

TRENDS 2024

Preliminary results from the survey

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european UNIVERSITY ASSOCIATION

Trends 2024

	A milestone pub	lication of	EUA's since	1999 (9 ^t	^h edition)
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Maps developments in the European HE landscape

Comparative data

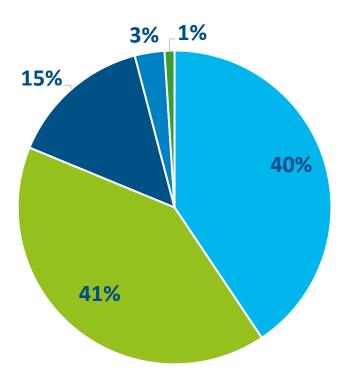
[/] From the perspective of HEIs

Associated with the reforms under the Bologna Process

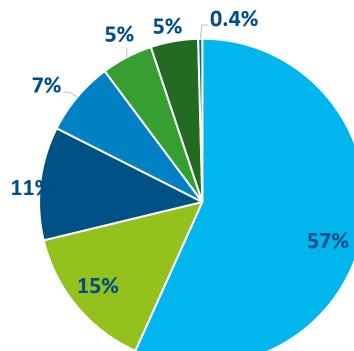
- 2023 survey (for Trends 2024):
 ✓ May-July 2023
 - ✓ 490 responses (1 per institution, from leadership)
 - ✓ 46 EHEA countries covered
 - ✓ Longitudinal data from T2015, T2018, and earlier thematic surveys (DIGI-HE, INVITED)
 - \checkmark 6 sections:
 - * The institution and its context
 - * The student lifecycle and experience
 - * Learning, teaching and teachers
 - * Inclusion, equity and diversity
 - * Engagement and outreach with society and community
 - * Internationalisation
- Publication: End May 2024 (Ministerial conference)

Who answered?

Size of participating institutions



- Less than 7.500
- Between 7.500 and 24.999
- Between 25.000 and 49.999
- Between 50.000 and 75.000
- More than 75.000



Type of participating institutions

- Comprehensive (multidisciplinary) university
 Specialized university
- University of applied sciences/university college
- Technical university

Music and arts schools

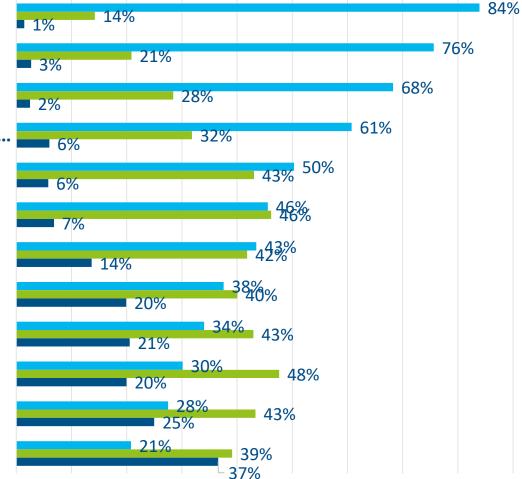




Changing times, changing institutions?

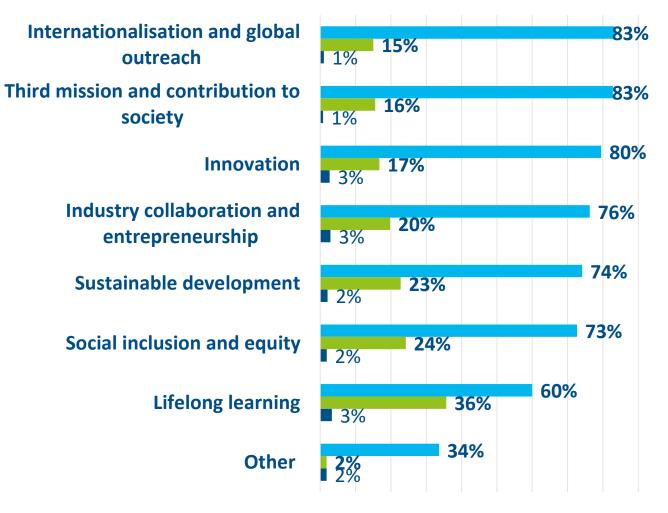
Developments impacting institutions' overall strategy, past five years

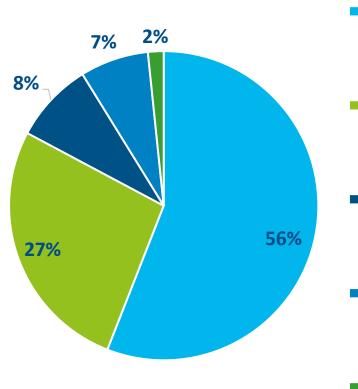
Digitalisation **Covid-19 pandemic Enhanced cooperation with other HEIs** Greening/Sustainable Development Goals... **Economic developments Open science, open access** Growing competition with other HEIs **Demographic change Political developments Rankings and league tables Geopolitical challenges Migration-related changes**





