

The logo of the University of Duisburg-Essen, featuring the text 'UNIVERSITÄT DUISBURG ESSEN' in white, bold, uppercase letters on a dark blue rectangular background.

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Offen im Denken

Quality Management – A students perspective

PQC-Workshop ■ 28.06.2013

- 1. What is quality management from the students point of view?**
- 2. How QM usually works**
 - close the loop
- 3. Toolbox**
- 4. Responsibilities**

What is quality in education at universities?

- **characteristics of education:**

- **environment: living situation, class rooms**

Almost no influence

- **availability of courses, class size, books, materials ect.**

Easy influencable

- **teaching**

Metainfluencable

- **What kind of evaluation does exist?**
 - **External statistics, studies...**
 - **internal statistics (e.g. student numbers, borrowing waiting times from library)**
 - **evaluation sheets**



Reliability? Almost none! Why?

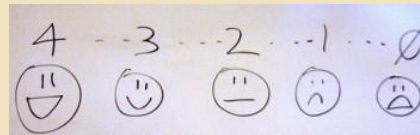
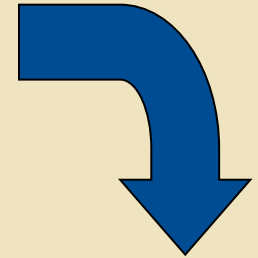
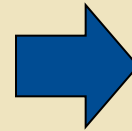
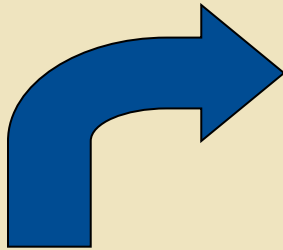
- Students „help“ themselves
- Only present students
- Students tend to “output-driven” evaluations

- What are students aware of?

- Students are focused on the teaching
- only noticed evaluation Method is the evaluation sheet

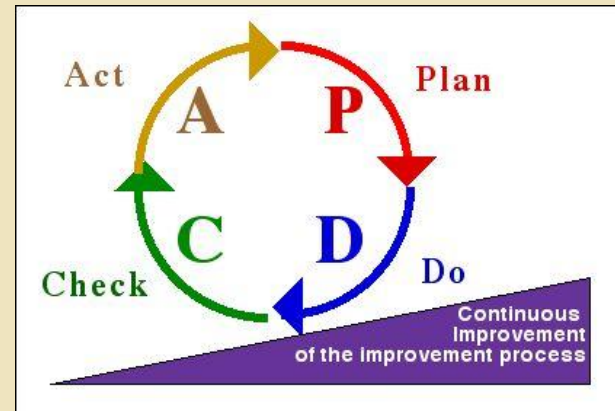
What is quality management from a students point of view?

- Evaluation process: quality loop in students eyes



Loop?

- Closed loop



- Where does the loop break?
 - there is no loop:
 - different participants don't interact
 - how to check at all?

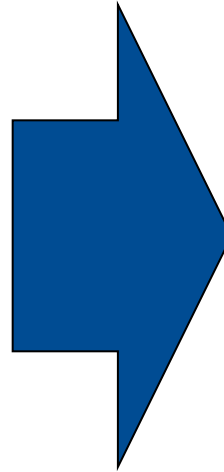


What tools do we have?
Are they appropriate?
What else could we do?

Our work horse: Evaluation sheet

- **generates huge amounts of data/complete “map” for our university**
- **results at the end of the lecture**
 - no noticeable effects for students → bad motivation to participate
- **too long ago for teachers**
- **all evaluations at once: ~ 1h of evaluation sheets in 1 week**
- **results not always discussed**
- **free interpretation**
- **“output driven” results → easy credit problem**
- **not always an atmosphere for feedback**

Toolbox: Improved methods



- **More motivation for students:**

- reduce evaluation accumulation and time
- make evaluations count

→ **accompanying evaluations:**

- visible results for early critics
- short on the fly evaluations (online)
- make data available, e.g. critics from last year
- no full evaluation of every lecture at every point
- cascade model: mix different levels of evaluation
 - Online evaluation, rotational big evaluations, interviews

- **The internet**
- **Class speaker**
- **Discussion and participation**
 - Education conferences in the faculty/department
- **Use the evaluation results**

- **Still the main problem:**
 - Who feels responsible for what part of the quality loop
 - Participation
 - Interaction
- **Open up the lectures**
 - Overthrow the little kings
 - Create atmosphere for discussions
- **Oldie but Goldie:**
 - Everyone is responsible, also students
 - Think about what you could improve every day

- **Use evaluation wisely**
- **Implementation**
- **Create interaction**

Thank you for your kind attention

Questions?