From Pedagogy to Quality Assurance in Education

An International Perspective



Edited by Heidi Flavian

From *Pedagogy* to *Quality Assurance* in Education



From *Pedagogy* to *Quality Assurance* in Education: An International Perspective

EDITED BY

HEIDI FLAVIAN

Achva Academic College, Israel



Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

© 2020 Edited material Heidi Flavian © 2020 chapter content to the respective authors

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83867-107-5 (Print) ISBN: 978-1-83867-106-8 (Online) ISBN: 978-1-83867-108-2 (Epub)



ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.

Certificate Number 1985 ISO 14001



Contents

Author Biographies	vii
Acknowledgements	xiii
Part I: Introduction	
Chapter 1 From <i>Pedagogy</i> to <i>Quality Assurance</i> in Education: An International Perspective	
Heidi Flavian	3
Part II: Education and Schools	
Chapter 2.1 Critical Thinking <i>Pedagogy</i> and <i>Quality</i> Assurance in the United States	
Valerie Lovegreen	13
Chapter 2.2 Proposal to Promote Quality of Education: A View from Spain	
Ernesto López-Gómez, Raúl González Fernández, Antonio Medina and Samuel Gento	20
	29
Chapter 2.3 The Management and Assurance of Quality in Romanian Schools	
Loredana-Adriana Tudorache, Ruxandra Folostina and Teodora Michel	45
Chapter 2.4 Pedagogical Approaches and Initiatives for	,,
Educational Quality Assurance in Turkey	
Nükhet Çıkrıkçı, H. Eren Suna and Yurdagül Günal	63
Chapter 2.5 Congruence Between Pedagogical and Assessment	
Approaches: A Case of One Large Province in South Africa Bongani D. Bantwini	87

Part III: Special Education

Chapter 3.1 Inclusion of Children with Special Needs as an Opportunity to Increase the Quality of Teaching in Israel	
Bilha Paryente and Heidi Flavian	103
Chapter 3.2 Inclusion, Diversity and Quality in the Mexican Educational Context: Perceptions of Teachers in the State of Sonora (Mexico) Manuela Guillén Lúgigo, Blanca Valenzuela and Reyna Campa Álvarez	117
Part IV: Higher Education and Adult Education	
Chapter 4.1 <i>Pedagogy</i> and <i>Quality Assurance</i> in Thai Higher Education Institutions	
Buratin Khampirat, Narupollawat Hastindra Na Ayudhaya and Phanommas Bamrungsin	129
Chapter 4.2 Quality Assurance in Adult Education in Latvia Ineta Luka, Andra Fernate, Rita Birzina and Tamara Pigozne	155
Index	175

Author Biographies

Phanommas Bamrungsin received her M.Ed. from Asia-Pacific International University, Thailand. She is a Lecturer of Mahamakut Buddhist University, Mahapajapati Buddhist College. Her teaching mostly emphasises on educational areas. Thus, her published researches are also based on educational areas such as cooperative education, peace for female education, *quality assurance* and Buddhist education.

Bongani D. Bantwini is a Visiting Professor in the Faculty of Education at Walter Sisulu University, Butterworth Campus, Eastern Cape Province South Africa. He is a Fulbright scholarship Fellow and has received both his Masters and PhD degrees in Elementary Education with a focus on science education from the University of Illinois at Urbana-Champaign, USA. He has held various positions as a science teacher, lecturer, professor and as a researcher both in the USA and South Africa. He has conducted several small to large scale research and evaluation studies, and wrote a number of successful grant proposals. His research interest includes primary school science education with a focus on teacher professional development, teaching and learning, science education reforms and school district issues focussing on districts role in supporting teachers, relationship of districts with schools and district leadership. He has several single and co-authored publications in national and international refereed journals and continues to contribute in his field.

Rita Birzina is from the University of Latvia, Latvia. She is the Dr. paed., Senior Researcher, Head of several teacher education programmes at the Faculty of Biology. She is also the author of 45 papers on biology didactics, developing scientific and digital literacy, e-learning, LLL in internationally reviewed editions and three book chapters on e-learning in HEIs. She is a Member of ASEM LLL Hub, Research NW1 'Development of ICT skills, e-learning and the culture of e-learning in LLL (e-ASEM)', Co-convenor of EERA NW11, Secretary of Doctoral School 'Human Capacity and Life Wide Learning in Inclusive Contexts of Diversity' and the Council of Biology Professors.

Reyna Campa Álvarez is a Research Professor at the Universidad de Sonora, México, in the Department of Psychology and Communication Sciences of the Social Sciences Faculty.

Narupollawat Hastindra Na Ayudhaya has been an English Teacher in both public and private university in Thailand since 2006. He is currently studying a degree of Doctor of Management in Cooperative Education at Suranaree University of Technology, Thailand. His research interests include English language instruction, *quality assurance*, workplace language and cooperative education.

