

# WP1. IN-DEPTH NEEDS ASSESSMENT AND KNOWLEDGE TRANSFER OUTSET

## 1.1. METHODOLOGICAL FRAMEWORK AND RESEARCH INSTRUMENTS

**INNOVAT - Innovative Teaching Across Continents - Universities from  
Europe, Chile and Peru on an Expedition**

|   |                                       |
|---|---------------------------------------|
| <b>Deliverable N.</b>                   | D.1.1                                 |
| <b>1<sup>st</sup> Document version:</b> | 25/3/2019                             |
| <b>Last Update:</b>                     | 15/4/2019                             |
| <b>Created by:</b>                      | FH JOANNEUM – P1                      |
| <b>Project Number:</b>                  | 598758-EPP-1-2018-1-AT-EPPKA2-CBHE-JP |
| <b>Project duration:</b>                | 15/1/2019 – 14/1/2022                 |

**CAPACITY BUILDING IN HIGHER EDUCATION – KA2 – ERASMUS+**



## TABLE OF CONTENTS

|   |    |
|---|----|
| Abbreviation list .....                                     | 4  |
| Glossary of terms.....                                      | 5  |
| 1. Background.....  | 7  |
| 2. Introduction.....  | 8  |
| 1.1. Aims.....  | 8  |
| 1.2. Work package deliverables .....                        | 8  |
| 1.3. Methodology development.....                           | 9  |
| 1.4. Roles and responsibilities.....                        | 9  |
| 1.5. Monitoring and evaluation of deliverables .....        | 10 |
| 1.6. Process outline .....                                  | 10 |
| 3. The Quantitative Framework .....                         | 11 |
| 3.1. National STATISTICS and Status quo data gathering..... | 11 |
| 3.1.1. Target Groups.....                                   | 11 |
| 3.1.2. Target Numbers.....                                  | 11 |
| 3.1.3. The Instrument .....                                 | 12 |
| 3.1.4. Procedures and Timeframe .....                       | 12 |
| 3.2. Students' Context – Needs and Expectations .....       | 12 |
| 3.2.1. Target Groups.....                                   | 12 |
| 3.2.2. Target Numbers.....                                  | 13 |
| 3.2.3. The Instrument.....                                  | 13 |
| 3.2.4. Procedures and Timeframe .....                       | 13 |
| 3.3. Teachers' Context – Needs and Expectations .....       | 13 |
| 3.3.1. Target Groups.....                                   | 14 |
| 3.3.2. Target Numbers.....                                  | 14 |
| 3.3.3. The Instrument .....                                 | 14 |
| 3.3.4. Procedures and Timeframe .....                       | 14 |
| 3.4. Innovative T&L Practices Collection .....              | 15 |
| 3.4.1. Target Groups.....                                   | 15 |
| 3.4.2. Target Numbers.....                                  | 15 |
| 3.4.3. The Instrument .....                                 | 15 |
| 3.4.4. Procedures and Timeframe .....                       | 15 |



|  |    |
|--|----|
| 4. The qualitative Framework.....                      | 16 |
| 4.1. In-depth interviews / Focus Group.....            | 16 |
| 4.1.1. Target Groups.....                              | 17 |
| 4.1.2. Target Numbers.....                             | 17 |
| 4.1.3. The Instrument.....                             | 17 |
| 4.1.4. Procedures and Timeframe .....                  | 17 |
| ANNEXES.....   | 18 |
| ANNEX 1. INNOVAT_Status Quo Questionnaire .....        | 18 |
| ANNEX 2. INNOVAT Country Statistics Template.....      | 18 |
| ANNEX 3. INNOVAT_Students Questionnaire .....          | 18 |
| ANNEX 4. INNOVAT_Teachers Questionnaire.....           | 18 |
| ANNEX 5. INNOVAT_Practices Collection.....             | 18 |
| ANNEX 6. INNOVAT_In-deph Interviews / Focus group..... | 18 |



