

NATIONAL INITIATIVES IN LEARNING AND TEACHING IN EUROPE

A REPORT FROM THE EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING (EFFECT)
PROJECT

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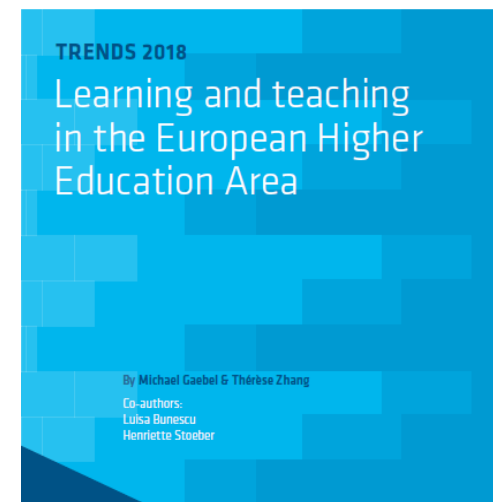
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- **Semi-structured expert interviews on national learning and teaching initiatives**
- **28 higher education systems covered***
- **November 2017-August 2018**

*Systems covered: Austria, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Israel, Italy, Kazakstan, Latvia, Lithuania, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, the Netherlands, the United Kingdom (England).



Terminology

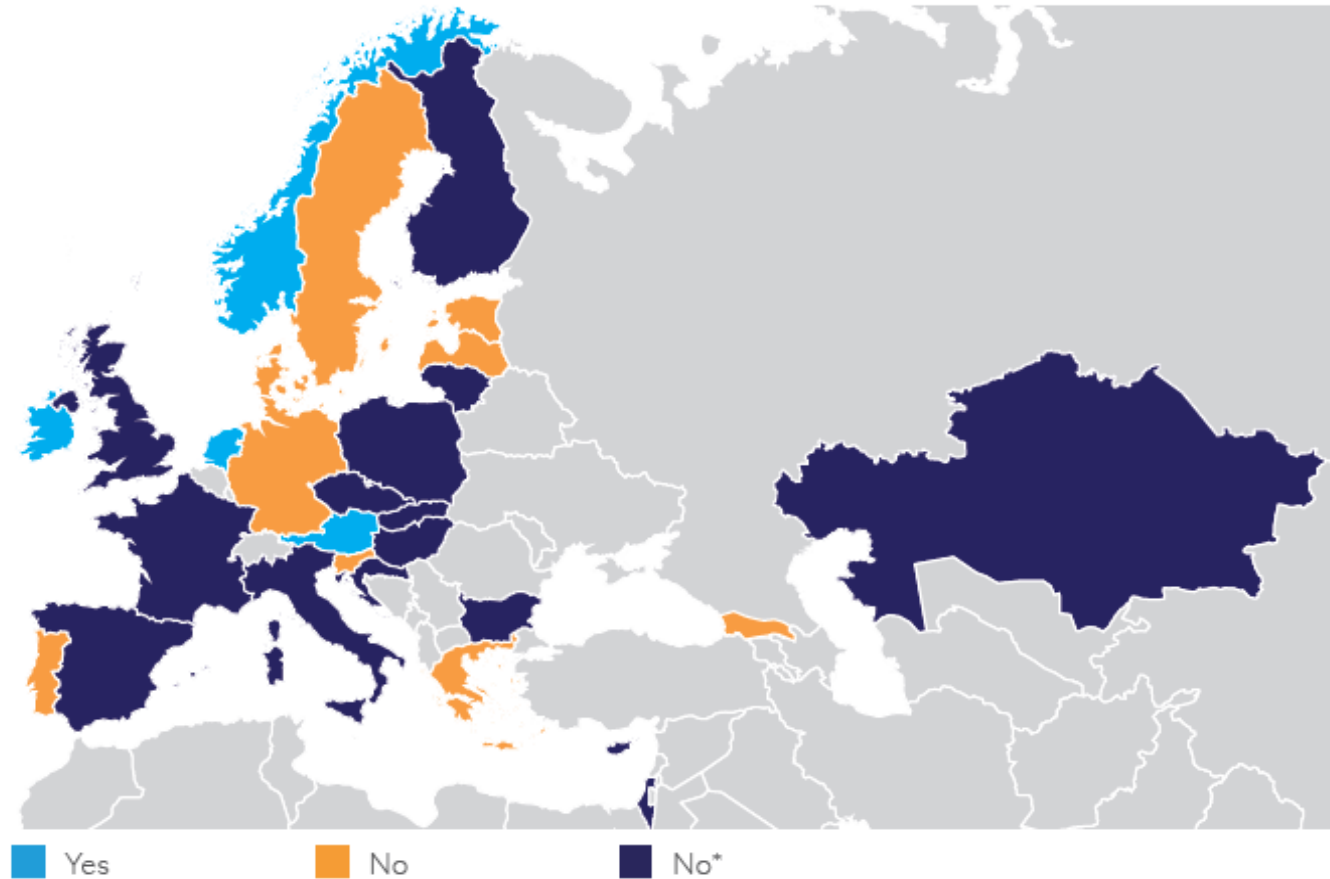
Teaching enhancement= any kind of formal pedagogical staff development or training provided to teachers (such as initial teacher training and continuous professional development)

