2019 European Learning & Teaching Forum

Towards successful learning: Controversies and common ground
14-15 February 2019, hosted by the University of Warsaw

Breakout session abstracts
Each breakout session will feature two papers.

Social and Ecological Responsibility within Engineering Education. A Modular Student-Driven Course Design that is Implemented at Four German Universities

André Baier (TU Berlin)

The *Blue Engineering Course* is a student-initiated course design that addresses the social and ecological responsibility of engineering. Its student-driven character is achieved through a set of over 150 building blocks, which are well-documented teaching/learning units freely available online. The course consists of three parts so that the students gradually acquire the competences to co-conduct and co-develop the course: 1) Students get to know high-quality building blocks conducted by a lecturer/student tutors; 2) Students conduct existing building blocks; 3) Students develop new building blocks, conduct them and document them for future use.
The design of the *Blue Engineering Course* has been implemented at *Technische Universität Berlin* since 2011. Here, over 800 students participated in 14 consecutive semesters. The course design is also successfully adapted and implemented at three other universities in Germany.

Facilitating students to be co-creators of their learning and teaching; a Scottish sector insight

Stef Black (sparqs/Student Partnership in Quality Scotland)

This paper will explore current practices popular in the Scottish higher education sector, which institutions and student associations use to enhance partnership working and enable students to co-create their educational experience, particularly in the evaluation of their learning and teaching. We will look at three main tools; firstly, the development and implementation of Student Partnership Agreement's (SPA's) to build effective partnership working. Secondly, the practice of Student-led Teaching Awards (SLTA's) as an alternative vehicle for evaluating learning and teaching. Finally, the role of a robust student representation system to aid institutions in collecting and responding to feedback, as well as considering how best to foster an environment that supports students to give meaningful, purposeful feedback.

Teaching Thinking: Piloting Advanced Legal Reasoning through Inverted Learning

Maria Cahill (University College Cork)

Seven years ago, Advanced Legal Reasoning was first offered as a final-year module at University College Cork, Ireland. Not only was this course pioneering in its ambition to teach students how to reason well, it also did so by developing an innovative active learning pedagogical approach called Inverted Learning, a modified version of the 'flipped classroom' phenomenon. The four principles of Inverted Learning, *viz.* (1) first exposure responsibility; (2) support for experimentation; (3) expectation of mastery; and (4) humanisation of the classroom, inculcate the virtues of intellectual autonomy, intellectual courage, intellectual humility and intellectual charity, respectively, and are invaluable in the development of capacity for legal reasoning. However, their usefulness goes

beyond this specific context. This article explains the principles of Inverted Learning, outlines their application in Advanced Legal Reasoning and concludes by suggesting their transferability to other disciplinary contexts where critical thinking is a key intellectual ambition.

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

Ekaterina Efimenko (ETUCE/European Trade Union Committee of Education), Agnès Roman (ETUCE/European Trade Union Committee of Education), Maria Pinto (University of Porto), Fernando Remião (University of Porto) and Pedro Teixeira (University of Porto)

This article aims to map the landscape of teaching and learning excellence prizes across higher education and research institutions in Europe, to evaluate their impact on the recognition and assurance of the quality of higher education, and to identify the most successful models of teaching and learning. The research supporting this article was developed by the University of Porto (Portugal) and the European Trade Union Committee for Education (ETUCE) as part of the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, co-funded by the Erasmus+ Programme of the European Union.

Supporting Critical Thinking in Higher Education – Considerations for Strategic Discussions

Martin G. Erikson (University of Borås)

Critical thinking is one of the most central concepts for teaching and learning in higher education, but definitions are manifold and disputed. It is argued that educational management and the professoriate have a shared strategic responsibility to facilitate critical thinking. Issues that should be considered include the arbitrary nature of the concept of critical thinking and the concept's normative nature. The need for realism in definitions is underlined, as well as the need for definitions that can be related to educational practice. In relation to educational practice, the risk of confusing critical thinking and righteous thinking, as well as the risk of confusing critical thinking and the experience of new ways of thinking, are pointed out. It is concluded that teachers' abilities and dispositions are crucial aspects for the understanding of critical thinking in educational practice.

