

# Examination of the Quality Teaching in Turkish Higher Education Based on the External Evaluation Reports from Multiple Perspectives

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**Abstract:** External evaluation has a critical function to promote quality. In this study, the Turkish Higher Education System's teaching quality was examined through multiple perspectives. For this purpose, the institutional external evaluation reports prepared for 115 higher education institutions in Turkey were analyzed according to the International Quality Assurance Standards, National Institutional External Criteria, and the literature's quality indicators. The content analyses, which were conducted independently by the researchers, were compared to derive the findings. findings revealed findings revealed a lack of conceptual components, accountability, and detailed submission reports in terms of reporting. The analysis concluded that the input dimension was prioritized, whereas the process and output dimensions were neglected in the external evaluation criteria. Three different quality indicators revealed that the level of quality teaching in Turkish higher education was low. The implications were developed to promote quality teaching.

**Keywords:** Higher education, quality teaching, national criteria, international criteria.

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## Introduction

The tendency for the numerical growth in higher education is giving way to institutional regulations to improve the quality in education around the world. Matters such as quality, qualification, recognition, and employability become prominent (Cetinsaya, 2014; Hénard, 2010; Kavak, 2011; Tekneci, 2016). Higher education institutions focus on ensuring quality assurance systems, recognition, mobility, competition, paradigm change in learning, and graduates' employment (Wells, 2018). The balance between research and teaching, which are the primary functions of universities, has resulted against teaching in recent years (Hacıfazlıoğlu, 2006; Üstünlüoğlu, 2017). However, ignoring quality teaching has affected training negatively (Gunn, 2018). The higher education system, which has a crucial responsibility in social and economic development, can fulfill its responsibility through qualified graduates trained via quality teaching. It is of the utmost importance of the political aims to equip students with knowledge, skills, attitudes, and behaviors which the era require and labor market demand through quality teaching (Ministry of Development, 2018; Ministry of Education, 2019). Therefore, reformative interventions should be conducted to promote quality teaching in higher education by revealing its facts and identifying its strengths and limitations. Otherwise, a covert constitution, which can negatively influence a country's social and economic developments, can be overlooked. According to evidence-based decisions, the reformative interventions present the current situation in a valid and reliable way. However, few studies focusing on the quality teaching in the Turkish higher education were reached. These studies just deal with certain programs of particular universities (Hacıfazlıoğlu, 2006; Üstünlüoğlu, 2017). A research using comprehensive and different indicators was needed. In this study, more than half of the Turkish universities examined regarding quality teaching through three different quality indicators. As this study is one of the limited studies examining the quality teaching in the Turkish higher education institutions through document analysis, it is thought to contribute to the application and literature in higher education studies.

## Quality

Quality is to satisfy users by fulfilling their needs through standardized services or products. The main idea of quality is to acquire better outcomes by improving processes. When it is applied to education, it is to implement training services conforming to standards, to make stakeholders, particularly students and their parents satisfied with training, and to enable students to apply their acquisitions in real life (Özdemir, 2015; Yıldırım, 2018). Quality in higher education means *higher education management quality*. The primary indicator for this quality is to provide training meeting students' needs in their real life. The treatments conducted to realize this purpose constitute *quality culture* (Elken & Stensaker, 2018).

## Quality in Higher Education

The initiatives to improve higher education quality have ensured quality assurance systems to emerge. The quality matter in higher education has turned into a global action plan through the Bologna Process. European Association for Quality Assurance in Higher Education (ENQA) was founded to form a shared higher education network to ensure a harmony and coordination among the quality development applications. In this regard, ENQA identified the Standards and Guidelines for Quality Assurance (ESG). These standards' main focus is *student-centered approach to teaching and learning*. In line with ESG, the standards for quality assurance consist of *internal quality assurance, external quality assurance, and quality assurance agencies* (ENQA, 2015). National higher education institutions have adapted ESG including quality teaching and learning to integrate into their national systems (Alzafari & Ursin, 2019). ESG can differ as every country's historical and cultural context shape teaching-learning processes (Stensaker & Leiber, 2015). Higher education institutions have developed two different interventions. The first one is administrative intervention focusing on quality issues. In this type of intervention, independent quality assurance agencies run internal supervisory mechanisms concerning external evaluations. The main aim of quality assurance system is to improve students' learning (Bollman, 2001). The second one is to install quality culture across all universities (Elken & Stensaker, 2018). In the implementation of ESG assessment, the basic processes consist of self-assessment, an external assessment containing a site visit, an external assessment report, and a follow-up (ENQA, 2015, 18). External neutral observations for higher education institutions and reports concerning quality issues create development opportunities (Stensaker & Leiber, 2015). These reports involve the data, making higher education institutions' instructions more effective and meeting their needs (Hénard, 2010).

Turkey like a number of countries (Gumus, 2018; Kaya, 2017; Wang, Sun & Jiang, 2018) has embarked on the quality standards in higher education in the context with the Bologna Process (Akar & Babadogan, 2018; Stensaker & Leiber, 2015). These countries have committed to conform to the internal and external quality assurance standards and principles in line with ESG. It appears that the Bologna Process and ENQA play an effective role in shaping the higher education of Turkey (Ozdemir, 2015). Turkish Higher Education Quality Council (THEQC) was founded within this scope and quality assurance system has been put into effect (CoHE, 2018). In this regard, higher education institutions are supposed to identify their strategic plans based on their self-assessments and create a constant improvement system. In this respect, *external observer site visits, self-assessments, reporting, feedback, and tracking processes* are conducted. Quality standards are determined to make evaluations. Higher education institutions are evaluated according to their management and decision making, researching, quality culture, serving public, and internalization dimensions. The answers for the questions "*what is done?*", "*how is it done?*" and "*how are people informed about it?*" and "*how does the institution develop?*" are sought (Dakovic & Gover, 2019). As a result of these evaluations, it is reported and declared to what extent a higher education institution conforms to quality standards. It

is certified that it is subject to external evaluation in every five years in this process (CoHE Bologna Process, 2014; ENQA, 2015).

