VINCOLI, VALUTAZIONE E INNOVAZIONE.

STEFANO GOVONI- PRORETTORE ALLA DIDATTICA
Perché la valutazione?
In quale contesto si muove l’Italia?
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As a result of increasing competition in the labour market and the shift towards a society where knowledge is the key to success, higher education institutions (HEIs) are the center of attention for students and other stakeholders more than ever.

Transparency of European higher education through public quality assurance reports (EQArep21, 2014)
- Perché la valutazione?
- In quale contesto si muove l’Italia?
STANDARDS FOR INTERNAL QUALITY ASSURANCE

- Policy for quality assurance
- Design and approval of programmes
- Student-centred learning, teaching and assessment
- Student admission, progression, recognition and certification
- Teaching staff
- Learning resources and student support
- Information management
- Public information
- On-going monitoring and periodic review of programmes
- Cyclical external quality assurance
Che cosa valutare?
Didattica
Ricerca
Terza missione
Come (auto)valutare?
Mediante indicatori
Quali dati usare per confronto?
Propria storia
Benchmark di riferimento
Significato degli indicatori?
Uso degli indicatori?
Interventi guidati dagli indicatori

Interventi formali vs interventi tesi a modificare i tradizionali metodi di insegnamento e di valutazione.
“Uso interno o uso esterno?”
Valutazione e vincoli sono di ostacolo all’innovazione?
The resistance to change seen in higher education is, in general, quite similar to that seen in most organizations. Major disruptive change that leads to new business models typically produces new definitions of value and quality that most successful traditional organizations are unwilling to embrace as valid, even when they can see that customers increasingly prefer these new value offerings.
Two different but interlocking “external” institutions influence change in higher education: accreditation and government.

Lloyd Armstrong University of Southern California, Barriers to Innovation and Change in Higher Education, TIAA-CREF Institute, 2014
Real disruptive change in higher education will probably have to wait for an alternative system of accreditation, one that is focused on evaluating new models using standards of quality that appropriately reflect the different value propositions they offer. But that won’t happen without the approval and encouragement of the federal government.
A Quality Alternative
A New Vision for Higher Education Accreditation

By Ben Miller, David Bergeron, and Carmel Martin  October 2016
ACCREDITATION
As an example, in a system focused on results rather than the process to get there, providers would be freer to experiment with new ways of teaching and learning.
GOVERNMENT

The first thing to remember about government is that it is all about politics and power. These attributes tend not to be favorable to innovation.

Lloyd Armstrong University of Southern California, Barriers to Innovation and Change in Higher Education, TIAA-CREF Institute, 2014
Gli indicatori servono a fare una politica di sistema/ateneo?
No, ma…

- Informano sulla posizione rispetto alle altre università
- Allertano rispetto alle deviazioni
- Introducono una cultura che permette di affrontare l’innovazione, anche quella “dirompente”, mediante lo studio di indicatori di “mission” condivisi e appropriati