

LEARNING & TEACHING PAPER #18

Collaborative teaching
practice

Thematic Peer Group Report

Chair: Mary Fitzpatrick,
University of Limerick, Ireland

EUA Coordinator: Alison Morrisroe

March 2023



DIGIHE

Co-funded by the
Erasmus+ Programme
of the European Union



This report is published within the framework of the EUA-led [DIGI-HE project](#). To find out more about the project, visit the webpage.

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European University Association asbl

Avenue de l'Yser 24

Rue du Rhône 114

1040 Brussels

Case postale 3174

Belgium

1211 Geneva 3, Switzerland

+32 (0) 2 230 55 44

+41 22 552 02 96

www.eua.eu · info@eua.eu

Introduction

This report is the work of the EUA Learning & Teaching Thematic Peer Group “Collaborative Teaching Practice” (hereafter “the group”, see Annex). Based on a shared understanding of the theme agreed on by the group members, it outlines the key opportunities and potential challenges higher education institutions face in embedding Collaborative Teaching Practice (CTP), and provides examples of good practice. It makes individual, institution, national and European level recommendations based on the group members’ own experiences and insights, and provides some illustrative examples.

CONTEXT

Collaborative Teaching Practice is not new: the discussion on its purpose and benefits emerged in the 1980s with publications focusing on types of collaborative teaching in terms of responsibility (Esterby-Smith and Olve, 1984) and typologies (Eisen, 2000). For the purpose of the group’s work, the focus was very much on a model of “Two or more people sharing responsibility for educating some or all of the students in a classroom” (Villa et. al. 2008:3). Group members exchanged examples of their experience of CTP at their institutions to establish a shared understanding of the concept. This included a wider range of related activities, both in the physical and the virtual classroom, from small to large scale collaborations, such as:

- ◆ On and offline team/peer teaching and flipped classroom initiatives.
- ◆ Jointly developed courses and modules in physical and blended formats and inter-faculty collaboration to redesign the curriculum and deliver transversal modules.
- ◆ Projects to provide methodological support for digitally enhanced learning and teaching, Collaborative Online International Learning (COIL) projects as well as learning and teaching innovation programmes with a focus on collaborative teaching practice.
- ◆ Developing, using and sharing Open Educational Resources (OERs) as well as Open Access websites.
- ◆ In person and online communities of practice and special interest groups of teachers to share experiences, concepts and practical examples both within the university and with other universities.
- ◆ The use of university alliances which support collaborative teaching practice by focusing on connecting learning management systems from different institutions in different countries and developing joint blended degree programmes.

It is worth noting that much of the group’s experience involved **digitally enhanced collaborative teaching**, which the members acknowledged would be a key focus for their discussions.

COLLABORATIVE TEACHING PRACTICE IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

A shared understanding of the theme

Both the practice and the approaches used at the ten participating institutions were reviewed to discuss the key characteristics of CTP in a bid to establish a working definition of what this concept means in European higher education.

What is Collaborative Teaching Practice?

Collaborative teaching is a broad concept, which highlights the importance of the social dimension of knowledge construction and of making teaching and learning a shared experience. It involves the process of co-creation of the learning experience, including the collaborative development of curricula and teaching materials, and their shared use, through various face-to-face and online co-teaching methods. The use of digital technologies is increasingly regarded as a key feature of collaborative teaching given the many inter-institutional, national and international collaborations developed during the pandemic, and they are likely to have continued impact on future CTP trends.

Why engage in CTP?

CTP can improve the quality of the teaching and learning experience for both teachers and students, can provide a deeper learning experience (White et. al. 1998), and develop key transversal skills such as critical thinking, problem solving, interpersonal skills, interdisciplinary experience, and collaboration (Fung 2017:119). In light of these benefits, CTP can also have a positive impact on teacher and student wellbeing, provided it is well-resourced and meticulously planned. The group acknowledged that the merits and advantages of CTP (while not yet fully realised or universally explored) are uncontested. This was therefore not the focus of the group's discussion. It focused on identifying the main challenges that might hamper the take-up and mainstreaming of CTP and on drafting recommendations to address them.

