Co-funded by the
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EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

Promoting a European dimension to teaching enhancement

Findings from the EFFECT feasibility study

Warsaw, 14 February 2019

#EFFECT_EU

#EUALearnTeach

RECOMMENDATION 14

The European Union should support the establishment of a European Academy for Teaching and Learning led by stakeholders, and inspired by the good practices reflected in this report.

*HLG on the Modernisation of Higher Education (2014)*

The European Forum for Enhanced Collaboration in Teaching (EFFECT) Project

- Erasmus+ KA3 project
- Dec. 2015 – March 2019
- Feasibility study for "a European approach"
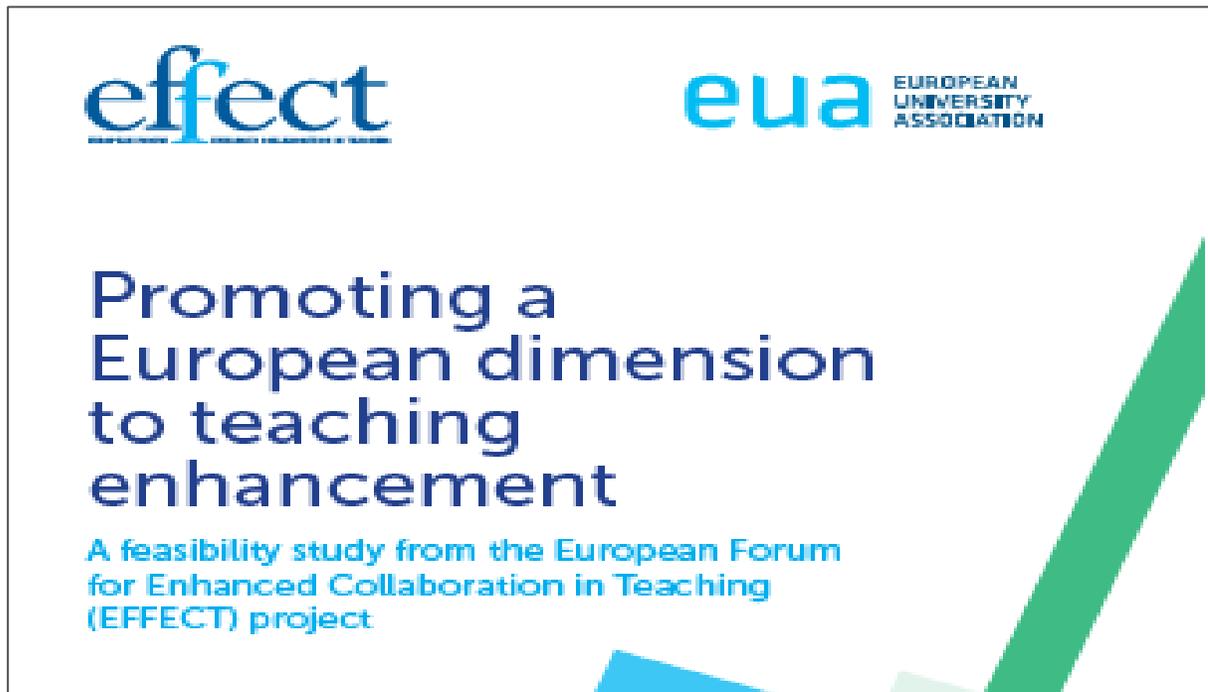
Appendix 1- The EFFECT staff development workshops: methodology, assessment, and lessons learnt

Appendix 2- The EFFECT staff development workshops: a repository of stimulus material

Appendix 3- The Institutional Strategies Support Package: 10 European Principles for the Enhancement of Learning and Teaching and their guiding questions

Appendix 4- A model workshop for using the Principles (to be published)

Appendix 5- National Initiatives in Learning and Teaching in Europe, by L. Bunescu and M. Gaebel

Appendix 6- Enhancement and Recognition of Teaching and Learning in Higher Education. The Impact of Teaching and Excellence Prizes, by E. Efimenko, A. Roman, M. Pinto, F. Remião and P. Teixeira

C5

B3

A simple solution: provide more training for teachers …

1. **"those responsible for teaching"**

2. Institutional strategies

3. (European) collaboration

4. Conclusions

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Teaching at higher education institutions

Who is teaching?

