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)

- Responsiblity 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 citzenship, personal development, knowledge base (CoE)
- MOOCs - digitalisation
  - L&T innovation
  - increasing quality & productivity
- Data on L&T?

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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.

HLG on the Modernisation of Higher Education (2014)

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

- Erasmus+ KA3 project
- Dec. 2015 – March 2019
- Feasibility study for "a European approach"
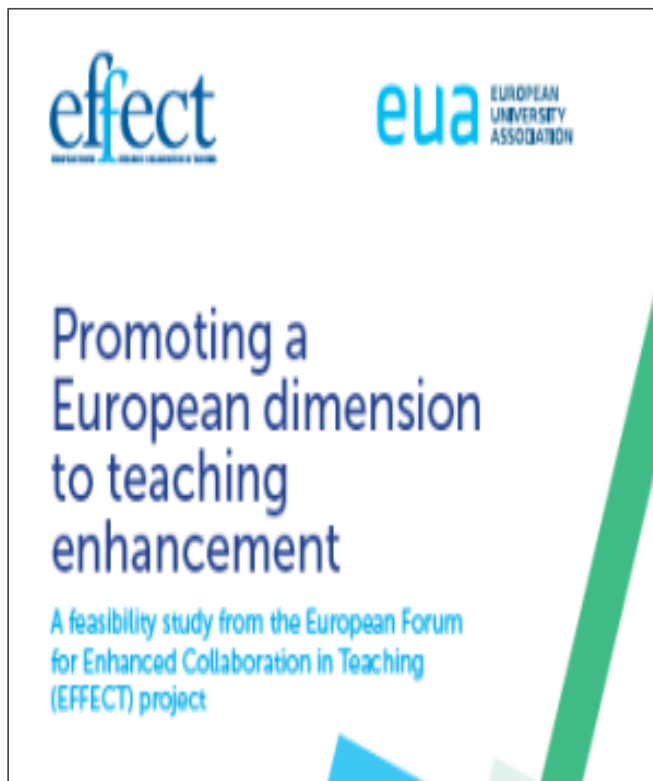
http://bit.ly/EFFECTproject

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)

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Promoting a European dimension to teaching enhancement

A feasibility study from the European Forum for Enhanced Collaboration in Teaching (EFFECT) project

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

1. Who is responsible for teaching?

2. Institutional strategies

3. Beyond the institution

4. Conclusions and proposals for recommendations

Teaching at a higher education institution

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

Trend 2018

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

9

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

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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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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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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

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

Fig.2 – Regulation of teaching enhancement

- National-level regulation
- Commonly implemented (with no legal obligation)
- Depending on individual higher education institutions
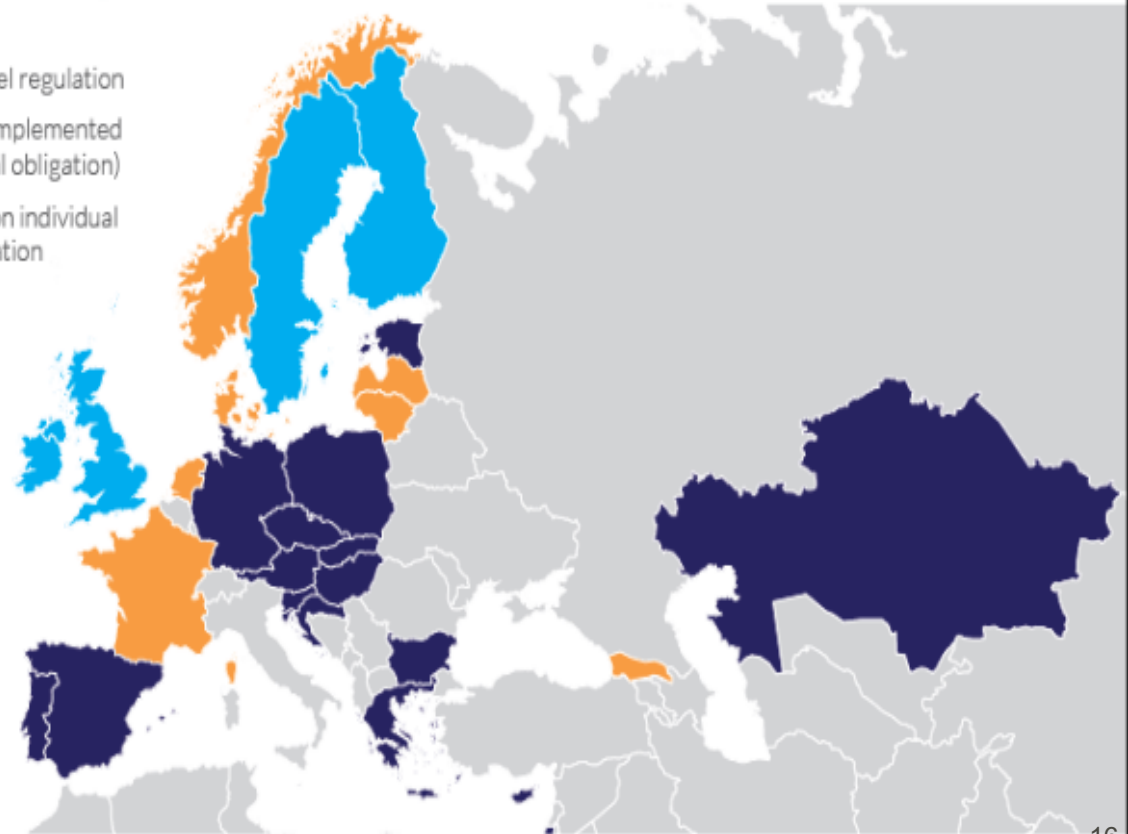
EFFECT Feasibility Study: 6 scenarios / models

