GHENT
UNIVERSITY

INTERNATIONAL TRENDS IN THE ASSESSMENT OF (INTERNATIONAL/INTERCULTURAL) LEARNING OUTCOMES

Frederik De Decker, Head of International Relations Office

GHENT UNIVERSITY

INTRODUCTION

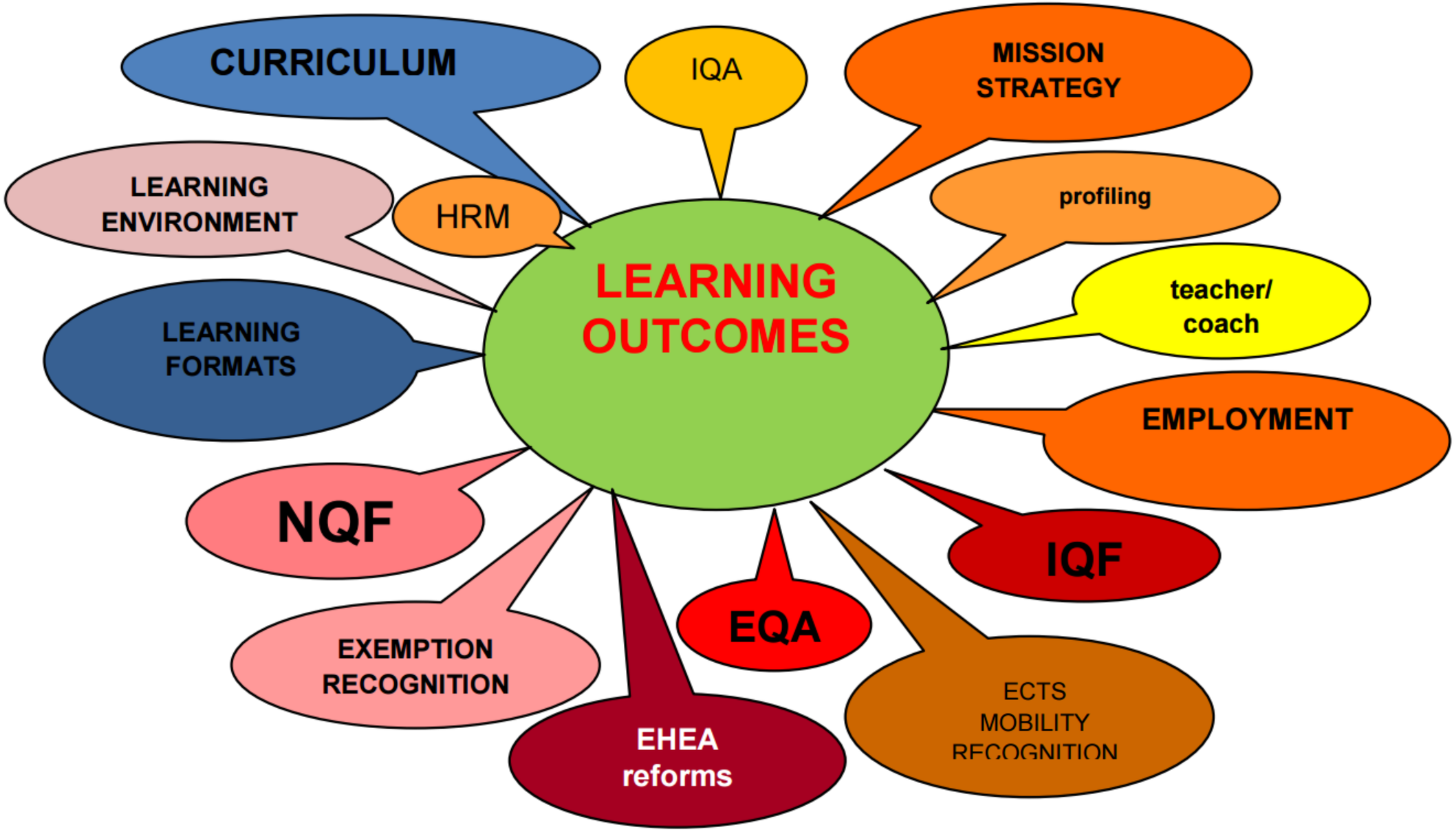
LEARNING OUTCOMES: A VERY BROAD CONCEPT

GHENT
UNIVERSITY

BRAINSTORM (1)

- What do you associate with the concept “learning outcomes”?

