



TÉCNICO  
LISBOA



FROM TEACHING

*ASSESSMENT*

TO FORMATIVE LEARNING

*ASSESSMENT*

*9<sup>th</sup> EQAF, Barcelona 13-15 Nov 2014*

*Marta Pile, Isabel Gonçalves, Sofia Sá, João Ribeiro*

*Instituto Superior Técnico / Universidade de Lisboa*

# ORGANIZATION

---

## 1. INTRODUCTION

- a) Bologna process

## 2. SIQUIST – IST INTEGRATED QUALITY MANAGEMENT SYSTEM

## 3. QUC - COURSE UNIT QUALITY SYSTEM

- a) Principles and Objectives
- b) Methodology
- c) Publication of Results
- d) Action Plans

## 4. QUESTIONS FOR DISCUSSION



**TÉCNICO**  
LISBOA

## BOLOGNA PROCESS

Putting the  
student at the  
heart of the  
learning  
process

Bulding up  
curricula based  
on competence  
profiles

### Students

- Critical participants and creative producers of knowledge
- Actively involved in their own learning process

# SIQUIST MODEL



ACCREDITED JAN 2013

### Higher Education

- 1992/2008: QUC – Course Unit Quality System
- 1993/2011: SEI – Support for Surveys
- 2003/2011: R3A – Programme Self-Assessment Report
- 2004: FENIX – Information System

### Technology Transfer

### RD&I

COMMUNICATION  
INTERNATIONALIZATION  
PROCESSES AND QUALITY

HUMAN CAPITAL  
INFRASTRUCTURE  
INFORMATION TECHNOLOGIES  
FUNDING

# SIQUIST & QUC REGULATION PRINCIPLES

To set objectives for assessment and assessors

To involve stakeholders in decisions regarding assessment processes and policies

To redress the balance between institutional and individual needs

To disclose information on the assessment in a clear way (criteria, processes and procedures)

To provide resources for teaching quality promotion and improvement

To promote a regular and continuous assessment process over time

To use and adapt instruments to specific teaching situations

To use validated instruments for institutional assessment purposes

To keep formative assessment separate from summative assessment for decision-making

## PRINCIPLES AND OBJECTIVES

Since **1993**  
*Summative  
Function*

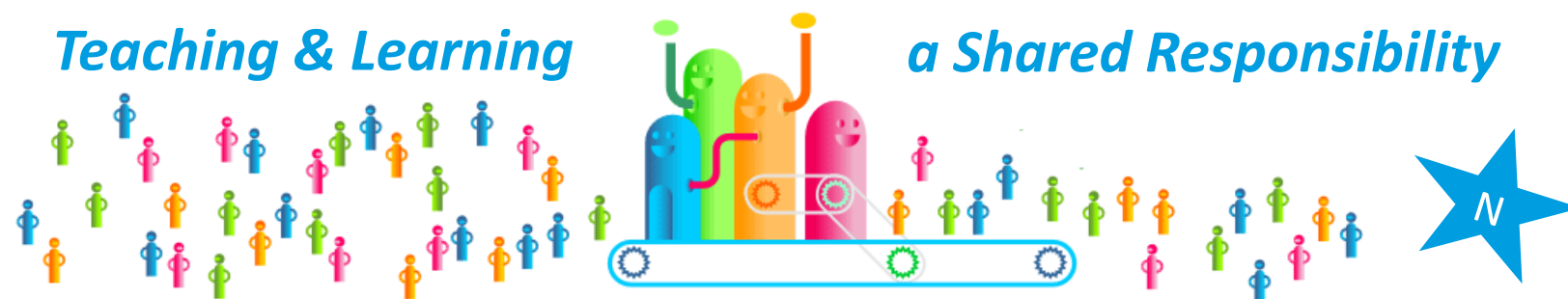
- Warning indicators

Since **2008**  
*Formative  
Function*

- Dissemination /sharing of **innovative teaching and learning processes**
- Promotion of self-assessment and training of teachers
- Increased involvement of the academic community
- Greater mobilization of the outcomes achieved



