

11.9.2025

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Title

How to make quality assurance processes more meaningful to teaching staff : a proposal from the field of music / Martin Prchal ; Linda Messas

Publication year

2017

Source/Footnote

In: Journal of the European higher education area. - 7 (2017) 2. - S. 17 - 31, auch In: Handbuch Qualität in Studium und Lehre / Hrsg.: Jürgen Kohler ... - 2017, 60. - E 10.5. - S. 69 - 83

Inventory number

45536

Keywords

Qualitätssicherung ; Wissenschaft : Musikwissenschaft ; Ausland : Niederlande : einzelne Hochschulen ; Ausland : Niederlande : Studium, Studenten, Lehre

Abstract

This paper addresses a challenge that is often referred to in quality assurance processes: the involvement in these processes of teaching staff. The authors suggest that this challenge can be approached effectively by creating a common language based on a concept of quality culture, which addresses both (artistic) standards and educational quality. Furthermore, an understanding of a diversity of disciplines and the need for a diversity of quality assurance tools supporting this understanding are described as essential elements to increase the relevance of quality assurance processes to teachers. (HRK / Abstract übernommen)