

Learning and teaching for transformational capacity:
Today's needs for learning and teaching innovation
imply integrated institutional transformation

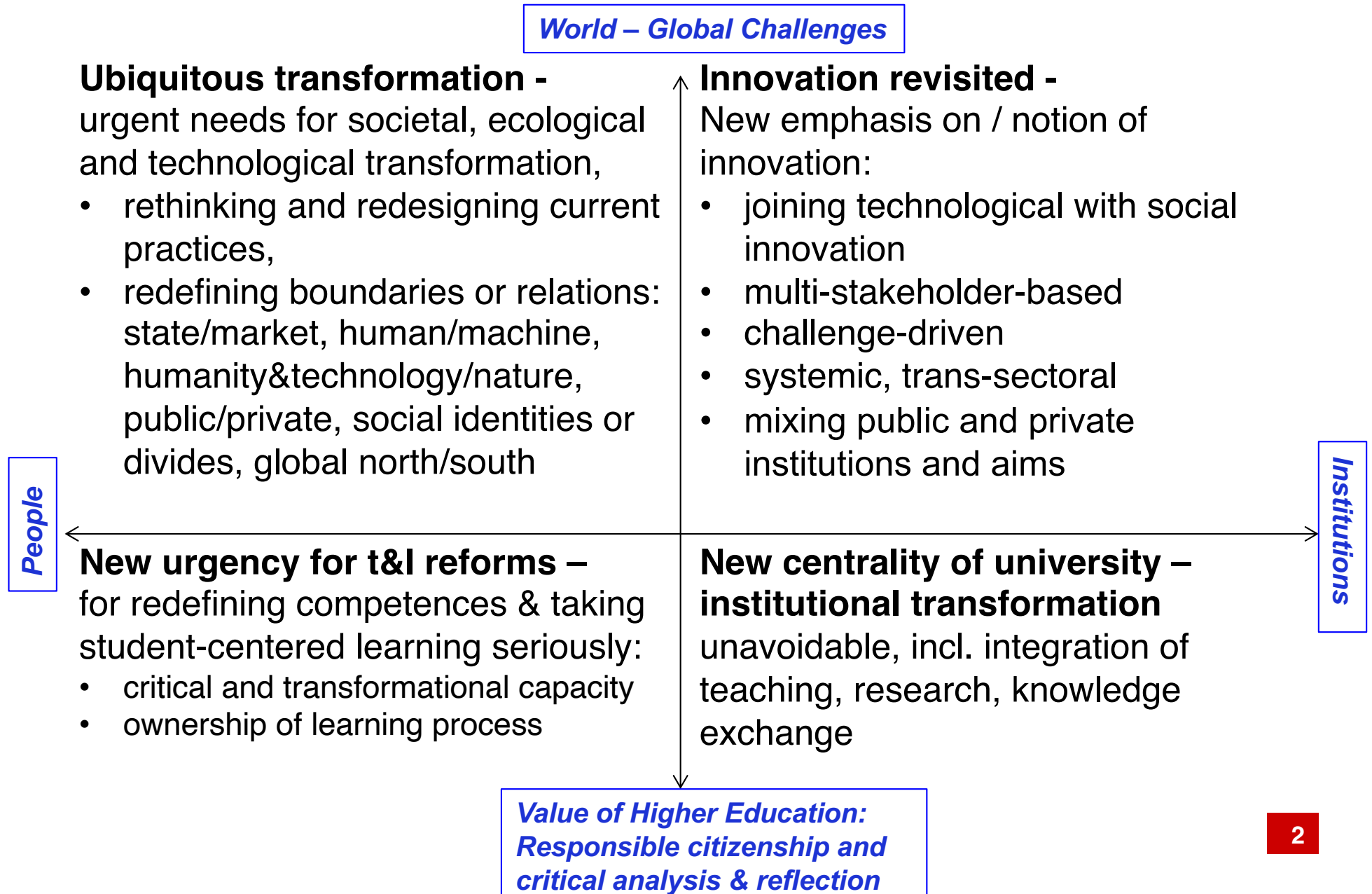
EUA Learning and Teaching Forum 2021

Session III: Connecting the dots - How to transform
education to generate comprehensive knowledge and skills

Dr. Sybille Reichert, 18 February 2021

Quadrants of Transformation in Higher Education:

