

Enhancing Learning and Teaching at European Higher Education institutions

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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)

Flexible 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

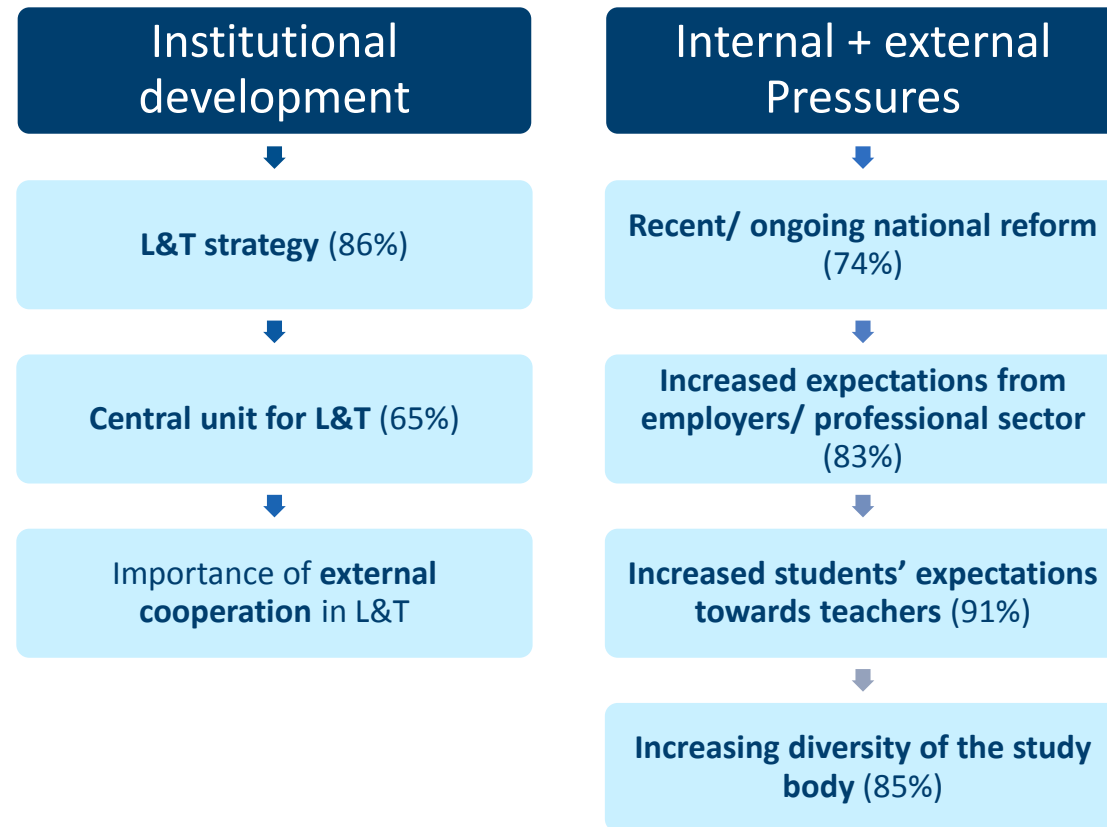
- shorter periods of learning
- digital learning: everywhere at any time
- disciplines or skills?
- different types of credentials
- universities or other learning providers

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)

