

Achieving Quality Learning in Higher Education

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Achieving Quality Learning In Higher Education

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Achieving Quality Learning In Higher Education:

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Achieving Quality Learning in Higher Education Peggy Nightingale, Mike O'Neil, 2012-12-06 This study argues that there is little hope of maintaining quality in higher and further education unless those in academia share common goals It demonstrates how results can be achieved if the principles of high quality learning are applied along with total quality management type strategies

Achieving Quality Higher Education Council (Australia), Australia. National Board of Employment, Education and Training, 1992

Drivers and Barriers to Achieving Quality in Higher Education Heather Eggins, 2014-02-05 The topic of achieving and assuring quality in every higher education institution continues to be both relevant and urgent worldwide This volume presents a considered discussion of a range of facets of the issue drawing on the findings of a 3 year EU research programme involving seven countries Czech Republic United Kingdom Latvia Portugal Poland Slovakia and the Netherlands Topics include access student assessment governance stakeholders academic faculty information and the interface between the secondary and tertiary sectors The authors all of whom are drawn from the research teams explore particular aspects of the research objectives These aim to identify the drivers and overcome the barriers to establishing high quality in both European higher education in relation to the Standards and Guidelines for Quality Assurance and by implication in worldwide higher education

Improving Quality in American Higher Education Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-02 An ambitious comprehensive reimagining of 21st century higher education *Improving Quality in American Higher Education* outlines the fundamental concepts and competencies society demands from today's college graduates and provides a vision of the future for students faculty and administrators Based on a national multidisciplinary effort to define and measure learning outcomes the Measuring College Learning project this book identifies essential concepts and competencies for six disciplines These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology business communication economics history and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States Contributions from thought leaders in higher education including Ira Katznelson George Kuh and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity intentionality and quality in U S higher education College faculty are our best resource for improving the quality of undergraduate education This book offers a path forward based on faculty perspectives nationwide Clarify program structure and aims Articulate high quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines

this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are valued by faculty students and society Improving Quality in American Higher Education brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our students

Teaching for Quality Learning at University
John Biggs, Catherine Tang, 2007-11 This book is a sophisticated and insightful conceptualization of outcomes based learning developed from the concept of constructive alignment The first author has already made a significant contribution to the scholarship and practice of teaching and learning in universities Together with the second author there is now added richness through the practical implementation and practices The ideas in this book are all tried and shown to contribute to more successful learning experience and outcome for students Denise Chalmers Carrick Institute of Education Australia

Teaching for Quality Learning at University focuses on implementing a constructively aligned outcomes based model at both classroom and institutional level The theory which is now used worldwide as a framework for good teaching and assessment is shown to Assist university teachers who wish to improve the quality of their own teaching their students learning and their assessment of learning outcomes Aid staff developers in providing support for teachers Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university The book s how to approach addresses several important issues designing high level outcomes the learning activities most likely to achieve them in small and large classes and appropriate assessment and grading procedures It is an accessible jargon free guide to all university teachers interested in enhancing their teaching and their students learning and for administrators and teaching developers who are involved in teaching related decisions on an institution wide basis The authors have also included useful web links to further material

Ensuring Quality Education and Good Learning Environments for Students Ana B Bernardo, Adrián Castro-López, Javier Puente, 2021-11-19 Today new technologies bring with them an everchanging panorama forcing us to constantly update our knowledge For this reason quality education is necessary in all areas of knowledge and at all educational levels The quality of our educational systems and the questions raised by reviewing whether our educational institutions offer quality education or not are some of the main reasons why quality education is a topic that in recent years has captured the interest of governments researchers and lecturers among others This issue brings together different socioeducational actors with their concerns for and commitments to higher education in order to achieve the aim of providing people with the competencies necessary to adapt to a changing and competitive world in which the individual needs to engage in lifelong learning and where education must align with sustainable development goals such as democracy justice and equality All of this provides us with a scenario for reflecting on and researching fundamental questions such as how to prevent school absenteeism how to deal with students leaving school early how to prevent or alleviate the phenomenon of dropping out in higher education etc In other words can we assume that student failure is partly due to the

failure of our educational systems Are we educating self regulated critical learning motivated and competent students These and other questions lead us to search for measures with which we can improve the quality of our educational systems by proposing strategies and developing tools to enhance the lecturing learning processes in our classrooms *Leveraging Quality Improvement to Achieve Student Learning Assessment Success in Higher Education* Nancy Gentry Glenn,2008

eLearning for Quality Teaching in Higher Education Nan Yang,2020-04-20 This book explores the impact of eLearning on the quality of teaching in higher education focusing on three main issues university teachers perception of quality teaching their strategies for achieving quality teaching in practice and interventions that design and implement online collaborative activities in a large class The book argues that if eLearning targets the real problems in practice and is appropriately designed and implemented it can improve the teaching quality at universities It also demonstrates the complexity of teachers perception of quality teaching and contextual factors that affect teaching practice and quality Further it explores university teachers perception of quality teaching in Italy the UK and China an aspect that is rarely addressed in the literature and reveals why the impact of ICTs on university teaching is not as great as in other fields by explaining the issues that threaten the quality of day to day teaching Lastly it confirms that traditional lecturing combined with online collaborative activities improves the quality of teaching compared to traditional lecturing alone As such this book is a necessary and important resource for the research community [Quality in Higher Education](#) Ming Cheng,2016-09-27 Many countries now employ national evaluation systems to demonstrate publicly that universities provide a quality education However the current processes of quality evaluation are often detached from the practices of teaching and learning In particular those who teach and those who learn still have to be won over to such audit processes This book argues that it is time for the higher education sector to concern itself with the human dimension so as to develop both academic professionalism and students commitment to their learning Based on five completed research projects which explore academics and students experiences and their views of quality evaluation the book argues that developing the intrinsic values of teaching and learning held by academics and students is key to achieving high quality education In this book the author critically reviews the four most frequently used terms related to current quality evaluation fitness for purpose value for money student satisfaction and students as customers and argues for a motivationally intelligent quality approach emphasising the moral dimension and the intrinsic values of academics and students The author also outlines an improved quality evaluation system that encourages and increases academics and students commitment to teaching and learning