Enhancement of learning and teaching= a wider array of measures to encourage, incentivise, support and improve learning and teaching (teaching enhancement, thematic peer groups, teaching prizes, etc.)

National strategies for learning and teaching

Fig.1 – Dedicated national strategies for learning and teaching

- **Only 4 (14%)** of the systems mapped have a dedicated national strategy/ framework for L&T (Austria, Ireland, the Netherlands, Norway)
- **In 54% (15)** of the systems L&T is part of the overall strategy for HE
- A slight majority of the experts from countries with no dedicated national strategy for L&T were in favour to have one



* but mentioned in the overall strategy for higher education or in other strategic national documents

**Increased attention
to L&T through
Quality Assurance**

ESG 2015

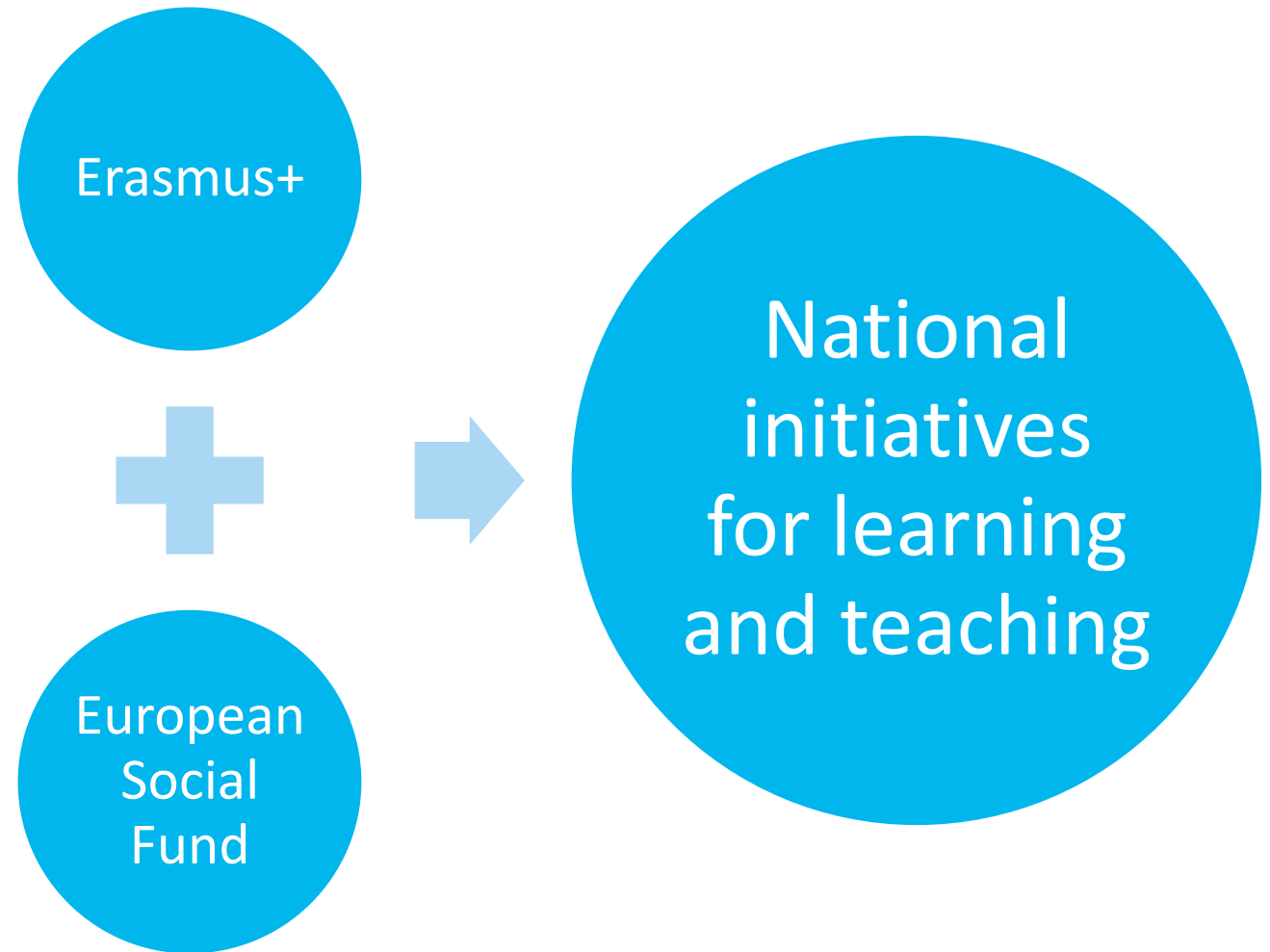
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graph TD; A[ESG 2015] --> B[Student-centred learning]; B --> C[Emphasis on the internal QA system];
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**Student-centred
learning**

