

Beyond the Politics of Competence

Balancing the Social Claim and the Core of Higher Education

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OECD/IMHE General Conference on Quality, Relevance and Impact of Higher Education
8 to 10 September 2008; OECD, Paris

1

Contents



- 1. From Expansion to Consolidation
- 2. Regimes of Monitoring and Control
- 3. The Case for Process Monitoring
- Conclusions

2



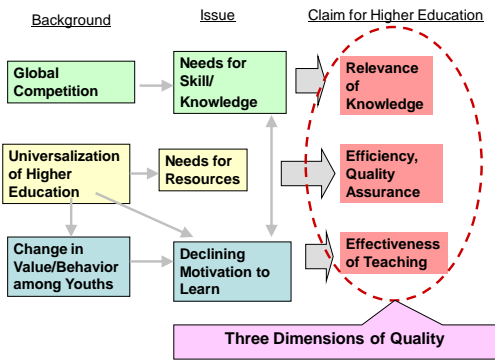
From Expansion to Consolidation

- Turning point of Higher Education
 - The quantitative expansion in the postwar
 - OECD countries went through Elite - Mass - Universal Stages
 - Completion of a full cycle
 - Is this the "End of History"?
 - Beginning of a new cycle
- Quality as the Focal Issue
 - Problems caused by universalization of higher education
 - Change in the motivation for the youths
 - Globalization of economy

3



Background, Issues and Claims



4

Contents



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5



Strategies for Consolidation

- Shift in Perspective
 - Teaching → Learning
 - Idea/Efforts → Results
 - Autonomy → Systematic Control/Accountability
- Means of Quality Enhancement
 - Assessment
 - Control / Management
- Regimes of Assessment and Control
 - Assessment - Object
 - Input, Process, Outcome
 - Control - Agent
 - HE institution, Government, Intermediary Bodies
 - Combination of the two axis

6



Classical Models

- Humboldtian Idea
 - Academic Freedom - *Lehrfreiheit*
 - Freedom of Learning – *Lernfreiheit*
 - No explicit assessment or control

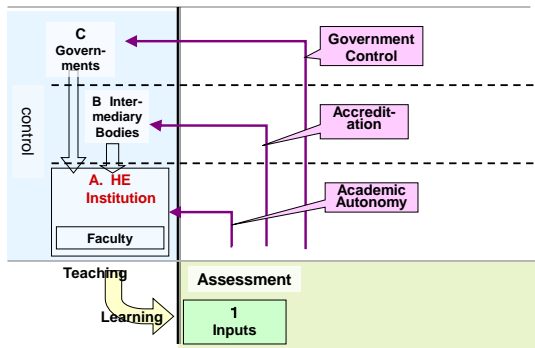


- Modern University
- Institutional Autonomy
- Assessment and control through academic governance
- Government Control
 - Control through Budget Allocation, Inspection
 - Accreditation
 - Assessment and Control through Intermediary Bodies

7



Classical Models



8



Outcome Assessment

- Criticisms against Classical Models
 - Lack of information on outcomes
 - Insufficient information and incentive for change
 - Can not achieve efficiency

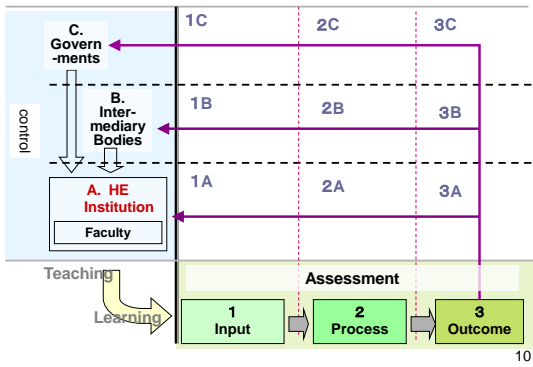


- Alternative – Outcome Assessment and Control
- Assessment of Outcomes
 - Standardized instruments for measurement
 - Academic Disciplines, Generic Skills
 - Control
 - Government through budget allocation
 - Intermediary organization
 - Institution

9



Outcome Assessment and Control





Process Monitoring and Control

- **Problems of Process Monitoring**
 - Relevance of Instruments
 - Cost and Reliability of Measurement
 - Information for Effective Control and Management

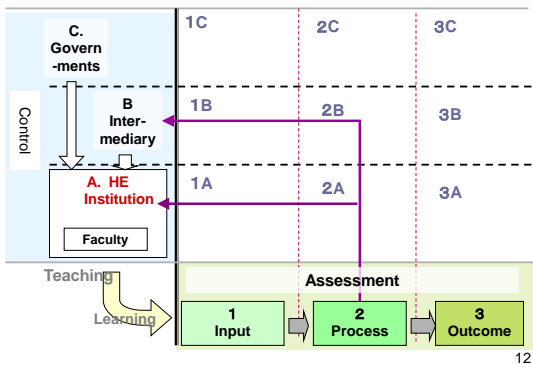


- Missing Link**
Process Monitoring
- **Assessment of Learning Processes**
 - Students' perception and motivation
 - Behavioral patterns, time spent for studying, behaviors outside class
 - Reactions to different types of teaching

