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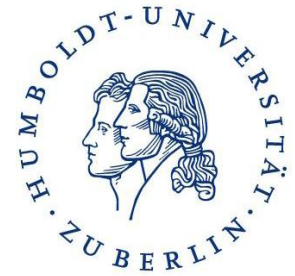
**14TH UNICA BOLOGNA LAB MEETING
on Teacher Training & Research on Education**

Humboldt-Universität zu Berlin, 5-6 December 2013

Reader

Contents

Introduction

10 years after the founding of the UNICA Bologna Lab Coordinators Group, the 14th UNICA BOLOGNA LAB MEETING will take a look beyond the Bologna Process and place its focus on teacher training & research in education. It will also take a glimpse in the future looking at how to reshape the UNICA BOLOGNA LAB in the light of changing Higher Education landscape.

With the internationalisation processes accelerating and the emergence of new teaching tools and learning initiatives (such as MOOCs), the roles of teachers and the requirements they need to suit are changing significantly. To meet the increasing demands and keep their competences up-to-date, teachers need access to the latest research on education to acquaint them with new educational concepts and training for the furtherance of their knowledge and skills. The 14th UNICA Bologna Lab meeting will discuss the new perspectives and challenges in teacher training and present hands-on examples on how to reinvent and restructure teacher education.

*"The pace of change in the world is so fast, that every teacher needs to keep their practice **under constant, critical review** (...). Teaching staff need to offer **individualised teaching** so that all learners achieve specified learning outcomes, whatever their particular learning needs, cultural or social background; they need to take maximum advantage of the **latest technologies and methodologies**. In short, teaching staff in the 21st century need a **radically broader and more sophisticated set of competences** than ever before."*

Supporting the Teaching Professions for Better Learning Outcomes: accompanying the Communication from the EC *Rethinking Education: Investing in skills for better socio-economic outcomes*

About the Speakers

Wolfgang DEICKE, Humboldt-Universität zu Berlin

Wolfgang Deicke read Sociology and Politics at Hamburg University and later at the Postgraduate School of Peace Studies in Bradford. Before becoming the co-ordinator of the bologna.lab at Humboldt-Universität, he variedly taught sociology, politics and the history of European thought and society at the (now) University of Northampton, the School of Oriental and African Studies (SOAS) in London and at Ruskin College, Oxford. In Northampton and Oxford, he gained comprehensive experience in the implementation of the Bologna-reforms and the development of innovative and interdisciplinary degree programmes.

Elisabeth GEHRKE, European Students' Union

Elisabeth Gehrke is elected Vice-Chairperson of the European Students' Union. Elisabeth Gehrke has a long history of student engagement, including being Vice-Chair of the Lund University Student Unions Association and at the National Union of Students in Sweden as well as being a member of ESU's Executive Committee. She has for the past two years also held a position on the board of Lund University. Elisabeth is majoring in gender studies and has studied a myriad of subjects in social science and humanities including religion and philosophy. Elisabeth is a Swedish as well as an American citizen.

Kristina HACKMANN, Humboldt-Universität zu Berlin

Kristina Hackmann studied primary and secondary school education studies in Bremen and London. She has done scientific work in the field of gender studies and carried out educational research at the University of Oldenburg, Germany. She has also conducted research in teacher

training, learning environments, and teacher education in Hamburg. Since 2012 she is General Manager of the Professional School of Education (PSE) at Humboldt Universität zu Berlin.

Ursula HANS, Humboldt-Universität zu Berlin

Ursula Hans is Director of the International Office of Humboldt-Universität zu Berlin. As such she deals with the strategic development of international relations, networks, students programmes and double/joint degrees as well as with grant applications and third-party funding for international activities. Ursula has degrees from Bonn University and Bowling Green State University in cultural studies, history and East Asian Studies and interrupted her studies for year-long stays abroad at the University of Wisconsin and at Fu-Jen University, Taiwan. After a short stint with the Council on International Educational Exchange, the international focus of her studies led her directly into a career in international offices in the German university system, working first for a small private university in Germany, Universität Witten-Herdecke, then for the University of Göttingen and – at the moment – for Humboldt-Universität zu Berlin. For a number of years she has been active as a DAAD Board Member and member of the German Association for International Education, attempting to promote structural advancement in things international in Germany and worldwide.

