

EUROPEAN UNIVERSITY ASSOCIATION Student-centred learning: approaches to quality assurance

Helene Peterbauer Thérèse Zhang European Learning & Teaching Forum, Utrecht University 13-14 February 2020 #EUALearnTeach



ESG Standard 1.3 and 1.5

1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1.5 Teaching staff

Guidelines:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

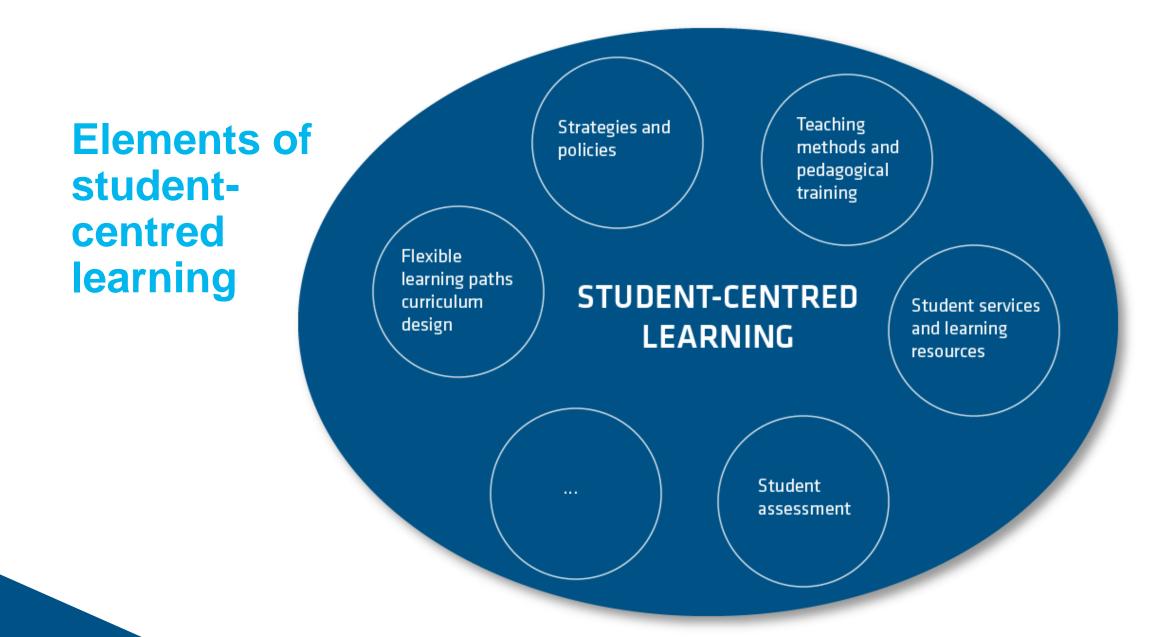


What do you associate with the term 'student-centred learning'?



Student-centred learning

- Education that is geared towards student learning and success
- Education provision that is defined by intended learning outcomes and most fit-for-purpose learning process
- Taking into account the student's individual background and ensuring they take part in shaping the learning process



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TRENDS 2018

Learning and teaching in the European Higher Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors: Luisa Bunescu Henriette Stoeber



High levels of convergence: Increased attention to L&T throughout the institution (92%)

Trends 2018. Q9, Q12, Q18



teachers (91%) + Increasing diversity of

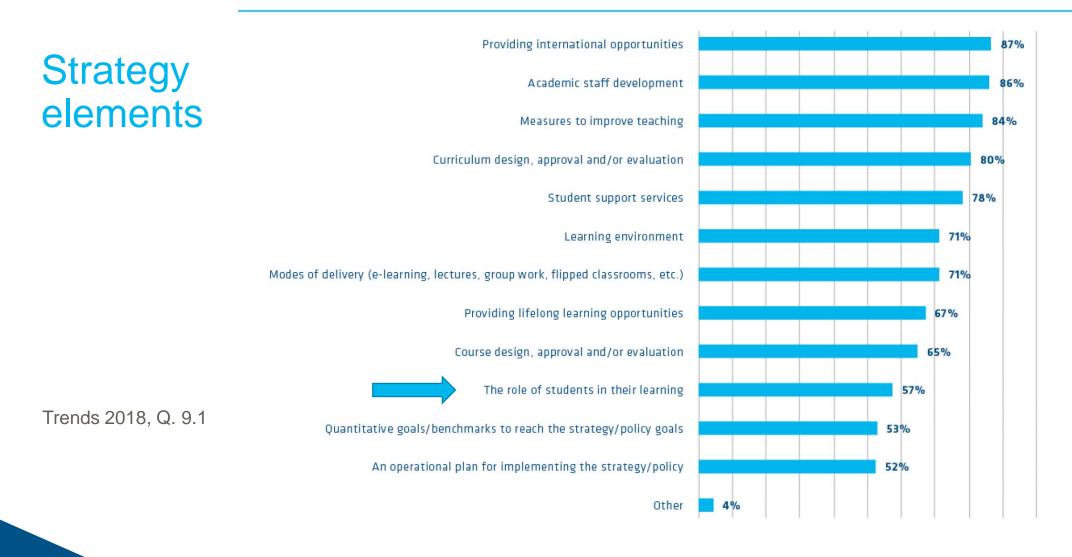
Increased students'