Challenges around the implementation of Collaborative Teaching

While there are key benefits of CTP, the group recognised many challenges in establishing this practice within and across institutions, and in both physical and virtual settings.

Challenge #1

The added value of CTP may not be evident to teachers or, indeed, students.

Staff and students' understanding of the objectives, methodology and benefits of CTP as a concept and a practice remain unclear, with some teaching staff fearing that it could lead to poor quality teaching or that it is not compatible with the institution's quality assurance processes. These fears may hamper its uptake at many higher education institutions.

Challenge #2

Teachers can be reluctant to share materials, highlighting the tension between collaboration and competition.

Teachers may not receive any recognition for sharing their materials with colleagues. There is often little incentive to engage in CTP, and teachers often find themselves carrying out such tasks outside working hours. In contrast, research collaboration is common, and is endorsed and recognised: for example, multi-author papers, multi-institute and multi-country grants are all positively viewed. But in teaching, an individual approach is more commonplace. Many teachers prefer to work alone and invest a lot of their time and energy in the design and development of materials. They may therefore be particularly proud of their course materials, or simply prefer not to share them. Moreover, they may be apprehensive about breaking tradition or anxious about being judged by colleagues and therefore prefer to keep the status quo.

Challenge #3

Intercultural differences and varied teaching styles

The group members expect a lot of future higher education collaborations to be international, for example, exchanges and joint programmes. Intercultural collaboration can be an enriching experience for both teachers and students, provided it is well-organised and properly thought-through. For example, practical issues can ensue if the partners are unaware of each other's customs and general culture. Teaching styles and approaches can also be quite different. Again, it is important to be attentive to and raise awareness of such differences, so that they can be taken into consideration when planning exchanges and collaboration, and where possible, turned into learning opportunities for both students and teachers.

Challenge #4

Many teachers have insufficient time, space, and funding to develop the skills needed for CTP.

The group agreed that teachers' most scarce resource is time: time to reflect on their practice, time to engage in professional development, time to design modules or programmes. Although teaching staff are expected to take on an increasing number of responsibilities and diverse tasks, and these tend to be further multiplied and diversified in collaborative teaching projects, the time and space required to engage in such activities are not always formally acknowledged, despite the additional workload. Besides, they may simply not be able to find time to collaborate with other colleagues due to conflicting schedules.

Unlike in research, there is a lack of investment in the development of teaching skills, including those skills required to take part in CTP. Therefore, where CTP is not clearly understood, teachers are often unable to explore its potential. There is also a lack of dedicated budget to pay for additional or external practitioners, which may be required for certain collaborative teaching practices.

Challenge #5

Using digital technologies for collaborative teaching in inter-institutional partnerships involves many technical and logistical challenges.

The creation and maintenance of collaborative teaching platforms for larger-scale partnerships involves many technical and logistical difficulties, especially as several internal and external stakeholders are involved. Additional technical challenges arise when learning platforms do not cover all the functionalities needed for an inter-institutional collaboration project. The administration of inter-institutional collaboration can also be cumbersome when different institutions' systems are incompatible.

Challenge #6

Institutions encounter numerous legal issues, notably data protection and intellectual property rights, when using digital technologies for collaborative teaching purposes.

Higher education institutions need to be aware of how EU GDPR data protection affects learning and teaching. They also need to be aware of the risk of reputational damage resulting from data misuse and abuse. Technologies developed in North America and Asia, which have different data protection regimes, can be particularly challenging (Angiolini et. al. 2020). GDPR personal information concerns were flagged as a major challenge, especially regarding the use of open access platforms and websites for collaborative teaching purposes. Data protection can also be approached differently by different countries, resulting in different rules and regulations, some stricter than others. Testing new and open access tools to ensure that they are GDPR compliant in all of the countries involved in a given partnership can be too time consuming. It can therefore be difficult to find tools that can be used across institutions.