GHENT UNIVERSITY



Source: presentation "Concluding Reflections on Guidelines for the use of (Achieved) Learning Outcomes", Lucien Bollaert, NVAO, 30 October 2015

BRIEF REMINDER: WHAT ARE INTERNATIONAL/INTERCULTURAL LEARNING OUTCOMES?

GHENT UNIVERSITY

An introduction to international and intercultural learning outcomes

EXAMPLE OF AN (INTERNATIONAL/-CULTURAL) LEARNING OUTCOME (BASED UPON “CORE2”)

The nurse autonomously builds a professional relationship with a person demanding care, also in non-familiar and/or complex care situations, focused on the somatic, social, psychic and existential wellbeing of that person in a multicultural environment.

5 key elements:

- Active verb (cfr. Bloom)
- Type of learning outcome:
  - Knowledge
  - Skill
  - Cognitive process
  - Broader competence (integration)
- Domain of learning outcome
- Level-indicator
- Scope and/or context of LO

GHENT UNIVERSITY

WHAT ARE ILO'S?

- Learning outcomes that in a certain domain and at a certain level have an international and/or intercultural scope and/or context

  - domain: defined by the programme!
  - level: can be different for bachelor, master,…
  - scope and/or context: strategies and skills for functioning in other cultures, intercultural interaction techniques, cognitive & cultural flexibility, sociability, comparative civics, socio-economic geography,…

GHENT UNIVERSITY

WHAT ARE ILO'S?

- Learning outcomes that in a certain domain and at a certain level have an international and/or intercultural scope and/or context

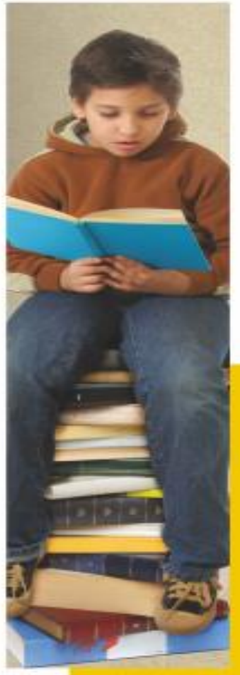
  - domain: defined by the programme!
  - level: can be different for bachelor, master,…
  - scope and/or context: strategies and skills for functioning in other cultures, intercultural interaction techniques, cognitive & cultural flexibility, sociability, comparative civics, socio-economic geography,…

GHENT UNIVERSITY

European Parliament

DIRECTORATE-GENERAL FOR INTERNAL POLICIES

POLICY DEPARTMENT B
STRUCTURAL AND COHESION POLICIES



Agriculture and Rural Development

Culture and Education

Fisheries

Regional Development

Transport and Tourism

INTERNATIONALISATION OF HIGHER EDUCATION

STUDY

EN DE FR

2015

Set out below are **recommendations** on the internationalisation of higher education for all policy levels:

1. Address the challenges of credit and degree mobility imbalances and institutional cooperation, stemming from substantial differences in higher education systems, procedures and funding.
2. Recognise the growing popularity of work placements and build options to combine them with language and cultural skills training and study abroad.
3. Support the important role of academic and administrative staff in the further development of IoHE.
4. Foster greater higher education and industry collaboration in the context of mobility of students and staff.
5. Pay more attention to the importance of 'Internationalisation at home', integrating international and intercultural learning outcomes into the curriculum for all students.
6. Remove the barriers that impede the development of joint degrees.
7. Develop innovative models of digital and blended learning as an instrument to complement IoHE.
8. Align IoHE with internationalisation at other levels of education (primary, secondary, vocational and adult education).
9. Stimulate bilingual and multilingual learning at the primary and secondary education level as a basis for a language policy based on diversity.
10. Remove barriers between internationalisation of research and education, at all levels, for greater synergy and opportunity.

