



# The Role of Practice-Based Research for Continuous Quality Improvement of Adult Education

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Continuous Quality  
Improvement of Adult  
Education



Access, Prior Learning,  
Study Progress, e-Tool  
Use and Drop-out



Implications for Policy  
and Organization

# Continuous Quality Improvement

## ADULT EDUCATION



- **CQI** 'helps people to set goals, identify resources and strategies, and measure progress towards the institution's ideal vision of its distinctive purpose' (Moore, 2005: 3)
- **Blended learning**
  - face-to-face
  - online (co-operative) learning
  - guided selfstudy

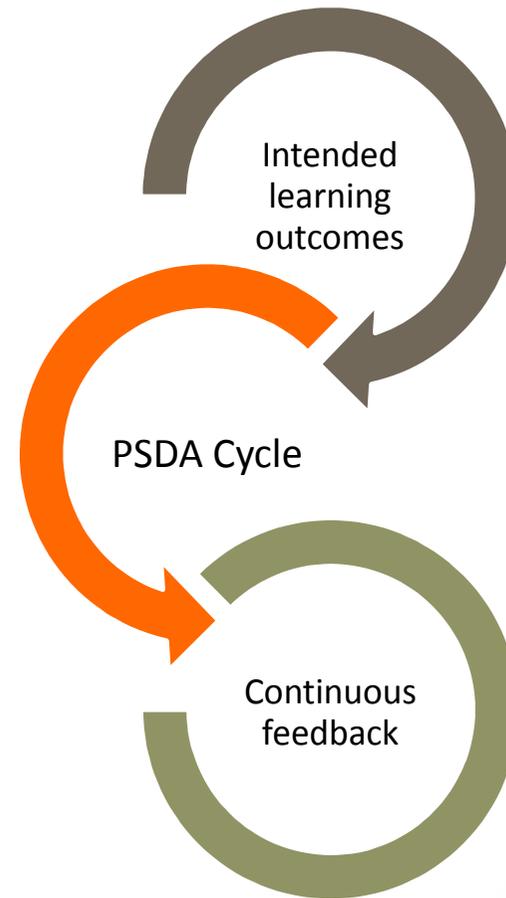
Quality Principles	Goal
<b>Learning Effectiveness</b>	The quality of learning online is demonstrated to be at least as good as the institutional norm
<b>Cost Effectiveness and Institutional Commitment</b>	The institution continuously improves services while reducing costs
<b>Access</b>	All learners who wish to learn online can access learning in a wide array of programs and courses
<b>Faculty Satisfaction</b>	Faculty are pleased with teaching online, citing appreciating and happiness
<b>Student Satisfaction</b>	Students are pleased with their experiences in learning online, including interaction with instructors and peers, learning outcomes that match expectations, services, and orientation

Table 1: The Sloan Consortium Quality Framework and The Five Pillars (partim from Moore, 2005)

# Practice-based Research

## QUESTIONS AND WORK FLOW

- Who participates, under which conditions?
- What works - do they learn?
- Are they satisfied about their learning/teaching experiences?



<b>Criterion</b>	<b>Practice-Based Research</b>	<b>Target Group</b>
<b>Access</b>	Questionnaire Secondary data	Students / Organisation
<b>Prior Learning</b>	Interview Secondary data	Students / Organisation
<b>Study Progress and drop-out</b>	Secondary data Interview / Questionnaire	Students / Organisation
<b>E-Tool Use</b>	Secondary data Log data	Students / Faculty / Organisation
<b>Learner satisfaction</b>	Interview / Focus group Questionnaire	Students
<b>Faculty satisfaction</b>	Interview / Focus group Questionnaire	Faculty

Table 2 CQI Framework for Adult Education at Hogeschool-Universiteit Brussel

# Access

## INDICATORS

- enrollment numbers
- motivation and expectations
- socio-demographics
- travel time
- job conditions
- study background
- technology ownership, knowledge and attitudes
- learning strategies

Datum: ...../...../.....

54258

VRAGENLIJST STUDENTEN BACHELOR IN HANDELSWETENSCHAPPEN

Duid aan wat van toepassing is:  dagonderwijs  avondonderwijs  
 modeltraject  flexibel traject

**DEEL I: PROFIEL**

1. Naam student: .....

2. Woonplaats (kruis aan):  Antwerpen  Oost-Vlaanderen  
 Brussels Hoofdstedelijk Gewest  Vlaams-Brabant  
 Limburg  West-Vlaanderen

3. Geslacht:  man  vrouw

4. Wat is uw geboortjaar? [ ][ ][ ][ ]

5. Wat is uw huidige familiale situatie?  
 inwonend bij ouders  
 alleenstaand zonder kind(eren)  
 alleenstaand met kind(eren)  
 samenwonend/gehuwd zonder kind(eren)  
 samenwonend/gehuwd met kind(eren)  
Bijv.  
Inden u één of meerdere kinderen heeft, specificeer de leeftijd(en): .....

