effect

EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

The European Principles for the Enhancement of Learning and Teaching

European Forum For Enhanced Collaboration in Teaching

- Erasmus K3 project, Dec. 2015 – Febr. 2019

- Teaching staff development/ teaching enhancement AND institutional strategy

- Aims and outputs:

Facilitate exchange and collaboration between European actors

Identify good practices and develop new and innovative approaches

Support institutions in the development of strategic approaches

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

Project consortium: partners and friends

European Principles for the Enhancement of L&T

- Developed in European cooperation

- What are they good for?

Non prescriptive

Re-emphasize the education mission

Common, encompassing language to discuss L&T

Support institutional approaches to L&T: strategy development

European Principles for the Enhancement of L&T

How to use them?

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:
  - ✓ Better 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

The EFFECT pilot experience

EFFECT aims to develop material to engage institutions with these Principles, and use them in their respective institutional context (strategy building, a reflection on structures and approaches in L&T...).

- Open call – 11 universities selected

- January 2018: introductory workshop

- Jan. - April 2018: period of using P in experimental/participative processes at home + reporting back

- April 2018: feedback workshop to share experience and discuss lessons learnt

- Conclusions included: Connection between the Principles and QA could be further explored
  - In internal QA: reference tool for addressing L&T with staff, in evaluations, etc.
  - In national, EQA guidelines

Universität Hamburg
DER FORSCHUNG | DER LEHRE | DER BILDUNG

Workshop: Quality assurance processes and learning and teaching strategies: How to use the Ten European Principles for the Enhancement of L&T in QA contexts

Experiences at Universität Hamburg Using The Principles

1. Motivation to participate in the Pilot EFFECT

- **Universität Hamburg as institution**
  - full-university with over 40.000 students
  - offering all subjects except engineering

- **Universität Hamburg complies well with the Principles**
  - in line with the Principles through many ongoing reform projects
  - tradition and culture to learn from each other through 'best practices'

- **Ongoing strategical development at Universität Hamburg**
  - opportunity to reflect the development of a consistent strategy in studies and teaching in a European frame of reference
  - reference in continuous strategic development

2. How we worked with the Principles (I)

- **Integration in strategical developmental process**

  - strategical development process started in 2017,
    aim: finished by end 2018

  - Principles were used when developing strategy „academic programs"

  - task to embed existing elements, institutions and recommendations etc.
    in strategy

  - assessment of status quo in studies and teaching regarding each Principle
    (What do we already have at Universität Hamburg?),
    e.g. elements, institutions, guidelines, ….

2. How we worked with the Principles (II)

- **Results**

  ➢ almost all Principles were already fulfilled or included in existing elements

  ➢ strategy „academic programs" addresses almost all Principles directly or indirectly adapting them to our aims and needs

  ➢ Conclusion: Quality Assurance is the instrument to conduct change in our study programs

  > (i.e. to apply the Guidelines for University Teaching at study program level, …)

3. Assessment of our experience with the Principles

- helpful **reference document** for reflection

- valuable discussing the Principles in our working group with the **opportunity to assess** what we already have and to reconsider important (formerly neglected) aspects when renewing the existing strategy

- Principles as a **framework** on the European level and as an **international reference**

2. How we worked with the Principles (III)

The following elements are key to our strategy "academic programs":

- o **Guidelines for University Teaching**
- o **Hamburg Center for University Teaching and Learning (HUL)**
- o **Quality Assurance System**
- o **unity of research and teaching**
- o **research orientation**
- o **sustainability** in studies and teaching
- o **diversity**

Quality assurance processes and learning and teaching strategies: How to use the Ten European Principles for the Enhancement of L&T in QA contexts

