



# Promoting a European dimension to teaching enhancement

Findings from the EFFECT feasibility study

**Contribution to the Bologna  
Advisory Group 2  
Paris, 9-10 April 2019**

## How EUA used to look at learning & teaching (until 2013)

- Responsibility of the institutions, academics and students
  - « non-interference » - autonomy – academic freedom
  - qualification of teacher: research qualification
  - quality of education defined by quality of students
- European HE reforms focus on structures – not on L&T
- learning outcomes, student centred learning (BP, EU)
- Purposes for L&T
  - « prepare for employment »
  - but also: democratic citizenship, personal development, knowledge base (CoE)
- MOOCs - digitalisation
  - L&T innovation
  - increasing quality & productivity
- Data on L&T?

## Promoting a European dimension to teaching enhancement



### RECOMMENDATION 14

*The European Union should support the establishment of a European Academy for Teaching and Learning led by stakeholders, and inspired by the good practices reflected in this report.*

## The European Forum for Enhanced Collaboration in Teaching (EFFECT) Project

- Erasmus+ KA3 project
- Dec. 2015 – March 2019
- Feasibility study for “a European approach”

<http://bit.ly/EFFECTproject>

HLG on the Modernisation of Higher Education (2014)



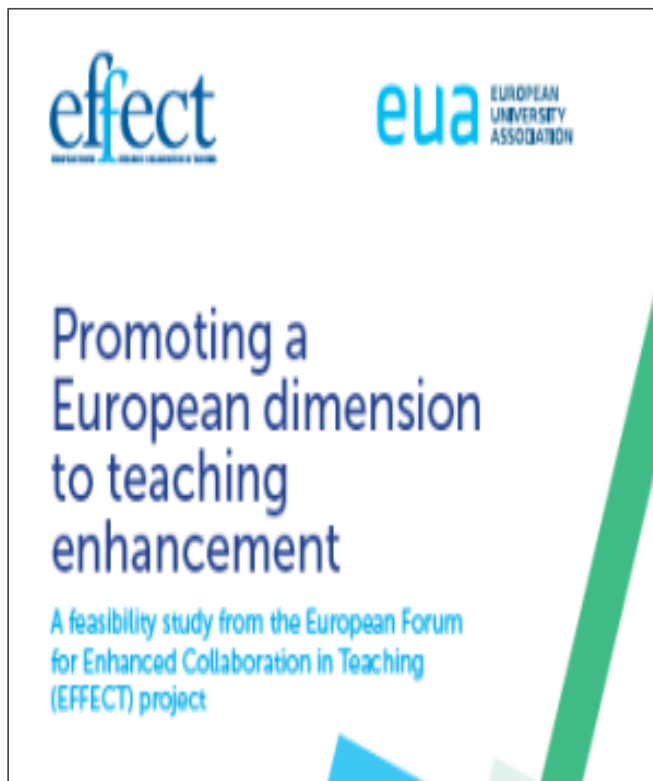
# What the project did



Screenshot from Bongo by YOUSEEU. The facilitator introduces the workshop model.

- **Teaching enhancement measures**
  - very uneven across Europe
  - identify good practice ...
- **Institutional approaches**
  - Institutions to support L&T
  - « European Principles for the Enhancement of Learning and Teaching » 2017
- **European approaches**
  - Physical and virtual workshops on citizenship & inclusion
  - EUA's thematic peer learning groups (since 2017)
  - European Learning & Teaching Forum (since 2017)
- **Data**
  - Trends 2015 & 2018
  - National Initiatives in L&T in Europe (2018)





Appendix 1- [The EFFECT staff development workshops: methodology, assessment, and lessons learnt](#)

Appendix 2- [The EFFECT staff development workshops: a repository of stimulus material](#)

Appendix 3- [The Institutional Strategies Support Package: 10 European Principles for the Enhancement of Learning and Teaching and their guiding questions](#)

Appendix 4- A model workshop for using the Principles (to be published)

Appendix 5- [National Initiatives in Learning and Teaching in Europe](#), by L. Bunescu and M. Gaebel

Appendix 6- [Enhancement and Recognition of Teaching and Learning in Higher Education. The Impact of Teaching and Excellence Prizes](#), by E. Efimenko, A. Roman, M. Pinto, F.