Teaching4Learning@Unipd: Promoting Faculty Development and Organizational Development and Change

Monica Fedeli and Edward W. Taylor (University of Padova)

The purpose of this paper is to explore the challenges of implementing a faculty development program that fosters active learning with a focus on the role of the organizational culture in the change process. The context is the University of Padova which has been promoting a faculty development since 2016. This paper highlights how the university's historical, institutional and national settings influence how teaching and learning is conceptualised and practiced. In response, implementing an innovative faculty development program requires a multi-prong approach, top down and bottom up, that involves inspiring the faculty, developing institutional buy-in, acquiring monetary investment, and promotion beyond the confines of the university.

Supporting the first year experience in Higher Education in Ireland: Impact on Student Engagement, Teaching Practice and Institutional Policy

Carina Ginty (Galway-Mayo Institute of Technology)

Many students are not prepared for the demands of third-level education and first-year-experience programmes are designed to support this transition and supplement the necessary academic and life skills. A first-year-experience package was introduced in two higher education institutes in Ireland (an Institute of Technology and a University): a Learning With Peers (LWP) programme led by trained senior student leaders; and a Skills Development Module (SDM) led by lecturers and is worth 5 ECTS. This research study explored two initiatives (i.e. the LWP and the SDM) and the impact on student engagement, teaching practice and institutional policy. The major themes that emerged from the study include: *creating connections; making friends; understanding expectations; creating learning communities; teaching challenges; and resourcing and supporting the first year experience.*

Educational leadership programmes in Northern Europe

Hetty Grunefeld (Utrecht University)

At most research-intensive universities, academic careers are largely driven and determined by success in the domain of research, and most faculty members in leadership positions at these universities typically have a strong track record in research (Goodall, 2006; Goodall, McDowell, & Singell, 2014; Spendlove, 2007). However, more and more these universities recognise that academic leadership not only needs to be provided in research, but also in education (e.g. "LERU Mission", 2016). This requires specific expertise, which still needs to be developed in many research-intensive universities. For this reason, universities committed to the enhancement of teaching and learning offer professional development aimed at developing expertise in educational leadership.

We compared five examples of dedicated faculty development trajectories for educational leadership in research-intensive universities, i.e. the universities of Edinburgh, Lund, Oslo, Copenhagen, and Utrecht. The focus was on the main characteristics and the perceived gains and challenges of the educational leadership trajectories.

Attitudes of teaching staff members towards student diversity

Gianna Haake (FH Münster)

Teachers' attitudes towards student diversity effect the study success of a heterogenous student body. Based on a survey among teaching staff members of a German University of Applied Science this study analyses attitudes not only towards a heterogenous student body, but also towards the means of coping with student diversity at higher education institutions. The results show a positive general evaluation of diversity, diversity goals and the handling of diversity. However, teaching staff members are unsatisfied with the entry level of students regarding technical knowledge and study skills and the time students spend on their courses. At the same time, they do not feel responsible for these implicatons of student diversity. Therefore, it is important to strengthen their understanding of the effects of teaching on the study success of diverse students.

Sharing the ABC approach to learning design across three European universities

Bernold Hasenknopf (Sorbonne University), Vassiliki Michou (Sorbonne University), Manuela Milani (Università Degli Studi di Milano), Nataša Perović (University College London) and Clive Young (University College London)

The three major European research-intensive universities, Università degli Studi di Milano (UniMi), Sorbonne University and University College London (UCL) all have ambitious strategies to develop digitally rich teaching programmes. Yet only a minority of their teachers possess the design skills,

technology knowledge and time to remodel their courses. To address the introduction of blended formats, in 2014 UCL developed ABC, a dynamic hands-on learning design workshop. Using rapid prototyping, course teams work collaboratively over 90 minutes to create a visual 'storyboard' of the learning activities (both online and offline) required to meet the course's learning outcomes. Assessment methods, cross-program themes and institutional strategies are also integrated into the process. The ABC method was tested successfully at UniMi and Sorbonne University in 2017 but the approach raised complex issues of academic development prior to the workshop and learning design support afterwards. Effective adoption of shared methodologies requires considerable cultural and linguistic localisation.

Diffusion effects of excellence education in the Netherlands

Renze Kolster and Don F. Westerheijden (University of Twente)

Excellence ('honours') programmes are a new way in Dutch higher education institutions to serve the needs of talented and ambitious students but may also serve as testbeds for educational innovations. Based on the concept of learning organisations, in this paper we investigate whether and how innovations diffuse from the testbed to regular education programmes and to the higher education institution as a whole. Based on a single case study (more cases will follow in the presentation), this paper shows that teachers are crucial as they develop, test and diffuse innovations. They do so directly and informally (i.e. based on their own experience), but university management can also support indirect diffusion through steering. Organisation is the most-used instrument in this case; regulation and funding are used too, though sparingly. University management appears to be aware of not disturbing the delicate top–down and bottom–up balance in innovation processes.

