

Enhancement and Recognition of Teaching and Learning in Higher Education: **The Impact of Teaching and Excellence Prizes**

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EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

European Forum For Enhanced Collaboration in Teaching

- ❖ A Forward Looking Cooperation Project (KA3), co-funded by the Erasmus+ Programme of the European Commission
- ❖ Timeframe: December 2015-March 2019
- ❖ Led by the European University Association (EUA)

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Co-funded by the
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of the European Union



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

Project consortium: partners and friends



Objectives

- *Facilitate exchange and collaboration between European actors for the enhancement of HE teaching*
- *Identify good practices and develop new and innovative approaches*
 - ✓ Develop and test new materials for teaching enhancement
 - ✓ Develop a manual of general principles
- *Support institutions in the development of strategic approaches*
 - ✓ Inter-institutional peer-learning on strategic, centralised approaches to teaching enhancement
 - ✓ Develop and test a strategy support package/toolkit
- *Develop a model for a sustainable European structure*
 - ✓ Feasibility study on the mission, activities, target groups, delivery modes, governance and ownership, and business model for self-sustainability

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<https://eua.eu/component/attachments/attachments.html?id=1259>

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INTRODUCTION

CONTEXTUAL CHANGES

- ↑ diversity in HE (expansion phase)
- ↑ attention to the level of efficiency and effectiveness of HE (mature phase)

QUALITY ASSURANCE AND ENHANCEMENT

- Research: public assessments and international rankings
- Education: higher education policies as effective HE is created through interaction between qualified, well-supported educators and engaged students

INTRODUCTION

TEACHING EXCELLENCE AWARDS AND PRIZES

- Most active (TRENDS 2018): Ireland and UK
- U.Porto, since 2012

SURVEY:

Germany	39
Poland	21
UK	11
Portugal	5
Ireland	2
Overall	78

TEACHING AND LEARNING ENHANCEMENT PRIZES

The European Forum for Enhanced Collaboration in Teaching (EFFECT) project aims to facilitate the exchange of experience and effective methods in staff development of university teachers' development and probes their transferability in other disciplinary, institutional and national frameworks. In this context, this survey aims to map the landscape of Teaching Prizes across higher education institutions in Europe. More information about the EFFECT project is available on-line <http://www.eua.be/activities-services/projects/current-projects/higher-education-policy/effect>

The survey focuses on different aspects related to what is to be recognised as good teaching, namely, on the political, organisational, and financial dimensions, but also on teaching and learning processes that are taken into consideration for the definition and attribution of prizes. Furthermore, the survey will contribute to answer the following questions:

- Can Teaching Prizes play an effective role for teaching enhancement within higher education institutions?
- Which model(s) has proved to be more effective for higher education institutions?
- How could future initiatives of Teaching Prizes be developed to promote the enhancement of teaching and learning?

This survey is intended in the initial phase to be disseminated in the countries of the EFFECT project partners. We invite university representatives (at institutional and/or faculty levels) to complete it. The survey has 28 questions divided in 8 sections (most of them of multiple choice). The University of Porto (Fernando Remião: remiao@reit.up.pt) and the European Trade Union Committee of Education (ETUCE) (Louise Hoj Larsen: Louise.Hoj.Larsen@ei-ie.org) will monitor and analyse the survey results. For further information on the survey, please contact either Fernando Remião or Louise Hoj Larsen.

