



Development of a methodology to assess innovative methodologies in teaching and learning in the Basque University System

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- **Context**
- **Objectives**
- **Phases**
- **Assessment methodology**
- **Assessment criteria**

Context

The Basque University System



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Universidad
del País Vasco

Euskal Herriko
Unibertsitatea



Universidad de Deusto
Deustuko Unibertsitatea



MONDRAGON
UNIBERTSITATEA

Context

The Basque University System

University	Bachelor students	Bachelor programmes	Master students	Master programmes	PhD students	PhD Programmes	Academic staff
UPV/EHU	36063	78	3527	106	3806	66	4357
Deusto University	8118	32	1269	36	334	7	750
Mondragon University	4579	16	620	17	176	4	588
Total	48760	126	5416	159	4316	77	5695

Source: UPV/EHU, Deusto University and Mondragon University (2020)

Context

- **Legal framework:**
 - Decreto 274/2017, de 19 de diciembre, de implantación y supresión de las enseñanzas universitarias oficiales conducentes a la obtención de los títulos de Grado, Máster y Doctorado.
 - Orden de 27 de julio de 2018, de la Consejera de Educación, sobre la categorización de las enseñanzas universitarias oficiales de Grado y Máster.
- **INQAAHE Capacity Building projects 2019**
 - “Assessment of innovative methodologies in teaching and learning in the Basque University System” – INNOMETH project

Context

[Decreto 274/2017, de 19 de diciembre, de implantación y supresión de las enseñanzas universitarias oficiales conducentes a la obtención de los títulos de Grado, Máster y Doctorado.](#)

The Basque official study programmes will be classified in different levels under three categories:

- Innovative methodologies in teaching and learning
- Internationalisation and
- Links with companies, institutions and some other organisations

3 levels: basic,
intermediate and
advanced

Context

[ORDEN de 27 de julio de 2018, de la Consejera de Educación, sobre la categorización de las enseñanzas universitarias oficiales de Grado y Máster.](#)

The Order provides some aspects and indicators to be considered:

- methodologies such as project-based and problem-based learning,
- academic staff with a positive evaluation of their teaching,
- student satisfaction,
- performance rate and
- specific strategy to manage the implementation and monitoring of innovative teaching and learning methodologies.

Context

- *It is time to add **cooperation in innovative learning and teaching practices** as another **hallmark** of the European Higher Education Area (EHEA).*
- *European initiatives should be developed to **support and stimulate** a wide range of **innovative learning and teaching practices**. This will further develop and fully implement **student-centred learning**.*
- ***High quality teaching** is essential in fostering **high quality education** and teachers should have options for **pedagogical training**, continuous professional **development** and ways should be explored for better **recognition** of high quality and innovative teaching in their career.*

(Paris Communiqué, 2018)

- *An **innovative EHEA***
- *Higher education institutions will continue to **diversify their learning offer and innovate in contents and modes of delivery** in order to respond to **growing needs for innovative and critical thinking, emotional intelligence, leadership, teamwork and problem solving abilities, as well as enterprising attitudes**.*
- *Annex III - “Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA” – **to make student-centred learning a reality***

(Rome Communiqué, 2020)

Objectives

- a) Setting the **general context** of the use of **innovative methodologies** in teaching and learning – Identification of these innovative methodologies
- b) Analysis of the **use of innovative methodologies** within the Basque HEIs
- c) Elaboration of the **specific methodology** (guidelines: procedure, criteria and standards) considering the lessons learnt through the project

Phases

1. **Initial diagnose** - Context
2. **Analysis** of the use of innovative methodologies within the Basque HEIs
3. **Workshop** regarding the use of innovative methodologies
4. **Elaboration of the specific methodology**