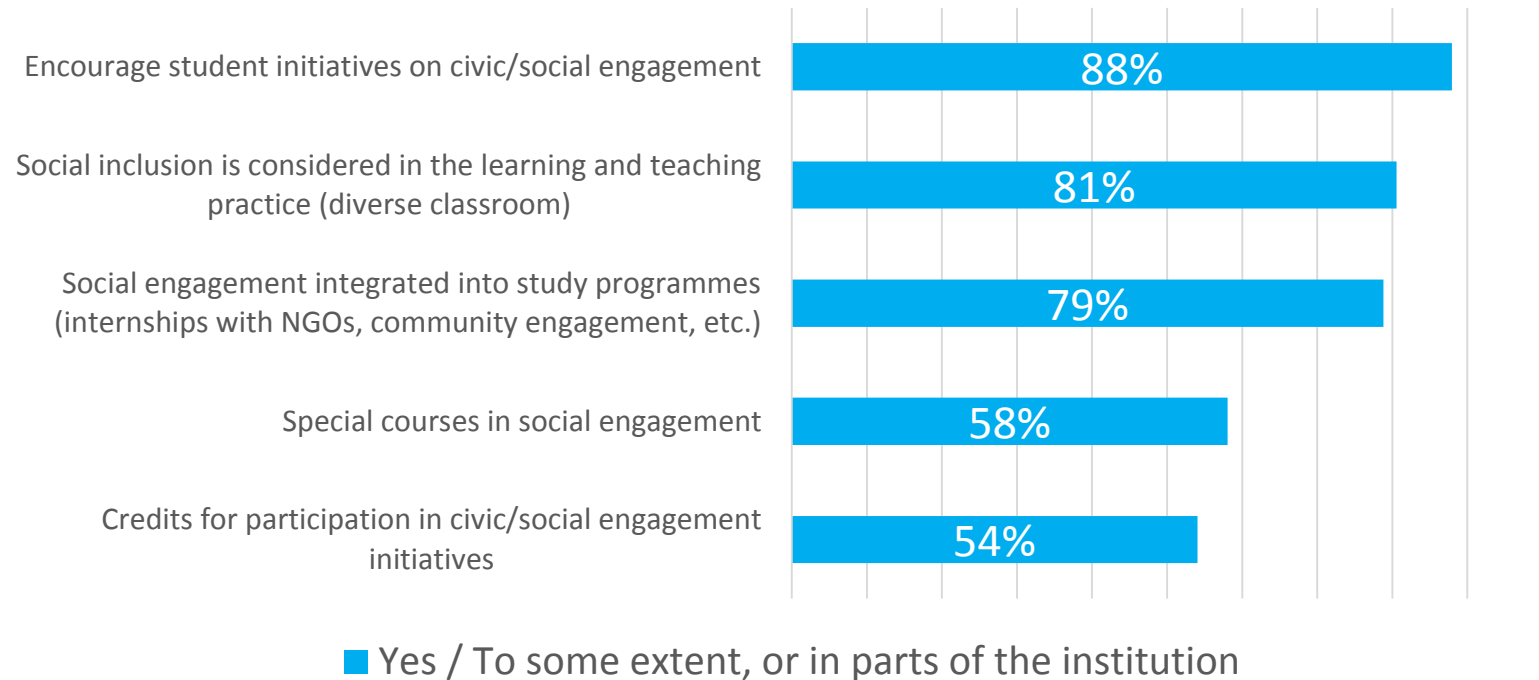


Trends 2018. Q9, Q12, Q18.

■ Yes/yes to some extent

Social inclusion & engagement

Impact of inclusiveness and social engagement on learning and teaching



Trends 2018. Q28.