expectations towards

the study body (85%)

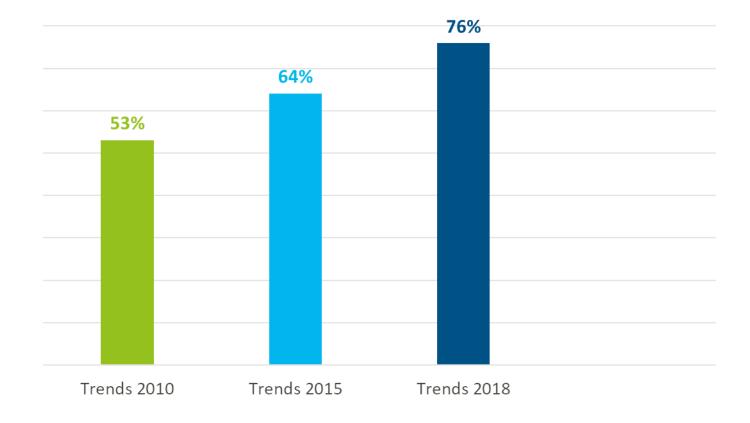


What elements does your institutional learning and teaching strategy/policy address or include? (Q. 9.1; N = 260)





Learning outcomes for all courses



Trends 2018. Q. 22 Trends 2015. Q. 36 Trends 2010. Q. 19



22%

25%

17%

19%

30%

38%

31%

42%

54%

3%

4%

2<mark>%</mark> 2%

7%

9%

6%

1%

6%

5%

I don't know

1%

1%

Flexible learning paths

Is it possible for students to... (Q. 16; N = 300)

have some flexibility with respect to the time it takes to complete 41% 34% a degree (without financial or other penalties) switch between full-time and part-time provision 38% 33% choose optional courses in their study programme 80% change optional courses during their studies 59% change study programme during their studies 49% have some flexibility when studying some courses 34% 42% (e.g. no obligation to take course B after course A) decide whether or not to physically attend a class 36% 33% suggest the topics s/he wants to study in a course 44% 13% have choice between different types of assessment for a given course 9% 32% Yes, it is No Yes, but very commonly done limited across

across the

institution

the institution

Trends 2018, Q. 16

10



Learning	Are the physical spaces at your institution well adapted to new forms of learning and teaching? (Q. 26; N =292)				
Leaning	Libraries		72%	26% 2 <mark>%</mark>	
spaces				1	
	Computer labs	59%	/o	35% <mark>5%</mark>	
	Science labs	38%	44%	<mark>13% 4</mark> %	
	Spaces for student-student interaction and collaboration	34%	56%	3° 8%	
	Learning resource centres	33%	41%	19% 7%	
	Rooms where chairs and tables can be moved - depending on the teaching approach	26%	64%	24 9%	
	Spaces for staff-staff interaction and collaboration	26%	51%	19% 4%	
	Spaces for increased student-staff interaction	24%	55%	<mark>19% 3</mark> %	
Trends 2018, Q. 26		Yes, for the whole institution	Yes, to some extent / for some parts of the institution	No Informatio unavailable	



