



Network of Universities
from the Capitals of Europe



UNIVERSIDADE
NOVA
DE LISBOA



UNICA EduLab:

New Developments in Teaching and Learning

Universidade Nova de Lisboa, 4 December - 5 December 2014

READER

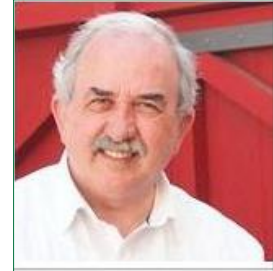
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ABOUT THE SPEAKERS & CHAIRS

Carlos CORREIA, Universidade Nova de Lisboa

Carlos Correia is a writer, university professor and pioneer in the development of multimedia applications. His work covers literature, theater, education, and multimedia. In the latter area Carlos oversaw more than hundred and sixty applications, and some have been awarded nationally and internationally. In his youth Carlos was a journalist, later collaborated with Television (RTP) where he was the author and presenter of literary outreach programs. The interaction of all activities carried out in journalism, television and creative writing has led to R&D on multimedia languages. He is the director of the Research Centre for Interactive Technologies - C.I.T.I. - www.citi.pt at Universidade Nova de Lisboa where he has been nominated Pro-Rector for E-Learning and Communication.



Kris DEJONCKHEERE, UNICA

Kris Dejonckheere holds degrees in Law and Ethics. After graduating from the University of Ghent, Belgium, she was called to the Bar in the Court of Appeal of Ghent before taking up a role of Assistant Lecturer at Rijksuniversiteit Ghent. In 1994, she was appointed Political Advisor for University matters to the Flemish Minister for Education. Kris held different positions at the Vrije Universiteit Brussel and for many years she was responsible for Research, International Relations & Interface with Industry Department. Since 2001, she has been Secretary General of UNICA, institutional network of 46 universities from the capitals of Europe. She has an extensive knowledge on the European Higher Education Area and the implementation of Bologna Process, as well as vast experience in project coordination and management.



Nathalie JANZ, University of Lausanne

Nathalie Janz got her PhD in philosophy of symbolic forms (in particular the language in an epistemological perspective) in 1999. From 2000 to 2002 she was a coordinator of the joint programmes between the Universities of Lausanne and Geneva. From 2002 to 2005 she coordinated the project "Sciences, Life, Society" of the University of Lausanne (UNIL), the University of Geneva and the Polytechnic School of Lausanne (EPFL), as well as the transfers of the sections of mathematics, chemistry and physics from UNIL to EPFL, restructuration of two new faculties in UNIL (geosciences and environment; biology and medicine) and creations of programmes in life sciences and humanities at Bachelor, Master and Doctoral levels. From 2005 she has been a Deputy Head for the Vice-Rector Teaching, in charge of the Bachelor and Master regulations, study programmes and all the decisions concerning Student Affairs which are not taken in the Faculties or need a derogation of the Direction of the University. She equally supports Professors in the creation of new Bachelor and Master programmes.



Melita KOVAČEVIĆ, University of Zagreb

Melita Kovacevic is Full Professor at the Department of Speech and Language Pathology of the University of Zagreb, Head of the Laboratory for Psycholinguistic Research and Director of the Interdisciplinary Doctoral Programme Language and Cognitive Neuroscience. Currently, she chairs the EUA Council for Doctoral Education's Steering Committee. Melita Kovacevic held research and visiting positions at different European and American universities and is a member of various national and international societies related to higher education. She has been frequently invited to give talks on different topics related to HE reforms home and abroad. Within the UNICA Network Melita Kovacevic is in particular active in the area of doctoral education and research and contributes largely to the debate on doctoral education in Europe and beyond. Melita Kovacevic is also a Member of the UNICA Steering Committee.

**Pedro LOURTIE, ULisboa**

Born in Lisbon, Portugal. Graduate in Mechanical Engineering from Instituto Superior Técnico (IST, Portugal, 1971) and Ph.D. from University of Manchester (UK, 1975). Retired, volunteer at IST, was Associate Professor and President of School Assembly (2009/2012). Since 2013, Chairman of the Board of Polytechnic of Leiria and member of the Board of University of Trás-os-Montes e Alto Douro. By ministerial appointment, coordinator of the Portuguese team supporting the creation of the University of Cape Verde (2004/2006). Since 2008, adviser to the Government of Cape Verde for Higher Education. Participated in the Bologna Declaration (1999), chaired the Bologna Process (first semester 2000), prepared the report to the Prague Conference (2001) and was member of BFUG (2005/2006). Coordinator for the installation and first President of the National Trade Union for Higher Education (1989/1996). Director-General for Higher Education (1996/2000) and Secretary of State for Higher Education (2001/2002).

