

EUROPEAN UNIVERSITY ASSOCIATION

Student-centred learning: approaches to quality assurance

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#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:

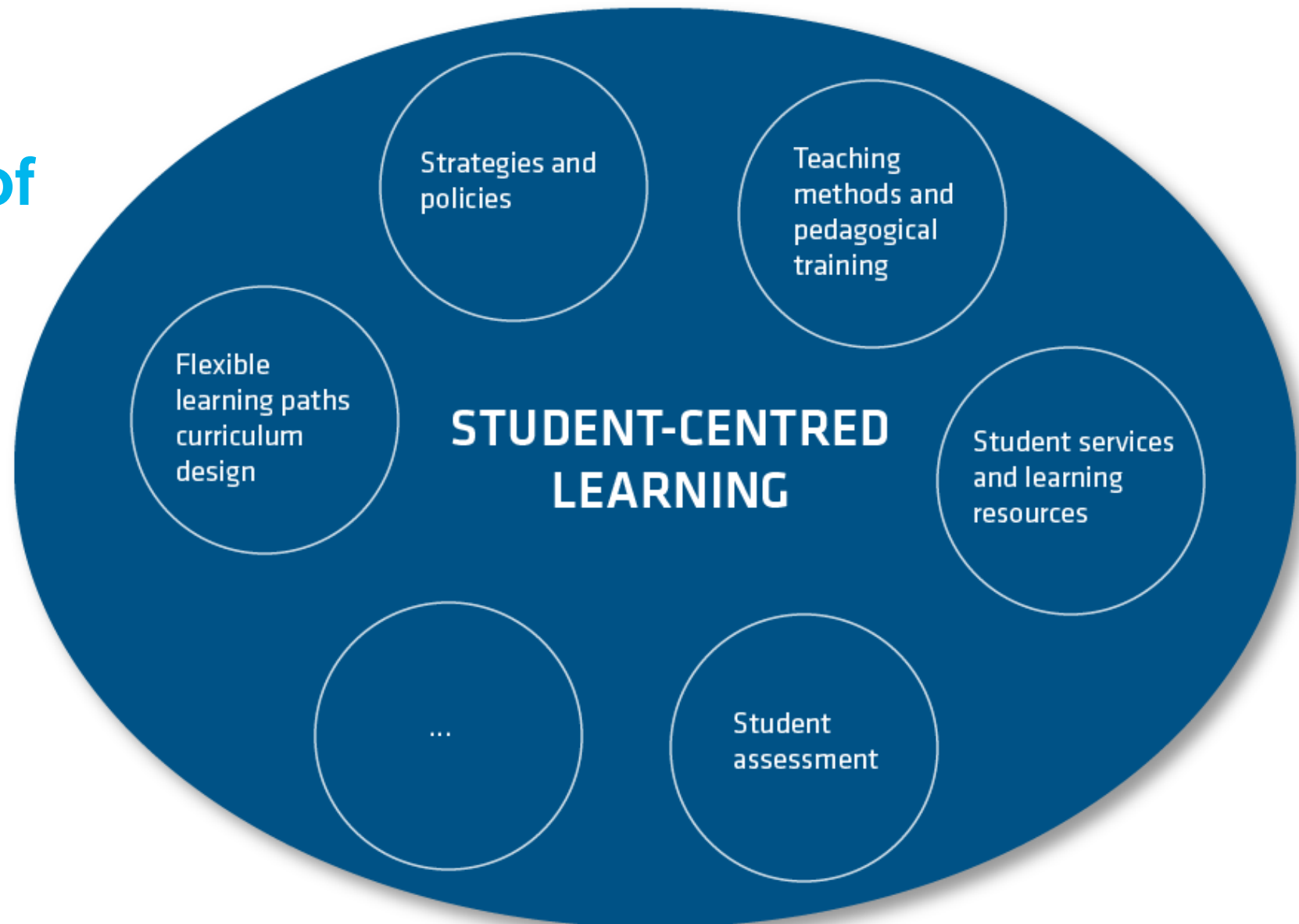
The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore,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

Elements of student-centred learning



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%)

Institutional development



L&T strategy (86%)



Central unit for L&T (65%)



High interest in external cooperation in L&T

Increased students' expectations towards teachers (91%)



