

International Evaluation Workshop: Day One, Welcome

David F. J. Campbell

(david.campbell@donau-uni.ac.at)

Danube University Krems (DUK), Center for Educational Management and Higher Education Development.

https://www.donau-uni.ac.at/en/university/faculties/education-artsarchitecture/departments/continuing-education-research-educationaltechnologies/zentren/bildungsmanagement-hochschulentwicklung.html

Welcome Presentation: July 01, 2019.

Outlook (1).

- This workshop introduces to Performance Indicators of Higher Education Learning and Teaching in Context.
 - The Context refers to: Governance, Quality Management, Learning Theories and Policy.



- Quality Management is often challenged by how to balance Quality Assurance (Quality Control) and Quality Enhancement (Quality Development).
 - The proposition here is: quality enhancement (in combination with an institutional development) is the real goal (vision, objective), and quality assurance is for this a mean (a function).
 - To connect quality enhancement with "learning theories" represents another challenge.
 - So what is a Learning Organization (Institution): the Vision and the Implementation of a Learning Organization.



Examples for Questions (1).

- Examples for questions (that matter) are:
 - How does an institution move from "specific data" (e.g., for a particular unit or a year) to a more comprehensive picture (e.g. over different years, for a whole institution)? What are comprehensive trends?
 - Data give us a picture of the "past". Strategy, however, is future-oriented. So how does this work together? So how do we move on (from here)?



Examples for Questions (2).

- Examples for questions (that matter) are (continuation):
 - Are there tendencies that data are being used more in relation to issues of quality control? So how can data be used more for quality enhancement, quality development (e.g., for purposes of learning and teaching)?



Examples for Questions (3).

- Examples for questions (that matter) are (continuation):
 - To which extent and how is institutional decisionmaking (for example, in relation to teaching and learning or the performance of teaching an learning) really based on data?
 - Where does teaching "end" and learning "begin" (with regard to teaching AND learning)?



Beginning of the Evaluation Workshop.

- We all look forward to this exciting event.
- Are there open questions or further feedback (comments) at this moment?
- We pass over to the keynote speech of Professor Dr. Claudia Sarrico (CIPES, Porto, and OECD, Paris).