

## TRENDS 2018:

# MAIN FINDINGS AND PERSPECTIVES FROM EUROPEAN HIGHER EDUCATION INSTITUTIONS

Trends/EFFECT event - Scotland House, 6 December 2018

A discussion with:

Philippe Emplit, Free University of Brussels, Belgium

Klara Engels-Perenyi, European Commission

Michael Gaebel, EUA

Adam Gajek, European Students' Union

Istvan Vilmos Kovács, Corvinus University of Budapest, Hungary

Facilitated by Thérèse Zhang, EUA

#EUATrends

#EUALearnTeach

#EFFECT\_EU

## **EUA's activities in learning and teaching**

**The EFFECT project (2015-2019)**

**Thematic Peer Groups (since 2017)**

**The European Learning and Teaching Forum (since 2017)**

**A EUA Position Paper on learning and teaching at European  
Universities (2017)**

**The Trends 2018 study**

# European Forum For Enhanced Collaboration in Teaching

- Erasmus + KA3 project, Dec. 2015 – Feb. 2019
- Aims and outputs



# Project consortium: partners and friends



# EUA Thematic peer groups

<https://bit.ly/2PyliWU>

- Opportunities for peer-learning and exchange of practice
- Recommendations: published in reports
- First report fed EUA's position paper on learning and teaching
- New call for participation launched!

Building a link between  
research and teaching  
missions of the university

Empowering students for  
their future professional life  
and civic engagement

Promoting active learning  
in universities

Continuous development of  
teaching competences

Addressing larger and more  
diverse student bodies  
ensuring student success

Fostering engagement in  
developing learning and  
teaching

Career paths in teaching

Evaluation of learning and  
teaching

# European Learning & Teaching Forum

14-15 February 2019, University of Warsaw



Regular event



Exchange &  
networking



Build the  
community



Starting point  
for other  
initiatives



<http://bit.ly/2019LT>

## Trends 2018



- How do the European universities approach the L&T development?
- Trends 2018: published in October 2018
- Data shared with the Bologna Process Implementation Report
- Follow-up on Trends 2015 – longitudinal data
- Institutional developments in learning and teaching
- 303 responses – 43 European higher education systems
- Institutional leadership (for the entire institution)

