

A background image showing a female teacher in a white shirt leaning over a desk, looking at a document with two male students. One student is wearing glasses and a grey vest, and the other is partially visible on the right. Another student is visible in the background.

The changing landscape of teaching and learning

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Overview

Scene-setting

Broad perspective

Focusing on quality enhancement (QE) rather than assurance (QA)



The QE environment

Educational mission is rising up agendas - linked to economic growth and graduate employability

Systems are expanding but financially squeezed

Competition is increasing

Globalisation is creating new scenarios

Provision is increasingly diverse

Change is rapid, unpredictable, continuous

Quality, value, QE



Policy and strategy focus on QE is sharpening

Students' needs/expectations/satisfaction to the fore

Systems and institutions are rethinking gradueness and fitness-for-purpose

Foci for QE include:

Professionalization of teaching (standards, training, CPD)

Defining, measuring and rewarding teaching excellence, rebalancing with research

Encouraging innovation and transformative change, measuring impact of interventions

Paradigm shift?

From teaching to learning – and to co-creation

Students positioned, and positioning themselves, as producers, partners, leaders

“**active student involvement** in governance, curricular design, development and review, quality assurance and procedures [&] understanding of **teaching** as a high-priority contractual obligation to students who are partners in the **co-creation of knowledge**” *(Report to the EC on the Modernisation of HE 2013)*

Partnership



structural undermine meaningful
parameters belonging distributed
different individual appropriately unique
encouraged trust
partnership working reciprocity other
collective know prevent fairness
benefit all feel challenge authenticity aims fully
inclusivity dialogue
respect valued bring approaches develop open learning rationale
new investing getting community honest share power
sense each contribution enabled take ways engage
risks reinforced responsibility contribute about involved
inequalities make partners
structures barriers time interest
critique parties and/or confident
potential stand constructively empowerment talents
experiences cultural embraces
practices existing perspectives

Why partnership? I

Pedagogic rationales

- Emphasising student responsibility for learning
- Aligning with personal teaching philosophies/ethics
- Fostering engaged student learning
- Fostering inclusion and community
- Improving curricula and learning/teaching quality

Why partnership? 2

Policy and political rationales

Responding to policy directives, e.g. QA

Adopting alternative positions on purposes and values of HE

Presenting radical critique – toward the re-invention of HE

Engagement through partnership



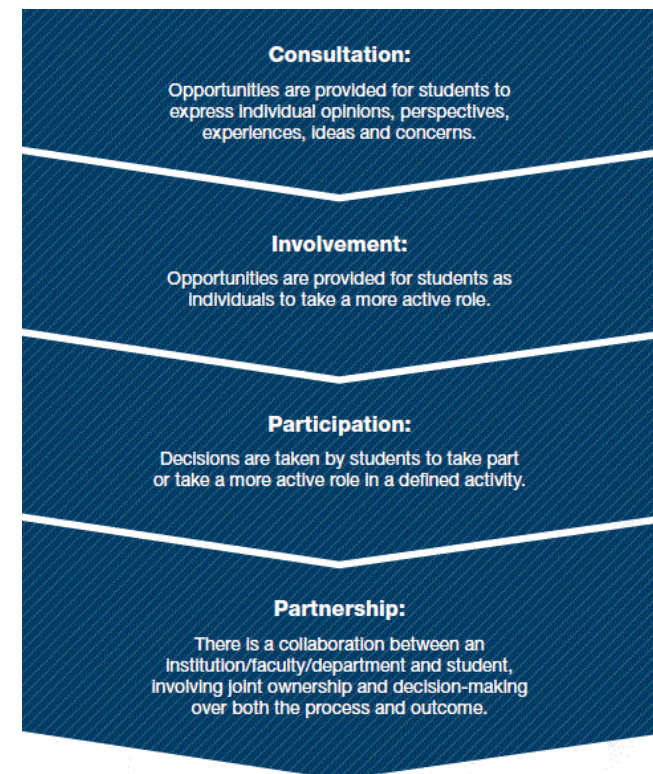
Partnership as a specific process or form of student engagement (see Healey et al 2014, HEA)

Encompassing learning *and* working relationships

And relationships between staff and students, *and* among students

Benefits of engaged learning are strongly evidenced

Evidence base on benefits of student partnership in enhancement is growing



From NUS/HEA (2010) Student Engagement Toolkit

Partnership values (Healey et al 2014)

Authenticity – all parties have a meaningful rationale for investing in partnership, and are honest about what they can contribute and the parameters