About the benefits of cooperative action in curriculum development

Susanne Lippold (Ruhr University Bochum) and Andreas Fritsch (University of Greifswald)

1. Problems and objectives
The development of curricula sets the foundation for the quality of study and the success of a degree programme. Challenges in curriculum development arise primarily from conflicting goals and different levels of information among the stakeholders within a university.
2. Methodical approach
On the basis of case studies (Ruhr-University Bochum and University of Greifswald), the authors argue for an integrated approach, starting from the intended curriculum to the realised university degree programme. The focus is on the process design, the facilitated division of tasks and participation of the relevant stakeholders as well as their reflection on their role in interaction.
3. Results and findings
The quality and sustainability of the development of study programs is decisively influenced by the facilitated division of tasks and participation with the same priority given to the implementation of the well-defined process phases.

Student's Virtual Erasmus Exchange Program

Vassiliki Michou and Sabine Bottin-Rousseau (Sorbonne University)

We present an ambitious international project, the Short Virtual International Program (S-VIP), which has an important innovation dimension as a result of the design of the proposed courses as well as for the real prospects virtual mobility offers to students at international level.
The significant evolution of the online and/or blended education offers now new possibilities to all universities at European level. Our project aims to propose a new format for the Students' mobility and for the Erasmus program. By analogy with the Erasmus exchange for on-campus training, S-

VIP offers a virtual exchange via online teaching. Students taking online training at a partner university will obtain accreditation for a limited number of ECTS (European Credit Transfer and Accumulation System). We started our program with a consortium of European universities by accepting the virtual exchange of our students who wish to follow courses abroad and by including our partners' students in our online courses. At the same time, and within our project, we developed close collaboration within the European League of Research Universities (LERU) with Leiden and Milan Universities.

A Cultural Shift in Programme Design? A case study at the institutional level from the UK

Wyn Morgan and Brendan Stone (University of Sheffield)

In the summer of 2017, the University of Sheffield embarked on a major reform of its approach to learning and teaching by instigating the Programme Level Approach (PLA) project. The PLA aims to situate the student at the heart of the process of programme design, delivery and assessment, with an emphasis on student outcomes, and team-working amongst departmental academic staff, and has significant implications for student assessment and staff workload. It is not intended to be a one-off ''tick-the-box'' exercise but rather aims to initiate a sustained shift in learning and teaching institutional culture. Although PLA is still at an early stage of implementation, it has already begun to generate fresh and exciting discussions around what constitutes a programme, how best to assess student learning and also to create different modes of engaging students in their learning.

Development of the UNIPS online learning solution for university staff training

Mari Murtonen (University of Turku), Heidi Salmento (University of Turku), Samuli Laato (University of Turku), Emilia Lipponen (University of Turku), Henna Vilppu (University of Turku), Hanna Nori (University of Turku), Virve Pekkarinen (Aalto University), Martti Mäkinen (Hanken School of Economics), Susanna Taimitarha (Hanken School of Economics), Anita Malinen (University of Jyväskylä), Kari Toiviainen (University of Jyväskylä), Johanna Naukkarinen (Lappeenranta University of Technology), Paula Vaskuri (University of Oulu), Merja Maikkola (University of Oulu), Pekka Mertala (University of Oulu), Eila Pajarre (Tampere University of Technology), Sara Selänne (Tampere University of Technology), Ulla Ritvanen (University of Eastern Finland), Tuula Heide (University of Eastern Finland), Minna Vuorio-Lehti (University of Turku), Riitta Pyykkö (University of Turku)

Due to a high demand of pedagogical staff development courses in Finnish universities, these institutions were faced with the problem of not being able to offer university pedagogy courses for everyone who wanted to study them. Additionally, ways to improve already existing teaching methods were sought. As a solution, a web-based learning platform called UNIPS (University pedagogical support) was created in collaboration with eight Finnish universities. The UNIPS solution was created on the basis of a previous solution, the UTUPS (University of Turku Pedagogical Support), which was developed for the same purpose at the University of Turku as UNIPS. In this presentation, the UNIPS solution is introduced and experiences of its use from eight participating universities are presented.