**(1) Open an internet browser**

**(2) Go to Slido.com**

**(3) Enter the event code: #TRENDS**

**(4) Question: What type of organisation do you  
come from?**

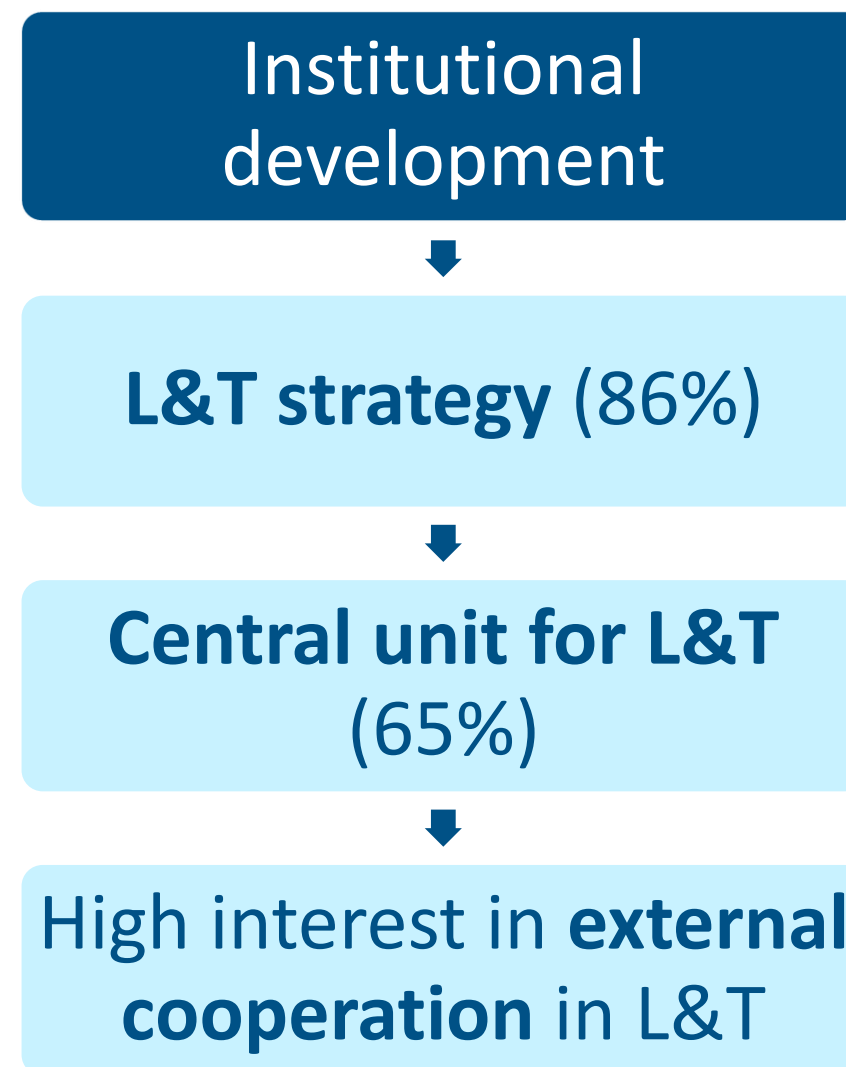
**(5) Choose your answer**

# Increased attention to learning and teaching

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

■ Yes / To some extent

Trends 2018. Q. 9, Q. 12



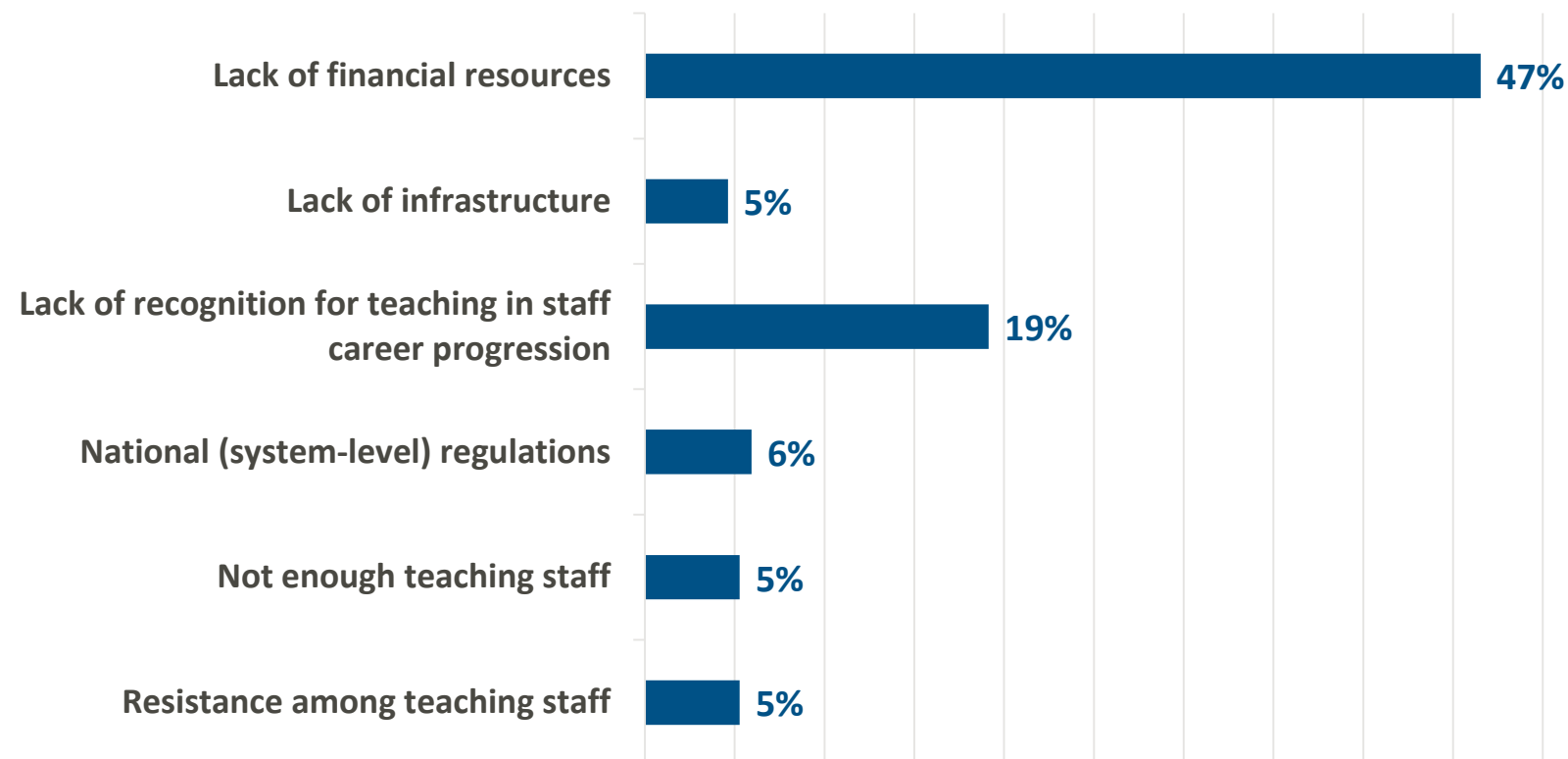


- **Recent/ ongoing national reform (74%)**
- **Increased expectations from employers/ professional sector (83%)**
- **Increased students' expectations towards teachers (91%)**