Critical moment with great potential for integrating teaching & learning reforms with overall institutional transformation



Innovation Needs and Competences:

Teaching reforms affect institutional culture and policy

Table 2 Learning and teaching: needs, responses and framework conditions

| New needs and concerns related to universities' role in innovation | Institutional responses of universities | Necessary framework conditions |
|--|---|--|
| <p>Qualitative aims:</p> <ul style="list-style-type: none"> • Prepare for disruptive innovation • Promote systemic understanding and competences • Create game-changers • Extend students research-related competences • Promote digital skills • Foster entrepreneurial mind-set and skills | <p>Teaching reforms:</p> <ul style="list-style-type: none"> • Extend interdisciplinary, project-based learning • Support student self-organisation • Improve teaching innovation services • Extend mentoring, including by external stakeholders • Provide entrepreneurial modules, as extra offer or integrated into curriculum. • Develop digital skills modules • Encourage and support start-ups | <p>Regulatory:</p> <ul style="list-style-type: none"> • Sufficient academic autonomy of universities for introducing new study programmes and design their content • Sufficient academic autonomy of universities for the selection of students to study programmes <p>Financial:</p> <ul style="list-style-type: none"> • Sustainable funding for low student/staff-ratios to allow for project-based learning, orientation in diverse learning paths, and mentoring |

New urgency for t&l reforms – redefining competences & making students owners of their learning