OBJECTIVES TO ESTABLISH THE EXCELLENCE PRIZES

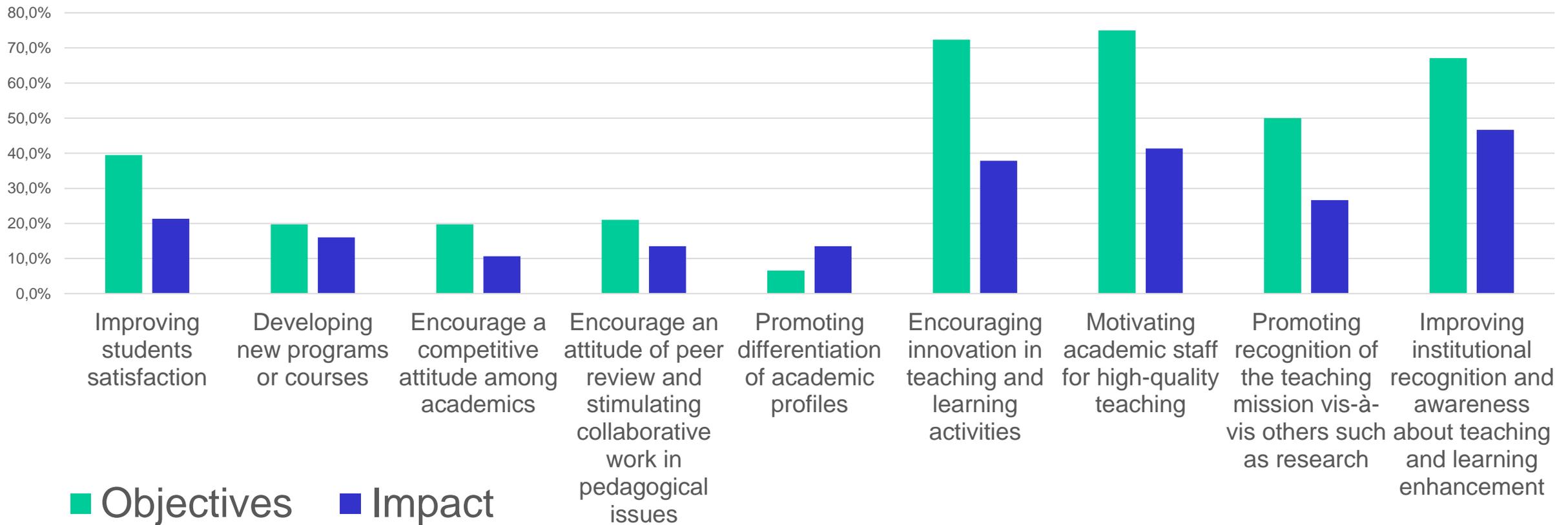
The **MOST IMPORTANT OBJECTIVES** for establishing teaching and learning enhancement prizes are the following:

- **Motivating academic staff for high-quality teaching** (75% of respondents named this objective as the most important one);
- **Encouraging innovation** in teaching and learning activities (72.4% of respondents);
- Improving **institutional recognition and awareness about teaching and learning enhancement** (67.1% of respondents).

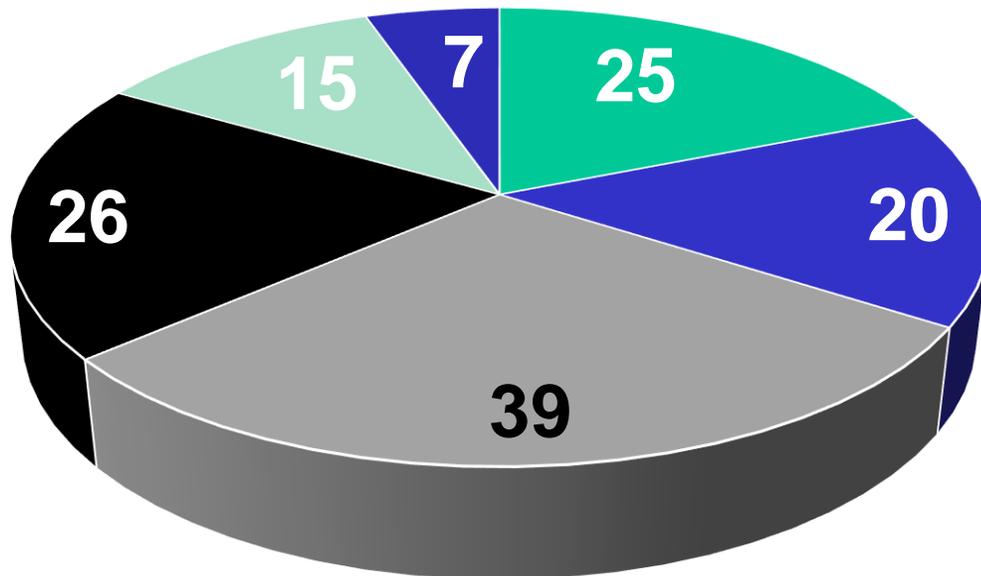
The **LEAST IMPORTANT OBJECTIVES** for establishing teaching and learning enhancement prizes are the following:

- Promoting **differentiation of academic profiles** (67.1% of respondents);
- Encouraging a **competitive attitude among academics** (64.5% of respondents);
- Encouraging an **attitude of peer review and stimulating collaborative work** in pedagogical issues (56.6% of respondents).