Monika KOVÁCS, Eötvös Loránd University Budapest (ELTE)

Monika Kovács received her MA degree in psychology at ELTE Faculty of Arts and a PhD degree in psychology at ELTE Faculty of Education and Psychology (thesis title: Gender Ideologies and Career Aspirations among Students of Different Universities). She is associate professor at the Centre for Intercultural Education and Psychology (ELTE Faculty of Psychology and Education), she teaches social psychology at BA, MA and PhD level in psychology, education and intercultural psychology and education programs. She is member of the Hungarian Psychological Association, of the European Association of Social Psychology, and of the Hungarian delegation at the International Holocaust Remembrance Alliance. She has been vice dean for external relations and academic affairs since 2006, managing of international relations of the faculty as well as supervising research projects. She was the project managers of the research project "The Hungarian Holocaust: multidisciplinary research and integrating its results into teacher education" (2004-2006) as well as of the project "Teacher education network in the Central Hungary region" (2009-2011).

Kirsti LONKA, University of Helsinki

Kirsti Lonka is Vice Dean of the Faculty of Behavioural Sciences and professor of educational psychology at University of Helsinki. She was Foreign Adjunct Professor at the Department of LIME, Karolinska Institutet, Sweden. She was also J.H. Bijtel Visiting Professor, University of Groningen, The Netherlands. Previously she was working as professor of medical education at the Department of LIME (Learning, Informatics. Management and Ethics), Karolinska Institutet. Kirsti Lonka finished her Master of Arts Degree in psychology and started her research career as a Junior Lecturer, Department of Psychology, University of Helsinkiin 1986. She did her PhD course work at Ontario Institute for Studies in Education (OISE, University of Toronto, Canada). She finished her Licentiate Thesis in 1994 and her PhD at the Department of Psychology, University of Helsinki, in 1997. In 1996-2001 she worked as the Director of Development and Research Centre, Faculty of Medicine, University of Helsinki.

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.

Arthur METTINGER, FH Campus Wien - Vienna University of Applied Sciences

Arthur Mettinger is professor of English linguistics at the University of Vienna. Studied English philology, Slavonic languages and sinology in Vienna, Beijing and Moscow. From 1999 – 2011 he served as Vice Rector for Educational and International Affairs at the University of Vienna, and since 2012 has been Rector of FH Campus Wien University of Applied Sciences. Between 2009 and 2013 he was member of two ministerial committees for reorganising teacher education in Austria.

Uwe Jens NAGEL, Humboldt-Universität zu Berlin

After studying sociology at the Free University of Berlin and Stanford University and obtaining a Master's degree in rural development at the Technical University of Berlin, Uwe Jens Nagel worked at the Technical University of Berlin as a research assistant. In 1979 he received the doctor's degree. He also worked for the German Agency for Technical Cooperation in Benin. Since then he has been engaged in different fields of knowledge transfer. This includes methodical aspects of research planning and research control as well as the work for participatory arrangement of praxis-sciences-ratio. In 1993 he was appointed to the Chair of Agricultural Extension and communication studies at the Humboldt-Universität zu Berlin, where he was dean of studies, and then dean. In 2006 Uwe Jens Nagel was assigned the duties of the Vice President for Academic and International Affairs at the Humboldt-Universität zu Berlin. In 2008 he was elected Vice President for Academic and International Affairs. He is member of the UNICA Steering Committee.

Jeltsen PEETERS, Vrije Universiteit Brussel

Jeltsen Peeters graduated as a master's in Adult Education Sciences at the Vrije Universiteit Brussel. As an academic project assistant she supported the establishment of the international master's program in Educational Sciences and guided the introduction of blended learning (development of digital content and teaching methods; professional development activities for academic staff). Since 2011 she is a fellow of the Research Foundation Flanders and writes a doctoral thesis titled 'Teacher and school characteristics associated with self- regulated learning practices in primary education: a multidimensional approach.'

Priit REISKA, Tallinn University

Priit Reiska is currently Vice-rector and professor for science education at Tallinn University, Estonia. He has been a member of the Estonian National Council of Physics Education since 2001. His research interests include relevance of science education, interdisciplinary science education, and concept mapping and computer simulations in science education. His dissertation was on comparing different teaching methods. In his post-doctoral studies (habilitation) at Kiel University he conducted research on the influence of experiments and computer simulations on students' knowledge.

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 Deputy Chair of UNICA Bologna Lab Coordinators working group, which (since 2005) has been discussing European educational policies and exploring in-depth the trends and challenges in European higher education. He is also Member of the Organising Committee of the UNICA PhD MASTER CLASS Seminars.

