Enhancing learning and teaching at European higher education institutions

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First European Learning and Teaching Forum

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Learning & teaching

- Growing emphasis on learning & teaching
- How do the European universities approach the L&T development? How can they be best supported?
- How can a "European Dimension" contribute?
- What can EUA do?

TREND 2018

- Focus: institutional developments in learning and teaching
- Follow-up on TRENDS 2015 – longitudinal data
- Institutional leadership (for the entire institution)
- 303 responses - 43 European higher education systems
- Publication: spring 2018

High levels of convergence

Institutional development

- **Increased attention to L&T throughout the institution** (92%)
- **L&T strategy** (86%)
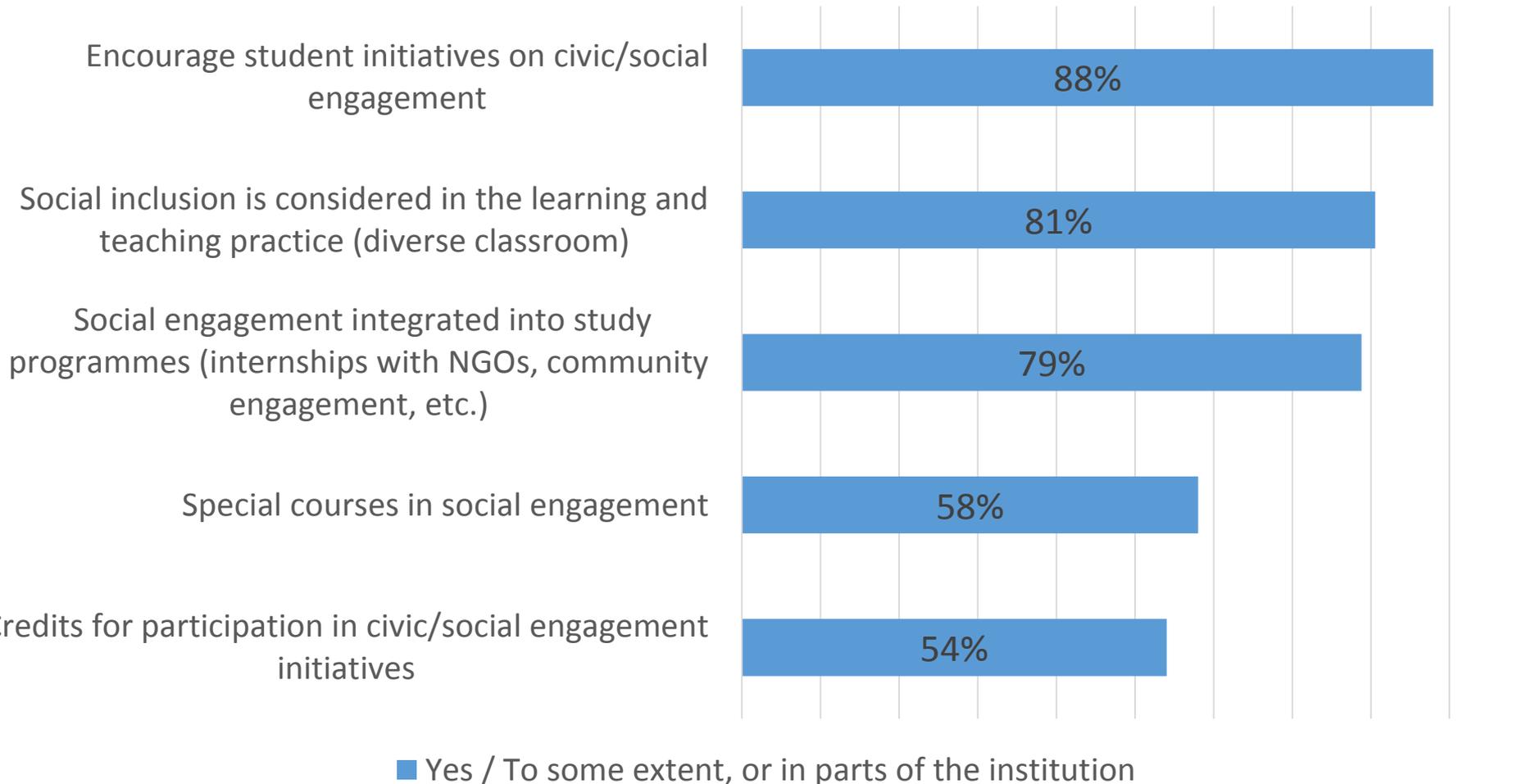- **Central unit for L&T** (65%)
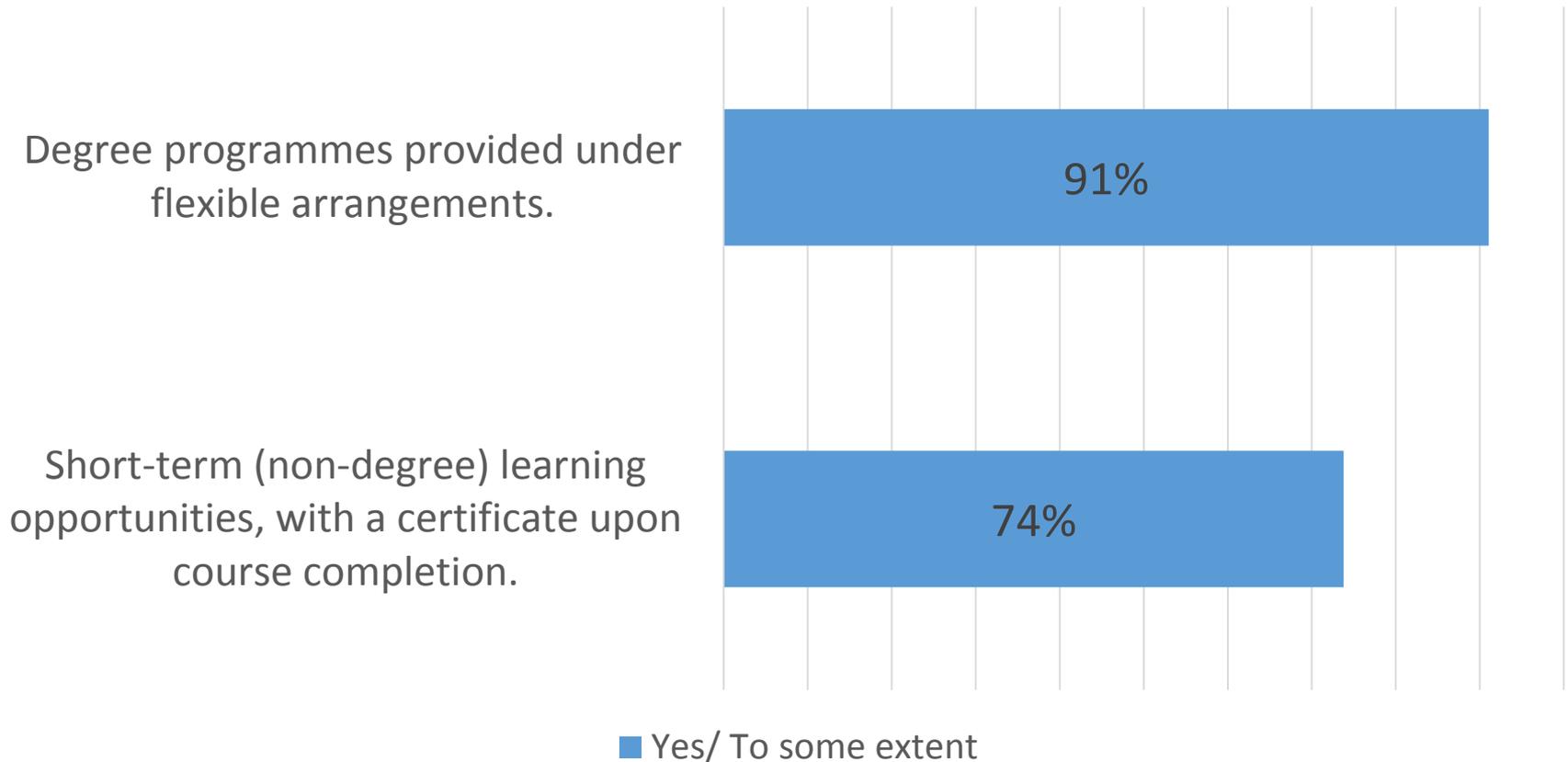
*yes/yes to some extent