Dr Nükhet Çıkrıkçı (Demirtaşlı) is from the İstanbul Aydin University. She obtained her BSc and MSc degrees from Psychology and Psychometry, respectively, at Hacettepe Üniversity. She completed her PhD in Educational Measurement and Evaluation at Ankara University. Her studies focussed on testing of student achievement, teachers' proficiency for assessment of student achievement, item response theory and educational accountability. She has many articles that are published national and international journals and presented papers at national and international conferences.

Andra Fernate is from the Latvian Academy of Sport Education, Latvia. She is Dr. paed., Professor, Vice-rector of Studies. She is the author of 74 papers on sport science area, LLL quality, effectiveness, *quality assurance* in education, sociocultural approach to developing core competences in the life wide learning, etc. in internationally reviewed editions, one monograph and four book chapters on education and learning in HEIs, development of core competences. She is a Member of ASEM LLL Hub, Research NW5 'ASEM LLL Core Competences', Co-convenor of EERA NW11 and Expert of the Academy of Sciences of Latvia in Sport Science and *Pedagogy*.

Dr Heidi Flavian is a Senior Lecturer, a Researcher and the Head of Special Education Department at Achva Academic College in Israel, and serves a Senior Lecturer in the International Team in the Feuerstein Institute since 2002. She is also a Co-editor of the *Journal of Quality Assurance in Education*, and served as a Editor-In-Chief for the *Journal of Quality Assurance in Education* in 2018. After many years of research and practice, her first book *Mediation and Thinking Development in Schools* was published in 2019. Her main areas of research and publishing are teacher training, mediation, thinking processes among students, and teaching students with special needs.

Ruxandra Folostina is a Senior Lecturer at the Faculty of Psychology and Educational Sciences, University of Bucharest and Visiting Professor at the University of Limerick and University of Barcelona. She is also an Associate Professor at the National University of Physical Education and Sports from Bucharest and President of the Romanian Association of Special Education. She has worked in the therapy of autism spectrum disorders for many years and provided clinical psychological services to children with ADHD, intellectual disability, and children with learning disorders. She is specialised in play therapy and drama therapy, Feuerstein Instrumental Enrichment Programmes. Previously, she was employed as an Educational Psychologist at the St Nicholas Special School in Bucharest.

Samuel Gento is an Educator who has contributed to educational systems around the world throughout his professional life. He was a Primary School Teacher, a Secondary School Teacher, an Inspector of Education and continued on to university where he has been Associate Professor, Tenure Professor and Full Professor. Currently, he is Emeritus Professor at Universidad Camilo José Cela, Spain. He is also Doctor Honor Cause by the University of Latvia and Founder and Honorary President of the 'European Association of Leadership and Quality of Education'. Along with his personal academic promotion, he focussed on a variety of studies in quality of education and leadership, and presented them at a various conferences and published a wide variety of papers. He acted as Link Convenor for nine years (from 2007 to 2015) and is still today active member of Network 11 on 'Educational Improvement and *Quality Assurance*'.

Raúl González Fernández has a degree in Psychopedagogy from the University of Vigo, Spain and a Doctorate in Educational Sciences from the National University of Distance Education (UNED), Spain). He is an Assistant Professor in the Department of Didactics, School Organisation and Special Didactics of the Faculty of Education of UNED and Secretary of the European Association of 'Leadership and Quality of Education'. His research is focussed on teacher training, educational treatment of diversity, leadership and improvement of educational quality.

Manuela Guillén Lúgigo is a Research Professor at the Universidad de Sonora, México, in the Department of Social Work of the Social Sciences Faculty and the Integral Postgraduate Degree in Social Sciences.

Dr Yurdagül Günal is from the Trabzon University. She received her master's and PhD degrees in Measurement and Evaluation Department at Ankara University in 2004 and in 2014, respectively. She also had a master's degree in Educational Management and Economy Department at Karadeniz Technical University. She served as a School Counsellor and an Expert in Measurement and Evaluation in the Ministry of National Education between 2003 and 2008. She is currently an Assistant Professor in Educational Sciences Department of Fatih Faculty of Education at Trabzon University. Some of her research areas include effective school and student achievement, factors affecting student achievement, educational measurement and evaluation, classroom practices of measurement and evaluation and teacher competencies in measurement and evaluation.

Buratin Khampirat, PhD, is an Assistant Professor of Educational Research at Suranaree University of Technology, Thailand. Her research interests focus on assessment of efficiency and effectiveness in higher education institutions, employability, career and student development, developing research instruments, assessment of competencies using structural equation modelling and multilevel modelling.

Ernesto López-Gómez has a degree in *Pedagogy* with Honors from Universidad Complutense de Madrid, Spain. He is a Doctor in Education awarded with Extraordinary Doctorate Mention (Universidad Nacional de Educación a

 \boldsymbol{x}

Distancia, UNED). Currently, he is an Assistant Professor in the Department of Didactics, School Organisation and Special Education in the Faculty of Education of UNED. He also serves as Secretary General of Spanish Society of Pedagogy (SEP) from november 2018. His research focusses on teacher education, faculty development, university tutoring, and higher education.