**Emphasis on the
internal QA system**

Outcomes of EU funding

- Pedagogical staff development courses (Impuls II, Czech Republic; POWER, Poland)
- Learning and teaching centres (PRIMUS, Estonia)
- National competences framework for teachers in higher education (EDUCA-T, Croatia)
- Compendia of good practice (Teaching Innovation Tools in Higher Education, Bulgaria)
- Student-centred learning (LOAF, Lithuania)



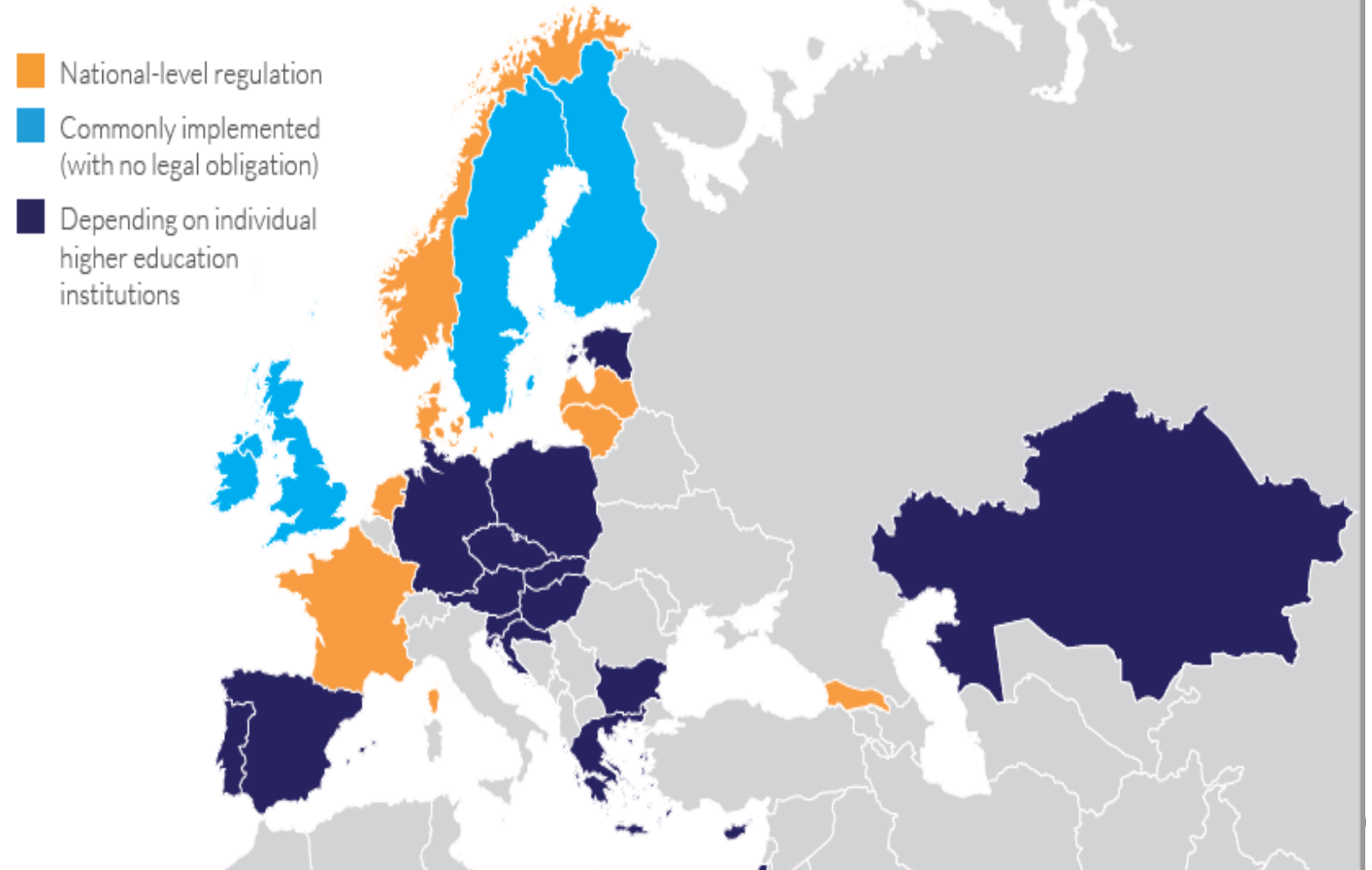
Teaching enhancement

Organisation of teaching enhancement courses

- Usually organised by individual HEIs, through their centres for learning and teaching and/ or faculties of education
- Joint interinstitutional initiatives for teacher training remain an exception (e.g. the Leiden-Delft-Erasmus Centre for Education and Learning, Unorte.Pt)
- As confirmed by Trends 2018 data, only very few HEIs rely on the service of external, for-profit organisations for teacher training

- 25% (7) of the 28 systems mapped regulate teaching enhancement (Denmark, France, Georgia, Latvia, Lithuania, the Netherlands, Norway-from 2018)
- While not legally required, teaching enhancement is very common in another 4 systems (Finland, Ireland, Sweden, United Kingdom)
- 61% (17) systems rely mainly on measures at individual universities

Fig.2 - Regulation of teaching enhancement



National-level regulation on teaching enhancement

Channel(s)	Higher education system(s)
Through a comprehensive policy on staff development	Norway
Obligatory training courses for entry-level teaching staff	Denmark, France
Obligation to offer teachers CPD opportunities	Lithuania
Obligation for academic staff to undertake teaching enhancement	Latvia
As part of the accreditation requirements	Georgia
Through associations of universities	The Netherlands, Norway
As part of doctoral studies	Norway, Poland, Slovakia

Systems
commonly
implementing
teaching
enhancement
(without legal
requirements)

Finland

- In the 2000s, pedagogic courses – an established practice
- Participation remains voluntary

Ireland

- National Professional Development Framework for all Staff who Teach in Higher Education