Co-funded by the  
Erasmus+ Programme  
of the European Union



## ABBREVIATION LIST

|       |  |
|-------|--|
| BUAS  | Breda University of Applied Sciences                   |
| CL    | Chile  |
| EC    | European Commission                                    |
| EU    | European Union   |
| FHJ   | FH Joanneum University of Applied Sciences             |
| HE    | Higher Education                                       |
| HEI   | Higher Education Institution                           |
| ICT   | Information and Communication Technologies             |
| LA    | Latin America  |
| OECD  | Organisation for Economic Co-operation and Development |
| PC    | Partner Countries                                      |
| PE    | Peru   |
| T&L   | Teaching and Learning                                  |
| UACH  | Universidad Austral de Chile                           |
| UC3M  | Universidad Carlos III Madrid                          |
| UCSP  | Universidad Católica San Pablo                         |
| UDEP  | Universidad de Piura                                   |
| ULIMA | Universidad de Lima                                    |
| USACH | Universidad de Santiago de Chile                       |
| UVM   | Universidad Viña del Mar                               |
| WP    | Work Package   |



## GLOSSARY OF TERMS

**Instructor-led Distance Learning (synchronous distance learning):** occurs when the teacher and students interact in different places but during the same time. Synchronous distance learning may include multimedia components such as group chats, web seminars, video conferencing and phone call-ins.

**Self-paced Distance Learning (asynchronous distance learning):** occurs when the teacher and students interact in different places and during different times. Asynchronous distance learning often relies on technology such as email, e-courses, online forums, audio recordings and video recordings, collaborative tools.

**Blended Learning:** practice of using both online (or distance) and face-to face learning experiences when teaching students. In a blended-learning course, as an example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. Also known as: hybrid learning and mixed-mode learning

**Flipped online classes:** an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. The classroom is an environment for practicing and exercising, where the student has an active role. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

**MOOC (Massive Open Online Course):** an online course aimed at unlimited participation and with open access to the course contents via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs).

**SPOC (Small Private Online Course):** a version of a MOOC used locally with on-campus students. University of California Berkeley Professor Armando Fox coined the word in 2013 to refer to a localized instance of a MOOC course that was in use in a business-to-business context.

**E-learning:** “instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet or smart phone) that is intended to support learning. The forms of e-learning have the following features:

- “stores and/or transmits lessons in electronic form on external drives, the cloud, local internal or external memory, or servers on the Internet or intranet
- includes content relevant to the learning objective” (Colvin Clark, 2016, S. 8)
- uses media elements such as text, videos, animations and other multimedia elements to deliver the content (Colvin Clark, 2016)
- “uses instructional methods such as examples, practice, and feedback to promote learning



Co-funded by the  
Erasmus+ Programme  
of the European Union



- may be instructor-led (synchronous e-learning) or designed for self-paced individual study (asynchronous e-learning)
- may incorporate synchronous learner collaboration as in breakout rooms or asynchronous collaboration as on discussion boards
- helps learners build new knowledge and skills linked to individual learning goals or to improved organizational performance”. (Colvin Clark, 2016, S. 8)



## 1. BACKGROUND

Higher education's relevance for economic and social progress is incontestable in a global, knowledge-based economy. Skills are a major driver of labour productivity and economy's competitiveness. Developing the right sets of cognitive and non-cognitive skills has emerged as a determinant factor for economies and people to meaningfully partake in the global economy (OECD, 2015).

The conventional concept of teaching is undergoing significant changes as a result of globalisation and an ever-changing technology. Advances in information and communication technologies (ICTs) are opening-up new opportunities, having an impact on teaching and learning (T&L) methods. The roles of teachers, students and universities are being transformed (European Commission, 2014).

Innovative approaches can support efforts within the Bologna Process and the EU Modernisation Agenda to enhance the quality and extend the reach of HE across and beyond Europe. With educational resources becoming more freely accessible and more interactive media for learning being employed, teaching methods can be better tailored to individual students' needs (European Commission, 2014).