## **Policies to Improve Teaching in Higher Education**

One of the Bologna process objectives is to assure *quality teaching and learning* (Alzafari & Ursin, 2019; Bollman, 2001; Elken & Stensaker, 2018). Teaching is shared according to individuals, philosophy and values. *Quality teaching* is a basic means to transform educational process. Quality culture aims to ensure interaction between instruction and research (ENQA, 2015). Education is a dynamic field, which can be reorganized according to universities' contextual conditions such as innovations, regional developments, and citizenship relationships. It enables candidates to acquire new knowledge and skills they will require in their work life. Students demand education and teaching to equip themselves with the knowledge and skills they need (Hénard, 2010; Kavak, 2011). If their demand is not met, they characterize it as a poor quality teaching (Dicker, Garcia, Kelly & Mulrooney, 2019; Joshi, 2017). The ESG external and internal quality assurance standards for *student-centered learning and teaching* are as follows (ENQA, 2015: 18): *i*) students' needs and differences should be satisfied through flexible learning channels; *ii*) different and effective teaching styles should be used; *iii*) various pedagogical methods should be implemented flexibly; *iv*) pedagogical methods should be regularly monitored and adaptations should be made in these methods to make teaching effective; *v*) students should be guided and encouraged to undertake their responsibility and autonomy for their learning; *vi*) a mutual respect between student and instructor should be formed; *vii*) a mechanism should be implemented to deal with students' complaints. In the *assessment and evaluation* dimension: *i*) evaluators (teachers) should be supported to improve their evaluation-assessment skills; *ii*) students should be informed about the assessment criteria beforehand; *iii*) assessment should inform students to what extent they learn the aimed acquisitions. If it is necessary, it should guide them how to learn; *iv*) if it is possible, at least two evaluators should be involved; *v*) regulations should be employed to decrease the negative sides of assessment; *vi*) evaluation-assessment should be employed to all students according to the fair and pre-determined processes; *vii*) an official process should be defined for students' objections.

THEQC identified National Institutional External Evaluation Criteria (NIEC) to transform ESG criteria to the national ones in the context with the standardization of the external evaluations (2016:3). *Student centered learning, teaching, and evaluation* sub-dimensions in NIEC are used as indicators for quality teaching. External evaluators regarding these indicators monitor quality teaching in higher education institutions. THEQC releases annual feedback reports considering Institutional Follow-Up Reports (IFUR). Some quality indicators for the evaluation of *student centered learning, teaching, and evaluation* sub-dimensions are: *i*) application examples implemented in the centers for teaching and learning, *ii*) student-centered educational practices, *iii*) questionnaires involving students' feedbacks, *iv*) academicians' competency

concerning student-centered teaching (learning-teaching and evaluation-assessment methods).

Although quality teaching evaluation is an extremely complicated and difficult issue, it can be determined according to input, process, and output indicators (Hénard, 2010; Ustunluoglu, 2017). More attention is paid to knowledge, skill, and outcomes acquisitions, which create resources for concrete outputs. Rather than number of graduates, their knowledge, skill, and outcomes are considered. Gunn (2018) explains three basic dimensions in a quality teaching indicating *teachers' interaction with their students, teachers' mobilizing students, and learning something new*. In this framework, organizing, implementing and evaluating a lesson, and providing students with feedback concerning their lesson develop their knowledge, skills, and outputs. The teaching practices, which enable students' learning and development, give information about quality teaching concerning the materials, resources, curricula, assessment-evaluation of students' learning, and reporting process and styles. Nowadays, institutional external and internal evaluations aim to reveal how institutional units function and quality matters in academic activities (Stensaker & Leiber, 2015). Besides, students' perceptions for teaching and learning activities are identified (Dicker, Garcia, Kelly & Mulrooney, 2019). On the other hand, as students' satisfaction levels vary according to their academic qualities (Başoğlu, 2019), their satisfaction with quality teaching is not just an indicator (Gunn, 2018). In recent years, a particular focus has been placed on the inspiring and transformative features of teaching based on their perceptions and experiences. However, Wang, et al. (2018) argue that students' evaluations provide general data that do not fulfill the primary purpose of making teaching more effective. Their evaluations supply data concerning classroom management, students' attitudes, and teaching methods. At this point, multiple indicators are suggested to be used together. For instance, students' portfolios, group interactions, project reports, academicians' qualities, and number of students per academician can be utilized (Gunn, 2018; Ustunluoglu, 2017).

Dicker et al. (2019) posed several questions to determine university students' perceptions for quality teaching and learning in terms of input, process, and output dimensions: "Do academicians ensure your learning?" "Are various teaching methods used?" "Do these methods ensure your learning?" According to Ustunluoglu (2017), the elements of effective teaching includes, explaining the learning objectives to students beforehand, involving all students' participation in lesson, transforming conceptual and theoretical knowledge to application, developing students' skills to ask questions, creating a positive classroom environment, forming coherence between assessment-evaluation and teaching, and using assessment-evaluation as a means of developing students' learning. Besides, Hacifazlioglu (2006) remarked that *students should be informed about evaluation criteria beforehand*.

The studies dealing with *universities' current situations with regard to quality teaching* in the literature were reviewed. Hacifazlioglu (2006) examined the teaching processes and learning sources based on the students' perceptions studying in the faculties of

management and education at two metropolitan universities. In this study it was found that they have positive attitudes towards the teaching processes and learning sources. It was revealed in the study conducted by Ozdemir (2015) that there is a low significant difference among the academic achievements of the students studying in the faculty of education at a Turkish university, teaching processes in their units, and learning sources. Basoglu (2019) identified a significant difference between the students' qualities at a private university and their perceived quality of education and research publishing opportunities at the university and the academicians' perceived quality of education. Hénard (2010) examined quality teaching and learning in 29 higher education institutions in 20 different countries. Dicker, Garcia, Kelly and Mulrooney (2019) indicated in their studies how the students, academicians, and the other employees perceived the quality teaching and learning at the university in the UK. In the study, the students were satisfied with the teaching and learning activities, whereas they were hesitant about the quality education they got. It was found that the students and academicians have different opinions. A similar result was identified by Ustunluoglu (2017, 2016). In similar two studies, the researcher compared the perceptions of the students and academicians involved in the faculties of education of one university in Turkey and one university in Slovakia; and one university in Turkey and one university in the USA with regard to the qualities of teaching methods, classroom management, and assessment-evaluation activities implemented in the lessons. According to students, the academicians could not meet students' expectations, and their pedagogical competencies were perceived to be at a low level. Joshi (2017) confirmed that the quality teaching is low at a university in India based on the students and academicians' perceptions. The students in the study conducted by Wang, et al. (2018) indicated that the instructors' teaching skills are the most important dimensions. However, they explained that their lessons' quality teaching could not meet their expectations. In this study, the instructors' academic titles and experiences were determined not to be effective to ensure the quality teaching. Akar and Babadoğan (2018) found that the internal evaluation reports concerning the adoption of the quality culture in the faculties of education of several universities in Turkey are not read by the academician administrators or are believed not to reflect the reality. The literature review indicated that there are a number of descriptive studies (Basoglu, 2019; Dicker, Garcia, Kelly & Mulrooney, 2019; Hacifazlioglu, 2006; Joshi, 2017; Ozdemir, 2015; Pedro, Mendes & Lourenço, 2018; Ustunluoglu, 2017; Wang, et al., 2018) examining a particular university or faculty at a particular period with regard to quality. However, it was identified that few studies (Dakovic & Gover, 2019; Hénard, 2010) were conducted to comprehensively promote *quality teaching* in higher education. Therefore, more studies are required to be implemented for quality teaching in higher education (Ustunluoglu, 2016). There are a quite few research studies on the quality of teaching in the Turkish higher education institutions. However, studies on evaluating the quality of teaching in higher education are rare to find in literature.

