

How to make the connection between QA and the quality of teaching?

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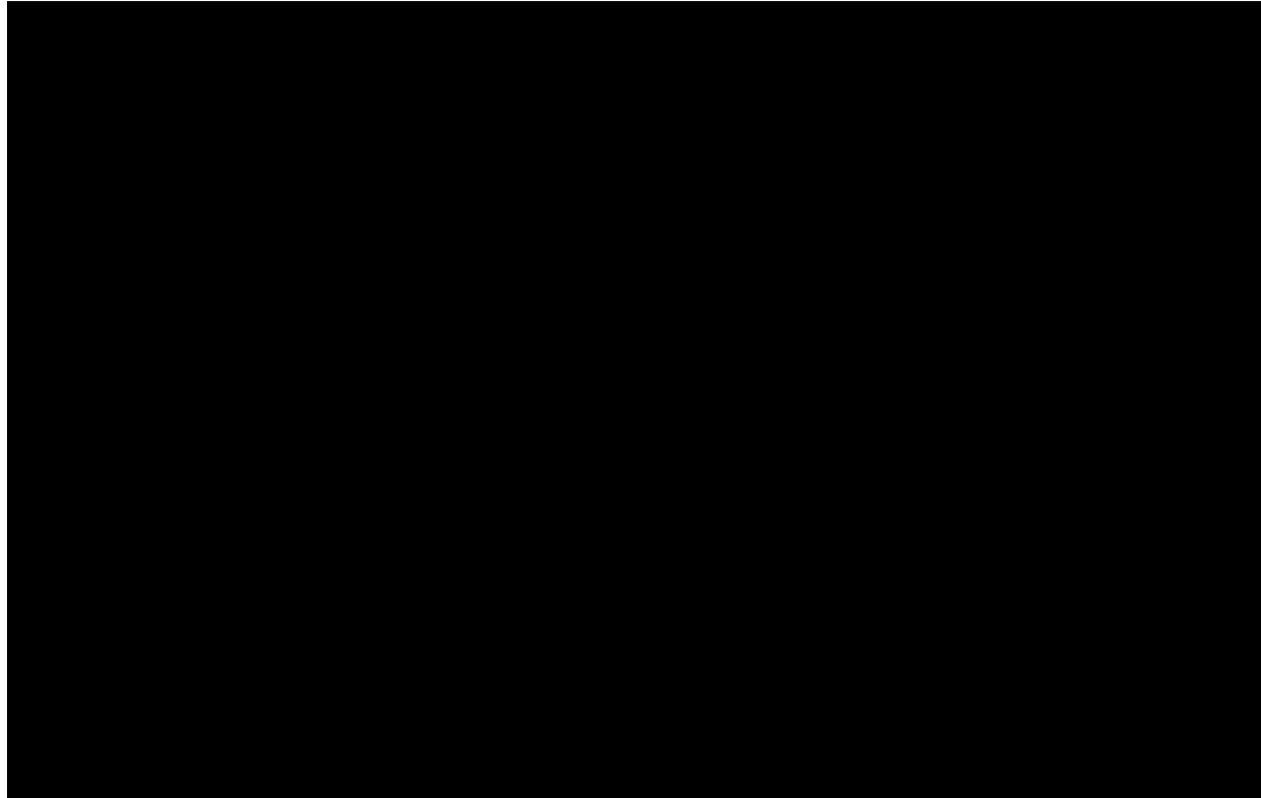
“Need for a new generation of QA?!“
Lucien Bollaert, Keynote

Agenda

- (short) input
- Group work
- Plenary

(Classical) drivers for QA

- System growth, functional differentiation
- Autonomy, accountability, competition (NPM)
- Evidence-based management