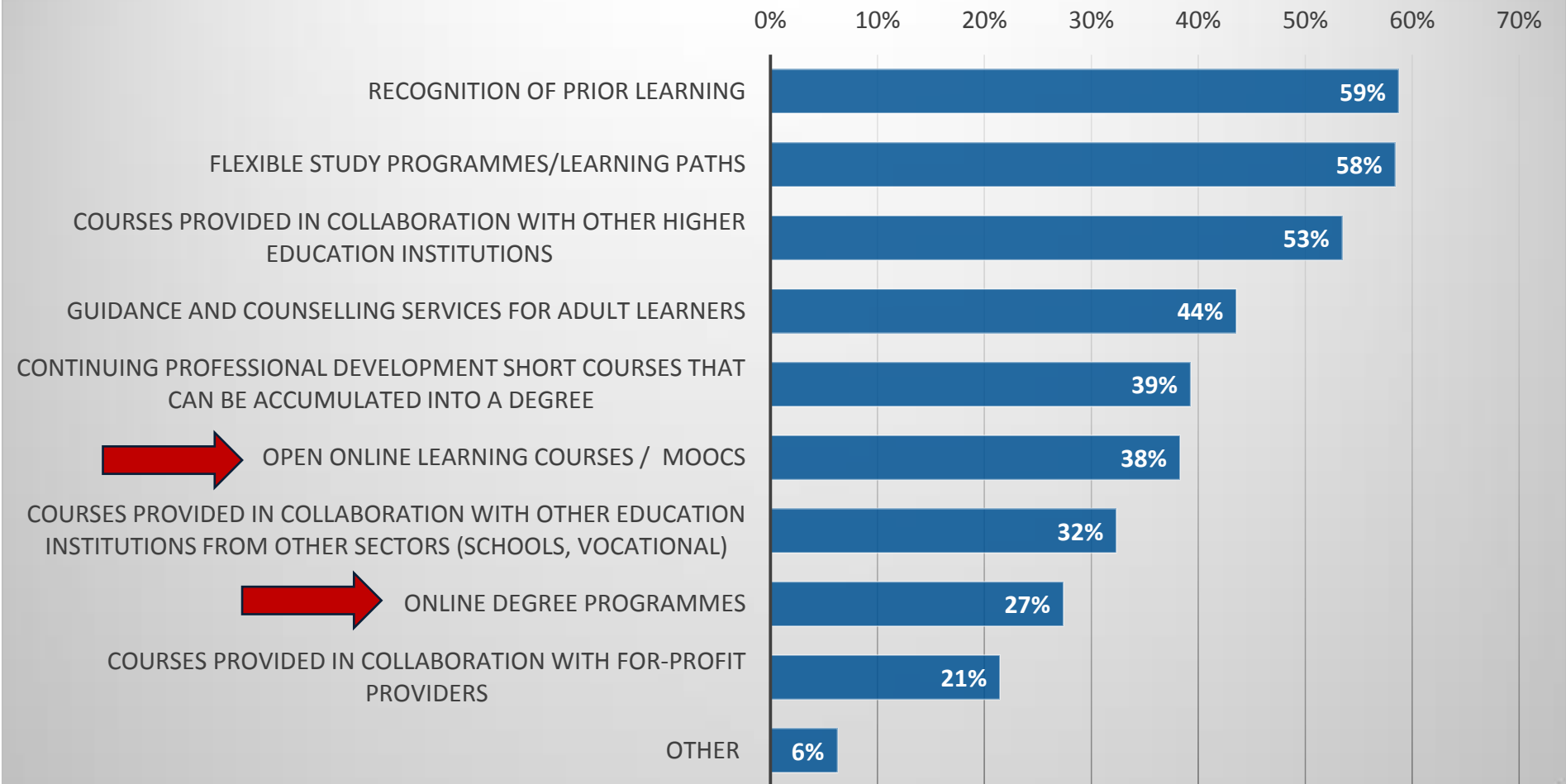
Digital learning

Increased acceptance/more strategic approaches to e-learning	87%
Boasted education provision through e-learning	74%
Blended learning used in regular teaching	36% fully 51% to some extent
Flipped classroom	15% very useful 39% to some extent 13% does not work

Trends 2018. Q25, Q29.

Every 2nd or 3rd institution has ...

Measures offered for lifelong learners

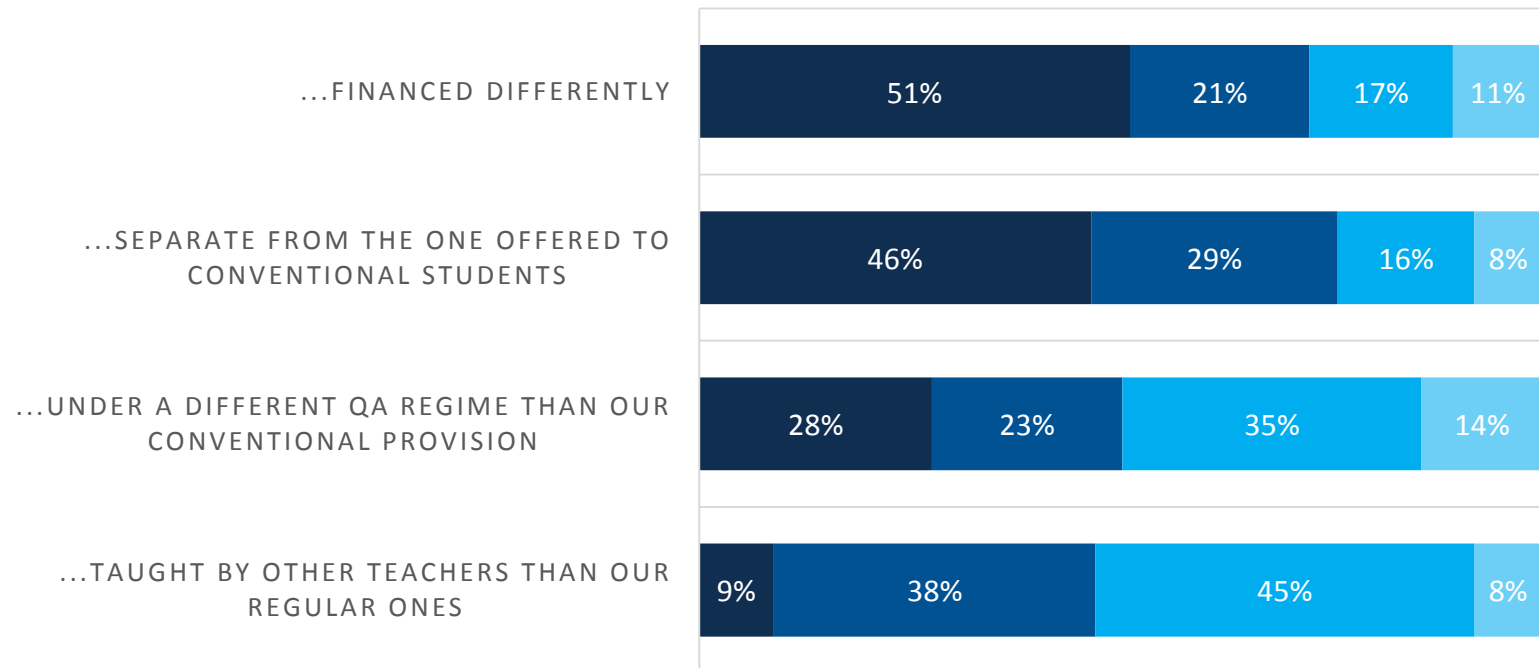


T2018:

LLL – distinct from regular teaching

LIFELONG LEARNING PROVISION IS...

