

Quality of Teaching in Higher Education: Lessons learned from the TeachEx project

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In this presentation

1. An introduction about how Dutch universities try to improve quality of teaching
2. Discussion on the concept of good teaching

The problem: Research > Teaching

- Most academics prefer to do research
- Doing research has a higher status amongst academics
- Research is (was) more awarded
- But: educational quality needs to improve.
We need balance



Improving quality of higher education in NL (past decade)

- Investments in trainings of University Teachers
 - Courses on how to supervise students, how to design tests, how to give large lectures etc.
- Quality of teaching more and more prerequisite for promotion (part of HR strategy)
- Organizing promoting activities like “The day of education”
- Starting the University Teaching Qualification (UTQ)
 - Mutual agreement between all NL universities about basic teaching skills

Mutual agreement UTQ



OVEREENKOMST

**INZAKE WEDERZIJDE ERKENNING
BASISKWALIFICATIE ONDERWIJS**

*De rectores magnifici van de 14 Nederlandse universiteiten
komen met het oog op:*

- aandacht voor de kwaliteit van de academische opleiding en het universitair docentschap;
- voortgaande ontwikkeling van docentprofessionalisering binnen de eigen universiteit;
- meer geobjectiveerde verantwoording inzake de 'kwaliteit van personeel' en inzake 'personeelsbeleid' ten behoeve van NVAO-accreditatie van opleidingen;
- vastlegging van het bekwaamheidsniveau van docenten, zoals in andere onderwijssectoren (PO, VO, BVE, HBO) al langer gebruikelijk is;
- wegnemen van belemmeringen in het geval van interuniversitaire mobiliteit van docenten.

het volgende overeen:

1. Het niveau van de academisch docent is op instellingsniveau vastgelegd in een regeling Basiskwalificatie Onderwijs.
2. De instelling verleent docenten de Basiskwalificatie Onderwijs op basis van voorgaande toetsing.
3. De regeling stemt overeen met de in bijlage I opgenomen kenmerken, zodat de gecertificeerde docent zonder nadere toetsing door alle deelnemende instellingen als gekwalificeerd docent in academisch onderwijs wordt erkend.

ERASMUS UNIVERSITEIT ROTTERDAM	HANDTEKENING
23 januari 2008 Prof.dr. S.W.J. (Steven) Lamberts	
UNIVERSITEIT MAASTRICHT	HANDTEKENING
23 januari 2008 Prof.mr. G.P.M.F. (Gerard) Mels	
UNIVERSITEIT VAN AMSTERDAM	HANDTEKENING
23 januari 2008 Prof.dr. D.C. (Dymek) van den Beem	
VRIJE UNIVERSITEIT AMSTERDAM	HANDTEKENING
23 januari 2008 Prof.dr. L.M. (Lex) Bouter	
RADBOUD UNIVERSITEIT NIJMEGEN	HANDTEKENING
23 januari 2008 Prof.mr. S.C.J. (Rut) Kertmann	
UNIVERSITEIT VAN TILBURG	HANDTEKENING
23 januari 2008 Prof.dr. F.A. (Frank) van der Duyn Schouten	
TECHNISCHE UNIVERSITEIT DELFT	HANDTEKENING
23 januari 2008 Prof.dr.ir. J.T. (Joost) Fekken	
TECHNISCHE UNIVERSITEIT EINDHOVEN	HANDTEKENING
23 januari 2008 Prof.dr.ir. C.J. (Pieter) van Duijn	
UNIVERSITEIT TWENTE	HANDTEKENING
23 januari 2008 Prof.dr. W.H.M. (Hans) Zijm	
WAGeningen UNIVERSITEIT	HANDTEKENING
23 januari 2008 Prof.dr. M. (Martin) Kreyff	
OPEN UNIVERSITEIT NEDERLAND	HANDTEKENING
23 januari 2008 Prof.dr. F. (Fred) Mulder	

UNIVERSITEIT LEIDEN

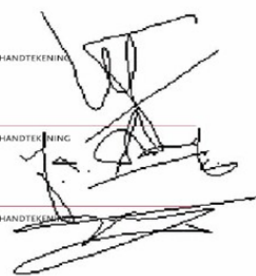
23 januari 2008
Prof.mr. P.F. (Paul) van der Heijden

UNIVERSITEIT UTRECHT

23 januari 2008
Prof.dr. J.C. (Hans) Staaf

RIJKSUNIVERSITEIT GRONINGEN

23 januari 2008
Prof.dr. F. (Frans) Zwartz



University Teacher Qualification

- Based upon agreements between universities (not by law)
- A common list of competences
- Each university can train for UQT as they wish, competences are the same
- Universities accept each others' UQTs
- Nowadays, in all universities UQT is mandatory for all starting teachers
- In most universities UQT more or less mandatory for all teachers

Competences UTQ

- Design and redesign of teaching:
 - i.e. Designed in an effective and stimulative way
- Teaching and supervising students:
 - i.e. Using interactive modes of instruction (various tutorial forms, practicals)
- Testing and assessment:
 - i.e. Using peer reviews when constructing tests
- Evaluation
 - i.e. Analysing student course unit evaluations (written evaluations, student panels)

Trends in further staff development

1. Senior Teaching Qualification / Leadership Programs
2. Communities of Practice
3. Lifelong Learning on “good teaching”

But ... what is good teaching?

