2020 European Learning & Teaching Forum

Balancing tradition and change

13-14 February 2020, hosted by Utrecht University

EUROPEAN UNIVERSITY ASSOCIATION

The work of the 2019
EUA Learning & Teaching Thematic Peer Groups

THE 2019 THEMATIC PEER GROUPS COVER THE FOLLOWING TOPICS:

1. Internationalisation in learning and teaching
2. Student assessment
3. Curriculum design
4. Evidence-based approaches to teaching

EUROPEAN UNIVERSITY ASSOCIATION

U.PORTO

5 YEARS CENTRE FOR EDUCATIONAL GROWTH RSU

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TPG idea – Evidence-based approaches to teaching

Big `hows` & big `whys`

What kind of evidence institutions (should; could) use in order to develop their education provision?

How to create an environment that welcomes experimentation in teaching as a means to achieve innovation and high quality, despite the often-present stance of risk averseness?

How are teachers encouraged to experiment to improve their teaching and apply their expertise of learning and teaching to their practice?

How students' learning can benefit from evidence-based approaches to teaching?

Introduction to TPG members

Diversity

Common perspective on L&T

Group members:

Université Libre de Bruxelles, **Belgium**
University of Porto, **Portugal**
Ovidius University of Constanta, **Romania**
Koç University, **Turkey**
University of Twente, **Netherlands**
European University of Madrid, **Spain**
Rīga Stradiņš University, **Latvia**
The Jagiellonian University, **Poland**
University of Ljubljana, **Slovenia**

TPG members

NAME	POSITION	INSTITUTION	COUNTRY
Philippe Emplit (TPG chair)	Former Vice-Rector for Teaching and Learning Director of T&L Services	Université Libre de Bruxelles	Belgium
Justyna Bugaj	Rector's Delegate for Quality of Education	The Jagiellonian University	Poland
Iwona Maciejowska	Head of the Teaching Staff Development Programme Council	The Jagiellonian University	Poland
Tomaž Deželan	Assistant Secretary General responsible for L&T and quality assurance	University of Ljubljana	Slovenia
Anja Oven	Office for Quality Assurance, Analysis and Reporting	University of Ljubljana	Slovenia
Mihai Girtu	Vice-rector for Research and Innovation	Ovidius University of Constanta	Romania
Eduardo Hermsen	Course coordinator, Centre of Expertise in L&T (CELT)	University of Twente	The Netherlands
Karen Slotman	Educational Consultant	University of Twente	The Netherlands
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Gonzalo Mariscall	Educational Innovation Project Manager	European University of Madrid	Spain
João Veloso	Pro-Rector	University of Porto	Portugal
Maria Pinto	Pedagogical Coordinator	University of Porto	Portugal
Zuhal Zeybekoglu	Manager of Koç University Office of L&T	Koç University	Turkey
Thérèse Zhang (EUA coordinator)	Deputy Director, Higher Education Policy Unit	European University Association	Belgium