■ Yes
 ■ To some extent/in parts of the institution
 ■ No
 ■ No information/ not applicable



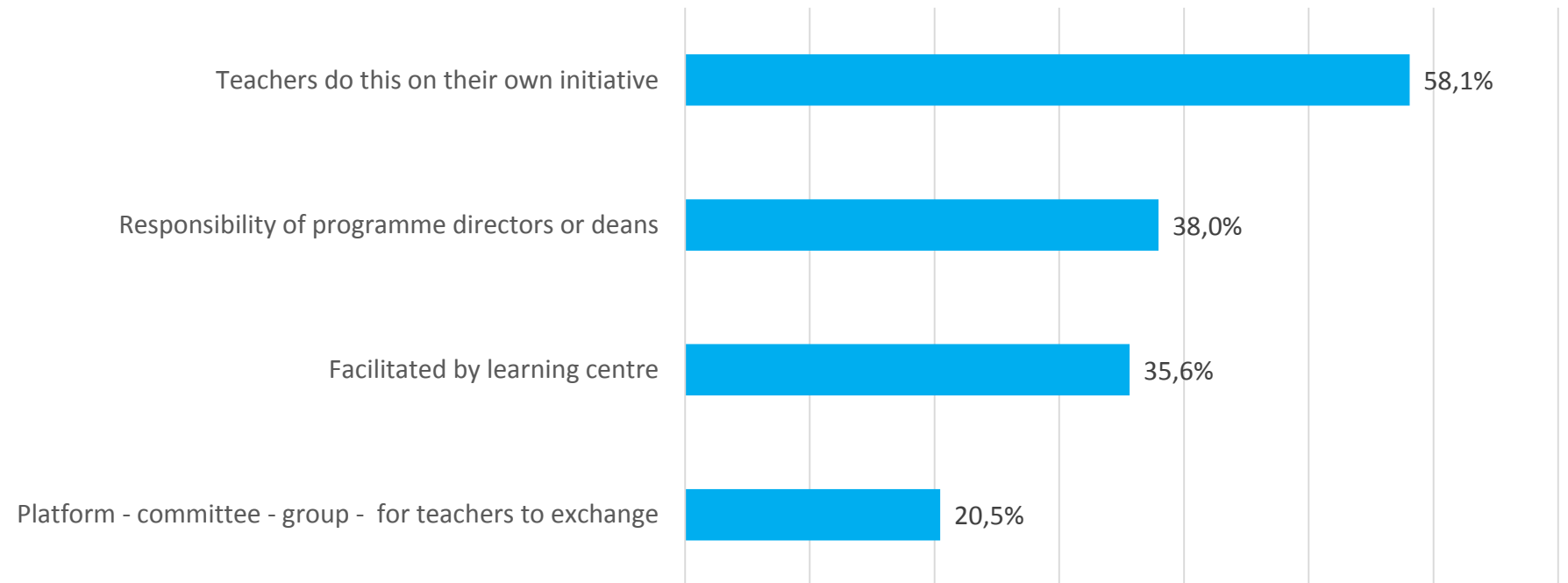
Trends 2018

Transformation of L&T within the institution

- leadership
- structures
- cooperation

Trends 2018. Q40.

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices



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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.

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How to respond?

Leadership and strategies for L&T at universities

- *Good practice exists at practically every institution, but often they lack institutional support and mainstreaming.*

Mainstreaming of digital learning and teaching, both, in institutional practice and policies, and in system frameworks

- *Digital learning and teaching is often dealt with separately from the overall discussion on HE learning and teaching.*

Recognition of higher education teaching as a profession, and support for career development.

- *Career development is still based predominantly on research achievement.*

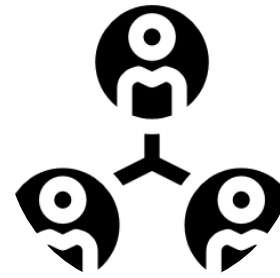
Good practice exchange and collaboration among institutions, with external stakeholders and policy makers, nationally and across borders

- *This has been confirmed by leadership and practitioners from member institutions as an appropriate means to raise awareness and support institutional development.*

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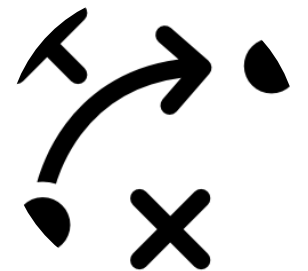
Regular event



Exchange & networking



Build the community



Starting point for new initiatives



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.