CTP may also increase the risk of intellectual property rights infringements by sharing materials with different institutions in different countries, with different rules. There are also varying practices regarding copyright within institutions, with ownership being granted to teachers, a particular institution, or (in some cases) online platforms (Pesault et. al. 2020). There is also a lack of awareness of intellectual property licensing models, such as Creative Commons, which can enable collaborative materials sharing.

Enabling Collaborative Teaching Practice

RECOMMENDATIONS

The group recommends that higher education institutions employ a combination of formal and informal processes as well as top-down and bottom-up initiatives to promote and strengthen CTP. While bottom-up initiatives and informal processes are commended as useful kick-starters, CTP will only be accepted by teachers and students (and thus sustained,) if formalised in institutional processes and reinforced by support from institutional leadership. It is also crucial to provide different forms of support, ranging from training to revised budget rules and processes; as institutional goodwill and staff engagement can only be effective if supported by adequate investment.

Based on the group's discussions, recommendations were developed and drafted across four levels: individual, institution, national, and European, with several applicable across all categories.

Individual teachers

- **Start collaboration with small steps and enhance collaborative practices at teachers' own pace** as this is often a departure from standard practice in which they worked alone.
- **Adopt a growth mindset by undertaking continuous professional development (CPD), engaging in the digitalisation of learning resources and contributing to platforms or repositories, where space is provided.**
- **Engage with Open Access Resources (OERs) to build learning communities and share practice.** Open Access websites to share course materials created by individuals can be a good starting point for an informal learning community between students and teachers at different institutions. Such websites can be a useful resource for learning and teaching communities, if sustained and properly resourced.
- **Communicate with the institution's legal experts, such as data protection officers, to ensure that the teaching materials and platforms used for collaborative teaching purposes comply with GDPR or other institutional policies on digital technologies, and that an appropriate approach is being taken to intellectual property rights.**
- **Provide an overview of the programme to all students, along with a co-ordinated assessment schedule to clarify what is expected of them, and to ensure transparency.**

EXAMPLE OF PRACTICE

University of Trento, Italy

A [successful Open Access website](#) on algorithms and data structure was created to share course materials (video lectures, exercises, examples, etc). It has now become an informal learning community between students and teachers at the University of Trento, and at other institutions that host materials with a Creative Commons license. Initially devoted to students attending classes at the University of Trento, the site led to increased cooperation between staff and students, reducing reluctance to share materials. The website is now a free platform for self-paced learning and collaboration by academics and/or students studying this topic all over the country.

Institutions

Practical first steps

- **Perform an initial self-assessment of CTP engagement and its related challenges. This must consider digitally enhanced learning and teaching, given the role digital technologies play in CTP.** The inventory report, *Developing a high-performance digital education ecosystem: institutional self-assessment instruments*, developed by the DIGI-HE project is a good starting point and contains instruments that address collaborative teaching practice.¹
- **Engage with the Erasmus+ programme.** In addition to promoting student and staff mobility, Key Action 2 promotes cooperation between organisations and institutions, such as innovation partnerships, including alliances and forward-looking projects.
- **Provide teachers with the space to share practices and allow them greater freedom to personalise their assessment methods.**

Initiating a partnership

- **Establish a shared approach to your teaching partnership, based on commonly agreed goals, methods, rules, roles and responsibilities, for all those involved, define them in terms of reference or a memorandum of understanding.**
- **Involve technical experts, administrative staff, instructional designers in intra- and inter-institutional projects, as well as any collaborative teaching initiatives, from the outset to help establish systems and technical solutions and ensure that everyone can access the necessary platforms.** It is important that institutional systems support CTP across programme teams and faculties – academic registry, careers, student records, etc.

CTP should be explored within the institution before collaborating with other institutions.

Driving culture change around learning and teaching

Culture change is required to mainstream CTP in all teaching and learning activities.

