

Teaching and Learning

- How the teaching and learning strategies and assessment are linked to LO's and TLA methods



Teaching and Learning



- General remarks
 - It is a long way to reach the goals! (°1984)
 - Step by step towards more centralisation in the university!
- General principles
 - Support and guidance come in the first place
 - “link” has to be a central part in the QA-systems (internal and external)
 - “link” is always present in the following initiatives

Teaching-Learning Assessment

- Influenced by
 - national regulations
 - traditions
 - stage of the education
 - size of the group
 - discipline
 - ICT: blended learning, ODL, ...
 - ...



Teaching and assessment methods

- Not an individual choice of the teacher
- Responsibility of the department, board, ...
- No 'one fits for all' solution!
- General idea: Blended learning and assessment



Support by instruments/1

- Educational Board at university level
 - Headed by Vice-Rector Education or Director of Education
 - Link between faculties and Board of Governors
 - ‘Educational Bureau’ as Task Force (small, but powerful)
- Director of Studies in each Faculty
 - Supported by (small) administrative staff (Quality Unit Education)
 - Facilitating work of the departmental board in the field of Education

Support by instruments/2

- OASIS: OnderwijsAministratie en StudentenInformatieSysteem
 - Software system
 - Registration of link between learning outcomes, teaching methods and evaluation methods
 - PDCA-cycle will be closed (operational in 2015-2016)

Support by policy

- Policy plans of the faculties
 - Past: education was absent
 - Now: education is a central part
 - Near future: independent policy plan for education
 - More influence and responsibilities for Educational Board of each discipline (evaluation of impact, effectiveness and efficiency of educational process)
- Personalised targets for professors
 - Based on criteria
 - Tasks related to education are taken into account
 - Every 2 years

Support by policy documents



- Central educational concept: creative development of knowledge
- Assessment policy document
 - Measuring integrated competencies of knowledge: creativity of knowledge, critical behaviour, self-reflection, integrating KSA to more complex competencies => 17 testing principles
- Elaborated document ‘onderwijstips’ (FAQ): <https://onderwijstips.ugent.be>
- Glossaria of teaching- and assessment methods (next slides)
- Certificate of educational ability
 - Basic, intermediate, advanced (‘scholarship of teaching’)

Glossarium of teaching methods

- Clinic
- Demonstration
- Excursion
- Fieldwork
- Flipping the classroom
- Group work
- Guided self-study
- Independent work
- Integration seminar
- Lecture
- Master's thesis
- Micro teaching
- Online discussion
- Research project
- Practicum
- Problem oriented tutorial
- Project
- Seminar
- Teamwork
- Traineeship

Glossarium of assessment methods

- Behavioral assessment
- Essay
- Master's thesis
- Open book examination
- Oral examination
- Participation
- Peer evaluation
- Portfolio
- Report
- Simulation (role play)
- Skills test
- Written exam with multiple choice questions
- Written exam with open question

17 principles for assessment

- The Ghent University competency approach with challenging goals is the starting point for testing on a high level regarding content
- Within a course unit, the learning outcomes are strived for and tested to the best of our possibility
- Throughout the programme, all programme competences are strived for and tested in several course units
- The choice for adequate evaluation methods is crucial
- Qualitative testing starts with a common vision on testing and responsibility
- Confidence in the testing expertise of lecturers and programmes
- Transparent evaluation procedures and expectations regarding content
- No overly stringent relation between teaching and learning material, education and evaluation
- Attention for (interim) feedback
- Opportunities and facilities, but the same expectations regarding content for all students
- Serenity at an examination is safeguarded
- Attentive to fraud and irregularities
- Students' proper performances count and not their position within the group
- An evaluation does not take previous results or achievements into account
- The lecturer-in-charge of a course unit is finally responsible for the evaluation
- Wide resolution in grades
- The right to two examination opportunities

Support by Guidance

- Educational professionalization
 - Since 20 years; now an obligation for new staff
 - Basic training and many follow-up trainings
 - Sharing good practices, individual coaching, feedback sessions, support to innovation projects, self tests, video's,
- Yearly quality consultation between central department of Education and faculties

