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Learning and teaching: An overview from European universities

THÉRÈSE ZHANG, DEPUTY DIRECTOR FOR HIGHER EDUCATION POLICY

EUROPEAN UNIVERSITY ASSOCIATION (EUA)

lotus

National Developments in Learning and Teaching in Europe

A report from the Leadership and Organisation for Teaching and Learning at European Universities (LOTUS) project

Thérèse Zhang

DIGIHE

SURVEY REPORT

DIGITALLY ENHANCED LEARNING AND TEACHING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

Michael Gaebel, Thérèse Zhang, Henriette Stoeber and Alison Morrisroe

January 2021

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LEARNING & TEACHING PAPER #6

Towards a cultural shift in learning and teaching

Tia Loukkola & Helene Peterbauer

March 2019

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TRENDS 2018

Learning and teaching in the European Higher Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors:
Luisa Bunescu
Henriette Stoeber

Institutional strategies support package

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

effect

The **EFFECT project** has developed the European Principles for the enhancement of learning and teaching, which are an instrument for dialogue and cooperation, in different contexts. Among others, they can:

- inspire and structure discussion and joint work among the members of the institution (teachers, all other staff concerned with the education mission, students and leadership)
- encourage exchange and cooperation with external parties (other universities, employers etc.)
- help institutional leadership to develop or evaluate strategic approaches for learning and teaching, in collaboration with students and staff.

The context:

Policy and society « pressure »

Increased attention to learning and teaching in the past years:

- **HEIs establishing more systematic and strategic approaches, with dedicated structures (Trends 2018)**

- **Attention at European policy level:**
  - ✓ Bologna Process: Paris + Rome Communiqués and Recommendations to national authorities endorsed in 2018
  - ✓ EU: part of European Strategy for Universities, the European Education Area

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In the Bologna Ministerial Communiqué, Yerevan, May 2015:

« *Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA.* »

Promoting pedagogical innovation

Student-centred learning environments

Digital technologies

Link between teaching, learning and research

Creativity, innovation and entrepreneurship

Effective learning activities

Enhancing academics' teaching competences

Students and stakeholders involved in curriculum design and QA

EHEAROME2020

Rome Ministerial Communiqué

19 NOVEMBER 2020

To achieve excellent and relevant higher education, support is also needed to **stimulate pedagogical innovation**, focused on the learners, with a variety of learning spaces and flexible, interdisciplinary paths. The

COMMUNICATION FROM THE COMMISSION

ON A

EUROPEAN STRATEGY FOR UNIVERSITIES

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1. **The higher education learning experience nurtures and enables the development of learners as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning.**

   Higher education equips people with the confidence and skills to live and learn in a changing world, able to proactively address their own and the world's grand challenges.

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.

#EFFECT_EU

bit.ly/EFFECTproject

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

What does this mean :

Learning and teaching

- Curiosity, creativity-driven, reflective – creation of new knowledge
- Personal development – professional proficiency – high-level skills and expertise
- Scientific method – traditions of human knowledge – commitment to evidence-based discourse – connected studies/training – problem-solving, challenge-based
- Teaching as core part of academic practice, respected as scholarly and professional, and connected with research
- Different learners – diversified learners' needs and goals – different learning spaces

High levels of convergence:

Increased attention to L&T throughout the institution (92%)

Institutional development

- **L&T strategy** (86%)
- **Central unit for L&T** (65%)
- High interest in **external cooperation** in L&T

Internal + external 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%)

Trends 2018. Q9, Q12, Q18

Yes / To some extent

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Digital learning:

Even before the pandemic…

Increased acceptance/more strategic approaches to e-learning	**87%**
Boosted education provision through e-learning	**74%**
Blended learning used in regular teaching	**36%** fully **51%** to some extent

Trends 2018. Q25, Q29

Digitally-enhanced L&T: Impact and purpose

Top 3 impacts

89%	• innovates teaching
75%	• flexible provision
35%	• data on student learning

Internationalisation	Past 5 years	Next 5 years
Transforms inter-institutional collaboration	64%	86%
Outreach to international students	57%	85%
Virtual mobility	25%	75%

Short online courses (non-degree) that earn certificates, micro-credentials or badges

DIGIHE

50% offer short, non-degree online courses

- **Target: lifelong learners**
- **Most frequent online offer (more than MOOCs)**
- **Half of institutions ≤ 10 courses**

368 responses from all 48 countries of EHEA
Responses gathered from April to June 2020

Staff enhancement

Trends 2018. Q38, Q39

Outlook

2020-2021 pivotal for online and blended education

- Sustainable changes beyond emergency provision?
- From “blended” to a more comprehensive approach (hybrid, hi-flex)?
- How would this change HEIs and their cooperation with other HEIs and other parties? More shared and networked approaches? Capacities to be improved?

Gradual transformation over the past years

- Higher acceptance, strategic foresight, more mainstreamed practice, gradual exploration and capacity building for “teaching with digital”
- “It is not (only) about technology; it’s about pedagogy”
- Innovation is not (only) about digital: learning design, spaces
- Collaboration and exchange = a driver for L&T
- **How to innovate teaching practices and the way students learn, in the way they can stake responsibility and autonomy for their learning**

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For the last session of the visit:

Lessons learnt

1. **What did you find inspiring, and you could relate with in your own context?**
2. **What did you find inspiring, and what could help you address some challenges in your context?**
3. **What would you find most useful for « innovating » learning and teaching in your context?**

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