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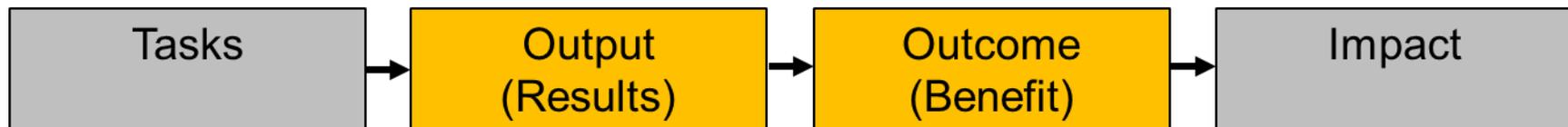
ERASMUS+ E-TALEB Project and Third Quality Assurance Workshop on Excellence in Teaching and Learning

Workshop 3: Assuring Quality in Teaching and Learning

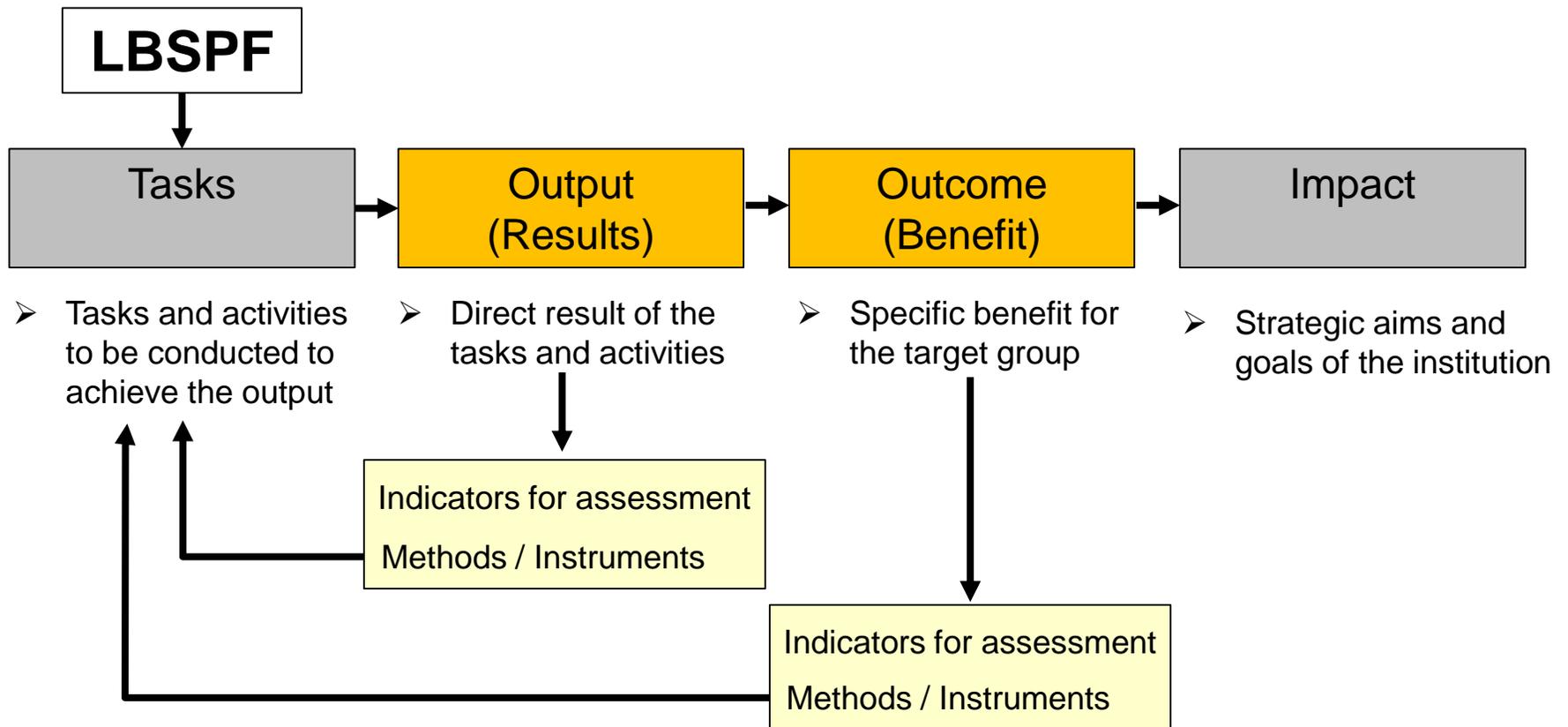
Holy Spirit University of Kaslik, May 3, 2017

The Challenge of QA in Teaching and Learning

- ❖ Complex nature of teaching and learning processes makes the issue of quality assurance similar complex
- ❖ The question behind is yet: Is what we do appropriate? If not, how can we improve?
- ❖ Our approach: To build up a setting for use in quality assurance processes by an interdependancy system framework:



Interdependency system as framework for quality assurance



Example Scenario: Students' changing needs and expectations

”Students have different expectations about their time in higher education that they did 10 years ago but very little has changed in the way courses are designed and delivered and how students are supported in their learning. Feedback from a variety of sources validates this observation. How can the LBPSF help us to develop a deeper understanding of what our students need in order to ensure they learn effectively and have a meaningful and appropriate experience at University.”