- **Consider the role of informal communities of practice and special interest groups in supporting CTP.** Peer learning communities and sharing communities, both on- and offline, are a highly effective way of networking, sharing best practices and materials and experiences, discussing the methods and benefits of CTP, and finding quick answers to technical questions. They can also help raise awareness of the added value of collaborative teaching practice in terms of enhanced learning outcomes and can help alleviate reluctance to share materials.
- **Encourage interdisciplinary research and teaching, to generate student and staff interest in CTP.** Concerns around collaboration and competition need to be examined and unpacked. Institutions could use the findings of such an exploration as a starting point for strengthening cooperation between teaching and research staff.

EXAMPLE OF PRACTICE

University of Barcelona - Spain

The University of Barcelona's Programme for Research, Improvement and Innovation in Teaching and Learning (RIMDA), promotes the improvement of the quality of teaching throughout the university. It encourages teaching innovation actions that generate evidence of impact and improvement as well as research on learning and teaching. Both measures allow the generation of new knowledge in this domain. Efforts are being made to include collaborative teaching as one of the key innovation areas to be enhanced. A specific repository, [INNOVADOC](#), is used to share documents, project reports and teaching materials.

¹ Several of the instruments analysed by the DIGI-HE project consortium contained collaborative teaching as one of the dimensions to be analysed in some way, namely the Benchmarking Toolkit for Technology-Enabled Learning (Commonwealth of Learning), DigCompEdu, DigCompOrg, European Maturity Model for Blended Education (EMBED) and E-xcellence (Quality Assessment for E-learning: a Benchmarking Approach).

🕒 EXAMPLE OF PRACTICE

University of Limerick - Ireland

For over 15 years, the students in civil engineering and construction management and law students have collaborated in the completion of a Tort Law module through shared engagement in the module assessment. The Lawyers (Law students) are assigned a team of engineers and managers (engineering and construction management students) to investigate and prepare a technical report on a building defect or failure. The cases are real – drawn predominantly from the engineering Lecturer’s experience working as a forensic engineer in the USA. The technical teams present their findings to the law team – both the plaintiff and defence law teams receive a copy of each other’s report and these are scrutinised in preparation for trial in moot court. A member of each technical team gives expert testimony under direct and cross-examination by the lawyers. The trial is adjudicated by a team of three Judges and the proceedings are video recorded so all involved can review their performance. One (of many) interesting pieces of feedback received is the unique challenge the students face in effectively communicating with each other. The engineers and lawyers each have a different lexicon and different educational experiences, but through this collaborative exercise, they realise for the first time in their college career the importance of developing the skills necessary to communicate effectively with diversely different professions – an essential aptitude in preventing another ‘Tower of Babel’ fiasco!

- **Ensure CTP is evidence-based.** This would boost acceptance among teaching staff, management, and students and provide for a more sustainable approach to further developing CTP.
- **Promote collaboration with external stakeholders (such as employers,) in learning and teaching activities to bring authentic and practical insights and examples to the learning experience.** For example, the EPICUR Alliance’s EPIC Missions invites group projects involving students from across Europe to tackle real-world challenges on behalf of real-world stakeholders.

🕒 EXAMPLE OF PRACTICE

University of Freiburg, Germany

The University of Freiburg is part of the [EPICUR](#) Alliance, which supports flexible and seamless virtual, hybrid and physical mobilities for all students and staff across the alliance. Driven by the pandemic, the EIUC (EPICUR Inter-University Campus) was created very early on in the EPICUR pilot phase as a digital learning ecosystem consisting of a virtual campus learning platform and a virtual university registrar system (central campus management system, to be connected with local campus management systems in the future). As a central gateway, EIUC not only enables students and staff at partner universities to access decentralised LMS courses, it also provides centralised services, including a virtual Joint Center for Teaching & Learning with a Community of Practice for teaching and administrative staff, as well as a content-sharing/OER publishing space (both of which are to be implemented in the next few years).