## Purpose and Research Questions

This study's main purpose is to evaluate quality teaching in higher education. In line with this purpose, the following questions were formed:

- i) What are the contents related to the teaching and learning evaluations in 2016, 2017, and 2018 Higher Education Evaluation and Quality Assurance Annual Situation Reports (HER)?
- ii) To what extent were the evaluations made in HER according to the National Institutional External Criteria (NIEC), the Standards and Guidelines for Quality Assurance (ESG), and the quality teaching indicators that were obtained from the literature review (QIL)?
- iii) What is the current situation of the Turkish universities concerning the quality teaching in HER according to the National Institutional External Criteria (NIEC), the Standards and Guidelines for Quality Assurance (ESG), and the quality teaching indicators that were obtained from the literature review (QIL)?
- iv) In which dimensions were the developments and matters identified in the Turkish higher education concerning the quality teaching in 2016, 2017, and 2018?

## Methodology

### Research Design

This study was carried out as qualitative research, and document analysis was considered to be the most appropriate method to find answers for the research problems. As the criteria were predetermined before starting the content analysis, this type of content analysis can be categorized as criterion based content analysis (Fraenkel, Wallen & Hyun, 2012). The criteria in this study were the National Institutional External Criteria (NIEC), the Standards and Guidelines for Quality Assurance (ESG), and the quality teaching indicators that were obtained from the literature review. The research model is displayed in Figure 1.

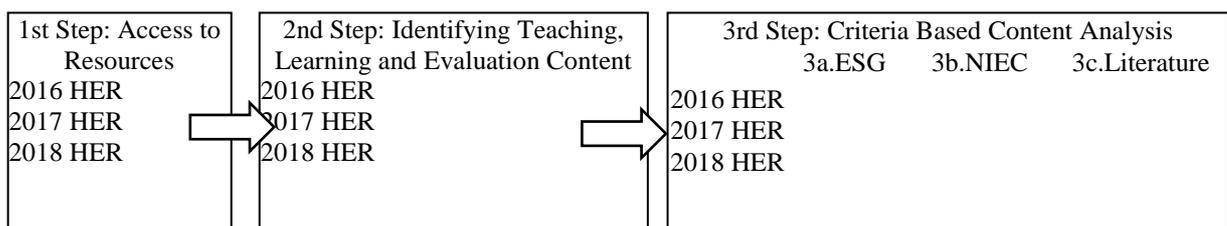


Figure 1. Research model

## Data Sources

External assessment reports provide researchers and decision makers with the data for quality teaching in higher education institutions. They include site visit and interviews concerning teaching-learning dimension in accordance with ESG (ENQA, 2015). They describe the current situations for quality teaching in these institutions. According to Elken and Stensaker (2018), the external assessment reports can indicate the attempts to develop higher education quality assurance. It is possible to obtain data in different dimensions examining Higher Education Evaluation and Quality Assurance Annual Situation Report (HER), which is prepared by the external evaluation commissions. The reports are analyzed according to national, international, and the literature criteria and can shed light on the intervention points to improve quality teaching in higher education.

This study's main data sources constitute "Higher Education Evaluation and Quality Assurance Annual Situation Report (HER)" published by THEQC. 20, 50 and 45 higher education programs were included in the institutional external evaluation programs 2016, 2017, and 2018, respectively. 115 out of 206 higher education institutions were involved in the external evaluation process (THEQC, 2019). HER is prepared based on the reports written in these institutions' external evaluations. Three HERs were published in 2017, 2018, & 2019. These reports are available on the official website of THEQC. The report 2016 was released in 2017. The sections such as *the main principles for external evaluation, the overall evaluations of institutional internal evaluation reports (IIER), the suggestions to improve the process, the feedbacks of the presidents of the external evaluation commissions, the external evaluation acquisitions, and the evaluations for the feedbacks derived from the institutions subject to the external evaluations* are provided in the report (THEQC, 2017). The situation report 2017 was published in 2018. Apart from the previous report, the latter report included additional sections, including the situation reports for *regional development focused universities and research focused universities* (THEQC, 2018). The report 2018 was published in 2019. In addition to the former two reports, the consistency between *institutional internal evaluation report (IIER)* and *institutional feedback reports (IFR)* was dealt (THEQC, 2019).

## Data Analysis

Three different content analysis instruments were used in the study. The first instrument was ESG standards which were publicly declared by ENQA (2015). The second instrument was NIEC which was designed based on the ESG by THEQC (2016). The third instrument was formed based on the quality indicators which were identified in the literature review (QIL). As ESG standards (ENQA, 2015) and the quality indicators for NIEC (THEQC, 2016) had been published beforehand, each item / indicator as a separate item in line with the analytical evaluation was indicated. So, ESG standards involve 13 items, NIEC 6 items, and QIL 13 items.

The studies included as the third data analysis instrument (QIL) were identified from the literature review. The items such as *student centered learning-teaching and evaluation* were selected in these studies (Basoglu, 2019; Dicker, et al., 2019; Gunn, 2018; Hacifazlioglu, 2006; Hénard, 2010; Joshi, 2017; Ozdemir, 2015; Ustunluoglu, 2017; Wang, et al., 2018). Two researchers reviewed the related studies independently to identify QIL items, combined them in a shared data pool, and prepared a shared form by comparing the tentative items. These items were edited through the combination and restatement. Three academicians, who received their doctorate in the fields of educational administration, assessment and evaluation, and curriculum and instruction, examined the edited items. Based on the perceptions of the independent reviewers, two items, which had the close meaning, were reduced to one item (*Conceptual knowledge is materialized and theoretical knowledge is put into practice*, item 6) and one item was re-edited (*what are taught in lessons instead of lessons*, item 9). In this way, the third data analysis instrument was finalized. QIL has four dimensions, namely teaching process, assessment, learning environment, and satisfaction. The researchers piloted the QIL on a randomly selected HER report. As it worked on this report, the researcher decided to conduct the content analysis.