Teaching and Learning in Higher Education Barry C. Dart,Barry Dart,Gillian Boulton-Lewis,1998 Teaching Learning in Higher Education is a ground breaking contribution to the theory research in this field A tribute to the renowned work of John Biggs the book includes chapters by leading researchers academics including Ference Marton all of whom have been influenced by his work on teaching learning This book is structured around the framework of Biggs 3P model of learning

Presage Process Product **Ensuring Quality Education and Good Learning Environments for Students** Ana B. Bernardo,2023 The ever growing information and communications within society require us to continuously update our knowledge For this reason higher education must provide students and lecturers with the opportunity to implement new learning approaches in the classroom In this sense teaching is adapting to a fast changing world and achieving a high quality standard for our educational systems will ensure that the education standard appropriately adapts to both the current times and to new teaching learning processes This topic captures the attention of different socio educational actors in order to achieve an education style that develops individuals and provides them with the necessary strategies to assist their learning throughout their lifetime *EBOOK: Improving Teaching and Learning in Higher Education: A Whole Institution Approach* Vaneeta D'Andrea,David Gosling,2005-08-16 What are the aims of higher education What are the strategies necessary for institutional improvement How might the student experience be improved The emergence of the discourse around learning and teaching is one of the more remarkable phenomena of the last decade in higher education Increasingly universities are being required to pay greater attention to improving teaching and enhancing student learning This book will help universities and colleges achieve these goals through an approach to institutional change that is well founded on both research and practical experience By placing learning at the centre of organizational change this book challenges many of the current assumptions about management of teaching supporting students the separation of research and teaching the use of information technology and quality systems It demonstrates how trust can be restored within higher education while advancing the need for change based on principles of equity and academic values for students and teachers alike *Improving Teaching and Learning in Higher Education* is key reading for anyone interested in the development of teaching and learning in higher education as well as policy makers **Toward Quality Assurance and Excellence in Higher Education** Ahmed Odeh Al Jaber,2022-09-01 Quality Assurance is not a new concept in the education sector in general and higher education in particular though it is becoming increasingly more relevant and important Higher education helps to improve an individual s quality of life by enabling them to inflate their knowledge and expertise to grasp abstract concepts and theories and to raise their awareness of the world and their community and as such the assurance of quality is becoming more pivotal in the whole education process There is no simple definition of the concept of quality in education though numerous models and theories have been devised *Toward Quality Assurance and Excellence of Higher Education* is a new episode of the Quality Assurance perception in higher education which identifies the quality culture and orientation from the beginning integrating crucial factors to build a pyramid of higher education excellence The book compares concepts from the main theories of Quality Assurance management and control when they are applied to educational systems in higher education The book also presents a new model of excellence in higher education Excellence is an architecture of building blocks that comes with process performance effectiveness harmony and collaboration which should be incorporated in a quality oriented concept of a

sustainable excellence of higher education The model integrates four main facets the Educational System Quality Assurance Managing and Control Strategic Planning and Globalization Also presented are international best practices in quality assurance in higher education from Japan and Finland

Assessing for Learning Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored

in answering open ended research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content

American Educational Research Association Annual Meeting Program American Educational Research Association,1994

New Era in Education ,2004

EBOOK: Teaching for Quality Learning at University John Biggs,Catherine Tang,2011-09-16 This book is an exceptional introduction to some difficult ideas It is full of downright good advice for every academic who wants to do something practical to improve his or hers students learning Paul Ramsden Brisbane Australia Biggs and Tang present a unified view of university teaching that is both grounded in research and theory and replete with guidance for novice and expert instructors The book will inspire challenge unsettle and in places annoy and even infuriate its readers but it will succeed in helping them think about how high quality teaching can contribute to high quality learning John Kirby Queens University Ontario Canada This best selling book explains the concept of constructive alignment used in implementing outcomes based education Constructive alignment identifies the desired learning outcomes and helps teachers design the teaching and learning activities that will help students to achieve those outcomes and to assess how well those outcomes have been achieved Each chapter includes tasks that offer a how to manual to implement constructive alignment in your own teaching practices This new edition draws on the authors experience of consulting on the implementation of constructive alignment in Australia Hong Kong Ireland and Malaysia including a wider range of disciplines and teaching contexts There is also a new section on the evaluation of constructive alignment which is now used worldwide as a framework for good teaching and assessment as it has been shown to Assist university teachers who wish to improve the quality of their own teaching their students learning and their assessment of learning outcomes Aid staff developers in providing support for departments in line with institutional policies Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university The authors have also included useful web links to further material Teaching for Quality Learning at University will be of particular interest to teachers staff developers and administrators

International Bulletin of Bibliography on Education ,1994

Resources in Education ,1997

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