# PRINCIPLES AND OBJECTIVES



## OBJECTIVES

- To improve students teaching and assessment processes
- To improve students involvement in their learning process

## BY

- Providing Course Units regular evaluation
- Encouraging pedagogical research and innovation in teaching practices
- Promoting teachers (self) assessment and reflection





### FORMATIVE VIEW POINT

- What to teach?
- How to teach?
- What tools to use?
- What strategies are the most efficient in teaching?
- What strategies are the most efficient in learning?



### INFORMATION IS COLLECTED ON

- The quality of knowledge
- The way it is done
- Students' learning skills
- Quantitative indicators
- Diversified assessment sources and instruments
- Cross-checking information



# 3. QUC - COURSE UNIT QUALITY SYSTEM

## INFORMATION SOURCES

### SUMMATIVE

**Operating conditions:  
Organization, Planning, Results**

**Outcome quantitative indicators  
Based on IST information system**



### FORMATIVE

**Reflexion: Teachers, students**

**Teachers & students self  
assessment**

**Based on surveys and reports**

EVALUATION PARTICIPANTS \ DIMENSIONS	PLANNING ORGANIZATION AND OUTCOMES	TEACHING, EVALUATION AND LEARNING - PERCEPTIONS & STRATEGIES
TEACHERS		Self-assessment Report
ACADEMIC MANAGEMENT	Fénix System (IST Information System)	
STUDENTS		Student Survey + Student Representatives

# 3. QUC - COURSE UNIT QUALITY SYSTEM

## INFORMATION SOURCES



### Planning Organization and Outcomes

**IST information System -  
Fénix**

### Perceptions on Teaching, Assessment & Learning Strategies

**Student Survey**

**Teachers Self-Assessment  
Report**

**Academic Managers Report**



### PLANNING ORGANIZATION AND OUTCOMES

- Objectives and skills
- Programme and schedule
- Workload (contact hours, autonomous work) and credits (ECTS)
- Performance and assessment criteria
- Main and secondary bibliography
- Teaching body
- Class summaries (including student attendance)
- Class timetable and enquiry schedules
- Exam results



### STUDENTS' REPRESENTATIVE REPORT

- Course Unit workload, Organization, Evaluation process, Teachers' performance

### STUDENT PERCEPTIONS

- Anonymous survey after evaluation period
- Self-assessment of students at Curricular Unit
- Process of Teaching and Learning
- Performance of Teachers

