

22.7.2024

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Title

A general theory of learning and teaching and a related comprehensive set of performance indicators for higher education institutions / Theodor Leiber

Publication year

2019

Source/Footnote

In: Quality in higher education. - 25 (2019) 1, S. 76 - 97

Inventory number

48286

Keywords

Informationsgesellschaft / Wissensgesellschaft ; Lehre ; Studentenschaft : Studienverhalten

Abstract

In contemporary knowledge societies, performance indicators are an indispensable element of sustainable quality management and enhancement through monitoring and evaluating quality performance of higher education institutions. It is argued that learning and teaching quality in higher education should be approached in a holistic way, namely across the four subdomains of learning and teaching environment, teaching processes, learning processes and learning outcomes and their assessment. performance indicators related to these areas must align with a synoptic understanding of learning and teaching comprising behavioural, information processing, cognitive, social (constructivism) and humanistic theories of learning. Selected issues from a comprehensive set of about 280 performance indicators for learning and teaching are presented and contextualised. The indicators set resulted and emerged from critical reflection of research literature and explorative surveys of various informed and engaged stakeholders, from 14 public European universities, and a general theory of learning and teaching. (HRK / Abstract übernommen)