Inclusivity – partnership embraces the different talents, opinions and experiences that all parties bring, and there are no barriers (structural or cultural) preventing involvement

Reciprocity – all parties have an interest in, and stand to benefit from, partnership

Empowerment – power is distributed appropriately and all parties are encouraged to constructively challenge ways of working and learning that may reinforce existing inequalities

Trust – all parties take time to get to know one another, engage in open and honest dialogue and are confident they will be treated with respect and fairness

Challenge – all parties are encouraged to constructively critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new approaches

Community – all parties feel a sense of belonging and are valued fully for the unique contribution they make

Responsibility – all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make

Dimensions of partnership (I)

Learning, teaching and assessment based on principles and practices of co-production

Pedagogies of partnership - active/collaborative/peer learning

Independent learning

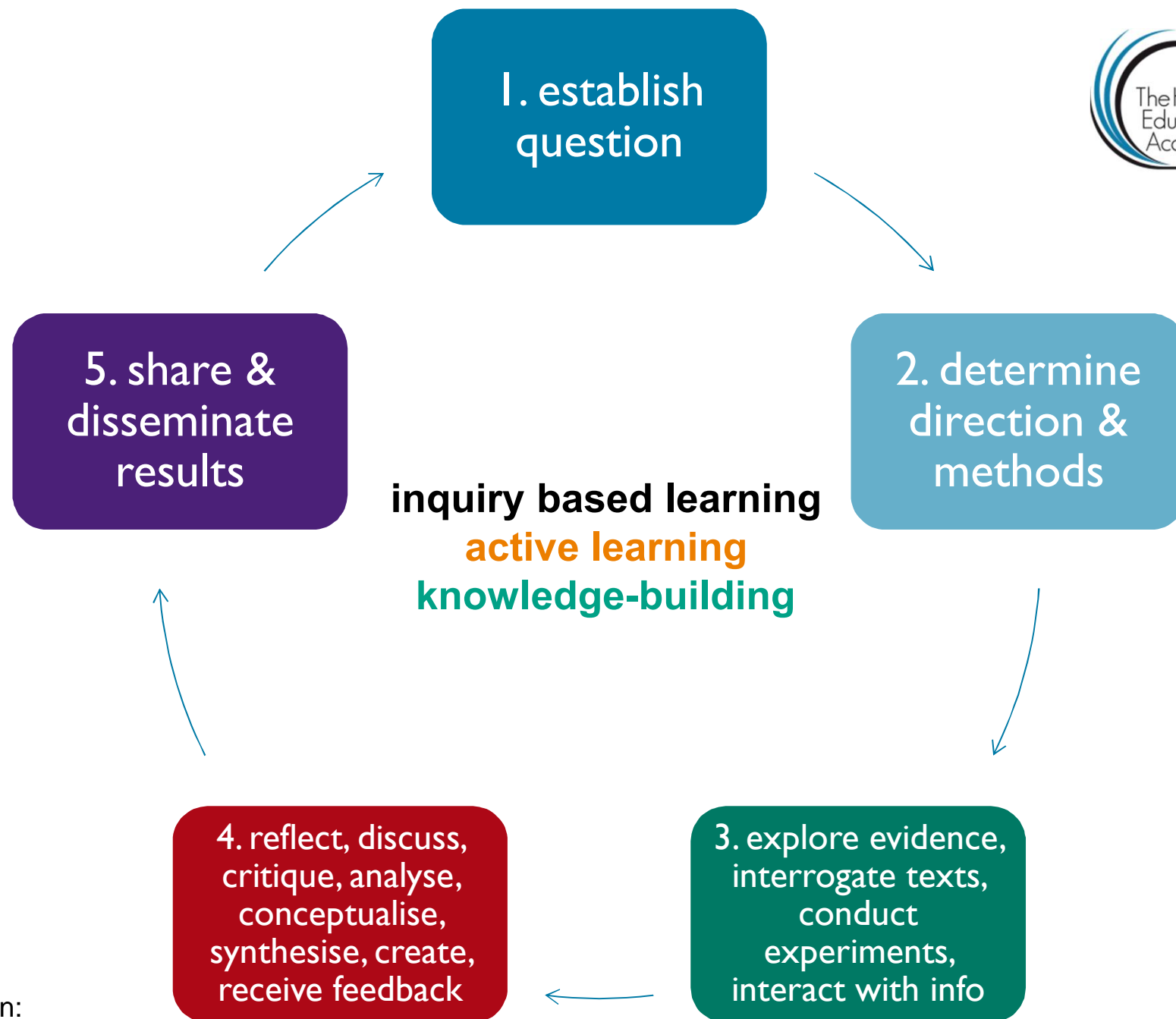
Co-producing meaning *and* joint discovery and knowledge-building