Koc University

Zuhal Zeybekoglu

Manager

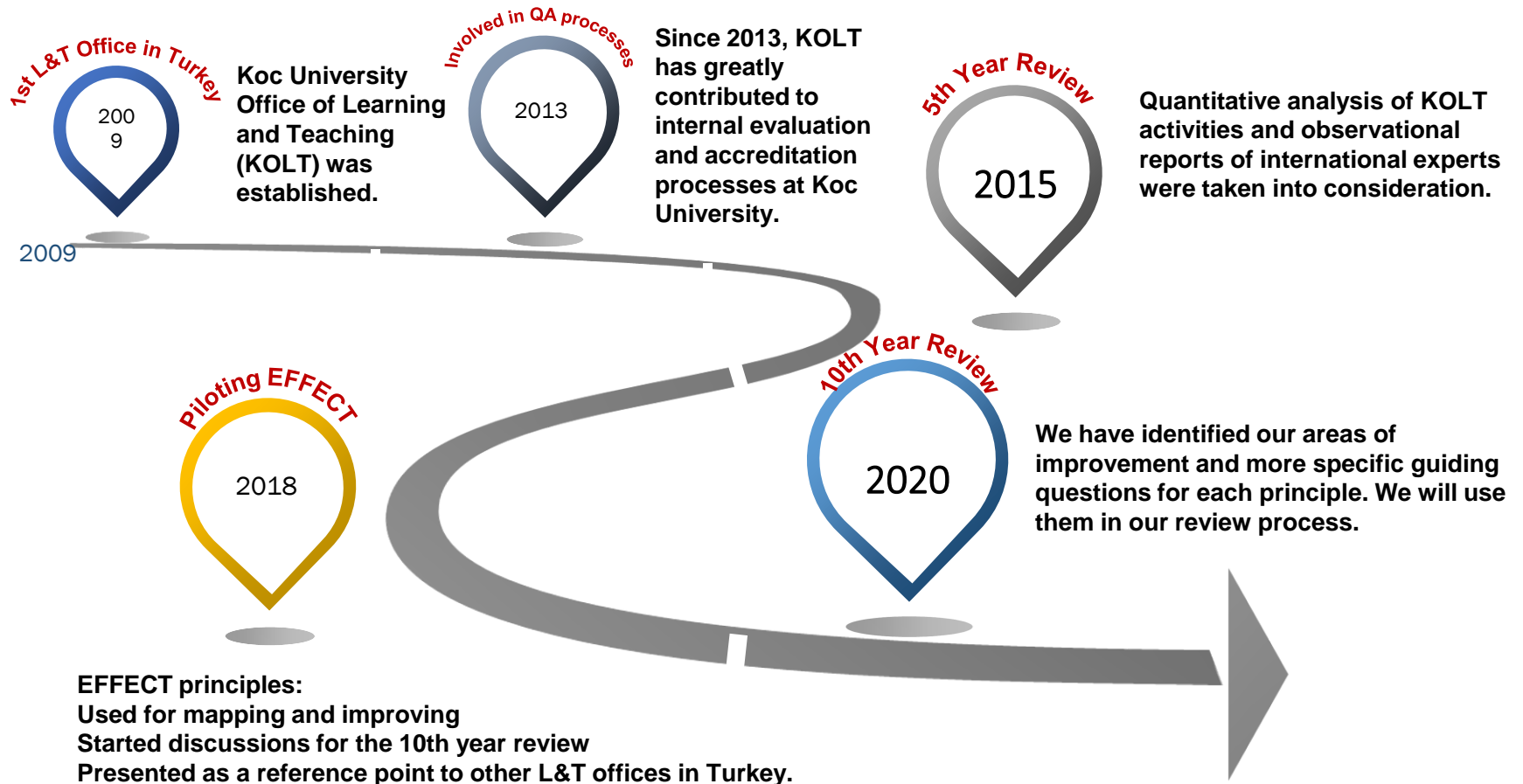Koc University Office of Learning and Teaching

Istanbul/Turkey
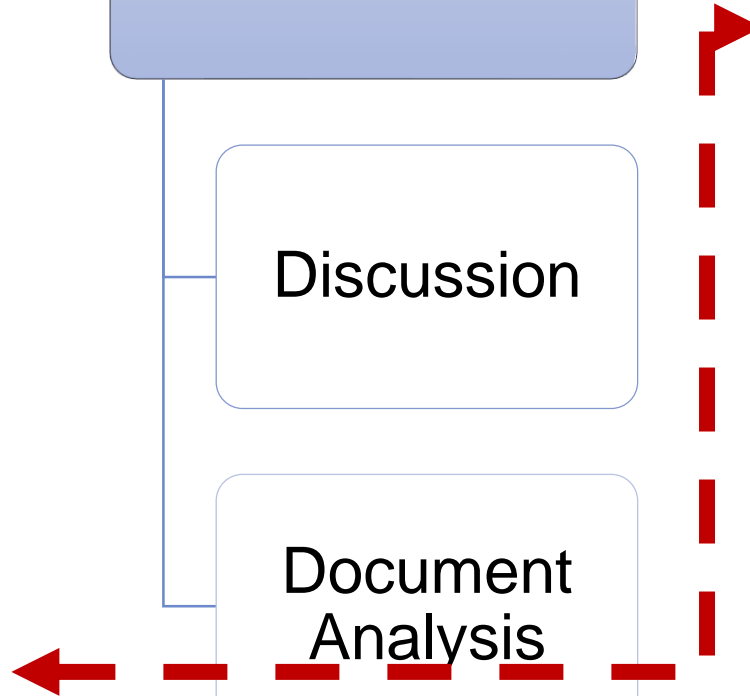
KOÇ ÜNİVERSİTESİ
OFFICE OF LEARNING AND TEACHING

https://www.ku.edu.tr/en

1st L&T Office in Turkey

2009

Koc University Office of Learning and Teaching (KOLT) was established.