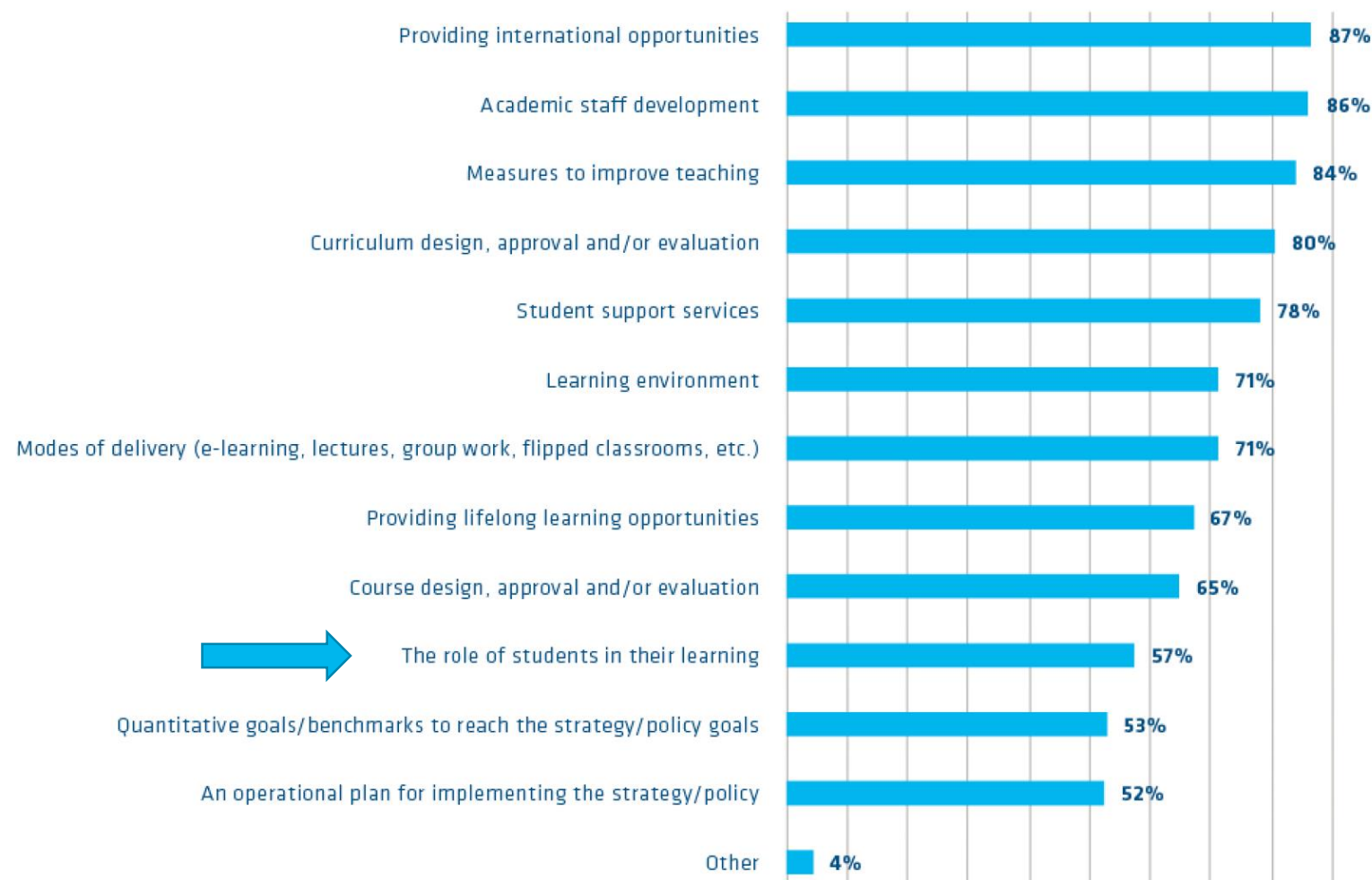
Increasing diversity of the study body (85%)