Sweden

- SUHF – recommendations on the learning outcomes for teaching in HE

United
Kingdom

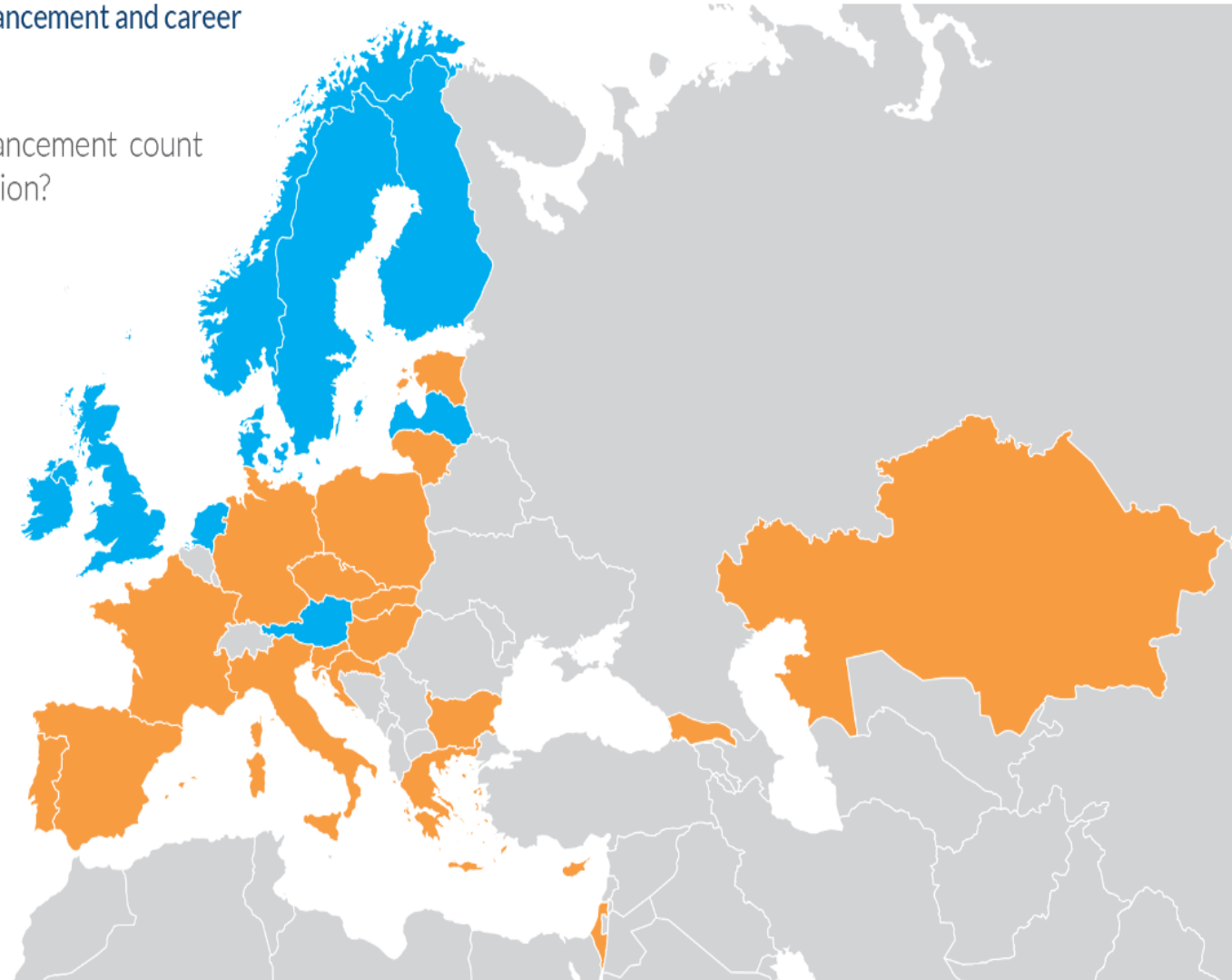
- HEA (Advance HE) Fellowships
- UKPSF

Teaching enhancement and career progression

Fig.3 - Teaching enhancement and career progression

Does teaching enhancement count for career progression?

- Yes
- No, very little



Obstacles for enhancing learning and teaching

Obstacles

- **Main obstacle:** research is valued more than teaching
- Low governmental funding for L&T initiatives
- Low salaries in HE (especially for young teaching staff)
- Low levels of pedagogical skills

Enablers for enhancing learning and teaching

Enablers

- European – wide initiatives (co-funded under Erasmus+ or through the Bologna Process)
- Fora for exchange at institutional, national and European levels
- Negative demographic trends
- Heterogenous student cohorts
- Continuous professional development
- National regulations for teaching enhancement (for some of the respondents)
- Technological change
- Institutional leadership

To conclude...

Concluding points

Four points for further investigation and action:

- Funding
- Collaboration (in particular at European levels)
- Exchange and mutual learning on teaching enhancement
- Recognition of teaching as part of the academic career

Thank you for your attention and participation!

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