The content analysis of the reports was implemented in three stages. As an initial stage, all of the HER reports were accessed by the time the current study was conducted. In the second stage, the sections concerning *student centered learning-teaching and evaluation (SLTE)* were looked for and selected in the reports. Then, they were coded regarding predetermined codes explained in the following lines. Six pages were allocated for SLTE (pp.41-46) in HER 2016; eight pages (pp. 36-43) in HER 2017; and eight pages (pp.36-41) in HER 2018. In this process, three field experts identified the contents separately and scored the extent to which the contents met the criteria. They developed a shared coding and rating examining HER 2016 together in this context. Then, HERs 2017 and 2018 were analyzed independently and the content for SLTE was determined. The consistency among the content was determined (see Table 1). It was confirmed that nine out of 42 sub-titles had lack of consistency and this was handled through comparison with the main source, restatement, combination, or elimination of the statements. The final stage was scored to what extent the content in Table 2 met the criteria in the measurement instruments. At the same time, the higher education institutions' situation with regard to the related criteria was qualitatively indicated. So, both quantitative and qualitative data for 32 criteria (six criteria NIEC; 13 criteria for ESG; 13 criteria for QIL) were derived. The quantitative data score for each criterion was rated between 0 and 3. Zero (0) indicates the item in the data analysis instrument is not met; one (1) at low level; two (2) at a moderate level; three (3) at a high level. The agreement among three independent raters was examined for 2017 HER and 2018 HER separately. Kendall's W. Kendall's W is used to calculate the agreement among more than two raters and 0.60-0.80 good agreement (Grothe & Schmid, 2011; Pallant, 2010). According to the results of Kendall's W analysis in Table 1, there is a good agreement among the raters.

**Table 1.**

*Statistical Results for the Agreement among the Raters in the Content Analysis*

Statistics	2017 HER				2018 HER			
	NIEC	ESG	QIL	Genera I	NIEC	ESG	QIL	Genera I
Number of items	6	13	13	32	6	13	13	32
Kendall's W <sup>a</sup>	.670	.597	.837	.731	.862	.834	.834	.850
Chi-Square	10.05	21.50	30.14	67.974	12.93	30.04	30.04	79.017
Df	4	7	0		5	0	0	
P	.074	.043	.003	<.001	.024	.003	.003	<.001

a. Kendall's Coefficient of Concordance: Number of raters=3

The score intervals were identified to interpret the derived total scores. The interval scores for ESG standards and QIL are as follows 0-7 (very low), 8-15 (low), 16-23 (moderate), 24-31 (high), and 32-39 (very high). The scores for NIEC are as follows 0-3 (very low), 4-7 (low), 8-11(moderate), 12-15 (high), and 16-19 (very high). In the qualitative data, the relation of data in the examined paragraph with regard to the item was explained. In this way, the higher education institutions' quality teaching was evaluated. Both the quantitative and qualitative data were coded and written in the data analysis instrument form. This procedure was also implemented for the second and third data analysis instruments.

### Consistency and Establishing Trustworthiness

This study considered alternative epistemology principles. The nature of reality is put forward via different perspectives. People views qualitative findings through different paradigmatic lenses (Patton, 2002). This study's data sources, including HER 2016, 2017, and 2018 are accessible by everyone and their access addresses were provided (THEQC, 2017, 2018, 2019). This increases the trustworthiness of the study. The validity of the study was ensured considering the perceptions of the experts in the field of education for ESG, NIEC, and QIL instruments to determine the student centered teaching content. The experts were enabled to determine and rate the content independently to prevent the negative effects of biases. The consistency reliability among the examiners was calculated to ensure its reliability and consistency. Besides, the internal consistency of the content was tested with regard to "contradiction-consistency" aspect. The derived results were separately submitted to the experts who conducted the content analysis and their consistency with the main resource was controlled, which supported the trustworthiness of the study.

## Findings

The quality teaching in Turkish higher education was examined according to the external evaluation reports from multiple perspectives. The examination was conducted in line with the research questions. The answers for these questions were provided in this part.

### ***What are the Contents related with the Teaching and Learning Evaluations in 2016, 2017, and 2018 Higher Education Evaluation and Quality Assurance Annual Situation Reports (HER)?***

The content identified for this sub-problem was indicated under 14 themes in Table 2. The content for 8 themes out of 14 themes was determined in each HER. Eight themes were included in HER 2016 and 2017. HER 2018 contained 11 themes. HER 2018 is different from the previous reports regarding style in the sense that it presented the strengths and aspects that are open to improvement under separate titles (THEQC, 2019). The report depicted “the ideal situation” with obligations rather than define “the current reality” through quantitative and qualitative data. This makes it hard to evaluate the situations identified in HER 2018.

It was observed in the reports that a change occurred in the importance of the issues based on the detailed content analysis. To illustrate, the importance of “tracking the acquisition of competencies” had decreased in the upcoming years, whereas the importance of “active based learning” had increased. The issue for training for trainers had also increased. In the last report, the most emphasized themes were “tracking and updating curricula” and “support and access to learning resources”.

It was identified in the reports that the strengths of the Turkish higher education system were the physical environment and instructors’ presence. However, the aspects such as knowledge, skill, and application should be developed. For instance, the treatment to improve the acquisition of the competencies regarded as the most distinctive problem despite the institutions' technological infrastructure. Similarly, another problematic issue was to use assessment- evaluation to enable students to learn better. Although there was a positive classroom environment in the institutions, the most problematic aspect stemmed from “the effective and various activities to meet learners’ needs and expectations”. In this regard, it was indicated that the instructors’ qualities were high. However, it was emphasized that they should increase their teaching competencies. So, it was stated that the issue for trainers' training was open to improvement.

**Table 2.**

*The Content Identified for SLTE in HERs by Years*

No	Theme	HER 2016	HER 2017	HER 2018
1	Supports and access to learning resources.			The strengths of the institutions are the facilities and infrastructure where training activities are implemented.
2	Curriculum design and its accordance with National Qualifications Framework for Higher Education in Turkey (NQFFHE)		It is a legal obligation to determine students' competencies in accordance with the knowledge, skills and competences in National Qualifications Framework for Higher Education in Turkey (NQFFHE). Only 16 % of the institutions associated their learning outputs with NQFFHE and published them in national and international languages (THEQC, 2018: 42).	The compatibility of the curriculum competencies with NQFFHE is open to improvement.
3	Constant tracking and updating curricula			The curricula of the majority of the institutions (83%), which were involved in the external evaluation program, should be constantly tracked and updated (THEQC, 2019: 37). The external stakeholders' perceptions should be regarded to design and update the curricula.
4	Tracking the acquisition situation of the aimed competencies and improving it	The need for the assurance to enable students to acquire the aimed competencies and to determine their achievements through assessment- evaluation was stated. Nearly one in four institutions (26%) met the expectations to track the acquisitions situations of the aimed competencies and to improve it.	More than half of the higher education institutions (n=50) did not track the access to the curricula competencies. Only 25% of the institutions met the expectations to track the students' acquisition situations of the aimed competencies and improve it (THEQC, 2018: 37).	Determining the students' acquisition situation of the curricula competences is open to improvement. The most important aspect was to fulfill the acquisitions.
5	The effective, fair and transparent evaluation system	To meet the expectation to create an effective, fair and transparent evaluation system was fulfilled at a low level.	Only 33 % of the institutions could meet the expectation to create an effective, fair and transparent evaluation system.	The instructors should use student centered evaluation approaches in their lessons.
6	Evaluation based learning outputs	The expectation of using evaluation system based learning outputs was met in only 25 % of the institutions.	The expectation to use evaluation system based learning outputs was met in only 14 % of the institutions (THEQC, 2018: 37).	The need to make compatibility among learning outputs, students' workloads, learning-teaching practices and assessment-evaluation was stated.

