



Universität für Bodenkultur Wien

Evaluation Board Meeting

**Tempus Project LifeADA
Sarajevo Conference**

February 26th, 2015

Thomas Guggenbeger





- **Evaluation Board Programme**

Time: 8-12 a.m. (coffee break from 9.30-10 a.m.) and 1.30-4 p.m

Welcome and introduction of workshop participants

Description of Work Package 7

Evaluation of curriculum and of pilot activities

Reporting: 1st report: Nov. 30, 2015 on curricula

2nd report: Nov. 30, 2016 on evaluations
of pilot projects

Tasks of members of EB

Structure and communication of EB

.



- **Evaluation Board Programme**

Time: 8-12 a.m. (coffee break from 9.30-10 a.m.) and 1.30-4 p.m

**Brief presentation of the participating universities
and their quality assurance measures in
education/LLL**

Questions and answers

Elaboration of joint evaluation tools within Life ADA

Evaluation tools

Feedback processes & enhancement

Further steps

Next workshop in Podgorica



Logical Framework Matrix

Specific project objectives	Indicator of progress	How indicators will be measured	Assumptions and risks:
3rd bullet point: please skip benchmarks, instead: To establish quality criteria for lifelong learning in the field of sustainable agriculture	3 rd bullet point : please skip standardized levels, instead: Examples of evaluation criteria specifically for the need of LLL at the different partner institutions in the field of sustainable agriculture	If you wish, you may add the following indicator: Number of evaluated pilot activities	Please skip the benchmarks, instead: Evaluation procedures for lifelong learning are not adequately set up.



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Quality Management in LLL

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BOKU: Facts and Figures



Universität für Bodenkultur Wien

Students: 12.300

Staff: 1.600 FTE/ 2550 head count

74 Profs., 130 Assoc. Profs., ~700 Scientists external funds

Overall Budget: 100 Mio.

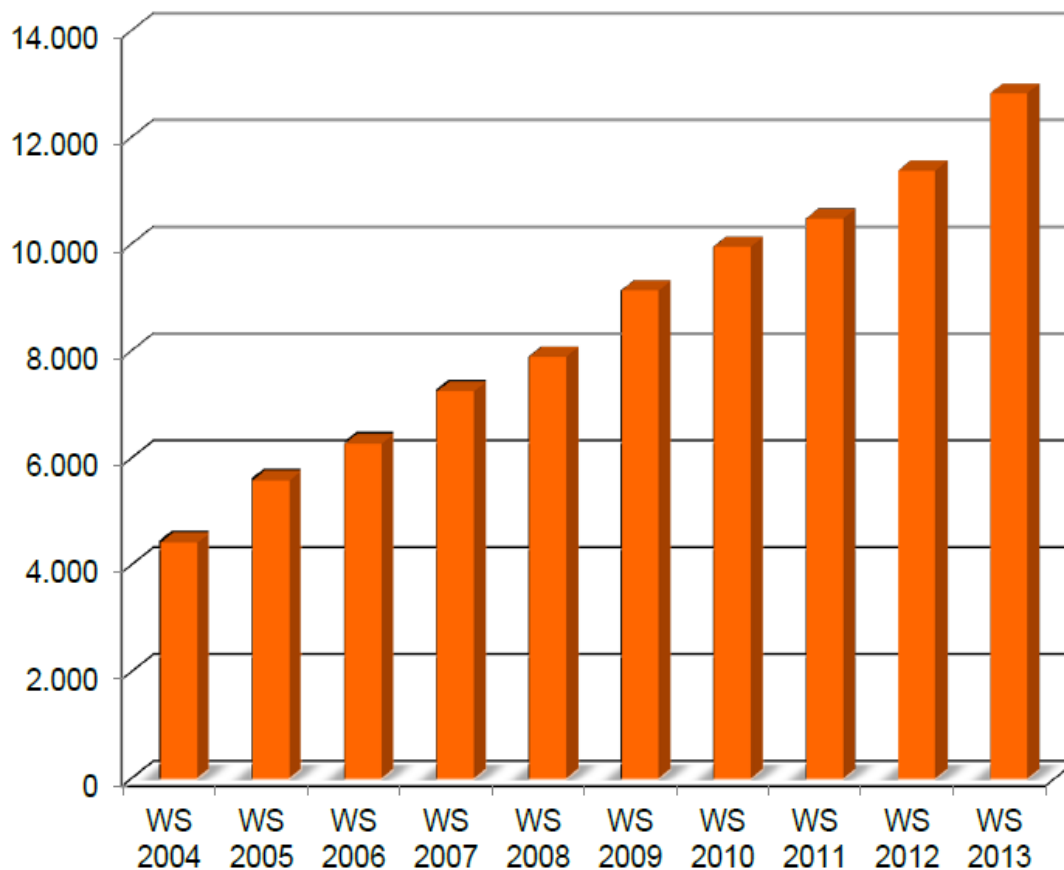
External funds: 42 Mio.