importance of research
competences

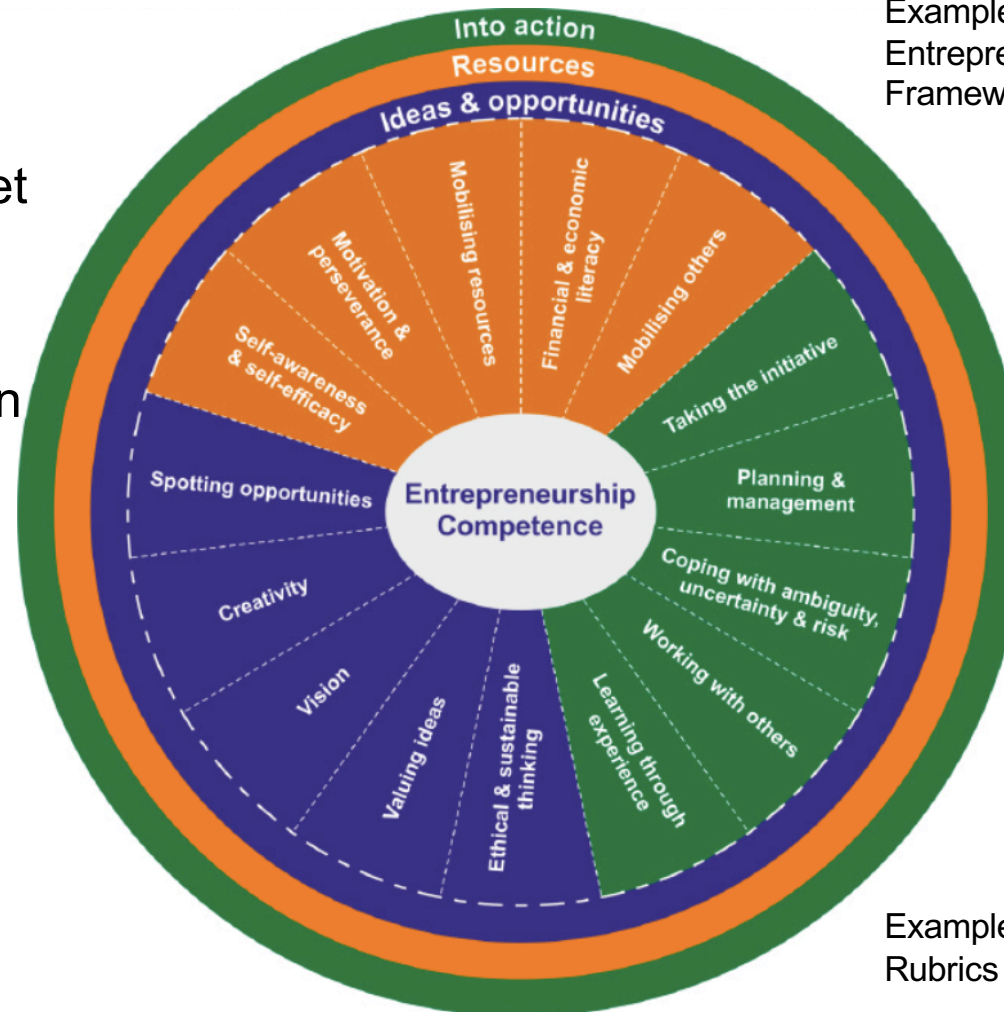
entrepreneurial mind-set
& competence

interdisciplinary
understanding based on
disciplinary comp.,

intercultural, global
understanding

Information, data &
science literacy

Critical thinking and
understanding of
scientific methods



Example 1: The European
Entrepreneurship Competence
Framework

Example 2: The AAUC Value
Rubrics

Example 2: AACU 16 Value Rubrics with different levels of learner performance & autonomy

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

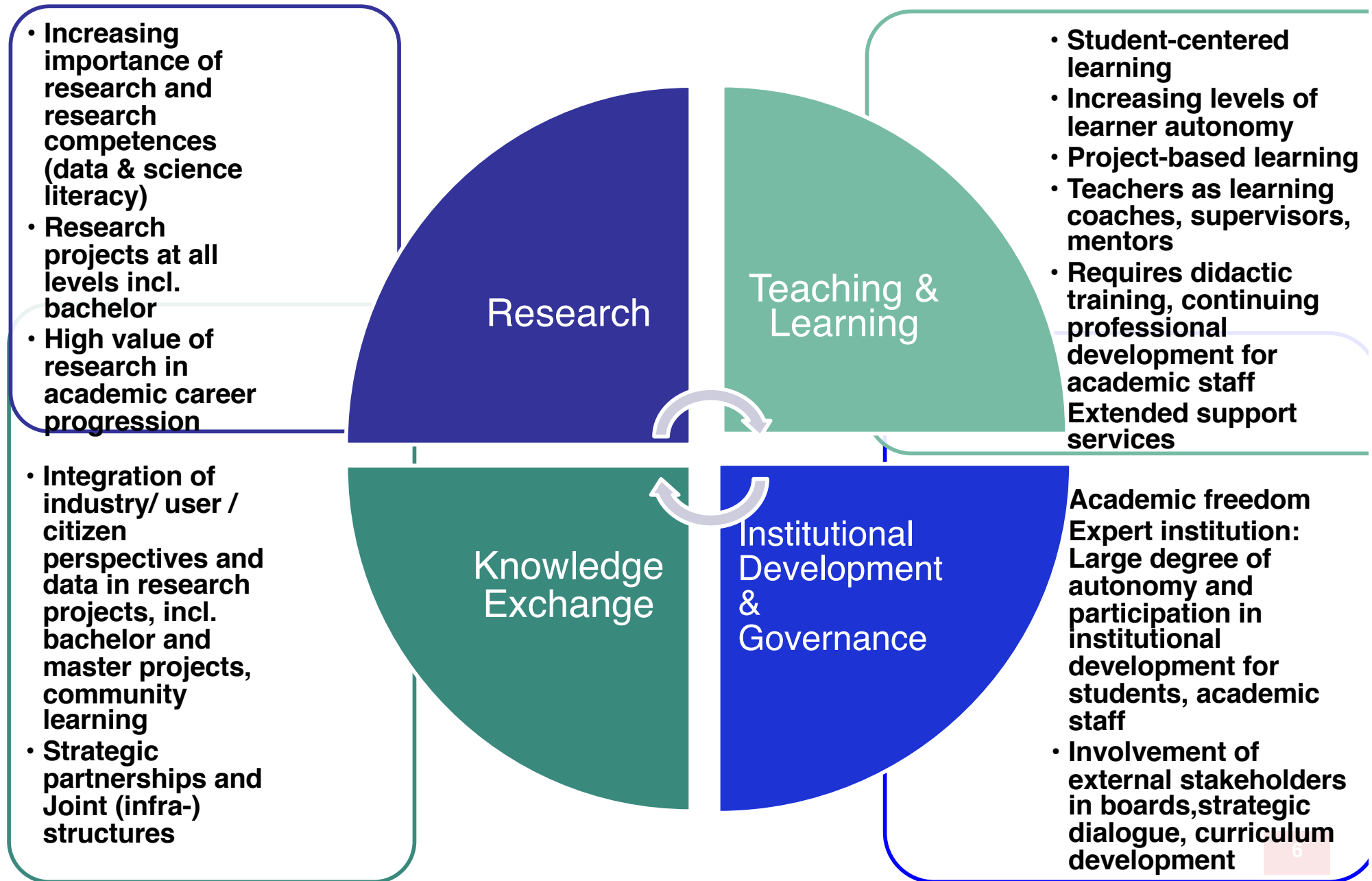
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones 3 2 | | Benchmark 1 |
|--|--|---|--|--|
| Diversity of Communities and Cultures | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. |
| Analysis of Knowledge | Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. | Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. | Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government. |
| Civic Identity and Commitment | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment. | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity. | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity. |
| Civic Communication | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. | Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives. | Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives. | Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives. |
| Civic Action and Reflection | Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. | Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions. | Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. | Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action. |
| Civic Contexts/Structures | Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. | Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim. | Demonstrates experience identifying intentional ways to participate in civic contexts and structures. | Experiments with civic contexts and structures, tries out a few to see what fits. |