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7 May 2019

University of Ljubljana

14-15 October 2019

Universidad Europea

KOÇ UNIVERSITY

1-2 July 2019

Dropbox

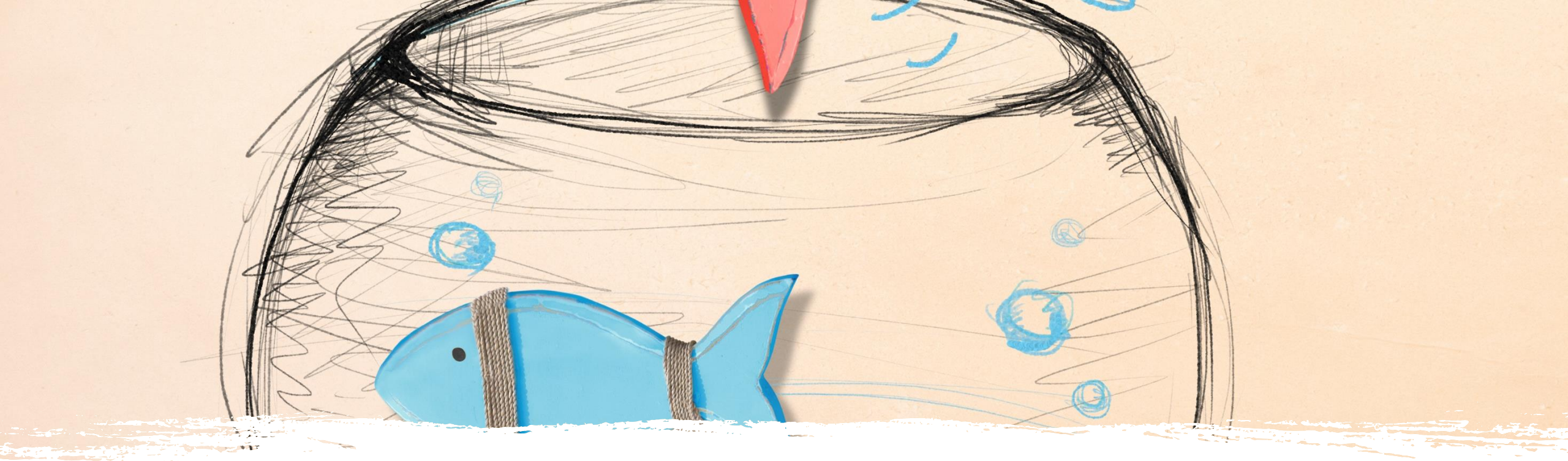
2020 European L&T Forum **Utrecht**

Breakout session B

PARTICIPANTS ?

ARE WE ON THE SAME LINE?

1. The quality of study process has to be improved continuously.
2. Each study programme and study course within it must be updated each year based on the analysis of pros and cons.
3. It is important to analyse the process and results in order to enhance learning & teaching practice.
4. There are many indicators showing measurable outcomes of learning & teaching.
5. I have tried to find and define learning & teaching performance indicators.
6. It is difficult to objectively assess the effort and learning outcomes of students and pedagogical competence of the academics, as well as their mutual correlation.



FISHBOWL

EVIDENCE-BASED LEARNING & TEACHING

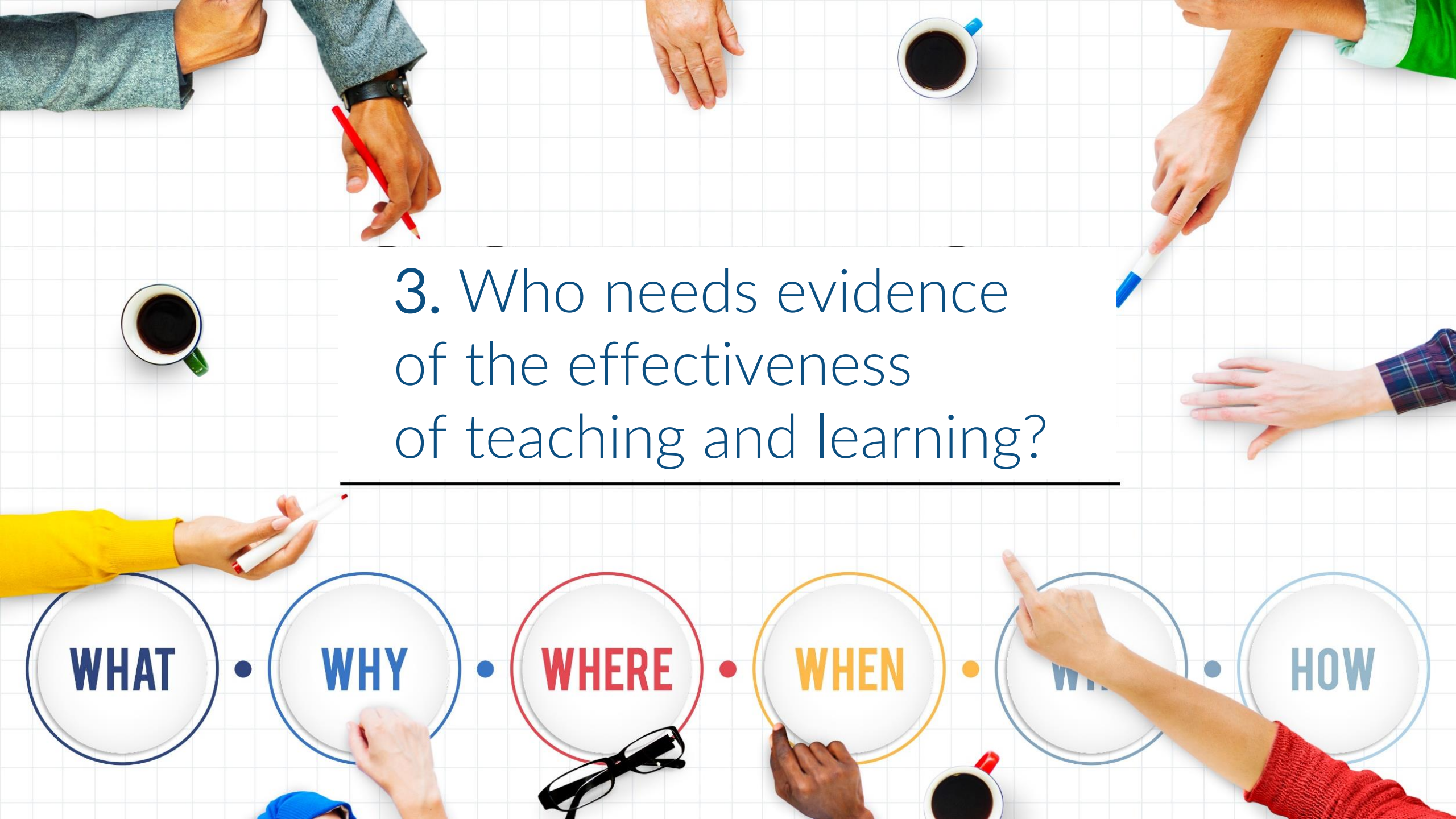
Why *Fishbowl* ?