7	Active teaching approach based student and learning	The most of the institutions failed to meet the expectation to embrace student centered training. The strategies supporting active learning should be commonly used and teachers should use these strategies in their teaching practices. Only 16 % of the institutions met the expectation to use learning based teaching.	Only 4 % of the institutions met the expectation to embrace student centered training. The strategies supporting active learning should be commonly used and teachers should use these strategies in their teaching practices. Only 6 % of the institutions met the expectation of increasing students' awareness (THEQC, 2018: 38).	With regard to SLTE criterion, a regression was determined compared to the former period and the need to improve the processes was stressed (THEQC, 2019: 28). The definition of the processes for the student-centered active learning method is open to improvement. Besides, students should undertake active roles in learning process. Student-centered training processes have not matured yet or different approaches have not been implemented in 77 % of the higher education institutions (THEQC, 2019: 38).
8	Course information package	There are still problems for easy access to course information package.		
9	21 <sup>st</sup> . century skills	The institutions have problems to enable their students to acquire 21 <sup>st</sup> -century skills.	The institutions have problems to enable the students to acquire 21 <sup>st</sup> -century skills.	It is important to run the mechanisms to enable the students to acquire the 21 <sup>st</sup> -century skills.
10	Elective courses from different disciplines	Only 16 % of the institutions met the expectation to reconstruct the electives courses, which can give the students a chance to recognize the cultural depth and different disciplines.	The elective courses met the expectations of the 20 % of the students.	It is important to run the mechanisms to enable the students to recognize the cultural depth and different disciplines.
11	Professional practice and fieldwork	The standards should be adjusted to implement professional practices such as internship and fieldwork.	The standards should be adjusted to implement professional practices such as internship and field work. Only 24% of the institutions met the expectations on this issue (THEQC, 2018: 40).	The implementation of internship and workplace training are strengths of the institutions.
12	Student workload	There are problems to associate student workload with teaching techniques and assessment - evaluation.	Educational activities, including course hours, assignments, presentations etc. should be considered to calculate student workload.	
13	Consultancy	Consulting services for students should be developed (THEQC, 2017: 43).	The need to extend the scope of consulting services for students was emphasized. The 30 % of the institutions met the expectations in this issue.	Consulting service is strength of the institutions.
14	Training for trainers	Training for trainers should be improved with regard to period, content and practices.	The course content should be upgraded in the context of the training for trainers and academic staff' teaching techniques (THEQC, 2018: 42).	The qualified academic staff is the strength of the institutions. However, the curriculum for training for instructors is open to improvement.

### What is the Current Situation of the Higher Education Institutions with regard to The Teaching Quality in HER 2016, 2017, and 2018 according to the National Institutional External Criteria (NIEC)?

The reviewers reviewed the content for SLTE in HER 2016 together. They scored and made the situation determination by working on the content for SLTE in HER 2017 and

2018 separately. Table 3 includes the scoring and explanation concerning NIEC. The numeric data indicates the extent to which the content for SLTE in HER meets the NIEC criteria. Besides, the determinations for the quality teaching in the institutions concerning each criterion are contained. The criteria for “student centered educational practices”, “academic staff’ teaching competency” and “training for trainers” were examined in all of the reports. It was understood that the criteria did not completely match up the issues dealt in the reports. It was confirmed that the student centered teaching not practiced in most institutions and the academicians’ teaching competency should be developed. It was found with regard to the NIEC criteria that the level of quality teaching in the institutions was low.

**Table 3.**

*The Situation of the Turkish Universities Concerning the Quality Teaching in HER based on the Content for SLTE in the National Institutional External Criteria (NIEC)*

NIEC Criteria	To what extent the documents meet the criteria												Overall	
	HER 2016	HER 2017				HER 2018								
	Quantitative- Qualitative	Quantitative				Quantitative				Qualitative	Qua. M	Qualitative		
		R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	M	Qualitative	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	M	Qualitative			
1 The teaching practices conducted in the institutions	n/a (no data) 0	1	0	0	0	n/a	0	0	0	0	n/a	0	The content for the introduction for teaching practices concerning the SLTE was not found.	
2 Student centered educational practices	The strategies supporting active learning should be commonly used. 2	2	2	3	2	Only 4 % of the institutions embrace student-centered education approach.	2	3	3	3	The student-centered education processes have not been matured in 77% of the institutions.	2	Most of the institutions cannot implement student-centered education.	
3 Questionnaires involving students’ feed back	n/a 0	2	0	0	1	Insufficient data.	1	0	0	0	Insufficient data.	0	n/a	
4 Academicians’ competency for student-centered education	The teachers need to implement teaching practices to enable students to learn actively. 2	1	2	1	1	The teachers need to implement teaching practices to enable students to learn actively.	1	2	2	2	More focus should be placed on teaching staff’s competency and active learning issues.	2	The teaching practices that enable students to participate in active learning have not been matured in most institutions.	
5 The practices concerning student-centered education approach in the curriculum for training for trainers	The curriculum for training for trainers should be improved concerning period, content and practices. 2	1	2	2	2	It is necessary to update the curriculum for trainers and academicians’ course content concerning teaching and learning.	3	2	3	3	The qualified academician is the strength of the institutions. However, the curriculum for trainers and instructors’ teaching skills should be developed.	2	The curriculum for training for trainers and their teaching skills should be developed.	
6 The use of professional practices, exchange programs, internships and projects in the evaluation of student workload.	A standard for students’ professional practices should be constituted. 3	3	3	2	3	Course hours, assignments, practice, presentations and projects should be considered to evaluate students’ workload.	1	0	0	0	n/a	2	Various teaching activities should be used to determine students’ workload.	
Overall	The content moderately met NIEC 9 out of 18.	10	9	8	9	The content moderately met NIEC 9 out of 18.	8	7	8	8	The content moderately met NIEC 8 out of 18.	9	The institutions cannot meet the expectations with regard to NIEC and their teaching quality is low.	

