

Questionnaire on Quality in Education

EduNet – TF and EC Meeting Pretoria
Results: An Piessens

Begin situation



Quality in education

- common ground
- generative theme
- diversity among partners



Relevant theme that could provide a basis for further network building

Begin situation: what remains unknown

In the network

Broad interests

Good courses – new methods standardisation – guidelines - recognition - what is quality?

Diversity

Different stages – different stakeholders – different interests – different goals

Involves everyone

And everyone is involved

No focus yet

Quality and Quality Assurance: the answer to many problems?

Establishing the network was the easy bit; the challenge resides in developing and sustaining it to meet its intended aims. (Healey *et al.*, 2000, p. 219)

Begin situation: scientific literature on Q in E

- *How*
 - ... to measure (e.g. student assessment, course evaluation, student involvement, ...)
 - ... to improve (education; but also: evaluation)
 - ... to implement

- *Why*
 - historical and comparative analyses
 - consequence-analyses
 - (organisation, professional identity, motivation, gender (in)equality, ...)
 - educational–philosophical analyses

‘Who could possibly be against quality (assurance)?’

Begin situation: scientific literature on Q in E

Quality in Education

- Central concept and major focus for education policy
- Debate – what are the (un)intended consequences of Q/A?
- Q/A 'on the floor' = Q/A for the institution?
- What do we see as Q/A in education?
- How do we proceed?

Research questions

General aim

- Gaining more in-depth information about EduNet's partners' priorities in 'Quality in Education'
- Information essential for development of program for the next workshop

➔ *No direct answers from questionnaire
Enables more informed decision-making*

Research questions

Broad interests

- *What are the thematic priorities in Quality in Education?*

Diversity

- *Can we map some aspects of diversity among partners?*
- *Is diversity related to different priorities?*

Involvement

Focus

Design of the questionnaire

1) *Background information*

2) *QinE at course and teaching level*

5 topics

Learning needs
Priorities in focus
Willingness to share information
Priorities among topics

3) *QinE at institutional and international level*

Background information

4 topics

Learning needs
Willingness to share information
Priorities among topics

Priorities between levels

Background information

Background information

Response ~ 22/24

- 8 partners sent 2 copies (1 operational, 1 strategic)
- 2 partners sent 1 copy (answered together, counted as 2)
- 2 partners sent 1 copy, 1 other copy behind

Embedding the network

- 29 people have been reported to be involved
- 17 present at KOW
- 12 other people

Background information

Who are our partners?

7/12	unit of a university
3/12	independent scientific institute
2/12	part of ministry of health

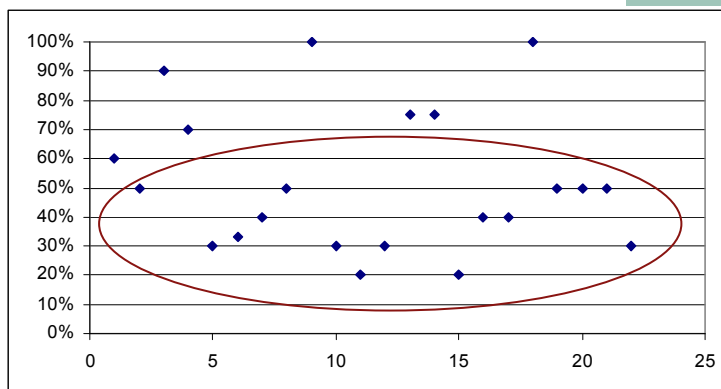
Size of the partners?

