

How Policies in Higher Education Institutions Impact Learning and Teaching

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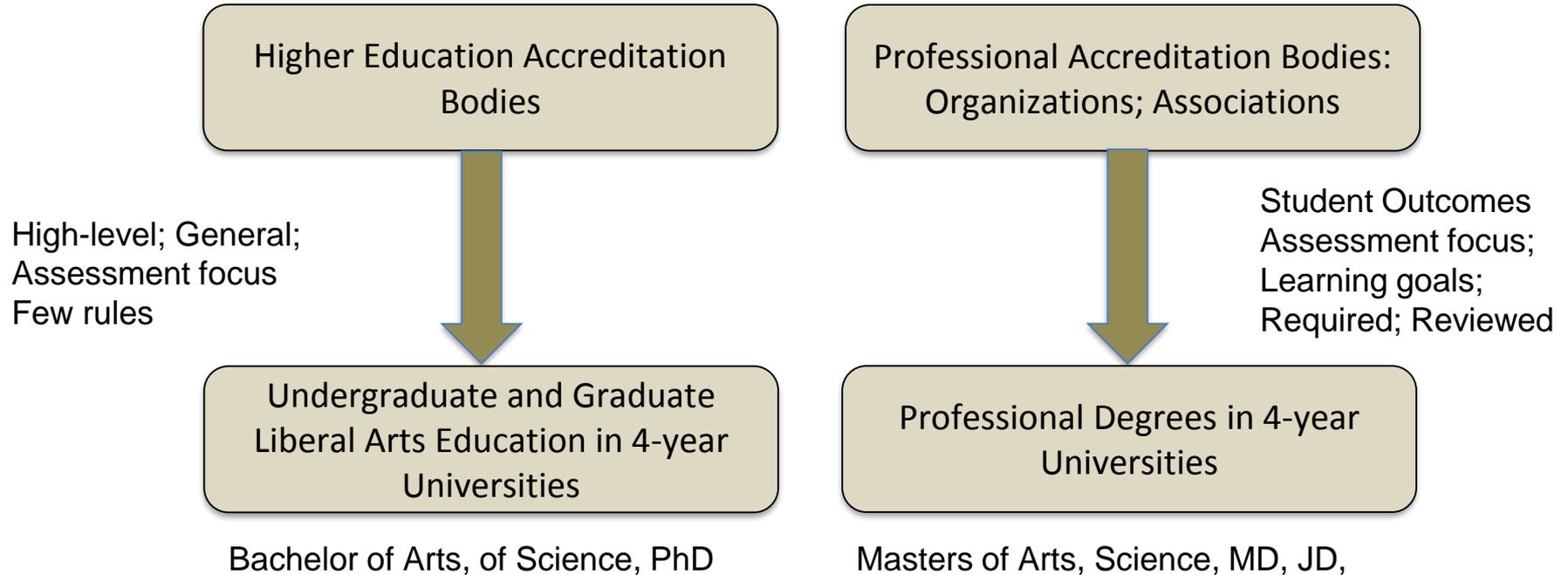
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Goals for this discussion

- Describe how policies can impact learning and teaching practice in higher education.
- Reflect on what areas of the instruction could or should be driven by policy.
- Identify what key factors in pedagogy could be encouraged by policies for Industry-based learning.
- Reflect on barriers associated with policy within your context that limit the implementation of industry-based learning.
- Develop recommendations within your context to change/utilize policy to advance industry-based learning.



How policies affect learning and teaching in US system of higher education



Example:

Programs in Public Health - Competency-based assessment and accreditation: Policy driving change

- National accrediting agency
- Requirements and extensive periodic review
- Learning and teaching – uses a competency-based approach
- Program and faculty must demonstrate alignment

Example of faculty workshop....

What is Competency-Based
Assessment?

Competency: What ways of thinking, skills, and values that students should possess upon graduation (accreditors and program perspective)

- **Course objective:** What instructor wants to cover (topics, themes, concepts etc) during course/module (Instructor perspective)
- **Learning objectives:** What students should be able to do or to know by the end of the session/course (Learner perspective)

Aligning the Learning Experience

Program Competencies

— What ways of thinking, skills, values should all our students possess when they graduate our program?

Learning Objectives

What do I want my students to achieve?
(intellectually, physically, socially, culturally etc)

Teaching Methods

How will I help my students meet the objectives?
• *What am I teaching?*
• *How will I teach it?*

Assessment

How will I know if my learners have met the learning objectives? How well?

Evaluation

How can I determine the quality of my learning objectives, methods, & assessment?

What characteristics should assessments have to be able to inform students, instructors, and program administrators that competence was achieved (and at what level)?

- Spend 3 min writing key characteristics, then share with your neighbor (or table)
- Share out – capture on board

Example: Course: PH 310: Foundations of Public Health III

CEPH Competency (#16): Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

Learning Objectives:

1. Explain the foundational principles and practices of public health leadership.
2. Apply leadership skills to function effectively in small interdisciplinary groups.
3. Assess the use of leadership principles and practices by public health professionals with various career emphases.
4. Use leadership skills to take action on a Healthy Chicago 2.0 strategy.
5. Revise a vision for your public health professional future.