25  
questions

### TEACHING REPORT

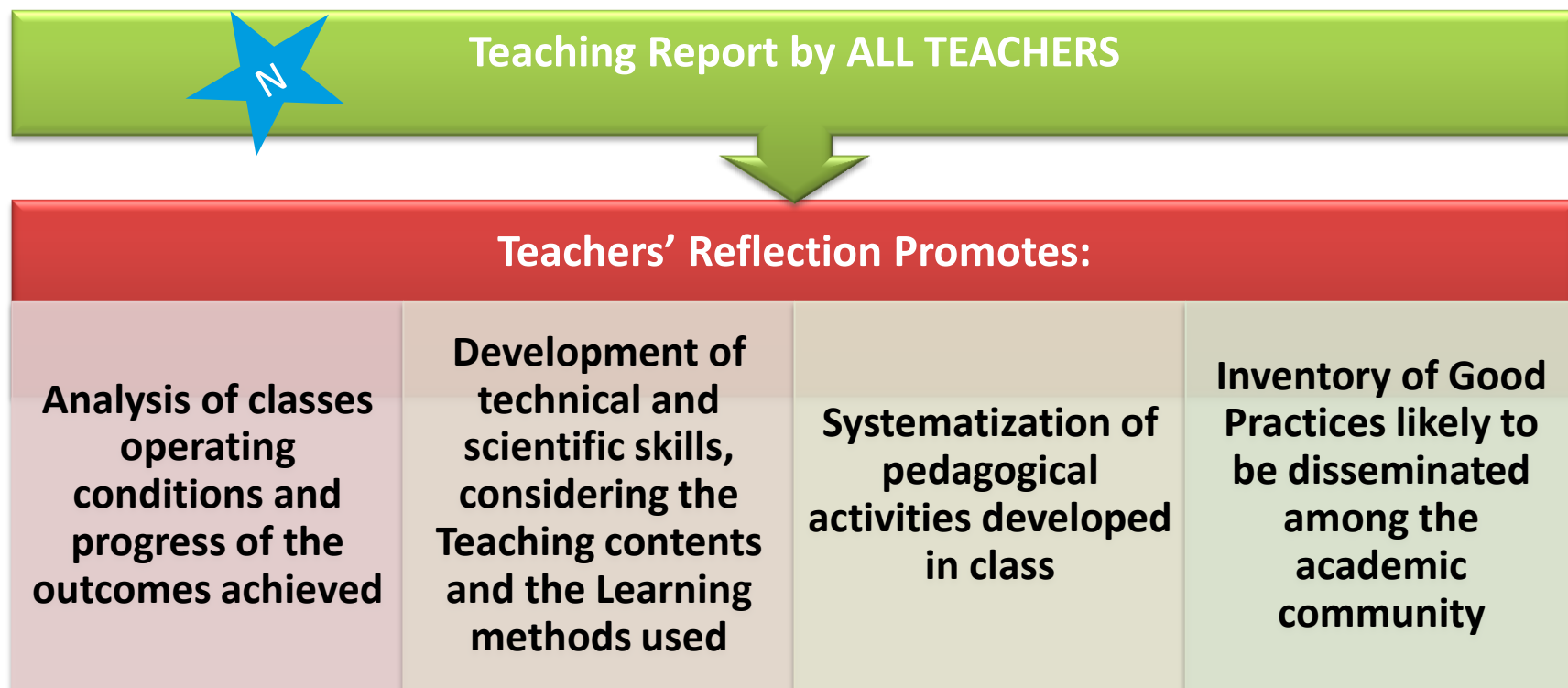
- Student perceptions
- Student representative's perceptions
- Teaching & Learning process result indicators
- Teaching staff performance results
- Evaluation & pass rates
- Tracking of registered summaries