Areas of importance to the institution





Primary mission - education or research

- Both are equally important
- Both are important, but education is slightly more
- Both are important, but research is slightly more
- Education

Research

Low to no importance



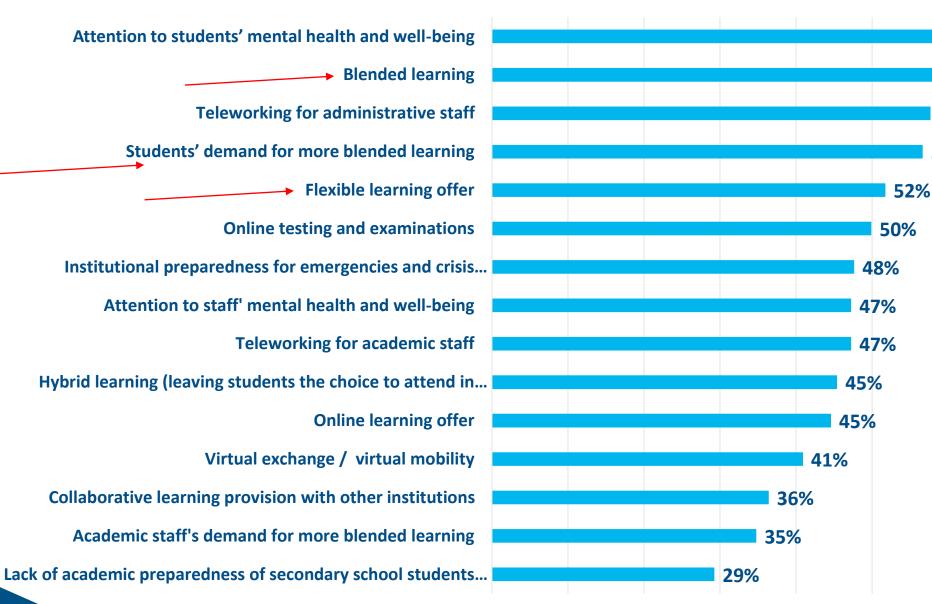
66%

64%

58%

57%

Increases post-Covid 19





Average percentage of students that study...

12% **9%** On campus (physically present) Off campus (mainly via distance learning) Combining both (blended or hybrid) 79%

But... back to normal?



Discussion

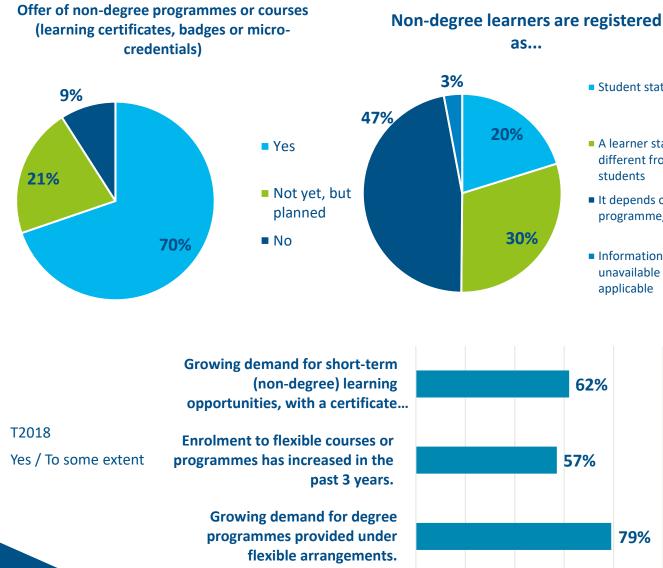
1. How would you relate to what has been presented? Do you recognise some situations, developments in particular, which you would like to share with other participants at your table?

2. What would you say is the most challenging trend in what has been presented, at your institution or in your country?

3. What would you say is the most hopeful or encouraging trend in what has been presented, at your institution or in your country?

(More) flexible learning





Issues related to Student status funding Re A learner status different from students Identifying th It depends on the programme/course. **Finding a busin** Information unavailable / Not Cre applicable Legal and regulatory ob national/system l Quality 62% Defining the sta learne Issues related to the fo design of such cou Legal and regulatory within the instit 79%

Challenges for non-degree programmes or courses

o fees and g	27%	40%	26%
ecognition	26%	42%	27%
e demand	26%	45%	23%
less model	26%	39%	25%
edit award	25%	36%	33%
bstacles at level	25%	38%	29%
assurance	23%	35%	38%
atus of the r	20%	35%	37%
ormat and urses	19%	39%	34%
obstacles sution	16%	31%	46%

Flexibility for students to...