6. Vrijtijdsbesteding: .....

7. Reistijd naar de campus: [ ] uur [ ][ ] minuten

8. Bent u van plan betaald educatief verlof op te nemen?  
 neen  ja  weet ik (nog) niet

9. Hoeveel uur/week kan u met uw studies bezig zijn, buiten de geplande contacturen?  
[ ][ ] uur [ ][ ] minuten

10. Wat is uw huidige beroepsituatie?  
 voltijds student  
 werkzoekend  
 voltijds werkend  
 deeltijds werkend, namelijk [ ][ ] %  
 gepensionneerd  
 langdurig ziekteverlof, arbeidsongeschikt of invalide  
 loopbaanonderbreking of zwangerschapverlof  
 huisman/huisvrouw  
Bijv.  
Inden u werkt of reeds gewerkt heeft, specificeer welke beroepservaring u relevant acht voor uw huidige studie: .....

Figure 1 Intake Questionnaire for Adult Students

# Recognition of Prior Learning

## Assessment

1. no secondary education qualification
2. competences already acquired



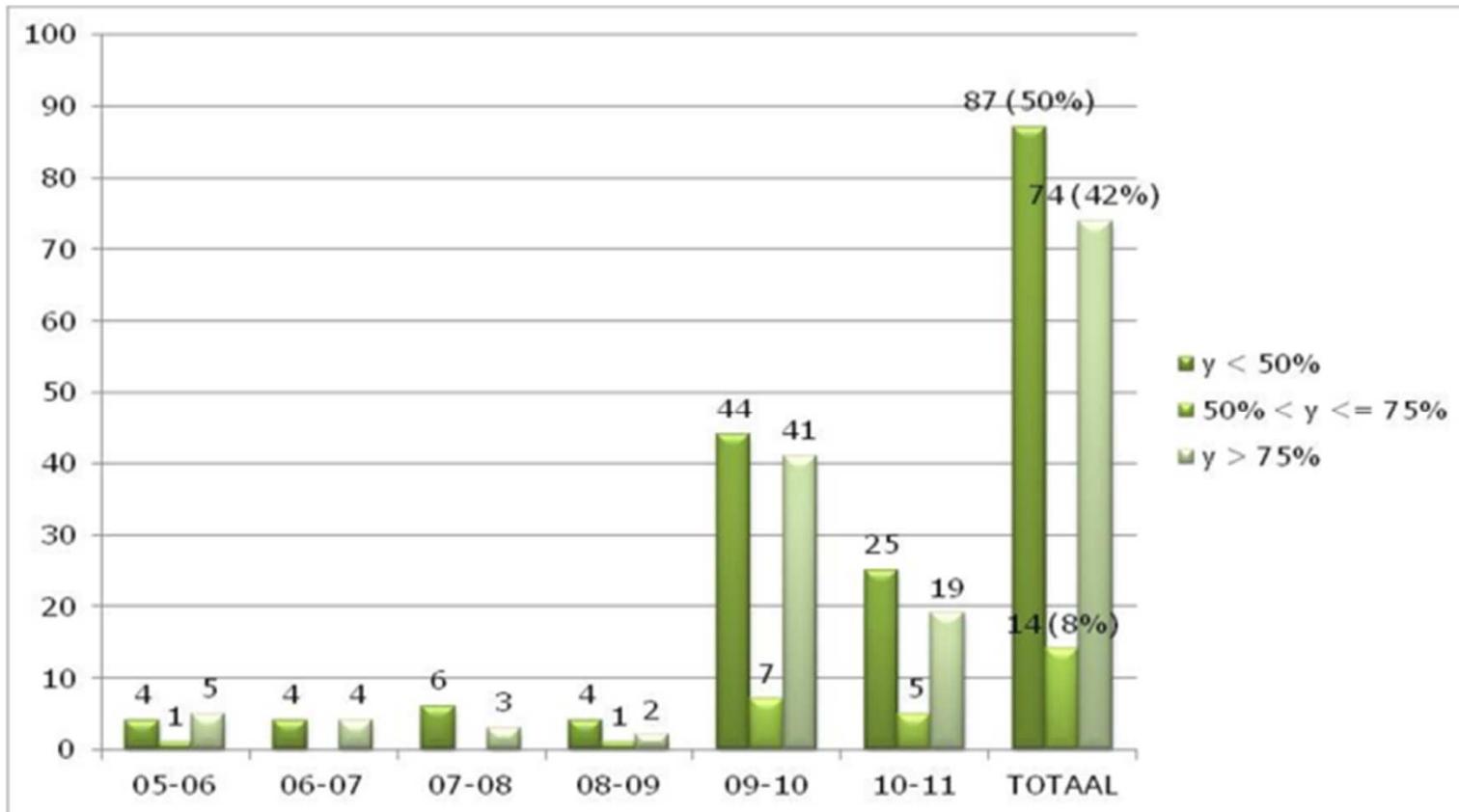
## INDICATORS ADMISSION ASSESSMENT

- receptive reading ability (test)
- motivation , persistence, study skills, sources for support (interview)
- extra: intelligence or language