**Maria DE LURDES CORREIA FERNANDES, University of Porto**

Maria de Lurdes Correia Fernandes (PhD, University of Porto, 1992) is Full Professor at the Faculty of Humanities of the University of Porto, Portugal. Between June 2006 and June 2014 she was Vice-Rector of this University, responsible for coordinating the implementation of the Bologna Process, as well as for the Education and Training and Academic Organization. She was also Dean of the Faculty of Humanities from February 2005 to June 2006. Her academic activity includes membership of several academic bodies with faculty representation (Council of Representatives, Pedagogical Council, Senate, University Assembly, Student Ombudsperson). Between 2011 and 2014, she was the Portuguese delegate to the Bologna Follow-Up Group (BFUG) and member of the National Team of Bologna Experts (2008-2009). Her research interest are Iberian Culture and Literature in the Early Modern Period, and her teaching activities include undergraduate and postgraduate programs and the supervision of MA dissertations and PhD theses in these areas.



Claire MACHERAS, Université Sorbonne Nouvelle-Paris III

Claire Macheras has been an institutional Erasmus Coordinator at Université Sorbonne Nouvelle-Paris III since 2005. Previously, she worked as Head of the Maghreb and Middle East Department at CNOUS. She has recently served as an external Quality Assurance expert in UNICA-led, EU-funded IMOTION project: Integration and Promotion of Staff Training at Universities across Europe. Claire Macheras holds a Master in comparative literature from Université Paris Sorbonne (Paris IV).

**Raimonda MARKEVIČIENĖ, Vilnius University**

Raimonda Markeviciene, Head of International Programmes and Relations' Office of Vilnius University, started her career as a university teacher later switching over to administration. She has been a national ECTS/DS coordinator working on national and European level since 1999 and a national Bologna Expert since 2004. She has been a member of the European working groups that have developed "ECTS Key Features", "ECTS Users' Guide, 2009", and is member of Tuning Management Committee. She took part in the national working groups developing implementation strategies of Diploma Supplement, recognition, and internationalisation policies of the country. She is a co-author of several national studies aimed to improve mobility, recognition, and internationalisation.

**Carla OLIVEIRA, Universidade Aberta**

Carla Oliveira has a PhD in Chemical Engineering from Imperial College of Science Technology and Medicine of the University of London and a BSc in Chemistry from the Faculty of Science, University of Lisbon. Associate professor at Universidade Aberta (UAb), Portugal, teaches courses in chemistry and coordinates the doctoral program in Social Sustainability and Development. She is a researcher at the Structural Chemistry Centre of Instituto Superior Técnico, publishing scientific papers in the field of experimental thermodynamics. For more than a decade she has developed professional activity in the field of educational strategies in distance education and training, especially in Portuguese-speaking countries. Between 2000 and 2008, as Pro-Rector for Cooperation with African Countries of Portuguese Expression and East Timor, established the first contacts for creating the network between UAb and the Distance Learning Centres of Dili, Lisbon and Luanda, integrating the Lusophone Network Distance Education. In 2009 became Vice-Rector for Quality, Evaluation and International Cooperation at UAb.

**Liisa POSTAREFF, University of Helsinki**

Liisa Postareff, PhD, is an assistant professor of higher education at the Centre for Research and Development of Higher Education at the University of Helsinki, Finland. Her research focuses on student learning in higher education, university teachers' approaches to teaching and teacher development, assessment of student learning and academic emotions. She is an active member of EARLI (European Association for Research on Learning



and Instruction), being a member of its Executive Committee and a coordinator of Higher Education SIG (Special Interest Group). She is a member of editorial board of Frontline Learning Research.

Antonio RENDAS, Universidade Nova de Lisboa

António Rendas is Rector of the Universidade NOVA de Lisboa since 9 March 2010. He graduated from the Faculty of Medicine of the University of Lisbon (1972) and received his doctorate at the Cardiothoracic Institute, University of London (1977) in the area of Experimental Pathology. Between 1977 and 1978 he was Research Associate in Pathology, at the Department of Pathology, Children's Hospital Medical Center, Harvard Medical School, USA. António Rendas was Director of the Institute of Hygiene and Tropical Medicine of Universidade NOVA de Lisboa (IHMT), and subsequently Director of the Faculty of Medical Sciences (FCM) in the same University. He is, since 1982, Full Professor of the Faculty of Medical Sciences of the Universidade NOVA de Lisboa. From 2010 to 2014, he was President of the Portuguese Council of Rectors and since January 2014, he assumes the position of the Member of the UNICA Steering Committee.



Patricia ROSADO PINTO, Universidade Nova de Lisboa

Patricia Rosado Pinto is Head of the Medical Education Department at NOVA Medical School (NMS) of Universidade NOVA de Lisboa, Portugal. She is an invited Professor in the undergraduate and post-graduate programmes of NMS where she teaches academic skills. Following her Master in Education (University of Caen, France), she received her PhD in Education (Teachers' Training) from Universidade de Lisboa, Portugal. She has been running Higher Education teachers' training courses for the last twelve years and presently coordinates the Teachers' Professional Development Unit at Nova's Teaching Quality Office where she is responsible for organizing and delivering transversal pedagogical courses dedicated to NOVA's academic staff. She is a member of NOVA'S Teaching Quality Committee and Deputy Director of NOVA's Doctoral School. She has been involved in several national and international Continuing Medical Education programmes and in educational consultancy activities (both in Europe and in Portuguese Speaking Countries). Her fields of expertise and publication are Medical Education and Teaching & Learning in Higher Education (teachers' pedagogical competencies; student-centered learning; problem-based learning; concept maps).



