OECD Feasibility Study for an international Assessment of Higher Education Learning Outcomes (AHELO)

Porto

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Fabrice Hénard, OECD
- AHELO rationale
- Feasibility study design and operationalisation
- Progress to date
- Emerging insights
- Exploring T&L black box
Higher education today...

- Mass access
- Concern for drop out (3 out of 10 students across the OECD)
- Equity remains an issue
- Internationalisation of HE and high-skilled labour markets
**AHELO rationale**

*Shared vision of OECD Education Ministers (2006)*
*Shift from quantity to quality*

*Despite huge progress in quality assurance, institutional quality remains largely unknown*
- No perfect proxy
- Reputation race
- Rankings biased
- Satisfaction culturally sensitive
- Labour market outcomes problematic

*Information vacuum filled by available information*
*Learning outcomes need to be taken into account*
- Defining them
- Incorporating them in quality assurance
- **Measuring them (AHELO)**

So what?
- AHELO rationale
- Feasibility study design and operationalisation
- Progress to date
- Emerging insights
Goals of the feasibility study

Assess whether we can measure what undergraduate students know and can do upon graduation …

… across diverse countries, languages, cultures and types of institutions

Test the science of the assessment

Test the practicality of implementation
AHELO: 4 strands of work

Discipline strand in Economics

Discipline strand in Engineering

Exploring the feasibility of measuring learning outcomes in 2 contrasted disciplines to prove concept

Generic skills strand

Critical to strive in 21st Century knowledge societies

Research-based “Value-added” or “Learning gain” measurement strand

Several perspectives to explore the issue of value-added (conceptually, psychometrics), building on similar work at school level.
A range of geographic, linguistic and cultural backgrounds involved

**Generic Skills**
- Colombia
- Egypt
- Finland
- Korea
- Kuwait
- Mexico
- Norway
- Slovak Republic
- United States (CT, MO, PA)

**Engineering**
- Abu Dhabi
- Australia
- Canada (Ontario)
- Colombia
- Egypt
- Japan
- Mexico
- Russian Fed.
- Slovak Republic

**Economics**
- Belgium (Fl.)
- Egypt
- Italy
- Mexico
- Netherlands
- Russian Fed.
- Slovak Republic

Observers
- Bahrein
- Brazil
- Saudi Arabia
- Singapore
Work undertaken in 2 phases

Phase 1 – Initial proof of concept
Jan 2010 - June 2011

Phase 2 – Scientific feasibility & proof of practicality
Mar 2011 - Dec 2012

Frameworks
- Generic Skills Framework
- Economics Framework
- Engineering Framework

Instrument development & small-scale validation
- Generic Skills Instrument
- Economics Instrument
- Engineering Instrument

Implementation
- Contextual dimension surveys
- Project management, survey operations and analysis of results

Where we are now
Quick facts on AHELO fieldwork

- Data collection from February to June 2012
- 17 countries involved in 25 strand replications
- Data collected from over
  - 23,000 students
  - 4,900 faculties
  - 270 institution coordinators
- 1,000 test sessions and 20,000 computers involved
- Scoring completed in June 2012
- Analysis of results and findings underway
- Final report by December 2012
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Emerging insights

- Cultural adaptation and translation followed established guidelines
- Assessment frameworks have been validated in all strands
- Students and faculty random sampling was conducted in the majority of participating institutions
- International online testing generally ran smoothly in most countries
- Scorer training was conducted in all participating countries
- Independent quality monitoring of fieldwork activities indicated that most countries followed survey procedures
Emerging insights

- Challenges (e.g.): context, motivation, translation
- Could the instrumentation be trusted?
- The Generic skills assessment strand
- The Economics strand
- The Engineering strand
And now?

- AHELO within the higher education landscape
- Purposes of an international assessment
Exploring the teaching & learning black box

- Causality
- Context
- Diversity
- Subjectivity
- Reliable tools

Teaching + Learning = Employable responsible students
The Path to Quality Teaching in Higher Education

By Fabrice Henard and Sabine Legrand-Roger

Corpus Knowledge

Global Overview

Learning In-depth Outcomes Studies

Learning Our Lesson

Review of Quality Teaching in Higher Education

Fabrice Henard
Fostering Quality Teaching in Higher Education: Policies and Practices

An IMHE Guide for Higher Education Institutions

Fabrice Hénard and Deborah Roseveare

September 2012

1. Raising awareness
2. Excellent Teachers
3. Engaging students
4. Organisation for change-leadership
5. Aligning policies
6. Innovation
7. Assessing impacts
Let’s move forward: Exploring Quality Teaching now

• What works, and why?

• Which lessons should be learned from outside?

• Which trends for the future?
AHELO sponsors
For more information, visit
www.oecd.org/edu/ahelo
www.oecd.org/edu/imhe/qualityteaching

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