Heike SCHAUMBURG, Humboldt-Universität zu Berlin

Heike Schaumburg, studied psychology in Osnabrück and Berlin and instructional systems technology at Indiana University, Bloomington. She carried out scientific work in the field of educational technology, esp. teaching with laptop computers in high school. Since 2003 she works at the Institute of Education at Humboldt-University, and is responsible there for the teacher education courses. She is one of the founding members of the Professional School of Education of Humboldt University and currently serves as Vice-Director of the PSE.

Hanne SMIDT, European University Association

Hanne Smidt has been a Senior Adviser at EUA since 2002 and has been involved in a wide range of projects that EUA has undertaken: the Trends studies (co-authored Trends V and Trends 2012), the development of the EUA Charter and the project: Engaging in Lifelong learning, the TRACKIT project on how European universities track the progression path of students and graduates, Quality Culture, Joint Master, Doctoral Programmes, Creativity and the Master study. The development of the Lifelong Learning agenda and the 'European universities charter on lifelong learning' for EUA has been a core issue for her and she has, in this context, contributed to the Bologna Handbook with an article: 'Do European universities have a strategy for lifelong learning?' She was the General Rapporteur at the EUA Rotterdam Conference 'Inclusive and Responsive Universities', 2008, and was involved in Trends 2010. Hanne Smidt began her career at Aarhus University and worked at the Danish National Rectors' Conference before joining the EC TEMPUS Office in Brussels in 1992. During her years in Brussels she worked as an independent consultant for DG Relex (External Relations), for Danish Universities and for EUA as well as for the Confederation of European Rectors' Conferences.

Vera STASTNA, Charles University Prague

Throughout the last five years Vera Stastna has been a head of the analytical unit at the Rectorate of Charles University. 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.

Session I: Setting the European Scene – Teacher Education

1. "Challenges and Opportunities in Teacher Education" by Arthur METTINGER

In the past, contributing to the development of Teacher Education policy was not a major item on agendas of the universities and institutions of initial teacher education. On the contrary, it was left almost exclusively in the hands of national authorities. Also today, national authorities have their important roles in this domain; however, times have changed and policy development is increasingly understood as an issue of the partners' involvement and European cooperation. The new European reality has brought a number of new perspectives; it has also brought new dilemmas. Discussing both perspectives and dilemmas is of key importance for understanding and connecting complex and diverse European educational systems. Since the late 1980s, European co-operation programmes (e.g. Erasmus, Tempus, etc.) have made a substantial impact on building convergence between different systems; yet the systems of Teacher Education seem to still be extremely divergent and this aspect needs to be addressed seriously. (Hudson et al., 2010)[1]

This presentation will outline major developments in teacher education at the European level in connection with the Bologna process and sketch the new 'architecture' of teacher education recently developed in Austria.

2. "Updates of the ECTS Users' Guide" by Raimonda MARKEVIČIENĖ

The ECTS Users' Guide provides guidelines for implementation of ECTS. It also presents the ECTS key documents. The Guide is offered to assist learners, academic and administrative staff in higher education institutions as well as other interested parties. It has been updated in 2009 to take account of developments in the Bologna Process, the growing importance of lifelong learning, the formulation of qualifications frameworks and the increasing use of learning outcomes. It has been written with the help of experts from stakeholders' associations and ECTS counsellors, and submitted for consultation to stakeholders' associations, Member States' experts and the BFUG. The European Commission has coordinated the drafting and consultation process and is responsible for the final wording of the Guide. (European Commission, 2013)[2]

This presentation will concentrate on the proposed changes to the ECTS Users' Guide of 2009. Such aspects as curricula development; principles of teaching, learning and assessment; ECTS for mobility and new modes of learning will be touched upon.

3. "Be-twin[2] - ECVET-ECTS: Building Bridges and Overcoming Differences" by Vera STASTNA

Be-TWIN 2 intends to respond to EU policies by setting the overarching aim to facilitate a common implementation of ECVET and ECTS for improving learner's and workers' mobility, linking the benefits of both credit systems, fostering mutual understanding and promoting the transferability and recognition of qualifications in Europe. The proposal is aimed at transferring, reviewing and adapting the methodological tools developed in a previous project (Be-Twin)

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[1] Hudson, Brian; Zgaga, Pavel and Åstrand, Björn (2010) *Advancing Quality Cultures for Teacher Education in Europe: Tensions and Opportunities.* Available: http://tepe.files.wordpress.com/2012/01/tepe_monograph_2010.pdf . Last accessed 30 October 2013.

