.int/16806ccc07> which was published by the council of Europe. This framework is concerned with competences for living in a democratic culture, and intercultural dialogue as its basis. The panel refers in particular to the overarching framework on page 11 (shown above).

This framework consists of 20 competences. The panel stated there is no real need to redesign this. It is already available. The programme should think about what she asks the ES- students to do.

At this time the programme is discussing whether the GMM could be used in year 1, 2, 3 and 4. The development of the student can be followed from the different levels onwards. Students can be asked to reflect on their own development based upon examples.

The panel stated that the programme can do and choose whatever she likes and believes to be appropriate.

Students could build their own portfolio based upon the experiences that they have made during their studies at ES. E.g. their external study, the internship, etc. All might be part their final portfolio. They can reflect on this. The use of ethnographic questions were suggested. like:

- What was it that made you feel this?
- What was it exactly?
- What did this tell you?
- How would you react next time?

The panel emphasized the use of qualitative assessment instead of external testing.

Furthermore the programme and the panel talked about:

1. the assessment of ES The Hague. This kind of assessment is really good according to the panel.
2. a potential combination of the framework for intercultural competences and the personal leadership part of the programme. The panel advices to look into different lists, start with the GMM and to build your own list for ES Zuyd.
3. the intercultural assessment at ES Zuyd. The programme has the impression that it is too implicit. The panel stated that ES has a great program to build on and strongly advices not to add all kind of things but to use what is already there and to focus exactly on what you are trying to achieve.
4. two scenario's for the ICC: I. as part of the internship in the new program or II. as a line throughout the whole curriculum. The panel asked why not both


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- scenarios could apply. A reflection on the internship can be part on the portfolio. This can be part of the summative assessment at the end of the 4 years. By adopting a portfolio approach throughout the 4 years. It might be a big piece of assessment but this could also be the only assessment of year 4.
5. the problem of 'over assessment'. This is a global issue. A lot of programmes assess far too much. Also ES Zuyd. The panel stated, repeated and advised the programme to assess only what you really need to know. The only thing a programme needs to know is whether the graduates are the graduates the programme wants them to be. Don't over assess!! It is required to do some kind of summative assessment in order to provide the credits but the summative assessment can be limited.
 6. the number of products to show the final level. The Curriculum Committee thinks about 3 or 4 graduation products. The panel stated that it is really too much. Focus on reduction of the workload for both students as staff. What is required for the workfield? The student can learn the rest in the workfield where they are going to work. Try to maximize on 2 final products.

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