Remião and P. Teixeira

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## **1. Who is responsible for teaching?**

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2. Institutional strategies

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3. Beyond the institution

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4. Conclusions and proposals for recommendations

## Who is teaching?

- Professors – but also assistant professors, lecturers, experts, researchers, PhD candidates, students ...
- ... part-time teachers ...
- Collective task? Collaboration among teachers, teaching support staff, services

## Teaching qualifications

- Academic degree (doctorate)
- Teaching experience at start of employment (50% of institutions)
- Voluntary courses: **77%** in place / **13%** planned
- Compulsory courses; **37%** in place / **17%** planned

## Quality & development of L&T

- Initiatives of departments, individual teachers
- Collaboration teaching support staff & teaching support/ student services

## Challenges

- Bottom-up only – little / no mainstreaming
- No to little conversation on L&T
- Teaching skills & training less important than research and other generic academic skills

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## Trends 2018:

“Increased attention to L&T throughout the institution” (92%)

### Internal + external Pressures

Recent/ ongoing national reform (74%)

Increased students' expectations towards teachers (91%);  
Increasing diversity of the study body (85%)

Increased expectations from employers/  
professional sector (83%)

### Institutional development

L&T strategy (86%),  
Leadership – vice-rector L&T,  
Central unit for L&T (65%)

64% use « inclusive L&T methods »

High interest in external cooperation in L&T

## 10 European Principles for the Enhancement of Learning and Teaching

- a means for strategic development
- L&T as task for the entire institution
- mainstreaming
- non-prescriptive
- common, encompassing language to discuss L&T
- structure discussions – support broad participating

effect

EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

### Enhancing the education mission of European universities: A proactive response to change

Since their foundation, universities have led the discovery and development of new knowledge through research, and disseminated and applied that knowledge through education, teaching and other forms of knowledge transfer. But the world is changing, as knowledge is developed, transmitted and applied at an ever faster pace. Universities need to lead this process, and to ensure that an increasingly diverse range of students and learners are supported so they can access, understand and interpret this knowledge in new and creative ways.

Over the past two decades, European higher education has successfully undergone fundamental change at system and institutional levels, linked to national reforms, the Bologna Process, and European Union initiatives. As a result, student-centred learning, quality assurance (QA) and a learning outcomes approach are key elements of higher education in Europe today. There is also strong consensus on the need to further enhance accessibility and inclusion, and to provide a broader and more diversified educational experience. Enhancing the profile of teaching and innovative pedagogies, strengthening the link between education and research, promoting the use of new technologies for teaching and learning, and communicating the overall importance of higher education for individuals and society, these topics are all on the agenda and are discussed and explored actively at national and institutional levels across Europe.

### European Principles for the Enhancement of Learning and Teaching

In order to support the enhancement of learning and teaching in European universities, and to inspire and facilitate ongoing exchange and cooperation in this field among universities and between national and European initiatives, the following set of ten Principles for the Enhancement of Learning and Teaching is proposed.

These Principles underpin the need to re-emphasise the education mission of the university. They aim to serve institutional leaders working with staff, students and external stakeholders to ensure the quality, relevance and attractiveness of higher education.

While the main responsibility for the design, implementation and continuous enhancement of learning and teaching resides with each university, national authorities also play an important role in providing frameworks that enable and support universities in their efforts. National and European policy makers, as well as other relevant stakeholders, are therefore also invited to consider these Principles in their work.

The Principles have been developed through discussion with a broad range of European higher education institutions and their representatives. They are non-prescriptive, cherish diversity of purpose, content and methods, commend other ongoing sectoral initiatives, and respect fully the fundamental tenets of institutional autonomy and academic freedom. They also promote the values of the European Higher Education Area (EHEA) and embrace the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

**1** The higher education learning experience nurtures and enables the development of learners as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning.