**What is the Current Situation of the Higher Education Institutions with regard to the Teaching Quality in HER 2016, 2017, and 2018 according to the International Standards (ESG)?**

Table 4 indicates the consideration of the ESG criteria in HERs and the situation of the quality teaching in the institutions with regard to these criteria. According to the data in Table 4, the content for SLTE provided detailed explanation with regard to the ESG criteria at a low level. The content for SLTE was at a low level to provide detailed explanation concerning the ESG criteria. It was revealed that the institutions' quality teaching in relation to the ESG criteria is low.

**What is the Current Situation of the Higher Education Institutions with regard to the Quality Teaching in HER 2016, 2017, and 2018 according to the Quality Indicators in the Literature (QIL)?**

The content for SLTE in HERs was compared with QIL and the derived findings were displayed in Table 5. According to the data in Table 5, the content for SLTE provided the detailed explanation with regard to the QIL criteria at a low level. Any explanation for the students' perceptions for the teaching and learning activities to make teaching more effective was not found. It is understood that the quality teaching for "physical infrastructure and learning sources" and "the communication between students and academicians and classroom environment" was at a good level. However, the institutions still encounter various problems, including a rich diversity of teaching to meet the students' needs and expectations, putting conceptual and theoretical knowledge into effect. It can be stated that the quality teaching of the institutions with regard to the QIL was low.

**In which Dimensions were the Developments and Matters Identified in Higher Education Concerning the Quality Teaching in 2016, 2017, and 2018?**

It was found that awareness for "quality culture" had increased by years. For instance, it was explained in HER 2016 that half of the institutions did not have a sufficient understanding about internal evaluation process and quality culture (THEQC, 2017, 7). It was indicated in HER 2017 that most of the higher education institutions comprehended the internal evaluation and quality cultures processes, but needed to improve reporting (THEQC, 2018, 8). It was emphasized that the training for trainers and the students' awareness were crucial to conduct learning-based active teaching activities. A perception change had occurred in the function for assessment-evaluation by years. This change in the assessment-evaluation was to enable students to learn and develop rather than grade students' work. Another change was concerned with students' roles. That is, they developed themselves through the elective courses from a variety of disciplines.

**Table 4.**

*The Current Situation of the Higher Education Institutions with regard to the Quality Teaching in HER 2016, 2017, and 2018 according to the International Standards (ESG)*

ESG Criteria	To what extent the documents meet the criteria														
	HER 2016		HER 2017				HER 2016				Overall				
	Quantitative- Qualitative	Adopting	Quantitative				Qualitative	Quantitative				Qualitative	Qualitative		
			R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	M		R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	M				
1	Students'	1	Adopting	1	1	1	1	Student-centered	3	1	2	2	Student-centered	1	Most of the

	needs and differences should be met through flexible learning channels.	student-centered education					education should be used.					education processes were not matured in 77 % of the institutions.	institutions do not provide a teaching appealing to students' needs and differences.	
2	Different and effective teaching styles and pedagogical methods should be used.	The strategies supporting active learning should be used.	1	1	1	1	Different learning strategies should be used.	3	2	1	2	Defining the process to use student centered active learning methods is open to improvement.	1	Effective teaching styles have not been commonly used yet.
3	Pedagogical methods should be regularly adapted and reviewed to make teaching effective.	n/a					n/a					n/a	n/a	
			0	0	2	0		0	0	0	0		0	
4	Students should be directed and encouraged to undertake their responsibility in their learning.	n/a					Only 6 % of the institutions had awareness for learning based teaching.	0	0	0	0	Students should have an active part in learning process.	0	Students' awareness for their learning should be raised.
			0	0	0	2		0	0	0	0		0	
5	Mutual respect should be ensured in student-teacher relationship.	n/a					n/a					Positive teacher-student relationship is strength of the institutions.	0	Positive data available to set up and sustain positive environments concerning student-teacher relationships.
			0	0	0	0		1	1	2	1		0	
6	A mechanism should be formed to deal with students' complaints.	Improving consultancy service					Insufficient data.					Consultancy service is strength of the institutions.	1	Consultancy service should be effectively used.
			1	0	2	0		0	1	1	1		1	
7	Evaluators (teachers) should develop their assessment - evaluation skills.	The curriculum for the training for trainers regarding period, content and practice should be improved.					The teachers' assessment- evaluation practices should be developed.					The academicians should use student-centered evaluation approaches in their lessons.	2	A professional development mechanism is not functional in the institutions to develop assessment- evaluation skills.
			2	2	2	1		2	0	1	1		2	
8	Students should be announced the evaluation criteria beforehand.	n/a					n/a					n/a		Data is needed to announce the evaluation criteria to students beforehand.
			0	0	0	0		0	0	0	0		0	
9	Evaluation should include information to what extent students acquire the targeted learning and guide them how they learn better.	Tracking the acquisition of the competencies.					More than half of the institutions (56%) did not track access to the competencies in the programs.					Determining access to the competencies in the programs is the strength of the institutions.	2	The institutions need to guide students to make learning better.
			3	1	1	1		2	3	2	2		2	
10	If it is possible, more than one evaluator should be involved.	n/a					n/a					n/a		The reliability and validity of the assessment - evaluation application should be ensured. Insufficient data.
			0	0	0	0		0	0	0	0		0	
11	Arrangements should be made to decrease the negative effects of evaluation.	n/a					n/a					n/a		Insufficient data how to deal with the negative effects of evaluation.
			0	0	0	0		0	0	0	0		0	
12	Assessment - evaluation should be fairly conducted to all students according to the processes which are determined beforehand.	Forming an effective, fair and transparent evaluation system.					Only 33% of the institutions met the expectation with regard to an effective, fair and transparent evaluation system.					The academicians should use student-centered evaluation approaches.	1	Conducting assessment- evaluation according to the processes which are determined beforehand is open to improvement.
			2	0	2	2		1	0	1	1		1	
13	An official process should be described to deal with the students'	n/a					n/a					n/a		n/a
			0	0	0	0		0	0	0	0		0	

complaints.													
Overall	The content met the ESG criteria 10 out of 39 at a low level.	5	11	8	9	The content met the ESG criteria nine out of 39 at a low level.	12	8	10	10	The content met the ESG criteria 10 out of 39 at a low level.	10	The ESG criteria are not met and the quality teaching is low.

Table 5.