Example Scenario: Students' changing needs and expectations

We now want to demonstrate how to use the LBPSF for quality assurance:

- ❖ Which **impacts** do you want to achieve?
- ❖ Which specific **outcome/benefit** for the target group do you want to achieve?
- ❖ Which **tasks** will you conduct?
(1. Identify the relevant LBPF elements, 2. Transform elements into tasks)
- ❖ Which **output/result** do you expect from the tasks?
- ❖ [Which **indicators** and **measuring methods**?]
(regarding output and/or outcome)

Students' changing needs and expectations

❖ Which **impact** do you want to achieve?

- Understanding the students' needs
- Providing conditions for efficient learning
- Preparing for life-long learning

Students' changing needs and expectations

- ❖ Which specific **outcome/benefits** for the target group do you want to achieve?
 - Students find their needs considered
 - Students are able to study in time
 - Students find themselves qualified for a constantly changing labour market

Students' changing needs and expectations

❖ Which **tasks** will you conduct?

Step 1:

Identifying the relevant LBPSF elements

Students' changing needs and expectations: Relevant LBPSF elements

- **P1:** Design, plan and organise teaching and learning opportunities, courses and/or programmes of study
- **P2:** Teach and/or support learning
- **P4:** Create effective and innovative learning environments to optimise learning
- **P5:** Provide effective student support and guidance
- **K2:** The local and/or global environment
- **K4:** How students learn, both generally and within their subject
- **K5:** The use and value of a range of learning technologies and social media
- **AV1:** Respect individual learners and the diversity of learning communities.
- **AV6:** Foster collaboration and stakeholder participation in the development of learning opportunities to enhance teaching and learning

Students' changing needs and expectations

❖ Which **tasks** will you conduct?

Step 2:
Transforming LBPSF elements
into tasks

Students' changing needs and expectations: Tasks following the LBPSF elements

With respect to students' changing needs:

- Design, plan and organise teaching and learning opportunities, courses and/or programmes of study (P1)
- Teach and/or support learning (P2)
- Create effective and innovative learning environments to optimise learning (P4)
- Provide effective student support and guidance (P5)
- *Gather information about* The local and/or global environment (K2)
- *Observe* How students learn, both generally and within their subject (K4)
- *Use a range of modern* learning technologies and social media (K5)
- *Consider* individual learners and the diversity of learning communities (AV1)
- Foster collaboration and stakeholder participation in the development of learning opportunities to enhance teaching and learning (AV6)

Students' changing needs and expectations

- ❖ Which **output/results** do you expect from the tasks?

Students' changing needs and expectations: Output of the tasks (1)

With respect to students' changing needs:

- Design, plan and organise teaching and learning opportunities, courses and/or programmes of study (P1)
- Create effective and innovative learning environments to optimise learning (P4)
- **Implementation of several new learning offers: project learning, service learning ...**

- Teach and/or support learning (P2)
- Provide effective student support and guidance (P5)
- **Students use offered consulting hours, tutorial assistance, support offered by student office, library ...**

Students' changing needs and expectations: Output of the tasks (2)

With respect to students' changing needs:

- *Gather information about* The local and/or global environment (K2)
- *Observe* How students learn, both generally and within their subject (K4)
- **Information that can be considered in developing future learning offers (→ P1)**
- *Use a range of modern* learning technologies and social media (K5)
- **Mobile learning, use of Facebook, Moodle, Mahara ...**
- *Consider* individual learners and the diversity of learning communities (AV1)
- **Different time models for studying, to be considered in developing future learning offers (→ P1)**
- Foster collaboration and stakeholder participation in the development of learning opportunities to enhance teaching and learning (AV6)
- **Cooperation networks that improve employability**

Students' changing needs and expectations

- ❖ Which **indicators** could be used to assess the output?
- ❖ Which **indicators** could be used to assess the outcome/benefits?