OECD's review of National Policies for Education in Chile (2017), pointed out that the Chilean government has been undertaking important efforts to improve the quality of its education system (Chilean Education Reform, 2016). However, skills among tertiary graduates remain low by international standards. Enabling Chileans to develop skills as they age is key for the country's future prosperity, so students can succeed in further education or the labour market (OECD, 2017).

In 2014 the so called SUNEDU (NATIONAL SUPERINTENDENCY OF HEI) was created in Peru. It is responsible for the licensing of HE services, the verification of its compliance with basic conditions of quality and the authorization of its operation. Universities in Peru are encouraged to develop programs of distance education, based on virtual environments of learning (Peruvian HE law 30200, art. 12). However, very little has been done since then to integrate online or blended modalities of T&L with the same quality standards as face to face teaching in PE HEIs.

The universities from CL and PE participating in InnovaT reported that the use of innovative T&L methods and online approaches in HE is part of their institutional strategic plans and future outlook. However, an increase in resources as well as a change in the institutional mindset are demanded.

In this context, InnovaT consortium was created to foster a change in the T&L contexts towards a more innovative HE offer by providing academic staff with the relevant tools and skills necessary to incorporate new teaching pedagogies and learning technologies, with the quality demanded in HE.

As part of the preparation phase of INNOVAT project, an in-depth needs assessment is part of the project tasks. The purpose of this assessment is to better understand the status quo of innovative teaching and learning in partner universities, to identify needs, expectations and potential challenges, in order to better prepare the knowledge transfer between partner universities.



## 2. INTRODUCTION

The present document describes the methodology that will guide INNOVAT partners in capturing data of their institutional and national contexts as well as in assessing the needs and expectations of the target groups (students, teachers and HE administrators) in the Latin American universities, in terms of innovative teaching and learning. A special assessment of the existing practices is also given in the present methodology.

### 1.1. AIMS

The main aim is to provide comprehensive guidance and research instruments (common ground) for conducting the status quo and assessment of existing practices in terms of innovative teaching and learning (T&L) in HE contexts. The methodology will address how to conduct the activities under WP1 and set the framework for the Comparative Study – Status quo, Needs and Gap Analysis from EU, Chile and Peru data collection. It will stress the roles and responsibilities of each partner for the involved activities as well as the timeframe of each task.

By determining the current situation and detecting the needs of the project's target groups, it is possible to set a solid foundation for the next development phases, being an important starting point for the training plan definition, so that the capacities of Partner Countries (PC) HEIs will be built in an effective and relevant way.

### 1.2. WORK PACKAGE DELIVERABLES

#### ▪ **D.1.1. Methodology and Research Instruments Development**

*Objectives:* to provide comprehensive guidance and research instruments (common ground) for conducting the status quo and good practices assessment as well as the need analysis to be undertaken by the consortium partners. To develop research instruments and templates for teachers' and students' needs assessment to be used by LA partners and to set a correct basis for the comparative study.

#### ▪ **D.1.2. Raise Awareness Seminars and Status quo Visits in CL and PE**

*Objectives:* to closely assess the status quo of the LA Partner HEIs and assure availability and engagement of the teaching staff and students to participate in the project activities.

#### ▪ **D.1.3. E-Learning Preparation course – Getting in touch with the digital learning and MOOCs**

*Objectives:* to ensure a common understanding of the E-Learning environment by delivering an online preparation course, in order to provide the target groups with an initial contact to





digital learning. A second objective is to set the ground and establish the learning groups for the next training phases, as well as to engage stakeholders in active participation.

▪ **D.1.4. Comparative Study – Status quo, Needs and Gap Analysis from HEIs in EU, Chile and Peru**

*Objectives:* to compare the institutional status quo, revealing existing practices from which to learn from, to identify main issues and gaps in current T&L practices (considering different perspectives of stakeholders in EU, Chile and Peru contexts) and to set the path to elaborate ways for its enhancement via tailor-made teacher trainings.

