

LEARNING & TEACHING: CONSOLIDATING THE EUROPEAN DIMENSION

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European Quality Assurance Forum
24 November 2017



DISPOSITION

- Learning and teaching, from a student perspective
- Learning and teaching at the Ministerial meeting
- Developments at HEI
- Support for HEI

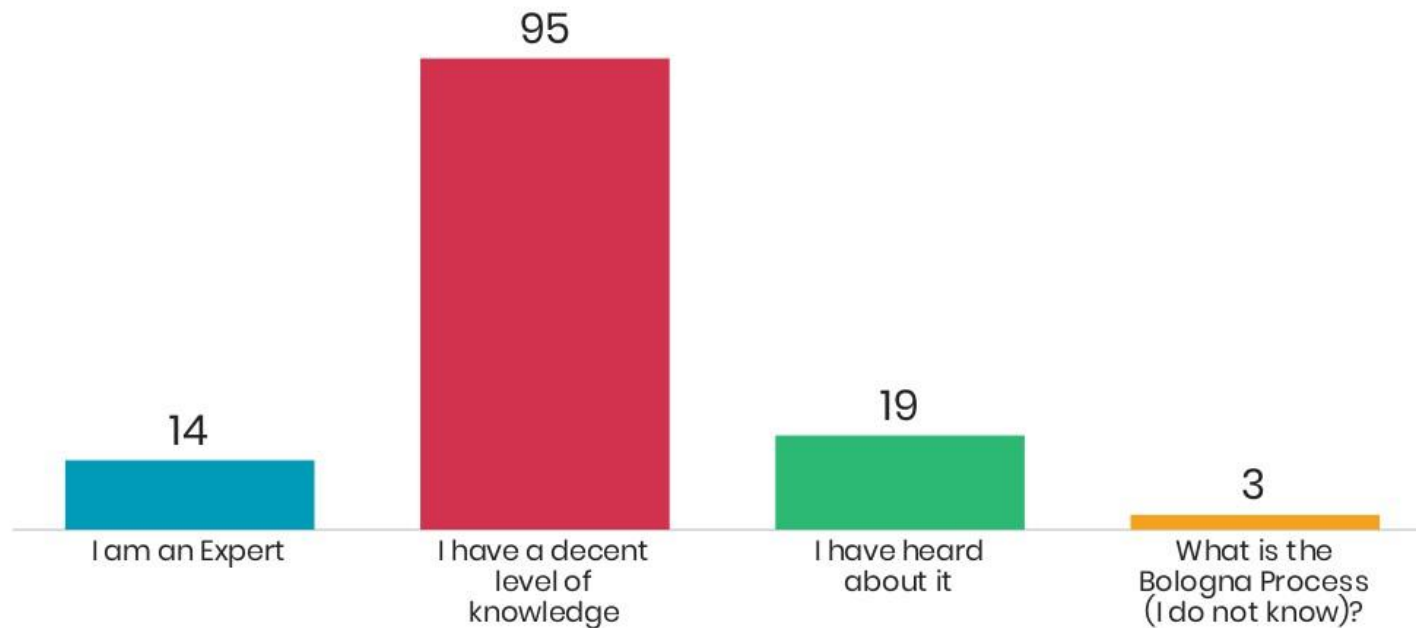
THE BOLOGNA PROCESS

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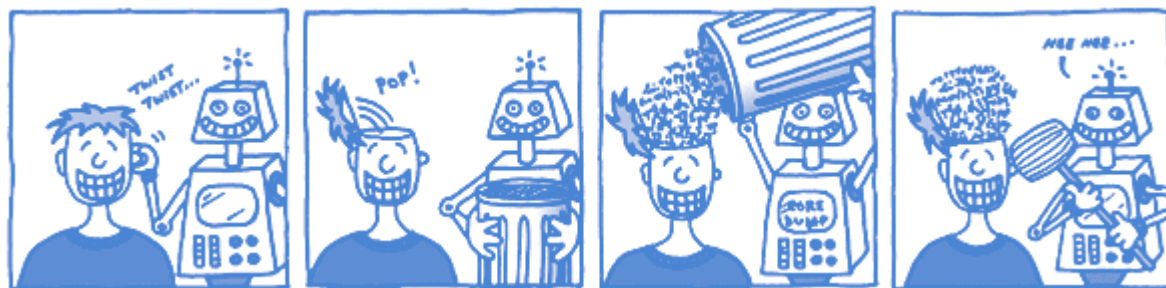
How would you define your knowledge about the Bologna Process?



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LEARNING AND TEACHING

From a student perspective



STUDENT CENTRED LEARNING

The paradigm shift towards a student-centered learning (SCL) approach relates to both a mind-set and a culture within a given higher education institution. It is characterised by innovative methods and interaction between teachers and students to support the achievement of intended learning outcomes, where the students are viewed as responsive and active participants in their own learning process. Through the use of active learning and linking learning and teaching with research, students develop transferable skills, such as **analysing**, problem- solving and critical and reflective thinking, **while being a truly engaged partner in all educational processes**

ACTIVITIES IN THE FIELD OF LEARNING AND TEACHING

- Projects
- Lobby
- Quality

STANDARD 1.3:

“Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.”



