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BADEN-WÜRTTEMBERG

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

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SQELT Project Partners

Evaluation Agency Baden-Wuerttemberg, **Mannheim**, Germany

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**, …
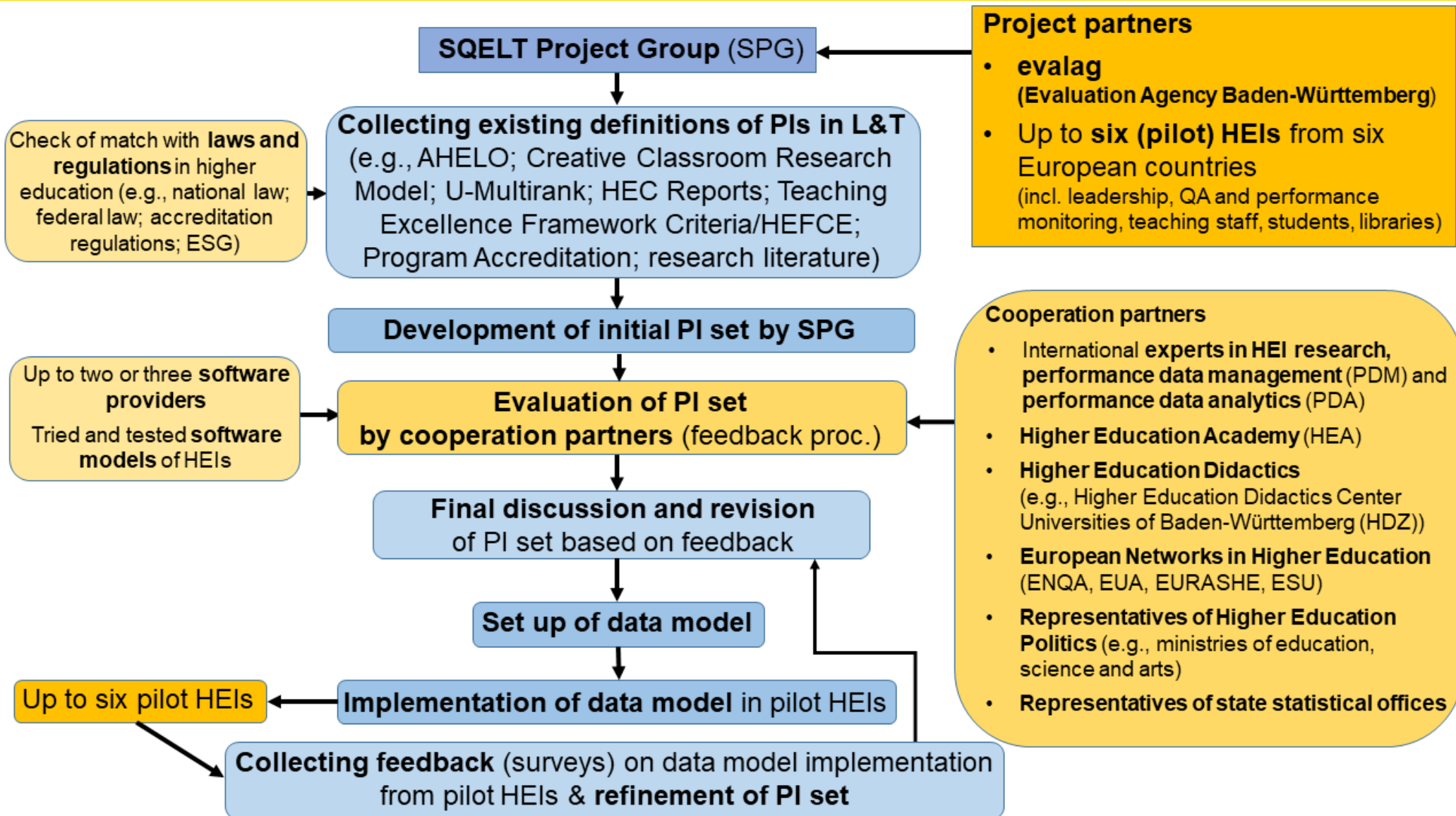
Goals and Methodological Perspectives

- 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)

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)

Check of match with **laws and regulations** in higher education (e.g., national law; federal law; accreditation regulations; ESG)

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

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**

Up to two or three **software providers**

Tried and tested **software models** of HEIs

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

Final discussion and revision of PI set based on feedback

Set up of data model

Up to six pilot HEIs

Implementation of data model in pilot HEIs

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

Focus on Quality

- 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!