- **Increasing diversity of the study body (85%)**

Trends 2018. Q. 18

## Top obstacles for L&T

Number one obstacle (out of top 3)



Trends 2018. Q. 17

**(1) Open an internet browser**

**(2) Go to Slido.com**

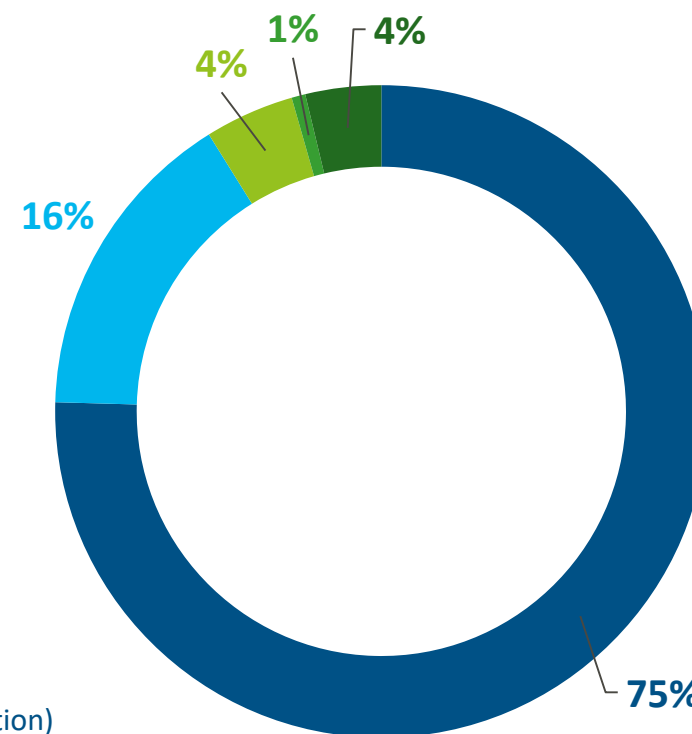
**(3) Enter the event code: #TRENDS**

**(4) Question: What would you see as the first reason why L&T is gaining increased attention nowadays?**

**(5) Enter your answer**

# From Bologna reforms to changes in the classroom

## Learning outcomes developed



- Yes, for all courses (across the institution)
- Yes, for some courses
- No, but we intend to develop them
- No
- Information unavailable