21st Century Teaching & Learning Reforms

presuppose integrated institutional transformation



Examples:

Aalto Design Factory

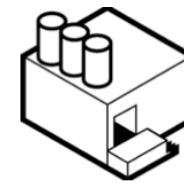
TU/e Challenge Projects

Manchester Univ. Stellify

TUMentreprenurship education/ StarTUM



The screenshot shows the TU/e innovation Space website. The header includes the TU/e logo and navigation links: OUR UNIVERSITY, About the University, Departments, Library, University Fund Eindhoven, Calendar, and Community. The main content area features a large image of students working at a table, with a blue overlay containing the text 'TU/e innovation Space' and a description: 'TU/e innovation Space is a community and facility that supports interdisciplinary hands-on education, engineering design and entrepreneurship.' Below this is a sidebar with links to Students, Projects, Industry, Blog Tom Seltén and Bas Verkaik, Events, Our people, and Contact us. A 'COMMUNITY PLATFORM' button is also visible.



WHAT IS DF

Aalto Design Factory (ADF) is an interdisciplinary product design and learning hub uniting students, teachers, researchers, and industry. We aim to build a new kind of passion-based learning culture for Aalto University. You are welcome to join us!

DESIGN FACTORY

Educating the world's best product designers



STELLIFY



STEL·LI·FY (VERB)

TO CHANGE, OR BE CHANGED, INTO
A STAR

The University of Manchester gives you the opportunities to do more and be more. We call it Stellify. It's about broadening your horizons, understanding the issues that matter, and stepping up to make a difference to the local and global community.

Stellify enables you to do more and be more during your time at university, with a select package of activities containing some of Manchester's most exciting and transformational student experiences – and the chance to earn a prestigious University award.

Start your Stellify journey.

TU/e

INNOVATION SPACE

Example: StarTUM (start-up/ stardom)

StarTUM - The Integrated TUMentrepreneurship Education Approach

TUMentrepreneurship Education instructs and guides its participants through all the different phases of establishing a business, ensuring that the content and method of instruction is practically oriented and tailored to the needs of each project. Our program is geared toward participants with a variety of disciplinary backgrounds and experience, from Bachelor's and Master's students, to doctoral and post-doctoral candidates through to scientists and professionals.

| | | |
|--------|------------------------------|---|
| S | <i>Sense</i> | What options do I have besides traditional employment? See for yourself! |
| T | <i>Touch →</i> | Can I make a living from being an entrepreneur? <u>Get in touch with real entrepreneurs!</u> |
| A | <i>Assess →</i> | Do I want to become an entrepreneur? <u>Find out how it feels to be an entrepreneur!</u> |
| R | <i>Recognize →</i> | What do I have to do to become an entrepreneur? <u>Recognize opportunities and get all the important information!</u> |
| T | <i>Take-off →</i> | How do I get my own business started? <u>Get Practical!</u> |
| U M | <i>Understand More →</i> | How can I understand more about entrepreneurship theory and advance it further by doing cutting edge research? <u>Delve deep!</u> |

EUA STUDY

The Role of Universities in Regional Innovation Ecosystems

<https://www.eua.eu/resources/publications/819:the-role-of-universities-in-regional-innovation-ecosystems.html>

By Dr Sybille Reichert

sybille@reichert-consulting.de