Scientific publications/year: 2.500 (~ 690 SCI)

Conference presentations/year: 1.400



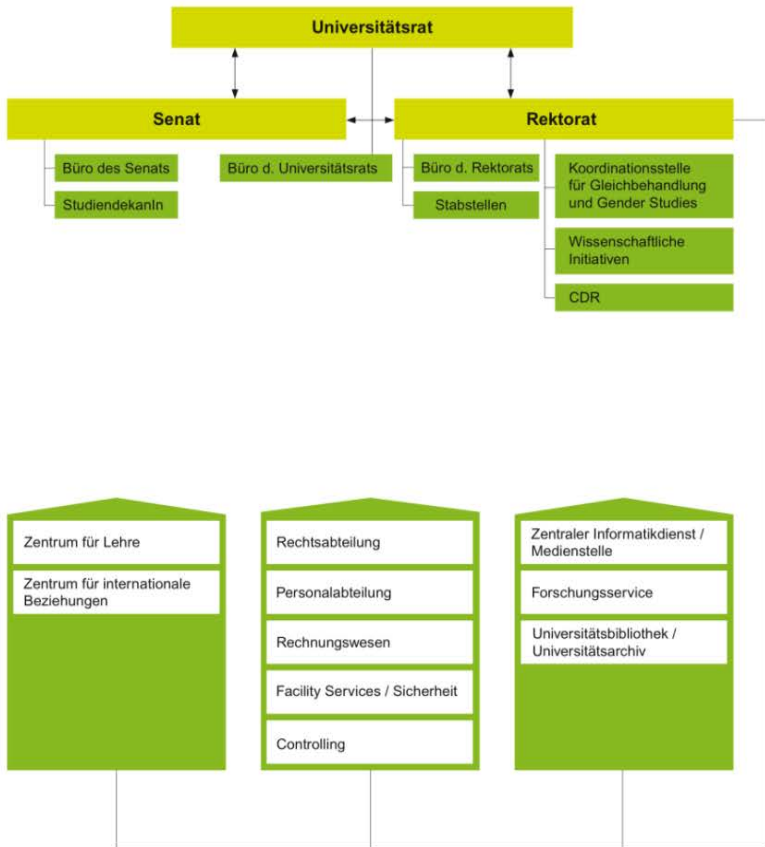
Enrolled Students



Incoming students



BOKU – Organisational Chart



	Department für Materialwissenschaften und Prozesstechnik (Department of Material Sciences and Process Engineering)
	Department für Biotechnologie (Department of Biotechnology)
	Department für Wasser – Atmosphäre – Umwelt (Department of Water, Atmosphere and Environment)
	Department für Chemie (Department of Chemistry)
	Department für Integrative Biologie und Biodiversitätsforschung (Department of Integrative Biology and Biodiversity Research)
	Department für Lebensmittelwissenschaften und -technologie (Department of Food Sciences and Technology)
	Department für Raum, Landschaft und Infrastruktur (Department of Landscape, Spatial and Infrastructure Sciences)
	Department für Wirtschafts- und Sozialwissenschaften (Department of Economics and Social Sciences)
	Department für Nachhaltige Agrarsysteme (Department of Sustainable Agricultural Systems)
	Department für Bautechnik und Naturgefahren (Department of Civil Engineering and Natural Hazards)
	Department für Wald- und Bodenwissenschaften (Department of Forest- and Soil Sciences)
	Department für Angewandte Pflanzenwissenschaften und Pflanzenbiotechnologie (Department of Applied Plant Sciences and Plant Biotechnology)
	Department für Agrarbiotechnologie Tulln (Department of Agrobiotechnology / IFA Tulln)
	Department für Nanobiotechnologie (Department of Nanobiotechnology)
	Department für Angewandte Genetik und Zellbiologie (Department of Applied Genetics and Cell Biology)

Map of co-authorships of BOKU publications



Core Idea of Quality Management:

What are you trying to do?