Trends 2018. Q9, Q12, Q18

Yes / To some extent

Strategy elements

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



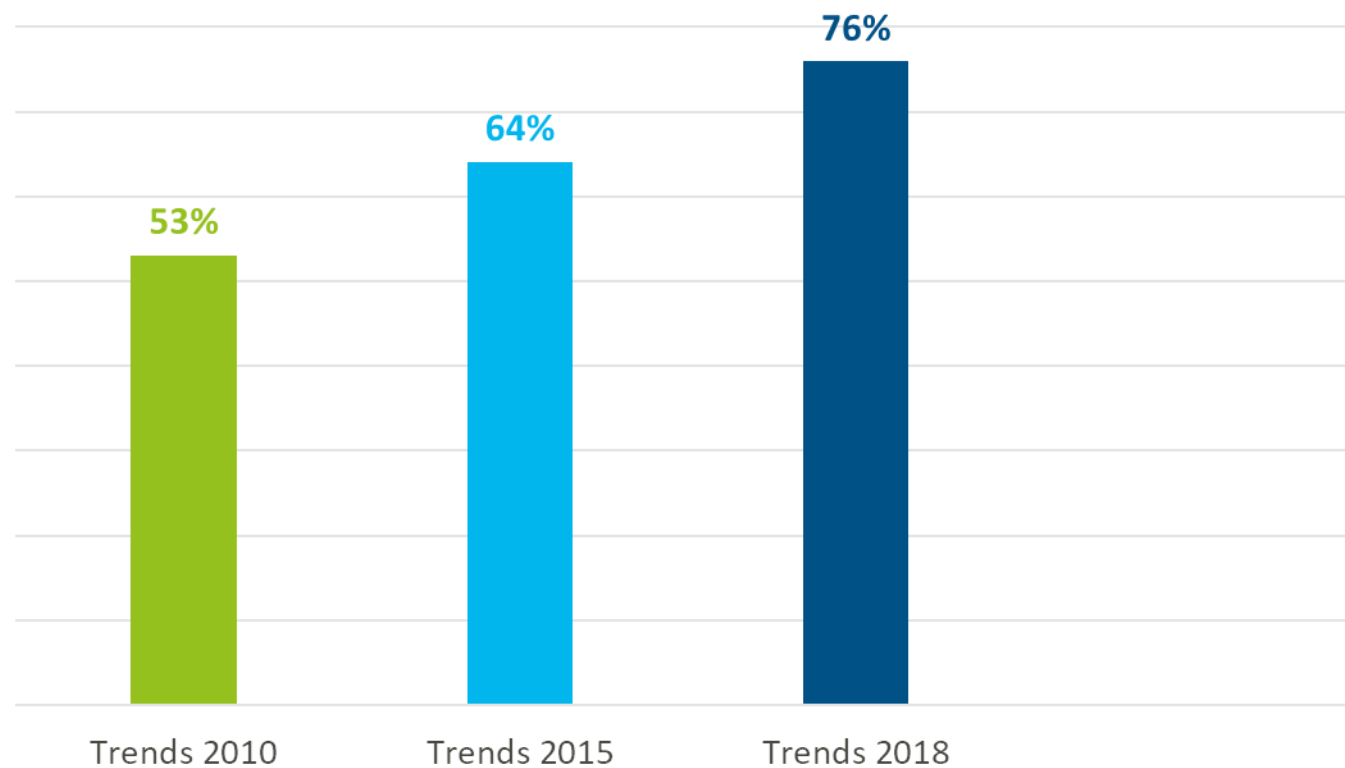
Trends 2018, Q. 9.1

Learning outcomes for all courses

Trends 2018. Q. 22

Trends 2015. Q. 36

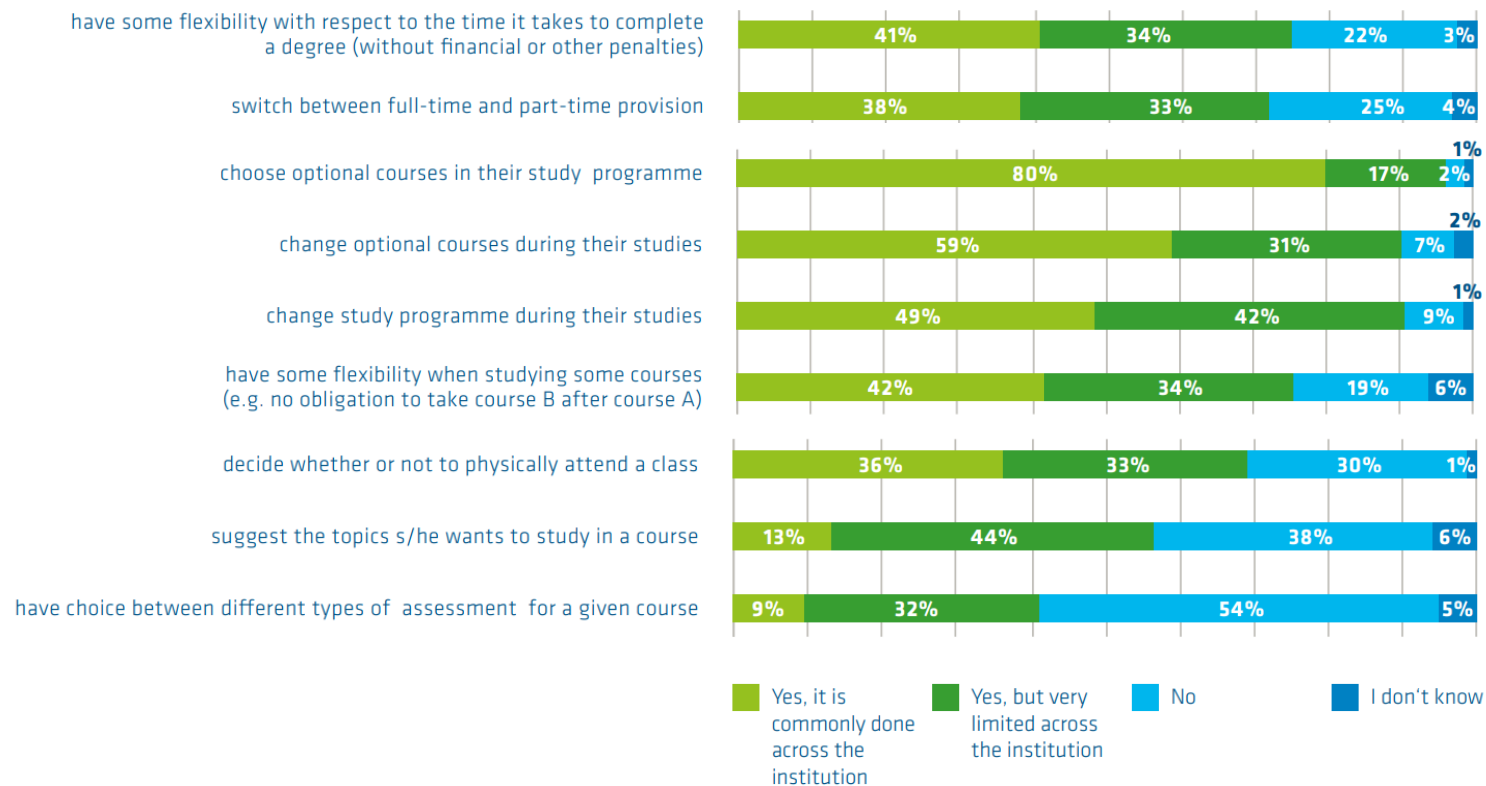