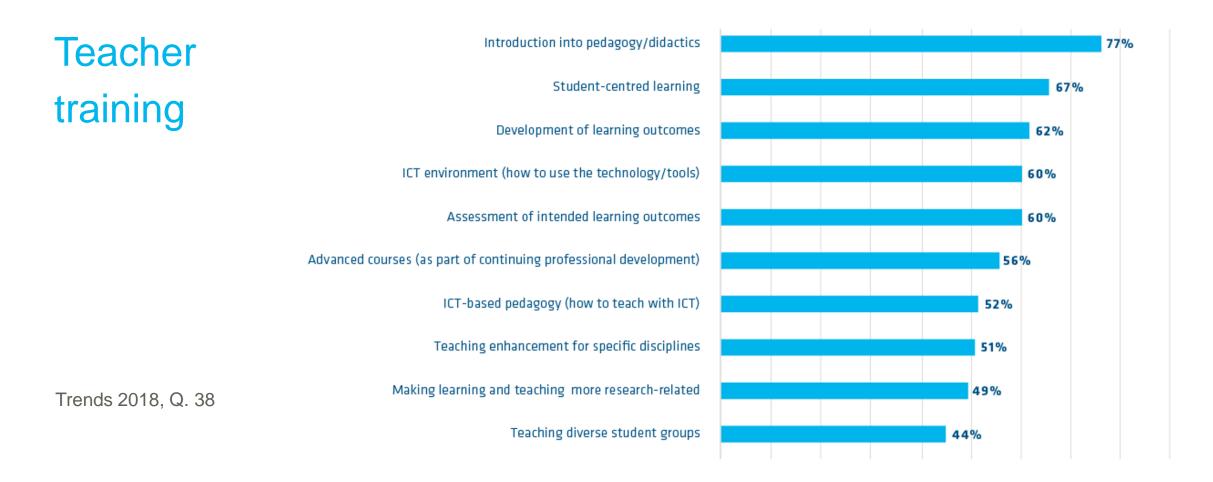
Staff enhancement

Recognition of good teaching (e.g. awards, career development, incentives)	 66% in place 13% planned
Voluntary courses	 77% in place 13% planned
Compulsory courses	 37% in place 17% planned
Training on learning outcomes	 39% on request only 25% for all teaching staff 12% for new teaching staff only

Trends 2018. Q38, Q39



What do compulsory enhancement courses address? (Q. 38.2; N = 106)





Assessing			0.00	line i		1		2%
	Student feedback surveys			88%				10% 1%
teaching	Engagement with students (face time, mentoring, thesis supervision)		52%		28	%	4%	13%
	There are processes in place to intervene in case teaching performance is constantly poor		51%		22%	99	6	16%
	Heads of departments/deans of faculties regularly discuss teaching performance with individual academic staff		47%	_	39	%		5% 6%
	Self-evaluations		44%		21%	8%	22%	
	Completion of teaching enhancement courses	3	5%	279	6	11%	21%	•
	Students' progression	34	6	24%	7%		31%	
	Peer assessments	31%		26%	6%	3	3%	
rends 2018, Q. 36	Engagement with industry/business sector, community engagement	23%		39%	7%		29%	
		Yes, througho the institution		in some parts ne institution		ut we ar		No, we not use

Which of the following means and criteria are used for the assessment of teaching? (Q. 36; N = 275)

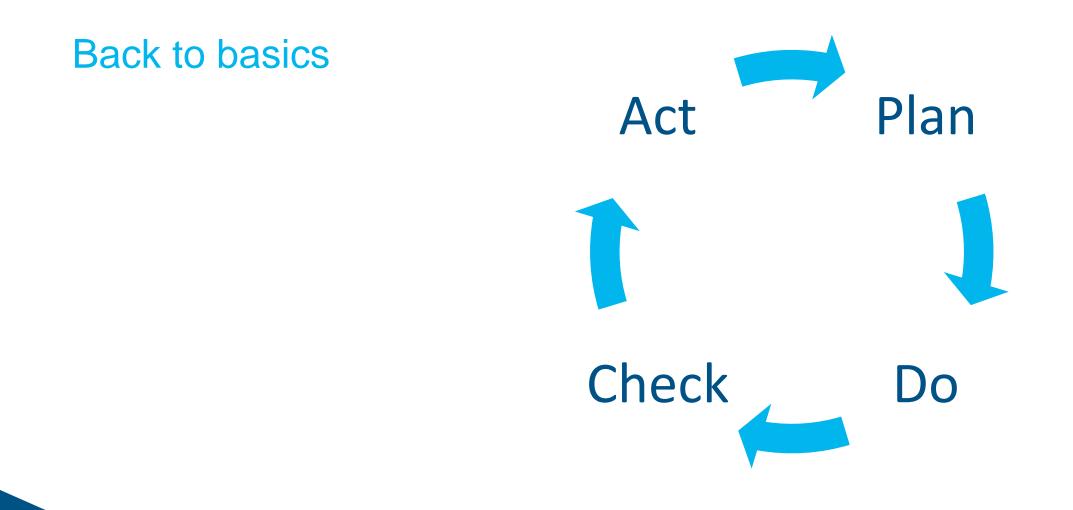


What about QA?