Subject-based inquiry/research

Mainstreamed inquiry-based learning and research

Boutique schemes, e.g. UG research schemes

Student (UG) research conferences and journals



(Based on:
Levy et al 2010)

Dimensions of partnership (2)

Scholarship of teaching and learning

- Exploring students' experiences of learning

- Bringing methodological benefits

Curriculum design and pedagogic consultancy

- Bringing fresh perspectives on curriculum

- Advising, scoping, evaluating

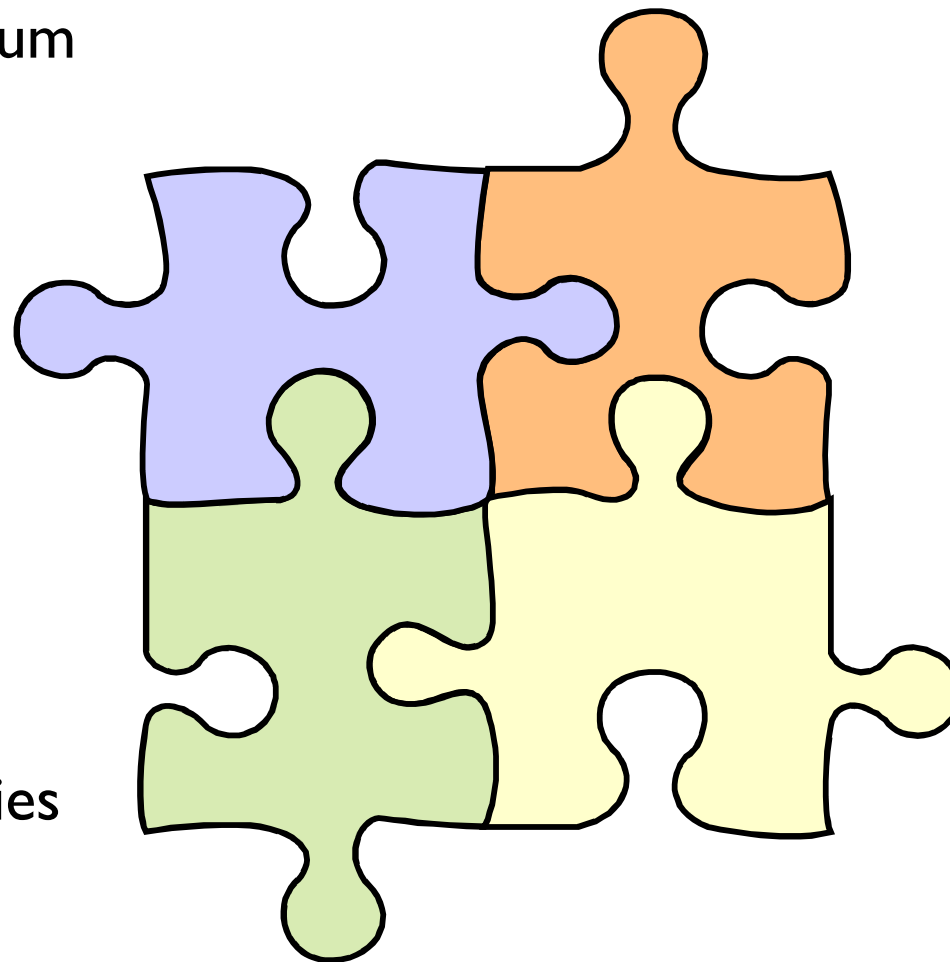
A conceptual model for partnership in learning, teaching and enhancement



