



NTNU

Kunnskap for en bedre verden

Utdanningsnakk – samtaler om kunnskapsbasert undervisning

Arrangert av meritterte undervisere

www.ntnu.no/merittering/pedagogisk-akademi



UTDANNINGSSNAKK

HOW INTERNATIONAL ACCREDITATION IS IMPROVING OUR ASSURANCE OF LEARNING

8.mars 2024 kl. 08.30

s.ntnu.no/utdanningsnakk-0803



PAULA RICE

Webinarserien «Utdanningsnakk»

- Et bidrag til **kunnskapsbaserte** undervisningsmetoder i høyere utdanning.
- For oss som **underviser** i høyere utdanning.
- Gratis og åpne for **alle**.
- Sendes i hovedsak hver **tredje fredag** kl. 08:30-09:00.
- **Opptak** legges ut på <https://www.ntnu.no/merittering/utdanningsnakk>
- Ønsker om tema/format eller om å bidra selv:
 - Ta kontakt på merittering@ntnu.no

Praktisk info

- Presentasjon i 20-25 minutter, spørsmål/diskusjon i 5-10 minutter
- Q&A i Zoom for kommentarer og/eller spørsmål
- **Alt** blir tatt opp og lagt ut 
 - Ikke still spørsmål med eget navn hvis du ikke ønsker det med på opptaket

How international accreditation is improving our assurance of learning **(eventually)**

Paula Rice, Associate Professor, pari@ntnu.no
Department of International Business, NTNU Ålesund

What is AACSB International?

- Association to Advance Collegiate Schools of Business
- 1916
- Hallmark of excellence in business education
- 6%
- Mission
 - To foster engagement, accelerate innovation, and amplify impact in business education.
- Vision
 - To transform business education globally for positive societal impact.

Where are we in the process?

Up to 7 years	Phase 1	Submission of the Eligibility Application Assigned Mentor (Mentor visit)	2021 2022
	Phase 2	Develop an Initial Self-Evaluation Report (iSER) Annual Progress Report (three-year time limit)	2023 2024
	Phase 3	Invitation to apply for an Initial Accreditation Visit	2025
	Phase 4	Final Self-evaluation report (pre visit)	2025
	Phase 5	Initial Accreditation Visit and decision	2025/26
		Recommendation for Initial Accreditation	2026

What is covered in accreditation?

