



**CEENQA** | CENTRAL AND EASTERN EUROPEAN NETWORK  
OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

**Virtual visits and evaluation of teacher  
education programmes**  
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**CEENQA Bi-monthly Meeting - 19 May 2021**

# Presentation Outline

- **Consent Form for Virtual Site Visit**
- **Creating Virtual Site Visit Calendar**
- **Virtual Site Visit Technologies**
  - **Teleconferencing**
  - **Back-ups and Plan B**
  - **Secure File Sharing**
- **Planning and Executing Virtual Site Visits**
  - **Pre-visit**
  - **During visit**
  - **After the visit**
- **Plus and Minus of Virtual Visits**

# Virtual visits and evaluation of teacher education programmes

## Consent Form for Virtual Site Visit

is required;

- to ensure accreditation will be conducted virtually,
- To give permission to access the data, and
- To give permission to secure the practice sessions.

# Virtual visits and evaluation of teacher education programmes

## Calendar

EPDAD Cloud system  
has been set up and  
utilized for all virtual  
visits

When using the  
calendar ;

User roles can be  
created.

Calendar(s) can be  
shared. Team leader can  
share, create or assign  
calendar activities.

Calendars can be  
printed

Delagations and editing  
is permitted with user  
rights.

# Virtual visits and evaluation of teacher education programmes



VIRTUAL SITE VISIT  
TECHNOLOGIES



EPDAD CLOUD SYSTEM



PARTIALLY ON-SITE VISITS ARE  
POSSIBLE. IF NOT REQUESTED  
OR POSSIBLE, VIDEO  
RECORDINGS AND/OR 3D  
PHOTOS ARE REQUESTED.

# Virtual visits and evaluation of teacher education programmes

## Training Evaluators for Virtual Site Visits

Before training programme started,

- ❖ needs analysis was conducted,
- ❖ performance standards and learning outcomes for evaluators were determined,
- ❖ themes in the training programs were constructed,
- ❖ training programs were planned, produced, and implemented.

# Virtual visits and evaluation of teacher education programmes

- **Training Evaluators for Virtual Site Visits**
- ADDIE (Analyze, Design, Develop, Implement, and Evaluate) instructional design principle was followed.
- Both self-paced (asynchronous) and instructor-led (synchronous) online trainings were conducted to
  - ❖ 82 faculty evaluators and
  - ❖ 91 student evaluators

# Virtual visits and evaluation of teacher education programmes



THE FIRST PART OF TRAINING INCLUDED AUDIO PRESENTATIONS AND FOCUSED ON DECLARATIVE KNOWLEDGE,



THE SECOND PART WAS COMPOSED OF DISCUSSIONS AND CASE ANALYSIS WITH AN EMPHASIS ON PROCEDURAL KNOWLEDGE, ATTITUDE, VALUES, AND ETHICAL ISSUES



# Virtual visits and evaluation of teacher education programmes



## Virtual Visit Technologies

Back-ups and  
Plan B



Each organization has been requested to back up their data, both on the internet and off-line.

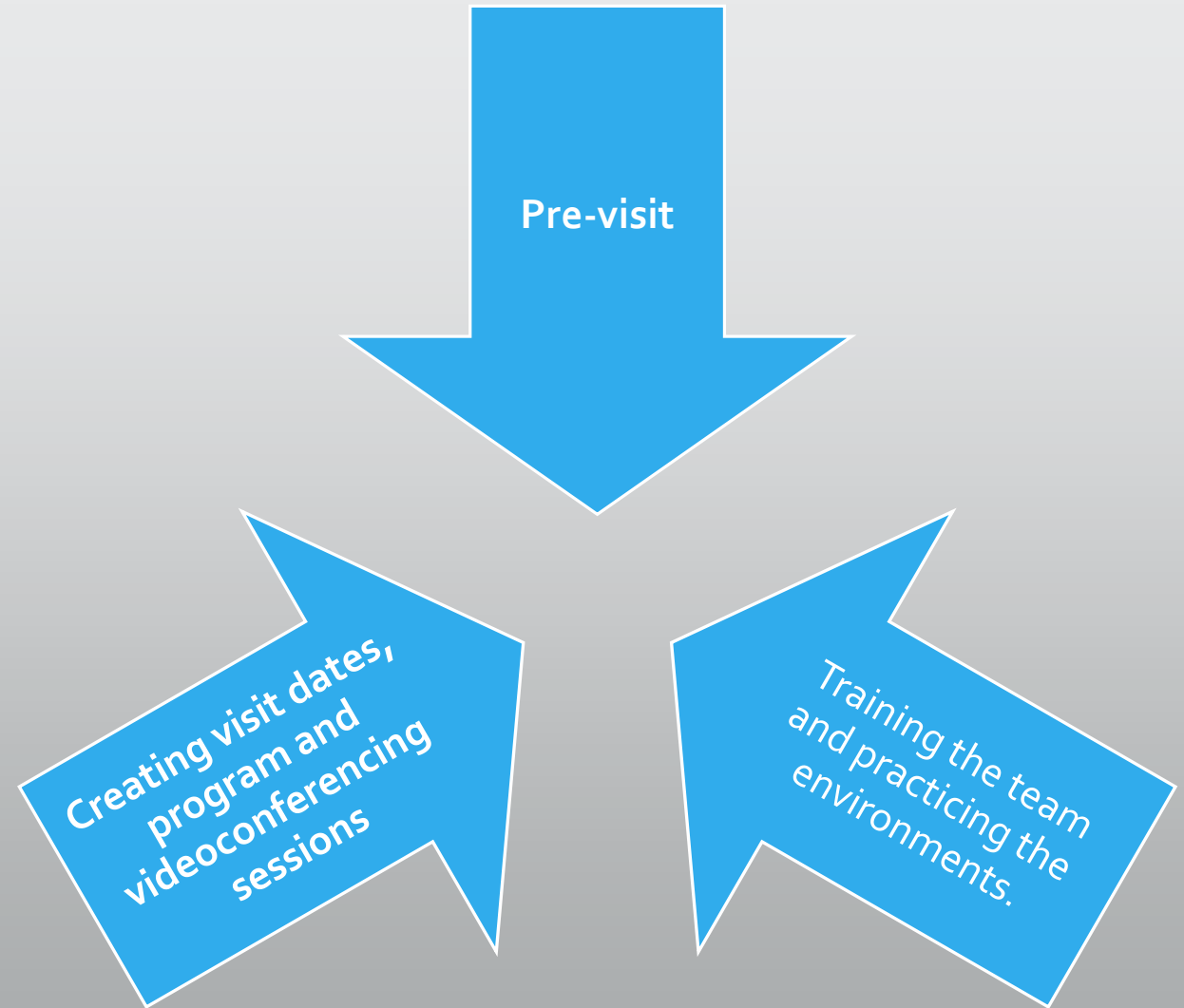
# Virtual visits and evaluation of teacher education programmes