### 1.3. METHODOLOGY DEVELOPMENT

This methodology has been designed by using the inputs provided in various work and discussion groups at the project's Kick-off Meeting, which took place in February 2019 in Graz, Austria, at FHJ.

It considers different aspects of the data collection process as well as national contexts and particularities, especially considering Chilean and Peruvian contexts, culture and different institutional types (private and public), also discussed and presented by the partners in the first consortium meeting.

The methodology and instruments for the data collection are developed in a way that allows replicability by other interested parties independent of their location. It also integrates adapted validated frameworks, which have been previously tested, in order to assure relevance of data collection as well as comparability with other countries from studies tackling similar aims (Trends report, EUA, 2018).

To address the aims of the project's WP1, **quantitative questionnaires** as well as **qualitative approaches (interview/focus group)** have been developed to be carried out at/by the partner universities.

### 1.4. ROLES AND RESPONSIBILITIES

- **FHJ leads the WP1** and is responsible for providing the adequate methodology, designing the survey instruments, developing the materials and facilitating the Raise Awareness seminars and Status Quo visits at the LA partners, preparing and undertaking the E-learning course (a 4-weeks course will run in the E-Learning platform of FHJ). FHJ will also coordinate the development of the Comparative Study – Status quo, Needs and Gap Analysis from EU, Chile and Peru, and its final editing.
- **UCSP is co-responsible for WP1:** in addition to the LA partners' tasks, UCSP supports FHJ in the methodology design as well as in the feedback rounds to gather the insights and comments from all partners and supports partners from LA in the data gathering.



- **EU partners:** should give accurate feedback about the methodology and research instruments to assure relevance of the deliverables; support and give feedback on the E-learning preparation course; gather EU data on innovative T&L from its country and neighbouring area; provide institutional data for the Comparative Study, support the writing of the study and give feedback.
- **LA Partners:** should organize the Raise Awareness seminars and Status Quo visits at their institution; be responsible to invite participants in the preparation events; recruit learners for the E-learning course according to the target numbers; support the application of survey instruments for the need and gap analysis; gather and provide relevant country and institutional data for the Comparative Study; raise the awareness inside the institution about the value of the project and its activities and the importance of a committed and reliable participation of stakeholders; give feedback on the Comparative Study.

### 1.5. MONITORING AND EVALUATION OF DELIVERABLES

The applicability and implementation of the tools developed in this WP will be evaluated by the Project Coordinator and the Quality WP leader (WP6), and will be additionally submitted to the Quality Control Committee. To ensure comparability of results, the WP leader provides the templates to be used in the assessments of WP1.

### 1.6. PROCESS OUTLINE





### 3. THE QUANTITATIVE FRAMEWORK

#### 3.1. NATIONAL STATISTICS AND STATUS QUO DATA GATHERING

To understand and assess national and regional contexts and statistics related to HE as well as gathering a picture of the current status at each university, structured questionnaires were tailored. Main information expected to be gathered relates to:

- Country statistics on HE (% of GDP expenditure, number of universities, number of graduates, policies related to Innovation and ICT integration in HE, etc.).
- Recent national policy developments on T&L and how such policies are translated into institutional strategies and practices.
- Recent developments in T&L implementation of study programmes.
- Institutional requirements set for teaching staff in terms of didactics skills.
- How institutions support and enhance the teaching skills of their staff.

The data gathering will be mainly done by desk research from countries' and institutions' data. However, as it is a comprehensive collection, key meetings with relevant stakeholders such as directors and rectors might be needed in order to deliver accurate data and status quo of each university.

##### 3.1.1. TARGET GROUPS

Partner institutions from EU and LA are the target groups for the data gathering using the "Status quo questionnaire". National and regional statistics will be addressed according to the list below (3.1.2).

##### 3.1.2. TARGET NUMBERS

Each partner university should deliver a **completed questionnaire from its own institution as well as a completed national statistics template for its country (and for neighbour countries in the case of EU partners)**. The forms should be fully completed, revised and validated by each institution.

