

***How to escape from a vicious PDCA by returning to the basics of quality and by looking for strategies to ensure the enduring concern of the educational front***



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# **Changing Paradigms in Higher Education**

## **Quality Management**

- the early days of higher education quality management
- the PDCA systematic
- trying not to fall in the trap of a vicious PDCA-cycle

# *The next step?*



# Back to the essence of quality in education

Watty, K (2006)

*fundamental differences in academics' views about how quality is currently promoted and how it should be promoted*

- ✓ *fitness-for-purpose view*
- ✓ education = transformation

# Back to the essence of quality in education

Harvey (H., 2008)

*when the outcome of education is the enhancement and empowerment of the student, who is not a product but a participant in a transformative learning experience, or in the development of new ideas, concepts or paradigmatic development in science, there is no simple way of specifying the quality requirements at each stage of the process*

**quality is in the eye of the  
(be)(stake)holders**



# Back to the essence of quality in education



Education differs from other services:

- to educate the concentrated participation of the client/student is necessary
- the purpose of education is the transformation of the client/student
- education is difficult to standardize: the characteristics and emotions of the mentor and the apprentice at the moment of provision are crucial

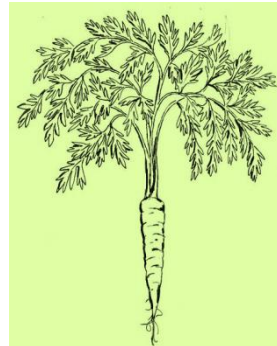
# Back to the essence of quality in education

- The LEAP report (2007)

the use of effective and engaging educational practices will be the key to higher achievement for contemporary college students (LEAP report, 2007)

- Chickering A.W & Gamson Z.F. (1987)

there are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members





# Back to the essence of quality in education

Cheng, M. (2001)

a culture of good teaching practice

- increase the status of teaching
- recognize & reward good teaching practices
- a model of quality based on student transformative learning experience



# Engage, inspire, reward



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# Engage, inspire, reward

stimulate students, alumni, teachers and staff to work side by side at a common goal

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organize the workspace and activities in such way that they maximize communication

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engage as much people as possible in discussions about the future directions of curricula

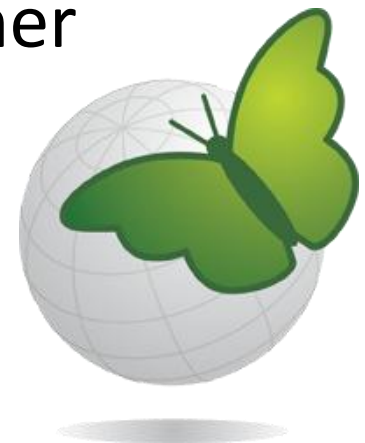


# Engage, inspire, reward

don't be afraid of different visions

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don't believe that a monolithic style of thinking is an advantage in a higher educational context.



# Engage, inspire, reward

stimulate the participation of all the actors in the strategic processes that run through the departments and the organization

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focus on the program level



# towards a PDCA spiral: enhancing the quality culture



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# Questions for further discussion

- How can we engage and enthusiasm the staff? What are good practices?
- How can we engage and motivate the students? What are good practices?
- How can we combine the logic of a streamlined PDCA with the need for flexibility, variation and creativity required for an educational process? Is standardization really an enemy of knowledge?

