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 graduateness 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
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
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 (1)

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
1. establish question

2. determine direction & methods

3. explore evidence, interrogate texts, conduct experiments, interact with info

4. reflect, discuss, critique, analyse, conceptualise, synthesise, create, receive feedback

5. share & disseminate results

inquiry based learning
active learning
knowledge-building

(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

From: Healey, Flint and Harrington, HEA 2014
Priorities for QE

Curriculum

Pedagogies

Student

Transitions

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

Simon Buckingham Shum http://www.slideshare.net/sbs/insightcentregalwaylearninganalytics
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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