

Review of: "Quality assessment program of the teaching activity of the higher education faculty staff. A case study"

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Quality assessment program of the teaching activity of the higher education faculty staff. A case study.

I thank you for giving me the chance to review this article.

It is an interesting read, but I do not feel that the article in its current form has any major academic contribution, but perhaps a practical contribution to developing methods/programs for evaluating the program and teaching quality of higher education programs in Spain (and for that reason, also in other places).

What I lack to make an academic contribution of this investigation is a discussion (theory part) about what are considered to be factors that contribute/influence the perceived quality of the students in question. Furthermore, if a higher/better completed teaching actually results in a higher grade for the students and a better fulfilment of the learning objectives, compared to a perceived lower teaching quality.

I see the point through a better self-insight among participating colleagues through a self-evaluation, but miss the connection to pedagogical theory and how learning and knowledge creation (theoretical/practical) is actually received by students.

In its current form, the article is descriptive of the method/program used in Spain. In addition to how a working group consisting of 55 professors has evaluated results from 77 Spanish universities and proposes an improvement of the evaluation in 14 areas. This in itself is interesting, but provides little new academic knowledge. Therefore suggests that the article be added to a section with a theoretic discussion about what is considered quality in higher education and a connection to educational theory about how knowledge development in students takes place in different forms.

I have also attached the article (pdf) with a number of detailed comments.