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European University Association

Learning and teaching in Europe - diverse perceptions

BFUG Social Dimension Working Group

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Michael Gaebel

European University Association

INDESCRIBABLE....

INDESTRUCTIBLE!

NOTHING CAN STOP IT!

THE MOOC



— SEBASTIAN THRUN

UDACITY COURSERA EDX

PRODUCED BY

DIRECTED BY

SCREENPLAY BY

STEPHEN DOWNES

GEORGE SIEMENS

DAVE CORMIER

BY RYNE H. MULLIGAN



A SONYLYN PRODUCTION - COLOR BY DE LUXE ALEC COBBS

Growing emphasis on the learning and teaching mission?

- Traditional universities: research focus
- Massification
- Growing importance for the labour markets & development of economies
- Higher education degree \neq employment guarantee
- National reforms
- Joint European reform work: Bologna Process, Modernisation Agenda
- QA, degree cycles, student centred learning, mobility, internationalisation,

Challenges - Bachelor

"At the Bachelor level there is a greater emphasis on increasing and widening access, on student-centred learning and on flexible learning paths, with the attendant need for more and better targeted student support services" (TRENDS 2010)

- curricula: compressed and rigid
- periods of mobility and internships threatened
- more broad-based education and generic skills?
- research component?
- "2nd round" - development of NQF and learning outcomes approaches

Relevance

- structural Bologna reforms
- teaching provision to be enhanced
 - ✓ student centred,
 - ✓ learning outcomes based curricula,
 - ✓ skills orientation
 - ✓ mobility – international experience – language learning
 - ✓ embedded practical and professional experience internships
 - ✓ student services, in particular career guidance
- incentivize innovative approaches in learning and teaching

A common European notion of quality of teaching?

- Trends in HE teaching:
 - ✓ collective work
 - ✓ shared among the academic teachers
 - ✓ coordinated with student services.
- EHEA: growing consensus on learning and teaching
 - ✓ Still very diverse
 - ✓ Shared policy process and inter-institutional exchanges to the European understanding of quality of teaching
 - ✓ A framework for underpinning improved learning and teaching
 - ✓ Impact of cuts, austerity measures

A proposal: constitutive elements of European higher education learning

research
based
forefront of
knowledge/
research
skills /
knowledge
integration,
innovation

professional
/ vocational
knowledge

generic skills
- culture,
civil
education,
(global)
citizenship,
creativity,
'Bildung',
technology
use etc.

International
outlook

language
skills

The consequences: Conditions to be provided by institutions

Learning support -
opportunity for students to exchange with teachers and co-learners, student support and advisory services