ESG 2015



“The revised ESGs must be implemented

It is essential that the revised version of the European Standards and Guidelines for Quality Assurance in the EHEA (2015) are rapidly implemented in cooperation with national stakeholders. The student-centred learning standard is of an utmost importance, and countries across the EHEA should strive for full transformation of the national provisions to execute this standard in practice while carrying out the reviews with full and meaningful engagement of students.”

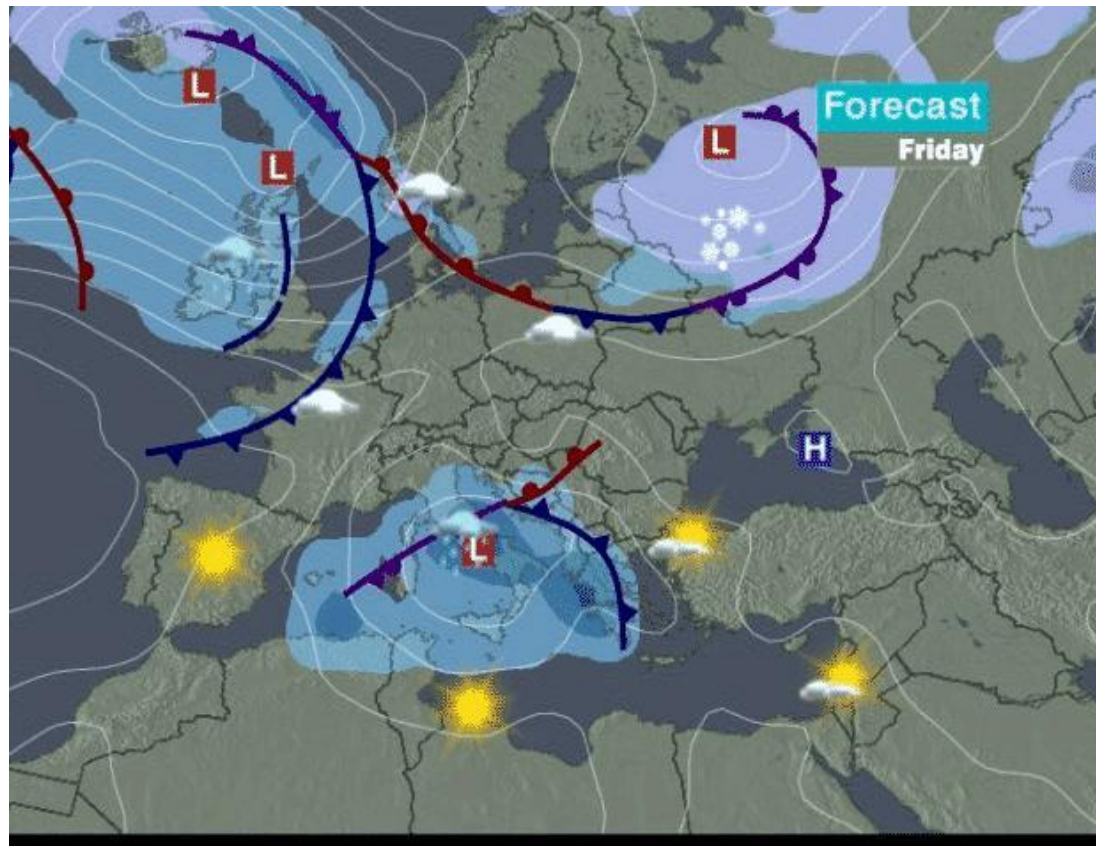
BOLOGNA WITH STUDENT EYES 2015

Time to meet the expectations
from 1999



Co-funded by the
Erasmus+ Programme
of the European Union

FORECAST OF LEARNING AND TEACHING



"POLICY DEVELOPMENT FOR NEW EHEA GOALS"

BFUG WG3 2015-2018

1. PROMOTING ACTIVE CITIZENSHIP

1.1 We, the Ministers, encourage higher education institutions (HEIs) to play an active role in society and to enhance the capacity of students and staff to be active and responsible citizens.

1.2 Students should have the opportunity to work across disciplines and societal sectors and to develop original, creative and critical thinking. This approach must include a consistent feature of curricula giving students free space to develop their personality self-contained.

1.3 Hence, HEIs bear a responsibility to build and keep up democratic participation wherein students, staff and HEI leaders work together as partners within all decision-making processes at institutional, faculty and department levels.

1.4 Such academic democratic citizenship is based on the necessary conditions of academic freedom, institutional autonomy and collegial governance, which are commonly agreed values in the EHEA. We, the Ministers, strongly object to any violations of these values.

2. LINKING EHEA AND ERA

2.2 Teaching, learning and research are the key catalysers in the development of critical and creative thought. We encourage HEIs to ensure that synergies between teaching, learning and research should be considered in a more systematic way.

2.4 From a teaching and learning viewpoint, we support the active involvement of all students in research practices allowing them to develop research skills and problem solving capacity and to contribute to the creation of new knowledge (research based teaching and learning). We thus commit to uphold and to further an environment in which HEIs are sufficiently funded to actively perform such integration of research and teaching.