"integrating international and intercultural learning outcomes into the curriculum for all students"

MEASURING THE ACHIEVEMENT OF THE INTENDED "INTERCULTURAL / INTERNATIONAL LEARNING OUTCOMES"

- Challenge: **how to demonstrate** the achievement of these defined *international and intercultural learning outcomes*
  - Cf. tendency towards competence based learning → assessment of competences is a challenge anyhow
  - How to demonstrate these are the result of internationalisation?
- Seems to be a kind of 'holy grail'

GHENT UNIVERSITY

SPECIFIC DIFFICULTY: LEARNING OUTCOMES WITH A PREDOMINANTLY INTERCULTURAL CHARACTER

- Large “attitude”-component makes this a greater challenge
- Some suggestions (cfr. Darla Deardorff):
  - Clearly define what you want to measure
  - Use a mix of *direct* and *indirect* assessment methods (e.g. group presentation + individual reflection)
  - Match the method with the learning outcome (suitability)
- Use existing materials and dare to trust students’ self-assessment

GHENT UNIVERSITY

UNIVERSITEIT GENT

UGI-ONDERWIJSBELEID

The international contacts and contents are an added value for the programme

Start | Studentenpopulatie | Onderwijsaanbod

Resultaten opleidingsevaluaties: overzicht

Laatste update: 31-05-2016

Uw selectie

Bevragingsjaar: 2014
Opleidingstype: Master-na-Bacheloro
Dimensie: Internationalisering
Item: De internationale con