##### Countries' contexts/statistics:

- FHJ: gathers data from Austria, Germany, Switzerland, Slovenia, Poland.
- UC3M: gathers data from Spain, Portugal, France, Italy, UK.
- BUAS: gathers data from Netherlands, Belgium, Sweden, Denmark, Finland.
- CL Partners: gather data from Chile, Argentina, Bolivia.
- PE partners: gather data from Peru, Colombia, Ecuador.

##### Institutional status quo questionnaires:

- Each partner university (both EU and LA partners) should complete 1 questionnaire about the status quo of its institution according to the template provided.



#### **Total number expected:**

- 21 countries statistics template.
- 9 institutional status quo questionnaires completed (1 per partner university in EU and LA).

#### **3.1.3. THE INSTRUMENT**

The questionnaire is named **INNOVAT Status quo questionnaire** and the template for national statistics collection is named **INNOVAT Country statistics template**. They are provided respectively as Annex 1 and 2 of the present document. The final version of the questionnaire will be **translated into Spanish and an online version** will be provided to all partners.

#### **3.1.4. PROCEDURES AND TIMEFRAME**

After the feedback round on the designed questionnaire and methodology of WP1, partners should start gathering data for the status quo study, using the final version of the instrument. To avoid double work in terms of national statistics and country specific data, partners from Chile and Peru should agree on who is going to lead and gather the national data and divide among each other the work concerning neighbour countries. The use and support of reliable sources is required, so partners should also **provide the references and sources of the data gathered**.

- **April 2019** – start the data collection at the partner institutions
- **Until 30.5.2019**, partners should have the completed and revised questionnaires uploaded in the online form.
- FHJ will compile the results and write the report and Comparative Study with the support of the EU partners. It is expected to be delivered **by July 2019**.

The results should be uploaded/transcribed online by each partner institution (in case data was collected face to face or in paper form).

### **3.2. STUDENTS' CONTEXT – NEEDS AND EXPECTATIONS**

The students' questionnaire is designed to address the use that students are making of the current available online learning offer, as well as their willingness to use IT resources for learning purposes. It also aims to measure the familiarity towards online and innovative learning methods, as well as their expectations and motivations towards more innovative approaches and e-learning courses.

#### **3.2.1. TARGET GROUPS**

Students from Partner HE Institutions from EU and LA are the target group. The questionnaire should be applied to students from different institutes/faculties/departments (at least 2) as well as from different degrees (bachelor, master, doctoral).



### 3.2.2. TARGET NUMBERS

According to the proposal, 90 completed questionnaires were expected to be collected (15 students per LA university). After a discussion at the Kick-off Meeting and the review of the partners' feedback in terms of data relevance and comparability, the target numbers suggested (as minimum) have been modified as follows:

- **EU partners:** 10 students FHJ / 10 students BUAS / 10 students UC3M
- **PE partners:** 15 students UDEP / 15 students UCSP / 15 students ULIMA
- **CL Partners:** 15 students UVM / 15 students USACH / 15 students UACH

**Total number expected:** 120 completed students' questionnaires

### 3.2.3. THE INSTRUMENT

The questionnaire is named **INNOVAT Students' questionnaire** and it is provided as Annex 3 of the present document. The final version of the questionnaire will be **translated into Spanish and provided in as an online version** to the partners.

### 3.2.4. PROCEDURES AND TIMEFRAME

After the feedback round, the designed questionnaire will be tested during the Raise Awareness Seminar with students from LA partner universities (3 students per LA university, 18 in total). Identified improvements will be integrated to the questionnaire and the final version should then be applied in each partner university and be a specific task of the E-learning preparation course. It could be done in a face to face setting or be distributed online. All results should be then uploaded online (for data collected face to face or in paper form).

- **May 2019** – start the data collection in the partner institutions
- **Until 15.6.2019**, partners should have the completed questionnaires uploaded in the online form.
- FHJ will compile and integrate the results in the Comparative Study with the support of the EU partners. It is expected to be delivered **by July 2019**.