Trends 2010. Q. 19



Flexible learning paths

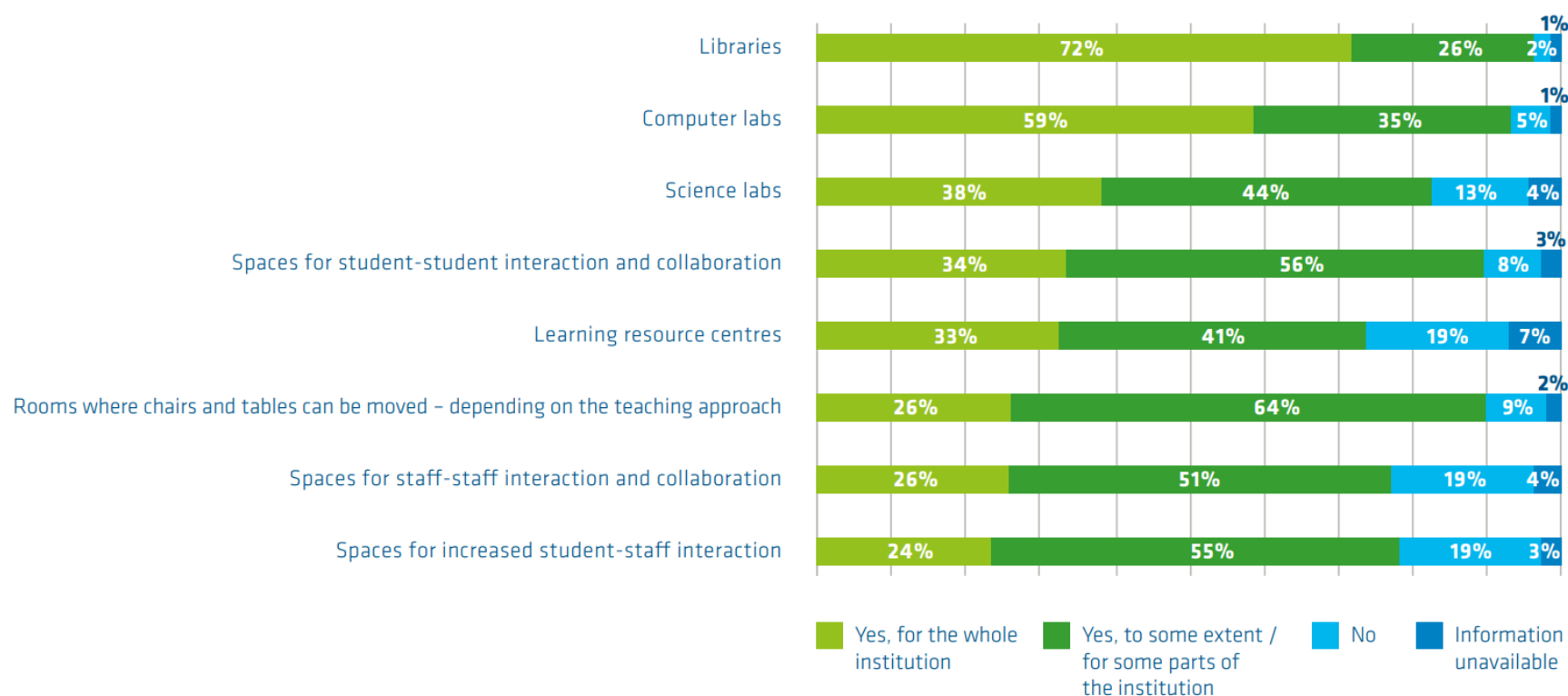
Trends 2018, Q. 16

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



Learning spaces

Are the physical spaces at your institution well adapted to new forms of learning and teaching? (Q. 26; N =292)



