



**VI Central Asian International Forum on Quality Assurance in Education
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CONSTRUCTIVISM AND STUDENT- CENTEREDNESS

**REFLECTIONS FROM EXTERNAL QUALITY ASSURANCE
PROCESSES**

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ABOUT THE NCEQE

The mission of the NCEQE is to support education quality enhancement by considering internationally recognized standards and the best local practices, along with supporting quality-oriented governance.

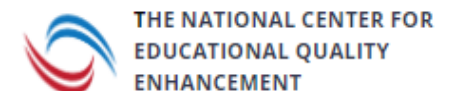
Success stories in HE QA

International recognition and membership

- 2019: ENQA membership
- 2019: Registration in EQAR
- 2018: WFME Recognition
- 2020: ENQA Follow-up visit
- 2015: Affiliated membership of EUA
- 2020: CEENQA membership

International collaboration in higher education QA

- 2020 – 2021: [EU Twinning project](#) on Strengthening Capacities for QA and Governance of Qualifications
- Collaboration with BFUG Group (with working groups on [L&T](#), [Social Dimension](#), [QA](#), [thematic peer group on qualifications](#))
- Partnering in Erasmus+ projects ([PROFFORMANCE](#), [SQUARE](#))



OUR WORK

- Quality assurance of education at pre-school, general and higher education levels encompassing vocational education
- Thematic analysis in higher education
- Maintenance of National Qualifications Framework
- Working on the development of Sector Benchmarks for HE study fields
- Recognition of international education
- Verification of degree certificates issued by educational institutions in Georgia, including in occupied territories of Georgia
- Recognition of non-formal education
- Quality Assurance of Professional Development Programmes for Public Officials



CONSTRUCTIVIST THEORY

- The essence of Constructivist Theory is that learners must individually discover and transform complex information in order to make it their own.
- It is due to the active role of students that constructivist strategies are called student-centered.
 - *Teachers are guides facilitating students to discover learning rather than lecturing or controlling them.*



ESG-2015

QA processes are most effective when they reflect on quality of teaching and learning. Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.



STUDENT-CENTEREDNESS IN QA FRAMEWORK OF HIGHER EDUCATION IN GEORGIA

- HE QA framework has been revised in 2018 to ensure student-centeredness in HE
- Student-centeredness in T&L is reflected in 2 standards of Programme Accreditation, carried out by the NCEQE:
 - Standard 2.5. Teaching and learning methods
 - Standard 3. Student achievements and individual work with them

Links to videos on the NCEQE QA standards

Institutional Evaluations -
<https://www.youtube.com/watch?v=2Cg5B599bJk>

Programme Accreditation-
<https://www.youtube.com/watch?v=tKY9TTUZelY>



NCEQE STANDARDS OF PROGRAMME ACCREDITATION ON STUDENT-CENTEREDNESS IN LEARNING



STANDARD 2.5. TEACHING AND LEARNING METHODS

Program is implemented using student centered teaching and learning (SCL) methods.

Evaluation criteria:

Teaching and learning methods of each course correspond to the level of education, course content, intended learning outcomes and ensure their achievement;

Teaching and learning methods are flexible and take student's individual necessities into consideration. If necessary, individual programme is created and utilized in accordance with the interest and academic readiness of the student;

For international students academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods



STANDARD 3. STUDENT ACHIEVEMENTS AND INDIVIDUAL WORK

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

NCEQE STANDARDS OF INSTITUTIONAL EVALUATION ON STUDENT-CENTEREDNESS

STANDARD 2. ORGANIZATIONAL STRUCTURE & MANAGEMENT

Strategic planning and programmes planning are participatory processes that actively involves staff, students, employers and other stakeholders of an institution

Students are actively involved in implementation of programmes evaluation mechanisms.

STANDARD 3.2 STRUCTURE AND CONTENT OF EDUCATIONAL PROGRAMMES

The programme provides students with opportunities to elect non-compulsory components of an educational programme

Individualized education programmes offer students appropriate formats and conditions of teaching-learning and assessment to students with different requirements, special educational needs, and different academic readiness as well as opportunities for adapted environment and appropriate human resources, if required



STANDARD 5.1 STUDENT SUPPORT SERVICES

HEI creates opportunities for students' international mobility and participation in various projects

STANDARD 7.4 FINANCIAL RESOURCES

HEI budget allocates adequate financial means for funding activities of students, such as participation in conferences, publishing articles in international journals, etc.

CONSTRUCTIVIST APPROACHES AND STUDENT-CENTEREDNESS IN HIGHER EDUCATION QA

ACTIVE ENGAGEMENT OF STUDENTS IN ASSESSMENTS = CONSTRUCTIVIST APPROACH IN SCL



QA processes should be looking at:

- Whether active engagement of students in assessments is exercised; this can be considered as a constructivist approach in student-centered T&L, as in this kind of practice students actually use evaluation criteria to assess the work of peers, which is followed by discussions with both students and professors.
- Engagement with students when developing evaluation criteria for student-centered T&L approach;

- Engagement of students in feedback. In QA processes, we could reflect on whether students:
 - Understand the evaluation criteria;
 - Are capable of comparing them with their own work,
 - Are in a position to close the gaps.
- This could be done by engaging students with their feedback possibly through peer discussion and though having them to summarise what could be done differently in future.
- Giving a generic feedback to students and allowing them to identify what applies to them and what could be improved in future.



ACTIVE ENGAGEMENT OF STUDENTS IN FEEDBACK = CONSTRUCTIVIST APPROACH IN SCL



THE NATIONAL CENTER FOR
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ENHANCEMENT

THANK YOU



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