6/12	21 - 50 employees
3/12	1 - 10 employees
1/12	51 - 100 employees
2/12	101 - 500 employees

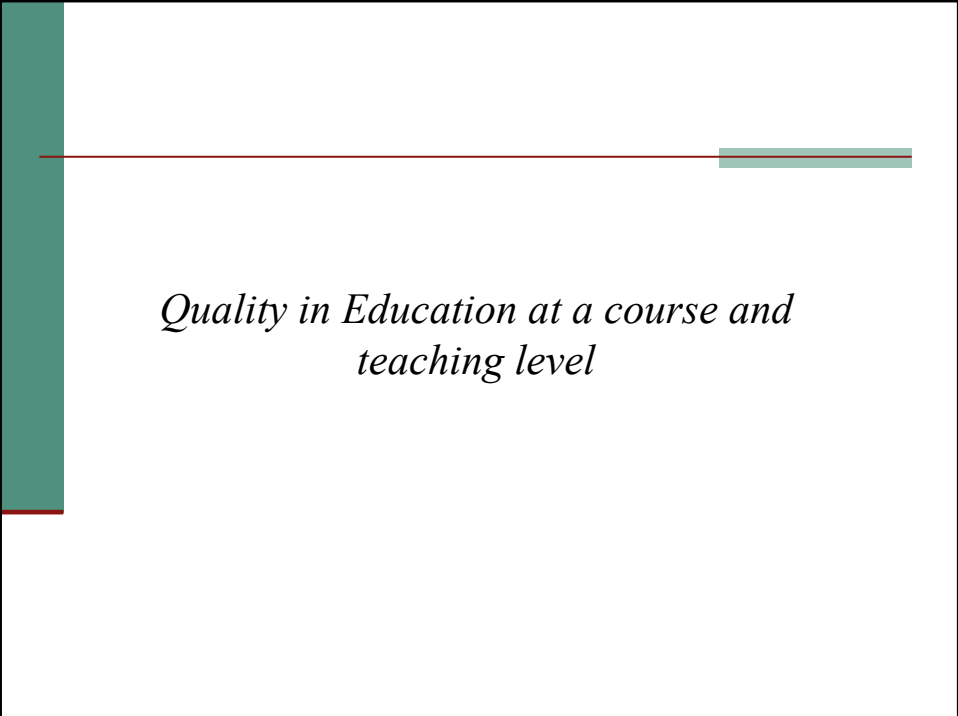
Function

20/22 answers from function with course coordination or management responsibilities

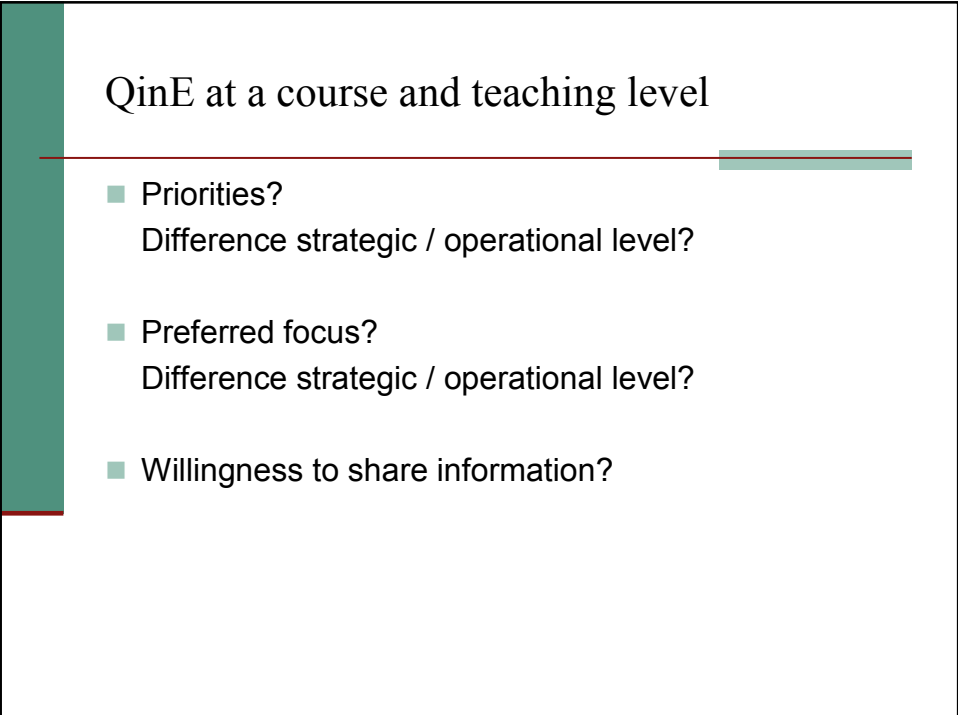
Background information



4 partners – difference in estimation between the strategic and operational perspective