Phases

1. Setting up the context

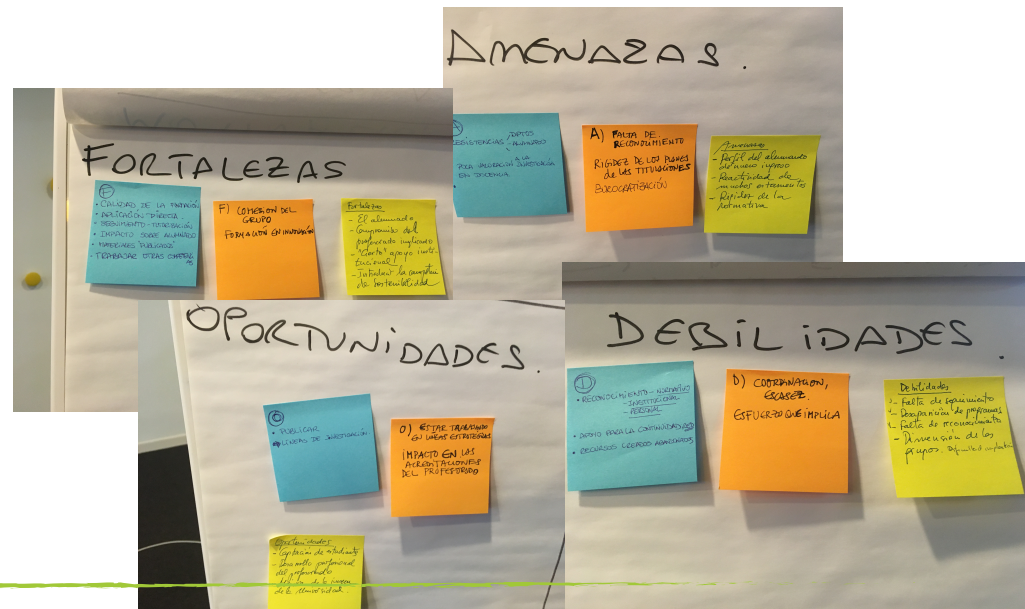
1. Creation of the steering group
2. Desk-based research:
 1. Methodologies
 2. SCL
 3. Review models
3. Gathering of information on the Basque HEIs
 1. Educational models
 2. Initiatives regarding teaching innovation

Phases

2. Analysis of the use of innovative methodologies within the Basque HEIs

Focus groups:

1. 3 universities (academic staff/students)
2. Perspectives on what they understood as innovative methodologies, the benefit of their use, challenges and good practices, SWOT.



Phases

3. Workshop (January 2020)



Phases

4. Elaboration of the specific methodology (procedure, standards and guidelines)

Conclusions from the previous phases:

- The three Basque universities have their **own educational models**, implemented to a greater or lesser extent depending on the centres and the study programmes they teach.
- Evaluation of the development of active teaching and learning methodologies should address the **specificities of each model**.
- The **quality assurance system** of each institution should be the starting point for the assessment of active teaching and learning methodologies.
- **Holistic approach– integrated with other reviews.**

Assessment methodology

The external **assessment procedure** must be aligned with ESG 2.3

Assessment panel:

- Proven experience teaching innovation/active learning
- Information on the education model – specific training

2.4 Peer-review experts

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

ESG 2.3 Implementing processes

External quality assurance processes should be reliable, useful, and pre-defined, implemented consistently and published. They include:

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

Stakeholders involved:

Large number of stakeholders involved:

- institutional heads, school and study programme heads,
- academic and support staff,
- Students and graduates
- representatives of collaborating entities
- units of educational innovation/advice, quality units, those responsible for managing the educational model and even vice-rectors involved.

Assessment criteria

Assessment of active teaching and learning methodologies	ESG 2015
Educational model	1.1 Policy for Quality Assurance 1.3 Student-centred learning, teaching and assessment 1.9 On-going monitoring and periodic review of programmes
Development of the teaching-learning processes	1.2 Design and approval of programmes 1.3 Student-centred learning, teaching and assessment
Students	1.3 Student-centred learning, teaching and assessment 1.4 Student admission, progression, recognition and certification
Teaching staff	1.5 Teaching staff
Resources	1.6 Learning resources and student support
Outcomes - Information Management	1.7 Information management
Public information	1.8 Public information

Assessment criteria

1. Educational model

Standard: The institution applies the University's educational model in a systematic way in the official study programmes it offers.