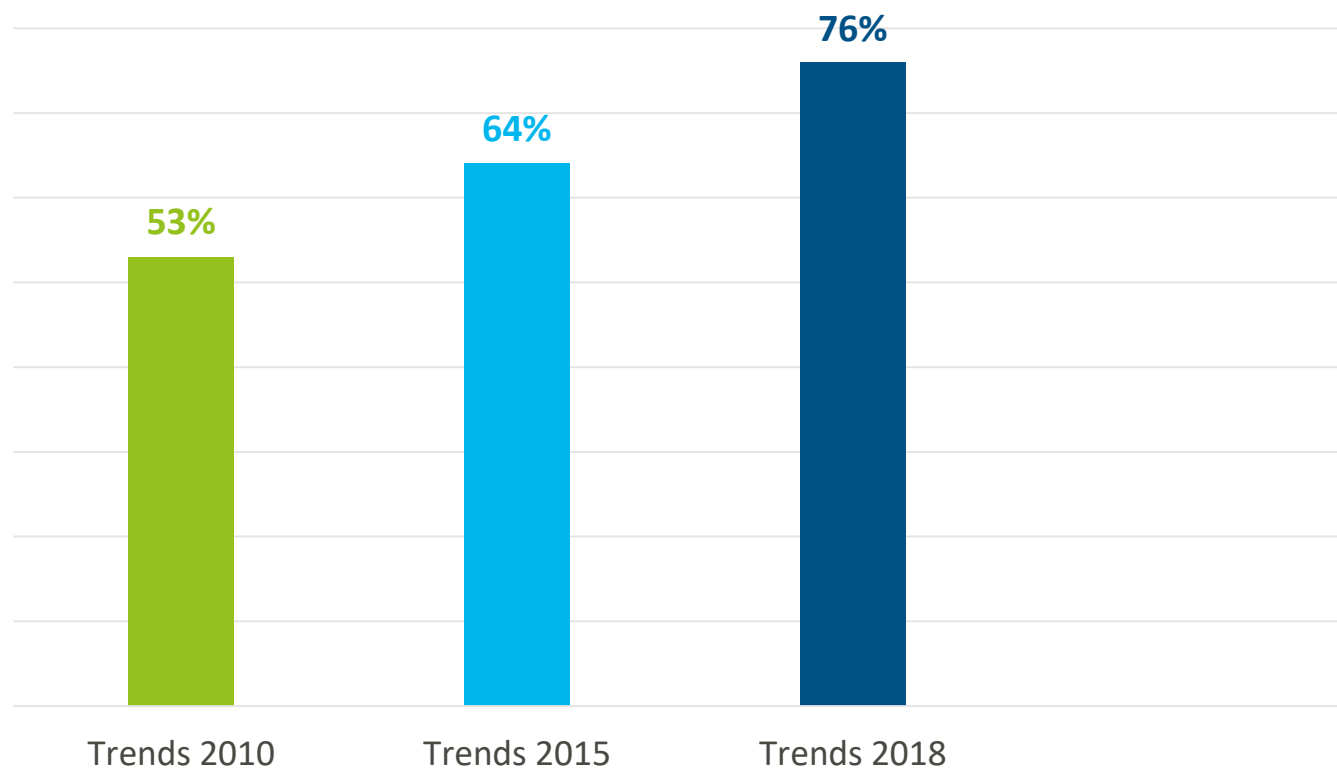
Trends 2018. Q. 22

## Learning outcomes for all courses

Trends 2018. Q. 22

Trends 2015. Q. 36

Trends 2010. Q. 19



## Impact of learning outcomes over time

Trends 2015. Q. 36.1

Trends 2018. Q. 21.1 (“yes” + “yes, to some extent”)

Impact of learning outcomes	Trends 2015	Trends 2018
Revision of course content	78%	91%
Course duplication reduced	66%	73%
Assessments and examinations revised	67%	88%
Recognition of credits or degrees facilitated	65%	73%
Cooperation among teaching staff improved	64%	75%
Students are more aware of learning objectives	72%	83%

## Issues regarding Bachelor

## and Master programmes

- This has never been the case
- This has been the case, but has been changed / is changing
- Continues to be the case
- Continues to be the case in some disciplines or parts of the institution
- Information unavailable / Not applicable

Trends 2018. Q. 19

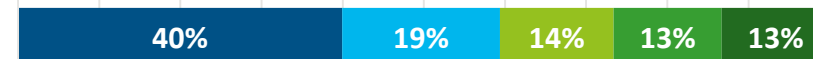
The Bachelor programmes do not provide students a real academic experience.