Trends 2018, Q. 26

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

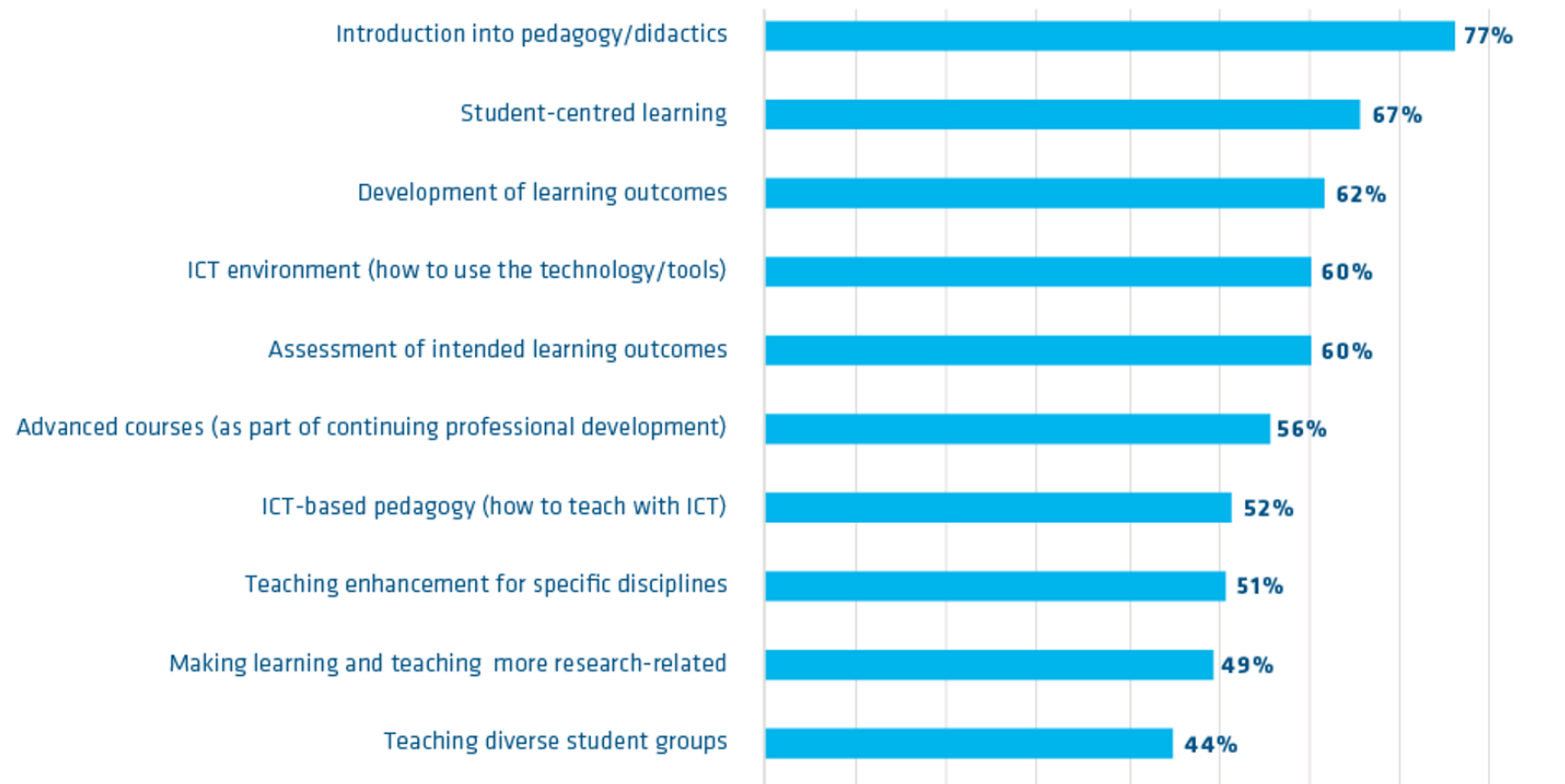
Training on learning outcomes

- **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)