Guidelines:

- The institution has a **governance structure** that allows it to coordinate the implementation of the educational model.
- The institution has a **strategy** that includes a clear description of responsibilities, roles and procedures for the implementation of the educational model.
- The institution has set **goals in relation to the impact of the educational model** on the teaching and learning processes, on the employability of graduates, on society and on other areas of interest. These goals are consistent with the strategic objectives of the University.
- The deployment of the educational model in the institution is done through **active learning methodologies**, with the necessary flexibility to meet the characteristics of each study programme, the diversity of students and their lifelong learning. The model allows students to complete their studies part-time and to choose the components of their own curriculum.
- The institution promotes the development of **teaching innovation plans or projects** aimed at introducing, reviewing or improving teaching and learning.
- The institution has a **contingency plan** to ensure the application of active learning methodologies in situations that may arise.
- The institution **monitors, reviews and reports** to the University on the application of the educational model and active learning methodologies for their improvement.
- The institution **recognizes good teaching practices** focused on the development of active learning methodologies and the educational model.

Assessment criteria

2. Development of the teaching and learning processes

Standard: The development of the teaching and learning processes, in all the study programmes taught in the institution, is consistent with the educational model and the application of active learning methodologies.

Guidelines:

- The **coordination** strategies and procedures developed in the subjects and courses favour the application of the educational model in all the study programmes taught in the institution.
- **Teaching activities** are supported by **active learning methodologies** that are aligned with the foundations and principles of the educational model. These activities take into consideration the diversity of the students and are in line with their training needs.
- The **students' learning strategies** are inscribed in the active learning methodologies developed in the subjects and courses.
- The participation of **collaborating entities** in the teaching processes is carried out in accordance with the bases and principles of the educational model and with a concept of lifelong learning.
- The institution uses an **assessment for learning approach**. The application of this approach provides information that enables the teaching staff to help students improve their learning. Assessment procedures are varied and take into account the diversity of the student body and their learning needs.
- The **evaluation of the teaching activity** of teachers is aligned with the educational model.

Assessment criteria

3. Students

Standard: Students know and internalize the implications of the educational model, act according to its foundations and principles and have the necessary guidance and support in the personal, academic and administrative areas.

Guidelines:

- The institution has provided the necessary **information and training** so that the students really know the implications that the educational model has for them in the personal, academic and administrative areas.
- **Students or their representatives participate in the bodies that make decisions** on the implementation, revision and improvement of the educational model.
- Students have the **knowledge and competence** necessary to carry out the activities and tasks derived from the application of active learning methodologies developed in the institution.
- The **activities** carried out by the students in the academic, professional or social fields in the institution are in accordance with the **foundations and principles of the educational** model and are part of the active learning methodologies developed.
- The **guidance, tutoring and learning facilitation activities** promoted by the institution help improving students' learning outcomes and their lifelong learning.
- The **educational support** offered to students takes into consideration their **diversity** and the different needs that arise from it.
- The institution has the tools and procedures that allow it to address the actions of students that are contrary to the foundations and principles of the educational model or the use of active learning methodologies.

Assessment criteria

4. Teaching staff

Standard: The teaching staff has internalized the educational model and its implications and acts on a daily basis according to its foundations and principles, having the necessary training and support in the personal, academic and administrative fields.

Guidelines:

- The institution has provided the necessary **information and training** so that teachers are aware of the implications that the educational model has on the personal, academic and administrative spheres.
- **Teachers or their representatives participate in the bodies that make decisions** on the implementation, review and improvement of the educational model.
- The teaching staff is **competent in the use of active learning methodologies** promoted by the institution.
- Teachers **have internalized the educational model** so that the teaching activities they carry out on a daily basis are supported by the use of active learning methodologies that are in line with the foundations and principles of the educational model indicated.
- The teaching innovations introduced by the teachers support the use of active methodologies that have the educational model and student-centred learning as their reference, so that they deepen the foundations of this model, subject it to revision or improve it.
- The teaching staff carries out and publishes research on their teaching. The results of such research are transferred to the improvement of teaching and learning processes.
- The professional development of teachers is consistent with the results of the evaluation of their teaching activity.
- The training offered to teachers takes into consideration their training needs related to the development of active learning methodologies and their career development.
- The institution has the **tools and procedures** that allow it to address the actions of teachers that are contrary to the foundations and principles of the educational model or the use of active learning methodologies.