*Quality in Education at a course and
teaching level*



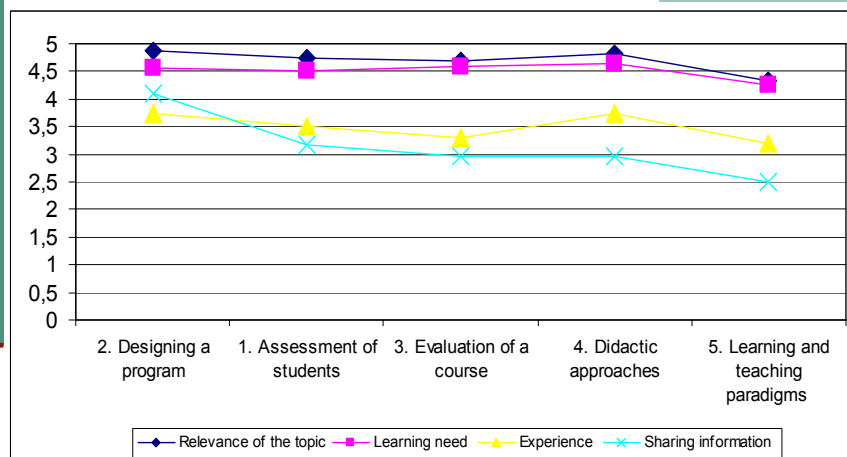
QinE at a course and teaching level

- Priorities?
Difference strategic / operational level?
- Preferred focus?
Difference strategic / operational level?
- Willingness to share information?

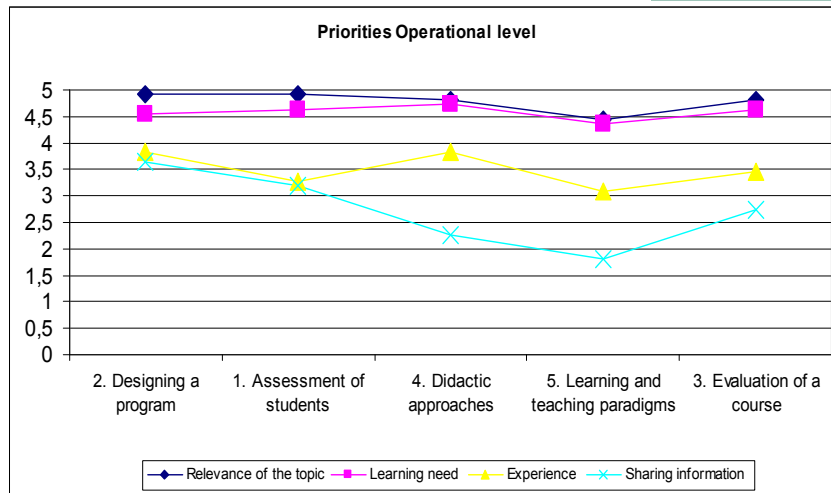
Priorities in QinE at a course and teaching level

General	Operational level	Strategic level
Designing a program	Designing a program	Evaluation of a course
Assessment of students	Assessment of students	Assessment of students
Evaluation of a course	Didactic approaches	Designing a program
Didactic approaches	Learning & teaching paradigms	Didactic approaches
Learning & teaching paradigms	Evaluation of a course	Learning & teaching paradigms

