SUSTAINABLE QUALITY ENHANCEMENT IN HIGHER EDUCATION LEARNING AND TEACHING.
Core Data, Performance Indicators and Learning Analytics

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40th Annual EAIR Forum Budapest 2018
“Competition, Collaboration and Complementarity in Higher Education”,
26-29 August 2018, Central European University, Budapest, Hungary
SQELT Project Partners

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Universidade de Aveiro, Portugal

Birmingham City University, England

Universiteit Gent, Belgium

Uniwersytet Jagiellonski Kraków, Poland

Universität für Weiterbildung Krems, Austria

Universiteit Leiden, The Netherlands

Universitá degli Studi di Milano, Italy

Universitetet i Oslo, Norway

Centro de Investigação de Políticas do Ensino Superior, Porto & Aveiro, Portugal
Goals and Methodological Perspectives

• **SQELT**: develop comprehensive set of ‘performance indicators’ for L&T ‘relevant to any HEI’

(‘toolbox’ from which HEIs can select ‘individual’ performance data according to their specific strategic profile, mission and vision)

• Some core elements of (D)PDM: **Core Data**; **Performance (Capacity) Indicators**; **Quality Evaluation Instruments**

• (D)PDM system shall also include data definition, data formats and software-adequacy, ethical code of practice

• Main target groups of SQELT: HEIs’ actors in L&T and stakeholders interested in L&T quality enhancement – **students**, **teachers**, **QM staff**, **HEI leadership**, parents, employers, HE politics, **QA agencies**, ...

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Goals and Methodological Perspectives

- SQELT results shall support HEI stakeholders **get maximum benefit from (Digital) Performance Data Management ((D)PDM) in learning and teaching (L&T)**. To this end HEIs should use (D)PDM systems including **Learning Analytics** that are

  - Driven by the **improvement** of performance processes and stakeholder engagement
  - Designed in **consultation with stakeholders**
  - Supported by an **ethical code of practice**
  - ‘Tailored to the **particular needs** of each institution; embedded in an institution’s **strategic plan**’ (Higher Education Commission, 2016, *From Bricks to Clicks. The Potential of Data and Analytics in Higher Education*, Policy Connect, p. iii).
Goals and Methodological Perspectives

• SQELT builds on
  
  ▪ Available models of DPDM/sets of P(C)Is in L&T (e.g., AHELO; Creative Classroom Research Model; U-Multirank; HEC Reports; Teaching Excellence Framework/HEFCE; Program Accreditation; …)
  
  ▪ An analysis of current research literature
  
  ▪ Own (D)PDM models, PI sets and practice of SQELT project participants
  
  ▪ External experts’ knowledge
  
  ▪ Surveys & focus group discussions with the project’s HEI partners about their assessments of relevance and actual use of DPDM and PIs
  
  ▪ Surveys/workshops with project-external stakeholders
Workflow (schematic main steps) of SQELT project (planning phase)

SQELT Project Group (SPG)

- Collecting existing definitions of PIs in L&T (e.g., AHELO; Creative Classroom Research Model; U-Multirank; HEC Reports; Teaching Excellence Framework Criteria/HEFCE; Program Accreditation; research literature)

Development of initial PI set by SPG

- Evaluation of PI set by cooperation partners (feedback proc.)

Final discussion and revision of PI set based on feedback

Set up of data model

- Implementation of data model in pilot HEIs

Collecting feedback (surveys) on data model implementation from pilot HEIs & refinement of PI set

Project partners
- evalag (Evaluation Agency Baden-Württemberg)
- Up to six (pilot) HEIs from six European countries (incl. leadership, QA and performance monitoring, teaching staff, students, libraries)

Cooperation partners
- International experts in HEI research, performance data management (PDM) and performance data analytics (PDA)
- Higher Education Academy (HEA)
- Higher Education Didactics (e.g., Higher Education Didactics Center Universities of Baden-Württemberg (HDZ))
- European Networks in Higher Education (ENQA, EUA, EURASHE, ESU)
- Representatives of Higher Education Politics (e.g., ministries of education, science and arts)
- Representatives of state statistical offices
Content & Goals of Workshop

• Ask participants to share their experience: paper-and-pencil survey to be filled in individually & more explorative focus group discussions about suggested themes

• Basis of survey: selected issues of comprehensive sets of ‘performance indicators’ (core data, PIs, PCIs, QEIs, …)

• Core of focus group discussions: selected Learning Analytics issues
Content & Goals of Workshop

• How important do you rate the suggested ‘performance indicators’ (i.e. core data, PIs, PCIs, QEIs)?

• Are the suggested ‘performance indicators’ (i.e. core data, PIs, PCIs, QEIs) collected/monitored at your HEI?

• Do you have suggestions for amendments, changes, revisions on any of the issues discussed?
Thank you very much for your attention!