Assessment criteria

5. Resources

Standard: The institution has adequate infrastructure and resources for training based on active learning methodologies within the framework of its educational model.

Guidelines:

- The institution provides the academic staff, the administration and support staff and the students with the **necessary resources and technical support** for the adequate implementation of active learning methodologies within the framework of the educational model.
- The **resources and didactic means** used in the subjects and courses favour the application of the educational model and the development of active learning methodologies.
- The **technological support** received by students helps them to develop **learning strategies** consistent with the proposed active learning methodologies.
- The **personal support and services** provided to students to encourage the development of learning strategies consistent with the proposed active learning methodologies.
- The institution regularly **reviews and updates the resources** available to faculty and students for the application of active learning methodologies.
- The institution provides **financial, material, human or other resources** to facilitate the development of teaching innovations or research on teaching.
- The institution promotes the **acquisition and use of innovative resources** - even in the period of trial or experimentation - to facilitate the introduction of new ways of teaching and learning.

Assessment criteria

6. Outcomes - Information management

Standard: The institution has a system to collect, manage and analyze information in an agile, systematic and relevant way about the application of active learning methodologies and achieved learning outcomes, within the framework of its educational model.

Guidelines:

- The institution **periodically collects information** on the application of active learning methodologies from the opinions of teachers, students, graduates, collaborating entities and other interest groups, and from performance and satisfaction indicators.
- The institution **analyses the information** collected to improve and increase the application of active learning methodologies, in aspects such as student involvement in tasks, assessment for learning, student and academic staff knowledge of these methodologies or learning outcomes.
- The institution carries out a **systematic review of the achieved learning outcomes** to establish their consistency with the educational model and active learning methodologies used.
- The institution uses the **most relevant outcomes** extracted from the analyses to **promote improvements in students' learning experiences**.
- The institution uses the most relevant outcomes extracted from the analyses to promote improvements in the **application of active learning methodologies** in classrooms, seminars, workshops, etc.

Assessment criteria

7. Public information

Standard: The institution reports in a segmented, truthful, complete and updated way to the main stakeholders (students, teachers, management and collaborating entities) about the active learning methods and the educational model of reference, according to their different profiles.

Guidelines:

- The **institution informs the students before they enrol** in a study programme about the **educational model** of reference, the **active learning methodologies** that are planned to be applied, and the **evaluation procedures** to be used (criteria, regulations and instruments), the **didactic resources** and the **technical support available**.
- The institution **informs the teaching staff** before the start of the academic year about the outcomes obtained with the application of active learning methodologies, the learning outcomes of the students and, if applicable, the changes introduced in their application, as well as their implications in the educational model.
- The **institution informs the management** before the beginning of the academic year about the outcomes of the application of active learning methodologies, the learning outcomes of the students, the impact generated by these methodologies, as well as the decisions taken in the different areas of responsibility.
- The institution informs the **collaborating entities** and other stakeholders about the evolution of the application of active learning methodologies, the main changes made and the learning outcomes obtained.
- The **information provided to the management is used**, according to the different levels of decision, to review the planning of teaching, to evaluate the teaching activity of the teaching staff or to design training activities.
- The institution **regularly and systematically publishes information on good practice** focusing on the development of active learning methodologies.

Questions?

AGENCIA DE CALIDAD DEL
SISTEMA UNIVERSITARIO VASCO

**EUSKAL UNIBERTSITATE
SISTEMAREN KALITATE AGENTZIA**

BASQUE UNIVERSITY SYSTEM
QUALITY ASSURANCE AGENCY



Eskerrik asko!

¡Muchas gracias!

Thank you very much!

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