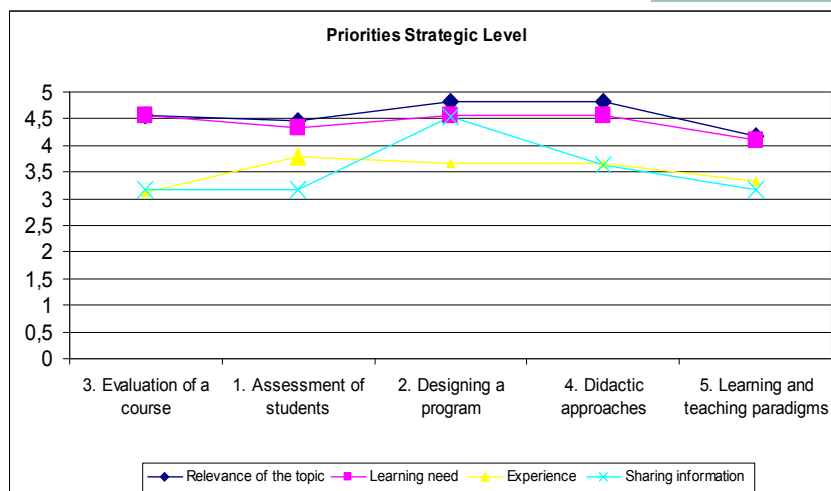
Priorities in QinE at a course and teaching level



Priorities in QinE at a course and teaching level



Priorities in QinE at a course and teaching level



Priorities in QinE at a course and teaching level

For both levels

- 5 topics = relevant to very relevant
- High learning need
- Experience

- Reason for priorities are not clear
 - Highest learning need?
 - Most experience?
 - Willingness to share information?
 - Something else?

Willingness to share information in QinE at a course and teaching level

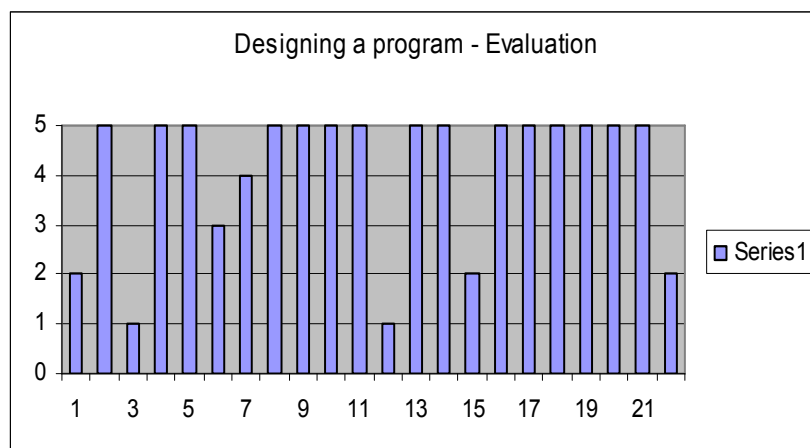
General	<i>follows priorities</i>
Most sharing	<i>'designing a program' 'assessment of students'</i>
Not always relation between 'experience' and willingness to share	
Low experience	<i>Problem with question? "We are prepared to share information and experience on this topic."</i>
High experience	<i>How to understand not wanting to share? e.g. Didactic approaches (oper./strat.)</i>