University teaching in large classrooms. Engaging different disciplines between didactic transposition educational reconstruction processes

Elisabetta Nigris, Barbara Balconi and Franco Passalacqua (University of Milano-Bicocca)

In connection with recent research on the educational development of faculty members, this paper presents the training programme to improve faculty members' teaching skills at the University of Milano-Bicocca. This study examines aspects of the teaching approach implemented in this programme, with particular focus on the relationship between different disciplinary frameworks in

the teacher training of university teachers. The hypothesis of this paper concerns the inter- and transdisciplinary approach of the training programme and its validity on developing university professors' teaching skills and, more specifically, their capacity to transfer and reconstruct their learning about teaching-learning methods. The first results show teachers frequently engaged in distancing and meta-cognitive reflection with respect to specific aspects of the processes of didactic transposition and didactic reconstruction: the selection of knowledge to be taught; the recipient of knowledge; the use of examples to make knowledge accessible; reflection on the epistemological basis of knowledge taught.

Making research work - institutional support for research-based learning as a form of active learning

Catherine O'Mahony (University College Cork), Wolfgang Deicke (Humboldt University of Berlin), Bernold Hasenknopf (Sorbonne University), Wyn Morgan (University of Sheffield), Louise Woodcock (University of Leeds), Martin G. Erikson (University of Borås)

Research-based learning (RBL) is heralded as a particularly impactful practice in Higher Education and an exemplary active learning approach. Yet it can be asked whether the student experience matches the rhetoric. Does RBL provide students with the chance to engage in the co-creation of knowledge, in keeping with the aspirations of active learning? Or is RBL-lite the reality for time- and resource-stressed staff and institutions? This paper draws on the learning from an earlier EUA Thematic Peer group on research-teaching linkages and provides insights into institutional arrangements in support of research-based learning. The role of mentoring, transdisciplinary learning and connecting with society will be explored with due consideration for the constraints and enablers for this approach to student learning.

The added value of students co-creating HE teaching as seen from the student perspective – a case study from Bochum, Germany

Robert Queckenberg (Ruhr University Bochum)

This paper offers insights into the still largely untapped transformative potential of university students becoming actively involved in co-creating not only their own learning, but also the teaching of their peers. It does so by examining the outcomes and implications of HERMAION, a student-run project which was organised at the faculty of philology at Ruhr-Universität Bochum from Autumn 2017 until Autumn 2018. Furthermore, it does so explicitly from a student perspective, based on the belief that student involvement should not end at the stage of implementation of student-run projects, but continue into the evaluation phase and beyond.

Improving teaching and learning experience through giving feedback for teachers during the semester: Vilnius University case

Arnoldas Solovjovas and Ignas Gaižiūnas (Vilnius University Students' Representation)

One essential aspect of teaching and learning is feedback. This paper will discuss some of the main problems of standard feedback systems given at the end of the semester. As a possible solution, this paper will present activities of the Vilnius University Students' Representation (VU SA) that were provided to enhance feedback from students to teachers during the semester. The aim of this paper is to cover these activities. In this paper, a methodology for provision of feedback from students to teachers created by VU SA will be explained in detail. The suggested methodology involves students producing short feedback papers for teachers who agreed to participate in this initiative. The following discussion will allow to indicate benefits and challenges as well as the results of this methodology with possible ideas for the future.

Learning Ergonomics – a framework to enhance learning effectiveness via context factors

Oliver Vettori and Johanna Warm (Vienna University of Economics and Business)

Despite the ever-present paradigm shift from teaching to learning, most approaches to increase learning effectiveness and learner wellbeing are driven by discourses on pedagogy and/or didactics and thus focussed on the teacher. In this paper, we propose an alternative approach to enhancing learning effectiveness, which delineates some selected contextual factors that may often be overlooked. We introduce Learning Ergonomics as a practice-oriented framework, which focusses on factors that are influenceable by either the learner or the institution. All factors included in the model show an empirically proven impact on learning effectiveness, with the empirical evidence stemming from different disciplines.

In addition to these paper sessions, four breakout sessions based on the work of the 2018 Learning & Teaching Thematic Peer Groups (TPGs) as well as the following two sessions are scheduled.