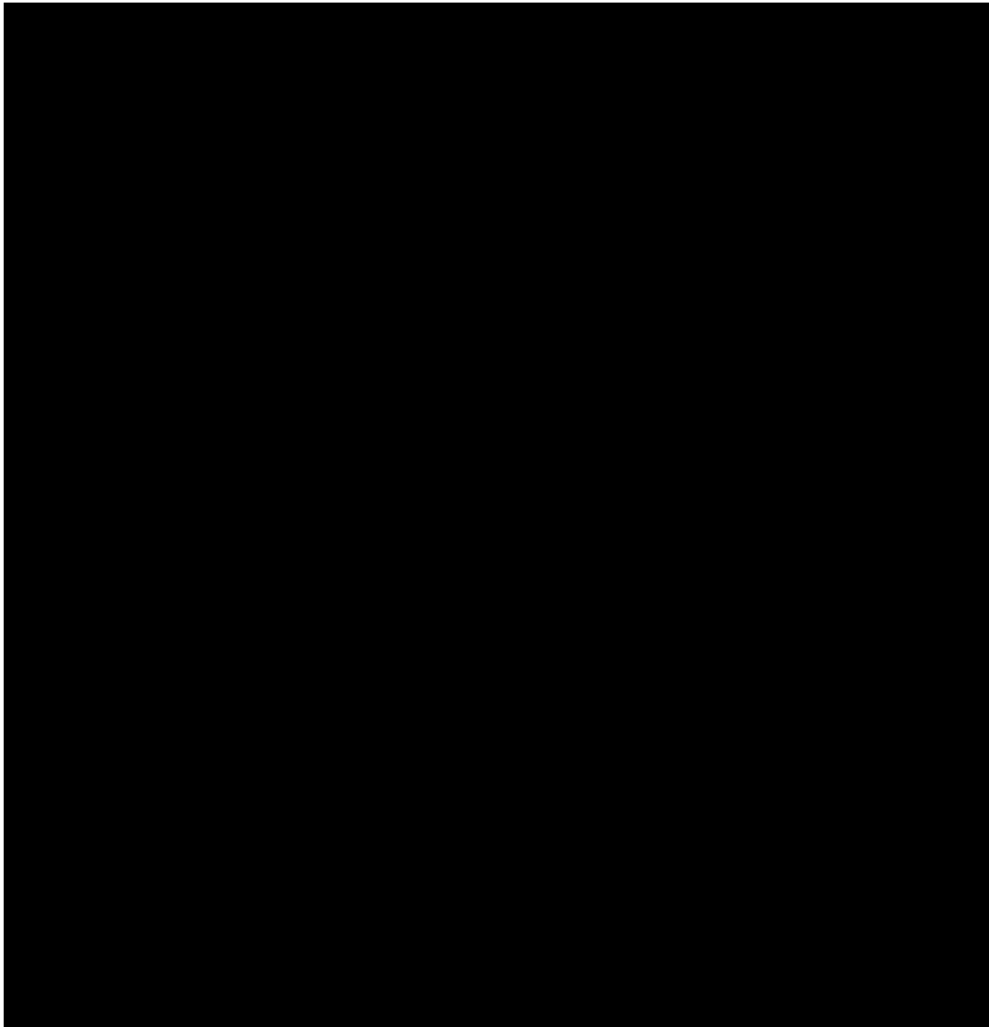


QA: responding to a rapidly changing world?

Changes in knowledge production and
learning modes

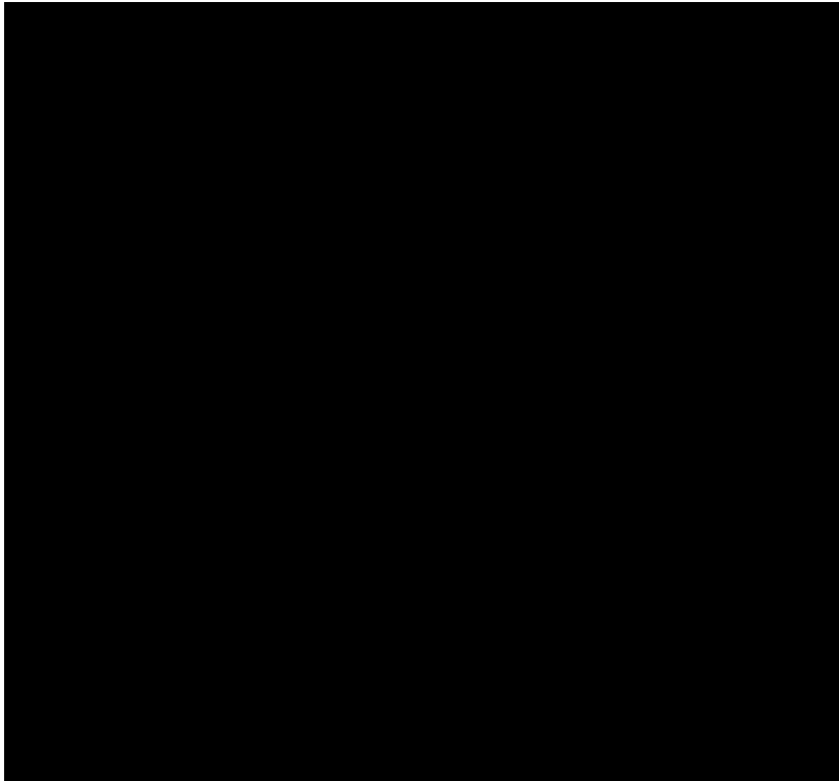


QA: responding to a rapidly changing world?