Trine SAND, University of Copenhagen

Trine Sand is Director of International Education & Grants (IEG) at the University of Copenhagen (UCPH). IEG holds 25 staff members working with mobility programmes, joint/double degrees, international partner portfolio, national and international grants. Previously Trine has been Director of the UCPH National Grant's and Loan Scheme Office, Associate Director at the International Office and a project manager at the Danish/Swedish Oresund University. With more than 14 years of experience in the field of international education, Trine has been appointed to several committees by the Danish Ministry of Higher Education and Science



including serving in the Committee on Internationalization for the Danish Universities. Trine is currently chairing the coordinating UCPH committee for internationalization and as a member of the UCPH Sasakawa Board. Trine has been presenting at various international conferences (EAIE, AIEC and NAFSA). She holds a Master's degree in Political Science and a graduate diploma in Organization and Management from Copenhagen Business School (2010).

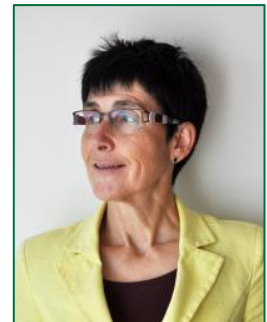
Luciano SASO, Sapienza University of Rome

After obtaining his Master's Degree in Chemistry from Sapienza University of Rome, Luciano Saso undertook post-graduate training at the Population Council (Rockefeller University, New York) and received his PhD in Pharmaceutical Sciences from Sapienza University of Rome in 1992. Currently, he is Professor at the Faculty of Pharmacy and Medicine of the Sapienza University of Rome and equally serves as the University's Deputy Rector for International Mobility and Erasmus Institutional Coordinator. Since January 2012, Luciano Saso is Member of the Steering Committee of UNICA. Within UNICA, he equally holds the function of Member of Advisory Committee and Chair of UNICA EduLab (previously: Bologna Lab) working group, which discusses European educational policies and explores in-depth the trends and challenges in European higher education. He is also Chair of the UNICA-MED Group and Member of the Organising Committee of the UNICA PhD MASTER CLASS Seminars.



Vera STASTNA, Charles University Prague

Throughout the last five years Vera Stastna has been Head of the Analytical Unit at the Rectorate of Charles University in Prague. She worked for the Ministry of Education, Youth and Sports as Director of the Higher Education Development Department. She cooperated closely with the Council of Europe Higher Education and Research Committee and was its President in 2003-2005. She has been involved in the Bologna Process as the National Representative in the BFUG since 2000. She chaired the BFUG in the first half of 2009 during the Czech EU Presidency.



Peter VAN DER HIJDEN, independent Higher Education expert, former Head of HE policies at DG Education and Culture, European Commission

Peter van der Hijden is an independent higher education expert of Dutch nationality, living in Brussels. He has worked for the European Commission for 23 years. He was Head of Sector Higher Education Policy in the Directorate General Education and Culture (modernising universities, Erasmus, Bologna). He also worked for DG Transport and Energy (inland waterways) and DG Research and Innovation (ERA and Horizon 2020). He studied law in Nijmegen and Leiden and graduated from Maastricht University. In Maastricht, Peter worked for 10 years as Vice-Registrar of the University Council and Research Policy Officer Faculty at the Faculty of Law.



ABSTRACTS

STUDENT-CENTRED LEARNING FROM THEORY TO PRACTICE: PATHWAYS TO PUTTING STUDENTS AT THE HEART OF LEARNING

***The interaction between teaching and learning in higher education* by Liisa POSTAREFF, University of Helsinki**

A number of studies have focused on exploring university students' study processes (i.e. approaches to learning). On the other hand, another large track of research has investigated the ways university teachers go about their teaching (i.e. approaches to teaching). There is, however, only little research-based evidence of how teaching actually affects student learning. Our research has focused on analysing both student learning and university teaching in different disciplinary and course contexts, as well as on exploring the relationship between teaching and learning. In addition, we have explored which factors in the teaching-learning environment are important in enhancing students' high quality learning. Our results highlight that teaching affects students' learning in very different ways because students vary to a great extent from each other, for example, in their self-regulation skills, study skills and study processes. In addition, students' experiences of teaching and of their learning environment vary hugely. My presentation will focus on unravelling this complex relationship between teaching and learning.

***Putting the students at the heart of learning – the experience of NOVA Doctoral School* by Patricia ROSADO PINTO, Universidade Nova de Lisboa**

The need to review objectives, strategies and content has emerged as a new priority in European postgraduate education as massification has become one of its predominant features. Furthermore universities have been facing increased demands to strengthen their research capacities and knowledge production in order to be more competitive and meet the needs of the knowledge and information society and the demands of the global labor market.