A good teacher (I)

- Exercise:
 - For two minutes ...
 - Discuss with your neighbour what makes a teacher a good teacher

A good teacher ... (II)

- How many of you has a neighbour who referred to research/studies on quality of teaching?

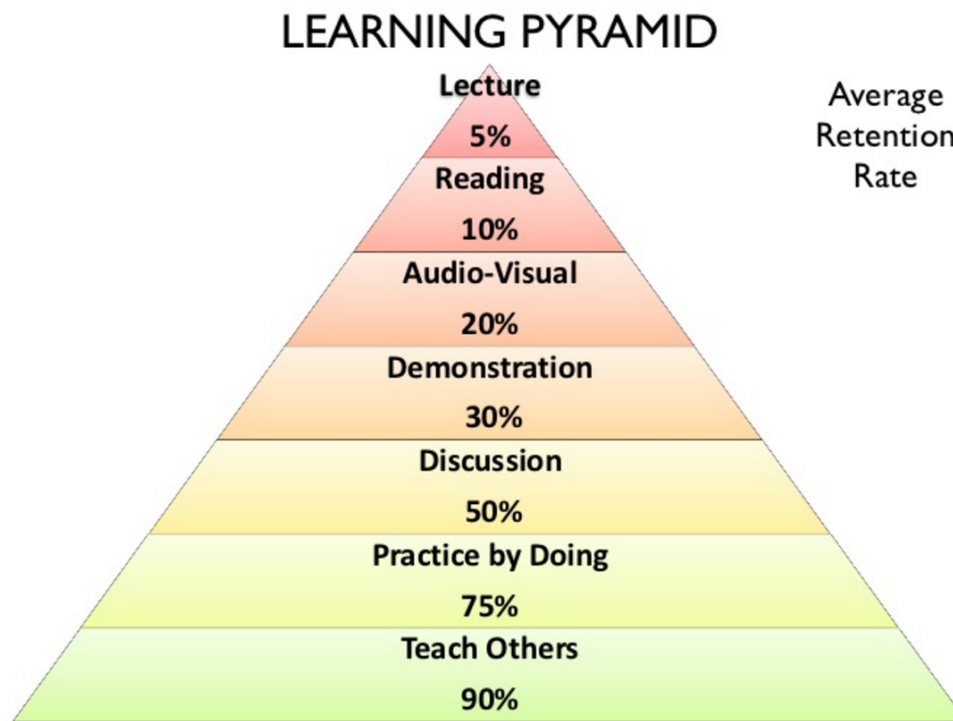
A good teacher ... (II)

- How many of you has a neighbour who referred to research/studies on quality of teaching?
- How many of you has a neighbour who referred to “evaluate yourself”, “asking for feedback”, “learning how to improve teaching”?

The problem with “good teacher”

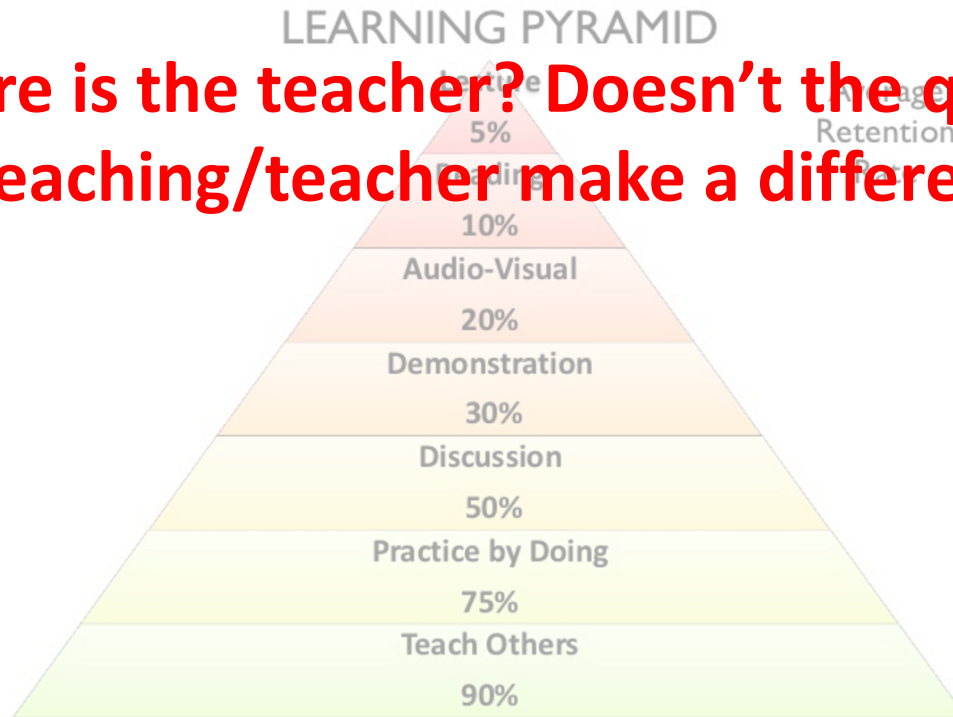
- There is little research about quality of teaching in Higher Education
- How we teach is often based upon our own personal experience and intuition, not on research and without feedback from others

