

effect

EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

The European Principles for the Enhancement of Learning and Teaching



European Forum For Enhanced Collaboration in Teaching

- Erasmus K3 project, Dec. 2015 – Febr. 2019
- Teaching staff development/ teaching enhancement AND institutional strategy
- Aims and outputs:

Facilitate exchange and collaboration between European actors

Identify good practices and develop new and innovative approaches

Support institutions in the development of strategic approaches

Assessing the feasibility of a European-level structure for supporting the enhancement of university teachers

Project consortium: partners and friends



European Principles for the Enhancement of L&T

- Developed in European cooperation
- What are they good for?

Non prescriptive

Re-emphasize the education mission

Common, encompassing language to discuss L&T

Support institutional approaches to L&T: strategy development

Guiding questions

- Aim: to accompany institutions who would like to engage with these Principles, and use them as a reference document for reflecting on their institutional strategy and practices in L&T.
- Consistent with the practice of self-evaluation, the guiding questions are meant to make people reflect on their practice, and how to improve it:
 - For reflecting on the rationale behind existing practices and policies
 - How these meet the objectives set by the institutional strategies,
 - How concrete proposals for change could be formulated, and taken forward.

Examples of guiding questions:

Principle 2

What is your vision of student-centred learning?
How does your institution demonstrate commitment to it?
What are the indicators for student-centeredness, and how are they used?

Principle 10

How does the institution act upon the results of monitoring and evaluation activities?
How does this relate to teachers, and student support?
What specific examples do you have of L&T enhancements, policy changes or practice innovations that have emerged from QA processes?
How are these subsequently evaluated and fed into QA processes?

The EFFECT pilot experience

EFFECT aims to develop material to engage institutions with these Principles, and use them in their respective institutional context (strategy building, a reflection on structures and approaches in L&T...).

- Open call – 11 universities selected
- January 2018: introductory workshop
- Jan. - April 2018: period of using P in experimental/participative processes at home + reporting back
- April 2018: feedback workshop to share experience and discuss lessons learnt

Conclusions from the pilot experience

How to use them?

1. In an institutional context

- A reference to make the tasks, challenges and achievements in L&T more transparent and visible, identify needs/concerns, and address them
- A framework for internal discussions with different groups:
 - ✓ Better engage students and staff in conversations related to L&T
 - ✓ Facilitate involvement of students and staff in identifying the institution's priorities and distinctiveness
 - ✓ For internal reviews (IQA) at faculties/departments
- A self-assessment tool, when preparing for external QA processes
- A basis for exploratory talks with potential international partners – to find out common grounds

2. In a national context

- Raise awareness about the status and importance of L&T among the national QA agencies and other public bodies
- Common language in national discussions on L&T and national policy/initiatives

3. In an international context

- Create consensus with a framework and language for discussing L&T

Tuula Heide



Trends 2018 – Case University of Eastern Finland

Teaching and Guidance Advisory Board

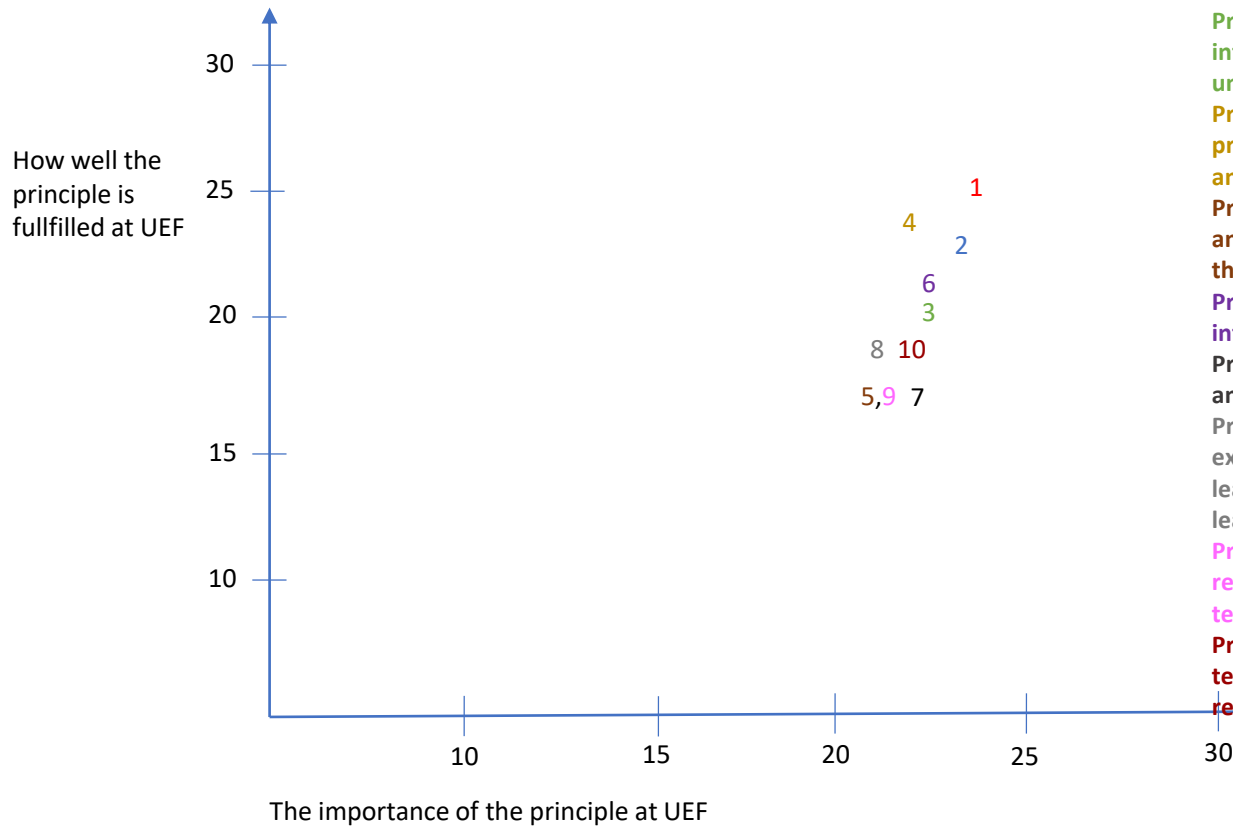
- Academic rector is the pedagogical director and chairperson of the Board
- The Board:
 - Plans, assesses and outlines the university's education
 - Supports the development of the university's education
 - Looks after matters connected with the students' physical, mental and social environment
 - Coordinates the evaluation of the degree programs

