# Teaching and Learning

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



What do I want my students to learn, how can I express my goals to them and make these goals clear to my colleagues and myself?

# 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: **O**nderwijs**A**dministratie en **S**tudenten**I**nformatie**S**ysteem
  - 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 compentencies 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

# Teaching methods (X) and learning outcomes (Y)

| | Demon-stration | Group-work | Lecture | Clinic | seminar | Project | Practic-um | PDE tutorial | … |
|---|---|---|---|---|---|---|---|---|---|
| B.1.1 | | | 11 | 2 | 8 | 1 | 2 | 4 | |
| B.3.2 | 1 | 6 | | 2 | 8 | 1 | 2 | 4 | |
| B.4.3 | 1 | 6 | | 1 | 7 | 1 | 2 | 4 | |
| … | | | | | | | | | |

# Glossarium of assessment methods

- Behavorial 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 testing principles

- 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

# Evaluation methods (X) and learning outcomes (Y)

| | Assignment | Report | Skillstest | Multiple choice | Open book Exam | Oral Exam | Participation | Portfolio | … |
|---|---|---|---|---|---|---|---|---|---|
| B.1.1 | 1 | | 1 | 6 | 1 | 3 | 1 | | |
| B.3.2 | 3 | 5 | 3 | | | 7 | 6 | 1 | |
| B.4.3 | 2 | 4 | 5 | | | 7 | 7 | 1 | |
| … | | | | | | | | | |

# 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
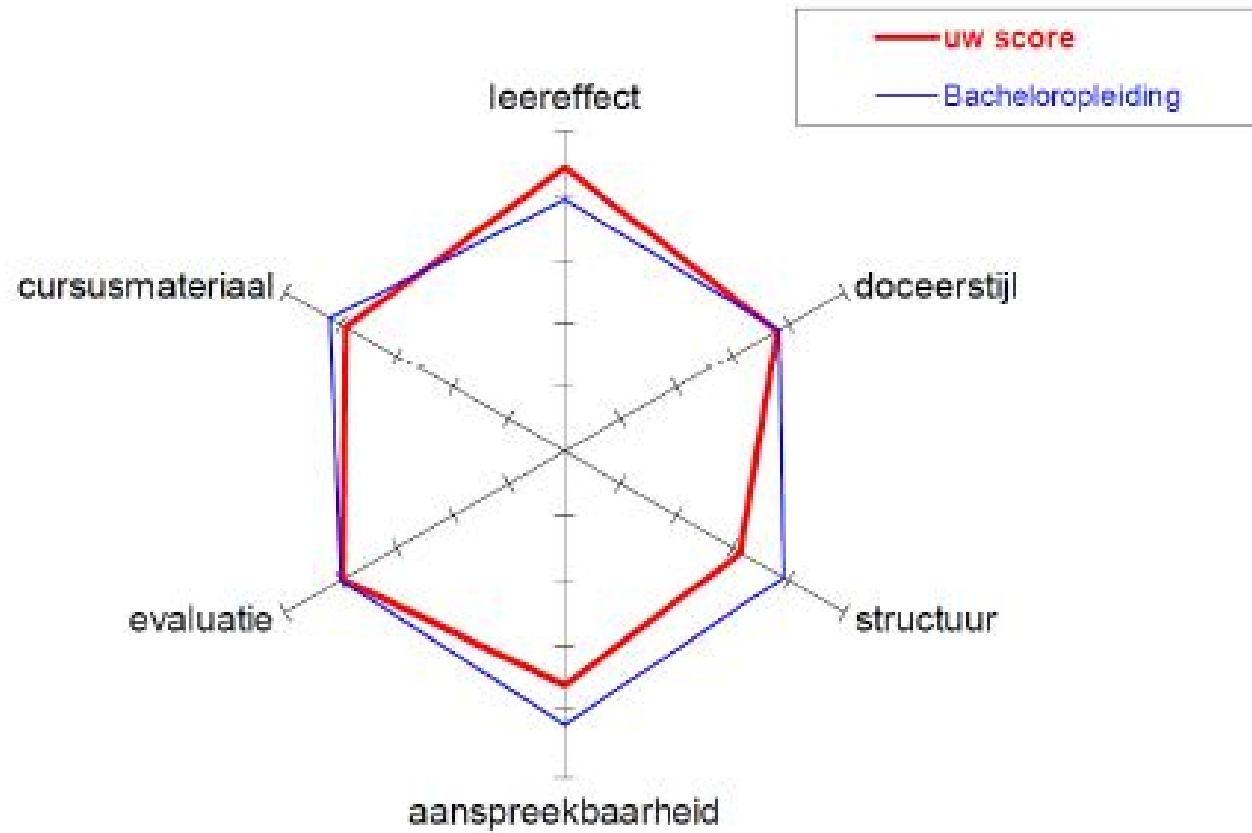
# Internal Quality Assurance