The results should be uploaded/transcribed online by each partner institution (in case of face to face or paper-form data collection).

## 3.3. TEACHERS' CONTEXT – NEEDS AND EXPECTATIONS

The teachers' questionnaire template is designed to address the needs, obstacles and willingness of academics towards innovative teaching and learning practices and IT resources. This questionnaire also aims to characterize the perception and motivation to use E-learning as well as the convenience of HEI ICT services for students and teachers.



### 3.3.1. TARGET GROUPS

Teachers from Partner HE institutions from EU and LA are the target group. The questionnaire should be applied to teachers from different institutes/faculties/departments (at least 2) as well as from different levels (lecturers, senior lectures, professors, among others).

### 3.3.2. TARGET NUMBERS

According to the proposal, 90 completed questionnaires were expected to be collected (15 teachers per LA university). After the discussion at the Kick-off Meeting and the review of the partners' feedback in terms of data relevance and comparability, the new target numbers suggested (as minimum) are:

- **EU partners:** 10 teachers FHJ / 10 teachers BUAS / 10 teachers UC3M
- **PE partners:** 15 teachers UDEP / 15 teachers UCSP / 15 teachers ULIMA
- **CL partners:** 15 teachers UVM / 15 teachers USACH / 15 teachers UACH

**Total number expected:** 120 completed teachers' questionnaires

### 3.3.3. THE INSTRUMENT

The questionnaire is named **INNOVAT Teachers' questionnaire** and is attached as Annex 4 of the present document. The final version of the questionnaire will be **translated into Spanish and provided as an online version** to the partners.

### 3.3.4. PROCEDURES AND TIMEFRAME

After the feedback round, the designed questionnaire will be tested during the Raise Awareness Seminar at the LA partner universities (3 teachers per LA university, 18 in total). Identified improvements will be integrated to the questionnaire and the final version should then be applied in each partner university and be a specific task of the E-learning preparation course. It could be done in a face to face setting or distributed online. All results should be then uploaded online (in case of face to face or paper-form data collection).

- **May 2019** – start the data collection in the partner institutions
- **Until 15.6.2019**, partners should have the completed questionnaires uploaded in the online form.
- FHJ will compile and integrate the results in the Comparative Study with the support of the EU partners. It is expected to be delivered **by July 2019**.

The results should be uploaded/transcribed online by each partner institution (in case of face to face or paper-form data collection).



### 3.4. INNOVATIVE T&L PRACTICES COLLECTION

The Practices collection template has been designed with the aim to create a catalogue of initiatives in T&L that might have a replicating or learning effect. They will be integrated in the Comparative Study (D.1.4).

#### 3.4.1. TARGET GROUPS

Partner Institutions from EU and LA are the main target groups for the practices collection. Other national / regional initiatives from HEIs outside of the consortium could be integrated too.

#### 3.4.2. TARGET NUMBERS

Each partner university should collect at least **five (5) T&L practices institutions could learn from**. These practices could be in terms of distance learning, blended learning, innovative teaching methods and frameworks, innovation in curricula / programme design, e-learning content creation, etc. The practice chosen could be either a very successfully implemented practice, which other institutions and staff could use to inspire themselves into action, or an initiative that has failed but from which we could also learn to avoid making the same mistakes.

**Total number expected:** 45 practices collected (minimum target).

#### 3.4.3. THE INSTRUMENT

The template for the practices collection and description was a result of the Kick-off Meeting group work. It is named **INNOVAT Practices collection** and it is provided as Annex 5 of the present document. The final version of the template will be **translated into Spanish and provided in an online version** to the partners.

#### 3.4.4. PROCEDURES AND TIMEFRAME

After the feedback round and the final version is available, partners should start gathering data in their universities.

- **April 2019** – start the data collection in the partner institutions
- **Until 30.5.2019**, partners should have the completed templates uploaded in the online form.
- FHJ will compile the results and write the report and Comparative Study with the support of the EU partners. It is expected to be delivered **by July 2019**.