## INDICATORS EVC

- knowledge, skills and attitudes
- tests: case, essay, overall, simulation, portfolio with interview, practice- or knowledge-oriented

Example findings:  
Study efficiency of all students admitted without qualification during their first year of study (since 2005)



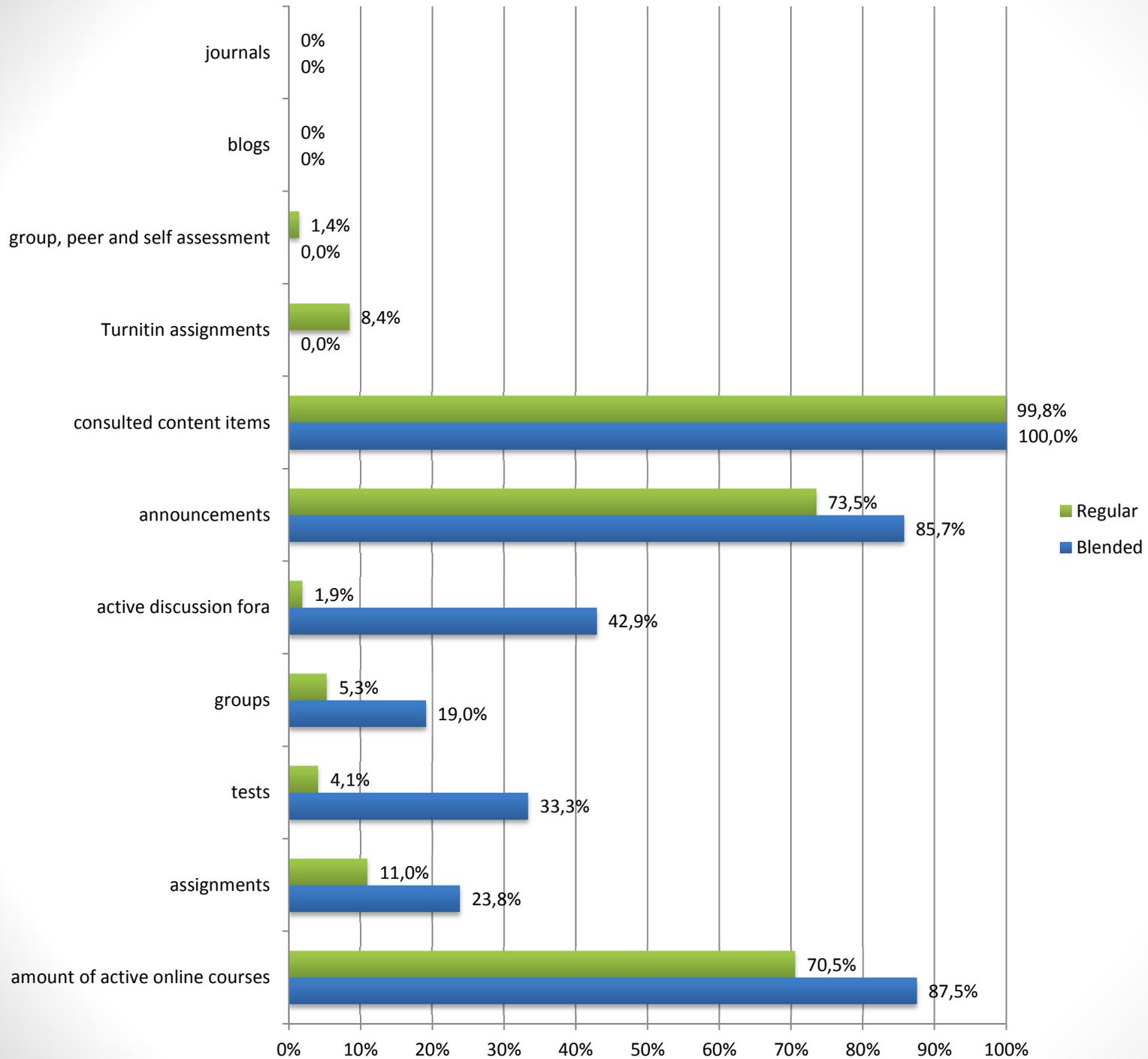
# Learning effectiveness and learner satisfaction

## INDICATORS

- performance
  - exams: participation and success
  - success rate
- study progress
  - study efficiency short-term
  - cumulative study efficiency
  - rate of formal drop-out (a)
  - rate of informal drop-out (b)
  - reasons for (a) and (b)

- aptitude of the programme
- course evaluation
- assessment of teaching

# e-Tool Use



# Implications



Policy and organisation

- Facts and figures
- Counterbalance limitations of legal framework
- Changes in (blended) teaching approach
- Adaptations in study and learning path counseling
- Improved support and in-service training

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