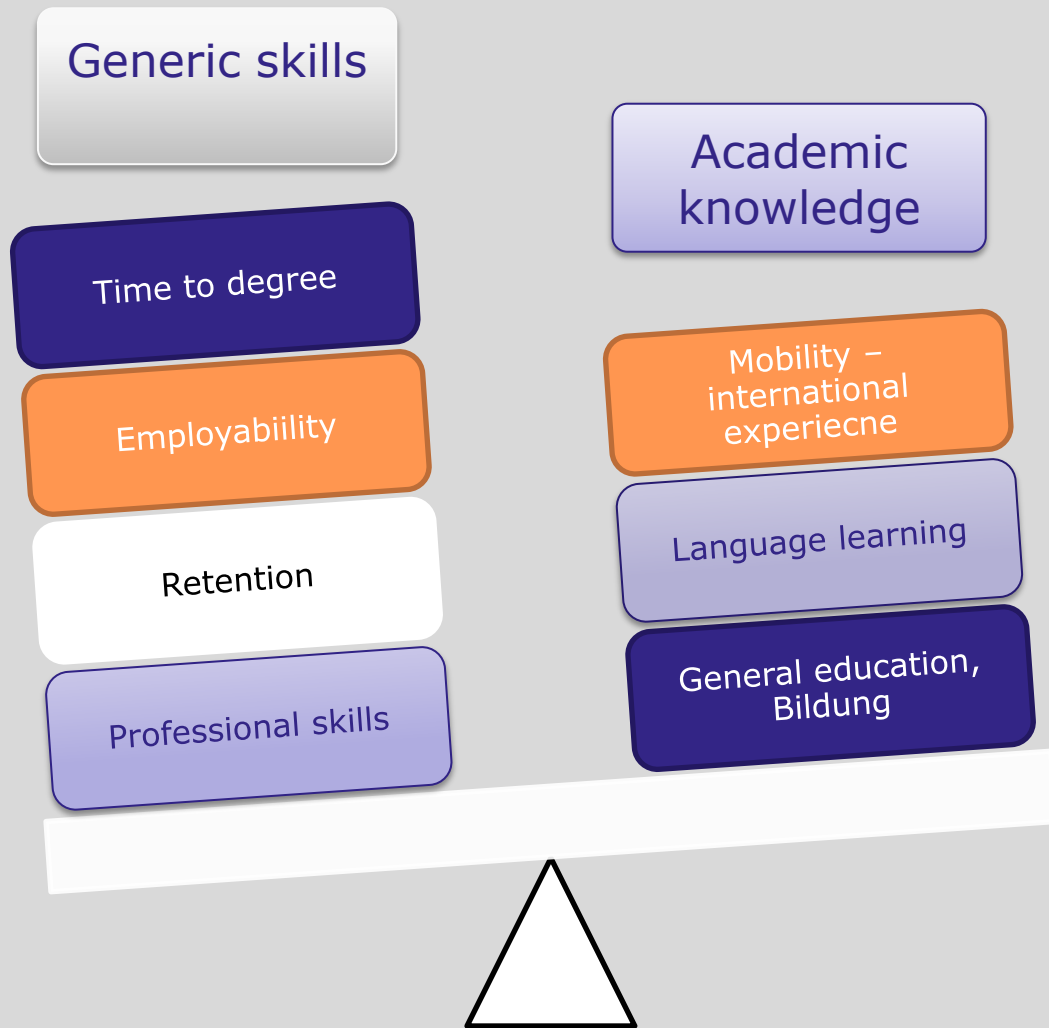
Flexible learning -
allowing students to learn at their own pace, advance quicker in areas that they are strong in, revise on their own in areas where they have gaps

Inclusiveness
- given the ambitious participation goals, HE would have to cater to a diverse studentship

Transparent learning -
sufficient information to be provided to prospective and actual students allowing them to understand and navigate them

Retention and completion-
student success, including employability

Balance different quality imperatives



Scope for improvement

Governments

- attention & support needs to pedagogical innovation, promoting student centred learning
- European systems' compliance, quality assurance, and recognition
- systematic assessment of project outcomes

Universities

- Institutional data collection
- More and better integrated LLL
- Open educational resources
- Online/ blended learning
- Interuniversity cooperation for international learning and teaching offers



Education and Culture DG

Lifelong Learning Programme

Recent EUA projects

Shaping Inclusive
and Responsive
University Strategies
(LLP, 2009-2011)

- the engaged university – lifelong learning as part of the institutional mission

Mapping University
Mobility (LLP, 2010-
2012)

- an institutional self audit instrument

Tracking learners'
and graduates'
progression paths
(LLP, 2010-2012)

- student life cycle tracking – as a means to enhance institutional performance in learning and teaching

European Universities' Charter on LLL

European Universities commit to...

Embedding concepts of widening access and LLL in institutional strategies

Providing education and learning to a diversified student population

Adapting study programmes to enhance widening participation

Providing appropriate guidance and counselling service

Recognising prior learning

Embracing LLL in quality culture

Strengthening the relationship between research and teaching in a perspective of LLL

Consolidating Bologna reforms & tools to promote flexible learning environment

Developing partnerships at local, regional, national and international level

Acting as role models of LLL institutions

What is higher education for?