Aligned with Salzburg principles and EUA recommendations NOVA launched in 2013 its Doctoral School with the purpose of promoting quality, interdisciplinary education and internationalization. Although recognizing that the advancement of knowledge through original research is the core component of a PhD education and that NOVA's Academic Units (AU) were already offering high quality 3rd Cycle education, NOVA assumed that PhD studies should facilitate additional personal and academic skills development opportunities. Without interfering with the structured PhD programmes of each AU, NOVA's Doctoral School provides complementary activities to support the acquisition and development of transversal generic skills in different domains such as ethics and social understanding, oral and written communication, personal effectiveness and development, team working and leadership, career management and entrepreneurship. The purpose of this communication is to share NOVA'S experience in this domain.

PASCL – Peer Assessment of Student-Centred Learning in Higher Education Project by Kris DEJONCKHEERE and Marta RACHLEWICZ, UNICA

PASCL Project aims to assist higher education institutions in Europe in implementing student-centred learning (SCL) strategies and approaches at institutional level. With help of funding from EU, the PASCL consortium works for three years (2013-2016) on fostering and promoting the SCL culture by researching the current situation at HEIs, developing a framework for enhancement-led peer assessment of SCL at HEIs, training 30 experts in SCL and conducting the peer assessment visits at HEIs in order to help them identify their best practices and implement new approaches in the field of SCL. UNICA's task as partner in the PASCL project is to facilitate the organization of the peer assessment of SCL visits at the volunteering HEIs. The presentation will give an overview of the project's objectives, most important activities and the specific role of UNICA.

15 YEARS OF THE BOLOGNA PROCESS IMPLEMENTATION THROUGH THE EXPERIENCES OF UNICA MEMBER UNIVERSITIES

15 years since the Bologna Declaration: expectations, achievements and prospects by Pedro LOURTIE, ULisboa

The presentation of Pedro Lourtie will outline the context of higher education in the 1990's and the way leading to the Bologna Conference. It will be an opportunity to discuss the issues, the aims, the text and the expectations of The Bologna Declaration. The Bologna Process itself will be analysed from the perspective of its beginnings, difficulties and corrections, new players and issues as well as the adjustments to the organisation. Pedro Lourtie will attempt at assessing achievements, shortcomings and interpretations of the transition from the Bologna Process to the European Higher Education Area. The changing global context for higher education, as well as European challenges and prospects for the future of the European Higher Education Area will also be tackled.

Bologna – A Sisyphus' Process? by Nathalie JANZ, University of Lausanne

The Bologna process can be compared with Sisyphus' work : a work in perpetual motion and a constant improvement of our curricula. In the implementation, we first had to acquire a common language and integrate the definitions of new concepts (modules, Bachelors, Masters, etc.). The second step was the architecture of Bologna and the structural transformation of the old four-year programs into the current Bachelor's (3 years) and Master's (one and a half or two years) programs. The implementation of Bologna went on with the pedagogical reform : in July 2011 the national qualification framework was adopted in Switzerland for all the types of Universities, the learning outcomes were included in the regulations and a new culture of evaluations of the curricula began. Even if those steps were implemented with success, Bologna implies a constant attention to it's basic principles. The evaluations of the curricula demonstrate that different points can be improved regularly, for example the workload, the system of exams, the flexibility of the curricula or the mobility. The Philosopher Albert Camus taught us to imagine Sisyphus as a happy man...

***Charles University after 15 years of the Bologna Process* by Vera STASTNA, Charles University in Prague**

The Bologna Process is here with us for fifteen years. This neither means that its objectives are fully realized, nor that there is a consensus concerning them. Original ideas as they were entering real political and social situation were gaining various, often controversial shapes. Charles University is large multidisciplinary institution which has 17 faculties. According to the national legislation the faculties enjoy a large degree of autonomy. Thus the university represents a small minilab showing how the Bologna Process implementation affected the developments in different fields.

The transition of degree programmes to structured study proved to be the most discussed pillar of the Process. The aim of the talk is to look at how the degree structure has changed at Charles University, what e.g. is the permeability of studies, progression through studies as well as touch briefly other "Bologna" topics as quality and internationalisation.

***Is Bologna responding to emerging student profiles?* by Maria de Lurdes CORREIA FERNANDES, University of Porto**

During its early years, the implementation of the Bologna Process – both its organization and the tools aimed at promoting the transparency of degrees and student mobility – focused on its formal aspects. More recently, greater concerns with the need for more "student-centered learning" and lifelong learning has led to highlighting of the importance of substantial changes in the whole process of teaching and learning. These changes are increasingly conditioned by the use of new technologies and of the knowledge available in a range of scientific and educational platforms and repositories, as well as by the growing diversity of university publics. But to what extent, and how, are these changes understood or assimilated by both faculty and students? And do these changes provide responses to the new problems arising from the diversity of the student body, namely concerning socioeconomic conditions and technical-scientific training?

