



Importance of Teaching and Learning for the Quality of Higher Education

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Outline of presentation

- Introductory remarks
- Student Centered Learning
- Developing Learning Outcomes



Student-Centred Learning

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ESG 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.



Student-Centred Learning

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Student-Centred Learning

- The teacher role as a facilitator
- Perception of relevance >> Better learning



Student-Centred Learning

According to the ESGs (excerpt, 1)

Student-centred learning and teaching:

- respects and attends to the diversity of students and their needs, enabling flexible learning paths
- considers and uses different modes of delivery, where appropriate
- flexibly uses a variety of pedagogical methods



Student-Centred Learning

According to the ESGs (excerpt, 2)

Student-centred learning and teaching:

- regularly evaluates and adjusts the modes of delivery and pedagogical methods
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher
- promotes mutual respect within the learner-teacher relationship



Student-Centred Learning

(Report and Conference)

- Report (2017) on Student-Centred Learning:
 - Case examples
 - Stakeholder interviews
- SCL Conference in Copenhagen in 2019
 - Break out sessions with practical examples



Student-Centred Learning

(Example from University)

A holistic approach in 2011 strategy. By 2015 students can expect:

- Research based education
- Paedagogics based on principles of active learning in education, teaching methods, group work and cross-disciplinary approaches
- Clear international university profile
- Education, learning and examinations that use IT, reflects labour market learning styles, current youth culture and entrepreneurship
- A userfriendly, competent and holistic university administration



Student-Centred Learning

(Example from Professional University)

SCL approach to teaching among Primary School Teacher-Students:

- Teaching the students to take responsibility
- Learn to focus not only on examination results
- Learn to forget the primary and high school habits of learning to pass the test
- Learn to experiment and understand more thoroughly the disciplines taught
- To form learning communities of students
- But HEI faculty maintain the responsibility for the learning process and learning outcomes

Learning Outcomes

- Defining Learning Outcomes
- Alignment



Developing Learning outcomes

(1)

Defining Specific Learning Outcomes

- The programme's Learning Outcomes at national level are to reflect the European qualification framework (QF-EHEA)
- Alignment (connection) between Overall learning outcomes and Programme structure, learning objectives of modules/courses as well as admission criteria



Defining Learning Outcomes

The work associated with the development of learning outcomes:

- In Denmark adopted by Study Boards, composed of professors and students
- A creative approach – bringing all together



Developing Learning outcomes

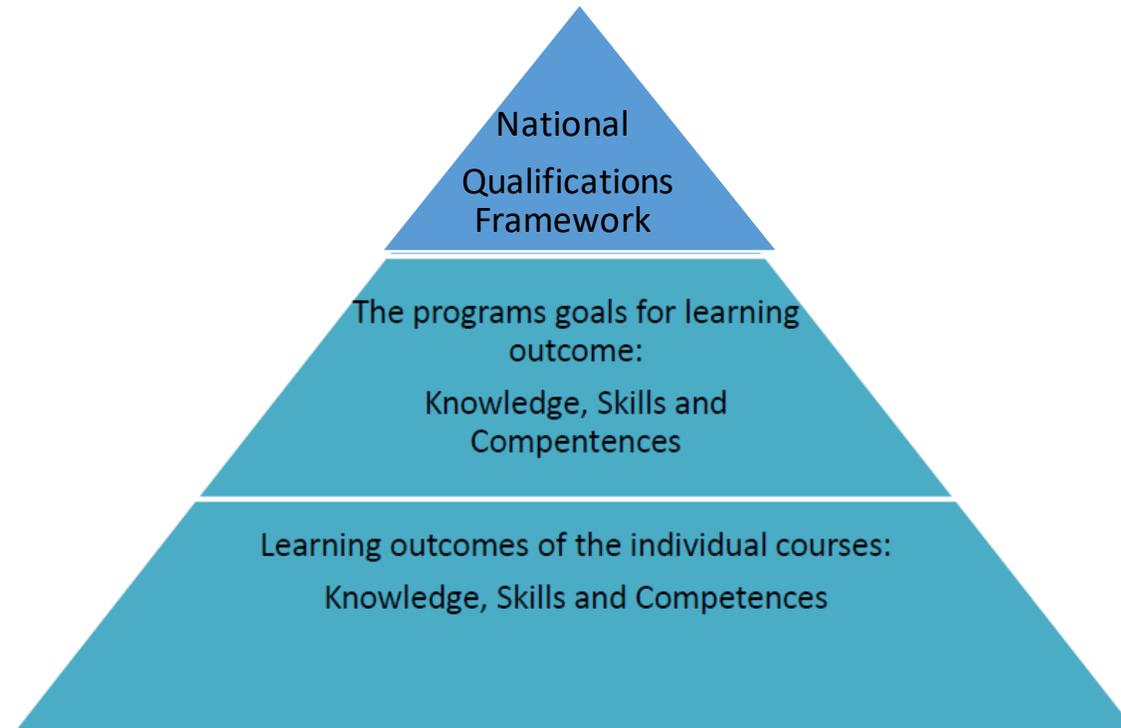
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Goals for learning outcomes

- Question 1: How do the Learning Outcomes of the Programme reflect the type description for the programme level in the national qualifications framework?



From NQF to learning outcomes of courses



Developing Learning outcomes

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- Question 2: How do learning goals for individual programme components support the programme's overall goals for learning outcomes?
- The learning goals for the individual components of the programme (e.g. modules, subjects or subject components) must be reflecting the ambitions of the programme
- Clarify how the individual parts of the programme's overall goals for learning outcomes are supported by one or more learning goals of the individual programme components



Example: Bachelor in International Business and Politics



Developing Learning outcomes

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- Question 3: How does the structure of the programme support subject linkages, thereby enabling students to achieve the programme's overall goals for learning outcomes?
- Need to define the programme structure to support the learning progression of the student and define the relative weight of each programme component, including the distribution of ECTS points between modules/components



Developing Learning outcomes

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- Question 4: Define the admission criteria of the programme and build on the educational experience students already possess
- Question 5: Which types of examinations to assess student achievements in programme?



SCL and learning outcomes

Combined

- Learning is more open-ended than curriculum knowledge
- The students intrinsic development in focus
- Academic level maintained: Focus on Level and Competences in Learning Outcomes
- Relevance to the student