Changes in the
Knowledge Society

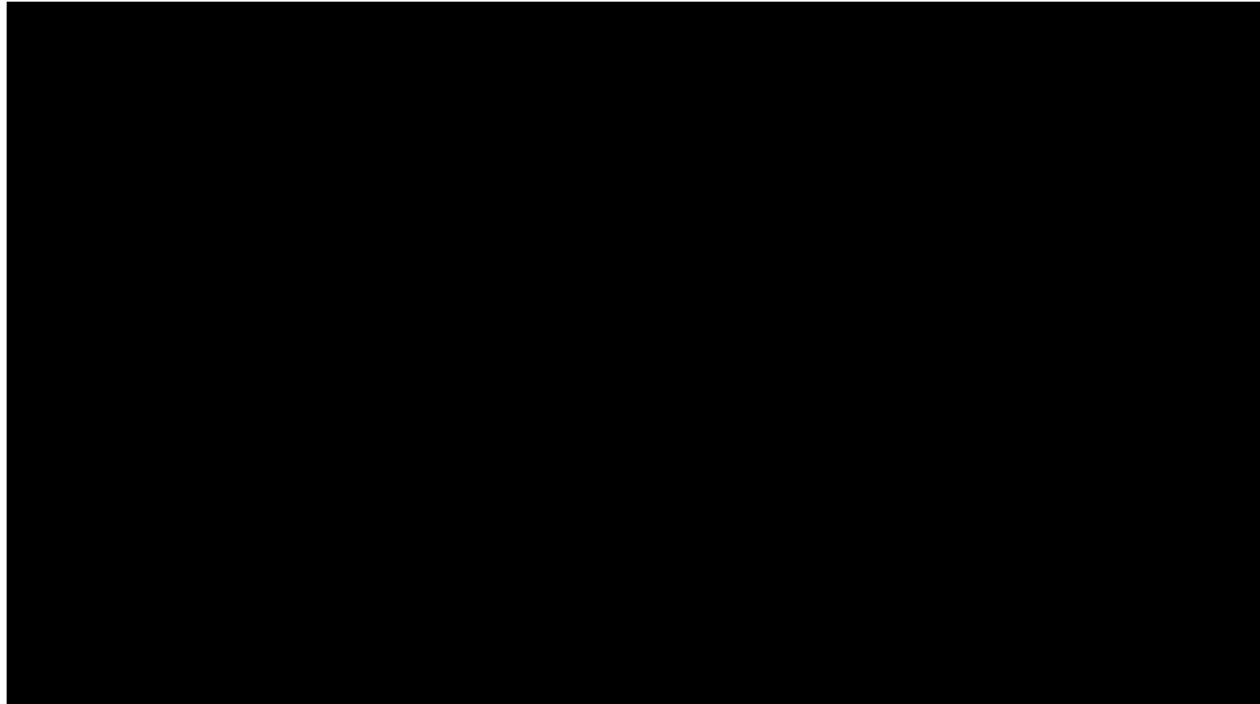
QA: responding to a rapidly changing world?



Changes in the world of work

QA: responding to a rapidly changing world?

Changes in societal demands and
target audiences



Q Assurance, Q Enhancement, Q Development?

- Quality Assurance mechanisms:
 - rather formalised
 - focussed on procedural aspects
 - Loosely coupled with other discourses: academic development, research into higher education
 - Active involvement of teachers?
- Quality Assurance as a HE management practice
 - Professionalisation of QA-officers as a result of system growth and functional differentiation
 - Third-space discourse on the role and function of QA-officers

Professionalisation of QA-officers... ...De-Professionalisation of teachers?

- What are QAO particularly good at?
 - QA-procedures, regulations and mechanisms
 - Applied empirical research
 - Consulting
 - ...
- How about teaching experience, and educational innovation...?
- At the same time: Withdrawing of teachers from active participation in QA-procedures...?

De-Professionalisation of teachers?

