Motivation & Goals of SQELT Project

Requirements of knowledge societies & socioeconomic mobility in globalized world → Quality management (QM) in higher education institutions (HEIs) more important than ever → Need for systematic performance monitoring & strategic quality development in learning and teaching (L&T)

Establish comprehensive set of performance indicators (PIs) and quality evaluation instruments (QEIs) for assessing HEIs’ performance quality in L&T

L&T dataset: Generic core data relevant to any HEI; Toolbox from which HEIs can select “individual” PIs/QEIs according to specific strategic profiles, missions & visions (additional focus: digital performance data management (DPDM) & Learning Analytics; ethical code of practice; stakeholder participation; HEI strategy; operationalization and DPDM software)

Contribute to ‘Research on Indicators of Teaching Quality’ (recently recommended to the EP)

Methodology of SQELT Project

Benchmarking on available models and partners’ practice of DPDM in L&T; literature analysis; external experts; surveys with the project HEIs about their assessments of relevance and actual use of PIs & DPDM; Impact analysis to support inductive development of reference framework; corroboration by comparison to learning models

Six Transnational Project Meetings; nine Multiplier Events; one International Evaluation Workshop; seven Dissemination Workshops

Main outputs: Benchmarks Report(s); Integrative L&T Dataset; Ethical Code of Practice for Learning Analytics; Manual for the Application of the L&T Dataset; Peer-reviewed Publications

Target groups of SQELT Project

HEIs’ actors in L&T and stakeholders interested in L&T quality enhancement (e.g., students, parents, employers, HE policies, QA agencies)

Pilot project with limited capacities: focus on HEIs including students, teaching staff, leadership & internal QA

SUSTAINABLE QUALITY ENHANCEMENT IN HIGHER EDUCATION LEARNING AND TEACHING. INTEGRATIVE CORE DATASET AND PERFORMANCE DATA ANALYTICS

L&T Environment

Main outputs: Benchmarks Report(s); Integrative L&T Dataset; Ethical Code of Practice for Learning Analytics; Manual for the Application of the L&T Dataset; Peer-reviewed Publications

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Comprehensive SWOT analysis of partner universities’ performance data management

Strengths

- Mature system of data collection
- Existing data collection can be mapped across and form the basis of performance indicator development
- Recognition that all staff need to be able to access data to inform personal and institutional progress
- Willingness to build systems that work for all staff
- Recognition of the importance of data analysis/development of performance indicators

Weaknesses

- No shared institutional understanding of the purpose of collecting data
- Little joined-up working within the institution
- Existing data collection fails to adequately address current needs
- Relevant data is not available to all stakeholders
- Diversity of the institution lends itself to ‘ silo’ working

Opportunities

- An opportunity to improve the situation: to start from scratch if necessary
- To harness existing functions to support the development of a new system
- To ensure that the right data is getting to the right people

Development of performance indicators that do not reflect the reality of the institution

Threats

- Excessive reliance on the collection of data: less reliance on interpretation
- Policy changes relating to current debates in higher education systems (e.g. student fees, value for money etc.)

COMPREHENSIVE SET OF PERFORMANCE INDICATORS FOR LEARNING AND TEACHING. Excerpts from a Preliminary Versi

Selection from a comprehensive set of “performance indicators” (the more unambiguous or less widespread or non-linear)

L&T Environment

Learning resource

- Learning delivery
- Technology delivery
- Technology usage
- Network & communication

Student engagement

- Interaction
- Use of personal electronic devices
- Use of social media

Quality of teaching staff

- Performance data management
- Teaching skills, knowledge, qualifications, expertise

Quality learning & student engagement

- Learning outcomes & learning gain & their assessment

Implementation of data model based on feedback

Target groups of SQELT Project

HEIs’ actors in L&T and stakeholders interested in L&T quality enhancement (e.g., students, parents, employers, HE policies, QA agencies)

Pilot project with limited capacities: focus on HEIs including students, teaching staff, leadership & internal QA

ERASMUS+: Project 2017-2020

SUSTAINABLE QUALITY ENHANCEMENT IN HIGHER EDUCATION LEARNING AND TEACHING.

Integrative Core Dataset and Performance Data Analytics

Acronym: SQELT

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https://www.evalag.de/forschung/sqelt/the-project/

https://www.evalag.de/nachrichten/evalag-em-portr%C3%A4t/prof-dr-th-de-leiber/

For SQELT project information see also:
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/b8a93e06-2000-4a82-9fac-90b3bcacadec