The Current Situation of the Higher Education Institutions with regard to the Teaching Quality in HER 2016, 2017, and 2018 according to the Quality Indicators in the Literature (QIL)

QIL Criteria	To what extent the documents meet the criteria												Overall	
	HER 2016		HER 2017				HER 2016				Qualitative	Quantitative		Qualitative
	Quantitative- Qualitative		R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	M	Qualitative	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>				
1 Equipment for learning center sufficient to enable students to learn.	0	n/a	0	0	0	0	n/a	2	3	3	3	The facility and infrastructure are strengths of the institutions.	1	The physical infrastructure and learning resources should be evaluated considering the students' perceptions.
2 Students should know evaluation criteria in the assessment of learning objectives beforehand.	1	There are still problems to easily access to course information package.	0	0	0	0	n/a	0	0	0	0	n/a	0	The data concerning students' access to course information package is needed.
3 Communication with academicians is easily made, support from them is received and a positive classroom environment is created.	1	The consultancy service for students should be developed.	1	2	1	1	The scope of the consultancy should be extended. Only 30% of the institutions met the expectation is this issue.	1	3	2	2	Teacher-student relationship and interaction are positive.	1	The positive relationships between students and academicians are the strength of the institutions.
4 All students participate in teaching.	1	Academicians should commonly use active learning strategies.	1	1	2	1	Active learning strategies should be commonly used.	2	1	1	1	The processes for student centered SLTE criterion should be improved.	1	Teaching practices which enable students to learn should be commonly implemented.
5 A variety of teaching methods are used to facilitate students' learning.	1	Most institutions could not meet the expectation to adopt student-centered education approach.	2	2	2	2	Only 4% of the institutions met the expectation concerning student centered education approach.	2	1	1	1	The description for the use of student centered active learning method is open to improvement.	1	Few institutions provide rich diversity of methods in teaching.
6 Conceptual and theoretical knowledge are put into effect to ensure students' learning.	1	There are still problems to standardize professional practices.	2	1	1	1	The strategies ensuring active learning should be used.	1	0	1	1	Students should be involved actively in learning processes.	1	Insufficient data.
7 Feedbacks are sufficient to facilitate students' learning.	0	n/a	0	0	1	0	Only 25% of the institutions met the expectation to track students' competencies.	0	0	0	0	Academicians should use student centered evaluation approaches.	0	Insufficient data.
8 Students' high order skills should be developed.	2	The students should acquire the 21 <sup>st</sup> century skills.	3	3	3	3	In addition to the professional competencies, there are problems to enable students to acquire the 21 <sup>st</sup> century skills.	2	3	2	2	The mechanism should be run to ensure students to acquire the 21 <sup>st</sup> -century skills.	2	The institutions have problems to make their students acquire the 21 <sup>st</sup> century skills.
9 What are taught in lessons meets students' needs and	1	The elective courses did not meet students' expectations.	0	1	0	0	n/a	0	0	0	0	The determination of acquisition of the program competencies is open to	0	Education should be arranged according to students' expectations and needs.

expectations.		improvement.												
10	There is a balance between assessment -evaluation and teaching.	There are problems to use the evaluation systems based on the learning outputs.	0	1	1	1	Only 14 % of the institutions met the expectation to use the evaluation systems based on the learning outputs.	1	2	3	2	The balance among learning outputs, student workload, learning-teaching practices and assessment-evaluation should be made.	1	The relationship between the learning outputs and assessment-evaluation is open to improvement.
11	In addition to paper and pencil tests, evaluation instruments such as group performances, project reports and portfolios are used.	There are problems to create an effective, fair and transparent evaluation system.	1	1	1	1	Only 33 % of the institutions met the expectation to create an effective, fair and transparent evaluation system.	1	1	1	1	Student centered evaluation applications should be commonly used.	1	Data is needed.
12	Assessment-evaluation results are used to improve students' learning.	Assessment-evaluation results are needed to improve students' learning.	0	1	0	0	n/a	1	1	1	1	n/a	1	Assessment-evaluation results are needed to improve students' learning.
13	Students' perceptions for learning-teaching activities are determined and used to make teaching more effective.	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0	Data is needed.
Overall	The content met the QIL criteria 11 out of 39 at a low level.		10	13	12	11	The content met the QIL criteria 11 out of 39 at a low level.	13	15	15	14	The content met the QIL criteria 14 out of 39 at a low level.	12	The QIL criteria are not met and the quality teaching was low.

## Discussion and Conclusion

In this study, the external evaluation reports of THEQC were examined according to the national, international, and the literature quality indicators. The results, which included the examination almost half of the Turkish higher education system based on the reports, are important to improve the quality teaching in higher education at the national and international levels.

This study's results can be grouped under two categories "reporting style" and "situation of the institutions concerning SLTE". The reports were prepared based on the interviews conducted with the people on site-visits instead of attendance to lessons. Although it is a complex situation to make classroom observations in higher education institutions (Gunn, 2018), it contributes to determining the current reality. The reports' roles are naturally limited to providing detailed and valid data concerning teaching quality in the Turkish higher education institutions (THEQC, 2017, 8). Furthermore, the standardization for the reports' style and language has not been adjusted yet. The reports' preparation according to a certain standard regarding the style and language in the following years will be more functional to track the changes and developments occur in the institutions. To illustrate, one of the following expressions "student centered", "active learning" and "learning based teaching" should be chosen to ensure a holistic conceptual component. A criterion reporting language has been preferred and the "evaluation" approach has been abandoned in the reports by years. However,

this change approach disables the functions of HERs. It weakens the opportunity to *improve process*, which is the core of the quality culture (Elken & Stensaker, 2018). Therefore, HERs should reveal the current reality qualitatively and quantitatively to develop a quality of culture. This matter was confirmed by Akar and Babadoğan (2018). They think that the reports do not reflect the present reality. It was found in the studies that the external evaluations should be conducted objectively and independently to ensure reporting to reflect the current reality (Gumus, 2018; Kaya, 2017).