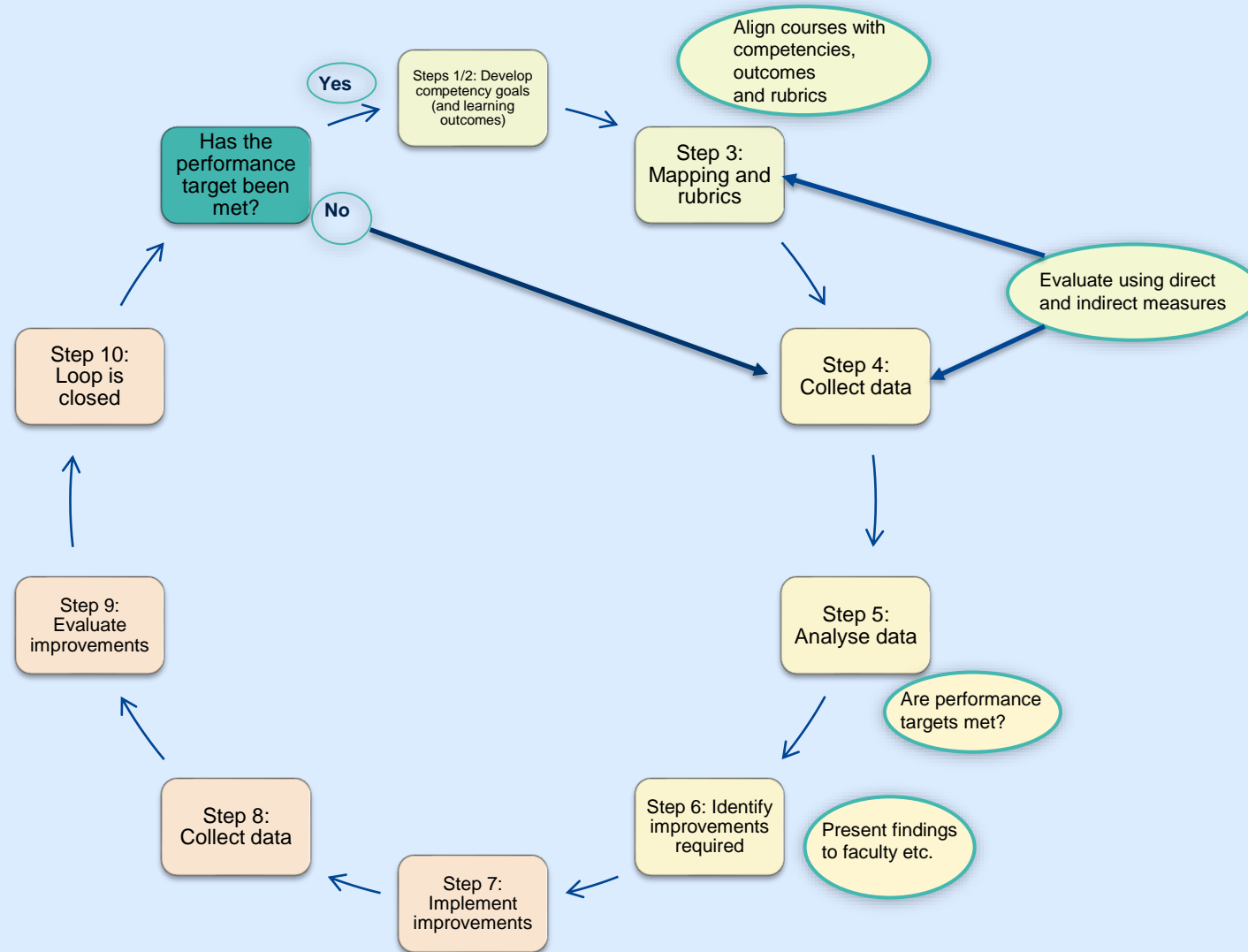
Strategic management and innovation	1. Strategic planning
	2. Physical, virtual, and financial resources
	3. Faculty and professional staff resources
Learner success	4. Curriculum
	5. Assurance of learning (AoL)
	6. Learner progression
	7. Teaching effectiveness and impact
Thought leadership, engagement, and social impact	8. Impact of scholarship
	9. Engagement and societal impact