Preferred focus in QinE at a course and teaching level

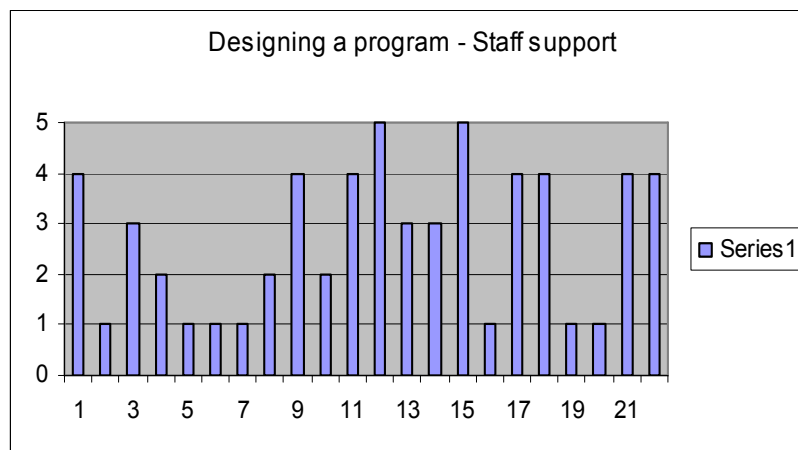
Designing a program

General	Operational	Strategic
Evaluation	Evaluation	Evaluation
Reflection	Reflection	Reflection
Innovation	Innovation (4)	Measuring impact
Measuring impact	Measuring impact	Innovation
Staff support	Staff support	Staff support

Preferred focus in QinE at a course and teaching level



Preferred focus in QinE at a course and teaching level



Preferred focus in QinE at a course and teaching level

Assessment of students

General	Operational	Strategic
Evaluation	Evaluation	Evaluation
Measuring impact	Innovation	Measuring impact
Innovation	Measuring impact	Innovation
Reflection	Reflection	Reflection
Staff support	Staff support	Staff support

Preferred focus in QinE at a course and teaching level

Evaluation of a course

General	Operational	Strategic
Evaluation	Evaluation	Evaluation
Innovation	Reflection	Innovation
Reflection	Measuring impact	Reflection
Measuring impact	Innovation	Measuring impact (3)
Staff support	Staff support	Staff support

Preferred focus in QinE at a course and teaching level

Didactic approaches

General	Operational	Strategic
Evaluation	Evaluation	Evaluation
Innovation	Innovation	Reflection
Reflection	Reflection (3)	Innovation
Staff support	Staff support (3)	Staff support
Measuring impact	Measuring impact	Measuring impact


Preferred focus in QinE at a course and teaching level

Learning & teaching paradigms

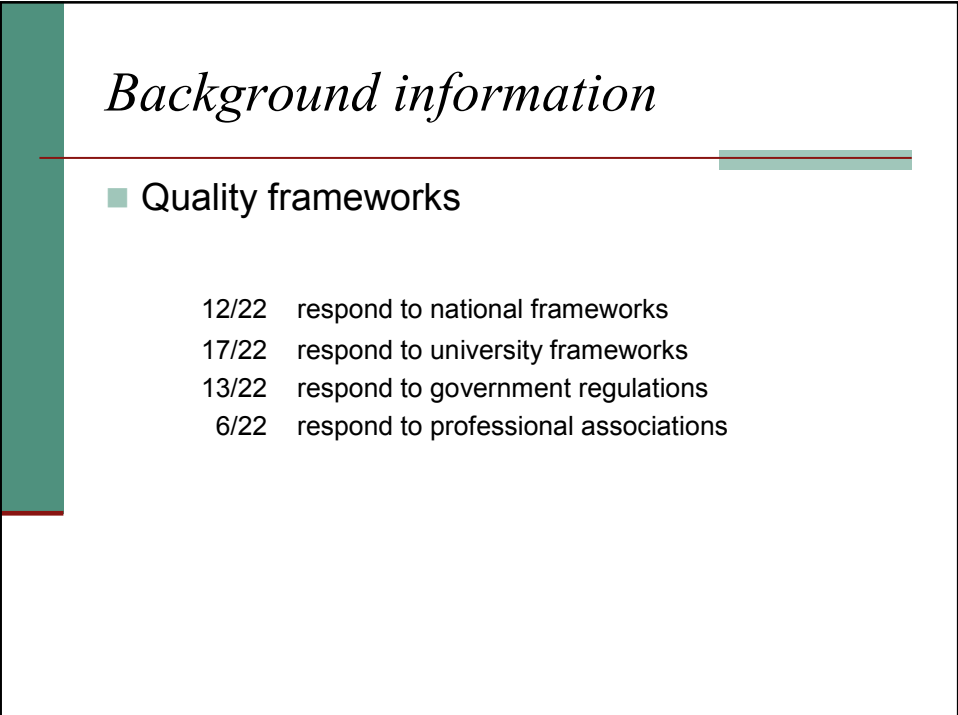
General	Operational	Strategic
Evaluation	Evaluation	Evaluation
Reflection	Innovation	Reflection
Innovation	Reflection	Innovation
Staff support (2)	Staff support	Measuring impact
Measuring impact (2)	Measuring impact	Staff support

