Enhancing Learning and Teaching at European Higher Education institutions

Michael Gaebel, EUA

The New Student: Flexible Learning Paths and Future Learning Environments

Vienna 20-21 September 2018
Trends 2018

- Growing emphasis on learning & teaching
- How do the European universities approach the L&T development? How can they be best supported?
- TRENDS 2018 – tentatively mid 2018
  - Follow-up on TRENDS 2015 – longitudinal data
  - institutional developments in learning and teaching
  - 303 responses - 43 European higher education systems
  - Institutional leadership (for the entire institution)
Flexibile education

“... the vast majority of institutions confirmed interest and increased demand for more flexible provision of degree and non-degree education. Responses suggest a process of gradual change in the years to come towards flexible education and digitally-supported learning.”

Trends 2018

Bologna Process / EU
- student-centred learning
- learning outcomes
- modularisation
- mobilities
- shared study courses
- recognition

Development trends
- shorter periods of learning
- digital learning: everywhere at any time
- disciplines or skills?
- different types of credentials
- universities or other learning providers

Implications for institutions?
- role of students & teachers
- increased need for student support, scaffolding, guidance ...
- management, governance
- infrastructure and resources
- external collaboration

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High levels of convergence: Increased attention to L&T throughout the institution (92%T)

- **Institutional development**
  - L&T strategy (86%)
  - Central unit for L&T (65%)
  - Importance of external cooperation in L&T

- **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%)

Trends 2018. Q9, Q12, Q18.
### Social inclusion & engagement

**Impact of inclusiveness and social engagement on learning and teaching**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage student initiatives on civic/social engagement</td>
<td>88%</td>
</tr>
<tr>
<td>Social inclusion is considered in the learning and teaching practice</td>
<td>81%</td>
</tr>
<tr>
<td>(diverse classroom)</td>
<td></td>
</tr>
<tr>
<td>Social engagement integrated into study programmes</td>
<td>79%</td>
</tr>
<tr>
<td>(internships with NGOs, community engagement, etc.)</td>
<td></td>
</tr>
<tr>
<td>Special courses in social engagement</td>
<td>58%</td>
</tr>
<tr>
<td>Credits for participation in civic/social engagement initiatives</td>
<td>54%</td>
</tr>
</tbody>
</table>

- Yes / To some extent, or in parts of the institution

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Digital learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased acceptance/more strategic approaches to e-learning</td>
<td>87%</td>
</tr>
<tr>
<td>Boasted education provision through e-learning</td>
<td>74%</td>
</tr>
<tr>
<td>Blended learning used in regular teaching</td>
<td>36% fully, 51% to some extent</td>
</tr>
<tr>
<td>Flipped classroom</td>
<td>15% very useful, 39% to some extent, 13% does not work</td>
</tr>
</tbody>
</table>
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Every 2nd or 3rd institution has ...

Measures offered for lifelong learners

- Recognition of Prior Learning: 59%
- Flexible Study Programmes/Learning Paths: 58%
- Courses provided in collaboration with other higher education institutions: 53%
- Guidance and counselling services for adult learners: 44%
- Continuing professional development short courses that can be accumulated into a degree: 39%
- Online learning courses / MOOCs: 38%
- Courses provided in collaboration with other education institutions from other sectors (schools, vocational): 32%
- Online degree programmes: 27%
- Courses provided in collaboration with for-profit providers: 21%
- Other: 6%
## LLL – distinct from regular teaching

### LIFELONG LEARNING PROVISION IS...

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes (%)</th>
<th>To some extent/in parts of the institution (%)</th>
<th>No (%)</th>
<th>No information/not applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...FINANCED DIFFERENTLY</td>
<td>51</td>
<td>21</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>...SEPARATE FROM THE ONE OFFERED TO CONVENTIONAL STUDENTS</td>
<td>46</td>
<td>29</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>...UNDER A DIFFERENT QA REGIME THAN OUR CONVENTIONAL PROVISION</td>
<td>28</td>
<td>23</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>...TAUGHT BY OTHER TEACHERS THAN OUR REGULAR ONES</td>
<td>9</td>
<td>38</td>
<td>45</td>
<td>8</td>
</tr>
</tbody>
</table>

**Trends 2018**
Transformation of L&T within the institution
- leadership
- structures
- cooperation

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices

- Teachers do this on their own initiative: 58.1%
- Responsibility of programme directors or deans: 38.0%
- Facilitated by learning centre: 35.6%
- Platform - committee - group - for teachers to exchange: 20.5%
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Strong emphasis on external collaboration

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%)

Trends 2018. Q27, Q41.
## How to respond?

<table>
<thead>
<tr>
<th>Leadership and strategies for L&amp;T at universities</th>
<th>• Good practice exists at practically every institution, but often they lack institutional support and mainstreaming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstreaming of digital learning and teaching, both, in institutional practice and policies, and in system frameworks</td>
<td>• Digital learning and teaching is often dealt with separately from the overall discussion on HE learning and teaching.</td>
</tr>
<tr>
<td>Recognition of higher education teaching as a profession, and support for career development.</td>
<td>• Career development is still based predominantly on research achievement.</td>
</tr>
<tr>
<td>Good practice exchange and collaboration among institutions, with external stakeholders and policy makers, nationally and across borders</td>
<td>• This has been confirmed by leadership and practitioners from member institutions as an appropriate means to raise awareness and support institutional development.</td>
</tr>
</tbody>
</table>
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2019 European Learning & Teaching Forum

Regular event | Exchange & networking | Build the community | Starting point for new initiatives

14 - 15 FEB 2019 | CONFERENCE
UNIVERSITY OF WARSAW | WARSAW, POLAND

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Thank you for your attention

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Changing approaches in L&T

- **Flipped classrooms**
  - 15% very useful
  - 39% to some extent
  - 13% does not work

- **Problem-based learning**
  - 43% works well
  - 44% to some extent
  - 4% no use

- **Teaching enhancement**
  - Voluntary: 77%
  - Compulsory: 37%

*Trends 2018. Q9, Q24, Q25, Q42.*