Strategies, aims, objectives, plans

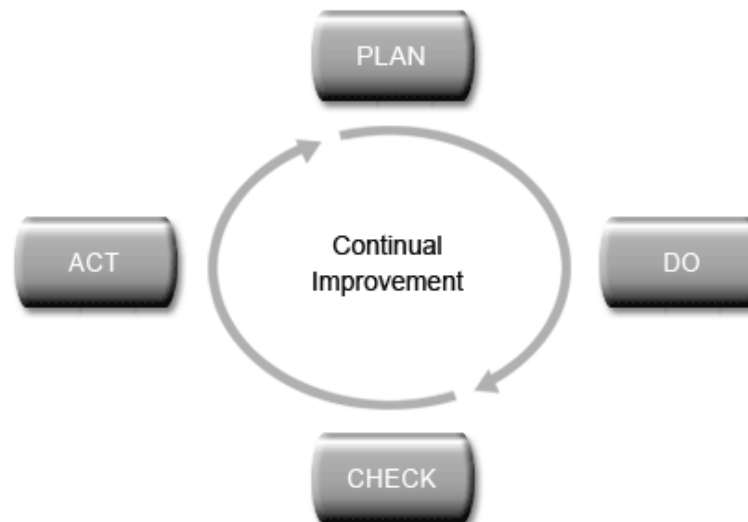
How are you trying to do it?

Implementation

How do you know it works?

Evaluation of current activities

How do you change in order to improve? Objectives and measures





A) Behaviour of the Teacher:

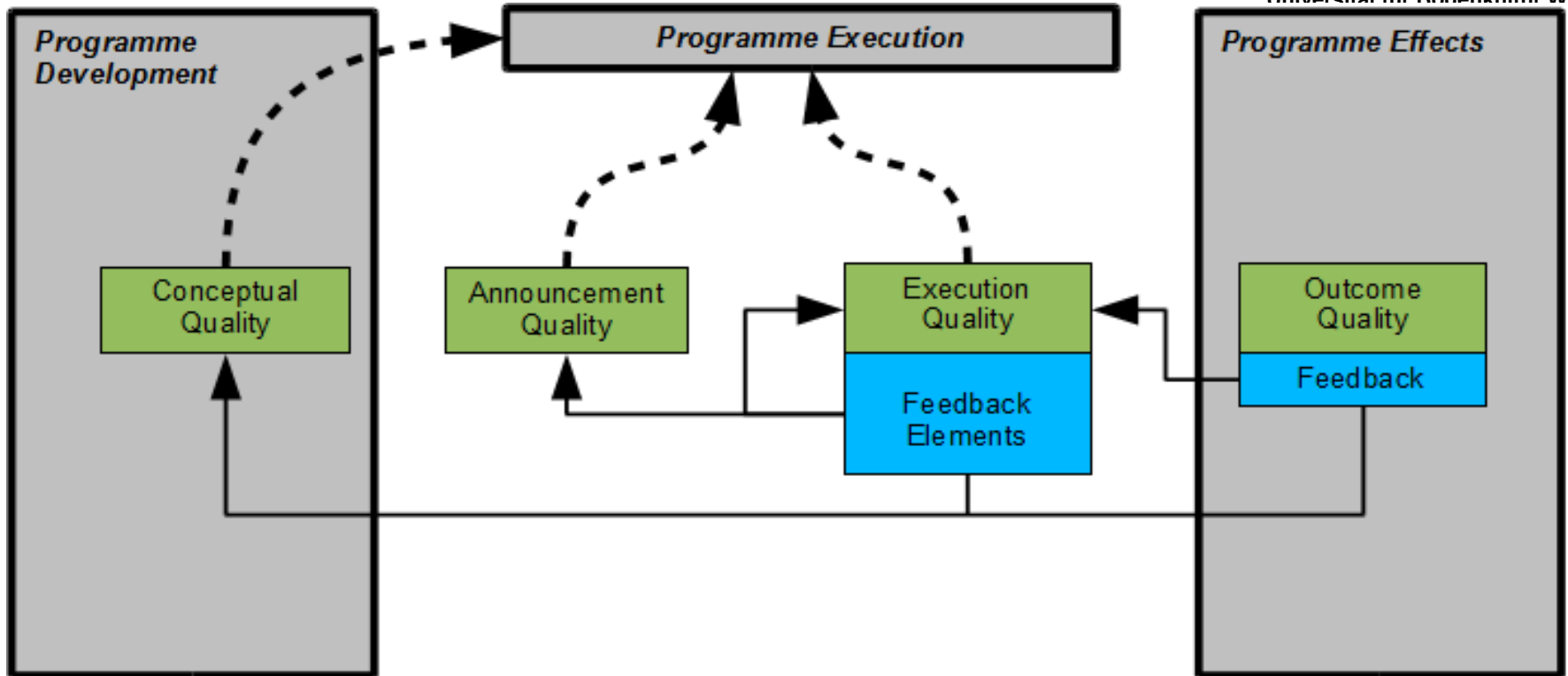
A good teacher...