FaculteitGroep

alfa	beta	gamma

FaculteitCode

LW	RE	WE
GE	EA	EB
DI	PP	BW
FW	PS	

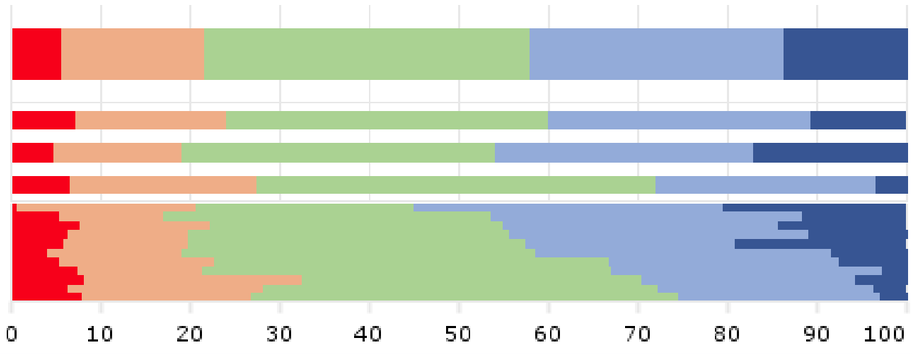
Gaan

Beginwaarden

Verwante pagina's

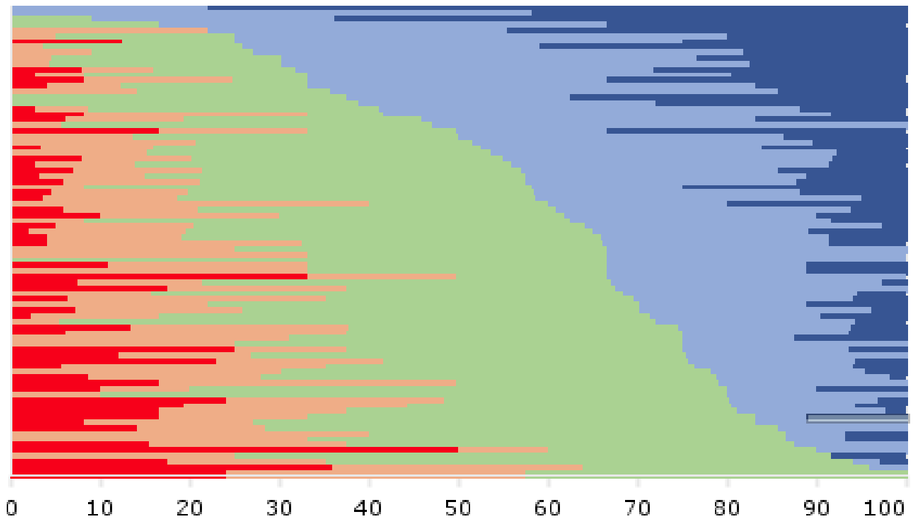
Detail resultaten opleidingsevaluaties
Overzicht resultaten opl.eval. werklast

Item De internationale contacten en inhouden zijn een meerwaarde voor de opleiding.
Dimensie Internationalisering



Uitgebreide selectie Er zijn geen uitgebreide selecties actief

Opleidingen | Afstudeerrichtingen



Continuous monitoring → UGI
(UGent integrated information)

UNIVERSITEIT GENT

UGI-ONDERWIJSBELEID

During the programme you were confronted with foreign (guest) professors and/or students

Start | Studentenpopulatie | Onderwijsaanbod

Resultaten opleidingsevaluaties: overzicht

Laatste update: 31-05-2016

Uw selectie

Bevragingsjaar: 2014
Opleidingstype: Master-na-Bacheloro
Dimensie: Internationalisering
Item: Je werd tijdens de opl