- Professors – but also assistant professors, lecturers, experts, researchers, PhD candidates, students ...
- ... part-time teachers ...
- Collaboration among teachers, with teaching support staff & teaching support/ student services

Teaching qualifications

- Academic degree (doctorate)
- Teaching experience at start of employment (50% of institutions)
- Teaching skills & training less important than research and other generic academic skills

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Number one obstacle (out of top 3)

Top obstacles for the development of L&T

Obstacle	Percentage
Lack of financial resources	47%
Lack of infrastructure	5%
Lack of recognition for teaching in staff career progression	19%
National (system-level) regulations	6%
Not enough teaching staff	5%
Resistance among teaching staff	5%

Trends 2018. Q17

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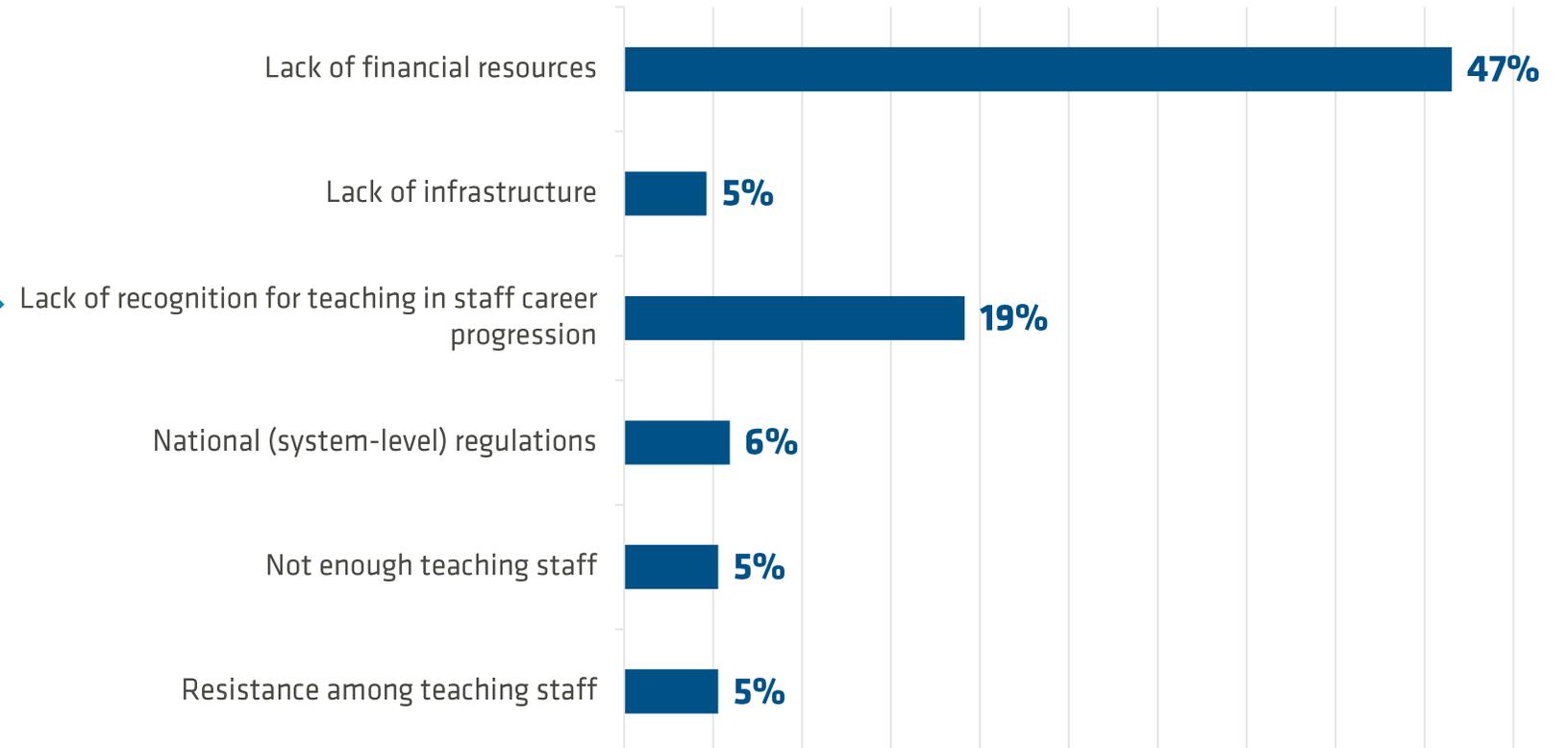
Teaching enhancement across the European Higher Education Area