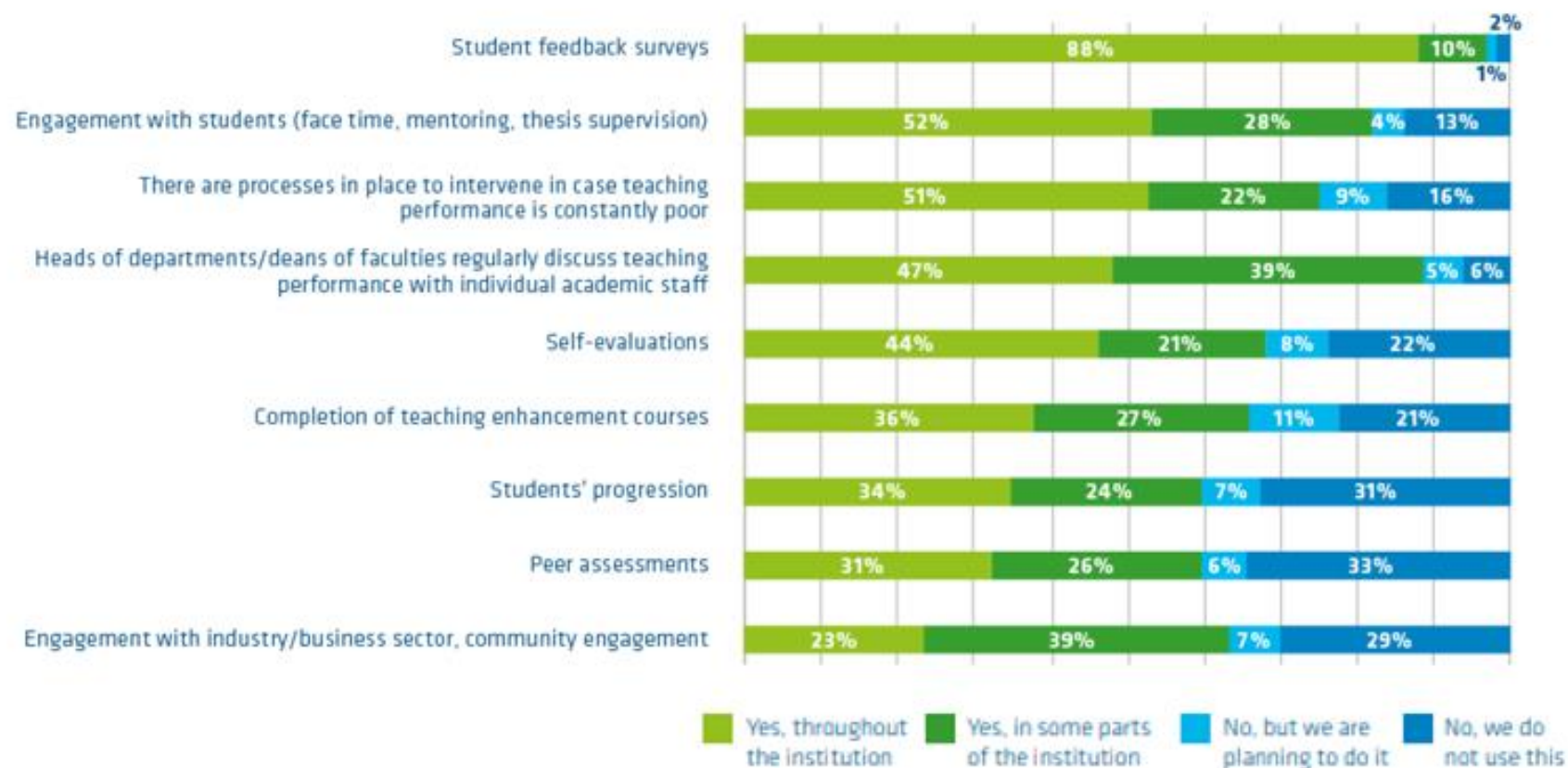
Teacher training



Trends 2018, Q. 38

Assessing teaching

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



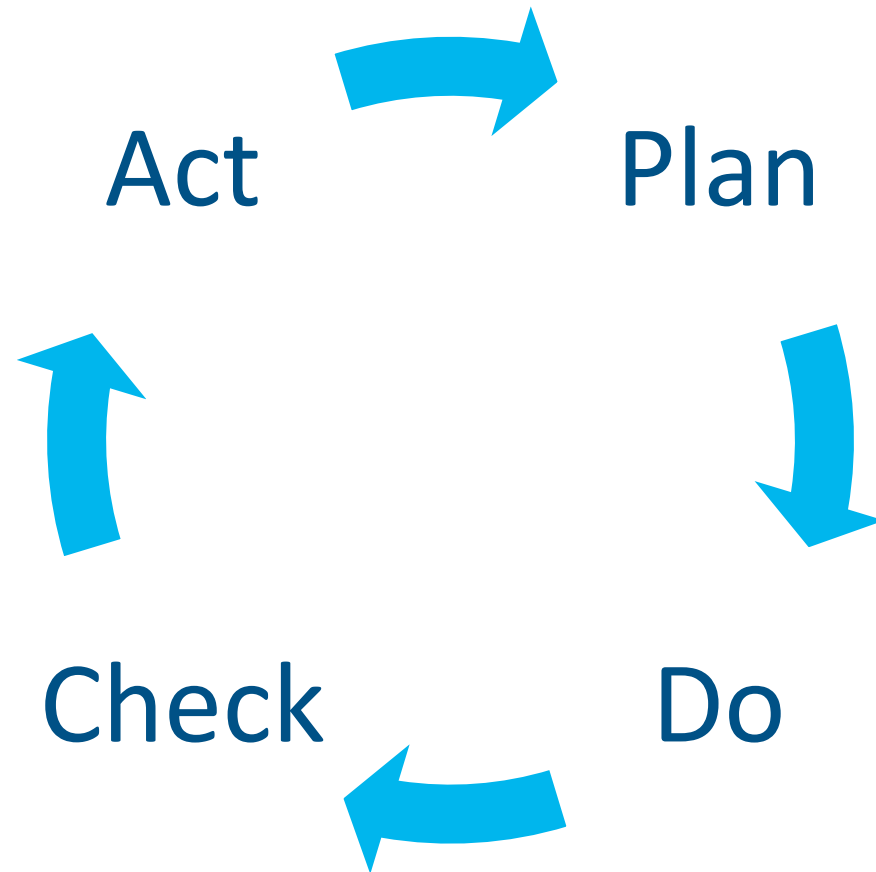
Trends 2018, Q. 36

What about QA?