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%)

Social inclusion & engagement

Impact of inclusiveness and social engagement on learning and teaching

Encourage student initiatives on civic/social engagement — 88%

Social inclusion is considered in the learning and teaching practice (diverse classroom) — 81%

Social engagement integrated into study programmes (internships with NGOs, community engagement, etc.) — 79%

Special courses in social engagement — 58%

Credits for participation in civic/social engagement initiatives — 54%

■ Yes / To some extent, or in parts of the institution

Trends 2018. Q28

Increased demand for flexible provision

Degree programmes provided under flexible arrangements.
91%

Short-term (non-degree) learning opportunities, with a certificate upon course completion.
74%

■ Yes/ To some extent

Trends 2018. Q29

Digital learning

Increased acceptance, more strategic	**90%**
Boasted education provision	62%
Blended learning	36% fully 51% to some extent

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%

Trends 2018. Q9, Q24, Q25, Q42

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%

Strong emphasis on external collaboration
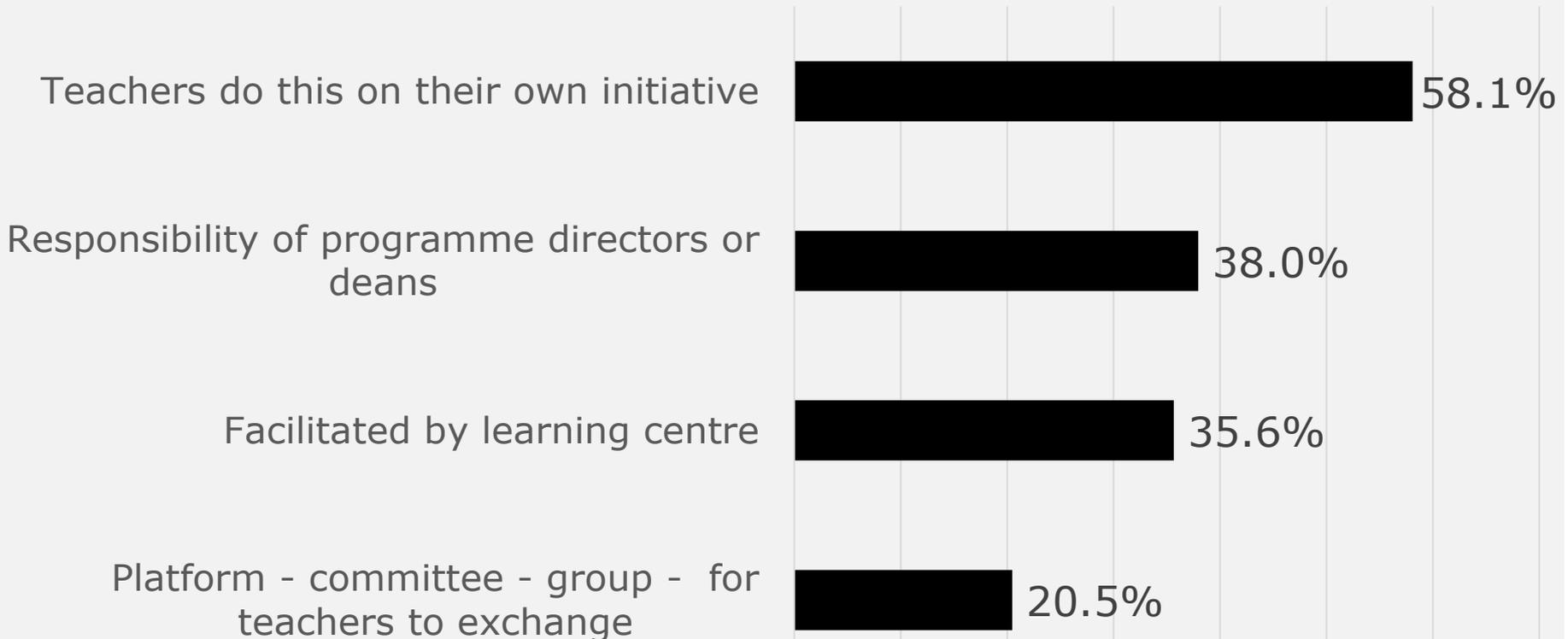
On teaching enhancement

- 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%)