Revisiting the European Principles for the Enhancement of Learning and Teaching

Alison Robinson-Canham (Advance HE), Michael Gaebel (EUA), Christian Tauch (German Rectors' Conference) and Thérèse Zhang (EUA)

The Ten European Principles for the Enhancement of Learning and Teaching have been designed in 2017 by a consortium of European higher education institutions and organisations from all over Europe, under the EU-funded project EFFECT. They have also been endorsed by the EUA Council, which brings together 33 National Rectors' Conferences. During a testing phase in 2018, a pilot group of universities from different countries was invited to use them for strategy building, reflecting on their education mission, and assessing their structures and approaches in learning and teaching.

This workshop aims to promote the Principles as a tool for strategy development and strategic enhancement in learning and teaching at individual higher education institutions, and as a basis for collaboration among institutions and organisations across Europe. The workshop will start with case studies from institutions that piloted the Principles, and will explore in small group work, a range of contexts in which the Principles could be enacted.

Launch of the EFFECT Feasibility Study

Michael Gaebel and Thérèse Zhang (EUA)

The European Forum for Enhanced Collaboration in Teaching (EFFECT) project, (2015-2019), an Erasmus+ project coordinated by EUA and comprising 11 project partners from 10 different countries, will release its final outcome: a feasibility study assessing how a forward-looking European dimension for enhancing learning and teaching in higher education can be best promoted. The session also provides recommendations and scenarios for teaching enhancement at the European level, based on lessons learnt from the project. In particular, the feasibility study will reflect on the various aspects of institutional strategies for learning and teaching, and teaching enhancement through pedagogical staff development.

TPG breakout session – Promoting active learning in universities

Paola Corti (Politecnico di Milano) and Vincent Wertz (UC Louvain)

Teaching in Universities has seen some changes in the last years to more active participation of students. But not all universities make that change, nor do all teachers. But why would you want

to make university education more active? In this active workshop you'll experience what the reasons are for different groups in universities to keep the education as it is, why it is important to make the change to active learning, how all involved parties can benefit from this and how you can make this change happen.

TPG breakout session – Career paths in teaching

Susan te Pas (Utrecht University) and Laszlo Zentai (Eötvös Loránd University)

The thematic peer group on Career paths in teaching concluded that academic careers need to find a balance between, and value all aspects of the academic profession, including valorising teaching as an essential mission in higher education. A cultural shift within European higher education institutions, where research is still more valued than teaching for career progression, would be required to achieve this. In order to address such a change, a common language on teaching expertise is needed. In this regard, the group proposes a flexible model of a framework, which would work together with defined and balanced career paths, a commonly accepted approach for assessing teaching, incentive systems to valorise teaching, and resources and structures that empower teachers. In this workshop we will interactively explore the proposed flexible model and how it could suit your institution, as well as best practices in creating an academic culture that values teaching.

TPG breakout session – Continuous development of teaching competences

Philippe Emplit (Université libre de Bruxelles) and Monica Fedeli (University of Padova)

A general consensus is emerging among higher education stakeholders of the need for dedicated pedagogical initial training and continuous development of teaching competences of university instructors, in order to improve their students' learning experience and to prepare future professionals to contribute to society in the best possible way. To achieve this, continuous professional development of academic teaching staff requires ongoing attention, time and effort at the European, national, institutional, programme and individual levels. In this workshop, we aim at receiving from the participants, in an interactive way, some illustrations of known institutional initiatives relative to the three challenges which we identified (i.e. teaching qualifications, reward mechanisms and the motivation of staff / evidencing & measuring impact of the development of teaching competences / interdisciplinary development of methodological approaches to learning and pedagogy) and more precisely to the eleven recommendations the thematic peer group formulated. These feedbacks, based on real cases, should include some indication of the impact they had on L&T activities and, if applicable, of the difficulties encountered during and after their implementation.

TPG breakout session – Evaluation of learning and teaching

Karen Fraser (Queen's University Belfast)

A good programme is more than the sum of its constituent elements. For students, their programme is the central aspect of their educational experience and in order to maintain a student-centred approach to learning and teaching it is logical to view each programme as a whole, also when it comes to evaluation and monitoring. As such, this thematic peer group recommends that institutions should focus on the programme as a whole as the main reference point around which the evaluation of not only learning but also of teaching is organised. Participants of the session will be invited to discuss the validity of this recommendation in their institutional context and consider its practical implications for stakeholders such as students, teachers, and those managing evaluation processes and support services for learning and teaching.