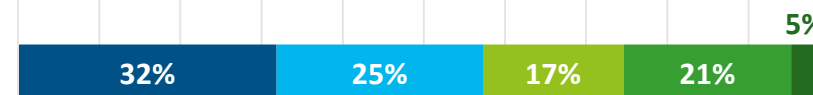
Bachelor programmes are too short, resulting in a heavy workload for students.



Bachelor degrees are not valued by employers.



Many or most of the Bachelor programmes do not include research experience.



Many or most of the Master programmes do not include research experience.



There are far too many Master programmes offered.



The Master programmes overlap in contents with respective Bachelor programmes.

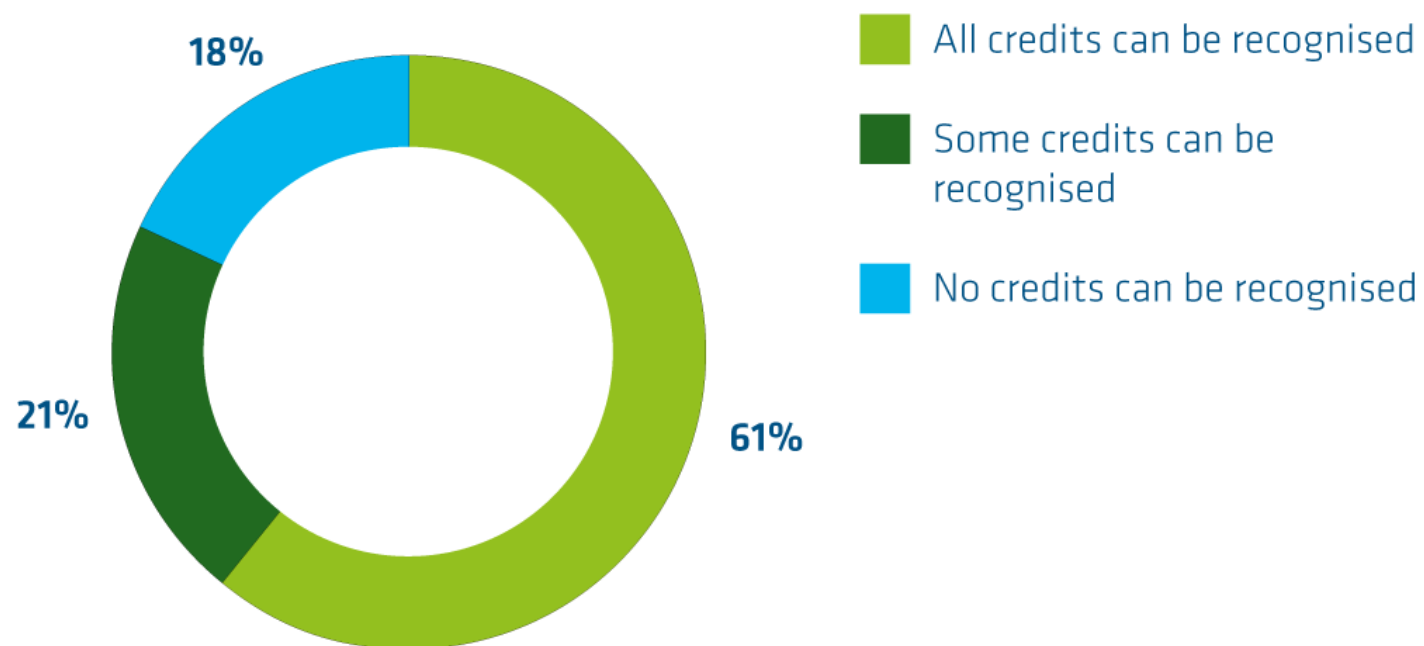


## Short cycle degrees:

Offered by 24% of  
institutions

Trends 2018. Q. 20

**Fig. 16** Recognition of short cycle degree credits within first cycle programmes



## Increased demand for flexible provision

Growing demand for short-term (non-degree) learning opportunities, with a certificate upon course completion.