Involved in QA processes

2013

Since 2013, KOLT has greatly contributed to internal evaluation and accreditation processes at Koc University.

5th Year Review

2015

Quantitative analysis of KOLT activities and observational reports of international experts were taken into consideration.

2009

Piloting EFFECT

2018

EFFECT principles:
Used for mapping and improving
Started discussions for the 10th year review
Presented as a reference point to other L&T offices in Turkey.

10th Year Review

2020

We have identified our areas of improvement and more specific guiding questions for each principle. We will use them in our review process.

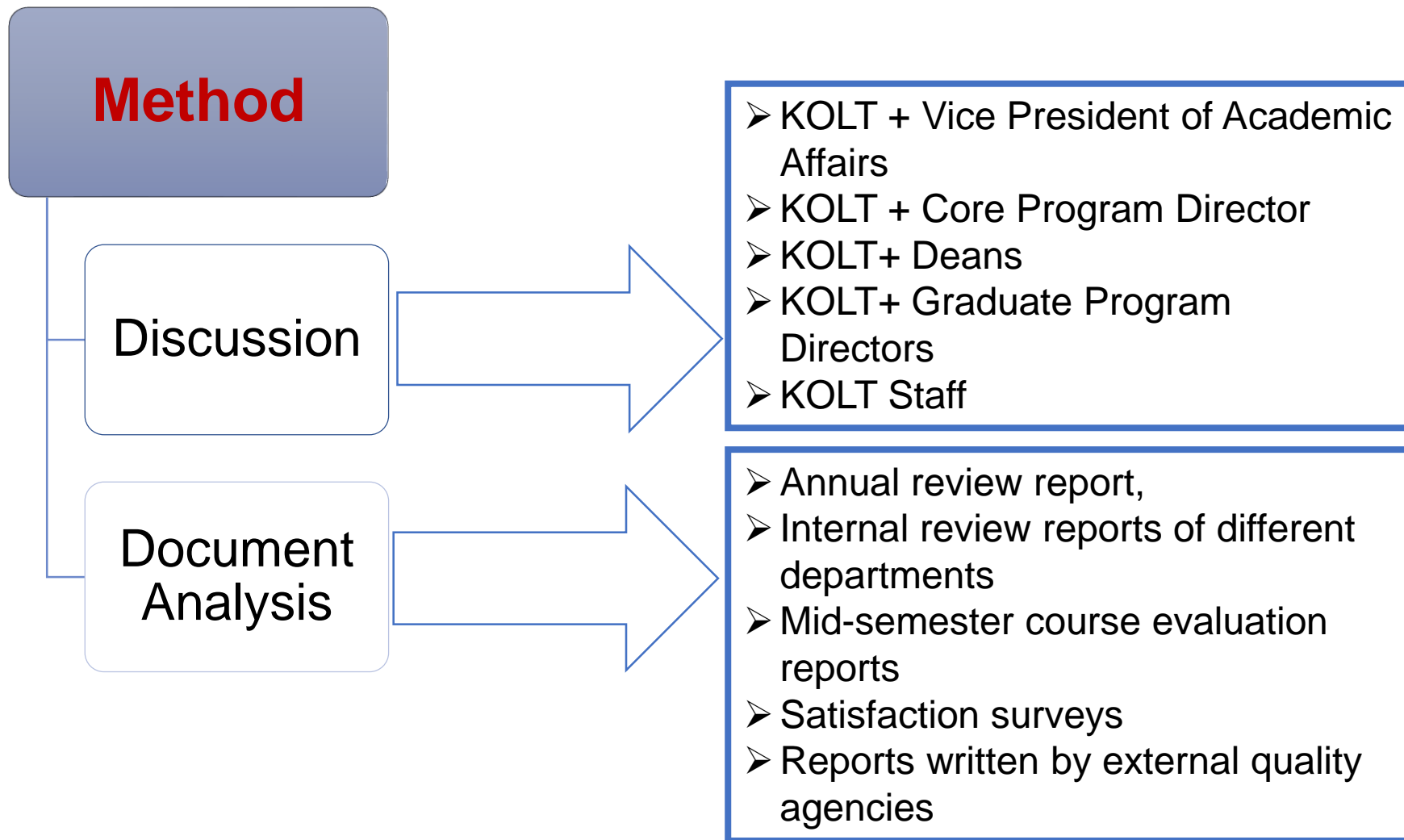| Principle 1	Principle 2	Principle 6	Principle 7	
• The Core Program • Global Learning and Leadership Program • Koc University Social Impact Forum • KOLT 101 Academic Skills Development	• KOLT Activities • Double major,minor and track options	• Capstone courses • Work & study program for assisting faculty in research projects	• Teaching enhancement opportunities (workshops +microteaching+ innovation grants) • Recognition of teaching excellence	**What is in place @KU?**
Principle 1	**Principle 2**	**Principle 6**	**Principle 7**	
• In addition to co-curricular or extra-curricular activities, Principle 1 should be integrated into curriculum, especially in area courses. • KOLT will invite the core program instructors to share their experiences with other faculty members.	• Design should foster student-centred learning and teaching. • More guidance and help will be provided for instructors to encourage them to try using the new active learning classroom.	• Reserach-based teaching should be integrated in courses at all levels, not only senior level courses. • KOLT will organize a workshop to present how to carry out a Scholarship of Learning and Teaching (SoTL) project.	• KOLT will support initiatives to evaluate teaching performance through methods other than student ratings to increase the perceived value of teaching in faculty recognition and promotion.	**What needs to be improved @KU?**