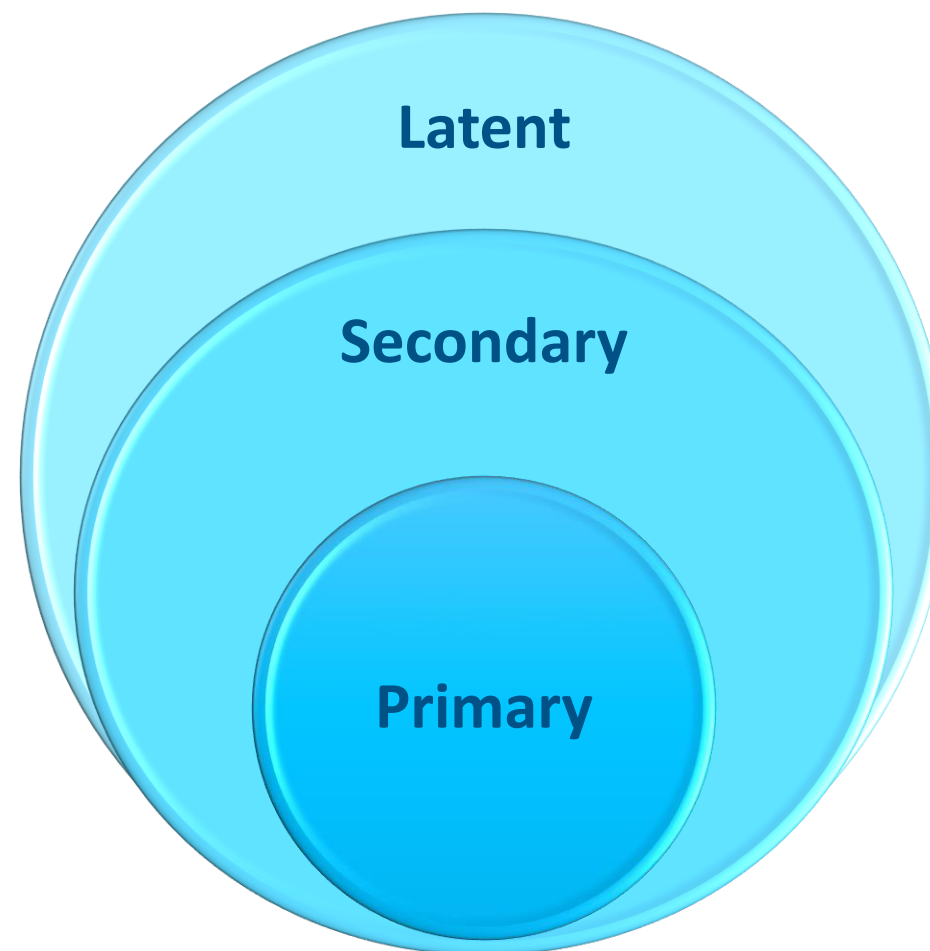
Three approaches to quality assurance (of student-centred learning)

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

Back to basics



Beyond the obvious



Adapted from Kivistö, J. and
Pekkola, E., 2017, Quality of
Administration in Higher Education
(Sveriges universitets- och
högskoleförbund (SUHF))

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...

