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Bio

Ana Baptista has a Master in Education and is currently a PhD student at the Laboratory for the Evaluation of Teaching Quality in Higher Education. This is a research laboratory integrated in the Research Centre for Didactics and Technology in Teacher Education (CIDTFF) of the University of Aveiro, Portugal.

Her Master was focused on a new public who, nowadays, is entering in a growing number in Portuguese Higher Education institutions: the so-called “non-traditional adult students” or “mature students”. In her study and based on findings, she highlighted the main characteristics these students demonstrate, particularly those enrolled at the University of Aveiro, and discussed several challenges they ask to Higher Education in general and to the teaching and learning process in particular.

Currently, she is doing a PhD in Education about the quality evaluation of postgraduate research supervision in Portuguese Higher Education. In fact, in Portugal there is an urgent need of developing research in this area, due to emergent discussions and concerns at Portuguese Higher Education institutions, the lack of studies, and the conceptual, theoretical and empirical gap concerning this subject. Thus, the final goals are (i) to construct an evaluation framework, (ii) to design instruments to collect data, (iii) to construct a code of research supervision best practices and (iv) to design plans for self-improved oriented to research supervisors and students. All of this will take into account the international research, but must be adapted to the Portuguese Higher Education context.

Moreover, her research interests include new teaching and learning approaches and linking teaching and research in Higher Education.

Paper to be presented:

Promoting the quality of teaching in Higher Education: Initiatives undertaken at the University of Aveiro (Portugal)

Abstract

Since the signature of the Bologna Declaration in 1999, major discussions are achieving an increasing importance in Higher Education (HE) contexts, such as the quality of teaching, learning and assessment and the concept of scholarship of teaching. At the University of Aveiro (UA), in Portugal, certain initiatives are being undertaken so that high levels of quality teaching are achieved. Therefore, this paper presents three strategies that are run at the UA to promote the quality of teaching, where the research-intervention duet and the scholarship of teaching are continuously being reinforced. More specifically, the authors will explore the institutional mission, the educational and quality assurance background, and the three strategies mentioned previously, namely: (i) the continuous professional development modules offered to HE teachers, (ii) an institutional project, and (iii) the process of publishing a book on Portuguese HE teaching best practices.