The results should be uploaded/transcribed online by each partner institution (in case of face to face or paper-form data collection).



## 4. THE QUALITATIVE FRAMEWORK

### 4.1. IN-DEPTH INTERVIEWS / FOCUS GROUP

The qualitative approach is designed to collect relevant data from stakeholders influencing high-end decisions at the partner universities in LA.

The semi-structured format was chosen due to its flexibility: it allows to clarify, deepen or expand on certain topics that might be of significant relevance. It will allow us to understand how the Innovat project fits into each HEI's strategy and if the stakeholders stand behind it. Moreover, it will provide information regarding the interviewee's perceptions and expectations regarding innovation in T&L.

Among the partners and especially considering the LA contexts the method to be used could follow a face to face in-depth interview or a focus group with stakeholders. Each LA Partner should choose the method that is more convenient in terms of its own particular organisational and cultural context.

#### IN-DEPTH INTERVIEWS

In-depth interviewing involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular topic or situation. In-depth interviews are useful to gather detailed information about a person's thoughts and behaviors or to explore issues in depth. Interviews support also to provide context to other data collected.

- Face-to face
- 30-60 minutes
- Video and audio recorded
- Transcribed
- Spanish or English
- Mainly targeted at rectors / vice-rectors / directors
- Recommended to have a support person together with the interviewer to take notes and manage the recording
- 1 interviewer, 1 support person, 1 interviewee

#### FOCUS GROUP

Unlike interviews, which usually occur with an individual, a focus group allows members of a group to interact and influence each other during the discussion and consideration of ideas and perspectives. Focus groups have a distinct advantage of being flexible by design and capitalizing on the ability of decision-makers to talk their knowledge of their institution vision, purpose, strategy and services.

Group discussion guided by a moderator:

- 60-90 minutes
- Video and audio recorded
- Transcribed





- Spanish or English
- Mainly targeted at rectors / vice-rectors / directors
- Recommended to have a support person together with the moderator to take notes and manage the recording
- 1 moderator, 1 support person, 4-5 participants

#### **4.1.1. TARGET GROUPS**

Rectors / vice-rectors / directors from partner institutions from LA

#### **4.1.2. TARGET NUMBERS**

Depending of the **method chosen by each of the LA partners:**

- **In-depth interviews:** 3 per partner Institution in CL and PE
- **Focus Group:** 1 per partner Institution in CL and PE (3-5 participants)

#### **4.1.3. THE INSTRUMENT**

The guide for the interview / moderation is named **INNOVAT In-depth interviews / Focus group** and it is provided as Annex 6 of the present document. The final version will be **translated into Spanish and provided** to the partners.

#### **4.1.4. PROCEDURES AND TIMEFRAME**

After the feedback round and the final version is available, LA partners should start the interviews / focus group in their universities.

Since the interviews and focus groups will be audio and/or video recorded, it is mandatory to obtain a signed “Informed consent form” from each of the participants. This form is attached to this document as Annex 7.

- **May 2019** – undertake of the interviews/focus group in the LA partner institutions
- **Until 15.6.2019**, partners should send the summary of the results in the format agreed with the coordinator (FHJ).
- FHJ will compile the results and integrate them to Comparative Study with the support of the EU partners. It is expected to be delivered **by July 2019**.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## **ANNEXES**

**ANNEX 1. INNOVAT\_STATUS QUO QUESTIONNAIRE**

**ANNEX 2. INNOVAT\_COUNTRY STATISTICS TEMPLATE**

**ANNEX 3. INNOVAT\_STUDENTS QUESTIONNAIRE**

**ANNEX 4. INNOVAT\_TEACHERS QUESTIONNAIRE**

**ANNEX 5. INNOVAT\_PRACTICES COLLECTION**

**ANNEX 6. INNOVAT\_IN-DEPH INTERVIEWS / FOCUS GROUP**