Standard 5 – Assurance of Learning

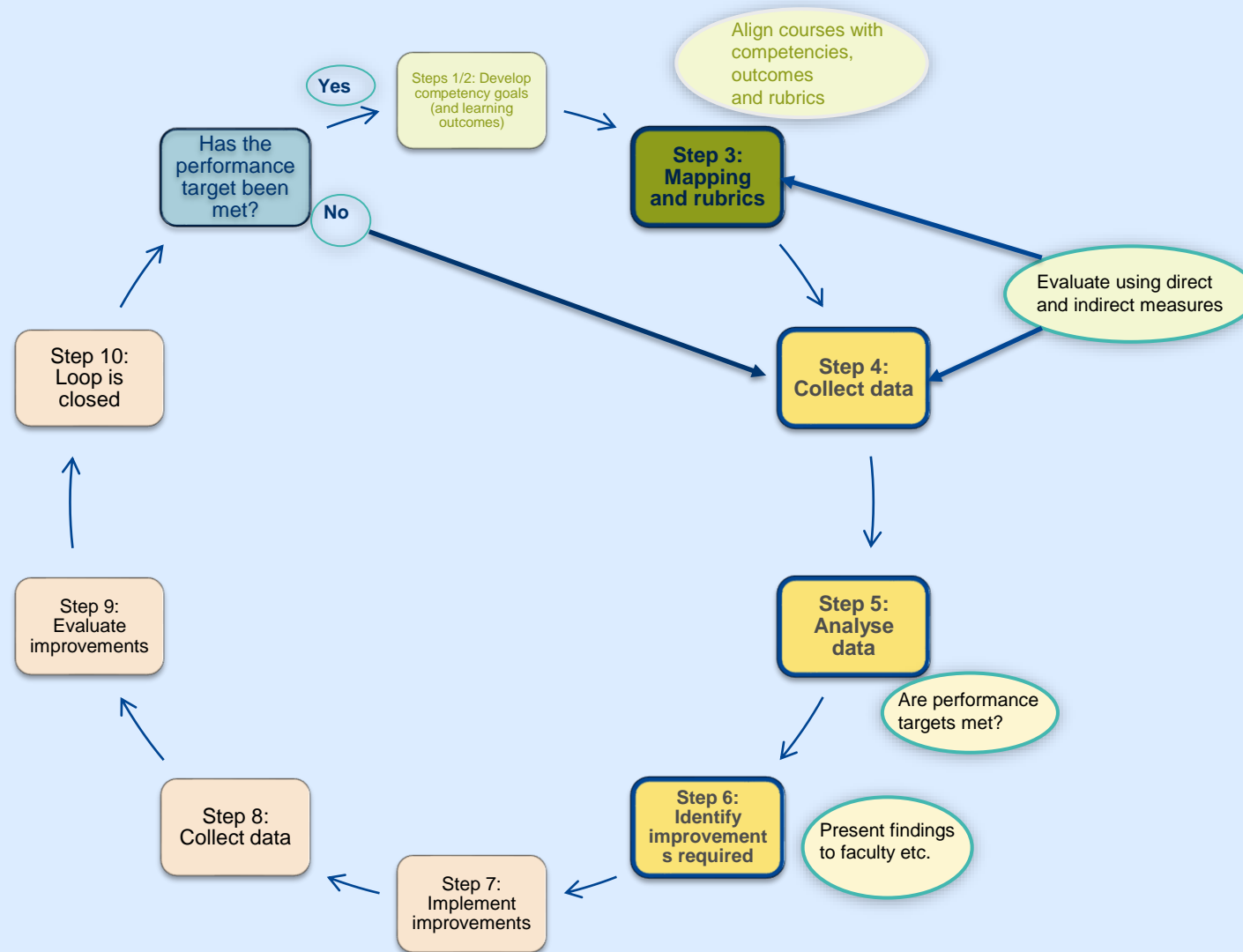
The school uses well-documented AoL processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's work leaders to curricular and process improvements.

- A well-documented plan identifying competency goals for each degree program and describing where and when each competency is assessed.
- A process that involves broad faculty and other key stakeholder involvement
- Competencies measured systematically (i.e., at regular pre-established intervals), with curriculum improvements emanating directly from the AoL process.
- A combination of direct and indirect assessment of learning across all degree programs – mission, strategy and competency goals are factors in selecting the best approach.
- Competency goals consonant with the school's mission, expected outcomes, and strategies are established for each degree program.
- Demonstration that degree competency goals have been substantially met, or in cases where goals are not being met, the school has instituted efforts to eliminate the discrepancy.

'Closing the loop'