N

# TEACHING REPORT

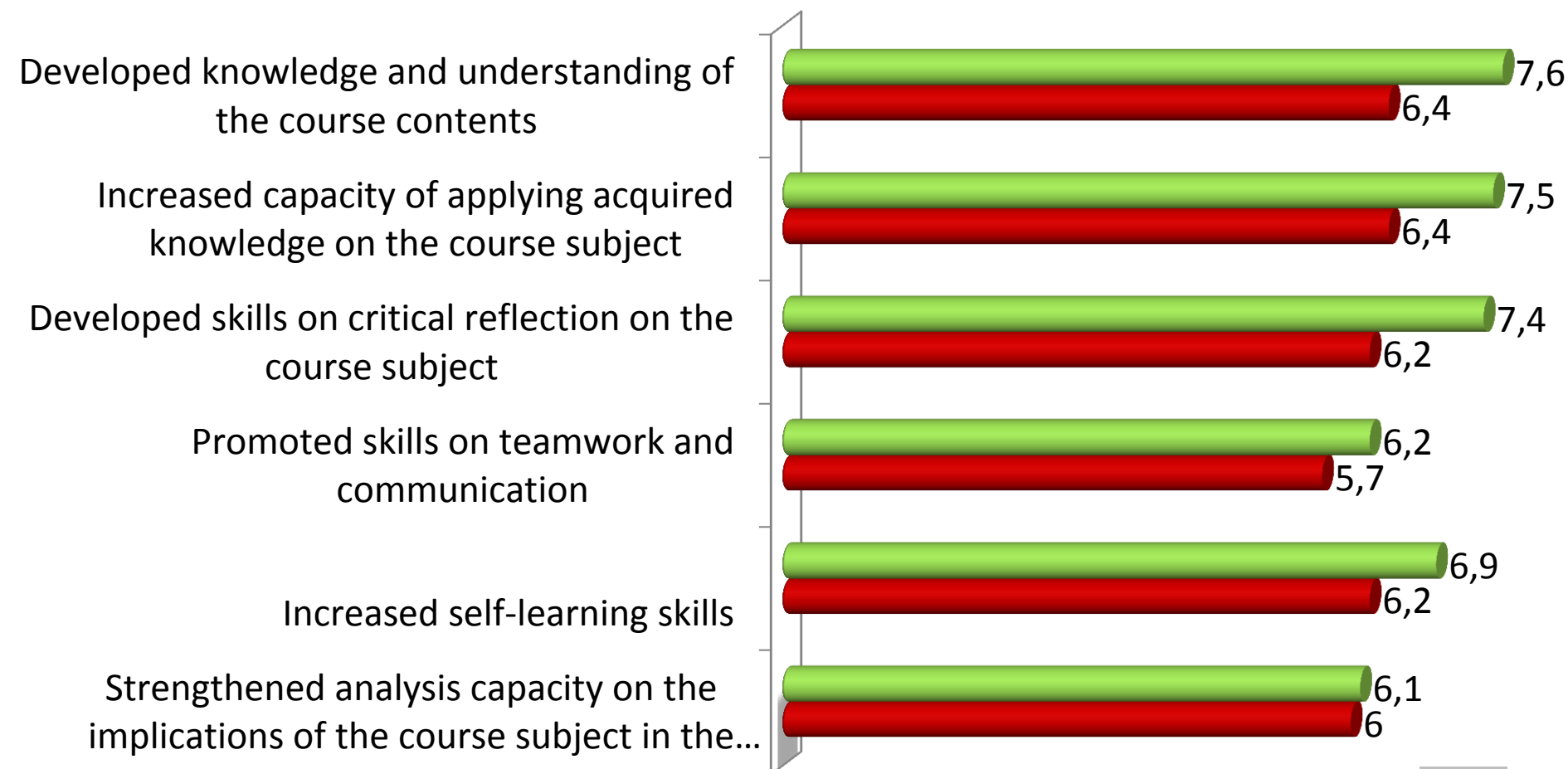


# TEACHING REPORT

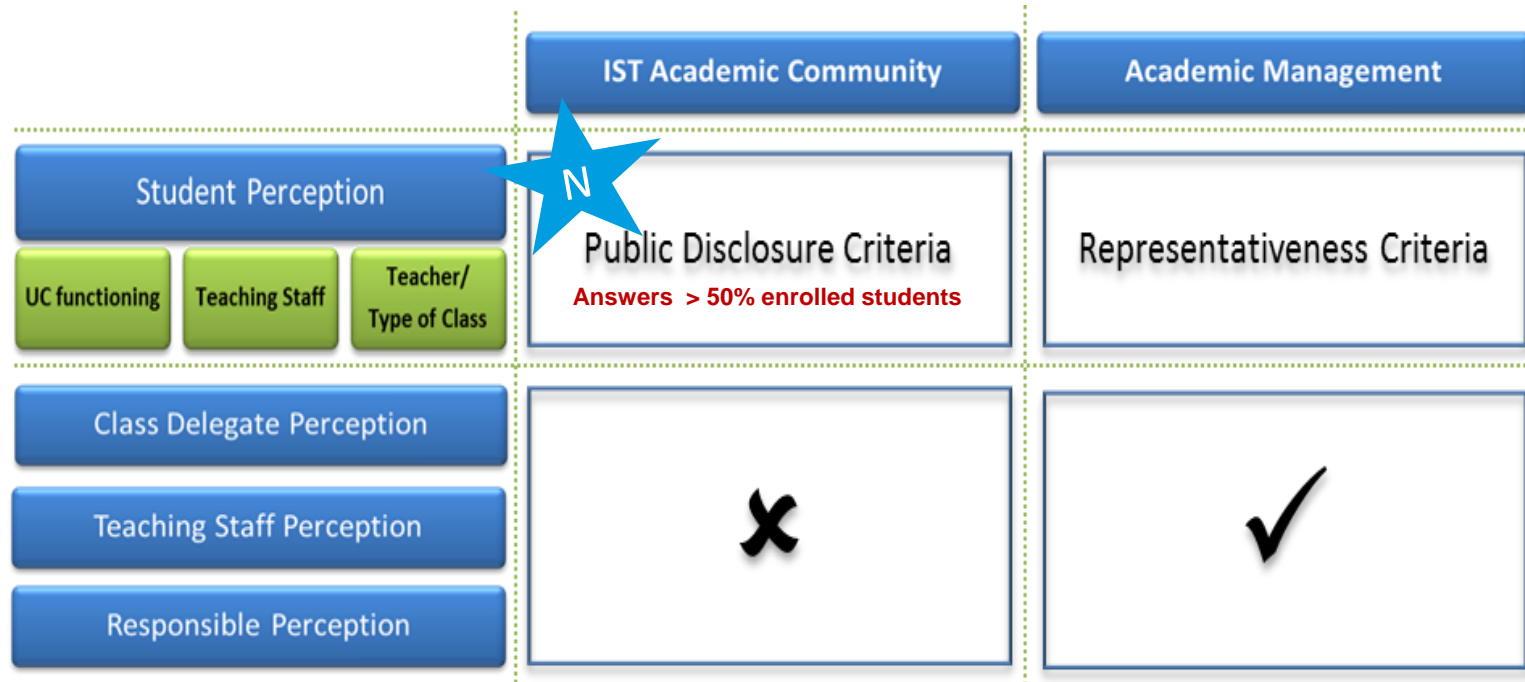