[2] European Commission (2013) European Credit Transfer and Accumulation System (ECTS). Available: http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm Last accessed 5 October 2013.

funded in the framework of LLP LdV ECVET by making improvements and integrations in contents and potential usages meanwhile ensuring their consistency mainly with the ECVET Technical Specifications as one of the core objective of the proposal.[3]

Under the Project Be-Twin 1 (2010) "ECVET-ECTS: Building Bridges and Overcoming Differences" the Methodological Guide was published. The participants of the Bologna Lab in Vilnius 2010 were informed about the project as well the publication. The methodology proposed by Be-Twin strives to be instrumental for "a dialogue" between two sectors – higher education and vocational training and helps understanding the instruments developed, mainly the ECTS and ECVET systems. Both systems aim at facilitating accumulation and transfer of assessed learning outcomes and at enabling recognized mobility in Europe, as well as fostering lifelong learning and the transparency of European educational systems. The aim of the presentation is to bring information about the developments and in the discussion benefit from the expertise of the members of Bologna Lab.

Session II: Looking into the Future - Research on innovative learning methods

1. "Implementing Research-based Learning: Challenges and Opportunities" by Wolfgang DEICKE

Linking research and teaching is a topic of international interest. The links may take many different forms and may be found in all types of higher education institution. The main aim of the paper is to explore the complexity and contested nature of the research-teaching nexus in different national and institutional contexts, with particular reference to geography. It is argued that the relationship depends on how the terms 'research' and 'teaching and learning' are conceptualized. It is suggested that undergraduate students are likely to gain most benefit from research in terms of depth of learning and understanding when they are involved actively, particularly through various forms of inquiry-based learning. The development of such research-based curricula provides challenges to staff across the sector, not least because they may lead to finding new ways for staff and students to work together. (Healey, 2005)[4]

This presentation will address some of the main claims made for and about Research-Based Learning (RBL) and weigh them against the potential constraints and disadvantages.

2. "Visions of Learning at Universities: MOOCs, Flipped or What?" by Kirsti Lonka

Technologies and knowledge practices of the society are rapidly changing. In universities, however, the pedagogy is very slow to change. This is somewhat due to the fact that academic staff is more likely to focus on the subject matter than on student learning. How can we support our students' learning and well-being? Our recent research on university students has focused on student-activating learning methods, study engagement, academic emotions, and motivation. It is a world wide concern that the young generation of students appear to be alinated by traditional approaches to higher education. These so called "digital natives" do not remember the time before Internet and mobile devices. Case-, problem-, project- and game-based learning

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[3] More information on the project website: https://www.be-twin2.eu/en/the-project/project-rationale-and-background/,17

[4] Healey, M (2005) *Linking research and teaching to benefit student learning*, Journal of Geography in Higher Education 29 (2), 13-201

have been suggested. I shall describe the efforts of University of Helsinki in developing innovative pedagogical practices. I shall present the theoretical model of Engaging Learning Environments (ELE), developed to combine the mental, social, physical and virtual spaces of learning. ELE is a synthesis of varying student-activating, inquiry-based and process-oriented pedagogy. My presentation summarizes our recent studies on university student learning and the role of emotion and motivation in learning.

3. "Self-Regulatory Capacities in the Implementation of Self-Regulated Learning Practices" by Jeltsen Peeters

As the invitation for the 14th UNICA Bologna Lab Meeting justly reads, teachers continue to face many challenges in contemporary teaching practice. One such challenge is the introduction of self-regulated learning environments in which students are more closely involved in their own learning processes. The concept of SRL is used to describe how learners consciously regulate their cognitive strategies, metacognition, motivation and environment. Self-regulation does not happen to learners, rather, it happens by them as they proactively monitor, regulate and control their thoughts, feelings, and behaviours with the objective to accomplish their goals (Pintrich, 2002; Zimmerman, 2002). Although it is argued that most learners self-regulate their learning to some degree, the extent to which they consciously do so differentiates achievers from underachievers (Butler & Cartier, 2005; Randi, 2004; Zimmerman & Risemberg, 1997).

To date, research has indicated overwhelmingly the desirability of self-regulated learning (SRL) for students due to its evidenced positive relationship with cognitive and social competence (Colman, Hardy, Albert, Raffaelli, & Crockett, 2006; Eisenberg, Fabes, Guthrie, & Reiser, 2000), academic achievement (Cleary & Platten, 2013; Dignath & Büttner, 2008; Kistner et al., 2010; Martin et al., 2003; Nota, Soresi, & Zimmerman, 2004; Perels, Dignath, & Schmitz, 2009; Pintrich & de Groot, 1990), motivation (Alfassi, 2004; Dignath & Büttner, 2008; Vrieling, Bastiaens, & Stijnen, 2012); well-being (Ryan & Deci, 2000) and lifelong learning (Cornford, 2002; Nota et al., 2004).

