

THE OECD

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION (IMHE)

student's involvement

teachers

assessment

quality teaching



▶ QUALITY TEACHING IN HIGHER EDUCATION

THE REVIEW ON QUALITY TEACHING IN A FEW WORDS

At the end of 2007 the Programme on Institutional Management in Higher Education (IMHE) launched a review to identify the range of initiatives and the different actions taken by higher education institutions on the quality of teaching. The overview was based on the practices of 29 institutions from 20 countries.

Phase One :

Provided an overview on how and why higher education institutions identify, implement, sustain, reward, and disseminate the quality of teaching

Examined :

- Measures taken within departments, by individual teachers or by deans as well as institution-wide policies
- Government-led actions

Investigated :

- The synergy of quality teaching actions with other institutional policies
- The evaluation and measurement of the impact of the initiatives

Reflected :

- The implications of engagement in quality teaching for institutional leaders, teachers, internal quality units and students

The findings of the review confirmed that institutional engagement with quality teaching raises the awareness of the crucial role of teachers in the learning process and justifies the support given to teachers to fulfil their mission.



29 INSTITUTIONS IN THE SPOTLIGHT

Universidad Nacional del Nordeste (Argentina)
Macquarie University (Australia)
Université Catholique de Louvain (Belgium)
McGill University (Canada)
Université de Montréal (Canada)
Université de Sherbrooke (Canada)
Copenhagen Business School (Denmark)
Arcada - University of Applied Sciences (Finland)
Laurea - University of Applied Sciences (Finland)
Université de Lille 2 Droit et Santé (France)
Université de Pau et des pays de l'Adour (France)
Freie Universität Berlin (Germany)
Johannes Gutenberg University in Mainz (Germany)
Dublin Institute of Technology (Ireland)
Tohoku Fukushi University (Japan)



Mykolas Romeris University (Lithuania)
Universidad Autónoma De Yucatán (Mexico)
VU University - Amsterdam (The Netherlands)
State University, Higher School of Economics (Russia)
Open University of Catalonia (Spain)
Universidad de La Laguna (Spain)
University of Geneva (Switzerland)
Istanbul Technical University (Turkey)
The Institute of Education – University of London (UK)
University of Teesside (UK)
Alverno College (USA)
City University of Seattle (USA)
University of Arizona (USA)
U21 Global (Online University)

INTERESTED? SIGN UP FOR INDIVIDUAL REVIEWS

Based on the success of the Phase One, IMHE is introducing a second phase which is aimed at helping institutions explore their institutional engagement into quality teaching through individual reviews. Through dialogue and close partnership with the institutions, [Phase Two](#) aims to:

- Develop the analysis of current and best practice initiatives
- Further explore the link between teaching and learning
- Investigate the best ways to evaluate the impacts of teaching

This exploration intends to:

- Benefit participating institutions by stimulating and enhancing internal reflection
- Gain insights from an external viewpoint on the progress of institutional engagement
- Identify key factors in developing further perspectives
- Explore the variety of viewpoints within the institution
- Share experiences with other institutions and showcase successful teaching approach in an international context

Interested? Contact: fabrice.henard@oecd.org



HOW CAN WE TAKE PART?

The individual reviews are open to any institution.

Each review, carried out by the institution, is based on an analysis of a selection of specific and existing quality teaching initiatives.

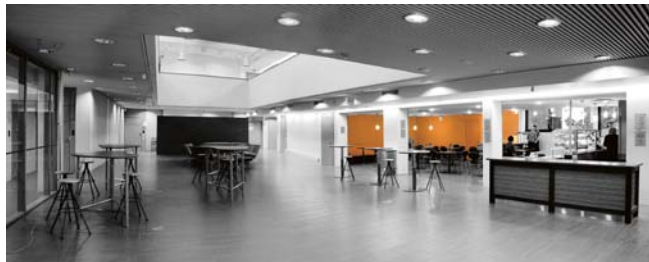
The analysis will consist of a site visit by one expert and the IMHE Secretariat, with the close collaboration of a local contact assigned by the institution. The review will answer a set of core questions in order to explore the approaches to quality teaching at the institutional level. Customised questions may be added, subject to prior agreement by IMHE.

Although no self-evaluation is required, the institution is invited to complete a short questionnaire and to provide documentation in order to enhance the understanding of the environment and the structure of the institution before the visit takes place.

A cost-effective model is sought and costing is fixed collaboratively with the institution and IMHE.

The site visit will result in a reflective paper.

More information please go to: www.oecd.org/edu/imhe/qualityteaching



WHAT IS IMHE AND HOW TO JOIN?

The OECD Programme on Institutional Management in Higher Education (IMHE) is a membership organisation within the OECD Directorate for Education. It brings together institutions of higher education as well as government departments, agencies and other non-profit organisations, to discuss and debate issues within higher education management. To find out more and to submit your online application, please visit the IMHE website: www.oecd.org/edu/imhe/join

Or write to:
imhe@oecd.org

Visit our website for more information
about IMHE and membership:
www.oecd.org/edu/imhe

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MORE ABOUT THE OECD

The Organisation for Economic Co-operation and Development (OECD) is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities.

For more than 40 years, the OECD has been one of the world's largest and most reliable sources of comparable statistics, and economic and social data. As well as collecting data, the OECD monitors trends, it analyses and forecasts economic developments, and it researches social changes evolving patterns in trade, education, environment, agriculture, technology, taxation and more. For more information: www.oecd.org

The OECD Directorate for Education helps member countries achieve high-quality learning for all that contributes to personal development, sustainable economic growth and social cohesion. It develops strategies for promoting lifelong learning in coherence with other socio-economic policies in both member and non-member economies. It focuses on how to evaluate and improve outcomes of education, to promote quality teaching and to build social cohesion through education. The OECD Directorate for Education includes several special programmes. For more information: www.oecd.org/edu

Visit us on the Web:

www.oecd.org/edu/imhe

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