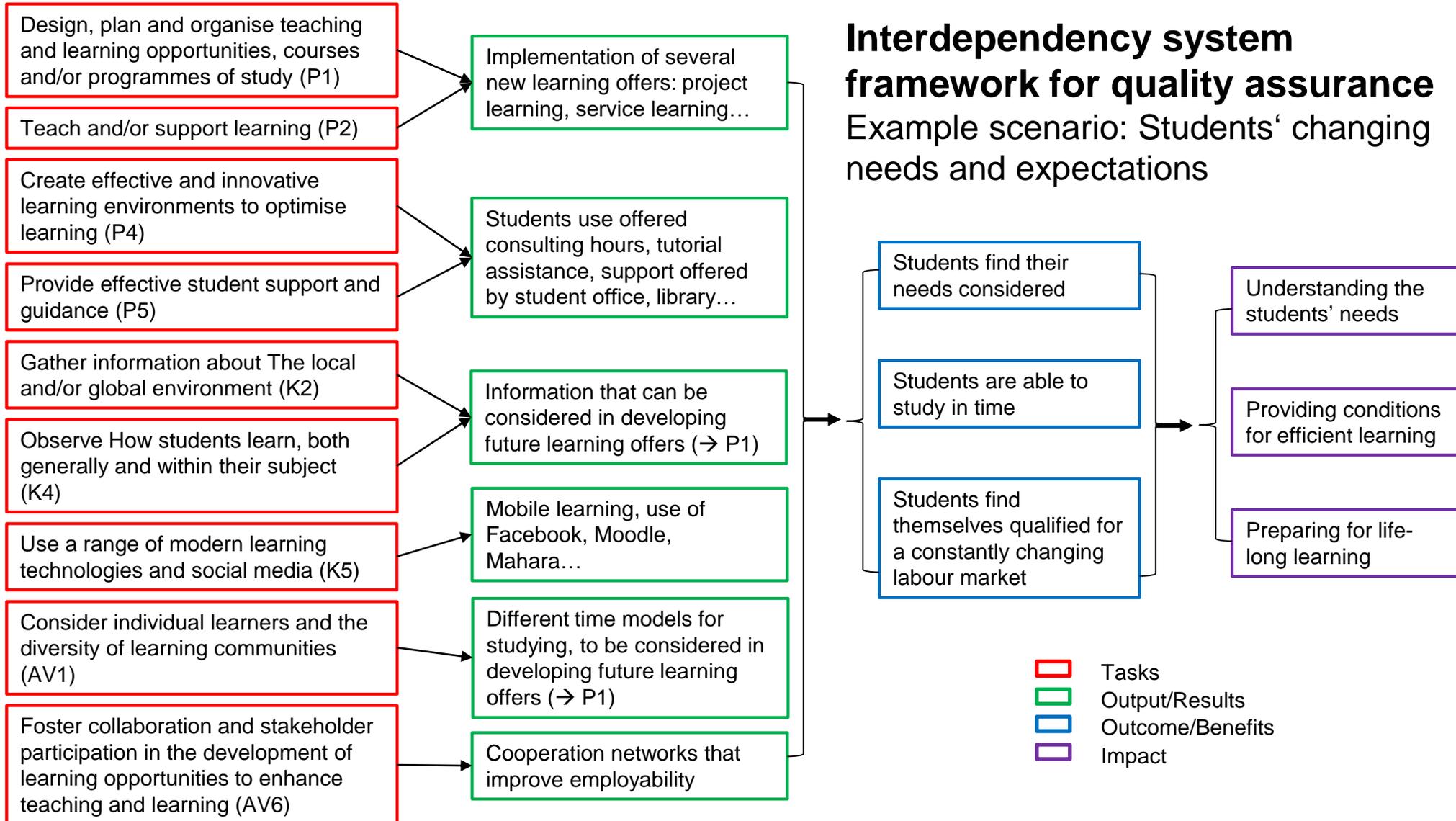
Students' changing needs and expectations: Indicators for assessment

With respect to students' changing needs:

- Design, plan and organise teaching and learning opportunities, courses and/or programmes of study (P1)
- Create effective and innovative learning environments to optimise learning (P4)
- **Implementation of several new learning offers: project learning, service learning ...**
- **Number of learning offers with project learning, number of students participating, number of study programmes with such learning offers...**
- Teach and/or support learning (P2)
- Provide effective student support and guidance (P5)
- **Students use offered consulting hours, tutorial assistance, support offered by student office, library ...**
- **Number of students using the offers, student satisfaction, experience the offices, library etc. made with students...**

Methods and instruments for obtaining evidence that output / outcome is met

- ❖ Surveys with students, alumni, teaching staff, teaching supporting staff, administration
- ❖ Interviews, focus based group interviews
- ❖ Analysis of documents: e.g. annual reports, course catalogue
- ❖ Collection of data: e.g. number of participants, student's development, drop-outs
- ❖ Observation



Group work

Based on your scenario:

- ❖ Which **impact** do you want to achieve?
- ❖ Which specific **outcome/benefit** for the target group do you want to achieve?
- ❖ Which **tasks** will you conduct?
(1. Identify the relevant LBPFS elements, 2. Transform elements into tasks)
- ❖ Which **output/result** do you expect from the tasks?
- ❖ [Which **indicators** and **measuring methods**?]
(regarding output and/or outcome)