11



Process Evaluation and Control



Contents



- 1. From Expansion to Consolidation
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- 3. The Case for Process Monitoring
- Conclusions

13



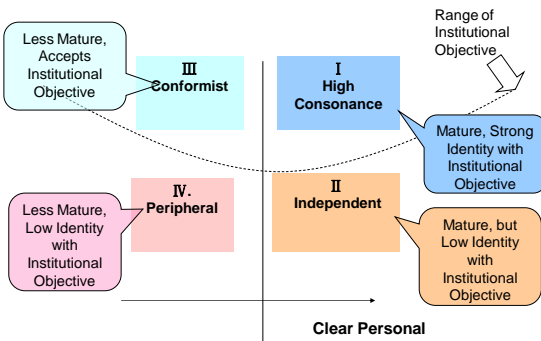
Why Process Monitoring is important

- Learning as matching between teaching and learning
- Students
 - Increasing diversity
 - Unclear motivation to learn
 - Increasing uncertainty in building career perspective before admission
- Teaching
 - Still based on Traditional Academic Disciplines
 - Remaining influences of Humboldtian Idea
 - Target of teaching is narrowly defined

14



Matching between Institutional Objective and Students

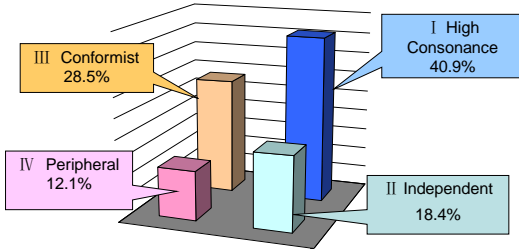


15



Distribution by Student Type

Estimation from National Student Survey (n=48,233)



Data: University Tokyo Center for Research in University Management and Policy, National Survey on Student Learning Processes 2006/2007.

16



Impact of Teaching and Student Type

- Data
 - National Survey on Student Learning Processes 2006/2007
 - University Tokyo Center for Research in University Management and Policy.
 - 48,233 students in 148 Institutions of Higher Education

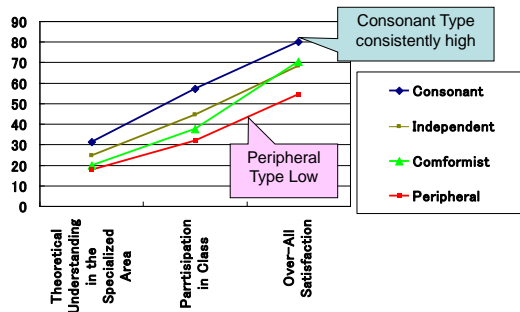


- Impact of Teaching varies by Type of Students
 - High Consonance Type shows Higher Levels of
 - (Perceived) Understanding on the subject
 - Participation in learning
 - Overall satisfaction
 - Independent and Conformist Types are Next
 - Peripheral the Lowest

17



Learning Behavior by Student Type



18



Impact of Teaching Strategies

- Innovations in Modes of Teaching
 - Close control of learning process
 - Rigorous requirement for attendance
 - Frequent quiz or papers
 - Supportive Teaching
 - To induce curiosity and interests
 - To induce better understanding
 - Assistance outside class
 - Interaction and Participation
 - Group-Works
 - Encouragement of student contribution
 - Elaborate comments on papers



- Different Impacts
- Impacts are Related with Student Type

19



Estimated Changes in time spent on studying by experiencing different modes of teaching (Hours)

Experienced Mode of Teaching	Student Type			
	Conso- nant	Indepe- ndent	Confor- mist	Periph- eral
Control of Learning				
Requirement of Attendance	-1.9	-	-1.1	
Frequent Quiz/Paper	-	-	-	-
Supportive Teaching				
Induced Curiosity	1.6	1.0	1.5	1.0
Helped Understanding	1.0	0.0	-	-
Out-of-Class Assistance	1.9	-	1.6	1.5
Interaction/Participation in Class				
Required Group-Works	1.7	1.3	1.7	2.6
Asked Response from Students	2.2	2.4	1.9	2.1
Substantive Comments on Paper	2.9	2.2	1.8	3.0

Negative Effect

Strong effects on Peripheral Type

Figures are significant at 5% level

20

Contents



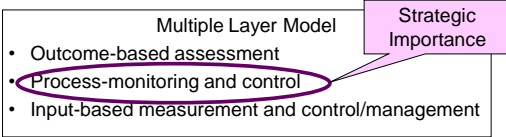
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21



Summary

- Classical Modes of Assessment and Control are Insufficient to Respond to the Present Needs
 - Hence, the recent interests in Outcome Assessment
- But, there are many problems in implementing outcome assessment
- Missing link is Process Monitoring



22



Discussion

- Development of Process Monitoring
 - National Student Engagement Survey (NSSE) and others in the US.
 - Course Experience Questionnaire in Australia
 - Student Learning Process Survey in Japan
- International Comparison will be Useful
 - Works as virtual experimentation of new teaching approaches
 - Demonstrates new possibilities
 - Stimulates interests on pedagogy in HE
- Can OECD-IMHE work as a platform in this area?

23

Thank you for listening



24
