




## ABSTRACT

### Strategic Planning for the Advancement of the Teaching-Learning Quality in Higher Education(Ⅱ)

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By analyzing the patterns and practices of teaching and learning process of the university students in Korea, this research attempts to provide analytic information and possible policy options of quality improvement for Korea higher education. As this research, which is designed to be conducted for five consecutive years, enter into the second-year. Two kinds of surveys, students and faculty members, are administered. In addition to collecting data on the teaching-learning process from students, faculties' understandings and their practices are investigated. A total of 42,673 undergraduate students from 62 universities, 547 faculties from 10 universities participate in these two surveys. As survey will be expanded to technical and junior college level from 2015, the 1st phase of development of survey instrument targeting junior college students is completed.



## ■ Benchmarks of Teaching-Learning Engagement

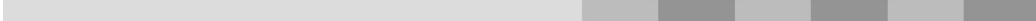
This research suggests the following six teaching-learning engagement benchmarks as areas that indicate an institutions' teaching-learning capacity. They are as follows:

- 1) PCL: Positive and Collaborative Learning
- 2) SFI : Student-Faculty Interaction
- 3) M-STL : Satisfaction with Teaching and Learning, Major,
- 4) L-STL : Satisfaction with Teaching and Learning, Liberal Arts,
- 5) TLO : Teaching and Learning Outcomes
- 6) QSS : Quality of Student Support

## ■ The Status of Teaching-Learning Process in 2014

Some significant findings of analysis of teaching-learning process in 2014 are as follows:

First, the level of satisfaction in Teaching and Learning, major(M-STL) shows the highest mean score, but the student-faculty interactions benchmark mean marks the lowest. Second, regarding the teaching-learning benchmark, group differences among students from different fields is shown. Education, Medical & Pharmaceutical, Arts, Music, and Physical Education and Engineering tend to indicate higher mean scores than students from other areas such as Humanities and Sciences. Third, the survey results show that most classes are offered in a form of unilateral lectures, and students' engagement levels and their class attitudes tend to be dissatisfactory.




## ■ Trend Analysis of Teaching–Learning Process of Undergraduate Students (2011~2014)

In order to understand changes in teaching–learning process of undergraduate students in recent years, data from 2011 to 2014 was analyzed. Korean universities have constantly emphasized Active–Collaborative Learning Activities, but differences are detected among survey items. Participating students answer more positively on questions about frequency of class experiences requiring high–order thinking process. And this tendency is stronger in more recent surveys. However, contrasting tendency of study activities may illustrate more difficult and complex environment of college students today. In addition, despite efforts to increase student–faculty interactions at the various levels, the survey results still show low levels of SFI. And finally, teaching–learning outcomes gained from university experiences are unsatisfactory.

## ■ The Factors Influencing Students' Learning Outcomes

In order to understand factors influencing students' learning outcomes, data sets from the Higher Education Information Disclosure System is utilized in addition to the survey data collected this year, and regression analysis is employed. The five benchmarks (PCL, M–STL, L–STL, SFI, QSS) correlate with the TLO. The higher the student grades become, the longer time invested for study, the higher one's GPA tend to have higher teaching–learning outcomes. Regarding gender differences, the female students achieve lower TLOs compared to their male counterparts. Time spent for working part–time jobs influence on TLO negatively. Contrastingly, scholarships and GPA indicates positive relations with TLO. The results of HLM analysis shows that a university's participation in the ACE project have positive influences in increasing TLOs.



## ■ Faculty's Understandings of Teaching-Learning Process

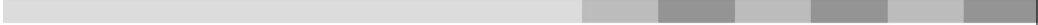
Faculty members tend to spend their times for research activities most, which suggests that they do not have sufficient time for class preparation, providing students feedback. However, faculties seem to recognize that the most important roles of faculties is related to teaching activities. The gap between the faculty's views and actual practices suggests faculty members' struggles. Impacts of faculty members' individual characteristics on Teaching-Learning benchmarks is analyzed. Faculties with the less teaching experiences, belongs in the lower rank tend to have higher interaction level with their students. And finally, a significant gap exist about the teaching-learning process between the students and faculty members.

## ■ Policy Recommendations

Based on the research findings and their implications, this research suggests some policy recommendations for the government and universities in two terms: short and extended.

Recommendations for the government include: First, in the short term, the government need to establish teaching-learning benchmarks, and provide supports for establishing data system. Utilization of teaching-learning process data in the government's funding projects such as ACE. And cooperation through establishing international networks and projects is needed for developing quality improvement strategies.

Second, in the longer term, a network among sectors of the government, research and university need to be established for close cooperations in data collection and application. And individualized student supporting system based on their backgrounds and needs need to be developed for increasing teaching-learning outcomes.



Recommendations for Korean universities are: in the short term, programs and strategies are needed to promote students' positive and collaborative learning as well as student-faculty interactions. Moreover, evaluation on existing educational programs are to improve the quality and increase their outcomes. And finally, evaluating teaching-learning outcomes based on scaled improvement rate is recommended, and target goals of TLO need to be set ahead.

And finally, in their longer term, integrated information system is needed to utilize and share student data at the institutional level. And supports for faculty's teaching activities at both financial and administrative levels are recommended, and strengthen the role of CTL is also needed in relation to providing supports for faculty members.

□ **Keywords:** Teaching and Learning Capability Indicators, Positive and Collaborative Learning(PCL), Satisfaction with Teaching and Learning; Major(M-STL), Satisfaction with Teaching and Learning; Liberal Arts(L-STL), Student-Faculty Interaction(SFI), Quality of Student Support(QSS), Student Engagement