FaculteitGroep

alfa	beta	gamma

FaculteitCode

LW	RE	WE
GE	EA	EB
DI	PP	BW
FW	PS	

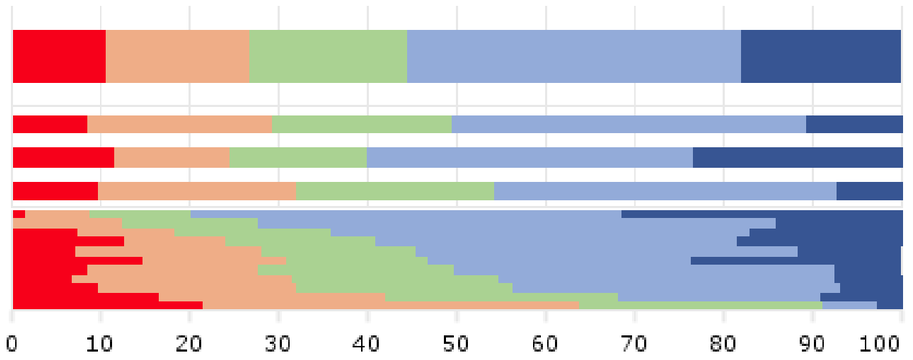
Gaan

Beginwaarden

Verwante pagina's

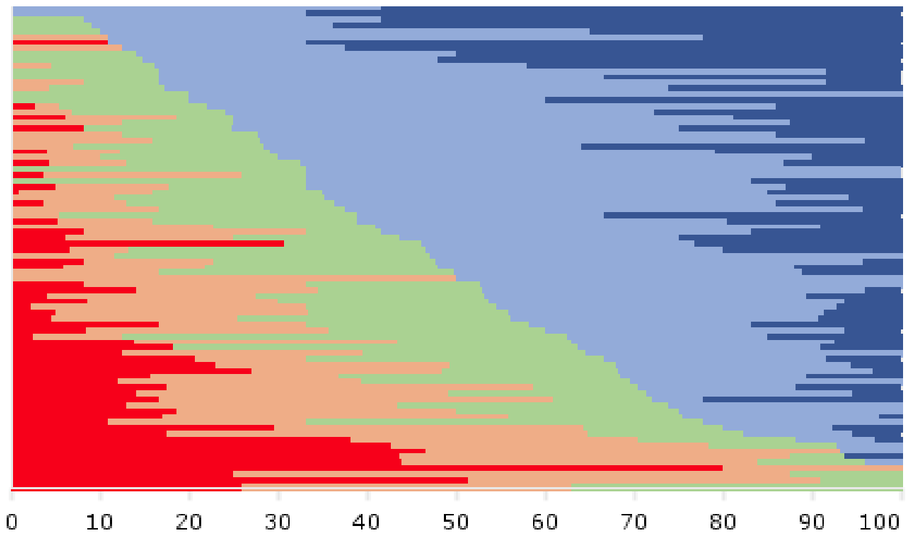
Detail resultaten opleidingsevaluaties
Overzicht resultaten opl.eval. werklast

Item: Je werd tijdens de opleiding geconfronteerd met buitenlandse (gast)professoren en studenten.
Dimensie: Internationalisering



Uitgebreide selectie Er zijn geen uitgebreide selecties actief

Opleidingen | Afstudeerrichtingen



Continuous monitoring → UGI
(UGent integrated information)

CeQuInt 2012-2015

The CeQuInt project has developed a methodology to assess the quality of internationalisation in higher education. The overall aim of the project partners is to assess, enhance and reward internationalisation.
The project is co-funded by the Lifelong Learning Programme of the European Union.

Education and Culture DG
Lifelong Learning Programme

Register now: Conference 'Assessing the Quality of Internationalisation'

The registrations are open!

The Dissemination Conference

26 and 27 February 2015 - Paris, France

Good practices workshop

The workshop presented good practices and further developed the concept "good practice in internationalisation"

CeQuInt Newsletter

The CeQuInt newsletter is send out quarterly and provides information about the ongoing project activities

Progress report

On 28 April 2014, we presented our progress report to the Executive Agency, our co-funding body. Read how well our project is advancing.

Current methodology

The most relevant and necessary documents outlining the current methodology.

Pilot procedures

The project consortium will test their developed methodology in twelve pilot procedures.

Aims & objectives

Quality assurance agencies want to establish a methodology to assess, reward and enhance internationalisation.

Project consortium

The partnership encompassess 14 partners from 11 countries, consisting of quality assurance agencies and internationalisation organisations.

BRAINSTORM (2)

- What are core elements for:
  - The assessment of learning outcomes

  also referred to as:

  - The demonstration of achieved learning outcomes

  Or:

  - The measurement of achievement of learning outcomes?

GHENT UNIVERSITY

PUBLICATION

ASSESSMENT AND DEMONSTRATION OF ACHIEVED LEARNING OUTCOMES: RECOMMENDATIONS AND GOOD PRACTICES

See:

https://www.nvao.net/system/files/pdf/Report%20Achieved%20Learning%20Outcomes%20Recommendations%20and%20Good%20Practices%202016.pdf

GHENT UNIVERSITY

RECOMMENDATIONS WITH RESPECT TO LEARNING OUTCOMES (1)

- It is all about learning outcomes: consider intended and achieved learning outcomes as two sides of the same coin
- Use learning outcomes as a tool for developing and improving education, not as a goal in itself
- Link learning outcomes to national and international qualification frameworks

GHENT UNIVERSITY

RECOMMENDATIONS WITH RESPECT TO LEARNING OUTCOMES (2)

- Use quality assurance to stimulate and improve the development of learning outcomes, not as an instrument of control
- Follow through the concept of student-centred learning in the assessment and demonstration of achieved learning outcomes

GHENT UNIVERSITY

FOLLOW THROUGH THE CONCEPT OF STUDENT-CENTRED LEARNING IN THE ASSESSMENT AND DEMONSTRATION OF ACHIEVED LEARNING OUTCOMES

- The formats of assessment should be congruent with the intended learning outcomes and with the formats of teaching and learning, by using instruments such as peer- or co-assessment.
- The development of student-centred assessment should follow the transition to student-centred learning and avoid teacher-oriented approaches which assess the curriculum rather than the learning by the students.