- Helps a large group share understanding, see the things from different points of view in a relatively short amount of time.
- Creates active learning environment fostering participation – listening, observation and reflection.

1. In what ways do we analyse the teaching and learning in higher education?

2. What pieces of evidence could testify to the quality of teaching and learning?

3. Who needs evidence of the effectiveness of teaching and learning?



4. In *what ways* and using *what tools* is it possible to easily and precisely gain evidence that would prove the effectiveness of learning & teaching?

5. *What next?*

What conclusions should be made on the learning & teaching and by whom – individually, institutionally, nationally, on a European scale, and globally?

TPG`s reflection on evidence-based learning & teaching

Why?
What?
Who?
How?

The aim of the group was to explore what evidence higher education institutions (HEIs) use or consider relevant in order to enhance learning and teaching.

Evidence-based mindset and practice in HE

It is initiated by pedagogical curiosity & The need for continuous quality improvement

To sort the best from the rest, because our students deserve the best and we want to perform on a high level.

Why adopt EBLT practice?

(1) Evidence-based as a common point bridging teaching and research

(2) Evidence-based as it is already the case in quality assurance (QA)

(3) Evidence-based nurtured by evidence collection and existing structures

DEFINITION

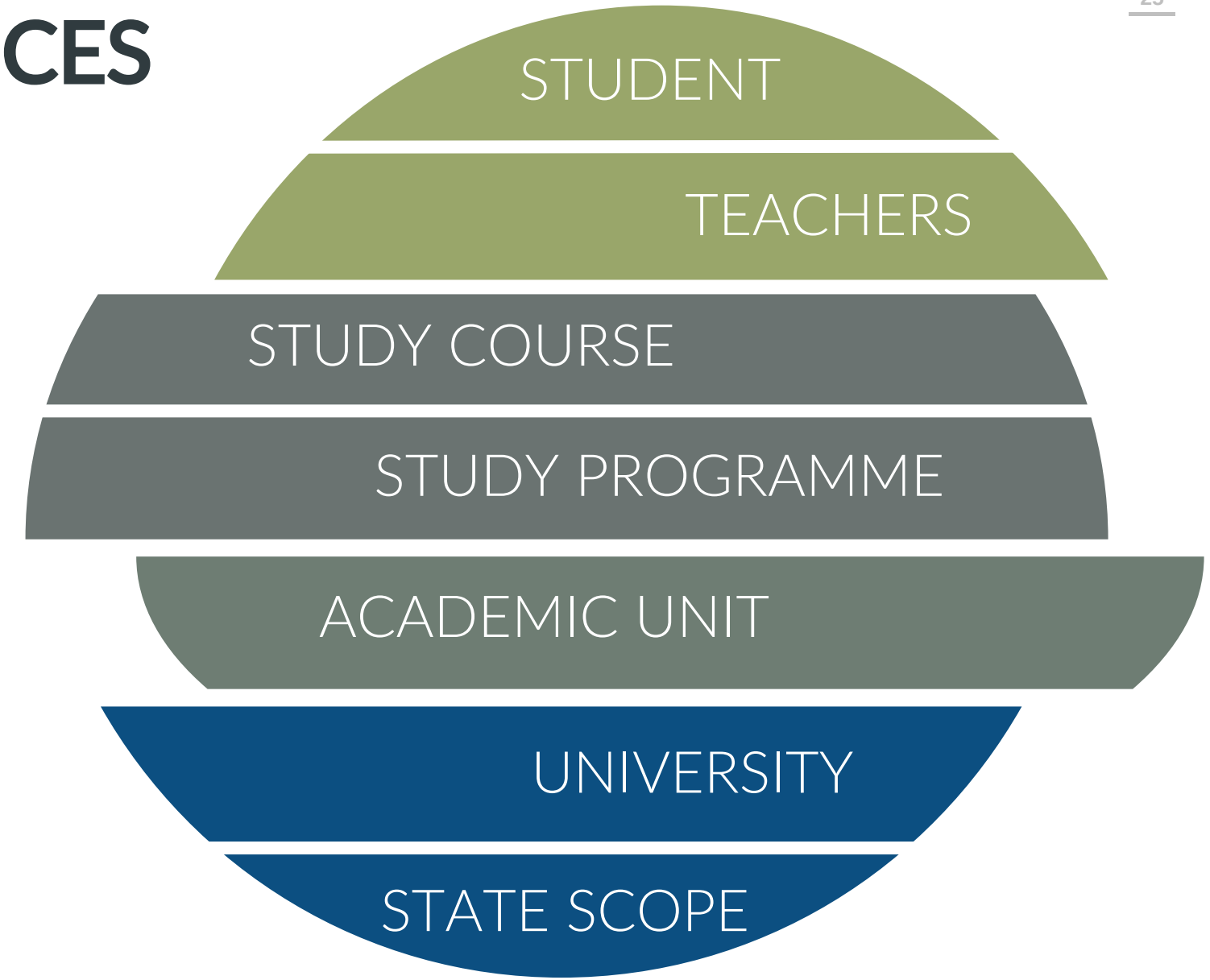
EBLT is about connecting learning and teaching to evidence-based methods, strategies and processes, through nurturing an institutional culture that is committed to continuous improvement of student learning.

**the concept is complex and multifaceted. There is no absolute unanimity, in the literature or among practitioners, on a single-way definition*

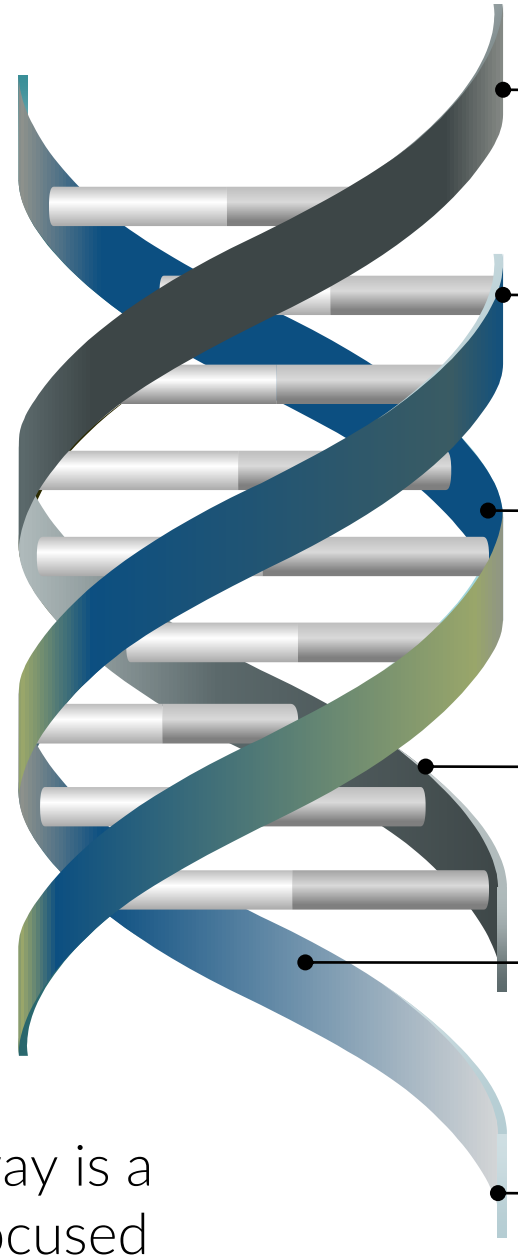
LEVELS OF EVIDENCES INDICATED

EBLT involve academic and administrative aspects:

- pedagogical competence
- quality assurance processes
- data collection and management
- governance and management models



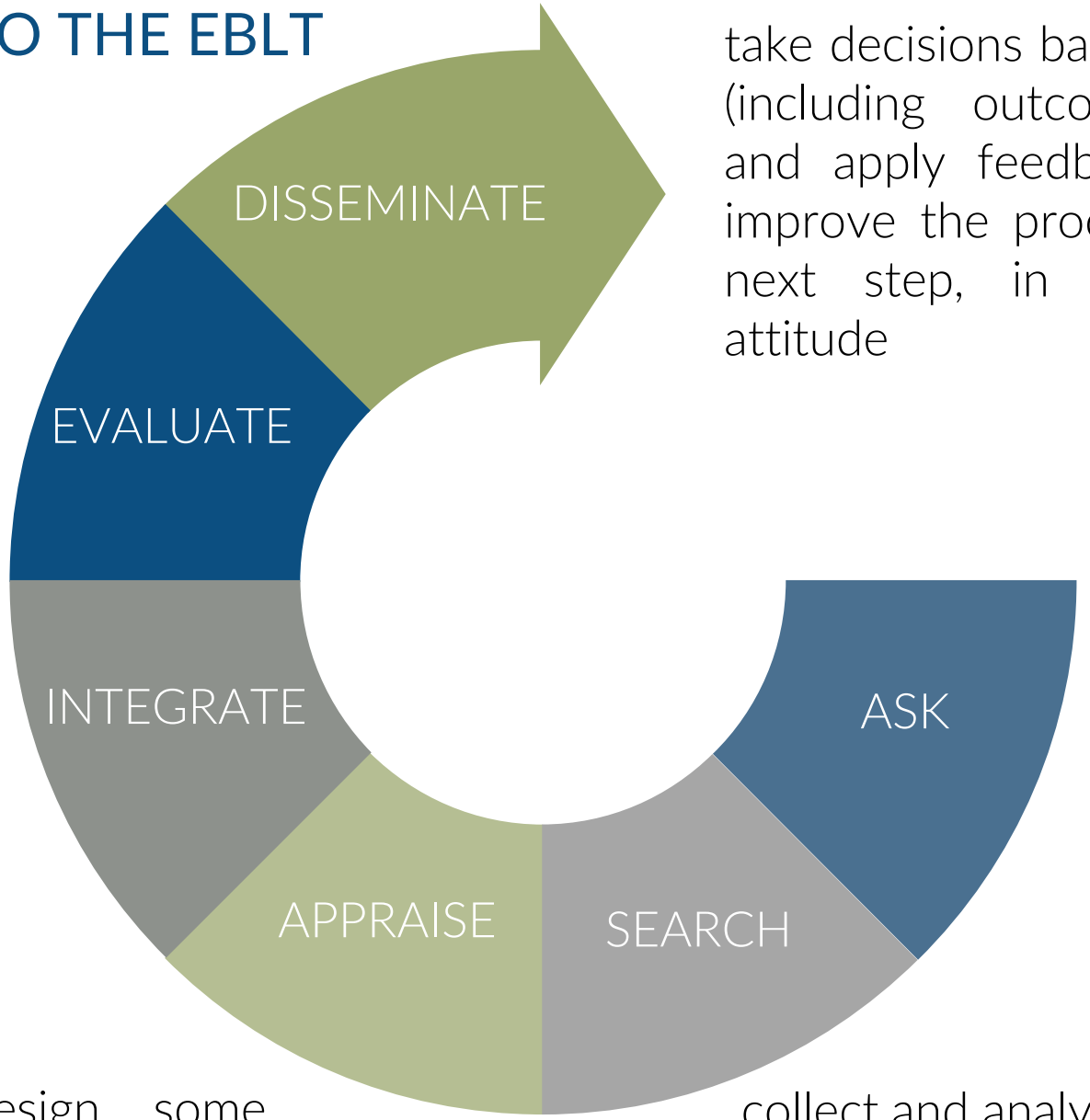
Emphasis in gathering evidence and making decisions