3. USING DIGITAL TECHNOLOGIES

3.1 We, the Ministers, call on HEIs to connect open science, open educational resources and innovation by digital technologies in the EHEA virtual campuses.

3.2 Higher education is built on three pillars, namely education, research and innovation which form its fundamentals regardless of the shape of the institution or means of delivery: physical or virtual. Connecting open science, open educational resources and innovation virtually opens up education for the creation of new learning experiences meeting the demands of the students.

3.3 We call on HEIs to create more flexible learning paths for lifelong learning, greater education and research collaborations and virtual mobility modules.

3.4 We commit to promote the development of policies and infrastructure for rewarding European HEIs for sharing materials in an open way while ensuring that all, regardless of academic status, enjoy full discretion in the copyright of their scholarly work.

4. SUPPORTING STUDENTS FROM NON-TRADITIONAL BACKGROUNDS

4.1 We, the Ministers, commit to develop national plans or strategies for lifelong learning, access, participation and completion in higher education controlled by national monitoring systems.

4.2 As our populations become more and more diverse, making our systems more inclusive and supporting students from non-traditional backgrounds, as well as offering various forms of lifelong learning provision become an essential aim for the EHEA. Given that the need to work towards social cohesion is now more important than ever, we must step up our efforts to reach this aspiration.

4.3 We highlight the importance of students being able to access higher education and complete their studies without obstacles related to their background. We develop guidance and counselling and commit to adequately increase and widen our study financing systems.

4.4 We encourage HEIs to provide flexible learning paths in terms of study pace, study aim and learning methods, using also the opportunities that digitalisation offers and agree to review and adapt higher education support systems.

5. ENHANCING TEACHER SUPPORT

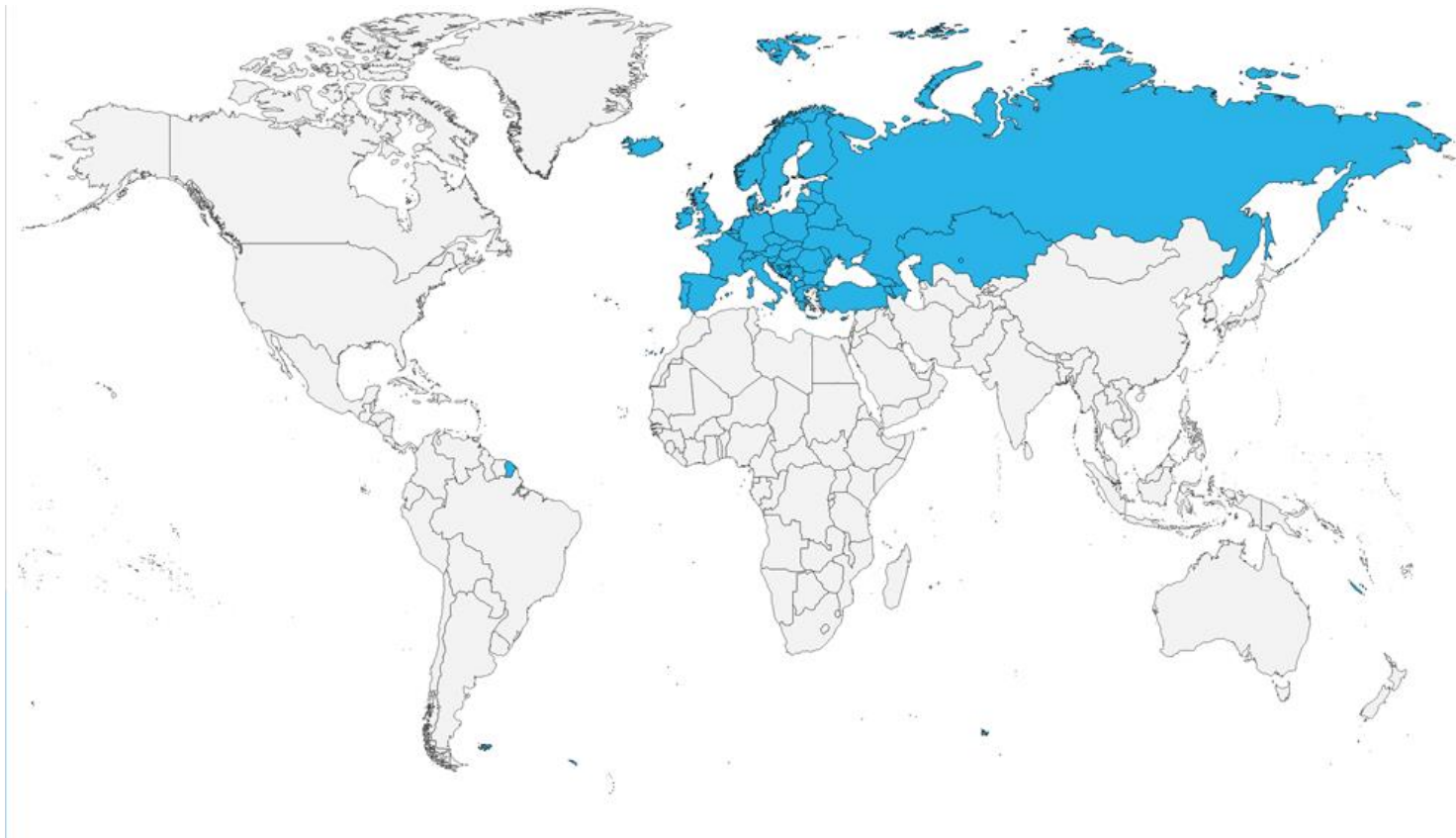
5.1 We, the Ministers, commit to more effort for **teacher support** and will **encourage HEIs** to provide a **supportive working environment** for higher education teachers and to ensure academics receive high quality pedagogical training and continuous professional development.