62%

Enrolment to flexible courses or programmes has increased in the past 3 years.

57%

Growing demand for degree programmes provided under flexible arrangements.

80%

■ Yes / To some extent

Trends 2018. Q. 29

## Digital learning

Trends 2018. Q. 25, Q. 29

Increased acceptance/more strategic approaches to e-learning	<b>87%</b>
Boosted education provision through e-learning	<b>74%</b>
Blended learning used in regular teaching	<b>36% fully</b> <b>51% to some extent</b>
Online degrees	<b>27%</b>
Open online courses/ MOOCS	<b>38%</b>

## 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%**
- **27%** Central structure
- **13%** Learning analytics

Trends 2018. Q. 9, Q. 24, Q. 25, Q. 42

# Teachers and teaching enhancement

## Who is teaching and how do they qualify?

### Who is teaching?

- Professors – but also assistant professors, lecturers, experts, researchers, PhD candidates, students ...
- Collaboration among teachers, with other staff
- **Growing importance of collaboration / institutional approaches**

### Teaching qualifications

- 50% of the institutions require teaching experience at start of employment
- Academic degree (doctorate)
- Teaching skills & training are important - but less than research and other generic academic skills
- **Research output, not teaching counts for career development - 2<sup>nd</sup> biggest obstacle for L&T.**

Trends 2018. Q. 33, Q. 34

## Approaches to teaching enhancement

- **Differences between countries/HE systems:**
  - ✓ In most systems, teaching enhancement does not count much in career promotion
  - ✓ Not often regulated at national level
  - ✓ Inter-university initiatives and national initiatives for teacher training remain rare
- **Commonly done by individual higher education institutions**

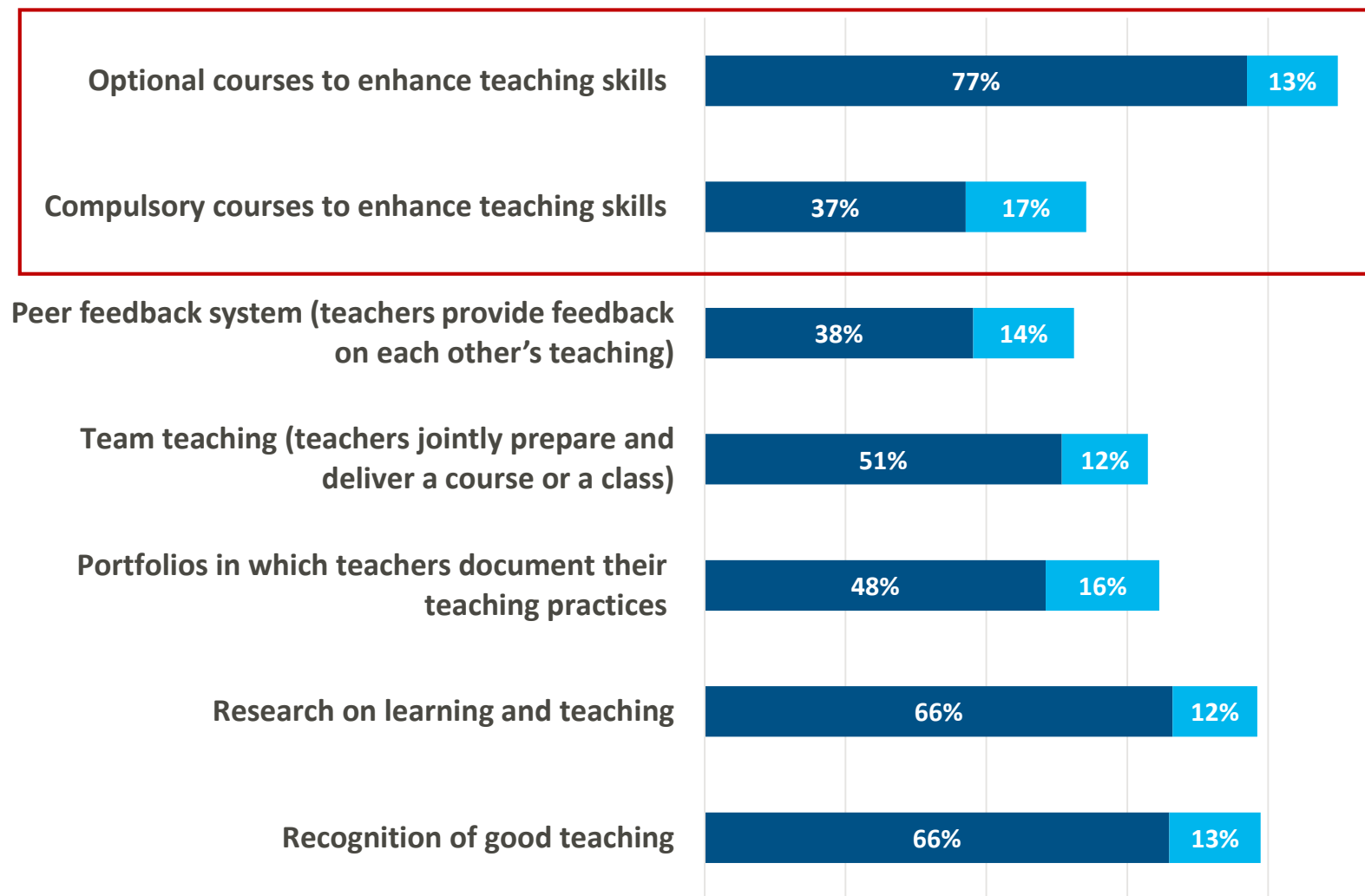
**→ More about this in the afternoon breakout session (1) on National initiatives in learning and teaching in Europe**