- Quantitative & Qualitative
- Contextually
- Interdisciplinary
- Personalised and/or anonymised
- Internally and externally
- Through cooperation between the parties involved

The most effective way is a holistic adequately focused approach

A CYCLIC APPROACH TO THE EBLT



take decisions based on evidences (including outcome assessment) and apply feedback in order to improve the process through the next step, in a quality-driven attitude

assess the outcomes of the initiatives against its (their) objectives and indicators

implement and practice the initiatives

decide on, and define, the L&T question to be addressed

elaborate and design some initiatives (including objectives and assessment indicators)

collect and analyse evidences (i.e. the data, information and literature) needed to proceed

Examples of evidence

- Use cases or models from interdisciplinary or disciplinary literature in pedagogy, didactics and education sciences (used as references or examples of practices)
- Own teaching activities and/or initiatives (possibly through action research or SoTL projects)
- Teachers' self-assessment and teaching performance assessment (e.g. through a teaching portfolio or peer evaluations)
- Assessment of student achievement, underpinned by a learning outcome approach (e.g. through student portfolio)
- Peer exchanges of observations on teaching initiatives (in the framework of peer mentoring or as part of peer learning in a community of practice in teaching)
- Feedback from various stakeholders of learning and teaching process (teachers and their peers, students, alumni, employers), through meetings, surveys or focus groups
- Quantitative and qualitative outputs from learning analytics

SOURCES OF EVIDENCE

Peer observation	Experience exchange	Practical consultations	Methodological workshops	Education technologies
IT systems	Student questionnaires + teacher's feedback	Academic performance reports	Learning outcomes sustainability	Course syllabuses
Learning management systems	Online learning environment	Self-study platforms	Supply of library resources	Certifications of research activities
Certifications of qualifications and competences	Continuing education activities	Didactic support materials	Examples of effective practice	Progress of graduates

TACIT KNOWLEDGE

Challenges in adopting EBLT as a systemic approach in HEI

(1) Reaching a common understanding of EBLT across the institution

(2) Implementing EBLT in a sustainable way

(3) Assessing the quality of EBLT activities and spreading successful initiatives

Recommendations on how EBLT could be adopted on a larger scale and developed further, while contributing to the enhancement of learning and teaching in the European Higher Education Area

For reaching a common understanding of EBLT across the institution

EBLT as the underlying paradigm for improving L&T at the institution and its entities.

To reach collective understanding – involve all stakeholders.

Top-down approaches & leadership, bottom-up contributions & expertise.

Reflected in the vision and strategic documents, widely communicated to entire institution.

Systemic approach – meaningful in the classroom context, no robust template, openness to diversity and flexibility.

For implementing EBLT in a sustainable way

Should take place at all levels and be embedded in institution's culture.

Evidence-based strategy for sustainable evidence-based practice.

Should mobilise and interconnect existing policies for L&T embracing recourse (pedagogical, HR, finances, QA, facilities) management.

Design institutional action, communication plan.
Create, strengthen support structures – L&T centres, developers for:
- teaching enhancement.