***Bologna Process: lessons learned and building the future* by Peter VAN DER HIJDEN**

The Bologna process requires the introduction of three cycles (bachelor, master, doctorate) with distinct durations and characteristics. Bologna is also about quality, transparency (ECTS credit points, diploma supplement), student-centred learning, employability, competitiveness, mobility, European dimension (double/joint degrees), connecting education and research (notably doctoral training), social dimension (widening access) and international dimension (cooperation, attractiveness, science diplomacy and capacity building).

Countries have defined National Qualifications Frameworks (NQFs), which describe the various levels of education and training, including the three levels of higher education, in terms of 'learning outcomes' or 'competences': what graduates know and can do. These definitions fit the references laid down in Bologna- and EU Qualifications' Frameworks (EQF).

Peter van der Hijden will take the audience back to basics. He will plead for a 'silent revolution' in terms of quality and choice, **with three priority actions:**

- 1) Good Bachelors for All (The 'New Bachelor'),
- 2) Do You Master Abroad (making a 'hard cut' between bachelor and master and

- introducing European student loans), and
- 3) Europe as the 'Graduate School of the World' (innovative doctoral training and a whole new visa regime).

TO MOOC OR NOT TO MOOC: IS THAT THE QUESTION? ARE MOOCs MIGHTY ENOUGH TO REINVENT THE UNIVERSITY?

From Revolution to Evolution - New ways of thinking MOOCs by Trine SAND, University of Copenhagen

Worldwide, a growing number of institutions of higher education have joined in with MOOCs. Following an initial debate on how MOOCs challenge the traditional way of teaching, institutions are now taking the next step by focusing on exploring the potential offered by MOOCs – not only in the effort to reach learners worldwide, but also by exploring how institutions can integrate MOOCs to become part of the curriculum taught at their campus.

The energy and resources put into developing MOOCs by a growing number of institutions make it increasingly relevant for the institutions to look at the return of their investments – from an international perspective but also in relation to the continued development of their own programmes. How can MOOCs be taken from “merely” being a means of branding, research communication, and life-long learning to also benefitting campus students?

MOOCs by Carlos CORREIA, Universidade Nova de Lisboa

In Portugal the official policy and public funding for the development of e-learning courses are essentially confined to the Open University, through its own mission and nature. This does not mean that there are no other initiatives. The case presented by Correia - Universidade Nova de Lisboa - shows multiple digital learning initiatives running in several faculties, but no MOOCs so far.

Since 2011 the buzzword MOOC came through the media spreading an acronym that only a few were able to decode. Media euphoria soon turned to dysphoria with the publication of the first assessments. Among other reasons for dropping courses, students named the automatic assessment systems and the lack of human support in the resolution of difficulties. Dysphoria accentuated in 2013 when the founder of the first MOOC - Sebastian Thrun - abandoned the prospect of university courses considering that serious conceptual errors had been committed. When dysphoria succeeded euphoria time has come to proceed with concrete analysis of concrete situations: that is what we are supposed to do during UNICA Lab Meeting in Lisbon.

FURTHER READING

European Initiatives – Chances for Universities **by Peter van der Hijden**

1 INTRODUCTION

Universities are teaching, doing research and fostering innovation at local, national, European and international level. They are contributing substantially to the wellbeing of their region and country. Ideas born at universities can resonate throughout the world. Students find places to study and work at home and abroad. From an EU perspective, universities are helping to build the 'Innovation Union' and reach the aims of the 'Europe 2020 strategy for smart, sustainable and inclusive growth'. The EU is an important source of funding for universities through programmes like Erasmus+ and Horizon 2020, the European Investment Bank (EIB) and the European Structural and Investment Funds (ESIF). This paper points at chances for universities and actions they could undertake.

2 MODERNISING EDUCATION - BOLOGNA PROCESS - ERASMUS+

Universities have been challenged to rethink the way they operate by a number of European initiatives. The most well known and influential is the Bologna process, the most comprehensive is the EU Modernisation agenda for universities.

The Bologna process requires the introduction of three cycles (bachelor, master, doctorate) with distinct durations and characteristics. Bologna is also about quality, transparency (ECTS credit points, Diploma Supplement), student-centred learning, employability, competitiveness, mobility, European dimension (double and joint degrees), connecting education and research (notably doctoral training), social dimension (widening access) and international dimension (attractiveness).

The EU Modernisation agenda for universities has embraced the Bologna action lines and has put its own emphasis on good governance (balancing autonomy and accountability), appropriate funding (balancing public and private money), widening access (balancing excellence and equity), lifelong learning and educational innovation (OER and MOOCs).