The Use of the Principles at UEF

- In February 2018 the Principles were discussed at the Teaching and Guidance Advisory Board
- Prior to the meeting, we asked the participants to fill in an digital form, in which we asked for each of the ten principles, to response the following questions:
 - How well do you see that the principle is fulfilled at UEF?
 - How important it is that the principle is fulfilled at UEF?
 - For both questions the scale was: very well – well – poorly – very poorly.
 - In addition, for each of the principles there was an open-ended question: “Comments? What challenges do you foresee now or in the future?”

Results

- All of the principles were considered to be important. It was noted that there is a close link from these Principles to our strategical endeavors.
- Although most of the Principles seemed, by quick looking, quite simple, it turned out that they can be very complex and multi-dimensional. The discussion we had at the Board was very vivid and the participants were excited and pleased when giving a chance to discuss these issues together.
- It was decided that **the questionnaire will be repeated next year when UEF starts to prepare its next strategy** (the current one is 2015-2020). The questionnaire will be sent to a wider target group (to be defined later). There might be some mild modifications to the questionnaire form; ie. it was suggested that the evaluation scale could be a bit wider.



Principle 1: The higher education learning experience nurtures and enables the development of learners as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning

Principle 2: Learning and teaching is learner-centred

Principle 3: Commitment to learning and teaching is integral to the purpose, mission and strategy of the university

Principle 4: Institutional leadership actively promotes and enables the advancement of learning and teaching

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

Principle 6: Learning, teaching and research are interconnected and mutually enriching

Principle 7: Teaching is core to academic practice and is respected as scholarly and professional

Principle 8: The university community actively explores and cherishes a variety of approaches to learning and teaching that respect a diversity of learners, stakeholders, and disciplines

Principle 9: Sustainable resources and structures are required to support and enable learning and teaching enhancement

Principle 10: Institutional QA for learning and teaching aims at enhancement, and is a shared responsibility of staff and students

Objectives for today's workshop

- To promote the Principles as a tool for strategy development and strategic enhancement in learning and teaching at individual higher education institutions
- To explore how to use them as basis for collaboration among institutions and organisations across Europe

3 discussion groups (40 min.):

1. How to collaborate on L&T in a network/ group of peer universities - benefits and challenges
2. Institutional strategies: How to exercise strategic leadership in learning and teaching?
3. What (internal) QA on L&T would have to consider – and how could this be done?

Group 1: Collaboration in a network/group of universities

Discussion questions:

1. What would be areas of common interest? How can they be identified? What concrete outcomes could be achieved?
2. What would be a good format for such exchanges? At what level can collaboration take place: what are likely connection points regarding institutional structures? How much buy-in from staff and students?
3. How to structure and coordinate it?

Group 2: Institutional strategies

Discussion questions:

1. How to raise interest in learning and teaching among members of the university community?
2. Who are the key actors to be involved?
3. How can a strategy be developed and implemented in cross-institutional collaboration?

Group 3: Considerations for (internal) QA

Discussion questions:

1. How does the internal QA contribute to learning and teaching? What does it take into account?
2. How can QA inform strategy development in learning and teaching?
3. How does the institution act upon the results of monitoring and evaluation activities? How does this relate to teachers, and student support?

Today's discussion:

Sharing the European Principles: An invitation for exchange and collaboration in the European higher education sector

- Would you be interested in further collaborating with us?
- What kind of activities would be useful for you?
- Which of your ongoing/planned initiatives could be shared?

For more information:

<http://www.eua.eu/effect>

Contact:

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