Preferred focus in QinE at a course and teaching level

- Absolute highest priority = evaluation
- Absolute lowest priority = staff support (*except didactic approaches*)
- Diversity in priorities
 - Between levels (operational/strategic)
 - For each priority



Quality in Education at an institutional and international level



Background information

■ Quality frameworks

- 12/22 respond to national frameworks
- 17/22 respond to university frameworks
- 13/22 respond to government regulations
- 6/22 respond to professional associations

Background information

■ Current accreditation of training programs

12/22 accredited by university body
13/22 accredited by national body
14/22 accredited by government body
7/22 accredited by international body
7/22 accredited by professional body

Background information

■ Future accreditation of training programs is important

17/22	accreditation by university body	12/22
17/22	accreditation by national body	13/22
11/22	accreditation by government body	14/22
19/22	accreditation by international body	7/22
13/22	accreditation by professional body	7/22

Background information

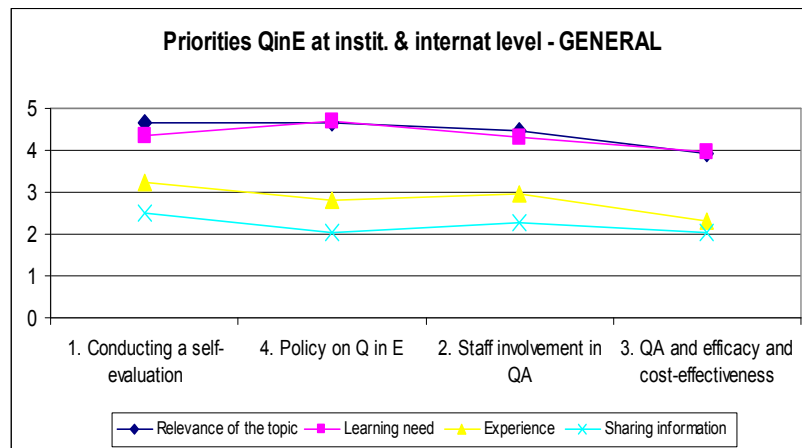
■ Mechanisms in use

- 21/22 Selection of students
- 20/22 Limiting number of students
- 17/22 Formal deliberation
- 17/22 Formal self-evaluation of a course
- 15/22 Informal deliberation
- 14/22 Performance indicators
- 13/22 Peer review by outside experts
- 8/22 Quality audit
- 1/22 *Trainer-of-trainer workshops*
Highly qualified staff fileholder for course components

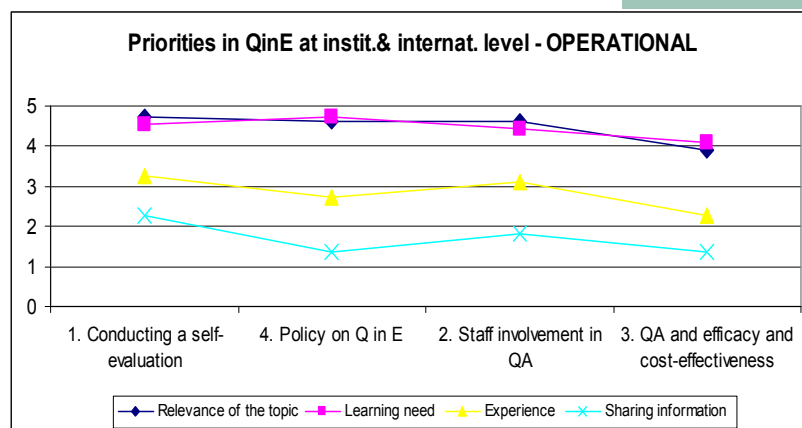
Priorities in QinE at a institutional and international level