Probably the most used figure about teaching in higher education



Probably the most used figure about teaching in higher education

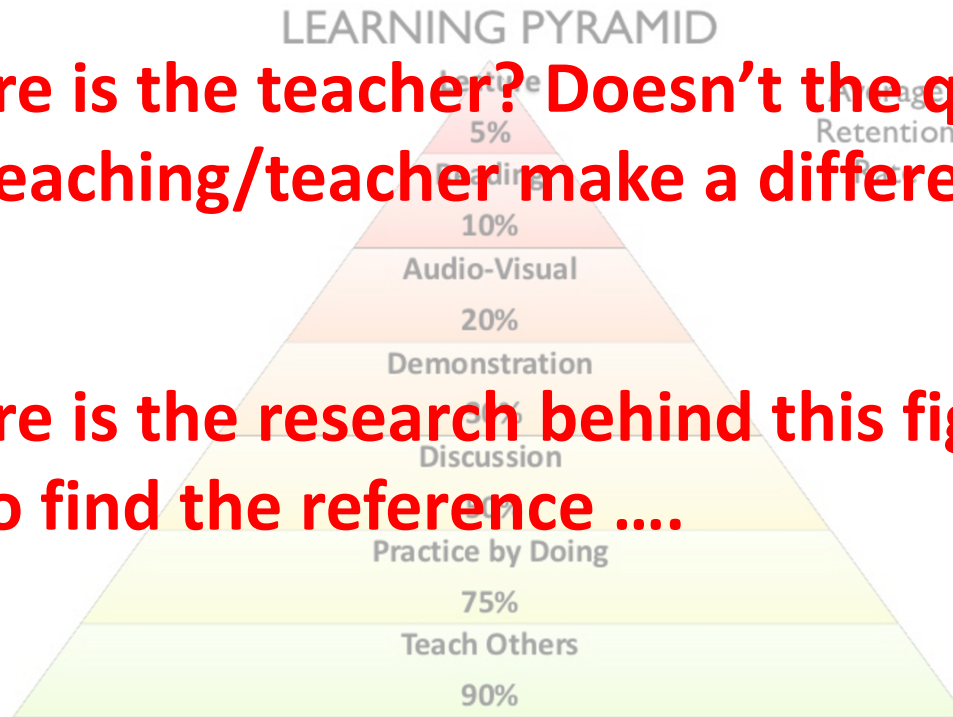
Where is the teacher? Doesn't the quality of the teaching/teacher make a difference?



Probably the most used figure about teaching in higher education

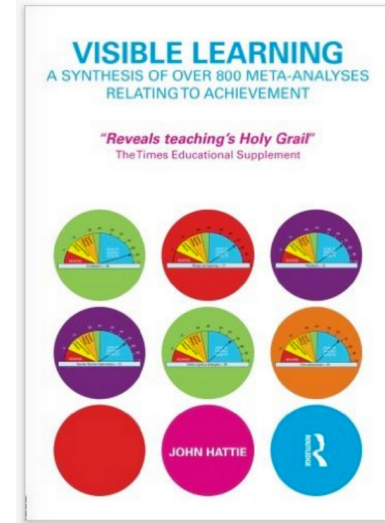
Where is the teacher? Doesn't the quality of the teaching/teacher make a difference?

**Where is the research behind this figure?
Try to find the reference**



But we do know something about good teaching....

- Activating learning (making students “think”)
- Cooperative learning/learning from peers
- Giving feedback (formative feedback)
- Setting clear learning objectives
- Assure a safe learning climate (there are no “silly questions”)
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- See for an extended overview Hattie (2010)



Problems with research on education

- Studies about “good education” mostly done in primary/secondary education, less in higher education
- Almost no studies on “good teaching” (focusing on the teacher) in higher education
- What we know focuses most on cognitive results, not on other kind of academic skills
 - Critical thinking
 - “21st century skills
 - Bildung

Quality of teaching in higher education

- Requires training of teachers
- Requires awarding good education
- Requires feedback on your quality as a teacher
- Requires research on teaching in higher education
- Requires a critical perspective on statements about good teaching
(where is the research evidence !)
- including statements of yourself

Dziękuję !

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