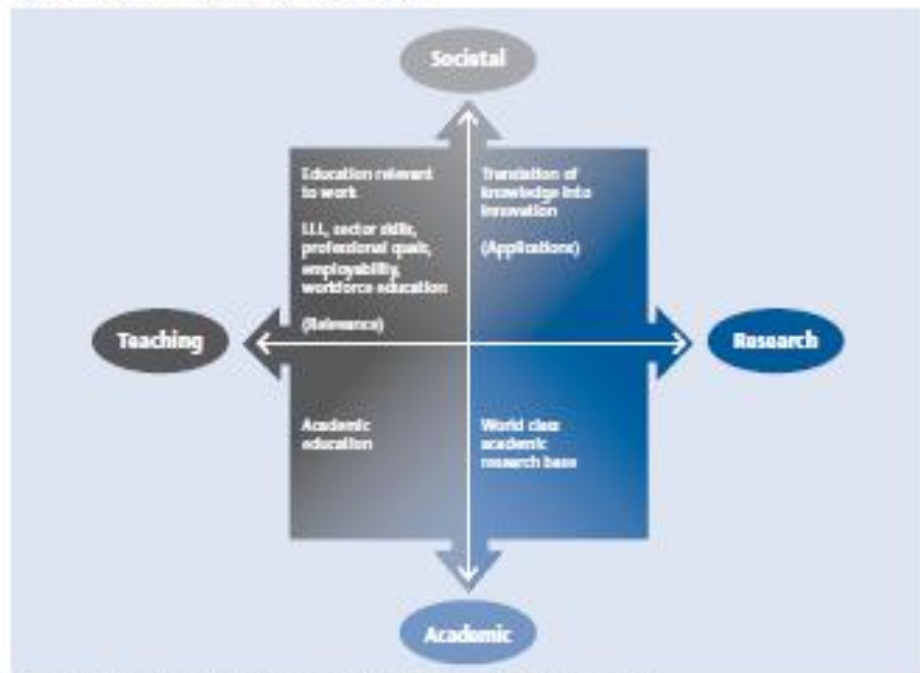
Rigor or Relevance? ...

It is felt that the knowledge for which the university stands lacks legitimacy; it can simply be understood as a set of language games of a rather privileged set of occupational groups (academics) that reflects their interest and marginal standing to the rest of society

Barnett, p411 University knowledge in an age of supercomplexity. Higher Education 40/2000

Rigor and relevance ...?

Figure 17: Higher education drivers for change



Source: Marilyn Wedgewood; slide of a presentation given at the EUA conference in Glasgow 2005



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2011 Engaging in Lifelong learning – Shaping inclusive and responsive University Strategies (SIRUS)

HISTORICAL MODEL OF UNIVERSITY LIFE

Separate Silos



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INTER-CONNECTED ENGAGEMENT MODEL

- **Discovery, Learning, Engagement:**
A direct, two-way interaction where partners learn together, discover new knowledge, and achieve mutual benefits.



Our teaching, learning and research activities are strengthened through collaborative knowledge-exchange relationships.

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The SIRUS project has been supported by the European Commission

What is higher education for?

Rethinking The Triple Helix



- the '**civic**' or the '**engaged**' university, "that encompasses and addresses the need for dynamic collaboration between the institutions and their external partners".

Ellen Hazelkorn
2008 Dublin
Creative Alliance

TRACKIT/ Maunimo: Fragmented perceptions

- Blind spots in institutional data collection: international, mobile and lifelong learners
 - ✓ But: Trends towards Alumni cultures
 - ✓ Improved technical means
- Difficulty of identifying and targeting risk group
 - ✓ no information on social or ethnic background etc.
 - ✓ data protection
- Does tracking tell about employability, drop out?
- Yes, but - no straightforward answers from the data
 - ✓ rather: new questions

For example ...

Drop out

- Who is a drop out
 - ✓ Better career without a degree ...
 - ✓ Lifelong learners
 - ✓ Continues study elsewhere?
- Data collection: low response rate
- Exit interview?
- How to prevent?