Study on national initiatives in learning and teaching, EFFECT project

## Systematic effort to establish...

■ Yes  
■ No, but we are planning this

Trends 2018. Q. 38



# Collaboration - a catalyst for the transformation of learning and teaching?

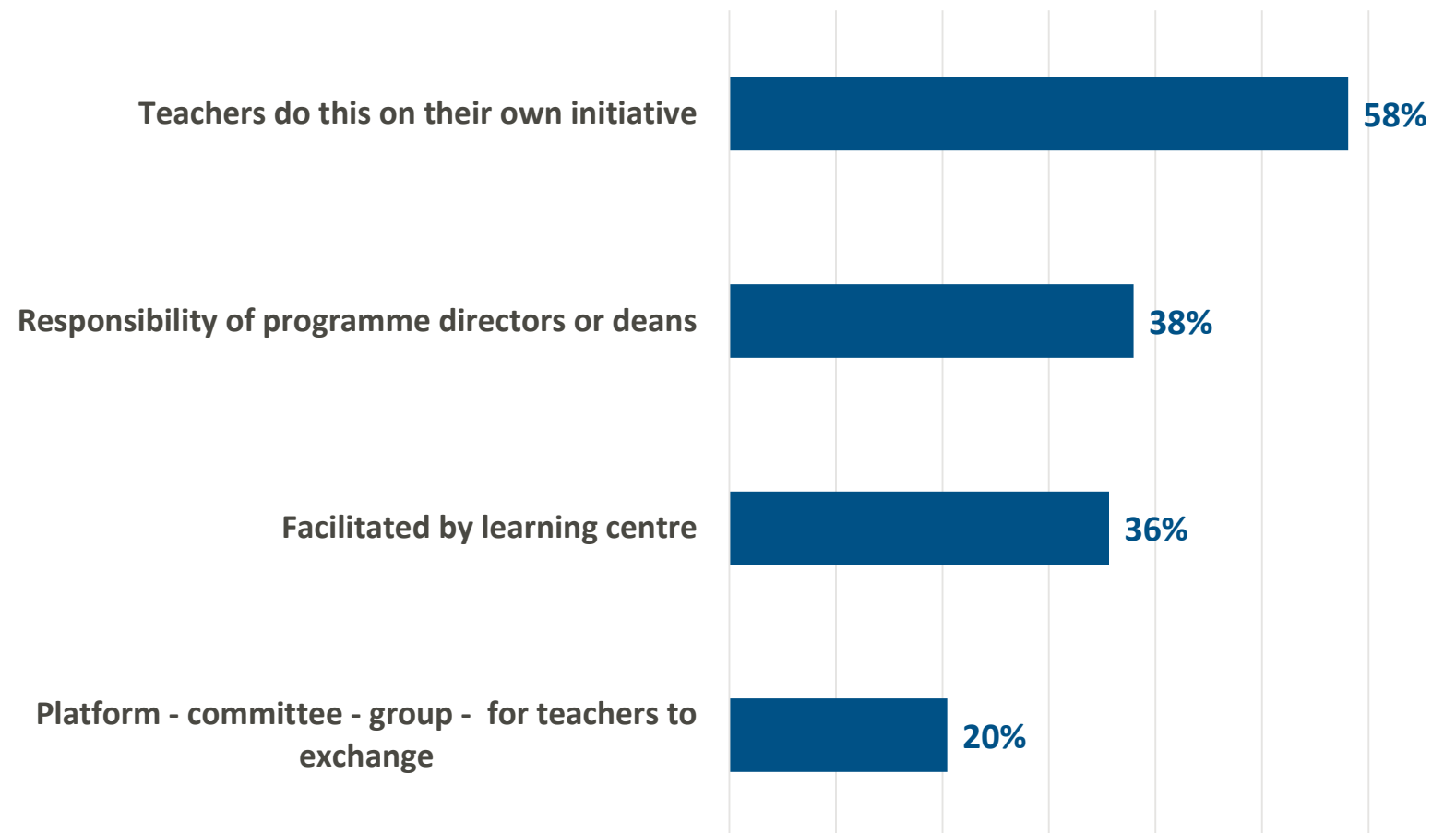
## Teachers decide how to teach...