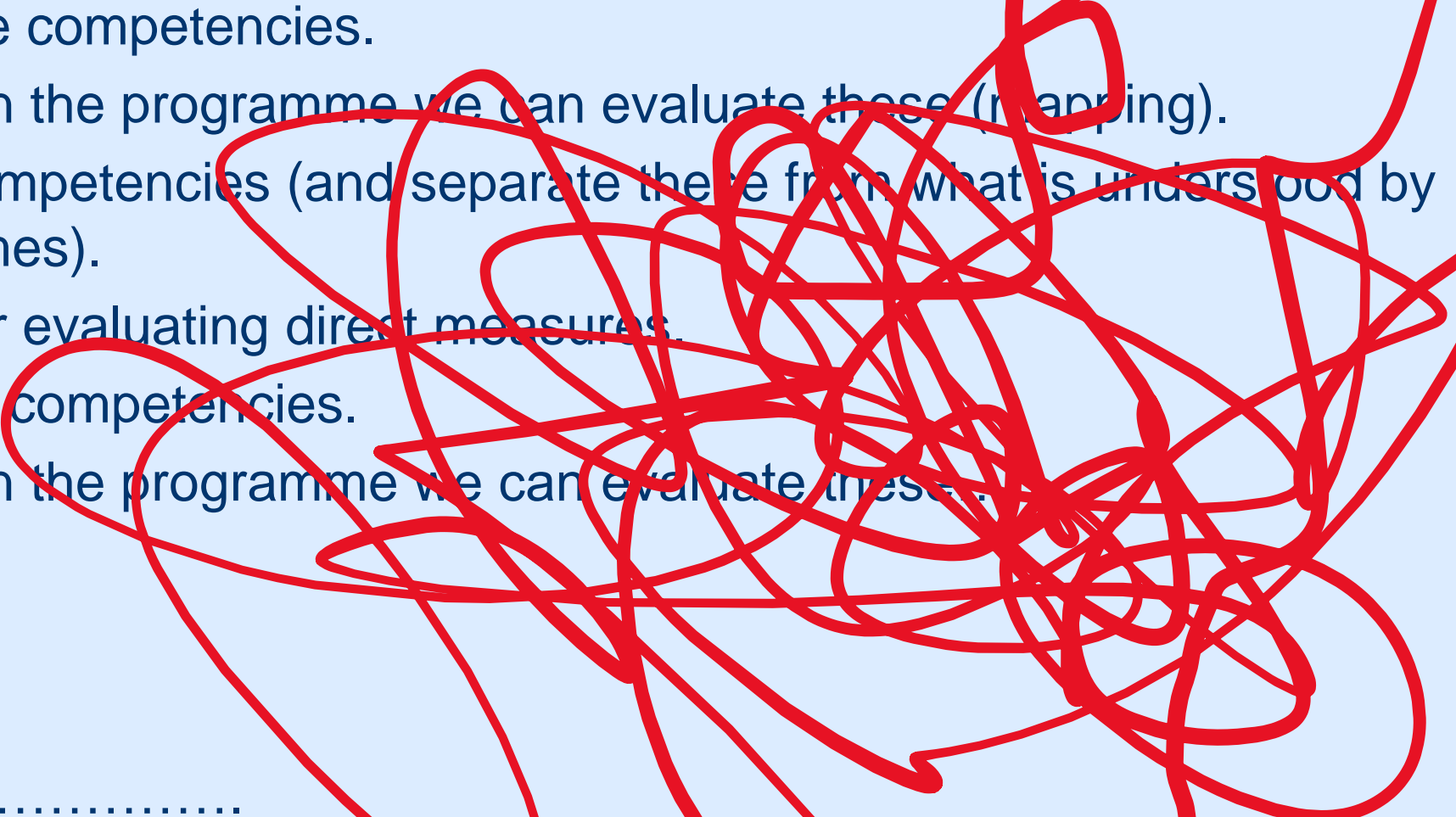
'Closing the loop'



At the beginning....

1. Identify the core competencies for our programmes.
2. Define those core competencies (programme learning outcomes – what can our students do on completion of their degree?)
3. Decide where in the programme we can evaluate those competencies (mapping) – Indirect or direct measures?
4. Write rubrics for evaluating direct measures.
5. Collect data.
6. Evaluate data (disseminate results intra programme/inter programme).