5.2 We recognize research-led quality teaching as the fundamental basis of higher education. The status and recognition of teaching in higher education and in academic career paths must be enhanced. Teaching must cope with new challenges like an increasing and more diverse student population or the digitalisation of education, society and economy by new methods for teaching and learning like student-centred learning.

5.3 We recognize that quality teaching can only be sustained within appropriate teaching and learning conditions as well as decent working conditions for teachers, researchers and supportive staff. In order to ensure the sustainable quality of permanent tasks there is a need for more permanent employment and secure career paths based on an effective social dialogue.

5.4 To bring national good practice examples on EHEA level and to foster exchange and mutual learning, we are establishing in cooperation with HEIs, students and teaching staff a new EHEA platform to support pedagogical training and continuous professional development of academics.

DRAFT: THE PARIS COMMUNIQUE



LEARNING AND TEACHING

We, Ministers, are determined to support the development of new teaching methods and modern approaches to teaching and learning and teaching enhancement. We will promote the integration of the digital revolution into study programs that can help tackle inequality in the access to higher education.

We will promote Recognition of Prior Learning (RPL) as lifelong learning is today a strategic question in rapidly changing societies. RPL can both help individuals in acquiring new qualifications and migrants in getting their skills recognized at a national level in their new adopted country.

CAN THE BOLOGNA PROCESS FACILITATE FOR
FURTHER IMPLEMENTATION OF ESG2015
STANDARD 1.3?

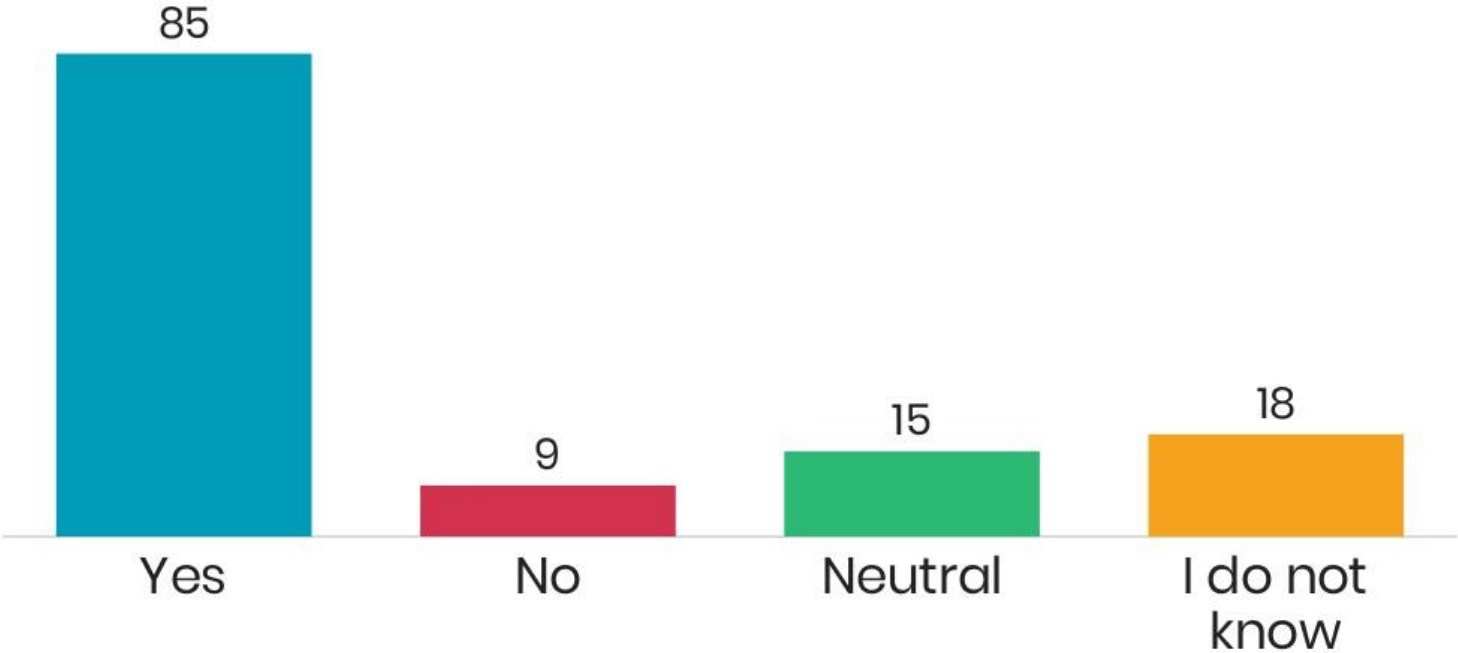
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Can the Bologna process facilitate for further implementation of ESG2015 standard 1.3?