Countries have defined National Qualifications Frameworks (NQFs), which describe the various levels of education and training, including the three levels of higher education, in terms of 'learning outcomes' or 'competences': what graduates know and can do. These definitions fit the references laid down in Bologna- and EU Qualifications' Frameworks (EQF). Academics gathered in the 'Tuning' project have translated these general statements into subject-specific profiles, which can be used for re-writing curricula together with stakeholders.¹

¹ Tuning Educational Structures in Europe (and elsewhere) <http://www.unideusto.org/tuningeu>

The Erasmus+ programme (2014-2020) offers many opportunities to engage in activities, which could help to modernise your university and bring your own ambitions in line with the Bologna process and The EU Modernisation agenda for universities. ²

Actions to consider

- *Do you encourage your students to stay or to look around after their bachelor?*
- *What mix of bachelor, master and doctorate programmes you want to offer at your institution?*
- *What numbers of students you hope to enrol, at the three levels, five years from now?*³
- *How many part-time students would this entail? How to attract and retain them?*
- *How will you publicise your programmes nationally en internationally?*⁴
- *Do you have a student recruitment policy? And an overall communications strategy?*
- *What mix of selection mechanisms you want to apply (none, high school examination grades, internal or external tests, portfolios, interviews?)*
- *Will you offer one or more on-line courses (like MOOCs⁵)? For on-campus students? For others?*
- *Do you involve external stakeholders (alumni, employers) in the development, enhancement and updating of courses?*
- *Have you developed curricula in correspondence with your National Qualifications Framework?*
- *Do you apply the Tuning methodology for curriculum design?*²
- *Do your students learn how to become entrepreneurs? As part of the curriculum?*
- *Do you keep track of your alumni?*
- *Is your institution joining garagErasmus, the professional network for the Erasmus generation?*⁶
- *Have you made a calendar of the upcoming Erasmus+ calls and steps to take?*
- *Do you seek external advice (National Agency, EU Executive Agency, consultants)?*
- *Do you have a list of potential partners for mobility and projects? What are your criteria?*
- *Do you allow your staff to visit Brussels (Commission, EUA and ACA seminars)?*
- *Will your staff attend the EAIE Annual Conference (this year in Glasgow 15-18 September 2015)?*
- *Has your institution volunteered to take part in U-Multirank?*⁷

3. MODERNISING RESEARCH AND INNOVATION – EUROPEAN RESEARCH AREA (ERA) - HORIZON 2020 - EUROPEAN INVESTMENT BANK (EIB) – EUROPEAN STRUCTURAL AND INVESTMENT FUNDS (ESIF)

Universities are key players in research and innovation. They train the next generation of researchers and innovators and they help to find solutions for societal challenges such as climate change, healthy ageing and building innovative and inclusive societies. EU policies and programmes provide guidance and incentives. The main EU policy goal for research is to establish the European Research Area (ERA) ‘in which researchers, scientific knowledge and technology circulate freely’ (art 179 of the EU Treaty).⁸ The ERA reform agenda consists of five big priorities:

- *More effective national research systems;*

² http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

³ Note the upcoming Erasmus+ student *loans* facility for doing masters’ studies abroad

⁴ For instance through Studypotals <http://www.studypotals.eu/>

⁵ Massive Open Online Courses

⁶ www.garagerasmus.org

⁷ <http://www.u-portal.org/u-multirank>

⁸ http://ec.europa.eu/research/era/eraprogress_en.htm

- *Optimal transnational co-operation and competition (on common research agendas, grand challenges and infrastructures);*
- *An open labour market for researchers (open recruitment, access and portability of grants, mobility information, innovative doctoral training, careers and HR strategies in line with Charter & Code, mobility between industry and academia, recognition, social security, pensions, visas);*
- *Gender equality and gender mainstreaming in research (encouraging gender diversity to foster science excellence and relevance);*
- *Optimal circulation and transfer of scientific knowledge (to guarantee access to and uptake of knowledge by all).*

Horizon 2020 (2014-2020) is the world's largest framework programme for research and innovation.⁹ Horizon 2020 contains a wealth of opportunities for individuals with bright ideas (Marie Skłodowska-Curie Actions, European Research Council/ERC), companies (new SME instrument, access to risk finance etc.) and transnational teams of researchers (addressing societal challenges together). The European Investment Bank (EIB) has Innovation and Skills as one of its four priority areas and is financing, for example, the upgrading of university campuses.¹⁰

The European Structural and Investment Funds (ESIF) were designed to help less developed and transition regions catch up. In the new funding period, 2014-2020, the focus is be on education (skills) innovation, research and development. Each country/region has adopted a Smart Specialisation Strategy, signed an Agreement with the European Commission and adopted a Work Programme. ESIF funding can be combined with funding from other EU programmes like, EIB Erasmus+ and Horizon 2020.

Actions to consider

- *Have you matched your own research priorities against the societal challenges of Horizon 2020?*
- *Have you made a calendar of the upcoming Horizon 2020 calls and steps to take?*
- *Do you have a list of potential partners for projects? What are your criteria?*
- *Do you seek external advice (National Contact Points, EU Executive Agency, consultants¹¹)?*
- *Have you seen the Smart Specialisation Strategy of your region/country? Are there connections with what your institution is doing?*
- *Is you institutions involved in activities aimed at Spreading Excellence and Widening Participation (Twinning, Teaming and ERA Chairs)?¹²*
- *Do you have a policy regarding Open innovation and knowledge transfer, including IP?¹³*
- *Have you compared the EU 'Code of Practice' of 2008 with the practices at your own institution?¹⁴*
- *Is your campus infrastructure up to standards?¹⁵*

