

Trends in European L&T: some observations

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TRENDS 2018 Study
Publication: spring 2018
303 responses - 43 HE systems



**1ST EUROPEAN LEARNING &
TEACHING FORUM:**
“MEETING CHALLENGES TOGETHER”
PARIS, 28-29 SEPT. 2017



Thematic peer groups

- Four groups, consisting of 31 universities from 17 countries

Building a link
between
research &
teaching

Empowering
students

Larger and more
diverse student
bodies

Fostering
engagement in
developing L&T

- Some of the overarching themes
 - ✓ Student-centred/active learning
 - ✓ Esteem of teaching activity
 - ✓ Institutional approach
 - ✓ Staff development and career paths
- Report available online

Trends 2018: key results

- Growing emphasis on learning & teaching
 - ✓ increased attention to L&T throughout the institution (92%)
 - ✓ L&T strategy (86%)
 - ✓ central unit for L&T (65%)
- Pressures
 - ✓ recent/ ongoing national reform (74%)
 - ✓ increased expectations from
 - employers/ professional sector (83%)
 - students' towards teachers (91%)
 - ✓ increasing
 - diversity of the study body (85%)
 - acceptance of digital learning (90%)
 - demand for flexible provision
 - emphasis on social inclusion

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

Research on L&T

- 67%
- Central structure 27.1%
- Learning analytics 12.9%

Teaching Staff enhancement

Recognition of good teaching (e.g. awards, career development, incentives)