Mentimeter



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DEVELOPMENTS AT HEI

HOW DO THE EUROPEAN UNIVERSITIES APPROACH THE L&T?

TRENDS IN LEARNING AND TEACHING

TRENDS 2018 Study

Publication: spring 2018

303 responses - 43 European higher education systems



How do the European universities approach the L&T?

How can they be best supported – also at European level?

KEY RESULTS

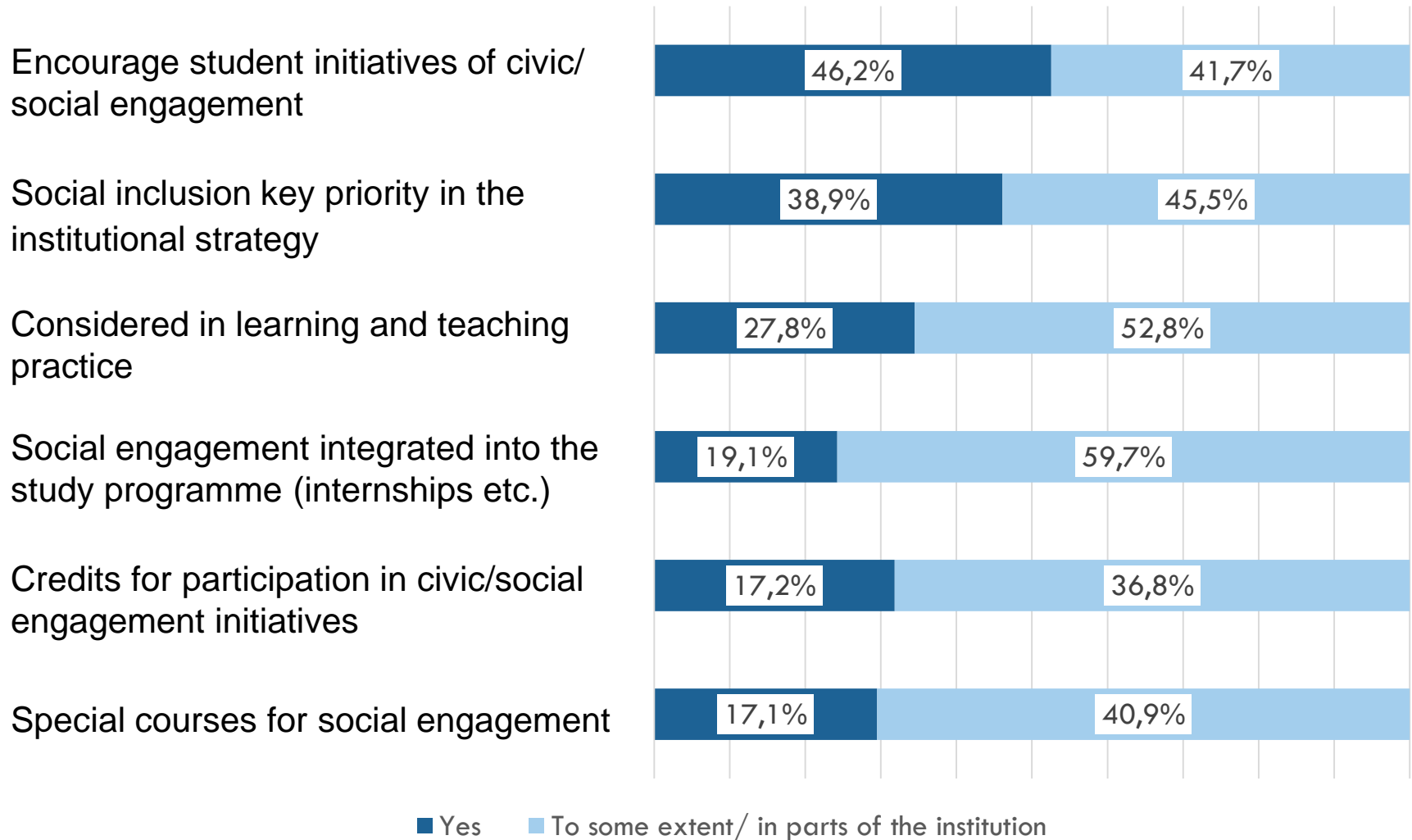
Growing emphasis on learning & teaching

- **increased attention to L&T throughout the institution (92%)**
- **L&T strategy (86%)**
- **central unit for L&T (65%)**

Pressures

- **recent/ ongoing national reform (74%)**
- **increased expectations from employers/ professional sector (83%)**
- **increased students' expectations towards teachers (91%)**
- **increasing diversity of the study body (85%)**
- **rising acceptance of digital learning (90%)**
- **increased demand for flexible provision**
- **growing emphasis on social inclusion**

SOCIAL INCLUSION & ENGAGEMENT



CHANGING APPROACHES IN L&T

Flipped classrooms

- 15% very useful
- 39% to some extent
- 13% does not work

Problem-based learning

- 43% works well
- 44% to some extent
- 4% no use

Research on L&T

- 67%
- Central structure 27.1%
- Learning analytics 12.9%

TEACHING STAFF ENHANCEMENT

Recognition of good teaching (e.g. awards, career development, incentives)