Despite the bunch of research indicating the relevance of SRL in academic life and beyond, and despite teachers' mostly positive orientation towards the introduction of learning environments that facilitate students' SRL development, teachers only rarely implement SRL classroom practices (Cornford, 2002; Dignath et al., 2008; Hamman, Berthelot, Saia, & Crowley, 2000; Lapan et al., 2002; Lombaerts, Engels, & Athanasou, 2007a; Moos & Ringdal, 2012; Pressley & Harris, 1990; Vandevelde, Vandenbussche, & Van Keer, 2012; Zimmerman, 2002).

Certain stumbling blocks still prevent teachers from fully engaging in SRL promotion (Bolhuis & Voeten, 2001; Dignath-van Ewijk & van der Werf, 2012; Veenman et al., 2006). Even teachers who show the necessary beliefs and the knowledge to promote SRL still report persistent challenges that interfere with their intentions to implement it in their daily work (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004). Contextual factors (e.g. curricular requirements, social pressure from parents, peers or administrators) can interfere with teachers' ability to consistently apply their beliefs in practice (Ertmer, 2005; see also Ertmer, Gopalakrishnan, & Ross, 2001; Fang, 1996; Kane et al., 2002).

Focusing on teacher and school level influences in particular, our studies reveal several critical barriers and facilitators in the implementation process of self-regulated learning practices. Although teacher characteristics, i.e. beliefs, knowledge and previous experiences, are found most influential, the often complex and indirect impact of school mechanisms should not be

neglected. In addition to the identification of important teacher and school level barriers, some of our recent studies revealed that teachers differ in the extent to which they are susceptible to these influences. Teachers working in the same school context may react differently to the same circumstances. In one of our latest studies we hypothesize that teachers' own goal setting and self-regulatory capacities partly mediate the impact of determinants of SRL promotion. Indeed, teachers' own self-regulatory capacities seem to play an important role in the implementation of SRL classroom practices in daily practice. Implications and recommendations of the findings for research and practice will be discussed.

Session III: Structuring teacher education: One size fits all vs. flexible approach

1. "Coming to the fore-teacher education at HU-PSE" by Heike Schaumburg and Kristina Hackmann

Humboldt-Universität zu Berlin (HU) stands in the tradition of a founding idea that has lost none of its relevance. In short, that idea is *Bildung durch Wissenschaft*. Meaning education through learning and research, this concept interprets and emphasises the eternally productive relationship that exists between objective academic knowledge and the subjective aspects of acquiring and generating it. Education through learning and research is therefore not a static formula; it expresses the permanently evolving process of finding a meaningful way of relating knowledge to education. The idea thus also applies in the opposite direction - learning and research through education.

This relationship has always defined the way in which HU sees itself. Over the course of its history, the University has experienced painful ruptures in the continuity of this approach. Nevertheless, the conceptual pillars that support it - education through learning and research, unity of research and teaching and unconditional academic freedom - rest on scholarship as the source of knowledge and humanity and thus continue to provide the foundations for necessary, enlightened discussions about reform.

In line with its tradition of research-based education, HU's Institutional Strategy is founded on three central concepts: individuality, openness and guidance. In combination with HU's goals, these concepts provide the structure for the Institutional Strategy. At the centre of this structure is the concept of individuality (Goal 1: Excellent framework conditions for top-level research). This reflects the conviction that research will not fit into predefined structures, but that the structures should be as flexible as possible to allow room for research and, above all, to meet the requirements of the scientists and scholars involved. Excellent research does not derive from a predetermined plan - it is a product of the curiosity, imagination and intelligence of the researchers who give the University its unique identity. With this in mind, HU aims to create optimum conditions for all members of the University to develop their full potential and creativity. As part of the Institutional Strategy, HU has therefore developed the Strategic Innovation Fund as a central reform project for the entire University. The fund consists of a portfolio of support mechanisms, including the core project of Integrative Research Institutes (IRIs), the Caroline von Humboldt Programme for Gender Equality and the funding programme Internationalisation of Research.

This approach is geared towards the individual and is closely linked to the central concept of openness (Goal 2: Personal development and promotion of young researchers). Here, HU has set up a Phase Model to guide its support for the members of the University at all stages of their

academic careers. Since only openness between excellent research and exemplary teaching offers the opportunity to incorporate young talent into research as early as possible, this concept is crucial to the Institutional Strategy as a whole. As the Role-model Cooperative University, HU will also maintain and further develop its openness to partner institutions. In doing so, it aims to promote academic freedom in collaborative research and to become an effective partner in social discourse.