Voluntary courses

- **77%** in place
- **13%** planned

Compulsory courses

- **37%** in place
- **17%** planned

Training on learning outcomes

- **25%** for all teaching staff
- **39%** on request only
- **12%** for new teaching staff only

Trends 2018. Q38, Q39

Country differences

- - Regulated in some systems
- - Most systems leave teaching enhancement to (individual) HEI

Fig.2 – Regulation of teaching enhancement

- National-level regulation
- Commonly implemented (with no legal obligation)
- Depending on individual higher education institutions
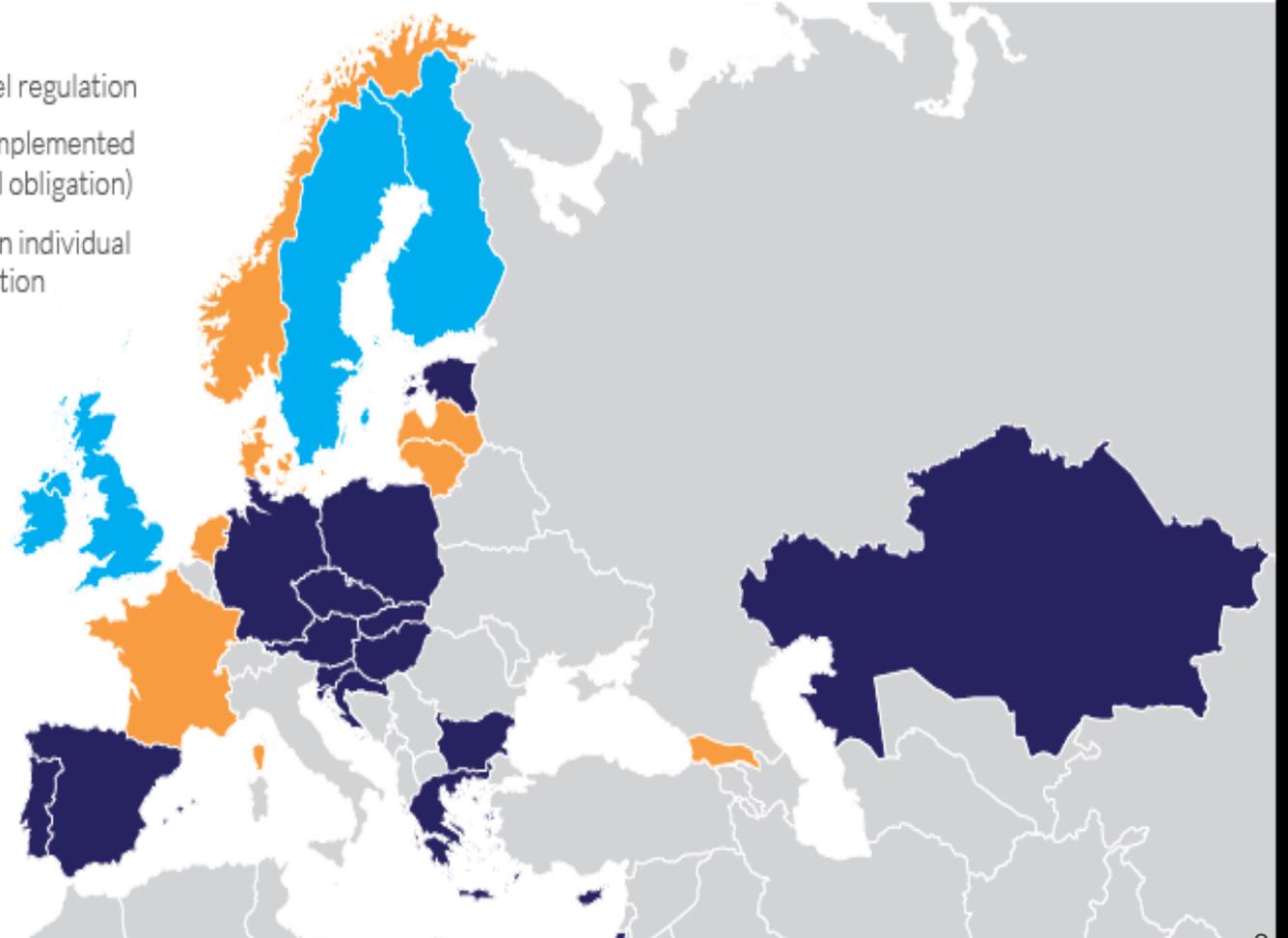
1. "those responsible for teaching"