cares about and has an *effect on student learning*;
knows the subject area;
clearly states the *objectives* of the course;
is *well prepared* for each class session;
explains the course material clearly and effectively;
is *enthusiastic* about teaching the subject and makes the course stimulating;
summarizes or emphasizes major points in the lecture;
is readily *available for consultation* with students;
encourages *students to ask questions* and express their ideas or opinions;
clearly explains *how students will be evaluated* in the course;
gives exams or assigns papers which reflect the *important aspects* of the course;
relates the subject matter to *other academic disciplines* or real world problems;
provides opportunities for *students to assess their progress* in the course;
develops and maintains an atmosphere of *mutual respect*.

Quality Management in LLL



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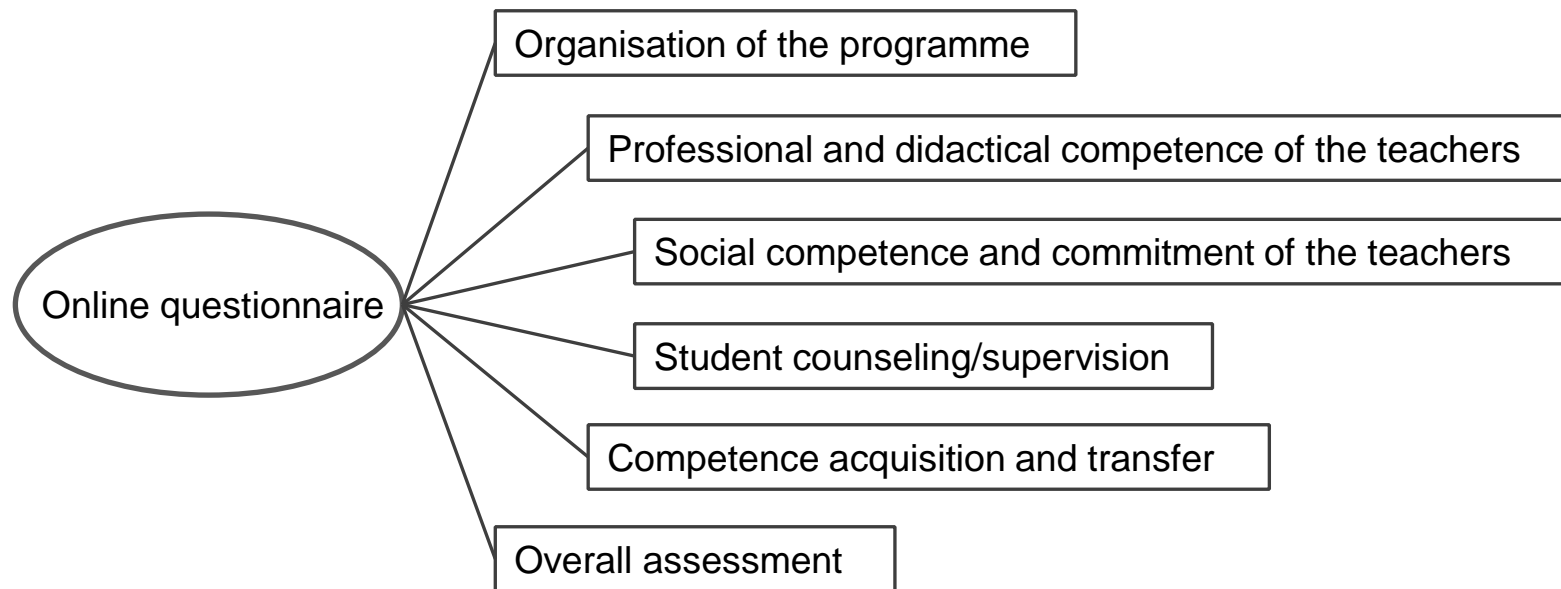


