

**EUA WEBINAR APPROACHES TO COOPERATION AND EXCHANGE IN  
LEARNING AND TEACHING ON A EUROPEAN LEVEL**

# Taking it a level further: Interinstitutional exchange and cooperation

Helene Peterbauer

#EUALearnTeach

28 March 2019

## Purpose and objectives of the Thematic Peer Groups

- Consolidating a *European* dimension in L&T
- Peer-learning and exchange of experiences at the institutional level
- To contribute to the enhancement of L&T across Europe

## Geographic, institutional and thematic scope

- **85 participating institutions**
- **26 countries**

1. Empowering students for their future professional life and civic engagement
2. Building a link between research and teaching missions of the university
3. Addressing larger and more diverse student bodies ensuring student success
4. Fostering engagement in developing learning and teaching

1. Promoting active learning in universities
2. Continuous development of teaching competences
3. Evaluation of learning and teaching
4. Career paths in teaching

1. Internationalisation in learning and teaching
2. Evidence-based approaches to teaching
3. Student assessment
4. Curriculum design

## Group reports

- **Group reports/L&T papers are available in the EUA publications database:**  
<https://eua.eu/resources/publications.html>
- **EUA's Learning & Teaching Initiative: Report from the 2017 Thematic Peer Groups:** <http://bit.ly/2Jdiltc>
- **Career paths in teaching:** <http://bit.ly/EUATPGr2>
- **Continuous development of teaching competences:** <http://bit.ly/2HwhnG9>
- **Evaluation of learning and teaching:** <http://bit.ly/EUATPGr4>
- **Promoting active learning in universities:** <http://bit.ly/LTTPG2019report>

## Key challenges

- **Balance in esteem between research and teaching**
  - **Affects university staff's career paths, teaching enhancement, community-building in L&T, etc.**
- **How to educate independent, critical thinkers and active citizens with solid transversal skills?**
  - **Through student-centred, research-based, active learning (e.g. flipped classroom), cross-disciplinary approaches, curriculum design**
- **Continuous professional development of *all* staff**
  - **Embedding a culture of professional development and creating a community**

## Key challenges

- **How to define, incentivise, acknowledge and reward good teaching?**
  - E.g. teaching awards, hiring and promotion procedures, individual career paths in academia
- **Design of learning spaces**
  - Should reflect more timely approaches to L&T
- **How to effect a cultural shift in university education involving staff, students, institutional leaders and the wider higher education community?**
  - See L&T paper no. 6 'Towards a cultural shift in learning and teaching': <http://bit.ly/2UCN1W5>

## Recommendations

- **Linking teaching and research**, e.g. through (student-centred) research-based learning and research on teaching
- **Career paths** and criteria for promotion recognising the breadth of academic roles and diverse foci in career stages
- **Complementing** and variously scaled **measures**
- Establishing a **peer evaluation community** to match the established peer review-based approach in research

## Recommendations

- **Inclusive** curriculum design creating fit-for-purpose learning opportunities and an L&T community
- **Inclusive and co-creative** assessment processes and development of institutional L&T strategies as well as **design of learning spaces**
- **Strengthening focus on the programme**



# **Save the date: 2020 European Learning & Teaching Forum**

**Hosted by Utrecht University  
13-14 February 2020**