



## Quality and relevance of teaching in higher education

Fabrice Hénard,  
*Analyst, IMHE-OECD*

General conference  
*9 September 2008*

---

---

---

---

---

---

---

---

## Summary

Rationale and purpose  
of the review

Method

Early findings



---

---

---

---

---

---

---

---

## Rationale and purpose of the review

- Increasing concerns on quality of programmes
- The need to rebalance consideration on teaching
- Closer regard to learning outcomes
  
- To highlight quality teaching initiatives
- To understand why and how institutions support the quality of teaching
- To point up drivers and difficulties of institutional support quality of teaching

---

---

---

---

---

---

---

---





### Global aims for HEIs

- To align teaching with institutional identity
- To consider the ultimate goal of education in the institution
- To strengthen the intertwined role of teaching and research on knowledge production and transfer
- To obtain legitimacy in the HE arena
- To ensure the relevance of teaching

---

---

---

---

---

---

---

---



### Overview of quality teaching initiatives

- Programme evaluation by students
- Professional development
- Policy to support quality teaching
- Teaching is one pillar of the overall strategy or quality culture of the institution

---

---

---

---

---

---

---

---



### External incentives to quality teaching

- Nation-wide debates
  - On the value of teaching and use of learning
- Competition amongst HEIs
- Accreditation
  - Protection of the quality of education delivered
- International:
  - Light emphasis on quality teaching as such
  - QT, a future element to be considered by students?

---

---

---

---

---

---

---

---



## Does Quality assurance enhance quality teaching?

### Yes

- Systematic, comprehensive assessment of programme and/or institution
- Ever higher level of standards
- More adviser than controller

### No

- How to measure QT?
- How to grasp the entire learning process?
- Irrelevant criteria in some cases?

---

---

---

---

---

---

---

---



## 3 main approaches to quality teaching

- Operational
  - to help teachers operate
- Conceptual
  - Frame of values and goals underpinning teaching
- Learning-focused
  - the function of teaching in the learning process

---

---

---

---

---

---

---

---



## Some challenges

- Generalisation?
- Impact?

---

---

---

---

---

---

---

---



Thank you

[Fabrice.henard@oecd.org](mailto:Fabrice.henard@oecd.org)

---

---

---

---

---

---

---

---