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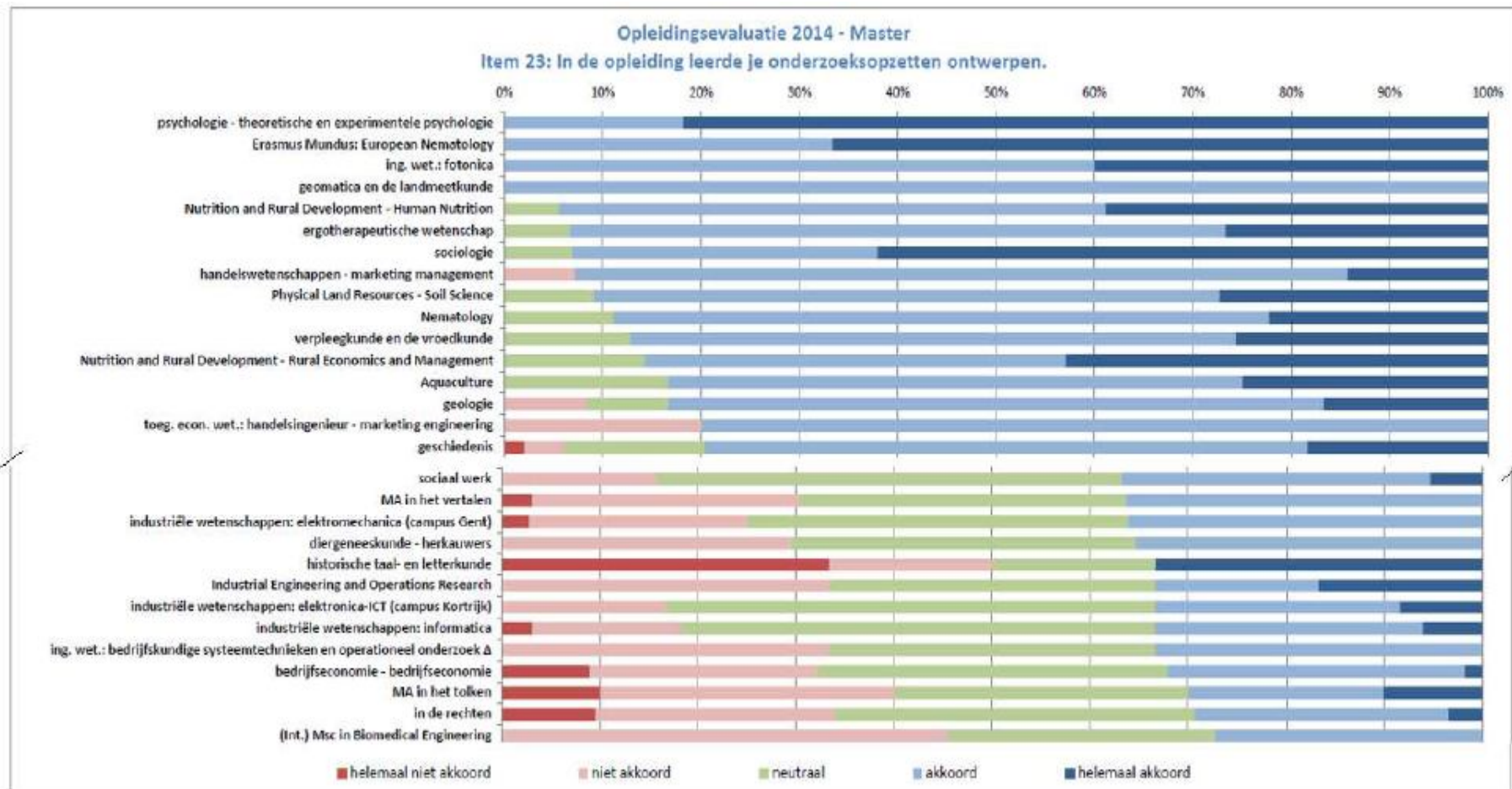
- Evaluation of course units by students
  - More than 40 % participation
  - Reactions of staff taken into account
- Evaluation of the study as a whole (f.e. Ba History)
  - Every two years
  - General satisfaction, structure, effects of learning, didactical approach, evaluations, co-operative learning,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