⁹ <http://ec.europa.eu/programmes/horizon2020/>

¹⁰ <http://www.eib.europa.eu/projects/priorities/innovation/index.htm>

¹¹ For example Brussels Education Services (BES) and Yellow Research
<http://www.eduser.eu> <http://www.yellowresearch.nl/>

¹² <http://ec.europa.eu/programmes/horizon2020/en/h2020-section/spreading-excellence-and-widening-participation>

¹³ http://ec.europa.eu/research/innovation-union/pdf/b1_studies-b5_web-publication_mainreport-kt_oi.pdf#view=fit&pagemode=none http://ec.europa.eu/research/innovation-union/pdf/b1_studies-a4_web-publication_appendix-kt_oi.pdf#view=fit&pagemode=none

¹⁴ http://ec.europa.eu/invest-in-research/pdf/ip_recommendation_en.pdf

¹⁵ <http://managingtheuniversitycampus.nl>

4 MODERN HUMAN RESOURCES MANAGEMENT

The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers are sets of principles and requirements, which specify the roles, responsibilities and entitlements of researchers as well as of employers and/or funders of researchers (Charter & Code).¹⁶ 1200 organisations from 37 countries have endorsed the Charter & Code. More than 300 universities, research institutes and funders are currently participating in the 'Institutional Human Resources Strategy Group' peer review exercise based on the Charter & Code. So far close to 200 'HR Excellence in Research' logos have been awarded to acknowledge their efforts.¹⁷ The Human Resources Strategy for Researchers consists of five steps:

1. *An internal analysis by the participating research institution or funding organisation, involving all key players, to compare policies and practices against the Charter & Code principles;*
2. *On the basis of the results of this analysis, the participating institution or organisation develops its own HR strategy for researchers, which should include a concrete action plan. This document is made public;*
3. *The analysis and action plan are then reviewed and acknowledged by the European Commission. The acknowledgement implies the right to use the 'HR Excellence in Research' logo;*
4. *Progress in the implementation of the strategy and action plan is subjected to a self-assessment after 2 years;*
5. *An external evaluation is carried out at least every 4 years.*

Researchers moving from one country to another risk losing part of their pension rights. The Commission supports employers of researchers (universities, institutes, companies) in the process of setting up a Pan-European Pension Fund for Researchers (RESAVER) in order to address this problem and position themselves as attractive employers.¹⁸

Actions to consider

- *Has your university (or rector's conference) formally endorsed the Charter and Code?*
- *Has your university adopted an Institutional Human Resources Strategy?*
- *Do you have a gender action plan?*
- *Do you publish all your vacancies on Euraxess Jobs?¹⁹*
- *Would you consider recruitment at your university as open, transparent and merit based?*
- *Do you provide career guidance and outplacement services?*
- *Do you offer tenure tracks?*
- *Could your university consider joining the single European pension arrangement (RESAVER) that will offer a defined contribution plan, tailor-made for research organisations and their employees²⁰?*

¹⁶ <http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher>

¹⁷ <http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher>

¹⁸ <http://ec.europa.eu/euraxess/index.cfm/rights/resaver>

¹⁹ <http://ec.europa.eu/euraxess/index.cfm/jobs/index>

²⁰ <http://ec.europa.eu/euraxess/index.cfm/rights/resaver>

- Are staff member of your institution active in relevant committees (education, research and innovation) at national, European and international level? Is this a requirement for career advancement at your institution?
- Have senior staff members from your institution registered as experts to assist the European Commission in the evaluation of proposals, the monitoring of projects and the design and evaluation of programmes and policies?²¹

5 A PIVOTAL ROLE FOR DOCTORAL TRAINING

Doctoral degree holders are crucial to the knowledge society. Their critical minds and innovative competences are highly valued by employers. Most fulfil important positions outside academia. The EU will need at least an estimated one million new research jobs in order to increase the research intensity of our economies and reach the R&D target of 3% of GDP spending. Universities are changing the way they train doctoral candidates. Inspiration is drawn from the Salzburg Recommendations of EUA²² and the related EU Principles for Innovative Doctoral training.²³ The EU Principles refer to:

1) Research Excellence; 2) Attractive Institutional Environment (in line with the Charter & Code); 3) Interdisciplinary Research Options; 4) Exposure to industry and other relevant employment sectors; 5) International networking; 6) Transferable skills training; 7) Quality Assurance.

Erasmus+ supports the mobility of doctoral candidates as third cycle students. Horizon 2020 provides grants for doctoral candidates under the Marie Skłodowska-Curie Actions. Doctoral candidates also benefit, as team members, from other Horizon 2020 grants (ERC, Societal Challenges). Other programmes for doctoral candidates are also set up and funded locally and nationally, often with the support of the European Structural and Investment Funds (ESIF).

