

Learning our Lesson:

REVIEW OF QUALITY TEACHING IN HIGHER EDUCATION

by Fabrice Hénard

ULB Darmstadt



18641585



TU DARMSTADT
Hochschuldidaktische Arbeitsstelle (HDA)

-Bibliothek-

Inv.-Nr. 335

Table of Contents

Acknowledgements	7
Executive Summary	9
Chapter 1. Institutions and Quality Teaching Initiatives under Focus	15
Overview of the institutions	16
Distinctive features	16
Typology of the group of institutions	19
Involvement in quality teaching	20
Typology of the quality teaching initiatives	21
Type of institution and influence on quality teaching initiatives ...	23
Targeted audiences	23
Notes	25
Chapter 2. The Origins of Engagement in Quality Teaching	27
The influence of national authorities	28
Increasing awareness of the importance of quality teaching	34
Increasing student demand for quality teaching	38
Why do institutions engage in quality teaching?	39
Chapter 3. Implementing Quality Teaching Support	45
How do institutions support quality teaching?	46
Making teaching explicit: A conceptual framework	52
How can quality teaching be widely accepted?	55
Organisational structures supporting quality teaching	59
Departments: The proper level for action	65
New functions and clear roles for staff	68
Quality teaching at institutional level and synergy of policies	69
Which institutions are better able to disseminate quality teaching initiatives?	72
How to disseminate quality teaching at institutional level?	74
Chapter 4. Monitoring and Measuring Quality Teaching	79
The evaluation of quality teaching: Accepted in principle, challenged in reality	80
Lack of reliable evaluation instruments	84

The right structures with the right evaluation staff	89
The impacts of quality teaching on teaching effectiveness	91
The impacts of quality teaching on research	95
The impacts of quality teaching on institutional quality culture ...	97
Chapter 5. Conclusions and Implications for Institutions	99
Implications for institutional actors of an engagement in quality teaching	102
Bibliography	107
Annex A. Methodology	109
Box	
1.1. Participating institutions	17
Figures	
1.1. Size of the institutions	16
1.2. Main disciplinary orientation	18
1.3. Institutions' profile	20
1.4. Main commitments of the institution to enhance the quality of teaching	21
1.5. Top targeted audiences	24
5.1. Engagement in quality teaching: Summary of implications for institutional actors	105