- 66%

Voluntary courses

- 77% in place - 13% planned

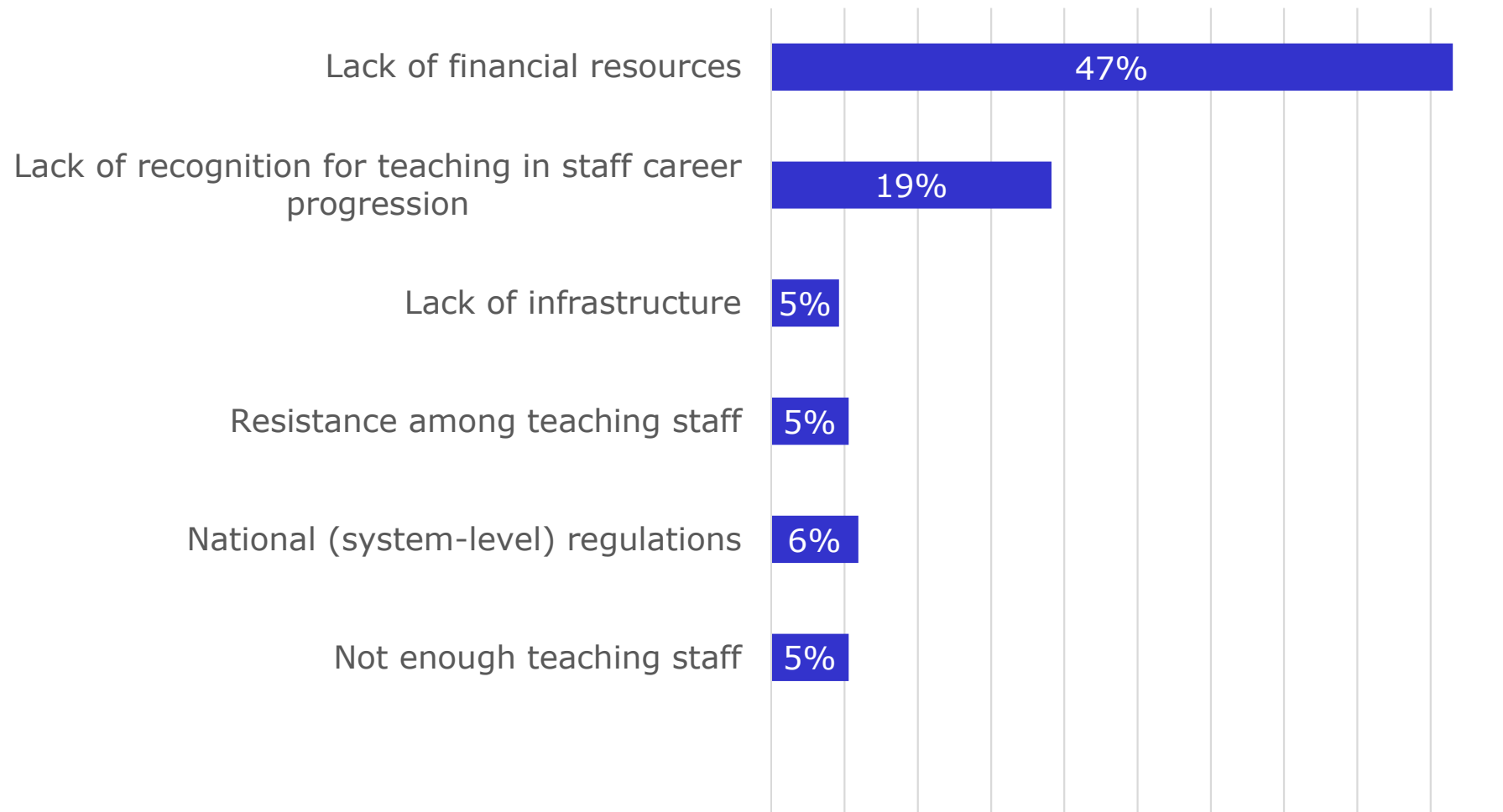
Compulsory courses

- 37% in place - 17% planned

Training on learning outcomes

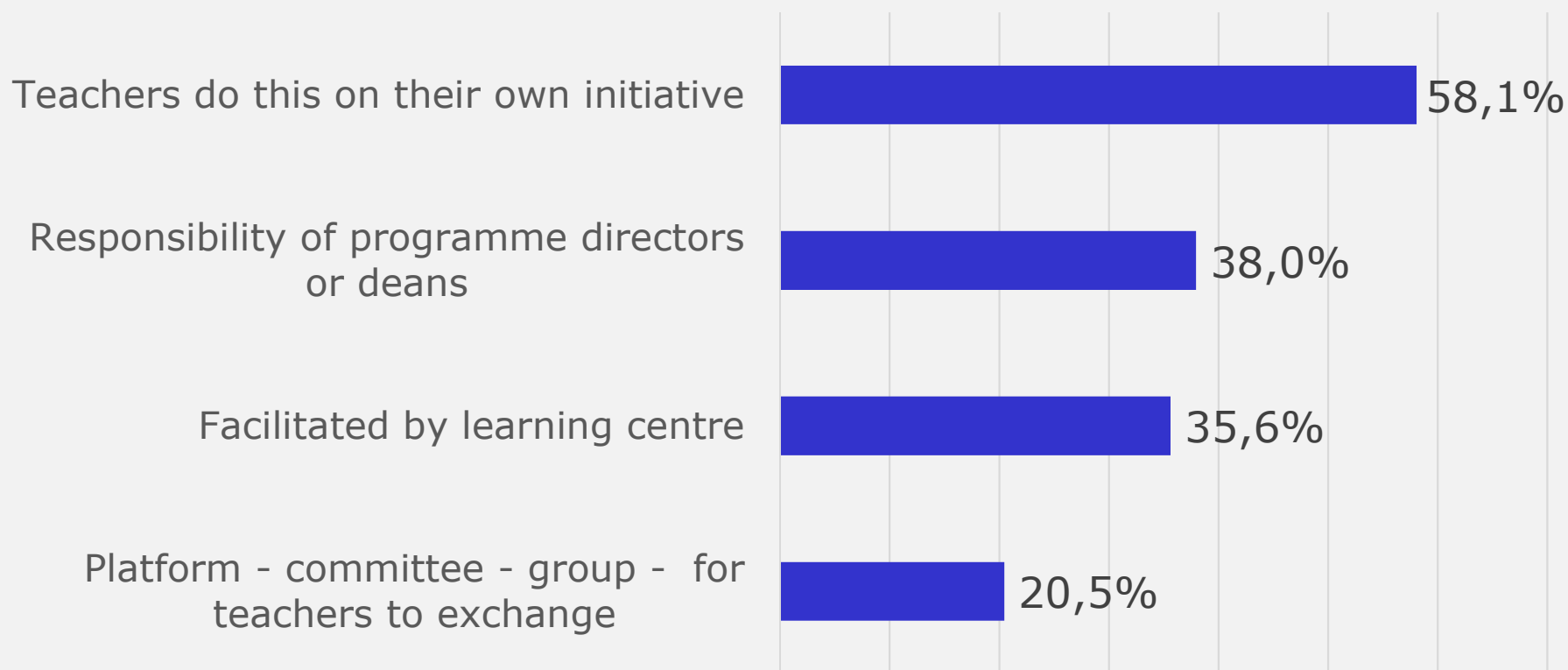
- For all - 25%
- New teachers only – 12.3%
- On request only – 39%

Top obstacles for L&T



Collaboration on L&T within the institution

Encouraging and supporting exchange and collaboration among teachers on pedagogical practices



Strong emphasis on external collaboration

On teaching enhancement

- none (10%)
- national initiatives (54.8 %)
- international initiatives (52.8%)
- university networks (43.2%)
- individual partner institutions (42.6%)
- commercial providers (12.5%)

On L&T in general

- employers (90%)
- local community (88%)
- primary & secondary schools (87%),
- vocational institutions (73%)
- International staff & student exchanges (96%)



- Erasmus K3 project, Dec. 2015 – Nov. 2018
- Teaching staff development/ teaching enhancement AND institutional strategy
- Assessing the feasibility of a European-level structure for supporting the enhancement of university teachers
- 12 partners: universities, university networks, stakeholder associations

European Principles for Enhancement of L&T

- www.eua.eu/effect
- developed in European cooperation
 - ✓ non-prescriptive
 - ✓ “underpin the need to re-emphasize the education mission”

What are they good for?

- ✓ consensus
- ✓ starting point for joint work - institutional, national, European levels
 - Strategy development, review of L&T approaches etc.
- ✓ Tools to support their use

Some of the principles: Defining L&T in an institutional context

- “integral to the purpose, mission and strategy of the university.” (#3)
- “collaborative and collegial process involving collaboration across the university and with the wider community” (#5)
- “Institutional leadership actively promotes and enables the advancement of learning and teaching.” (#4)
- “Learning, teaching and research are interconnected and mutually enriching.” (#6)
- “Teaching is core to academic practice and is respected as scholarly and professional.”
- “Institutional QA for learning and teaching aims at enhancement, and is a shared responsibility of staff and students.” (#10)

Upcoming

- Guiding questions to operationalise the Principles
- EUA Council discussing policy position on L&T
- New round of thematic peer groups to launch with new themes

Active learning
in universities

Development of
teaching
competences

Career paths in
teaching

Evaluation of
L&T

- 2nd European L&T Forum in Feb 2019