## Setting Up the Virtual Visit Technologies

## Secure File Sharing

- EPDAD provided usernames and passwords for each college to Access the cloud system to upload their documents.

# Planning and Executing Virtual Site Visits



# Virtual visits and evaluation of teacher education programmes

Planning and Executing Virtual Site Visits

Taking the necessary precautions and planning the visit at college level

Establishing contact persons and addresses

Precautions taken by the evaluation team

Making sure all Access the necessary resources

Roles, responsibilities and contact persons

# Planning and Executing Virtual Site Visits

## During Virtual Site Visits

- **Determining Faculty Accreditation Coordinator Roles and Responsibilities**

Although the role and responsibility of the faculty coordinator in this process is as specified in the EPDAD directive; These duties and responsibilities will be continued in the virtual visit process. In addition, the issue of what to do regarding technical problems will be added to these duties and responsibilities.

# Virtual visits and evaluation of teacher education programmes

## Planning and Executing Virtual Site Visits

### Determining the Roles and Responsibilities of Team Leaders

- The role and responsibility of the team leader in this process is as specified in the EPDAD directive; These duties and responsibilities will be continued in the virtual visit process.
- In addition, preparations should be considered for technical problems faced by the evaluation team and the Faculty accreditation officer was also incompetent.

# Virtual visits and evaluation of teacher education programmes

## Planning and Executing Virtual Site Visits

### Determining the Roles and Responsibilities of the Visiting Team Members

- All members involved in the evaluation process must ensure that all interviews they have made are recorded. If necessary, training was provided on the acquisition, storage and storage of these records.

# Virtual visits and evaluation of teacher education programmes



**PLANNING AND EXECUTING  
VIRTUAL SITE VISITS**



**AFTER THE VIRTUAL VISIT IN  
A DIGITAL ENVIRONMENT**



**REPORTING PROCESS**



# Virtual visits and evaluation of teacher education programmes



**In Spring term of 2020-2021 academic year, virtual site visits were paid to 53 teacher training programmes that applied for accreditation service in 2020-2021 period just before the Pandemic period**



The reports written by the visiting teams were sent to the Deans of the Faculties, the programmes of which had been visited so that they could report back if they had any objections to the evaluation of their programmes.



After the feedback, the reports were revised.. There were no objections to the reports but just slight revisions were required. and then the final report were sent to EFAK, the Council of Teacher Training Programmes Evaluation and Accreditation.



The consistency of the results were analysed by the consistency teams and team leaders.



The results of consistency analysis were discussed at the Board Meeting of EFAK.



The process was finalised by EPDAD Executive Board and the accredited programmes and the length of accreditation were made public on EPDAD webpage and uploaded in the system of OSYM.



The certificates were sent to the Dean of The Faculties.



### Plus of Virtual Site Visits



The visiting teams interviewed with deans, accreditation and quality assurance coordinators, head of programmes, lecturers, students, teachers at practice schools, director of library.



The meetings were realised on Zoom as planned.



Started and ended on time. More punctual than the live site visits.



The meetings were not recorded due to privacy and ethical concerns. Normally there were video or audio recording during the site visits.



Evaluators took notes during the interviews and observations of the online lessons on Microsoft Teams



The files uploaded in EPDAD Cloud System (including self-evaluation reports of the programmes and evidence for the indicators of the standards) were evaluated before the site visit and re-evaluated during the visit based on the new information and evidence obtained.

# Virtual visits and evaluation of teacher education programmes

# Virtual visits and evaluation of teacher education programmes

Minus of the visual site visits

It is not possible to see the class as a whole and to feel the class atmosphere.

After the observation of the lessons, the intimate interviews that the evaluators had with the students were replaced by mechanical question-answer interviews.

Apart from the interview questions, the evidence that the students wrote about the satisfactory and unhappy aspects of the program and their problems and suggestions was eliminated.

In classrooms, laboratories, workshops, canteens, dining halls, libraries, evaluators do not have the chance to enjoy the same atmosphere as students.

All these places are videotaped and look very beautiful, but they have no soul without a student. You have to be content with what is offered to you.

The observation of pre-service teachers in online classes in practice schools also does not give enough idea about their teaching competencies.

Although the pandemic is over, the digital world will shape our future and perhaps we will continue to use the digital platforms and tools that we are used to today.

In the field of education, the European Union has 2021-2027 Digital Education Action Plan. We, educator also need to improve our digital literacy skills. Governments must take steps to tackle the digital divide faced by millions of students at all stages of education around the world

**Thank you for attention!**

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