- 66%

Voluntary courses

- 77% in place - 13% planned

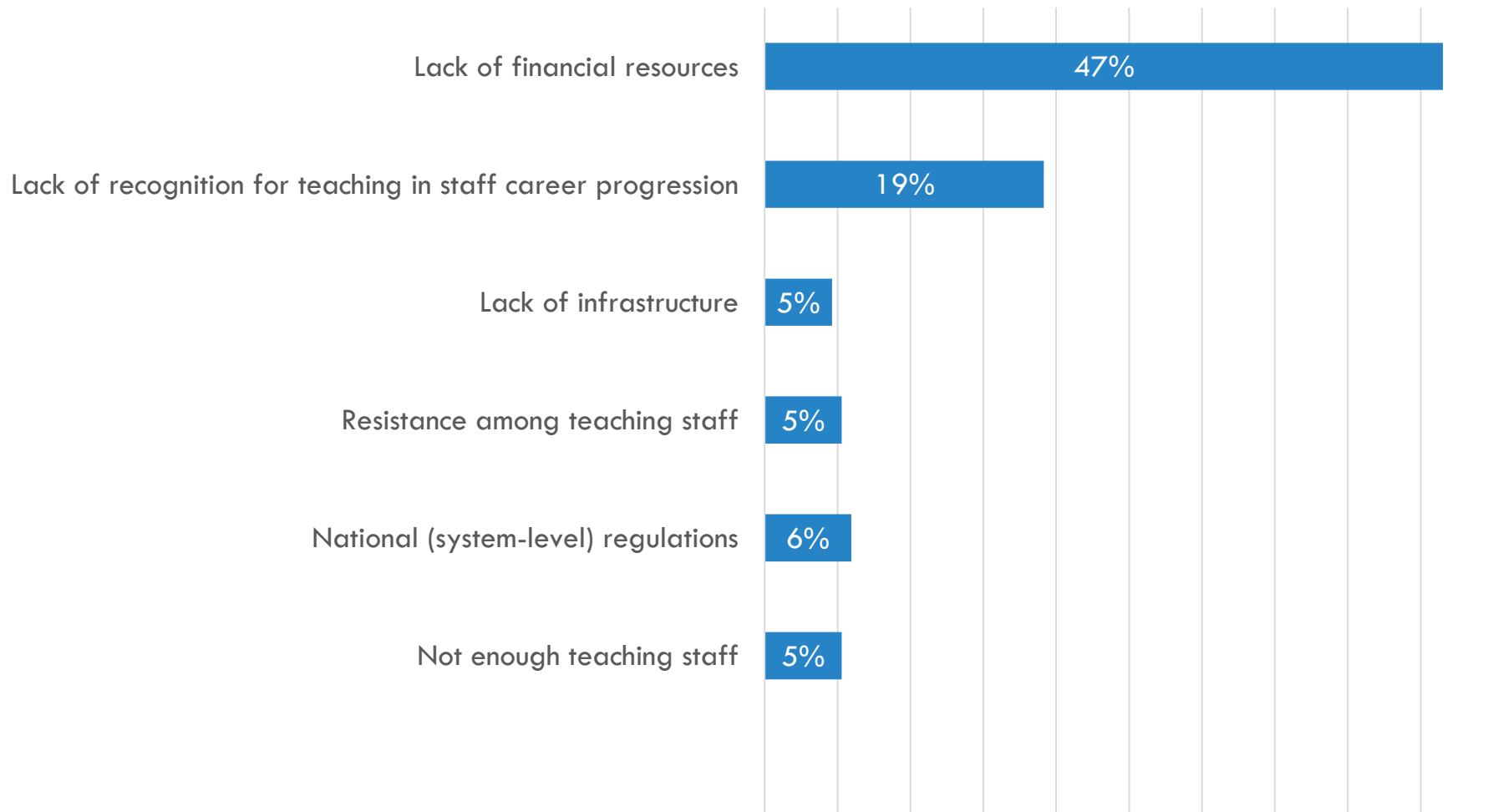
Compulsory courses

- 37% in place - 17% planned

Training on learning outcomes

- For all - 25%
- New teachers only – 12.3%
- On request only – 39%

TOP OBSTACLES FOR L&T



STRONG EMPHASIS ON EXTERNAL COLLABORATION

On teaching enhancement

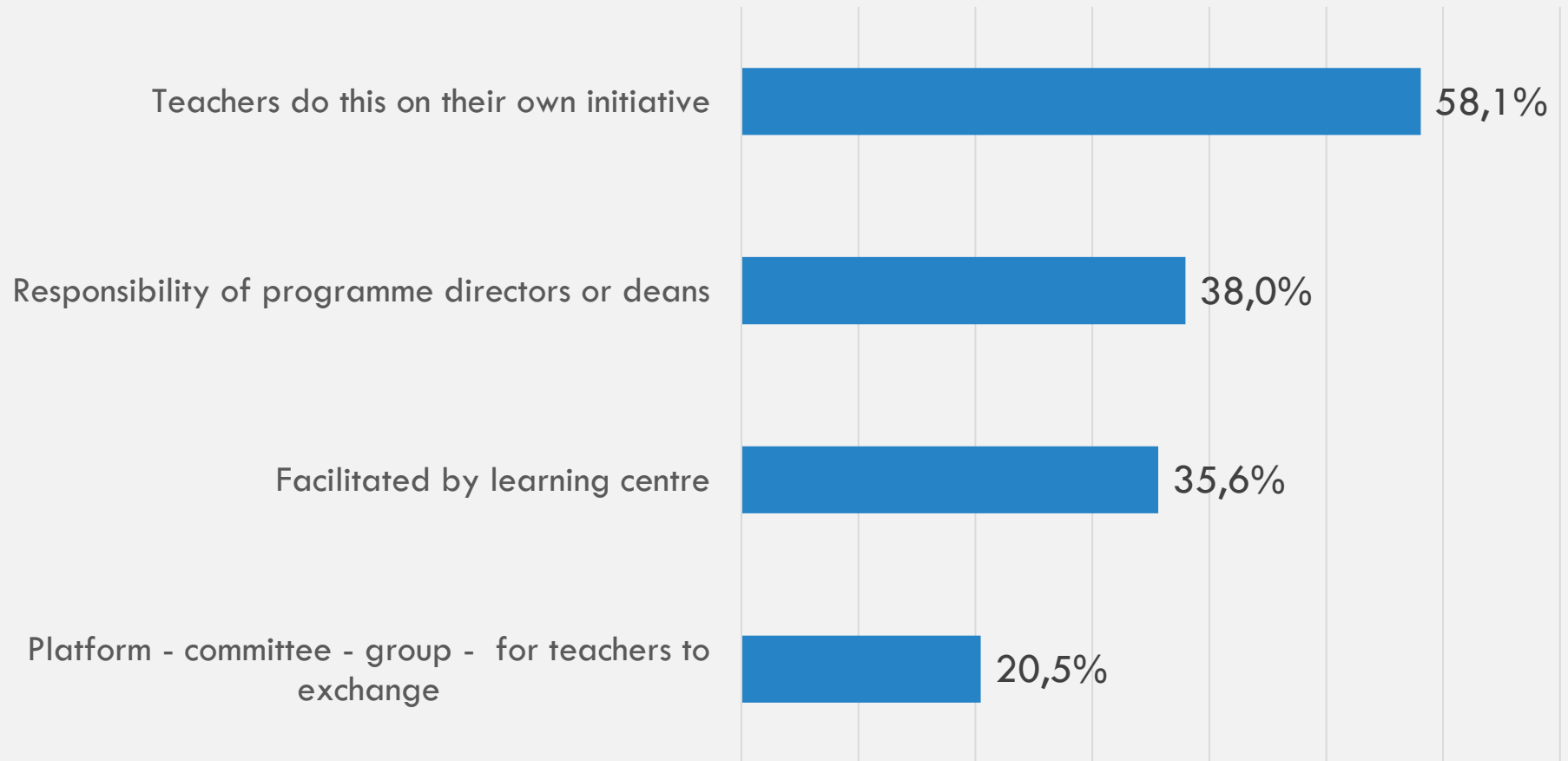
none (10%)
national initiatives (54.8 %)
international initiatives (52.8%)
university networks (43.2%)
individual partner institutions (42.6%)
commercial providers (12.5%)

On L&T in general

employers (90%)
local community (88%)
primary & secondary schools (87%),
vocational institutions (73%)
International staff & student exchanges (96%)

COLLABORATION ON L&T WITHIN THE INSTITUTION

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices



SUPPORT FOR HEI



EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

Erasmus K3 project, Dec. 2015 — Nov. 2018

Assessing the feasibility of a European-level structure for supporting the enhancement of university teachers

Teaching staff development AND institutional strategy

12 partners: universities, university networks, stakeholder associations



National Forum for the
Enhancement of
Teaching
and Learning
in HE Ireland

*High Level Group report on the
Modernisation of Higher Education
(2014)*

EUROPEAN PRINCIPLES FOR ENHANCEMENT OF L&T

http://www.eua.be/Libraries/publications-homepage-list/web_effect-principles-one-pager.pdf?sfvrsn=4

developed in European cooperation

- non-prescriptive
- “underpin the need to re-emphasize the education mission”

What are they good for?

- consensus
- starting point for joint work – institutional, national, European levels
 - Strategy development, review of L&T approaches etc.
- Tools to support their use

SOME OF THE PRINCIPLES:

DEFINING LEARNING AND TEACHING IN AN INSTITUTIONAL CONTEXT

- “integral to the purpose, mission and strategy of the university.” (#3)
- “collaborative and collegial process involving collaboration across the university and with the wider community” (#5)
- “Institutional leadership actively promotes and enables the advancement of learning and teaching.” (#4)
- “Learning, teaching and research are interconnected and mutually enriching.” (#6)
- “Teaching is core to academic practice and is respected as scholarly and professional.”
- “Institutional QA for learning and teaching aims at enhancement, and is a shared responsibility of staff and students.” (#10)

#2 - Learning and teaching is learner-centred.

AN EXAMPLE

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.