Valerie Lovegreen has a bachelor's degree in Elementary Education from Rhode Island College, a master's degree in Communicative Disorders from the University of Central Florida and a PhD in Psychology from Northcentral University. She has been a Speech Language Pathologist for 31 years, specialising in cognition and language. She has homeschooled students, owned a small private school for students with learning challenges and served as guidance counsellor, principal and clinical director at a K through 12 school and clinic for children with learning challenges. Currently, she provides language and cognitive therapy to clients from age 2 through adult and trains teachers and therapists in Instrumental Enrichment. She has written a chapter on social cognition for an edited book entitled Developing Empathy in the Early Years by Helen Garnett and a chapter on language and cognition in narrative development for an upcoming book edited by Helen Lumgair.

Ineta Luka is from the Turiba University, Latvia. She is a Dr. paed., Professor, Head of the Language Department. She is the author of 65 papers on language teaching/learning, competence development, higher education efficiency, LLL, etc. in internationally reviewed editions, two monographs and four book chapters on teaching/learning in HEIs. She is a Member of ASEM (Asia-Europe meeting) LLL Hub, Research NW4 'National Strategies for LLL', Co-convenor of EERA NW11 'Educational Improvement and *Quality Assurance*' and Expert of the Academy of Sciences of Latvia in *Pedagogy*.

Antonio Medina is Emeritus Professor at Universidad Nacional de Educación a Distancia, Spain, in the area of Teaching and School Organisation. He has supervised over 120 doctoral theses and has published numerous research papers in international journals and edited around 20 books on topics such as teacher training, institutional development, leadership, quality and assessment, teaching methods, among others. He has developed 20 national and international R&D projects on the previous topics. He is a Professor Honoris Cause in IUNIR, Argentina and also in the University of Santander Mexico in 2015.

Teodora Michel is a Primary School Teacher and Headmistress at the Uruguay School in Bucharest. She got her PhD in Educational Sciences with a research paper about positive approach in mass education with inclusion for special educational needs. She ran two documentation stages as a PhD student with a scholarship within the Romanian Academy project called 'Romanian culture and European cultural models: Research, synchronisation, durability', one documentation stage within the Florence University, the Educational Sciences Faculty and she participated in the training programme called 'Learning Propensity

Assessment Device Basic (LPAD-B)' organised by herself in partnership with the Feuerstein institute, and another documentation stage within the Eötvös Loránd University at the Special Psychology Faculty Bárczi Gusztáv and within the Hungarian Institute for Educational Research and Development.

Dr Bilha Paryente is a Lecturer and a Researcher at the Achva Academic College in Israel. She is a Senior Educational Psychologist in a private clinic and served in a regional public psychological service for more than 10 years. Her main areas of research and publishing are children's and parent's perspectives regarding stressful events and teacher training.

Tamara Pigozne is from the University of Latvia, Latvia. She is a Dr. paed., Senior Researcher at the Scientific Institute of *Pedagogy* of the Faculty of Education, Psychology, and Art. She is the author of 33 papers on AE, adult educators' competencies, e-learning, inclusive education, STEM teaching and learning, character education and stress coping. She has the research, managerial, administrative and volunteer experience participating in many international and national projects.

Dr H. Eren Suna is from the Ministry of National Education in the Turkish Republic. He is the Advisor to the Minister. His study fields are item and test-level bias analysis, effective school studies, accountability and transparency of educational systems, vocational education and training (VET) systems, and school effect on academic achievement. He also studies on effects of educational policies and transition systems between school levels. His published papers mostly focus on the effects of various factors on students' academic achievement, effects of diverse transition systems from middle school to high school in Turkey, structuring the vocational education and training systems, comparative analysis of methods which are used in human resource management and psychometric analysis of diverse measurement tools which are used as standardised high-stake tests.

Loredana-Adriana Tudorache is working as Junior Lecturer and Junior Researcher at the Faculty of Psychology and Educational Sciences, University of Bucharest since 2015. In February 2016, she obtained her PhD in domain of Educational Sciences, titled Quality Management and *Quality Assurance* in Special School – A Co-responsibility Approach. She has working experience as a specialist for children with mental disability, but also with children with associated problems (including hearing disability), in classroom as teacher and also individual as therapist (psychodiagnostic, cognitive, and speech therapy) or support teacher (in mainstream schools). She is an Expert in Management, Feuerstein Instrumental Enrichment and Learning Propensity Assessment Device, Alternative and Augmentative Communication.

Blanca Valenzuela is a Research Professor at the Universidad de Sonora, México, in the Department of Psychology and Communication Sciences of the Social Sciences Faculty and the Integral Postgraduate Degree in Social Sciences.



Acknowledgements

This book presents a joined work of variety of researchers from around the world. Therefore, I would like to thank each of the authors for sharing their studies and knowledge and for their great contribution to the final result. Moreover, I would also like to thank my family for their encouragements throughout the process of writing and editing this book.