Higher education equips people with the confidence and skills to live and learn in a changing world, able to proactively address their own and the world's grand challenges.

**2** Learning and teaching is learner-centred.

The university should provide learning opportunities tailored to the needs and capabilities of diverse learners. It should nurture a culture and an environment in which reciprocal learning between students and teachers can take place. Students are actively engaged as co-creators in all aspects of the learning experience, and share the responsibility for their own learning, in partnership with the staff of the institution.

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@EFFECTproject

Confunded by the  
European Programme  
of the European Union

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## Guiding Questions

- What is your vision of student-centred learning?
- How does your institution demonstrate commitment to it?
- What are the indicators for student-centeredness, and how are they used?

**5** Learning and teaching is a collaborative and collegial process involving collaboration across the university and with the wider community.

**4** Institutional leadership actively promotes and enables the advancement of learning and teaching.

An institution-wide strategy requires the institutional leadership team to drive, support and maintain the focus on learning and teaching.

**3** Commitment to learning and teaching is integral to the purpose, mission and strategy of the university.

Enhancing learning and teaching requires that the mission reflects the educational purpose and values of the institution. Comprehensive, values-based institutional strategies are needed to guide the learning and teaching initiatives, and enhance their impact and sustainability.



## How to use the Principles?

Results & feedback from a pilot with 11 institutions

### 1. In an institutional context

- **A reference to make the tasks, challenges and achievements in L&T more transparent and visible, identify needs/concerns, and address them**
- **A framework for internal discussions with different groups:**
  - ✓ engage students and staff in conversations related to L&T
  - ✓ facilitate involvement of students and staff in identifying the institution's priorities and distinctiveness
  - ✓ for internal reviews (IQA) at faculties/departments
- **A self-assessment tool, when preparing for external QA processes**
- **A basis for exploratory talks with potential international partners – to find out common grounds**

### 2. In a national context

- **Raise awareness about the status and importance of L&T among the national QA agencies and other public bodies**
- **Common language in national discussions on L&T and national policy/initiatives**

### 3. In an international context

- **Create consensus with a framework and language for discussing L&T**

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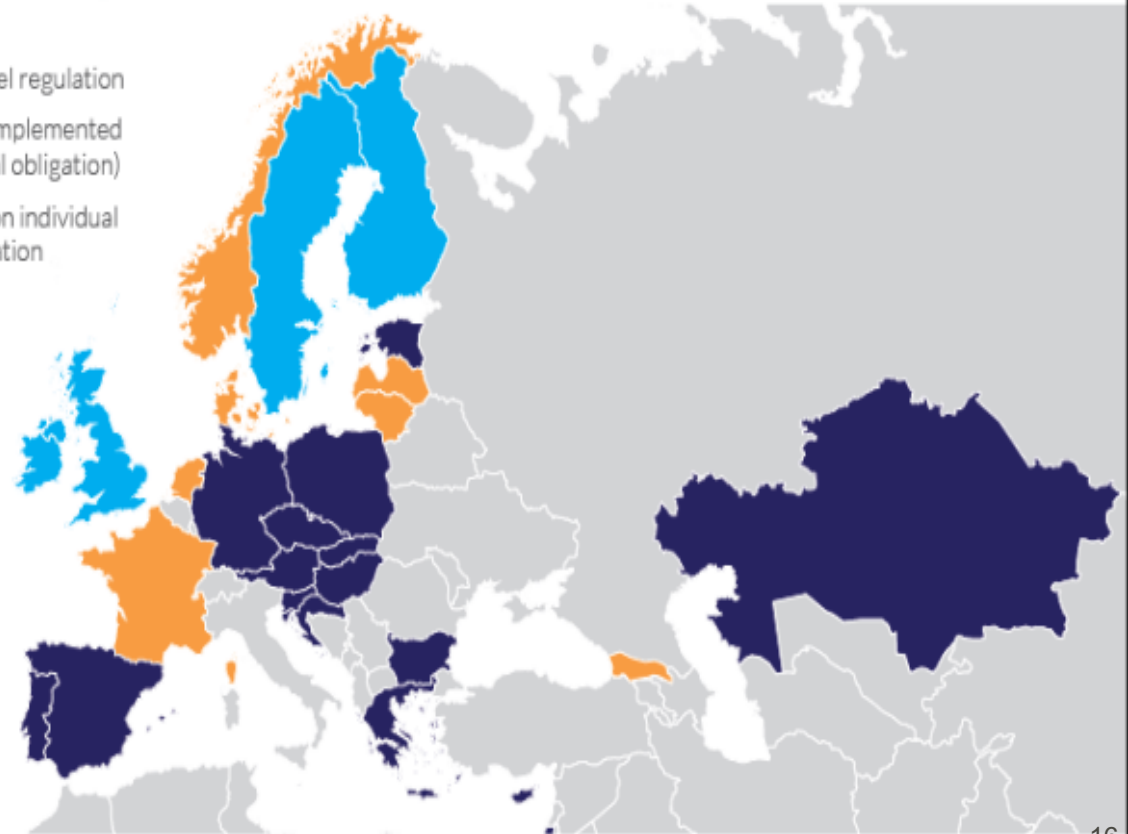
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## National level