GHENT UNIVERSITY

FOLLOW THROUGH THE CONCEPT OF STUDENT-CENTRED LEARNING IN THE ASSESSMENT AND DEMONSTRATION OF ACHIEVED LEARNING OUTCOMES

- There is much in a study programme that cannot be easily assessed, such as attitudes. Take care that the emphasis on competences or knowledge leaves enough room for properly assessing other aspects which have great value for students and for society.
- Structure the assessment system, and make sure that methods and criteria are valid. Do not underestimate the challenge this can pose.
- Using external examiners is a useful way of enhancing the validity of assessments, and should be implemented more generally.

GHENT UNIVERSITY

OECD INITIATIVES

- PISA: secondary education
- PIAAC: adult education
- AHELO: higher education

GHENT UNIVERSITY

PISA

Programme for International Student Assessment

Assessment of Higher Education Learning Outcomes

GHENT UNIVERSITY

CALOHEE PROJECT

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe

GHENT UNIVERSITY

CALOHEE: CORE RESEARCH QUESTIONS

- *Do students enrolled in higher education around Europe develop the competences they need?*
- *Are study programmes delivering their promises?*
- *Can we learn to compare student's achievements in different countries in a meaningful way?*

GHENT UNIVERSITY

CALOHEE: OVERALL AIM

- Develop the infrastructure that will eventually make it possible to test bachelor and master students' performance
- Europe-wide and across a range of fields
- In a way that satisfies the needs of the various stakeholders in the European higher education community

GHENT UNIVERSITY

CALOHEE: AREAS

Five subject areas (in 5 significant domains):

- Engineering (Civil Engineering),
- Health Care (Nursing),
- Humanities (History),
- Natural Sciences (Physics)
- Social Sciences (Education).