## EVALUATION OF STUDENTS' COMPETENCIES

■ TEACHING REPORT ■ STUDENT SURVEY



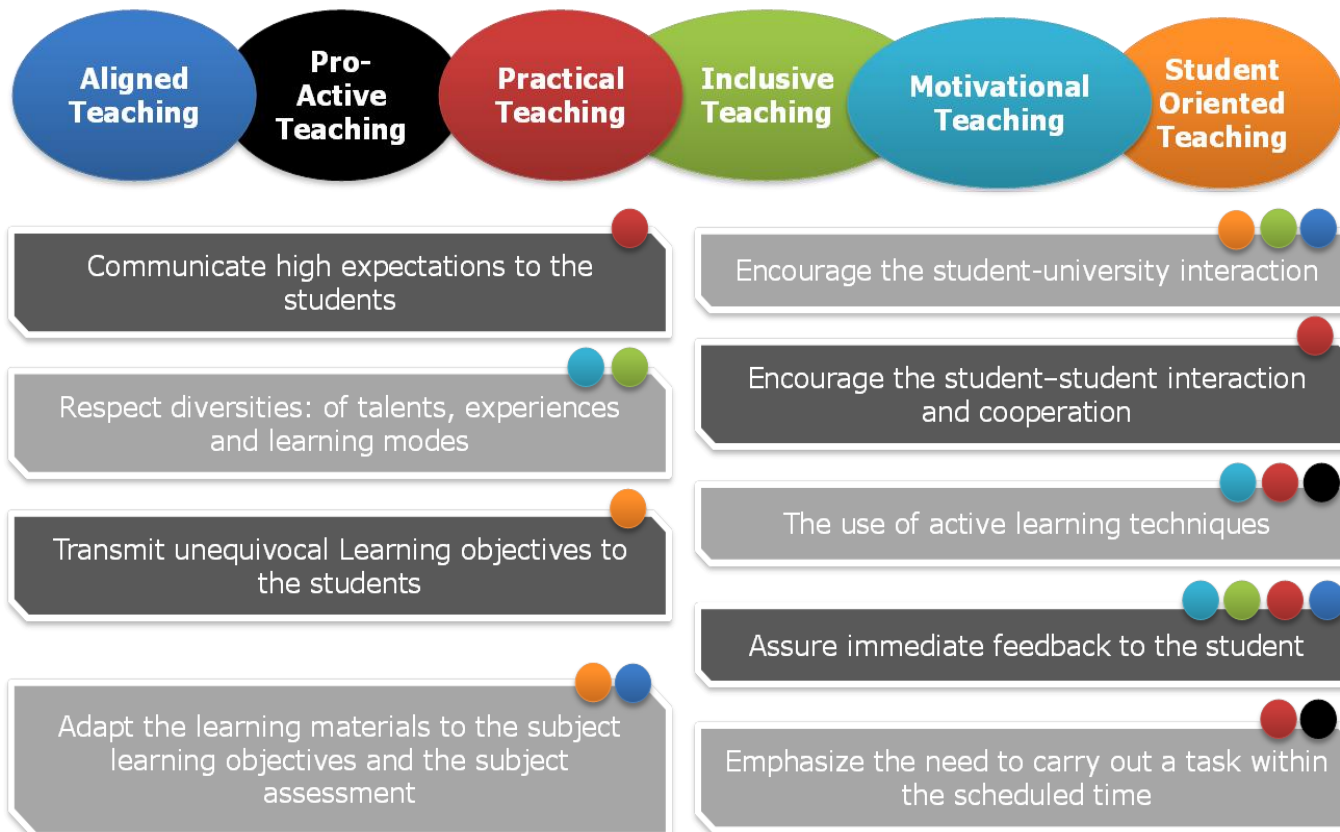
**FEEDBACK *FROM* THE ACADEMIC COMMUNITY IS AS IMPORTANT  
AS FEEDBACK *TO* THE ACADEMIC COMMUNITY**