Trends 2018. Q. 14

Who decides which teaching methods are to be used?	
Each teacher can decide for his/her courses ... but takes this decision alone in only 43% of institutions	77%
It is decided at the level of the faculty/department	43%
The institution has set up guidelines or policies on teaching methods for teachers	36%
Authorities generally specify some methods in some disciplines or programmes	14%
Authorities generally specify all or most methods	1%
Other	5%

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices

## Collaboration on L&T within the institution



Trends 2018. Q. 40

## **Strong emphasis on external collaboration**

### **On teaching enhancement**

- None (10%)
- National initiatives (55%)
- International initiatives (53%)
- University networks (43%)
- Individual partner institutions (43%)
- Commercial providers (13%)

### **On L&T in general**

- Employers (94%)
- Local community (88%)
- Primary and secondary schools (86%)
- Vocational institutions (73%)
- International staff and student exchanges (96%)

Trends 2018. Q. 27, Q. 41

**(1) Open an internet browser**

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**(4) Question: What would you define as the top priority that higher education L&T should address?**

**(5) Enter your answer**

**To conclude...**

## Concluding points

### **Developments at institutional level**

- Convergence trends & gaps: learning outcomes, social inclusion/engagement, flexible learning offer, digital learning, teaching enhancement
- Experimentation and exploring new methods and approaches
- Changing roles of teachers and students
- Implications for the institution and its mission

### **Exchange & collaboration crucial for sychanges in L&T**

- Within the institution: role of leadership, structural support & resources, research on L&T
- Inter-instituional collaboration, national initiatives,
- The European Dimension: projects under Erasmus+, Bologna Process, European sector organisations

### **Key challenges**

- Institutional & policy attention to the education mission
- Funding
- Career development

# Join us at The European Learning & Teaching Forum!



**Towards successful learning:  
Controversies and common grounds**

**14-15 February 2019**

**University of Warsaw**

Over 24 paper and workshop  
sessions on learning and teaching  
practices across Europe

(c) Piotr Bocian

**Still time to register!**  
**[www.eua.eu](http://www.eua.eu)**

# Thank you for your attention and participation!

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