

Teaching Quality Indicators Project

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Project Overview

The Teaching Quality Indicators Project is a national initiative of The Carrick Institute. Stage 2 of the Project involves eight pilot universities collaborating over three years on the issue of recognising and rewarding quality teaching and teachers. The project is designed to lead the sector in defining and developing indicators of quality teaching and learning to enable institutions to respond to issues identified by the evidence.

Quality indicators will be developed for four dimensions of teaching practice: Institutional Climate and Systems; Diversity and Inclusivity; Engagement and Learning Communities; and Assessment.

As one of the eight pilot institutions, Griffith University has chosen to focus on assessment and has consequently sub-titled its local project "Identifying indicators of learning and teaching to enhance good practice in assessment in higher education".

Project Objectives

To meet the requirements of Carrick's national priorities, as well as the University's strategic priorities, Griffith's project seeks to:

- Identify good practice in assessment with emphasis on the development and function of performance indicators;
- Identify and refine the performance indicators for assessment;
- Conduct an audit of Griffith's current assessment policies and practices;
- Improve those current assessment policies and practices where applicable;
- Pilot sub-projects to validate the performance indicators; and
- Seek opportunities to benchmark and externally test those performance indicators.

Griffith University is one of only two of the pilot universities addressing the Assessment Dimension exclusively and, as such, has a unique opportunity to improve, develop and implement the indicators and potential benchmark standards for adoption by other Australian universities.

Planned Outcomes

The phrase “to enhance outcomes for students’ learning and experience” encapsulates the primary goal of the TQI Project nationally. Values underpinning the development of the Framework and the pilot universities’ approaches illustrate how important that focus is to the purpose of the Project.

As enumerated in “Academy Exchange”, the newsletter of the Higher Education Academy in the United Kingdom, they include:

- Valuing a teaching quality framework as an opportunity for development and enhancement;
- Valuing measures and indicators that contribute to the development of good/effective teaching and learning practice; and
- Valuing an evidence-based approach to decision-making.

In that context, Griffith University is looking for multiple outcomes that will:

- identify, apply and evaluate indicators of teaching quality in relation to assessment, act on the evidence, then transfer those processes to other dimensions of the University’s practices and policies in relation to learning and teaching;
- raise the status of teaching processes and practices, in a research-intensive environment, through emphasis on indicators of quality and impact that apply in the pedagogical domain; and
- inform the University’s policies and practices in relation to rewards and recognition for teaching quality.

Griffith University sees its deliverables for the national project as:

- improving staff and student learning and experience in relation to assessment processes;
- documenting our experiences for Carrick; and
- developing, in collaboration with Carrick, tools and matrices, case studies and guidelines for implementing the Framework within the Australian higher education sector.