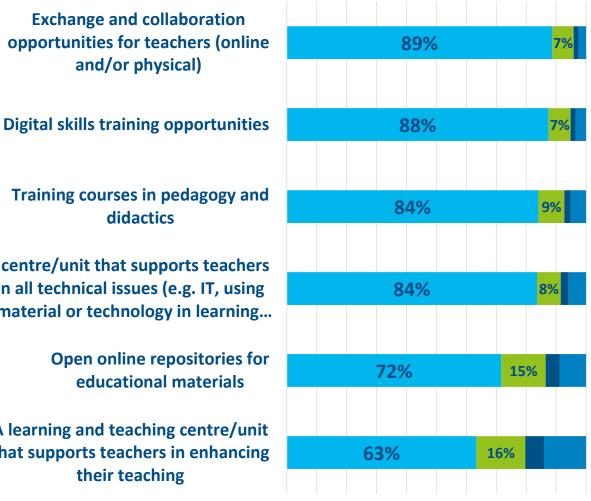
Choose optional courses in their study programme				71%					26%	<mark>2%</mark>
Change optional courses during their studies			57	%				32%		8%
Have some flexibility with respect to the time it takes to complete a degree (without financial or other penalties)			46%				31%		2()%
Change study programme during their studies		37%	6				50%			11%
Have some flexibility when studying some courses (e.g. no obligation to take course B after course A)		36%	6			2	7%			14%
Switch between full-time and part-time provision		34	%			31%	6		22%	6
Decide whether or not to attend a class		30%			38	8%			29%	
Suggest the topics they to study in a course	13%			47	%				31%	
Have choice between different types of assessment for a given course	10%		339	%				50%		

■ Yes, it is common across the institution ■ Yes, but limited across the institution

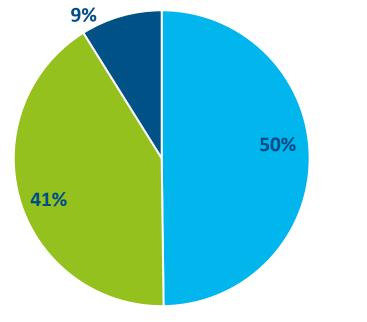
■ No



Support to teaching staff



Role of teaching performance evaluations in career progression



Yes

A minor role compared to other criteria

■ No role at all

A centre/unit that supports teachers on all technical issues (e.g. IT, using

material or technology in learning...

Exchange and collaboration

and/or physical)

Training courses in pedagogy and

didactics

Open online repositories for educational materials

A learning and teaching centre/unit that supports teachers in enhancing their teaching

> Not yet, but planned No information/NA Yes No

Is learning and teaching becoming more « internationalised »?



International exchange and collaboration

This is a priority at our institution.

We established structures and resources for a more systematic approach at our...

Our activity in this area increased over the past years.

We want our activity in this area to increase in the future.

There is a dedicated portfolio at leadership level (vice- or pro-rector in charge).

Compared to other missions, it is underresourced in terms of staff.

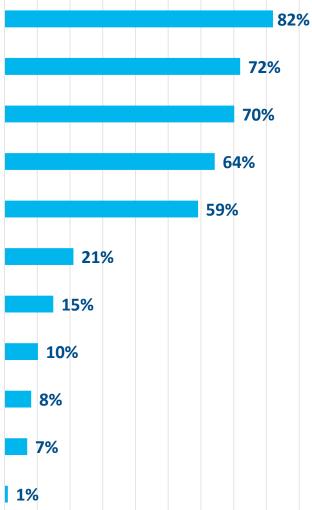
Compared to other missions, it is underresourced in terms of funding.

Our activity in this area is not always and fully recognised (by authorities,...

There is a lot of external pressure for more engagement (from authorities, employers,...

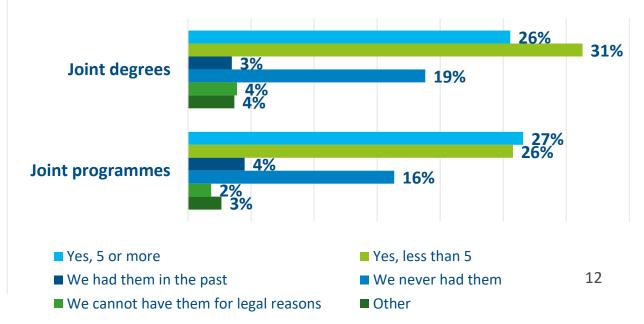
It is difficult to map our institution's activities in this area.

We are not very active in this area. 1



Percentage of students with at least one physical mobility experience during	≤5%	6-10%	11- 20 %		than	No informa tion/NA
Bachelor	34%	25%	20%	9%	4%	8%
Dachelor	37%	20%	18%	10%	4%	10%
Master	3770	20/0	10/0	10/0		10/0
	30%	10%	9%	9%	13%	28%
PhD						

Joint offer





Discussion

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Thank you for your attention and participation!

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