

Reflections on the Quality Teaching program of IMHE and its Istanbul final conference

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Outcomes of high value

- Encouraging national HE policies and institutional strategies to make the *effectiveness of learning and teaching* a priority
- Adding a new dimension to *quality* – linking it better with the complex world of *student learning*
(learning is *not* necessarily placed into the focus of genuine quality efforts)

Outcomes of high value

- Linking the two worlds of
 - Curriculum development, program design, pedagogy
 - Leadership, management, institutional governance, organisational development
- Showing the richness of existing innovative practices in enhancing learning (contradicting the view that universities are not very innovative organisations)

Outcomes of high value

- Providing a crucial input to OECD's work on measuring learning outcomes in higher education (AHELO is going to face similar challenges than PISA in combining quantitative and qualitative information)
- Opening up hidden potentials in past and current OECD activities (Outcomes of programs focussing on schools could be better exploited here)

WHAT MAKES SCHOOL SYSTEMS PERFORM?

SEEING SCHOOL SYSTEMS THROUGH
THE PRISM OF PISA

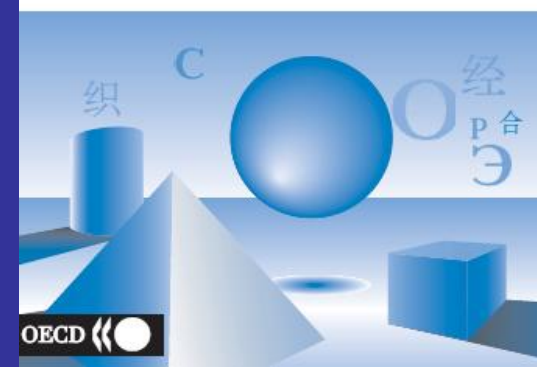
OECD
ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Reviews of National
Policies for Education



Denmark

LESSONS FROM PISA 2000



OECD

Emerging themes

- Linking quality with labour market relevance and employer perspectives (the impact of *learning outcomes approaches* and *qualifications reforms* on teaching)
- A shift from teaching to learning (stressing the *difference* and making a better use of the results of *learning sciences* and *knowledge about human learning*)

Emerging themes

- The value of organisational development and implementation knowledge for achieving quality teaching
(going into the subtleties' of change management)
- Exploring the linkages between quality teaching and innovative pedagogy
(Is there quality teaching without innovation? What is the role of *pedagogical innovation* – e.g. PBL, portfolio assessment or e-learning – in improving the quality of teaching?)
- The relationship between HE and school education
(Can they change independently from each other?)

Emerging themes

- Quality teaching and innovative HRM practices
(motivating, „energising”, trust-building, coaching, mentoring)
- Coping with higher level complexity and openness
(e.g. mix of measures, „quality packages” unexpected emerging outcomes)
- Fostering cross-disciplinary learning
(representatives of various disciplinary areas discussing overarching issues of teaching/learning)

Follow up

- There is strong need for follow up
- Deeper digging (through a limited number of case analyses?) into, e.g.
 - how knowledge at institutional level about improving learning is managed
 - what the role of institutional and departmental leadership is in improving learning
- Enhancing mutual learning and further dissemination through
 - creating high quality presentations of outstanding practices
 - involving institutional leaders and national policy makers in a dialogue about QT

Thank you
for the valuable program and for
the excellent learning
opportunities!