- 4 systems have a strategy for L&T
- Most systems leave teaching enhancement to (individual) HEI
- 20 systems: teaching enhancement does not count for career development

Fig.2 - Regulation of teaching enhancement

- National-level regulation
- Commonly implemented (with no legal obligation)
- Depending on individual higher education institutions



National initiatives in Learning and Teaching in Europe, Fig. 2



## EFFECT Feasibility Study: 6 scenarios / models

### European collaboration

1. Structured peer-learning activities
  2. Networks to support national approaches
  3. Network of institutional centres for learning and teaching
  4. Collaborative staff development programmes offered by university consortia
  5. European body for teaching enhancement
  6. Institutional evaluation approach
- no silver bullet / blue print ...
  - complementary

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## Teaching enhancement

- growing pressure to provide meaningful academic staff development
- more complex than « training » or « new methods »
- has to be embedded into « changing academic careers »

## Institutional strategies & structures

- institutional strategies and leadership: top-down and bottom-up
- institutional cultures – enable collaboration & exchange
- dedicated structures & resources

## National level structures & support

- enable exchange and collaboration among institutions
- better quality, better use of resources
- large systems – small systems

## More European exchange & collaboration on L&T

- Talk about it, raise attention & improve recognition
- Enable exchange & collaboration – as it improves quality
- Erasmus staff & student exchanges, Erasmus + projects
- Redefine teaching as a professional activity in academic careers

