

## INTRODUCTION

Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

### AIM:

The aim of the policy is to set out the principles that underpin Loyola's approach to achieving excellence in teaching practice to support quality learning. It seeks to ensure that teaching practice at Loyola engages with the Catholic Intellectual Tradition, teaching, curricula and the learning provided for students give expression to the principles of Catholic Social thought.

Learning and teaching activities are a core part of the Loyola Academy's academic portfolio.

Practices that enable excellence in teaching include at three levels:

At the institution-wide level: including projects such as policy design, and support to organisation and internal quality assurance systems.

### Programme level:

Comprising actions to measure and enhance the design, content and delivery of the programmes within a department.

### Individual level:

**Including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus. These can include initiatives such as:**

- ❖ A centre for teaching and learning development
- ❖ Professional development activities (e.g. in-service training for faculty)
- ❖ Teaching excellence awards and competitions for remarkable improvements
- ❖ Teaching innovation funds teaching recruitment criteria
- ❖ Support to innovative pedagogy
- ❖ Communities of teaching and learning practices
- ❖ Learning environments (libraries, computing facilities...)
- ❖ Organisation and management of teaching and learning
- ❖ Support to foster student achievement (e.g. counselling, career advice, mentoring...)
- ❖ Students' evaluation (i.e. programme ratings, evaluating learning experiences)
- ❖ Self-evaluation of experimentations, peer-reviewing, benchmarking of practices
- ❖ Community service and work-based programmes, development-based programmes
- ❖ Competence-based assessments- A number of factors have brought quality teaching to the forefront of higher education policies.

## POLICY ON TEACHING & LEARNING

### **Institutions engage in fostering quality teaching essentially for the following reasons:**

- To respond to the growing demand for meaningful and relevant teaching. Students as well as employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.
- To demonstrate that they are reliable providers of good quality higher education, while operating in a complex setting, with multiple stakeholders, each with their own expectations (ministries, funding agencies, local authorities, employers...). To balance performance on teaching and learning achievements along with research performance, since even for elite, world-class universities, research performance is no longer sufficient to maintain the reputation of the institution.
- To effectively compete for students, against the backdrop of higher tuition fees and greater student mobility.
- To increase the efficiency of the teaching and learning process as funding constraints become more stringent. Teaching quality throughout the world is also influenced by contextual shifts within the higher education environment.