In addition to the reporting style, there is a functionality of criteria. In the *student centered learning-teaching-evaluation* sub-dimension determined by THEQC (2016), NIEC neglects the *process* and *outcome* dimensions of quality teaching. In terms of the *input* dimension, class attendance, taking examination, graduation conditions, consultancy, internship, mobility, continuing education center, and the legal regulations concerning deriving students' perceptions were confirmed to be quality indicators. These factors specified in the legal regulations do not mean that they are conducted. To illustrate, the student-centered education criterion in *institutional policy* cannot be an indicator for quality teaching. What matters is that this policy should be put into effect. These sorts of indicators do not depict quality teaching's current situation and do not serve to develop student-centered education. According to Stensaker and Leiber (2015), the evaluations, which can reveal more details, can contribute to developing quality. In this regard, Wang et al. (2018) assert that general evaluations do not make teaching more quality. Deriving data concerning the process and outcome dimensions and making decisions on the data can provide a higher quality service in higher education. The reports including data for process and outcome dimensions can create a more functional mechanism to improve quality teaching. For instance, some indicators such as the use of different and effective teaching styles and the pedagogical results of these teaching styles can be included in the process dimension. The most problematic areas determined in this study include "lack of mechanism to improve the situation to acquire competencies", "not being able to use assessment-evaluation to make students learn better", "lack of effective and various educational activities to meet students' needs and expectations", and "academicians' not being able to constantly increase their teaching competencies". These areas are crucial to develop quality teaching (Gunn, 2018; Hénard, 2010; Ustunluoglu, 2017). The most important quality indicator the students perceive is concerned with academicians' skills to teach (Wang, et al., 2018). In this regard, the initiatives, which will be implemented to develop academicians' pedagogical aspects, can serve to improve quality teaching and universities' quality, respectively.

The situation of the Turkish higher education with regard to SLTE was described with NIEC, ESG, and QIL. The NIEC in the reports were considered at a moderate level. The ESG and QIL criteria were considered at a low level. It is necessary to arrange the national criteria in accordance with the international ones. The quality teaching indicators can develop student centered learning-teaching and evaluation in the form of THEQC institutional external evaluation (Dicker, et. al., 2019; Gunn, 2018; Hénard,

2010; Ustunluoglu, 2017). In conclusion, the Turkish higher education system meets the SLTE criteria at a low level.

It was found that the physical infrastructure, qualities of human resource, consultancy, and positive environment were the strengths of the institutions. However, it was revealed that these aspects cannot be functionally and effectively used to enable students to acquire the necessary skills in real life. Similar result was emphasized by Ustunluoglu (2016, 2017). The reports conducted by Hénard (2010) highlight that universities should put more effort into developing quality teaching, with an emphasis on pedagogy enhancement, support for student learning, and continuing education for faculty members. Professional development activities that are aligned with the institutional framework will promote a faculty culture and response that will influence student learning (Bollman, 2001). Besides, the need to develop trainers' teaching skills was identified. In this regard, the academicians think that it is extremely difficult to provide quality teaching and learning service which will meet the conditions changing constantly (Dicker et al., 2019). Thus, administrative efforts should be directed at improving the teaching environment, including selecting the appropriate teaching staff or providing the necessary resources to this staff to be able to actuate as expected by students, and applying the appropriate teaching methods to each particular environment (Pedro, et al., 2018). It was revealed in the reports that the students' perceptions were rarely considered to develop teaching. This issue is discussed with regard to its function, validity and reliability (Gunn, 2018; Hénard, 2010; Ustunluoglu, 2017) and regarded as an activity not to serve to develop teaching (Wang, et al., 2018).

The current situation of Turkish higher education with regard to SLTE was examined by years and the tendencies were revealed. It was observed that there have been increasing tendencies for *awareness for quality culture* and the *requirement to constantly update the curricula of higher education*. The active teaching based learning grows in importance. It was determined that the *pedagogical expertise based student learning* is open to improvement. However, the most problematic issue is *training for trainers*. It becomes prominent that students should be actively involved in their learning and development. It can be deduced that the real function of assessment-evaluation in the students' learning is recognized by years. On the other hand, *tracking the acquisitions for the competencies* decreases in importance.

In this study, interactive deficits in the production of HER were revealed. The incompatibility of the national criteria with the international criteria was indicated in the external evaluations. The process indicators, which were neglected in the external evaluation, decreased HER's functions. It was confirmed in the reports that the concrete, physical, and quantitative elements were strengths of the institutions. However, they are open to improvement for functional use. Learning based SLTE means having philosophical bases and authentic practices requiring higher order knowledge and skill. The improvement initiatives for this type of learning should be conducted consciously, constantly, gradually, and in a planned way (Dicker et al., 2019; Hénard, 2010; Joshi,

2017). In this regard, the Turkish higher education institutions are in the transition from complementing administrative official regulations to implementing the legal regulations. Akar and Babadogan (2018) explain this fact as administrative awareness not to be conveyed students and academicians yet. The effect of the quality assurance system, which is conducted to improve the higher education system processes, does not have persuasive results (Bollman, 2001, Joshi, 2017). There are radical differences among the higher education institutions and departments to implement quality culture in an internalized way.

### Implementation

In line with the results, an interactive model, which can shape quality teaching practices, was developed (Figure 2). In the current implementation to enable students to acquire the competencies, the institutional and individual performances are not subject to any incentive mechanism. This negatively affects quality teaching (Gunn, 2018). A system for accountability and incentive, which can increase the institutions and academicians' sensitivity, should be formed to develop students' learning. It is crucial to determine the extent to which the competencies are acquired through objective, independent, valid, and reliable assessment-evaluation systems. External audit should be ensured to undertake a function to make students gain competencies. According to Hénard (2010), institutions may implement evaluation mechanisms in order to identify and promote good teaching practices. Institutions should seek the ways of rewarding teachers who are committed to quality teaching. The need to form a similar model was emphasized by Wang, et al. (2018). They think that Chinese HEIs must form a standardized and comprehensive student assessment system on the basis of national incentives and institutional autonomy. To develop the Turkish higher education system, the national external evaluation criteria should be improved, considering the

international criteria on this issue.

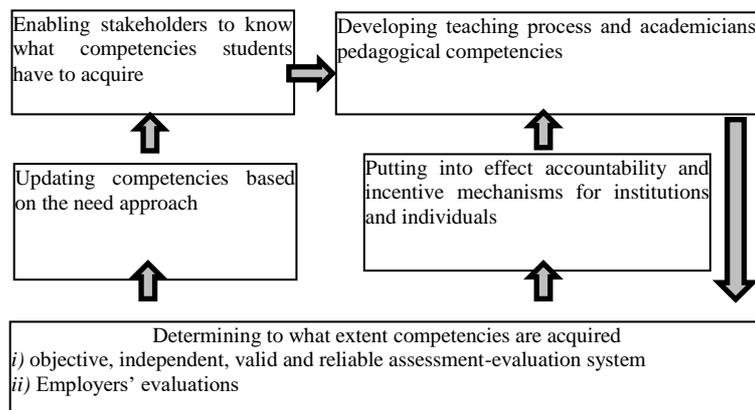


Figure 2. A model to develop quality teaching

### Limitations and Suggestions

As the primary data source of this study consisted of HER report, its content constitutes a natural limitation. Another limitation is concerned with the instrument. It was

developed based on the literature. This study focused on the quality teaching in higher education. In this regard, the quality of distance education could be examined. Besides, HER could be examined with regard to administrative quality and research quality in further studies.

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