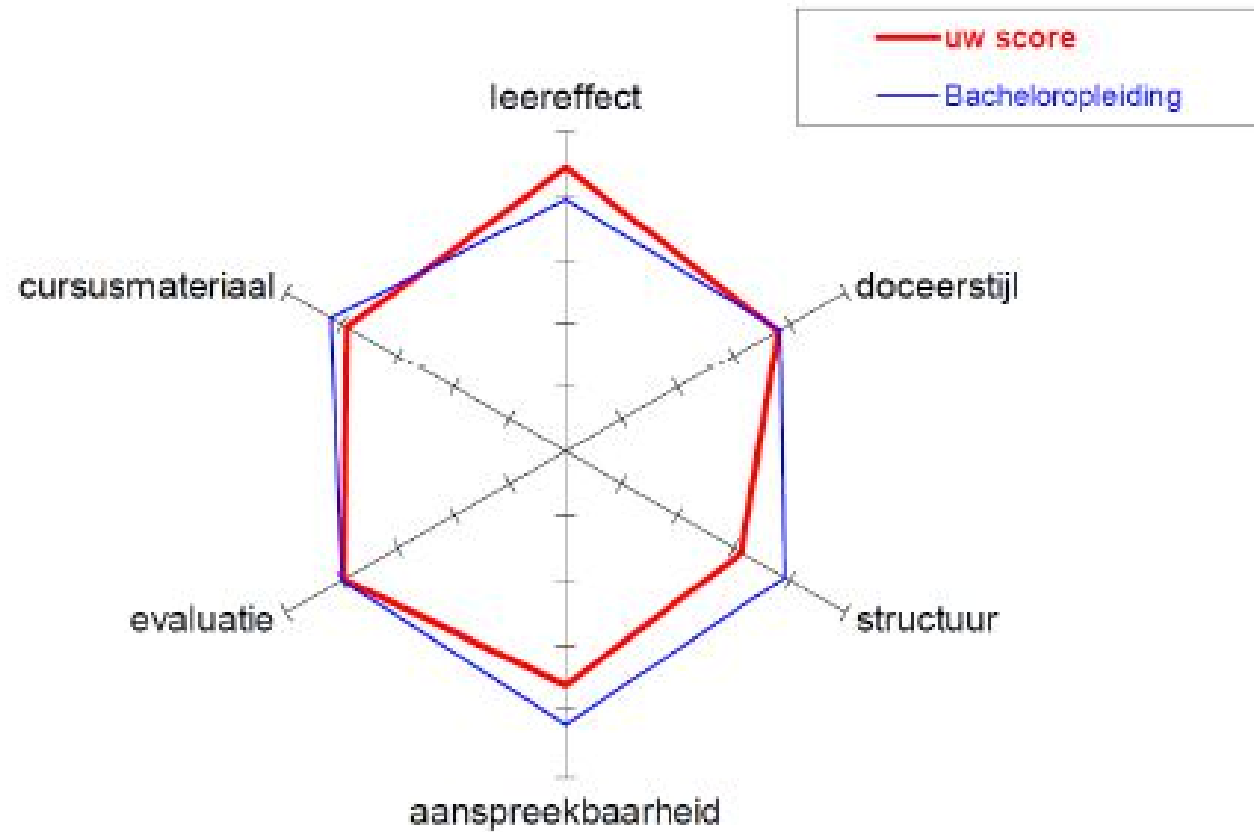
Internal Quality Assurance

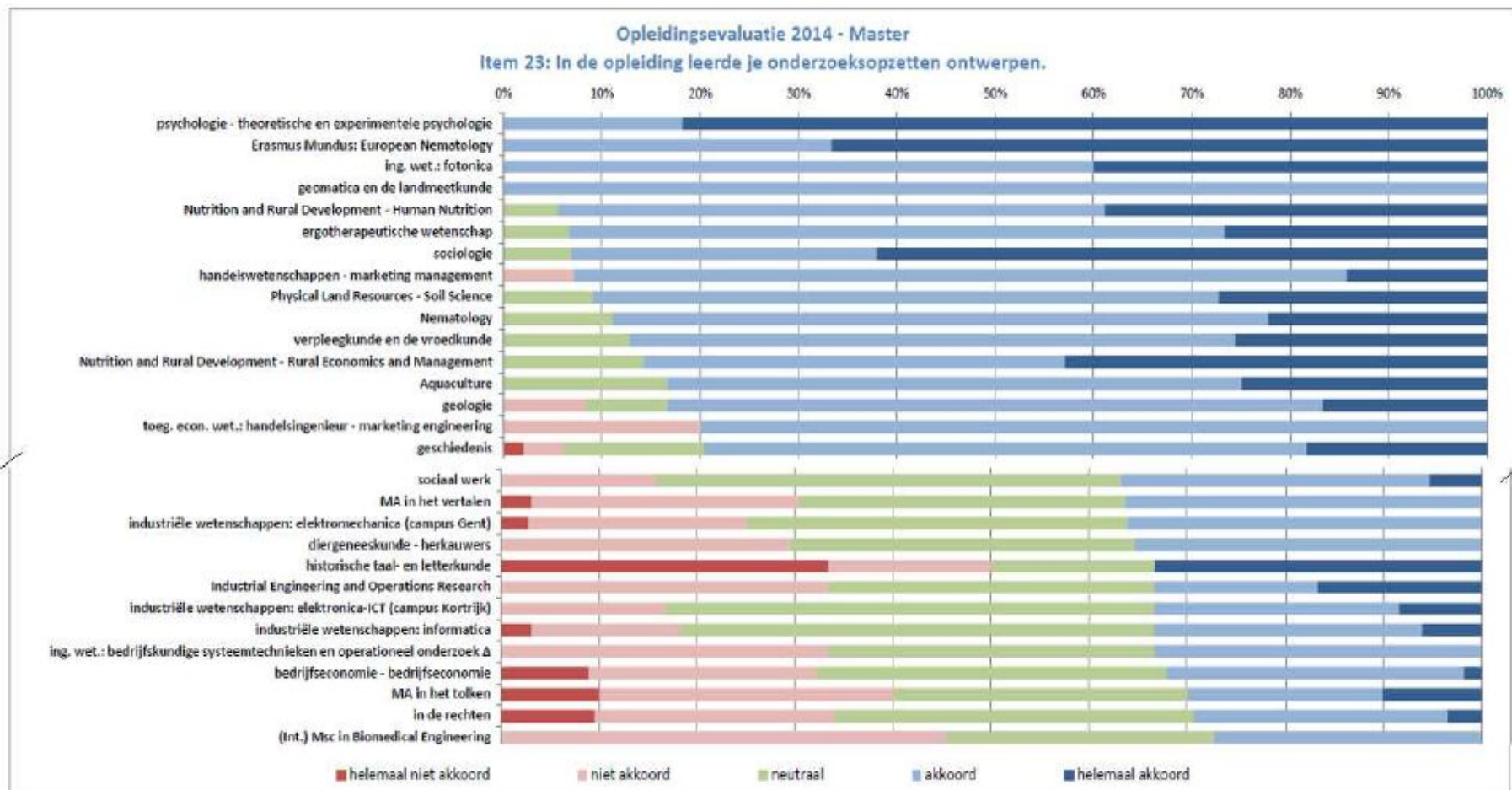
- Basic principles
 - Based on data
 - Role of students is important
 - Permanent surveillance of PDCA-cycles
 - Making progress is more important than giving judgements
 - Internal comparison with “similar” disciplines and with the university as a whole
 - Input of the broader society