OBJECTIVES TO ESTABLISH THE EXCELLENCE PRIZES VS ACTUAL IMPACT OF THE PRIZES



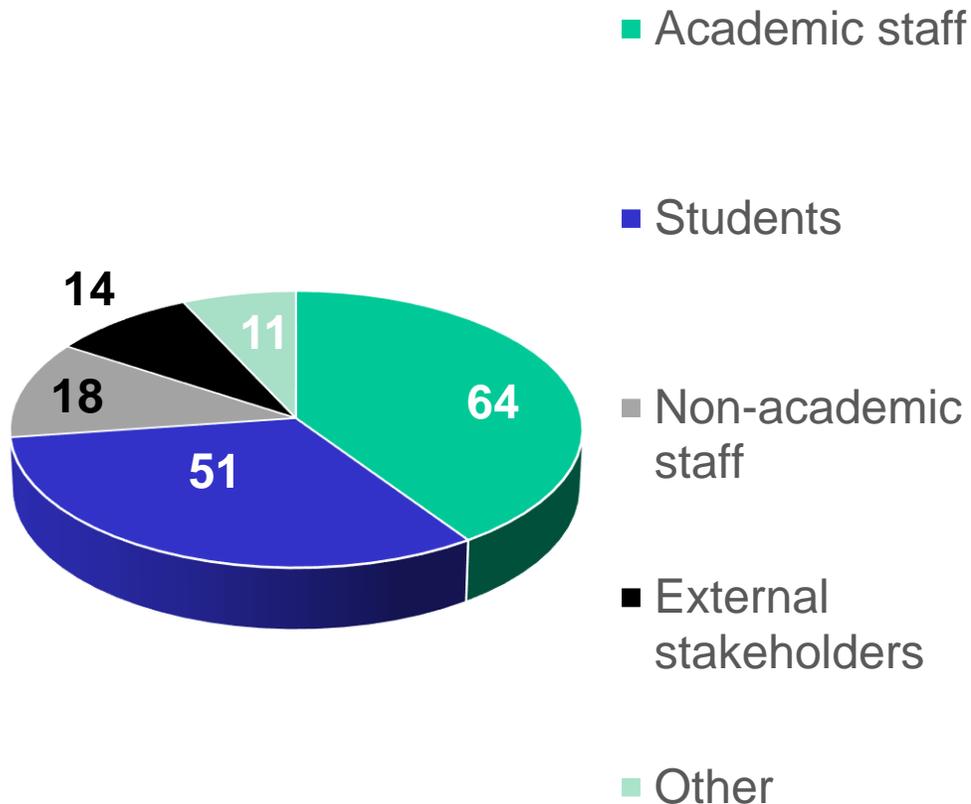
NOMINATIONS FOR THE TEACHING AND LEARNING ENHANCEMENT PRIZES



- Nominated by the institution
- Nominated by peers
- Nominated by students
- Self-nominated
- Nominated based on a combination of nominations from institutions, peers, students and self-nominations
- Other