What actually happened

1. Identify the core competencies.
 2. Decide where in the programme we can evaluate these (mapping).
 3. Identify core competencies (and separate these from what is understood by learning outcomes).
 4. Write rubrics for evaluating direct measures.
 5. Define the core competencies.
 6. Decide where in the programme we can evaluate these.
 7. Collect data
 8. Write rubrics
 9. Collect data
 10. Evaluate data.....
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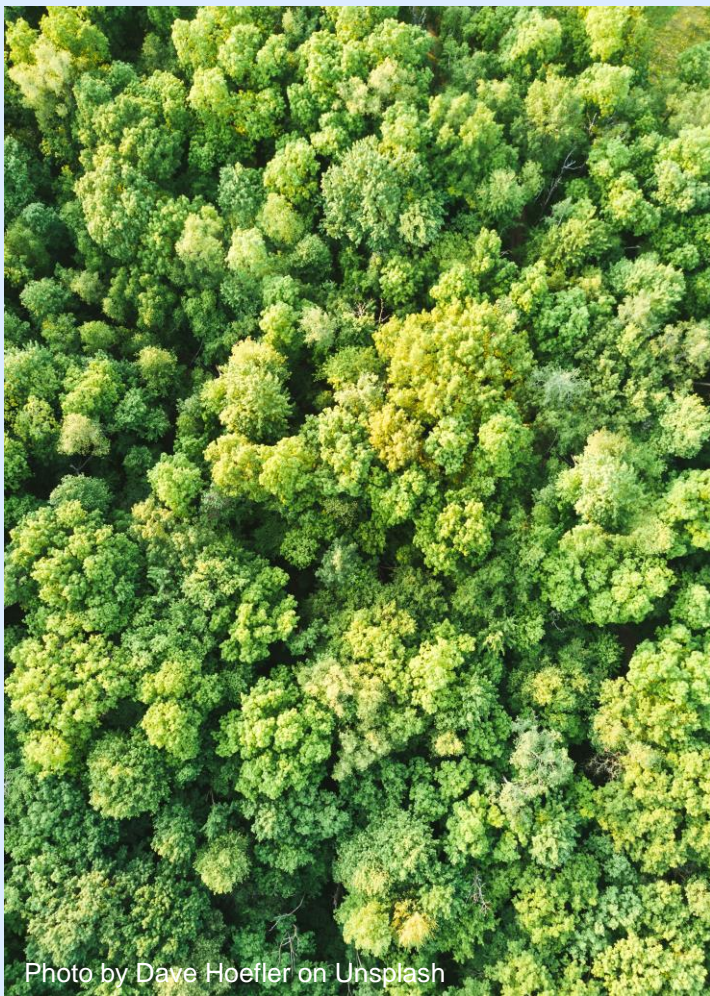


Photo by Dave Hoefler on Unsplash

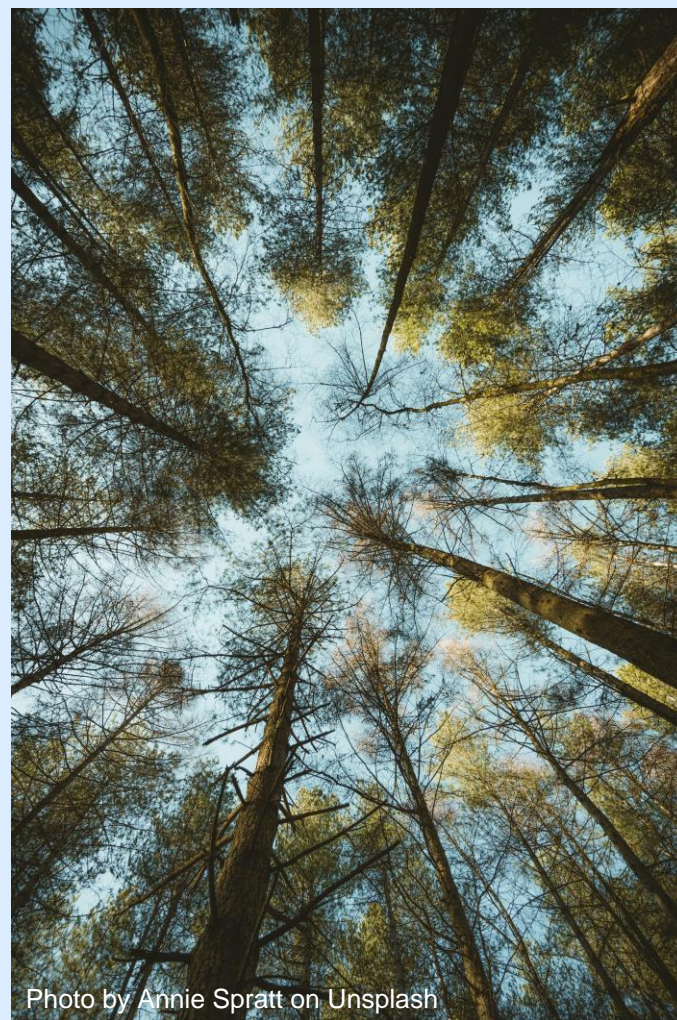
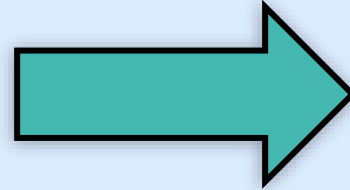


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What has developed

Identifying core competences – ensuring these are clear in the programme aims.