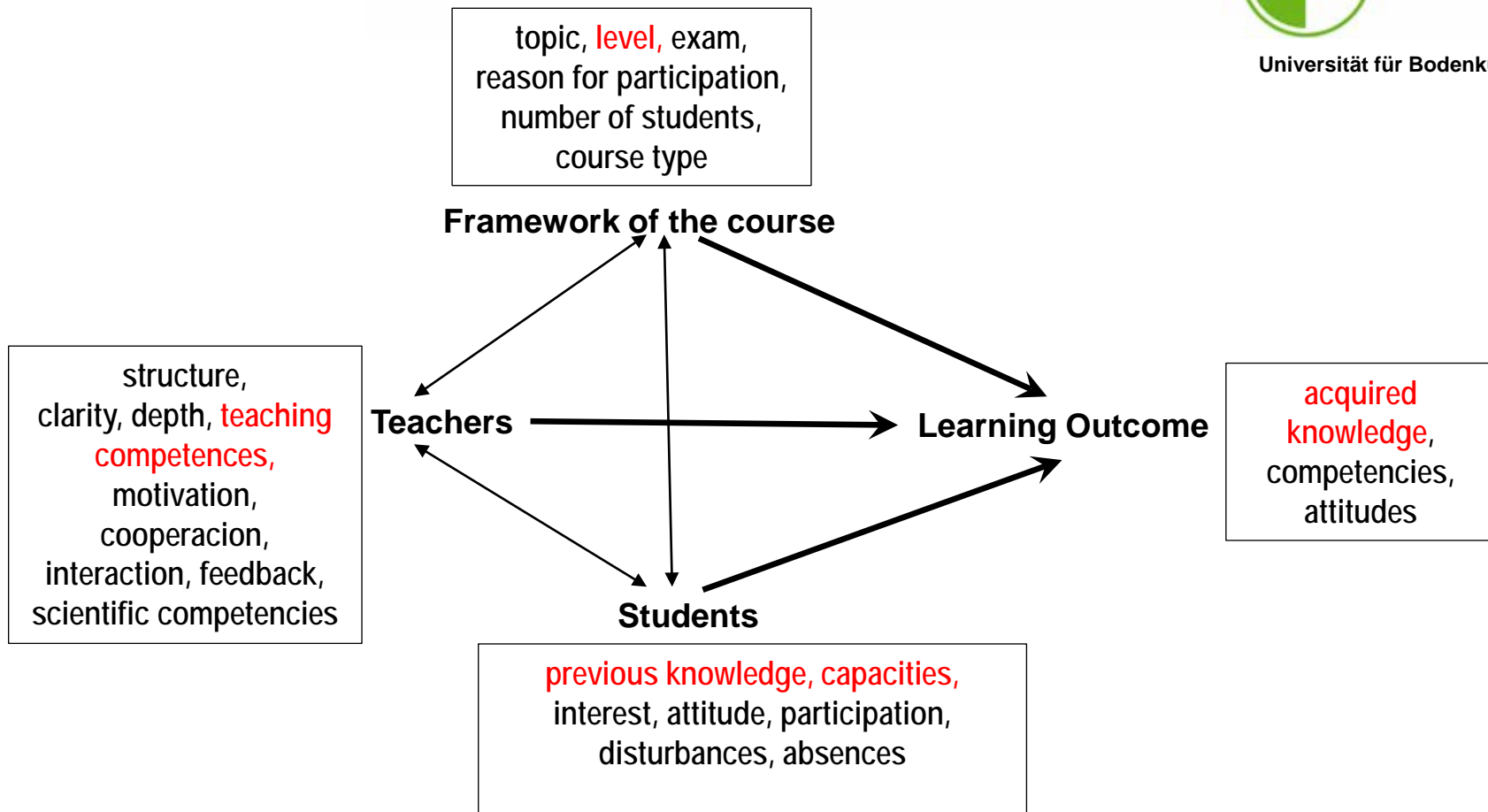
← - - - - = direct effect
← - - - - = feedback loop

Quality of...