Finally, under the central concept of guidance (Goal 3: Governance for academia - a culture of enablement) HU will reform its governance. This will strengthen the University's management processes as well as the faculties' strategic capacity with regard to profile-building and decision-making. In parallel to this process, HU will restructure its administration to create a well-networked service body. As part of the culture of enablement that HU is striving to implant in all parts of the University, its administrative forms of organisation and working methods will be redesigned so as to remove obstacles to research, teaching and effective studying. All resources - above all, time - shall be made available for these primary functions of the University to the greatest possible extent.

HU's participation in all three funding lines of the Excellence Initiative of the German federal and state governments has opened up enormous development potential for the University and has sparked a multitude of creative forces. Over a period of more than two years, the process of compiling HU's Institutional Strategy was carried out in a transparent and participative way. When the Excellence Initiative Task Force - a preparatory group for the draft proposal, initially led solely by professors - was set up in 2009, it was the beginning of a process that firmly anchored the programme of the Institutional Strategy in the University. When the Presidency changed hands in autumn 2010, this group was expanded to create a permanent Excellence Initiative Forum, or FOX for short. This think tank, which was set up by the President with the support of the Academic Senate, includes representatives of all groups within the University. For the core sections of the Institutional Strategy, the Forum appointed temporary working groups, each of which included numerous other members of the University. Based on this broad support within the University, on HU's strengths in research, on its recent successes in third-party funding for improving the quality of teaching, and on the new Executive Committee, HU has now firmly committed itself to a challenging and ambitious Institutional Strategy as a united and well-positioned research university. [5]

This presentation provides an overview of the teacher training system in Germany and the teacher education programme in Berlin. It focuses on the challenges to the reform of teacher education resulting from the challenges to teachers in Berlin. Special attention will be given to a research-based approach to the practical term, to the connection of subject science, didactics and education and to a fast-track Ph.D. programme provided at Humboldt-University.

2. "Implementation of Teacher Education at Tallinn University" by Priit Reiska

The proposed focus of our discussion is implementation of teacher education at European universities, popularity of teacher's profession, recruitment of new student teachers and offering support to already enrolled student teachers to complete their studies in teacher education, and for its importance separately: recruitment of male student teachers to all programmes of teacher education.

Topics and short description of our interest:

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[5] Humboldt-Universität zu Berlin. (2011). *Educating Enquiring Minds.* Available: https://www.exzellenz.hu-berlin.de/institutional-strategy/121119_Zukunftskonzept_EN.pdf . Last accessed 5th Oct 2013.

1. Implementation of teacher education: At the moment the teacher education curricula in Estonia is organized in a 3+2 model. There are 3 years of subject study (BA level) and 2 years of MA in teacher education with minor amount of courses related to the subject one is to teach.

Possible approaches:

- Rise of quality of initial service, based on innovations in teacher education and development of teacher education curricula, and delivering "teachers' stories of success" to public.
- Aside of teacher focused approach (topics of teacher's professional identity, believes, self-reflection), a student-focused content needs to be delivered within BA and MA studies.
- Introducing five-year integrative MA model of teacher education: Here, teacher education is parallel to subject studies throughout the length of the studies. Is the reorganization of curricula a solution itself?

2. Popularity, recruitment and support: These are 3 key-concepts, which need to be connected into a whole to achieve higher interest for teaching profession among students.
Strategic questions: How to increase popularity of teacher's profession? What kind of a teacher European universities educating and based on that: Whom to address in recruitment and how to do that to increase the number of student teachers? How to support students at BA level to continue with their studies in teacher education in their MA level? How to involve students from other studies to obtain an MA in teaching?

3. Recruitment of male student teachers: As the number of male teachers at elementary and primary level of education in Estonia is low, strategy to popularize the teacher's profession among male students needs to be developed. Simultaneously, mechanisms to support the raise of the value of teacher's profession in Estonian society need to be designed and implemented.

NB! As the topics relate to each other strongly, some strategic questions overlap. This is the indicator that this problem area needs a synchronized, conceptually and strategically clear approach.

At the moment the teacher education curricula in Estonia is organized in a 3+2 model. There are 3 years of subject study (BA level) and 2 years of MA in teacher education with minor amount of courses related to the subject one is to teach. How to support students at BA level to continue with their studies in teacher education in their MA level? How to involve teacher education already in BA level (offering contact with schools, educational field in general)? How to make teacher's profession more popular for BA students and how to support BA students on their way to MA in teaching? How to involve students from other studies to obtain an MA in teaching?