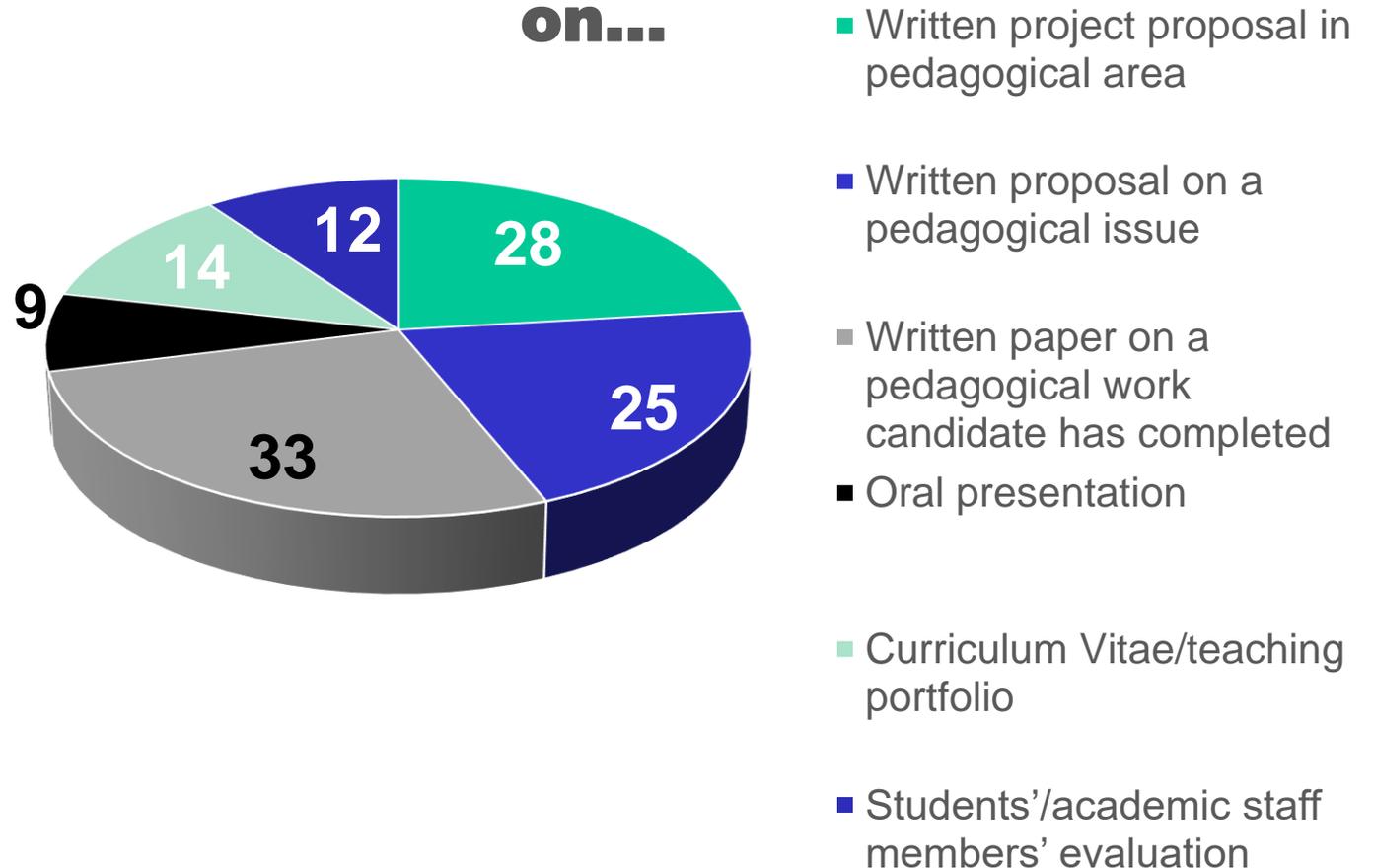
EVALUATION AND ASSESSMENT PROCEDURES

Composition of the jury



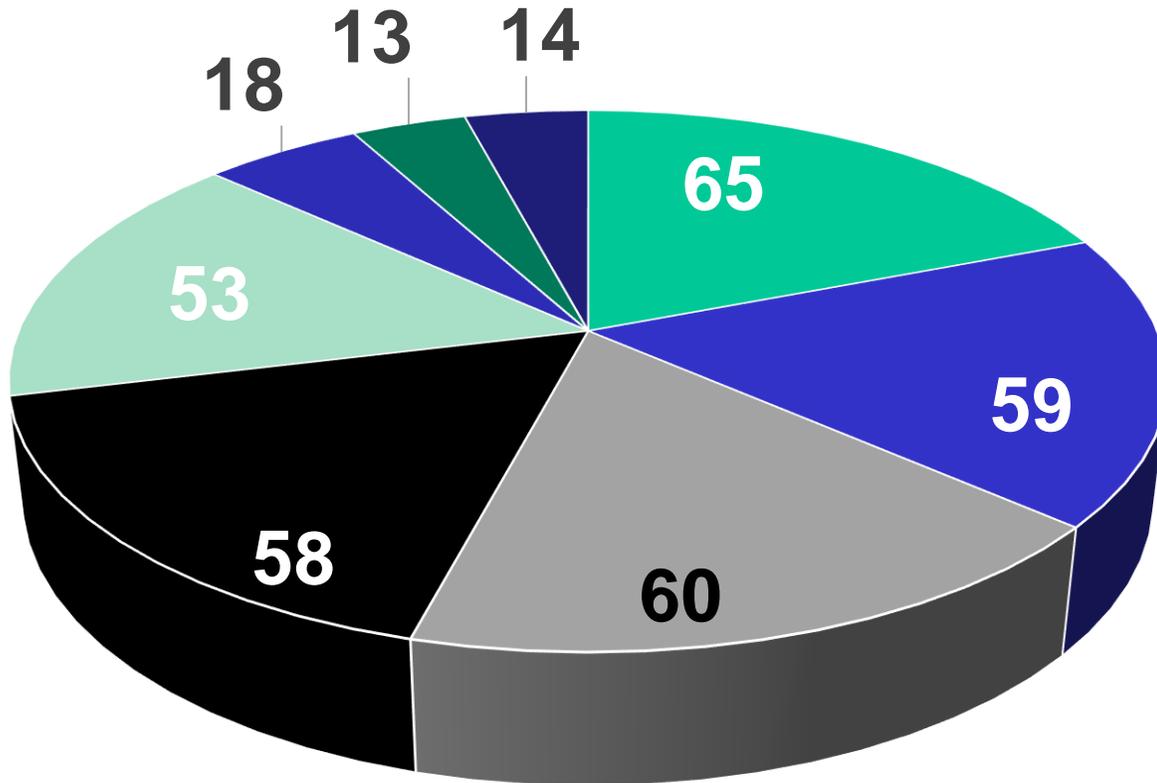
Candidates' evaluation is based

on...



EVALUATION AND ASSESSMENT PROCEDURES

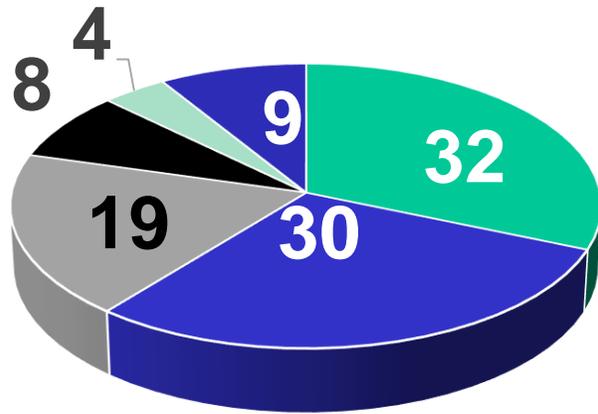
Evaluation criteria



- Good teaching practice
- Pedagogical innovation and strategy
- Use of new technologies to support teaching and learning
- Stimulation of the active learning and student-centred learning
- Contribution for the development of new educational models
- Students' academic results
- Fulfilment of the administrative tasks
- Other

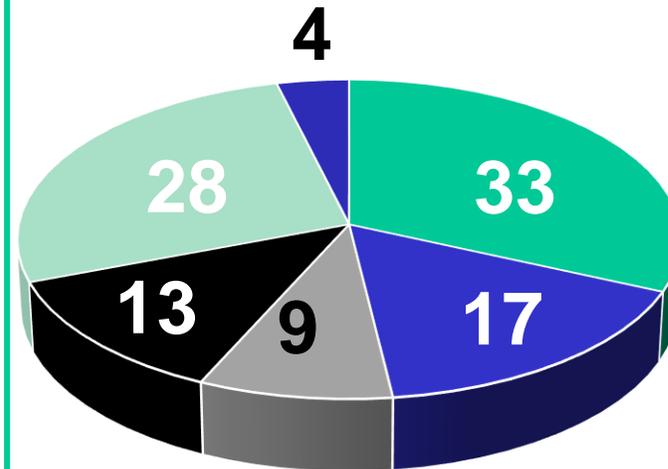
DISSEMINATION OF THE PRIZES RESULTS

Dissemination of the submitted proposals



- Proposals are published on the university's and/or faculty's webpage
- Only the winning proposal is publicised through an announcement
- No dissemination
- In a video
- Dissemination through publications specialised in pedagogy
- Other

The winner is invited to...



- Speak in an event focused on pedagogical issues
- Give pedagogical training to his/her colleagues
- Participate in the next year award jury
- Be a member of any institutional body related to pedagogical issues
- None

CONCLUSIONS AND RECOMMENDATIONS

- Teaching prizes are mostly used for the **recognition of the teaching mission**.
- The **evaluation and nomination model that involves diverse sources** can be recommended as the **most objective model** of the teaching excellence prize.
- The **collaborative work on the enhancement of the future teaching and learning** would be a very beneficial outcome of the prizes.
- Ensure the **widest possible dissemination of the nominees' proposals, projects and best practices** and to give the nominees opportunities to share their knowledge, methods, skills and inspirations with their colleagues
- It is important to identify the most effective mechanisms for **improving the status of teaching in higher education** and **incentivising high quality and innovative teaching**, as well as **encouraging peer learning**, without creating a “race for the best score” or business competition among academics.

European Forum for Enhanced Collaboration in Teaching (EFFECT)