Priorities for QE

Curriculum

Student
Transitions



Pedagogies

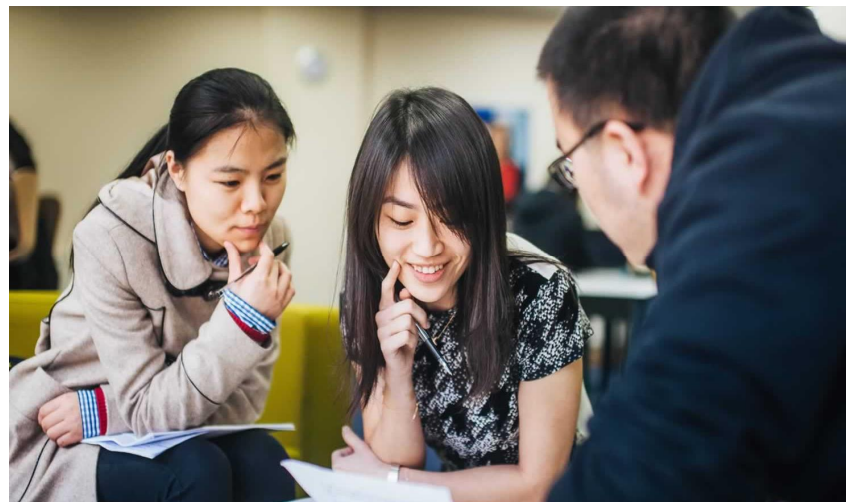
Staff
Transitions

Curriculum

Embedded 'graduateness' outcomes

Engaged, authentic, outward looking,
boundary-crossing (see Tilbury & Ryan 2013, HEA)

Exploiting and connecting the co-curriculum



Pedagogies



Transforming assessment

Assessment for fit-for-purpose learning outcomes

Assessment for learning – rebalancing summative and formative

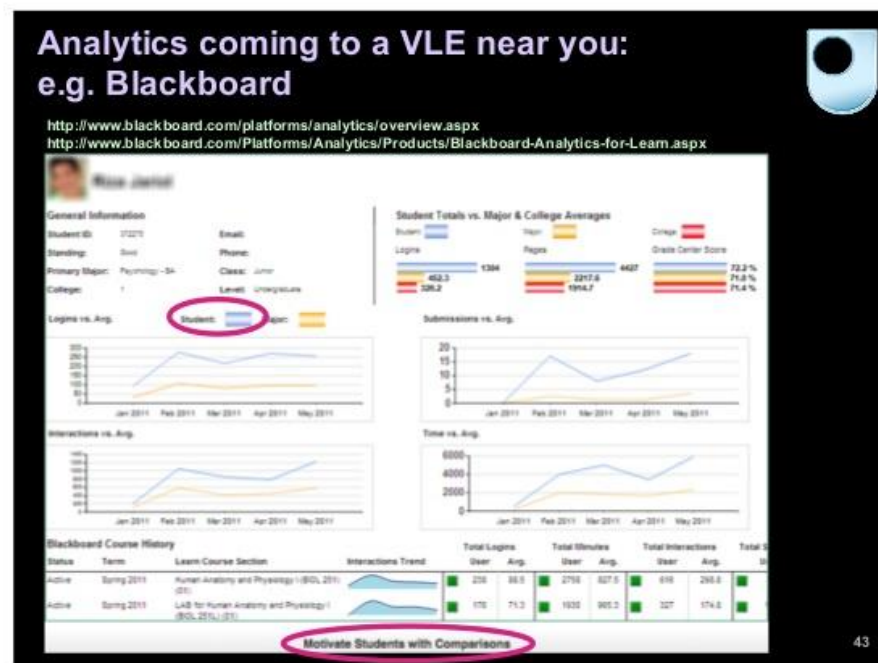
Innovating co-production with digital technologies

Social media, Integrated, collaborative approaches; Flipping the classroom; digital making and creating; adaptive learning; simulations and games; MOOCs

Student transitions

Inclusive curricula and pedagogies

Personalisation and data-driven support



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Staff transitions



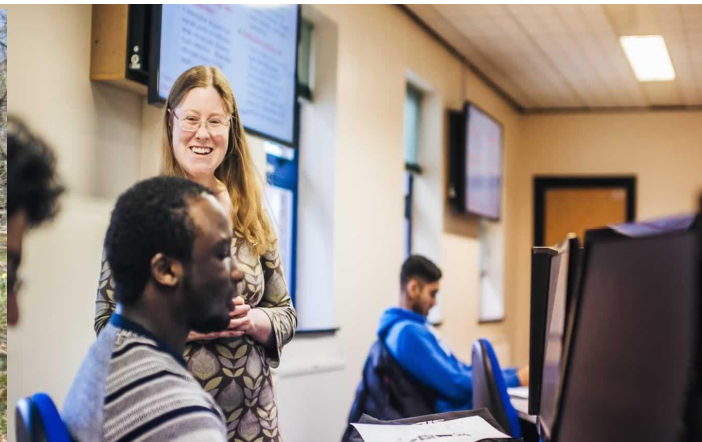
Qualified to teach, continuing (evidence-informed) development

Strategic leadership development

Reward, recognition, promotions, remaining in good standing

Professionalism (see Locke 2014, HEA) through partnership

Thank you!



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