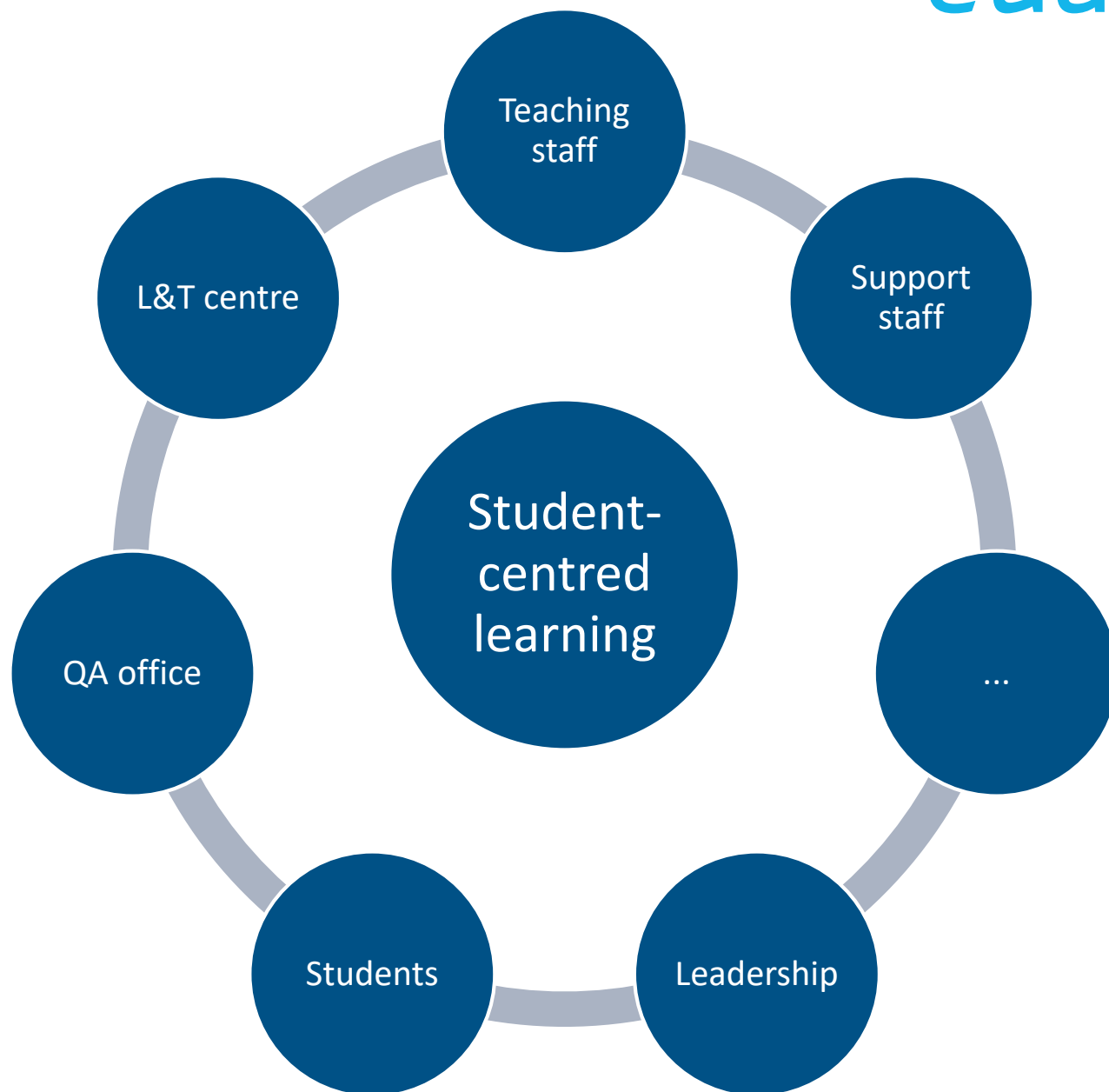
	Plan	Do	Check	Act
Primary QA			Student survey on teaching methods	
Secondary QA	Programme design			
Latent QA		Recruitment		

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

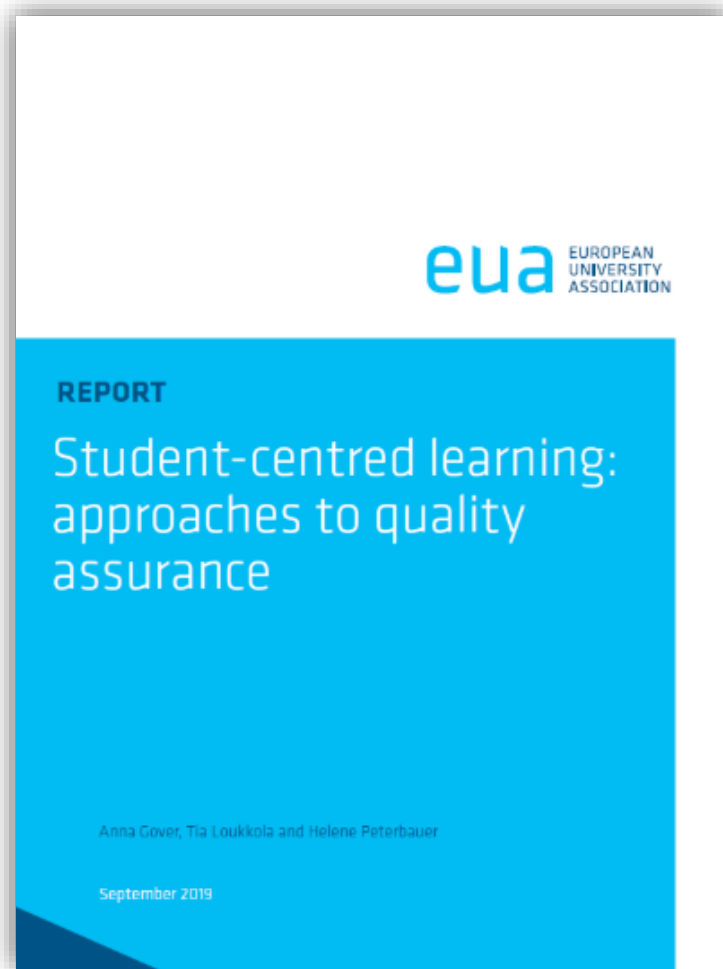
A role for
everyone



Student-centred learning: approaches to quality assurance

**By Anna Gover, Tia Loukkola
and Helene Peterbauer**

**Full report available at:
www.eua.eu/resources/publications**



Questions/comments?