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92% of respondants:

Increased attention to L&T throughout the institution

(Trends 2018)

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%)

Institutional development
↓
L&T strategy (86%)
↓
Central unit for L&T (65%)
↓
Leadership – vice-rector L&T
↓
High interest in **external cooperation** in L&T

Collaboration & shared responsiblities

Trends 2018. Q40

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices
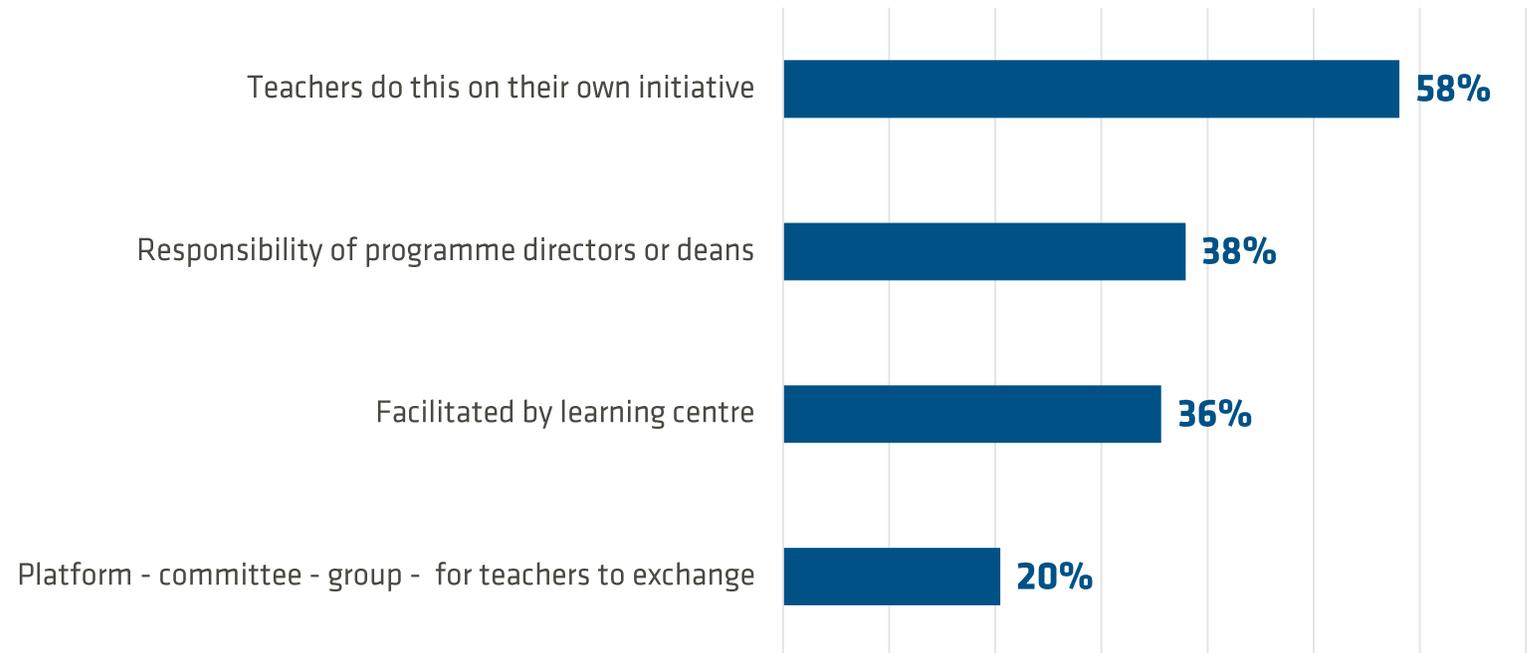
- Teachers do this on their own initiative — **58%**
- Responsibility of programme directors or deans — **38%**
- Facilitated by learning centre — **36%**
- Platform - committee - group - for teachers to exchange — **20%**