Teamwork
Critical thinking
Research methods competence/research competence
Communication skills
International mindset
Interdisciplinarity/Interdisciplinary understanding
Subject competence/theoretical & applied disciplinary knowledge
Sustainable practices/mindset
Analytical mindset
Ethical mindset
Solution focused/oriented
Leadership
Digital transformation
Innovative mindset



Core competencies
Teamwork
Critical/analytical thinking
Communication skills
Interdisciplinary mindset
Subject knowledge
Sustainable mindset
Leadership

Defining what competencies mean in our faculty. Focusing on articulating what our learners can do at the end of a programme (and a course).

Rubric: Competence: communication skills

Oral communication realized through an oral presentation

Performance criteria	Exceeds expectations	Meets expectations	Below expectations	
Learners can communicate effectively in a business/academic setting (orally)	Content	All content is relevant with key areas covered and effective integration of sources. Demonstrates an excellent understanding of the topic.	Most content is relevant with most key areas covered and effective integration of sources. Demonstrates a good understanding of the topic.	Only some content is relevant with not all key areas covered and poor integration of sources and/or sources inadequately integrated into the topic.
	Organisation	Information is organised in a logical way that is easy for the listener to understand. A clear beginning and ending with consistently used cohesive elements such as signposting and transitions to guide the listener.	Information is mostly organised in a logical way that is easy for the listener to understand. A clear beginning and ending with sufficient/intermittently used cohesive elements such as signposting and transitions to guide the listener.	Information is not clearly organised and lacks a clear beginning and ending. Cohesive elements are not used consistently.
	Language	Language choices enhance the presentation. Language/register is appropriate for the listener.	Language choices generally/partially support the presentation. Language/register is mostly appropriate for the listener.	Language choices do not support the presentation. Language/register is inappropriate for the listener.
	Effective use of visuals	Uses visuals very effectively to support and enhance the presentation. There are no spelling or grammatical errors in writing.	Uses visuals effectively to support and enhance the presentation. There may be at least one spelling or grammatical errors in writing.	Uses visuals poorly to support and enhance the presentation. There are spelling or grammatical errors in writing.
Delivery	Verbal features such as intonation, enunciation, pace and volume, and non-verbal features such as gestures, eye contact enhances the presentation, and the speaker is compelling and confident.	Verbal features such as intonation, enunciation, pace and volume, and non-verbal features such as gestures, eye contact are mostly appropriate and enhance the presentation and the speaker is interesting to listen to and appears comfortable.	Verbal features such as intonation, enunciation, pace and volume, and non-verbal features such as gestures, eye contact are not appropriate and do not enhance the presentation and the speaker is not interesting to listen to and does not appear comfortable.	

Rubric for Sustainability Mindset

Performance criteria	Exceeds expectations	Meets expectations	Does not meet expectations
Identifies and explains relevant sustainability challenges	Clearly identifies and elaborates on the main challenges	Identifies and explains the main challenges	Fails to clearly identify or explain the challenges
Applies knowledge of theory or concepts related to sustainability	Demonstrates good knowledge of theory or concepts	Demonstrates adequate knowledge of theory or concepts	Limited ability to demonstrate knowledge of theory or concepts
Evaluates stakeholders' interest	Identifies and evaluates differing interests and viewpoints of stakeholders	Adequately identifies and evaluates differing interests and viewpoints of stakeholders	Limited ability to identify and evaluate differing interests and viewpoints of stakeholders
Generates conclusions and recommendations	Identifies conclusions and offers well founded and prioritized recommendations related to the identified challenge(s)	Adequately identifies conclusions and offers relevant recommendations related to the identified challenge(s)	Limited ability to identify and present conclusions and recommendations related to the identified challenge(s)

Thinking about how learners achieve LOs

What does assessment mean?

What do we do with this information?



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UTDANNINGSSNAKK

Utfordringer og muligheter ved
praksisnær
entreprenørskapsutdanning

5.april 2024 kl. 08.30

s.ntnu.no/utdanningsnakk-0504



**ROGER
SØRHEIM**
