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From Diagnostic Feedback
To University Policy

Carmel McNaught
What images/ words does QUALITY conjure up?
Characteristics of universities

- Ideas, values, traditions, status in society, collegial community, reflection
Characteristics of universities

- Ideas, values, traditions, status in society, collegial community, reflection

- Markets, money, competition, productivity, accountability, time pressures
Characteristics of universities

• Ideas, values, traditions, status in society, collegial community, reflection
  Impasse? Quality? Opportunity?

• Markets, money, competition, productivity, accountability, time pressures
Focus on the big picture

1. Rationale for programme-level student experience data
2. The role of CLEAR
3. The Student Engagement Questionnaire
4. The Student Engagement Project
5. The Integrated Framework policy
1. Why programme-level data?

- Focus on the student’s whole experience
- Can relate to graduate capabilities
- Highlights curriculum alignment – needed at both course & programme level
Curriculum: Nested & Integrated
MORE STRONGLY …

• Departmental communication & cohesion are needed for good planning.
• Isolated innovations are relatively ineffective.
• Cost-effectiveness in funding for innovation & change is increasingly more important.
2. The role of CLEAR

Centre for Learning Enhancement and Research
• ~ 9,000 undergraduate (UG) students and
  ~ 7,000 postgraduate (PG) students
• ~1,000 full-time teachers; many PG students act as teaching assistants
• 53 major UG programmes
• 62 doctoral, 132 master’s, 12 diploma PG programmes

These figures imply …
Scholarship in T&L

• The combination of the research & teaching communities at CUHK
• A scholarly evidence base for T&L
• Continuous improvement
• An orientation towards lifelong learning
CLEAR’s Mission

• To support the mission of the University particularly in its concern for the assurance of high quality in T&L

• To establish a supportive environment of excellence in T&L so as to maximise the potential of both teachers and students

• To create opportunities for academics to reflect upon their teaching and sharing of their experiences
2. The role of …

3 professors
~6 research staff
~5 admin/ technical staff

supports

to provide
to respond to

Teachers in departments

Active teaching & learning environments for students

through

a wide variety of projects

University Policy - the 'Integrated Framework'
Projects to support development of active teaching & learning environments for students

- eLearning (with ITSC)
- Writing Across the Curriculum (WAC)
- Item bank for medical/nursing education
- Principles of excellent teaching
- Case-based learning (school & university)
- Dept-based learning enhancement projects
- Learning outside the classroom
- Motivating students
- Student Engagement Project

ELTU

Library
3. The Student Engagement Questionnaire (SEQ)

(Kember, McNaught & Leung)

• Development, trialing, revision, use – normal cycle
• Scales for capability development and scales for T&L environment (see version 2 of SEQ)
• All ugrad programmes surveyed once; half surveyed twice
Statistical model 2005

- active learning
- teaching for understand
- assessment
- coherence of curriculum
- relationship between teachers and students
- feedback to assist learning
- relationship with other students
- cooperative learning
- critical thinking
- creative thinking
- self-managed learning
- adaptability
- problem solving
- communication skills
- interpersonal skills & groupwork
4. The Student Engagement Project (SEP)

Survey of students' engagement with learning at programme level, years 1 & 3

leads to

Profile of students' perception of personal capabilities and T&L environment

celebration of

development of

Identification and dissemination of exemplary practice

supports

Supported learning enhancement projects
5. The Integrated Framework for Curriculum Development & Review
OK … but policy!

- Mandatory! – red rag to a bull

- Vested interests arise!
Oil on troubled waters …

Relationships are paramount
‘The integrated framework for curriculum development and review’

- student learning in terms of concepts, skills and attitudes
- both individual courses and whole programmes
- both planning and review of courses and programmes
- coherence between content, learning outcomes, learning activities and evaluative feedback
- obtaining evidence of the success of curriculum design annual reports, course reviews (every 3 years) and programme reviews (every 6 years)
- external examiners involved in programme reviews
- professional development of teachers & TAs
- using incentives (financial and personnel) to encourage quality improvement
University Policy - the 'Integrated Framework'

- Programme reviews (6 years)
- Course reviews (3 years)
- Training for 'new' teachers
- Training for TAs

Student Engagement Survey
Quality assurance policies need to:

- be based on student experience
- facilitate changes to teaching and learning which are practical
- be validated by actual projects within the institution
- have acceptance within the organization
Any questions

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