Actions to consider

- Has your university a policy for doctoral education, covering issues like publicising posts, selection of candidates, joint training activities, international mobility, dialogue with industry and other relevant employment sectors?
- What percentage of doctoral candidates at your institution come from other institutions/countries? Is recruitment open, transparent and merit based? Have you considered limiting local intake to, for instance, one third of places available?
- What mix of selection mechanisms do you apply?
- Do you have one doctoral programme/school/institute or several? What are the main activities of the school(s)?
- Do you organise doctoral training together with other universities in your country or abroad?
- Do you invite foreign assessors? Co-tutelle?

²¹ <http://ec.europa.eu/research/participants/portal/desktop/en/experts/>

²² http://www.eua.be/Libraries/Publications_homepage_list/Salzburg_II_Recommendations.sflb.ashx

²³ http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf,

- *Is your institution partner in a joint or double degree programme? Funded by Erasmus Mundus (in future Marie Skłodowska-Curie Actions) or from other sources?*
- *Have you considered joining the Council for Doctoral Education (CDE) of EUA?*
- *Are you active in other transnational university networks of universities like Coimbra, Compostela Group, Santander Group, ECIU, LERU, Utrecht Group.*

***Hidden Competences* ed. by Juha Leppänen (Demos Helsinki), Mika Saarinen, Mikko Nupponen, Maija Airas (CIMO)**

Faktaa – Facts and Figures, 1/2014

International skills and competences, developed through international experiences during study or practical training, are an asset on the labour market. Or so we assume. But do we know this?

In 2012-2013, the Centre for International Mobility (CIMO) and the Think Tank Demos Helsinki examined how employers rated the skills and knowledge acquired through international experiences in their recruitment.

Publication available online :

http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/32427_Faktaa_1_2014_Hidden_Competences.pdf

***Explaining university students' strong commitment to understand through individual and contextual elements* by Postareff, L., Lindblom-Ylänne, S. & Parpala, A. (2014).**

Frontline Learning Research, 3, 31-49.

Abstract

Since the late 1970s numerous studies have explored students' approaches to learning (referred to as the 'SAL' tradition). These studies have provided valuable evidence of students' study strategies and intentions at the university. Since extensive research already exists on students' approaches to learning, there is a need to move forward and analyse student learning from new perspectives. In the present in-depth qualitative study, we analyse interviews of 34 students who scored extremely highly on the deep approach scale in a pre-test in our previous quantitative studies (Authors, 201, in press) and thus are likely to have a strong commitment to understand, and a 'disposition to understand for oneself' which is a recently introduced, yet unexplored phenomenon (see Entwistle & McCune, 2009; McCune & Entwistle, 2011). We identified several individual and contextual elements which provided explanations for the students' high scores on the deep approach, as well as for the increase, decrease or stability in their deep approach during one course. The results showed that most students showed a strong commitment to understand, but those whose deep approach sharply decreased during the course showed less commitment and their descriptions revealed problems with, for example, study skills, time management and

regulation of learning. However, contextual elements such as the students' experiences of the course teaching and their interest in the course content did not clearly provide explanations for the changes in the deep approach. Elements of a 'disposition to understand for oneself clearly emerged among students whose deep approach did not decrease, or decreased only slightly.

Publication available online: <http://journals.sfu.ca/flr/index.php/journal/article/view/63>

E-Learning in European Higher Education – Results of a Mapping Survey Conducted in October November 2013

by Michael Gaebel, Veronika Kupriyanova, Rita Morais, Elizabeth Colucci

EUA Publications 2014

Foreword

With the emergence of Massive Online Open Courses (MOOCs) it seemed that, beyond the bounds of the e-learning communities and their activities, generally, little attention had been paid to how information technologies (ICT) impacted higher education teaching and learning. There were voices pointing out that the rise of MOOCs was just one particular, albeit spectacular element, of the much broader agenda of digitalisation (i.e., e- and online learning), in which many universities have been involved for quite some time. While this is difficult to prove, the recent heated debates on the strategic importance of e- and ICT-based learning for European higher education, and predictions made about the future of higher education, revealed a lack of European-level data on e-learning in higher education.

It was for this reason that EUA decided to conduct this survey, in order to be in a better position to contribute to ongoing policy discussions, and to support our members in their efforts to further enhance and promote innovation in learning and teaching.

The results of this survey are surprising. Apart from a few notable exceptions, almost all institutions are involved in some forms of e-learning. It seems that there has been no sudden and disruptive change, but rather that a gradual adaptation has taken place, which continues at different paces and scales across Europe. Nevertheless institutional responses to MOOCs do suggest that European higher education institutions are capable of responding swiftly to new strategic challenges. The transformative potential of e-learning will require further studies. Fortunately, it appears that several European and international surveys are underway and will be available in 2015. It is to be hoped that they will help to complete the picture. We also hope that this e-learning survey will contribute to the broader debate that EUA has launched on learning and teaching innovation. EUA intends to use the present study as a point of departure for further work with members and partners who contributed to the survey. On the basis of concrete case studies, we hope to be able to refine the analysis of what works and what does not, in this new and exciting field.

Publication available online: http://www.eua.be/Libraries/Publication/e-learning_survey.sflb.ashx