## HANDBOOK OF BEST PRACTICES

### *Teaching Profiles*

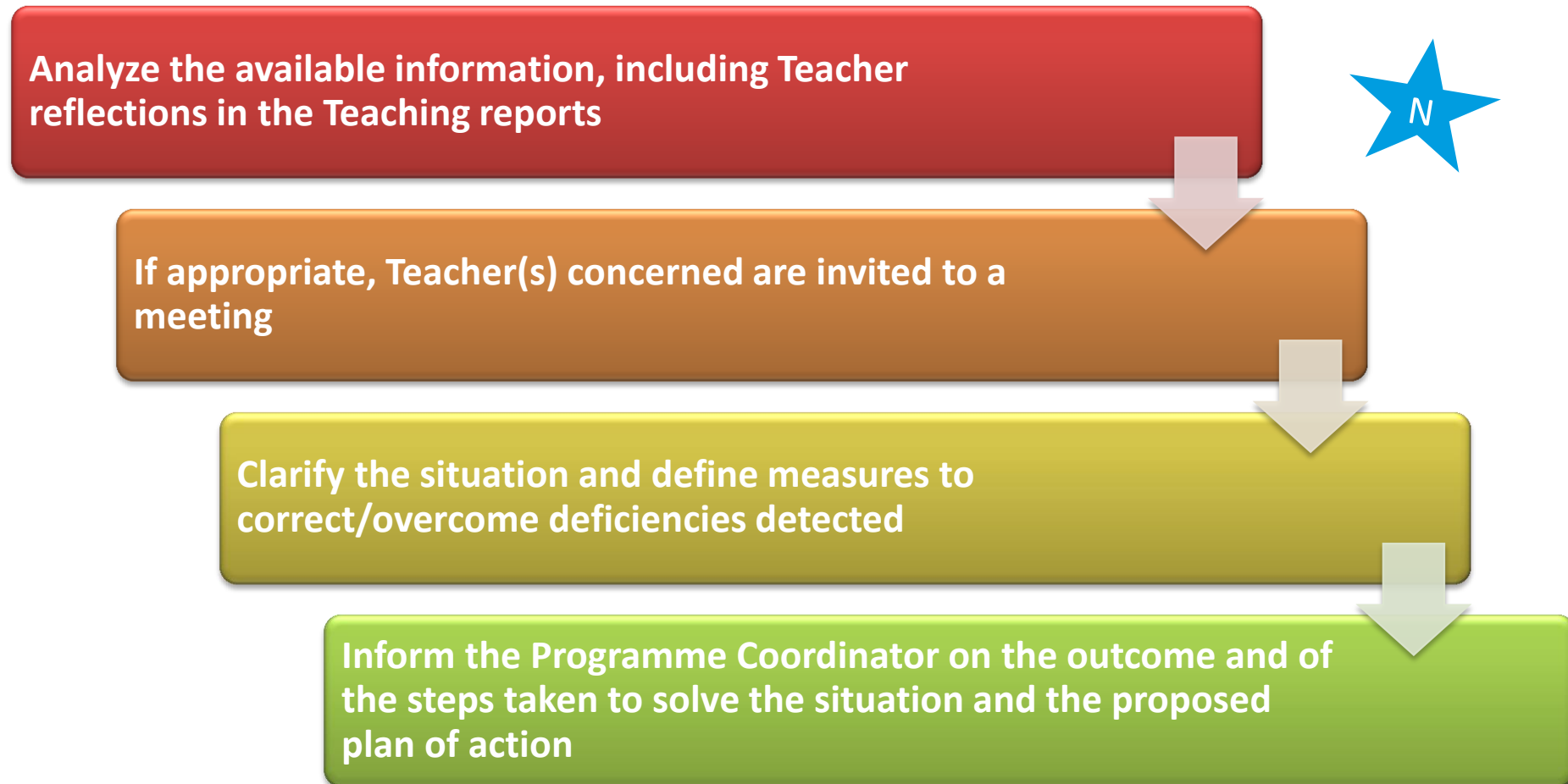




## ACTION PLANS



## ACTION PLANS - ANALYSIS OF WEAK RESULTS



## ACTION PLANS - AUDIT



### WHEN

- If evidence provided and/or measures proposed in the improvement plan are insufficient
- If results of the implementation of the improvement plan do not show a positive evolution
- Where unsatisfactory results are identified by QUC surveys, in accordance to the defined criteria in QUC regulations

### WHO

- 1 Teacher and 1 Student from the Pedagogical Council
- Chair of the Coordination Department and/or Programme Coordinator  
(audit team meets Teacher and Programme Students' representative )

## 1ST ANNIVERSARY DAY



## DIPLOMA OF EXCELLENCE IN TEACHING

# FORMATIVE LEARNING ASSESSMENT

### TO CALL ALL PARTICIPANTS IN THE TEACHING & LEARNING PROCESS?

- Who should be invited to participate?
- What would the level of commitment be expected from each participant?
- How can we help participants increase their levels of commitment and accountability for the whole process?

### TO SET CLEAR BOUNDARIES/TARGETS FOR EXPECTED RESULTS AND CLEAR PROCEDURES FOR ACTION

- How can we ensure these boundaries/targets remain stable overtime?
- How can we make sure that regulations prevent conflicts of interest between participants?
- Can we set clear guidelines to regulate action plans?



TÉCNICO  
LISBOA



<http://quc.tecnico.ulisboa.pt/en/>