Formalising institutional commitment

- **Establish clear CTP policies and frameworks.** Validating collaborative teaching practice by including it in institutional policies, frameworks and guidelines is critical to underlining its added value to staff and students. It can be added to the institutional or departmental strategic plan and accompanying roadmap as a priority action, and institutions can ensure that their curriculum development framework supports collaborative teaching.

🕒 EXAMPLE OF PRACTICE

University of Aberdeen, Scotland,
United Kingdom

The [University of Aberdeen’s 2040 Strategic Plan](#) includes a section on interdisciplinary work, which is accompanied by a detailed implementation plan. According to this plan, the university will support a learning culture in which all staff and students can exchange ideas and expertise across intellectual areas and organisational structures and will develop digital systems to create virtual and physical spaces that enable interdisciplinary exchange and innovation.

- **Embed a recognition scheme for those who take up leadership or engage otherwise in CTP activities, and to encourage resource sharing and teaching teams.** CTP recognition needs to match the recognition given to research collaboration. There is a clear need to recognise engaging in CTP as a positive activity and as an important and valuable way of teaching and developing practice. By recognising CTP in relevant institutional learning and teaching strategies, policies and frameworks, and validating it in clear HR procedures, such as performance appraisals, its added value and importance will become more evident to teaching staff, students, and employers. Furthermore, rewarding those who engage in CTP will encourage and motivate teachers to make time for it and develop the skills necessary to effectively carry out such activities. It is critical to provide time and space for CTP in work assignment models. Designing evaluation plans for collaborative teaching practice, with a defined set of criteria, would also help capture the importance and added value of this approach. However, the group was careful to underline the importance of professional autonomy, considering collaborative teaching practice as a desirable output rather than a requirement.
- **Develop an OER policy, which would also help to reduce legal uncertainty in institutional and inter-institutional collaboration, in particular for content- and data-sharing platforms.**
- **Enhance awareness of data protection and the role of data protection officers.** Guidelines should be provided to ensure legal use of technology for collaborative teaching in full compliance with GDPR and intellectual property rights.

Creation and use of repositories and platforms

- **Develop and maintain a repository of online learning materials which can be used for different modules and programmes.** For the successful use and maintenance of such platforms, clear rules and a publication schedule need to be put in place, centred around the following questions: Which resources can be deposited? What is the publication frequency? Is a Creative Commons, OER or more restrictive licence being used? In addition, responsibilities need to be defined: Who can deposit a resource? Who validates the resources?

Professional development and training

- **Invest in staff and training.** Higher education institutions could provide seed funding to support the development of necessary skills, such as digital teaching and learning or flipped classroom techniques, or fund specific projects, for example to map courses which could benefit from CTP or to combine certain course modules to provide transversal learning programmes.

➔ EXAMPLE OF PRACTICE

University of Patras, Greece

The flipped classroom approach was introduced to the University of Patras in an experimental way in 2018, leading to a 30% increase in student satisfaction ratings. During the pandemic, several teachers worked on a “remote flipped classroom” exercise, in which Zoom sessions were only for breakout groups, not lectures. In winter 2022, the Centre of Teaching and Learning began holding seminars for teachers in all disciplines, who wished to create “flipped courses”, with a view to implementing this new approach in spring 2023. Monthly meetups are also being held, for teachers to discuss and solve challenges together.

- **Establish continuous professional CTP development, training and support for teachers and university staff.** The [DigCompEdu Framework](#) can be used to evaluate and improve teachers' collaborative teaching skills and their ability to digitise teaching resources. Higher education institutions should recognise and accredit skills development, and encourage teachers to allocate a certain amount of time to continuous professional development (CPD) courses, training opportunities and teaching projects. These could be short, specific, and asynchronous, thus flexible, programmes on topics such as intercultural issues, virtual mobility, teaching and technical support. Teachers could also be encouraged to attend seminars, workshops or conferences on collaborative teaching practices through changes in their workload or timetables. The importance of virtual teamwork skills for students should also be highlighted as these are crucial to securing employment upon graduation.