Session IV: Trends and Opportunities

1. "The implementation of the European Higher Education Area – 15 years on" by Hanne SMIDT

EUA's Trends reports undertake a detailed analysis of developments in Europe's changing higher education landscape over time. They feed an institutional perspective into European higher education policy discussions, and improve exchange and networking among and support for European universities. Over time, the Trends reports have become crucial sources of information and reference works for policy makers and the higher education community alike.

The Trends 2015 survey will move beyond its previous focus on the implementation of the Bologna Process in European universities and the development of the European Higher Education Area (EHEA), by exploring how the various changes and reforms that have taken place in higher education in recent years contribute to fostering new forms of learning and teaching. The survey will focus on issues such as the student body, staff development, academic programmes and the development of e-learning. A questionnaire will be addressed to the leaders of EUA member universities, and a separate questionnaire circulated among National Rectors' Conferences, to be complemented with thematic focus groups and telephone interviews. The results will be published in a report, which will be presented to European Higher Education Ministers at the next Bologna Ministerial Conference in Yerevan, Armenia in 2015. [6]

This session focuses on EUA's new Trends project, which undertakes a detailed analysis and mapping of developments in Europe's changing higher education landscape. With the structural changes of the Bologna Process now largely concluded, the TRENDS 2015 survey concentrates on how Bologna and various other changes that have taken place in higher education in recent years contribute to fostering new forms of learning and teaching. During the session, a short overview of the project and data collection questionnaire will be followed by a discussion with participants of selected themes addressed in the Trends survey, which include changes to the student body, staff development, changes to academic programmes and the development of e-learning, among others.

2. "Peer Assessment of Student-Centred Learning" by Elisabeth GEHRKE

PASCL aims to assist in implementing sound student-centred learning (SCL) strategies and approaches at institutional level and to foster a culture of SCL in higher education institutions across Europe.

The project specific objectives to be achieved during the project lifetime are set as following:

- To develop a peer assessment framework (PASCL guidelines) for "student-centeredness" of a higher education institution, which will lead to the award of a European recognition for Student-centred institution; The award is there to confirm that an institution has successfully incorporated the elements of student-centred learning in its teaching and learning strategy and delivery of its education. The project is based on the consortium's commonly agreed framework defining student-centred learning and will focus on both enhancement and rewarding excellence in its provision.
- To exploit the knowledge gathered in the project during the training for experts, three conferences and research study on SCL in Europe. For further dissemination, the project will deploy an online repository with case studies, practical advices for implementation of student-centred learning, feedback from participating institutions and students.
- To give higher education institutions insight into their performance regarding implementing student-centred learning and provide with the means for further improvements.
- To address the question of students' motivation to take an active role in co-creating their learning experience.
- To give deserved visibility to the teaching mission of the HE institutions, reward excellence in teaching, which is beneficial for students, institutions themselves and society
- To facilitate peer learning through the presentation of existing practices, discussion and evaluation of the approaches in teaching and learning through the project website.

[6] European University Association (2013) *TRENDS in European Higher Education*. Available: http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/trends-in-european-higher-education.aspx Last accessed 31 Oct 2010.

PASCL follows up on the project called Time for a New Paradigm in Higher Education – Student Centred Learning (T4SCL), which was implemented successfully in 2009-2010, in partnership with Education International. The main project outcome, the Student Centred Learning Toolkit for students, staff and higher education institutions, will define the concept of student-centred learning and its principles. [7]

The PASCL project broadens the scope of its action compared to its predecessor and focuses on inspiring a cultural change at the institutional level, through applying a robust assessment framework, as well as raising awareness on the importance of teaching missions. This presentation will aim to raise awareness about the importance of SCL and to promote the participation European universities in peer assessment activities. Through PASCL, ESU looks forward to contributing to the work of the High Level Group on Teaching and Learning that was established by the European Commission.

Session V: Internationalisation and Mobility: Facing the Challenges

1. Challenges of the Multilingual and Multicultural Learning Space - INTLUNI

In the development towards the EHEA, many HEIs are facing challenges formerly unknown to them: Students and lecturers alike form much more heterogeneous groups than ever before, speaking a wide spectrum of languages and representing a wide spectrum of cultural backgrounds in what may be termed the Multilingual and Multicultural Learning Space (M&MLS). The overarching aim of IntlUni is to identify the quality criteria that should characterise teaching and learning in the M&MLS, and to develop recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the M&MLS. The concrete objectives of this project are therefore:

- To identify different types of settings for the International HEI (e.g. teaching through the national language or another language to national or international students with lecturers teaching through their L1, L2 or L3) with a view to establishing a typology of such settings;
- To identify the linguistic, cultural and pedagogical/didactic challenges in the various types of HEIs in the typology;
- To identify possible ways to meet these challenges within different HE teaching and learning cultures;
- To identify examples of successful practice in different scenarios;
- To identify a set of quality criteria for teaching and learning in the M&MLS;
- To develop a set of recommendations for the implementation processes that meet these quality criteria at institutional and national levels as well as recommendations for possible European cooperation in this area.