Instruments of Internal QA/1

- Evaluation of course units by students
 - More than 40 % participation
 - Reactions of staff taken into account
- Evaluation of the study as a whole (f.e. Ba History)
 - Every two years
 - General satisfaction, structure, effects of learning, didactical approach, evaluations, co-operative learning, internationalisation, entrepreneurship, sustainability, societal engagement

Onderwijsevaluatie per dimensie





Δ = lage betrouwbaarheid

Instruments of Internal QA/2

- Measuring study time of students
 - Retrospective
 - Prospective
- Questionnaires to alumni (and support to alumni associations)

Instruments of Internal QA/3

- Portfolio
 - Characteristic data
 - Benchmark v-à-v related disciplines
- Peer learning visits
 - Every two years: staff of other related departments 'visit' a department
- Focus groups
- Follow up of reports of external QA (see next slides)
 - comparison within the university and for the whole country

VISITATIEPROFIEL MASTEROPLEIDINGEN 2005-2012 PER FACET

Verskil tussen masteropleidingen UGent en andere universiteiten *onvoldoende + voldoende versus VERSUS goed + excellent	KULeuven	VUB	UA
1.1 Niveau en oriëntatie	-	-	-
1.2 Domeinspecifieke eisen		+	-
2.1 Relatie doelstellingen en inhoud van het programma	+	+	+
2.2 Eisen academische gerichtheid van het programma	+	+	+
2.3 Samenhang van het programma	-	+	-
2.5 Studietijd	+	+	+
2.6 Afstemming tussen vormgeving en inhoud	+	+	+
2.7 Beoordeling en toetsing	+	+	+
2.8 Masterproef	+	+	+
2.9 Toelatingsvoorwaarden	+	-	-
3.1 Kwaliteit personeel	+	+	+
3.2 Eisen academische gerichtheid [personeel]		+	+
3.3 Kwantiteit personeel	-	+	+
4.1 Materiële voorzieningen	-	-	-
4.2 Studiebegeleiding	-	-	-
5.1 Evaluatie resultaten	+	-	+
5.2 Maatregelen tot verbetering	+	+	-
5.3 Betrekken van medewerkers, studenten, alumni , beroepenveld	+	+	+
6.1 Gerealiseerd niveau	+	+	+
6.2 Onderwijsrendement	+	+	

XX Veel beter

XX beter

UGent beter

UGent veel beter

External Quality Assurance

- At the level of a discipline
 - Every 8 years; already 3 rounds done
 - External international commission
 - “all” aspects of education
 - teaching, assessment, infrastructure, quantity of staff, quality of staff, ...
 - Based on self evaluation report
 - Result is used as basis for accreditation
 - positive, positive with restrictions, negative (no financing of government, no recognition of degrees)

External Quality Assurance

- At the level of the institution
 - Every 6 years (on top of or in place of?), starts in 2016
 - Are institutions ready for covering all aspects of QA at the level of a discipline?
 - Topics
 - Vision and mission
 - Policy
 - Evaluation and monitoring
 - Policy of improvement
 - Judgement
 - Positive
 - positive with restrictions = new visit after 2 years
 - negative = closing down the institution