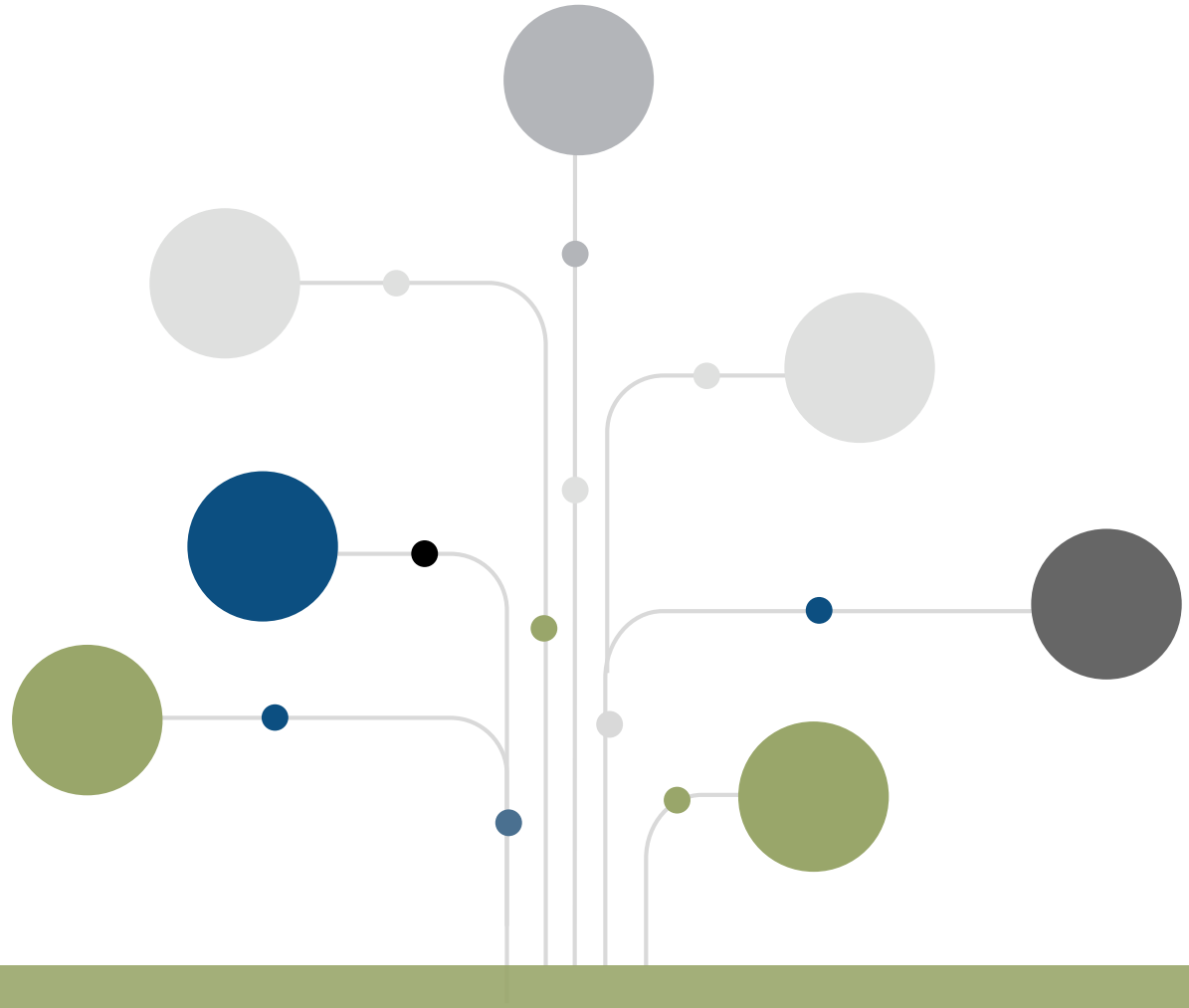
For evaluating EBLT activities and spreading successful initiatives

To collect and use meaningful quantitative and qualitative data at institutional and individual level.

To analyse, formulate constructive recommendations and manage the subsequent decision-making at faculty, study programme and course levels.

Well designed communication plan should report about the main achievements and impact of the EBLT approach.

Mobilising communities of practice promoting the resources available and searching for additional.



To be able to ask value added questions an find high quality data to answer with

If you can't measure it, you can't improve it.

The power of numbers, key performance indicators helps to focus attention on challenges of development.

What gets measured, gets managed.

«NOISY» TABLOID HEADLINES

It's easy to measure what you can count, but what counts is not easy to measure.

Don't let metrics undermine your business. An obsession with the numbers can sink your strategy.

Measure what we treasure but don't treasure the measure itself.

When Data Creates Competitive Advantage...

...*and when it doesn't*

Harvard Business Review
January–February 2020

Take away messages

Directions might help

- The fact that there is no uniformity on what's EBLT is both a challenge and an opportunity.
- Every individual and every institution as a whole can and should invest into building and strengthening EBLT culture in HE.
- Start now, stop never. Tools and solutions that work today, might be irrelevant tomorrow.

Feedback or some evidence that learning has happened today

REFERENCES

Images by www.pixabay.com; www.rawpixel.com

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