Trends 2018. Q41.
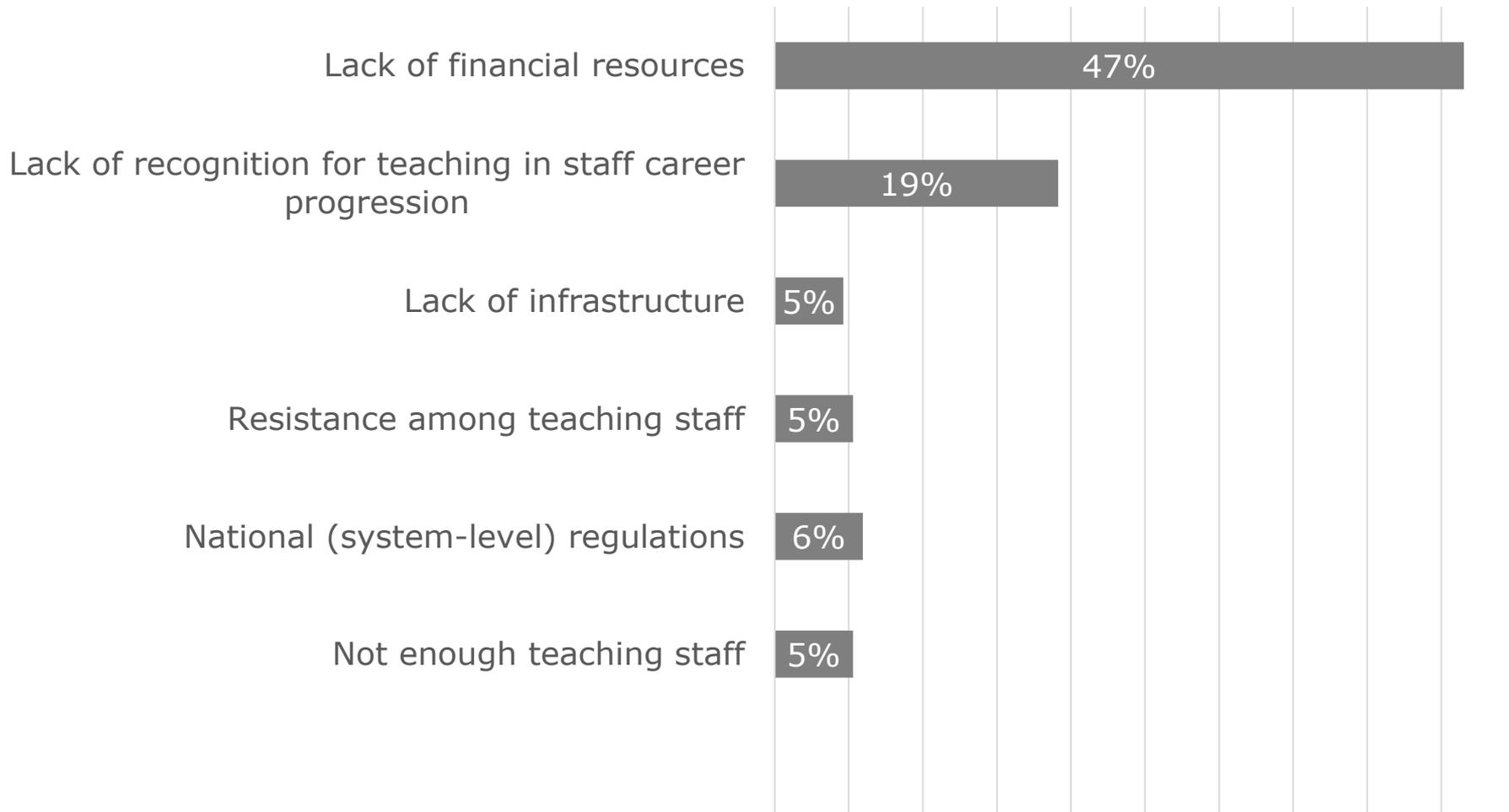
Collaboration on L&T within the institution

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices

Teachers do this on their own initiative	58.1%
Responsibility of programme directors or deans	38.0%
Facilitated by learning centre	35.6%
Platform - committee - group - for teachers to exchange	20.5%

Trends 2018. Q40

Concluding points

- Data on institutional developments: convergence / trends
  - ✓ social inclusion/ engagement, flexible learning offer, digital learning, teaching enhancement
- Institutional level: capacity for change
  - ✓ Collaboration within the institution: role of leadership, organisation
  - ✓ New and changing roles of staff
  - ✓ Overall implications for the institution and its mission
- Exchange & collaboration crucial for L&T development
  - ✓ Exchanges /projects among institutions & national initiatives
  - ✓ Erasmus+, Bologna Process, university associations
- Key challenge
  - ✓ Institutional & policy attention to the education mission

Top obstacles for L&T

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

European Forum For Enhanced Collaboration in Teaching

- Erasmus K3 project, Dec. 2015 – Nov. 2018

- Teaching staff development/ teaching enhancement AND institutional strategy

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

- 12 partners: universities, university networks, stakeholder associations

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.

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

Project consortium: partners and friends

Teaching prizes/ awards

1/3 of institutions awards teaching prizes

- 43.8% very positive
- 53.8% to some extent

European Principles for Enhancement of L&T

- developed in European cooperation
- What are they good for?
  - ✓ non-prescriptive
  - ✓ "underpin the need to re-emphasize the education mission"
  - ✓ consensus
  - ✓ starting point for joint work – institutional, national, European levels
- Approaches on how to use them
  - ✓ Guiding questions
  - ✓ Strategy development

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