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

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Communication & collaboration

Participatory approaches

Parity with research

Digitalisation?

Top obstacles for the development of L&T
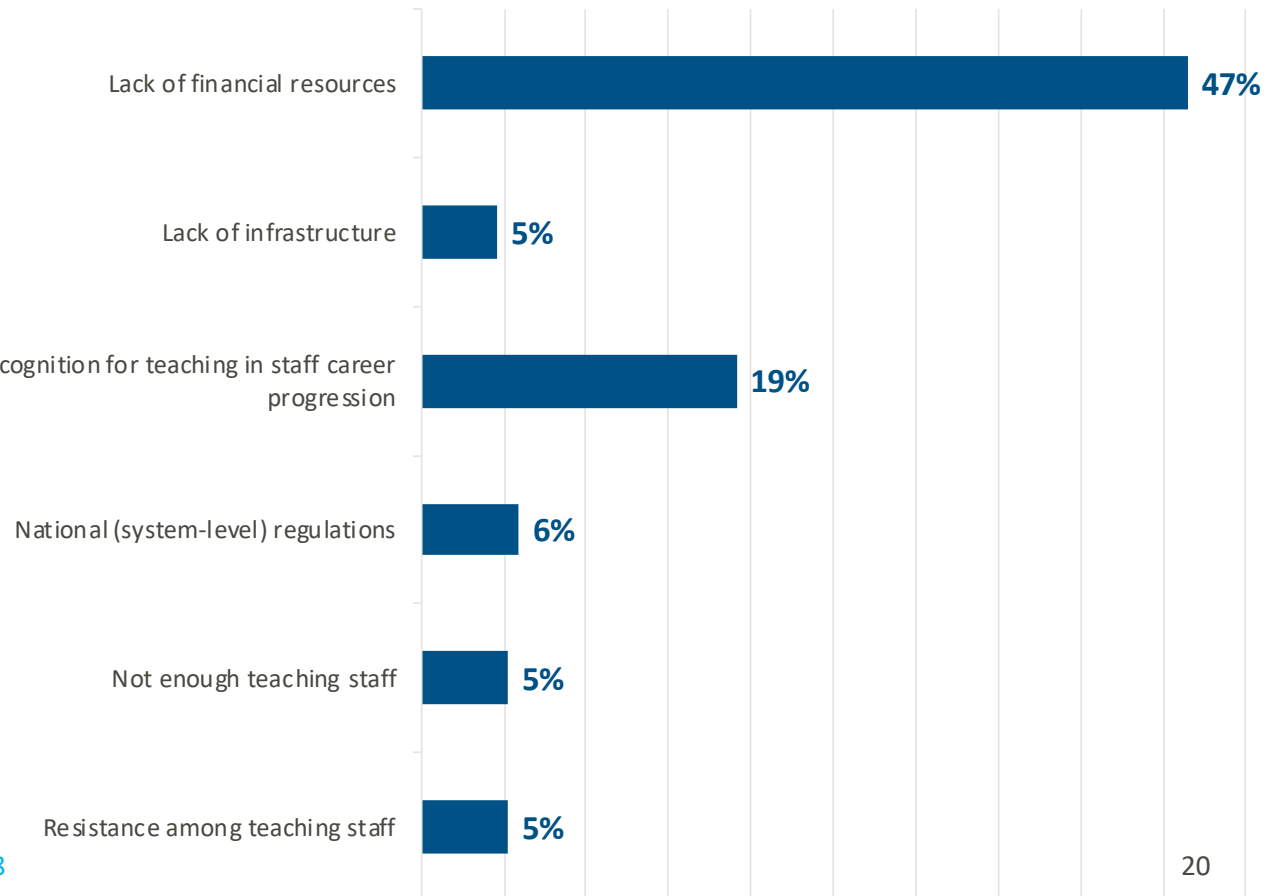
Trends 2018. Q17

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

Obstacle	Percentage
Lack of financial resources	47%
Lack of infrastructure	5%
Lack of recognition for teaching in staff career progression	19%
National (system-level) regulations	6%
Not enough teaching staff	5%
Resistance among teaching staff	5%

Thank you for your attention!

http://bit.ly/EFFECTproject

#EFFECT_EU
#EUALearnTeach

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 pratice/ 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