EXAMPLE OF PRACTICE

University of Porto, Portugal

The [UC INOVPEd](#) project at the University of Porto, consists of collaborative modules, encouraging interdisciplinarity, collaborative teaching practice and the deepening of student's soft skills as well as seeking to expand the university's curricular offer. Each course must have well-connected content and involve professors from at least two different faculties. The proposal should also mention different educational strategies. Teaching support is provided by pedagogical innovation and educational technologies staff. Financial support is provided for the first year of the course and the money can be spent however teachers like, for example, on equipment, etc.

EXAMPLE OF PRACTICE

Eötvös Loránd University, Hungary

Faculty members collaborate in order to restructure curricula on the basis of learning outcomes. Experts in curriculum design from the faculties of education and psychology and e-learning experts provide workshops for humanities and law faculty teachers, to help them create or renew their courses. Meetups are arranged for teachers to present their own courses and discuss the opportunities for development with the experts, who provide proven and effective advice.

National-level bodies

- **Adopt a national strategy to include interinstitutional CTP at national and international level.**

EXAMPLE OF PRACTICE

Tampere University, Finland

[Digivision](#) is Finland's national plan for 2030 concerning all Finnish higher education institutions. It aims to increase co-operation between teachers and the sharing of teaching resources. It will become binding, and establishes the future landscape for higher education teaching and learning. In practical terms, higher education institutions should take steps to make this a reality each year, and such work is to be overseen by one dedicated member of staff.

- **Provide funding opportunities to encourage inter-institutional CTP.**

European-level bodies

- **Develop and fund a European-level repository to share CTP resources and materials.**
- **Develop a platform to help find partners with whom to engage in CTP in line with their interests or fields.** Examples include <https://www.unicollaboration.org/> and <https://collab-edu.com/>.
- **Develop a best practice guide for collaboration across European borders which could be available as a wiki.** This could provide institutions with a roadmap for embarking on CTP through concrete examples of institutional approaches across European higher education institutions.

Conclusions

The many benefits CTP can offer in terms of learning and teaching improvement and the development of key transversal skills mean that it is seen as a valuable approach, in light of the evolving nature of learning, teaching and assessment following changes during and after the pandemic.

While the approaches to CTP are complex, the group acknowledged that it enhances the potential for inter and intra disciplinary and institutional collaboration, and the key role of digitally enhanced learning and teaching.

However, prevailing challenges must be considered in adopting CTP. The group focussed on these challenges and provided a few recommendations on how to create realistic and accessible opportunities, and how to address existing problems.

Embedding and adopting CTP within and across institutions is of key importance. In order to ensure teachers see CTP as a valuable activity, it must be acknowledged as such in supporting policies and frameworks and teachers must be given the time and space to collaborate in a meaningful way. CPD can help reinforce the added value of CTP by ensuring teachers are aware of the challenges of intercultural collaboration and how symbols and cues can differ across cultures. It is also critical to ensure that all those involved in CTP activities are aware of the data protection, GDPR and intellectual property implications of their use of technological solutions and platforms, to allow them to comply with existing regulations across institutions.

The group is convinced that the benefits of CTP far outweigh the difficulties. They therefore advise higher education institutions to consider this approach at local level with a view to expanding the practice beyond institutional boundaries to fully reap its potential opportunities and benefits.

Annex

EUA LEARNING & TEACHING THEMATIC PEER GROUPS

As part of its work on learning and teaching, EUA engages with leadership and professional staff overseeing or implementing learning and teaching activities at the institutional level. Coordinating the work of a set of Thematic Peer Groups is a key aspect of EUA's work in connecting with university communities. The groups consist of university representatives selected through a call for participation; the core of their remit is to:

- discuss and explore practices and lessons learnt in organising and implementing learning and teaching in European universities;
- contribute to the enhancement of learning and teaching by identifying key recommendations on the selected theme.