Friday, February 15, 2019

5 Learning and teaching is a collaborative and collegial process involving collaboration across the university and with the wider community.

4 Institutional leadership actively promotes and enables the advancement of learning and teaching.
An institution-wide strategy requires the institutional leadership team to drive, support and maintain the focus on learning and teaching.

3 Commitment to learning and teaching is integral to the purpose, mission and strategy of the university.
Enhancing learning and teaching requires that the mission reflects the educational purpose and values of the institution. Comprehensive, values-based institutional strategies are needed to guide the learning and teaching initiatives, and enhance their impact and sustainability.

It's philosophical

We have it all in place

We need only a part of it

How can we do all this?

Can we change them?

1. "those responsible for teaching"

2. Institutional strategies

3. **(European) collaboration**

4. Conclusions

Strong emphasis on external collaboration

Trends 2018. Q27, Q41.

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 (90%)
- Local community (88%)
- Primary and secondary schools (87%)
- Vocational institutions (73%)
- International staff and student exchanges (96%)

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European collaboration?

Screenshot from Bongo by YOUSEEU. The facilitator introduces the workshop model.

- Feasibilty of European level teaching enhancement measures
  - Physical and virtual workshops on citizenship & inclusion
  - EUA's thematic peer learning groups
  - Uneven development of teaching enhancement across Europe
  - Host of experience at some institutions, national initiatives, dedicated organisations
- More European collaboration on this issue
- raise awareness, enhance capacity and quality
- policy attention – Bologna Process?

Conclusions

Teaching enhancement in Europe

- Increasing pressure on institutions to provide teaching enhancement opportunities
  - as part of academic career development
  - embedded in institutional strategies for learning & teaching
- Stimulate collaboration (universities, national initiatives, university networks, organisations)
  - exchange of good pratice/ mutual learning
  - pooling of resources
  - enhance capacity, visibility& recognition
- Contribute to shaping policy

Suggestions for European collaboration in learning and teaching

1. Structured peer-learning activities
2. Networks to support national approaches
3. A network of institutional centres for learning and teaching
4. Collaborative staff development programmes offered by university consortia
5. A European body for teaching enhancement
6. An institutional evaluation approach