Three approaches to quality assurance (of student-centred learning)

- Back to basics
- Beyond the obvious
- A role for everyone

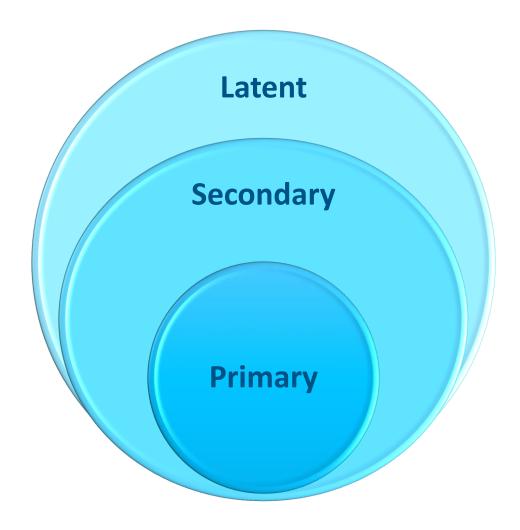






Beyond the obvious







Three dimensions

Primary QA: explicitly about ensuring student-centred approaches to education provision Secondary QA: embedding student-centred learning into existing QA processes Latent QA: policies and practices that are not named as QA, but still implicitly contribute to student-centred learning



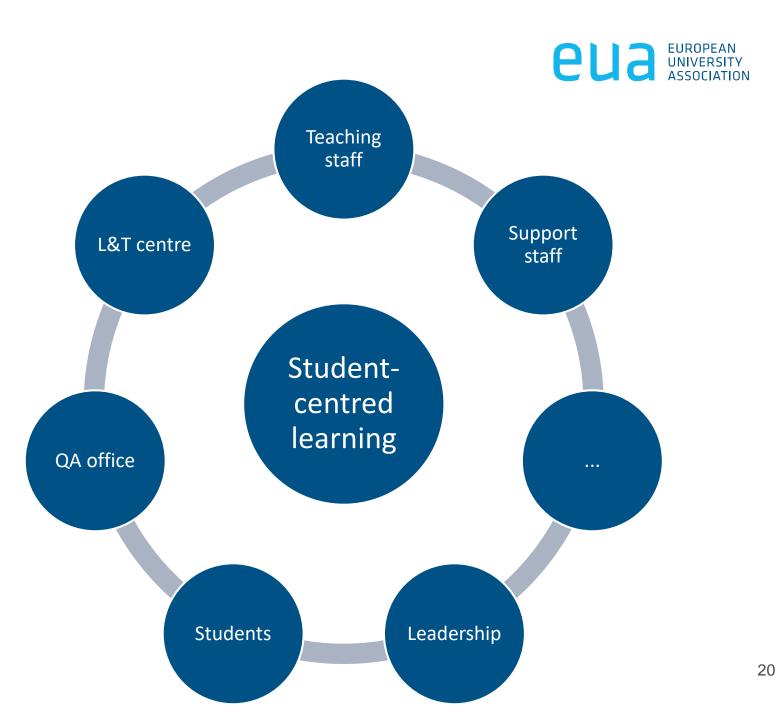
One step further...

	Plan	Do	Check	Act
Primary QA			Student survey on teaching methods	
Secondary QA	Programme design			
Latent QA		Recruitment		

Primary QA: explicitly about ensuring student-centred approaches to education provision

Secondary QA: embedding student-centred learning into existing QA processes Latent QA: policies and practices that are not named as QA, but still implicitly contribute to student-centred learning

A role for everyone







REPORT

Student-centred learning: approaches to quality assurance

Anna Gover, Tia Loukkola and Helene Peterbaue

September 2019

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By Anna Gover, Tia Loukkola and Helene Peterbauer

Full report available at: <u>www.eua.eu/resources/publications</u>



Questions/comments?