Onderwijsevaluatie per dimensie

**Opleidingsevaluatie 2014 - Master**

**Item 23: In de opleiding leerde je onderzoeksopzetten ontwerpen.**

Legend: helemaal niet akkoord | niet akkoord | neutraal | akkoord | helemaal akkoord

Categories (top to bottom):
- psychologie - theoretische en experimentele psychologie
- Erasmus Mundus: European Nematology
- ing. wet.: fotonica
- geomatica en de landmeetkunde
- Nutrition and Rural Development - Human Nutrition
- ergotherapeutische wetenschap
- sociologie
- handelswetenschappen - marketing management
- Physical Land Resources - Soil Science
- Nematology
- verpleegkunde en de vroedkunde
- Nutrition and Rural Development - Rural Economics and Management
- Aquaculture
- geologie
- toeg. econ. wet.: handelsingenieur - marketing engineering
- geschiedenis
- sociaal werk
- MA in het vertalen
- industriële wetenschappen: elektromechanica (campus Gent)
- diergeneeskunde - herkauwers
- historische taal- en letterkunde
- Industrial Engineering and Operations Research
- industriële wetenschappen: elektronica-ICT (campus Kortrijk)
- industriële wetenschappen: informatica
- ing. wet.: bedrijfskundige systeemtechnieken en operationeel onderzoek Δ
- bedrijfseconomie - bedrijfseconomie
- MA in het tolken
- in de rechten
- (Int.) Msc in Biomedical Engineering

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

| Verschil 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 | + | + |  |

Legend:

| 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
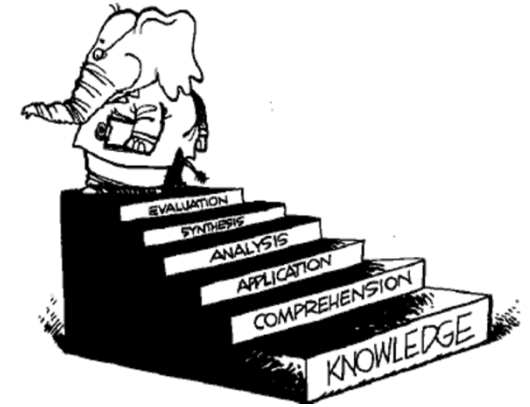    - negative = closing down the institution

# Get going!
## Develop your own TLA methods



Small group sessions per study programme

- Use as basis the results of **your work of yesterday**

- Define the **TLA-methods** for the same course units

- Set up a **TL-matrix** and a **A-matrix** for your discipline

- **Discussion** in group of results