#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.

How does your institution demonstrate commitment to student centred learning?

What are the indicators for learner-centeredness

How do you encourage students to become involved?

What about the digital technologies that the learner brings?

How is learning designed to meet the needs of different learners as they progress through their learning journey?



EUROPEAN LEARNING FORUM & TEACHING

**1ST EUROPEAN LEARNING &
TEACHING FORUM:**
“MEETING CHALLENGES TOGETHER”
PARIS, 28-29 SEPT. 2017



Regular
event



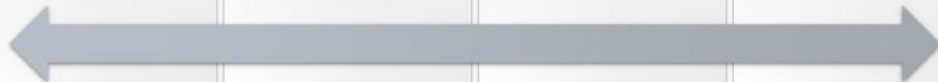
Exchange &
networking



Build the
community



Starting
point for
other
initiatives



9 November 2017:

[Call for participation in the
2018 thematic peer groups](#)

24 Nov 2017:

**Call for participation in the
EFFECT Focus Groups**

CONCLUDING POINTS

Data on institutional developments: convergence - trends

- social inclusion/ engagement, flexible learning offer, digital learning, teaching enhancement

Key challenge

- Institutional & policy attention to the education mission
- “Disruptive change” vs. “Meaningful Conversation”

Institutional level: capacity for change

- Collaboration within the institution: role of leadership, organisation
- Changing roles of students and staff
- Overall implications for the institution and its mission

Exchange & collaboration crucial for L&T development

- Change through Bologna?
- Erasmus+, EU Renewed Agenda & the European Education Process (Sorbonne Process?)
- Exchanges /projects among institutions & national initiatives
- university associations

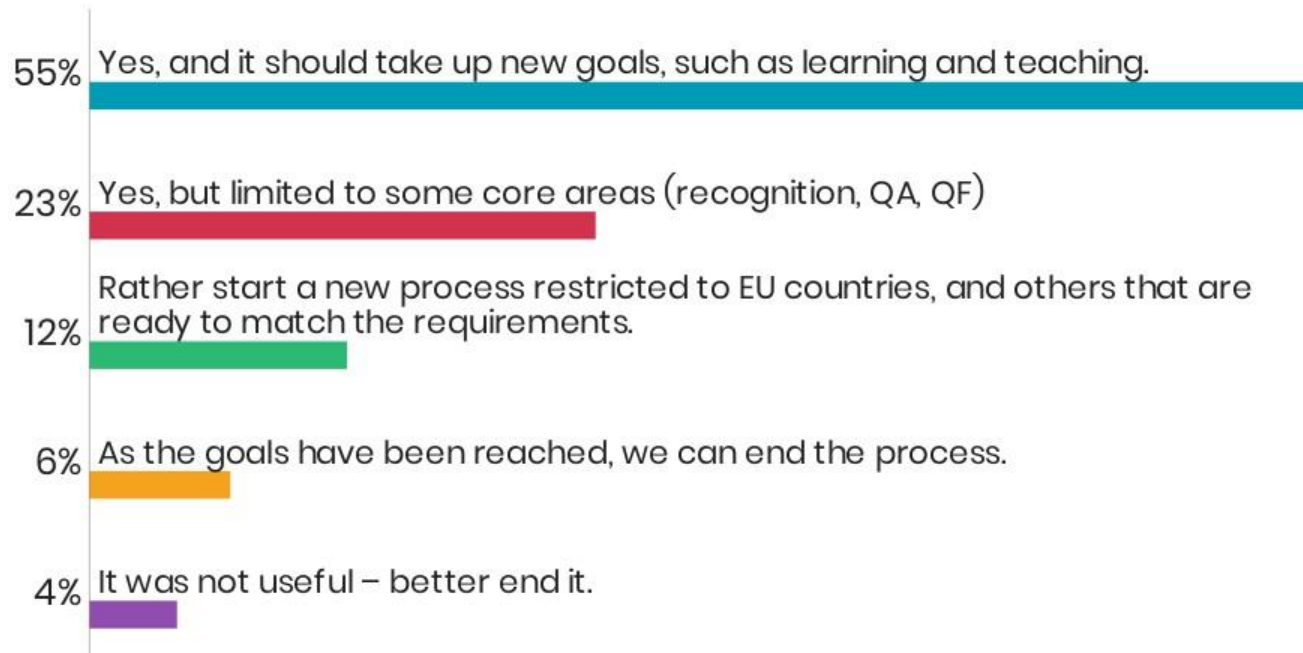
SHOULD THE BOLOGNA PROCESS
CONTINUE?

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Should the Bologna Process continue?



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THANK YOU!

FURTHER READING

Draft Recommendations from BFUG WG3

http://media.ehea.info/file/20171109-10-Tartu/43/1/BFUG_EE_RU_56_4_2bDraftRecommendations_838431.pdf

Draft Paris communique as for BFUG 56, Tartu

http://media.ehea.info/file/20171109-10-Tartu/79/9/BFUG_EE_RU_56_12_DraftCommunique_v0_839799.pdf

Bologna with student Eyes 2015

https://media.ehea.info/file/ESU/32/8/Bologna-With-Student-Eyes_2015_565328.pdf