Employability

- Data collection: low response rate
- Graduate opinions ...
- Employment: due to
 - ✓ Learning success
 - ✓ Good labour market situation
 - ✓ Personal ability (intake/output)
 - ✓ ...

Tracking the student life cycle – a trend?



The TRACKIT project is supported by



Lifelong Learning Programme

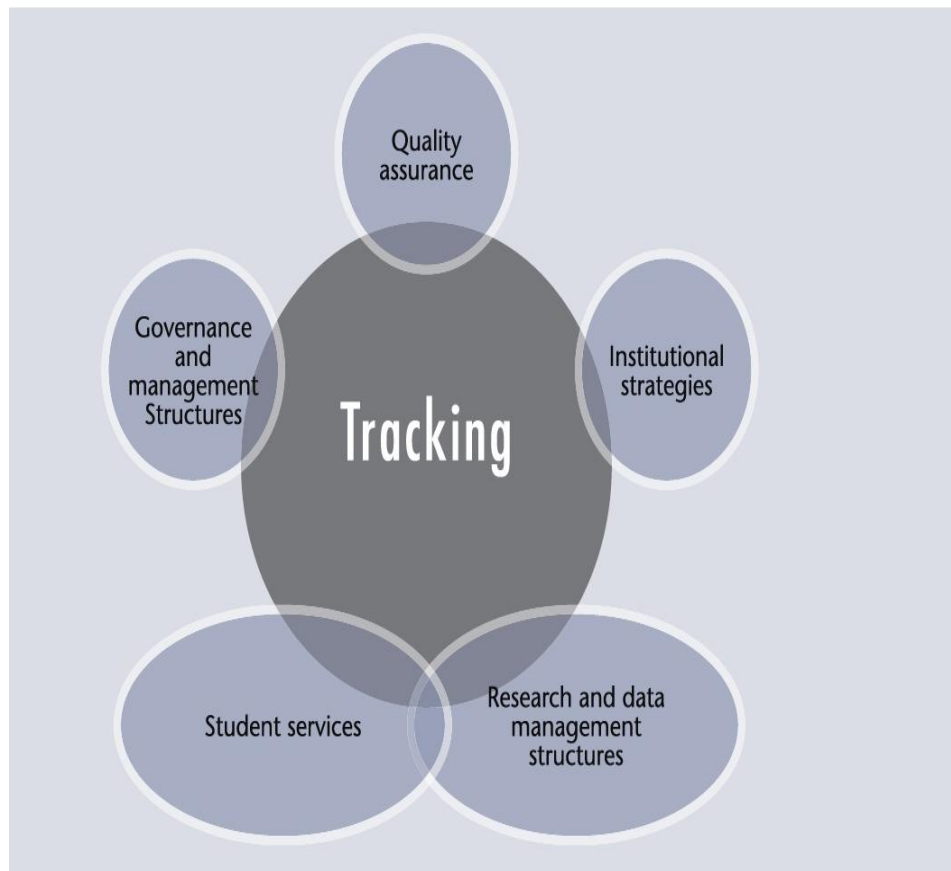


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Positive impacts at system's & institutional level

- Better knowledge of student body and how students navigate higher education
- Underpins other institutional trends (Alumni, outreach to future students ...)
- Enhanced evidence base for decision making
- Enhancement of learning provision and services
- Institutional governance + management , QA, strategy development
- Improvement of HE system



Critical issues : What is a degree (for)

- “Do you need to go to an institution, or can you take a MOOC or can you get credit for life experience or can you go in a straighter line to an online university that is competency based and earn your credits that way?”

Judith Eaton, President of the Council for Higher Education Accreditation (CHEA), University World News, February 2013 Issue No:257

Critical issues : what is a degree (for) (2)

- ❑ a growing number of young people appear to be overqualified for the type of employment they find.
- ❑ need for more efficient forecasting of the short- and long-term needs of the labour market
- ❑ reliable educational and careers guidance to students so that improvements can be made in matching young people's educational qualifications with actual employment opportunities

2012 Eurydice report