General	Operational	Strategic
Conducting a self-evaluation	Conducting a self-evaluation	Conducting a self-evaluation
Developing a policy on Q in E	Developing a policy on Q in E -----	Staff involvement in Q/A
Staff involvement in Q/A	Staff involvement in Q/A	Developing a policy on Q in E -----
Q/A and efficacy and cost-effectiveness	Q/A and efficacy and cost-effectiveness	Q/A and efficacy and cost-effectiveness

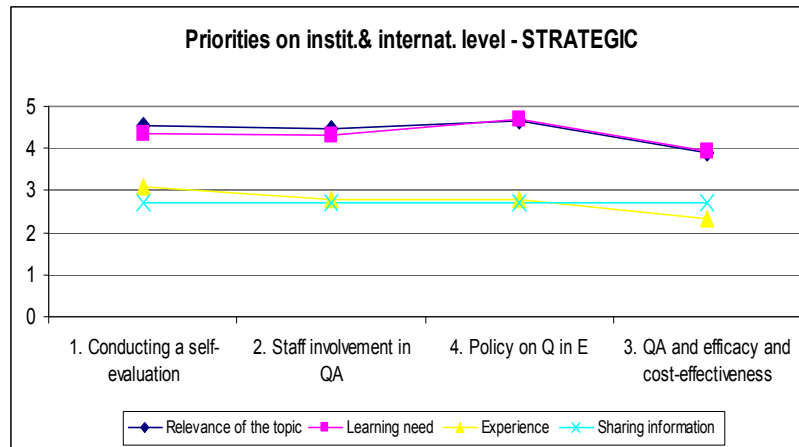
Priorities in QinE at a institutional and international level



Priorities in QinE at a institutional and international level



Priorities in QinE at a institutional and international level



Priorities in QinE at a institutional and international level

In general	high relevance high learning need
Experience	lower than relevance & learning need lower than levels of experience in course & teaching level
Sharing	lower (most for operational level) (strategic: exp and sharing are similar)

Quality in Education

Priorities among levels

Equally important

Q in E at course and teaching level

Q in E at instit. & internat. level

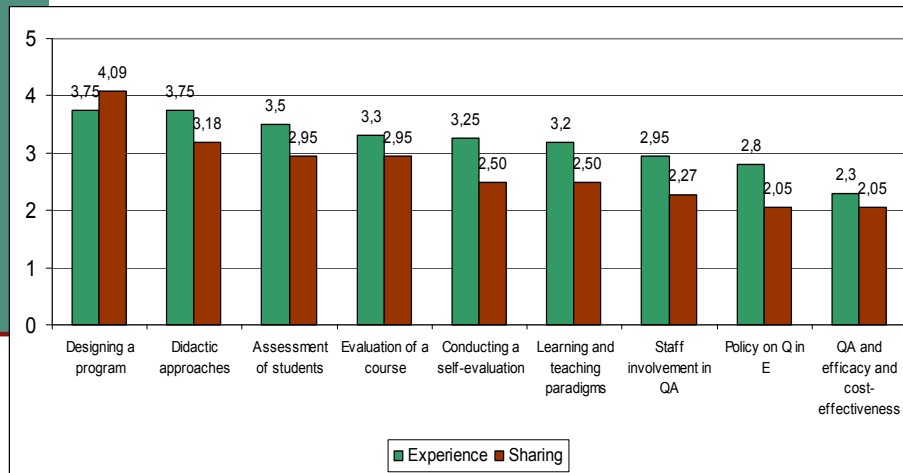
Priorities within levels discussed per level