Assessments

(A) Poster Presentation — Healthy Chicago 2.0 Actions (instructor rubric; self & peer assessment)

(B) Vision Statement — Public Health Professional Future

Thanks to Michael Fagen, Ph.D., M.P.H., Associate Professor

Assessment of Concentration Competencies for MPH in Community Health

Instructions: Invent a course in which these competencies must be met. Identify the learning objectives that would help the learners meet these competencies. Create specific short and longer term assignments that would be aligned with each, identifying appropriate assessments (with criteria and levels of performance)

Competency	Learning objective	Assessment Method	2-3 criteria	2-5 levels of performance
1. Apply epidemiological methods to the breadth of settings and situations in public health practice		Homework 2		
		Project:		
2. Assess population needs, assets and capacities that affect communities' health		Homework 3:		
		Project:		
3. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		Homework 5:		
		Project:		

Assessment of Concentration Competencies for MPH in Biostatistics

Instructions: Invent a course in which these competencies must be met. Identify the learning objectives that would help the learners meet these competencies. Create specific short and longer term assignments that would be aligned with each, identifying appropriate assessments (with criteria and levels of performance)

Competency	Learning objective	Assessment Method	2-3 criteria	2-5 levels of performance
1. Ability to select appropriate research designs to meet the needs of various studies and ability to explain the limitations of implemented designs		Homework 2		
		Project:		
2. Apply common probability distributions to public health outcomes		Homework 3:		
		Project:		
3. Analyze moderately complex research data using statistical methods involving common linear statistical models		Homework 5:		
		Project:		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	D1. Graduate-Level Professional Foundational Public Health Knowledge Competencies														
2			Courses Where the Competency is Addressed	PS	CD	DP	WC	RP	TP	PP	OP	Q	E	O	
3	D1.1 Explain public health history, philosophy and values		EPI_BIO 301 Epidemiology I: Introduction to Epidemiology									1	1		
4			PUB_HLTH 303 Environmental Health Science						1	1			1		
5			PUB_HLTH 310, 311, 312 Foundations of Public Health I												1
6			PUB_HLTH 315 Cancer Epidemiology											1	
7			PUB_HLTH 390 Introduction to International Public Health									1			
8			PUB_HLTH 393 Introduction to Health and Human Rights						1		1				
9			PUB_HLTH 422 Intermediate Epidemiology		1	1	1					1	1	1	
10			PUB_HLTH 430 Global Health Research Practicum												1
11			PUB_HLTH 435 Health Services Research Design						1						
12			PUB_HLTH 446 Clinical Trials											1	
13			PUB_HLTH 448 Introduction to Maternal Child Health						1						
14		PUB_HLTH 449 Public Health Policy						1							
15		PUB_HLTH 520 Artificial Epidemics and Changes in Human Culture			1						1				
16		PUB_HLTH 521 Artificial Epidemics and Changes in Human Culture II			1						1				
17		PUB_HLTH 524 Cardiovascular Epidemiology			1						1			1	
18															
19	D1.2 Identify the core functions of public health and the 10 Essential Services		EPI_BIO 301 Epidemiology I: Introduction to Epidemiology										1	1	
20			PUB_HLTH 303 Environmental Health Science						1	1			1		
21			PUB_HLTH 310, 311, 312 Foundations of Public Health I												1
22			PUB_HLTH 411 Assessment, Planning and Evaluation in Community Health	1											
23		PUB_HLTH 422 Intermediate Epidemiology		1	1				1						
24															
25	D1.3 Explain the role of		EPI_BIO 303 Introduction to Probability Theory	1									1	1	
26			EPI_BIO 306 R Programming	1											
27			EPI_BIO 401 Epidemiology II: Intermediate Epidemiology											1	1
28			EPI_BIO 502 Biostatistics III: Advanced Biostatistics	1										1	1
29			EPI_BIO 521 Survival Analysis	1		1								1	
30			EPI_BIO 560 Statistical Consulting		1							1			
31			EPI_BIO 565 Clinical Database Management			1	1								
32			PUB_HLTH 301 Behavior, Society and Health				1								
33			PUB_HLTH 302 Introduction to Biostatistics	1										1	
34			PUB_HLTH 303 Environmental Health Science							1	1			1	

Discussion...

- What aspects of this approach do you like?
- What aspects of this approach has challenges?

Report out...

In your context...

- How policy drives change in higher education in Palestine... share out.
- Accountability - who is responsible? Who should be responsible? How are individuals kept accountable? How is the system kept accountable? Where and how is the feedback used in implementation and cycles of improvement?

Report out...

What areas of the larger instructional sphere could or should be driven by policy?

- Instructor preparation and qualifications
- Content of the course
- Assessment of student learning
- Pedagogy and instructional practice

Industry-based learning - what key factors in the pedagogy could be encouraged by policies?

- Policies associated with faculty/instructions
- Policies associated with the industry partners
- Qualifications and accreditation

Turn to neighbor -- how could your policies encourage industry-based learning...capture.

The Palestinian system: Quality assurance offices drives policies

Barriers:

- Assessments – 3 exam policy
(ANNU modified... lead to change)
- Cultural history and the 3-exam policy
- Policies for hiring market experts

Recommendations going forward...

- Potential next steps, small or large...

Questions?