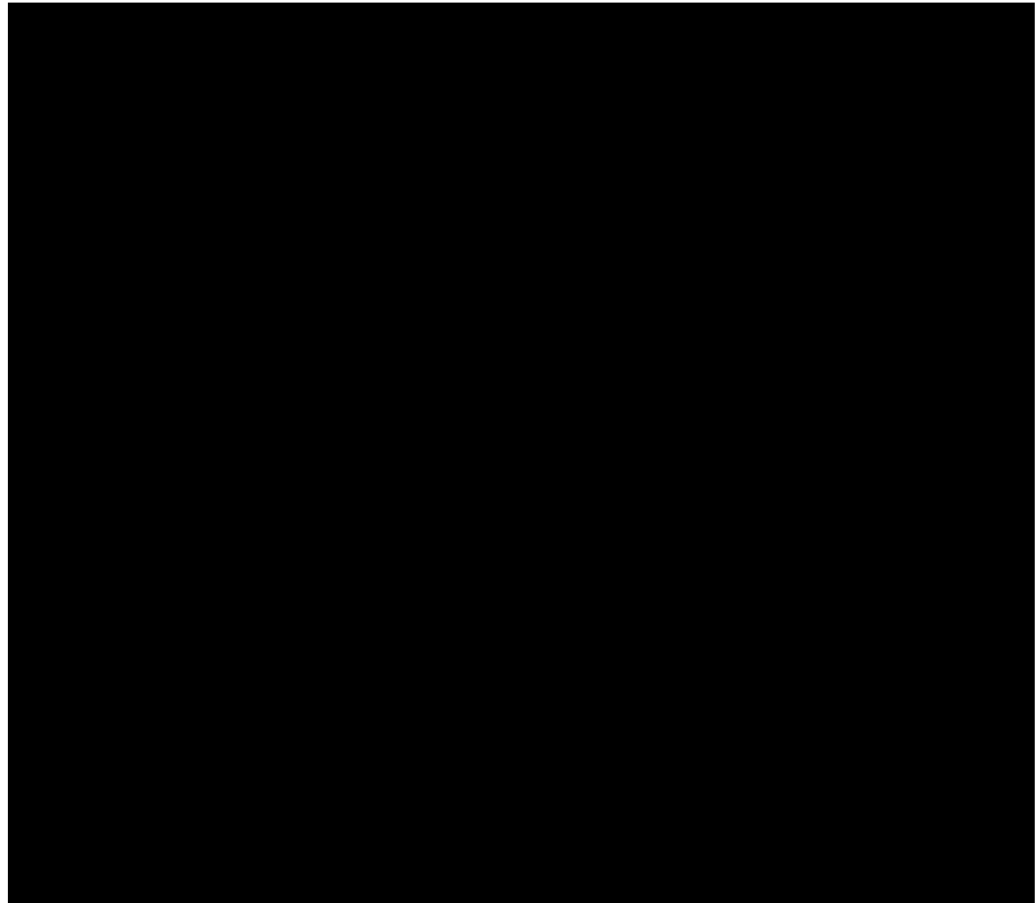
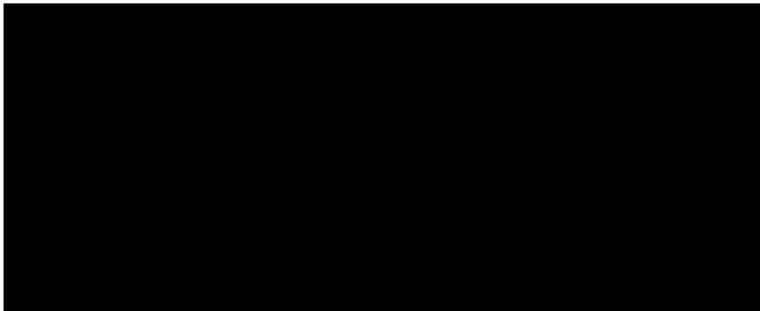
- Risks of de-professionalisation
 - QA is over-emphasising procedural aspects of quality assurance
 - QA is under-emphasising changes, developments and innovations in teaching and learning
 - heterogeneity, digitalisation, personalised learning modes, as part of QA, ESG, etc.?
 - Decoupling of teachers' and QA-officers' competencies and experiences

Bringing the teachers back into QA

- Cooperation of QAO, teachers, managers, leaders
 - Mutual understanding of different rationalities and interests
 - Evaluation: less control, more research and development
 - Support for research-based teaching, learning, and educational reform
 - Action research: What impact does educational innovation have in practice
 - Aligning QA procedures with academics' mode of thinking: research

For example: Virtual Anatomy Project

- Evaluation of different teaching modes' impact



Questions to discuss

- What are relevant criteria for good teaching and how can they be properly addressed in QA-procedures (e.g. “heterogeneity-sensitive teaching“)? How do we actually do “student-centred learning“?
- How can teachers effectively be supported by QA-officers when making their teaching a research issue?
- How can respective outcomes inform future developments of QA procedures? What adjustments do QA procedures need with regard to educational innovation?

Thank you very much for your cooperation!

Contact details

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