Priority of topic does not necessarily coincide with high level of experience or with willingness to share

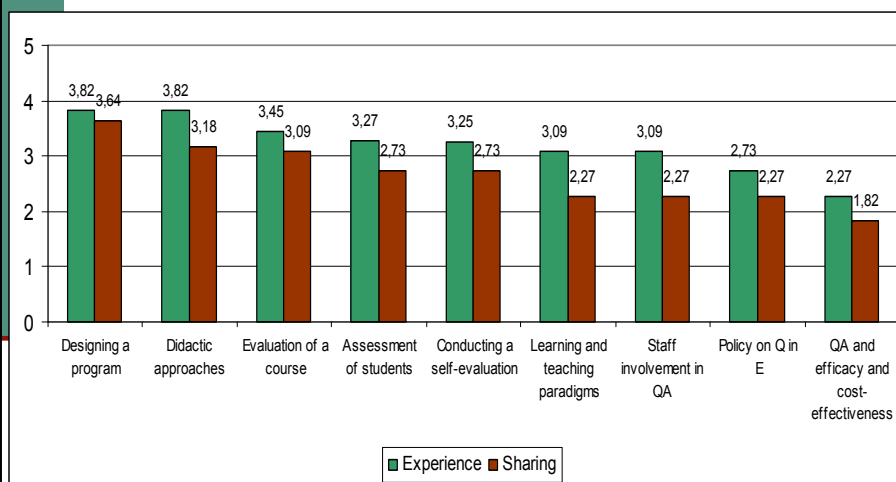


May necessitate decision on which training/workshop approach to use

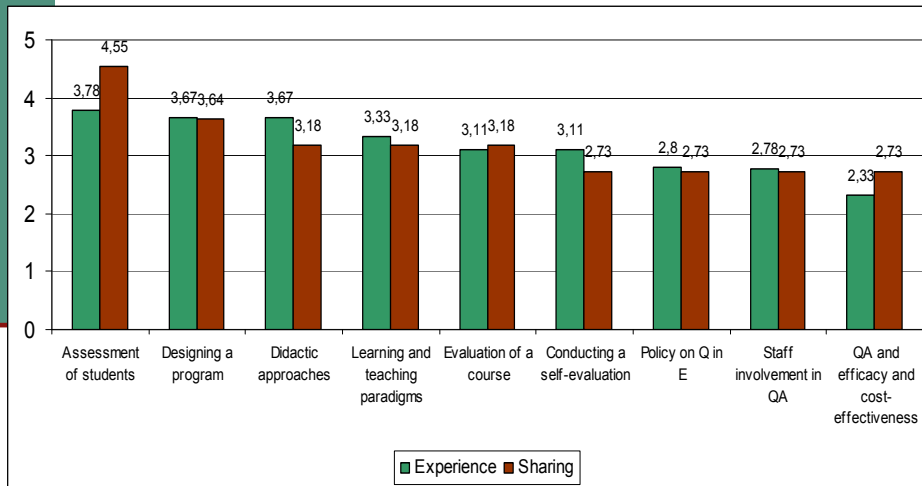
Experience & willingness to share for all topics – general



Experience & willingness to share for all topics – operational level



Experience & willingness to share for all topics – strategic level



Quality in Education in the Educational Network

Research questions & training questions

Broad interests

- *What are the thematic priorities in Quality in Education?*

Diversity

- *Can we map some aspects of diversity among partners?*
- *Is diversity related to different priorities?*

Involvement

- *How can we keep everyone involved?*

Focus

- *Can we define a focus for working on quality in education in the network?*

Developing a workshop program

Kick-off workshop

Generative theme
Diversity among partners
Questions

Scientific literature

How to do it
Why attention for quality in education
(Un)intended consequences

→ *single-loop learning and double-loop learning*

Questionnaire

More than one theme?
More than one focus?