Mapping

Improving

Improving Learning & Teaching at Koc University (KU)

Principles	What is in place @KU

10. Institutional QA for learning and teaching is enhancement-driven, and a shared responsibility of staff and students.	• Building a **common framework** for internal review process of all departments
	   ➢ Gathering qualitative and quantitative data from students, faculty and alumni
	   ➢ To what extent do students achieve the program learning outcomes?
	
	• Implementing «student-centered» approach to course design
	   ➢ Encourage the use of ***Backward Course Design.***
	   ➢ Introduced a **syllabus design template** that focus on learning outcomes
	   ➢ Integrated educational technologies into courses
	
	• Using mid-semester course evaluation as a required practice for all courses

Improving Learning & Teaching at Koc University (KU)

Principles	What is in place @KU	What is planned @KU?

10. Institutional QA for learning and teaching is enhancement-driven, and a shared responsibility of staff and students.	• Building a **common framework** for internal review process of all departments
	  ➤ Gathering qualitative and quantitative data from students, faculty and alumni
	  ➤ To what extent do students achieve the program learning outcomes?
		• Devise a **more viable and more sustainable data collection process**
		• Integrate feedback collection mechanisms into the system regularly
		• Employ a **more transparent approach** to communicate how to use internal review results

	• Implementing «student-centered» approach to course design
	  ➤ Encourage the use of **Backward Course Design.**
	  ➤ Introduced a **syllabus design template** that focus on learning outcomes
	  ➤ Integrated educational technologies into courses
		• Motivate more faculty to implement «student-centered» approaches through changing our **Teaching Innovation Grant policy**
		• Make active participation to **professional development activities as one of the indicators of performance evaluation**

	• Using mid-semester course evaluation as a required practice for all courses	• Make mid-semester evaluation process **more useful for ALL** (instructors, students and the administrators)

Empower ALL for SHARED RESONSIBILITY!

Objectives for today's workshop

- Identify how internal and external QA nowadays contribute to enhance L&T provision at institutions;

- Explore how the Principles could be used as a framework or tool for discussions on internal QA;

- Explore how the Principles could be used by external QA frameworks.

Group discussions

1. In your context, how do you see QA contributing to enhance the quality of learning and teaching? How would you describe the major contributions, and the difficulties?

2. At your institution or in your country, is there a framework such as the Principles, that is used for enhancing L&T? How is it used and how would you describe its ownership by different groups (staff, students, faculties, university leadership, QAAs)?

3. What kind of organisational structures serve QA and L&T at your institution? If there are different units (such as QA offices and L&T centres), how do they collaborate?

4. How could the Principles be embedded into your internal and/or external QA framework, and would you see any added value in this?

5. Is there any important aspect related to QA and enhancement of L&T, that you do not see reflected in the Principles?

What next?

- Consultation process for revising the Principles and increase awareness towards them (2019-2020):

  - ✓ Process to be launched at L&T Forum, University of Warsaw, 14-15 February
  - ✓ Disseminate, refine, validate
  - ✓ Focus of the consultation: to share the Principles with other established fora and groups dedicated to learning and teaching enhancement in Europe

- EFFECT Feasibility Study: February 2019
  - ✓ Aims to make a contribution to a European dimension in L&T, based on the assessment of EFFECT outcomes
  - ✓ Lessons learnt from taking the Principles into various arenas

Guiding questions

- Aim: to accompany institutions who would like to engage with these Principles, and use them as a reference document for reflecting on their institutional strategy and practices in L&T.

- Consistent with the practice of self-evaluation, the guiding questions are meant to make people reflect on their practice, and how to improve it:
  - For reflecting on the rationale behind existing practices and policies
  - How these meet the objectives set by the institutional strategies,
  - How concrete proposals for change could be formulated, and taken forward.

Examples of guiding questions:

Principle 2
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?

Principle 10
How does the institution act upon the results of monitoring and evaluation activities?
How does this relate to teachers, and student support?
What specific examples do you have of L&T enhancements, policy changes or practice innovations that have emerged from QA processes?
How are these subsequently evaluated and fed into QA processes?

For more information:

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