But: the methodology should also be applicable for other fields of study

GHENT UNIVERSITY

CALOHEE

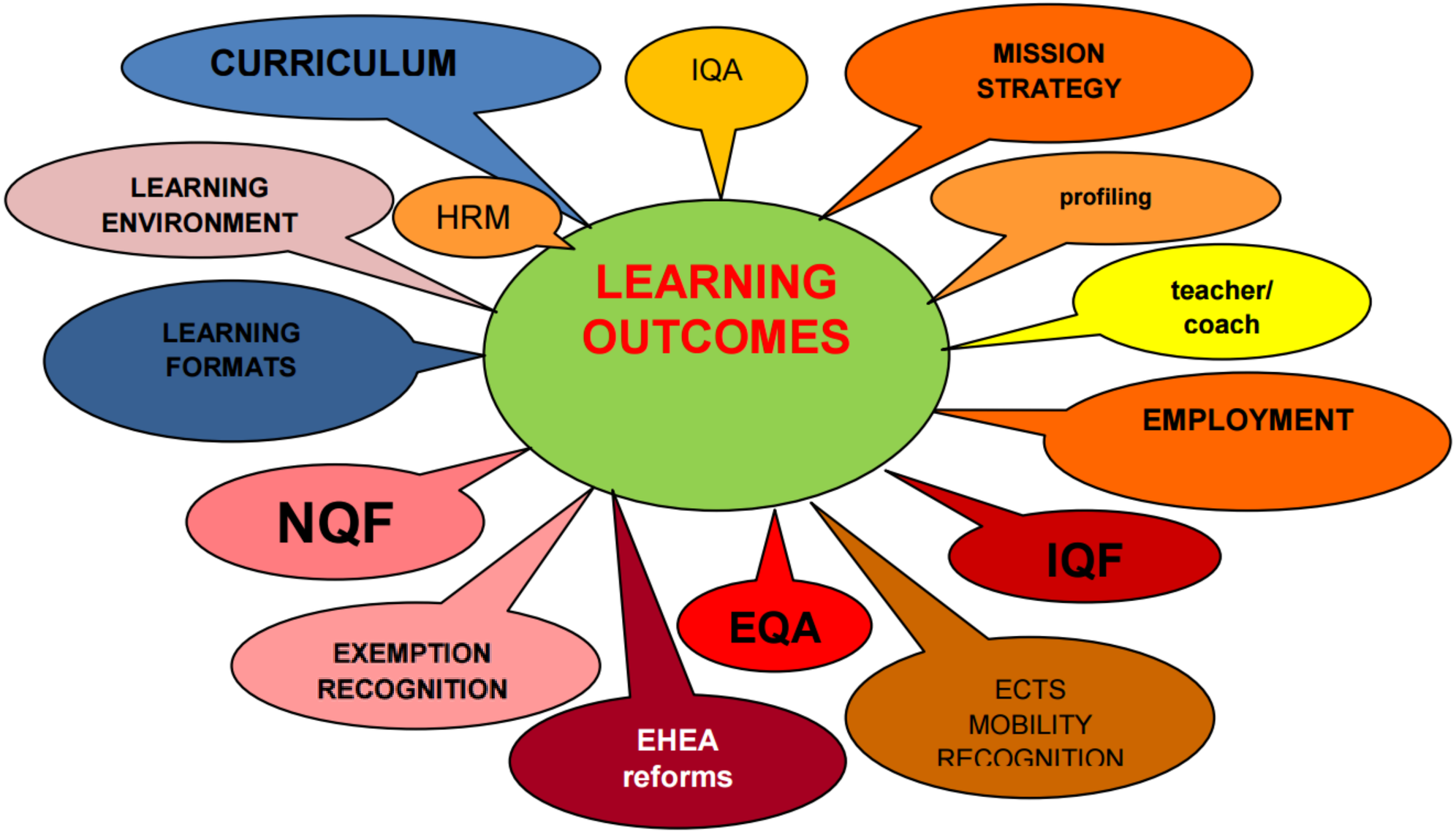
The frameworks to be developed in these fields will use the same methodology, but they will be tailored to the characteristics of each domain or subject area, taking into account the diversity of missions, orientations and profiles of universities in Europe and their various degree programmes.

GHENT UNIVERSITY

CALOHEE: CONCRETE PROJECT AIMS

- Develop a multi-dimensional instrument to measure and compare levels of learning doing justice to the different missions and profiles of HEI's
- Develop transnational conceptual frameworks and assessment frameworks for the five academic domains and five related disciplines
- Develop test blue prints, work plans for creation and implementation of assessments plus white paper explaining costs/benefits of various designs for transnational comparative assessment

SPECIFIC USE OF THE ASSESSMENT OF LEARNING OUTCOMES



USING LO'S FOR EXEMPTION AND RECOGNITION PURPOSES

Legal possibilities in Flanders:

- APL / RPL
- APEL
- Bridging programmes
- Linking programmes
- (Alternative Entry Procedures)