Concept	Information	Delivery	Outcome
<ul style="list-style-type: none">• Guideline „Continuing Education“ (needs analysis; financial plan; general organization; vocational compatibility; clear definition of admission requirements, enrollment, examination regulations)• Model curriculum• Schedule (Process description)	<ul style="list-style-type: none">• Sufficient and reliable information• Marketing	<ul style="list-style-type: none">• Admission (interview)• Qualification of teachers• Didactical principles• Course evaluation• Participants survey• Teachers survey• Feedback box	<ul style="list-style-type: none">• Statistics• Inspection of final theses• Student survey• Follow-up survey• Teacher survey

Student Survey at the end of a LLL programme





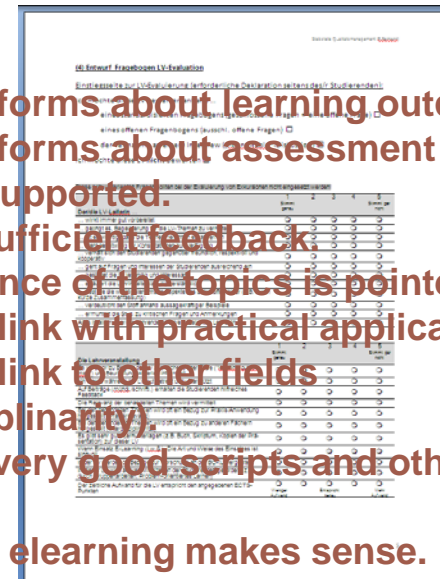
Adapted according to Rindemann (2001), p. 64

Course Evaluations: Main dimensions:

- teacher
- course
- framework
- students
- learning outcome

Additional specific items for:

- seminars
- practical work
- excursions



Lernaktivitäten	Lerninhalte	Lernumgebung	Lernmaterialien	Lernbegleitung	Lernergebnisse
1	2	3	4	5	6
2	3	4	5	6	7
3	4	5	6	7	8
4	5	6	7	8	9
5	6	7	8	9	10
6	7	8	9	10	11
7	8	9	10	11	12
8	9	10	11	12	13
9	10	11	12	13	14
10	11	12	13	14	15

Teacher informs about learning outcomes.
Teacher informs about assessment criteria.
I am well supported.
I receive sufficient feedback.
The relevance of the topics is pointed out.
There is a link with practical applications.
There is a link to other fields (interdisciplinarity).
There are very good scripts and other materials.
The use of elearning makes sense.
There are links to research at BOKU.
Active participation of students is fostered.
The workload corresponds with the ECTS points.



AUCEN

Characteristics of university continuing education:

- **Relation to research on an international standard**
 - trainers take part in research, provide insight into development of knowledge
 - impart research competencies
- **Reflexivity in social contexts**
 - differences between theory and practice are taken into account in the learning process
- **Setting: Common principle**
 - learners and teachers as partners in a common process of learning and teaching

Research

Practical knowledge



EB Workshop: Group Work I

1. Which are the characteristics of university continuing education? Does it differ from other degree programmes? In how far?
2. Which are the most important quality criteria for a LLL course/programme at your home institution?

Programme development: concept, curriculum, information for students

Programme delivery: information, teaching, learning, assessment

Outcome: knowledge, skills, competencies, learning outcomes



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Documents & Links:

- QA Group of ELLS: www.euroleague-study.org/supportteams/quality/index.html
- European University Association EUA: www.euy.be/eua.index.isp
- Network QM of Austrian universities: www.qm-netzwerk.at/Home/das_netzwerk/
- Austrian Continuing Education Network (AUCEN): www.aucen.ac.at
- QM at BOKU: www.boku.ac.at/universitaetsleitung/rektorat/stabsstellen/qm/



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Thank you for your attention!

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