Communication  
& collaboration

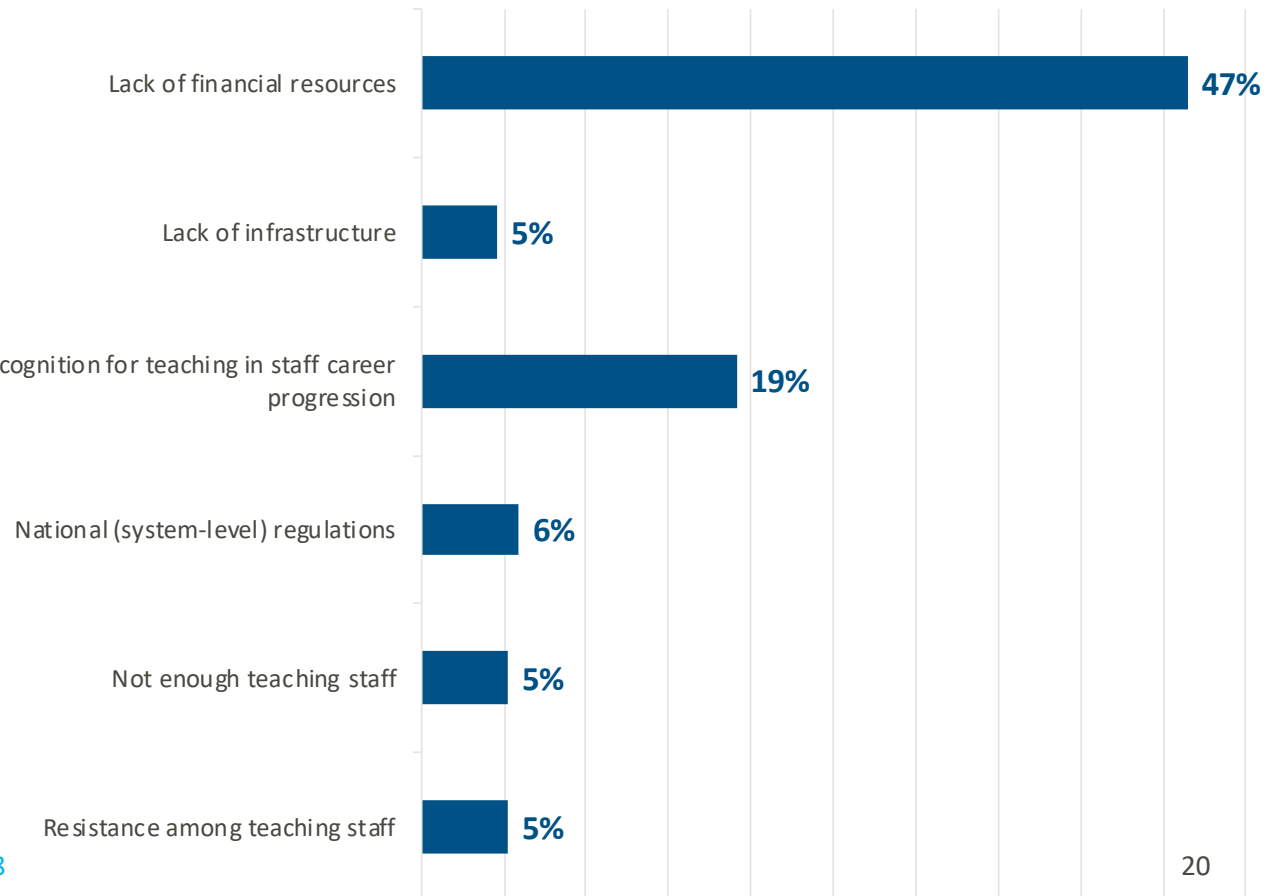
Participatory  
approaches

Parity with  
research

Digitalisation?

Number one obstacle (out of top 3)

Top obstacles  
for the  
development of  
L&T



Trends 2018. Q17

also EUA L&T Paper series #2: <https://bit.ly/2stW3bq>).

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# Thank you for your attention!

<http://bit.ly/EFFECTproject>

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## Conclusion

- **Teaching enhancement (teacher training) complex issue**
  - Teachers are not only teachers – but also researchers, experts, PhD candidates administrators etc.
- **Teaching is not just about teachers and students**
  - a task for the entire institution: strategies, structures, participatory approaches, mainstreaming
- **Value of exchange & collaboration in learning and teaching**
  - No/ not much « conversation » about L&T
  - Use the same words, with different meaning
  - High interest in (external) exchange and collaboration
- **Recognition of teaching**
  - Careers are done in research

## Conclusions

### Teaching enhancement in Europe

- Increasing pressure on institutions to provide teaching enhancement opportunities
  - as part of academic career development
  - embedded in institutional strategies for learning & teaching
- Stimulate collaboration (universities, national initiatives, university networks, organisations)
  - exchange of good practice/ mutual learning
  - pooling of resources
  - enhance capacity, visibility & recognition
- Contribute to shaping policy

### Valorising teaching: teachers' careers and incentives

- Complementary and differently-scaled mechanisms to enhance teaching and promote innovation in teaching: through career paths, prizes/awards, general support measures within HEIs, valorising scholarship of L&T, collaboration across HEIs on teaching enhancement, etc.
- Career paths should be balanced between, and value all aspects of the academic profession (see