GHENT UNIVERSITY

USING LO'S FOR EXEMPTION AND RECOGNITION PURPOSES

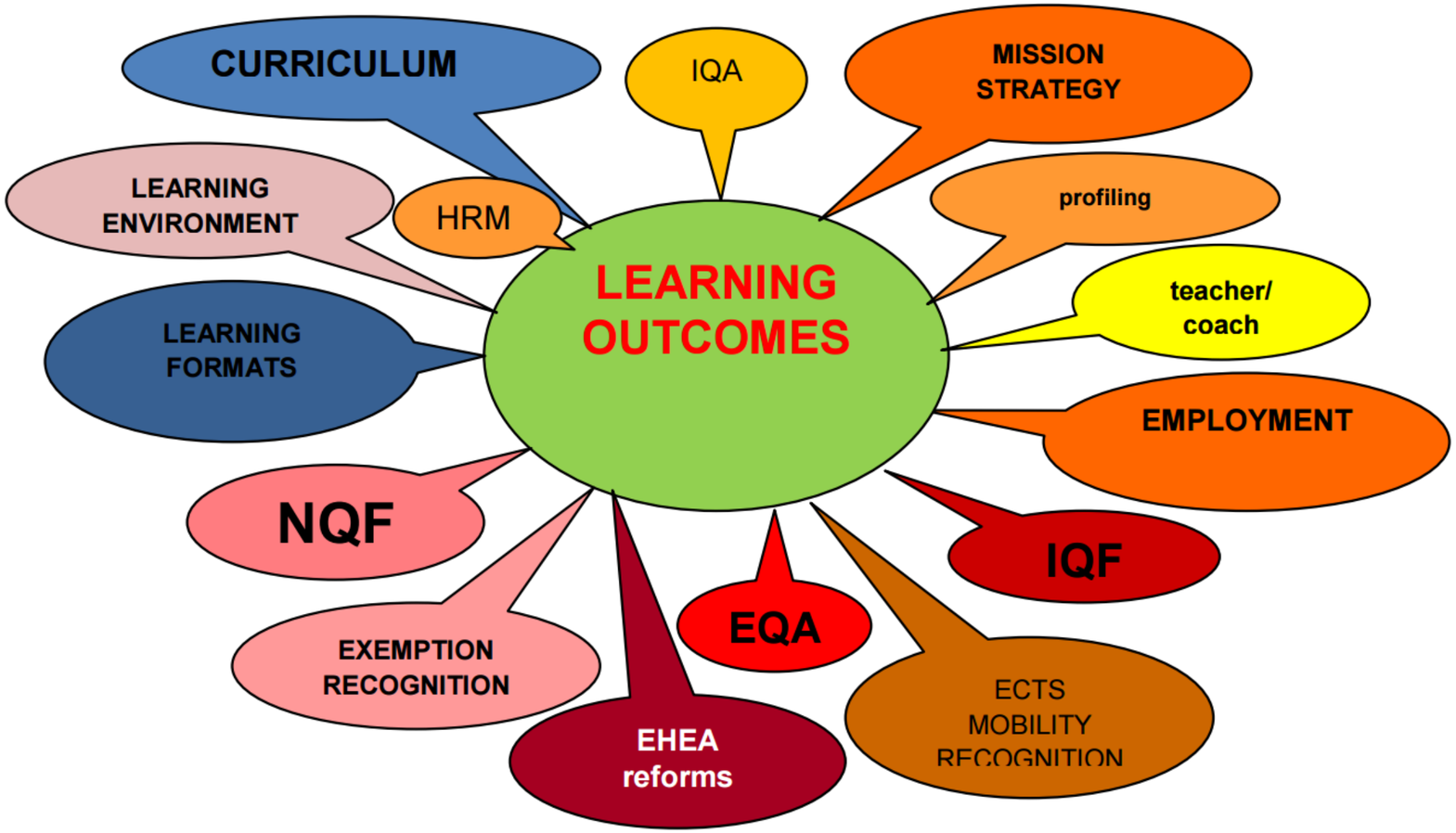
Legal possibilities in Flanders:

- APL / RPL
- APEL
- Bridging programmes
- Linking programmes
- (Alternative Entry Procedures)

GHENT UNIVERSITY

LO'S IN THE FURTHER PROGRAMME

- IQA
- EQA
- HRM
- Employment
- Learning Environment
- …



GHENT UNIVERSITY

www.ugent.be

Universiteit Gent

@ugent

instagram.com/ugent

Ghent University

Frederik.DeDecker@UGent.be

GHENT
UNIVERSITY