The 2022 Thematic Peer Groups were organised as part of the [DIGI-HE project](#) with a focus on digitally enhanced learning and teaching (DELT). The Thematic Peer Groups, active from March 2022 until February 2023, facilitated discussion among group members through their engagement in peer-learning exercises and exchange of experience. Similarly, the group members contributed their expertise to develop EUA's input in policy debates, such as the Bologna Process.

Each group was chaired by a member representative from one university and supported by a coordinator from the EUA secretariat. The groups met in several online/physical meetings organised throughout 2022 and were successful in identifying the major issues related to all three themes – digitally competent teachers in designing quality learning environments, collaborative teaching practice, and the needs and wellbeing of student and staff.

Each group discussed the key challenges related to its respective theme, explored ways to overcome challenges through innovative practices and approaches, and drew conclusions as regards institutional policies and processes that would support the enhancement of learning and teaching. In addition, the groups served as a platform for members to put forward and discuss other issues relevant to the theme. Members of the groups also presented the outcomes at the 2023 European Learning & Teaching Forum, with the objective of obtaining feedback on the groups' conclusions and recommendations.

Composition of the Thematic Peer Group 'Collaborative teaching practice'

(starting with the group chair, then proceeding by alphabetical order of the country name):

- **University of Limerick (Ireland)**
 - Mary Fitzpatrick, Head, Centre for Transformative Learning (chair)
- **Tampere University (Finland)**
 - Eila Pajarre, Head of Services, Education and Learning
 - Sanna Kivimäki, Senior Specialist, Development Programme of Education and Learning
- **University of Freiburg (Germany)**
 - Dorthe Hutz-Nierhoff, Digital Learning & Teaching Consultant, E-Learning Department
 - Hans Albert, Student Representative
 - Michael Schwarze, Vice-President for Academic Affairs

- **University of Patras (Greece)**
 - Thanassis Karalis, Coordinator of Center for Teaching and Learning, Member of the Quality Assurance Unit
 - Fieroula Papadatou, Head of the Quality Assurance Unit
- **Eötvös Loránd University (Hungary)**
 - Emre Dinger, Trainee
 - Dóra Lévai, E-learning Expert, Instructional Designer, Education Development and Talent Support Department
 - Krisztina Lénárt, Head of Education Development and Talent Support Department
 - László Zentai, Vice Rector for Education
- **University of Trento (Italy)**
 - Alberto Montresor, Board Member of the Teaching and Learning Centre and Delegate for the Third Mission
 - Anna Serbati, Board Member of the Teaching and Learning Centre and Member of the Quality Assurance Unit
- **University of Porto (Portugal)**
 - Maria Aguiar Lopes Pinto, Pedagogical Coordinator
 - Catarina Sousa, Pedagogical Innovation Staff Member
- **Universitat de Barcelona (Spain)**
 - Joan-Tomàs Pujolà Font, Responsible for the Educational Program of Digital Transformation at the Institute for Professional Development
- **University of Lausanne (Switzerland)**
 - Emmanuel Sylvestre, Head of the Centre for Teaching & Learning
 - Loïc Pillard, PhD Student
- **University of Aberdeen (Scotland, United Kingdom)**
 - Abbe Brown, Dean for Student Support
 - Kirsty Kiezebrink, Dean of Educational Innovation
 - Ondrej Kucerak and Akua Serwaa Agyeman, Student Representatives
- **Coordinator:** Alison Morrisroe (EUA)

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The Association provides unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, websites and publications.

This paper, prepared within the framework of the EUA-led DIGI-HE project, is one of a series of reports specifically focused on learning and teaching. It is designed to gather the knowledge and experiences of experts on the topic from across Europe. EUA's activities in learning and teaching aim at enhancing the quality and relevance of higher education provision, underline the importance of learning and teaching as a core mission and advocate for learning and teaching activities to be geared towards student learning and success.