The results of the IntlUni project will be relevant for any HEI or other post-secondary educational institutions with an international dimension as well as for organisations and associations in European Higher Education. Project outputs are presented on the IntlUni Network website and social media, and at appropriate phases of the project, Network-external

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[7] European Students' Union (2013) *A new project on the peer assessment of student centred learning.* Available: http://www.esu-online.org/news/article/6001/A-new-project-on-the-peer-assessment-of-student-centred-learning/ Last accessed 31 October 2013.

stakeholders are invited to provide input and/or respond to the outputs via electronic consultation.[8]

The objectives and activities undertaken within the framework of the IntlUni project will be presented and discussed. The participants will be able to identify and reflect on the different challenges and opportunities that multilingualism and multiculturalism create at different learning spaces.

2. European Doctorate in Teacher Education - EDiTE

The EDiTE project's – a consortium of five universities: University of Innsbruck, Eötvös Loránd University - Budapest, University of Lower Silesia – Wroclaw, University of Lisbon, University of Bucharest - overall aim is to develop a joint degree program in doctorate education with a focus not only on a comprehensive learning programme (advanced studies) but also an intensive research programme that creates a general framework for its students to realise their autonomous individual research and encourages their active involvement in relevant research on teaching, learning and teacher education. EDiTE also aims to develop a shared understanding on European teacher education highlighting common identity and common values of European teachers as well as to promote opportunities of teacher mobility among the member countries.

Five main tasks have been defined as part of the project – project management, curriculum development, quality management, dissemination, and exploitation –, in my presentation I would like to talk about ELTE's involvement in curriculum development. The curriculum has been divided into two parts, the first was devoted to advanced pedagogical studies the second was titled the "research intensive module". In my presentation I will discuss how the research intensive module has been developed, its benefits for the doctoral students and the challenges we face introducing it into a doctoral education system, which usually less focused on individual research of the doctoral students and more on academic training.

Further information about the project: http://www.edite.eu/

3. 'Internationalisation as a key dimension to teacher education' by Ursula Hans

The European Union has recognized the need for promoting social and political change through education. Special emphasis has been placed on the role of schools in personal and human development, along with the need for greater understanding of the diversity which makes up the European Union and throughout the world. This means that teachers are now expected to involve learners in the process of acquiring knowledge of their own culture(s) as well as other cultures. This article discusses a pilot project carried out in six European countries and designed to promote intercultural awareness of future teachers. The nexus of the training programme included empirical knowledge drawn from the teacher trainees international experiences, combined with intercultural communicative theory. How the pilot project was set up, some outcomes and conclusions derived from qualitative and quantitative research about the project are discussed.[9]

Internationalisation has become the central catchword of our time. Many countries all over the world discuss this question, governments develop policies in order to achieve more internationalisation and scientists, independently or on demand, develop rankings in order to measure the degree of internationalisation. The question of what is high quality

[9] Dooly, Melinda and Villanueva, Maria (2006) *Internationalisation as a key dimension to teacher education.* Available: http://pagines.uab.cat/melindadooly/sites/pagines.uab.cat.melindadooly/files/CETE_29_02_06.pdf Last accessed 31 Oct 2010.

internationalisation and what is just a quantitative response without any substance has become a crucial one. Is it possible to decide upon good or bad, successful or failed attempts of internationalisation? Does internationalization only mean the increase of foreign students and researchers, or the number of partnerships and programmes with universities abroad? Or does it also have deeper effects which influence and probably even enhance the pedagogical conditions in a university? So, how are curriculum development and internationalisation related to each other? Does internationalisation help to develop new teaching techniques? The aim of this presentation is to tackle many of these questions by looking at the example of Humboldt‑Universität zu Berlin (HU). Being founded in 1810, HU is a traditional and at the same time very modern institution of higher education. It has a long experience with internationalisation, plus it has undergone several institutional reforms in different political systems.

Further Reading

- **The Aalborg model for problem based learning (PBL)**

Since Aalborg University was first established in 1974, all university programmes have been based on a unique model of teaching and learning: the problem-based, project-organized model also referred to as "PBL - The Aalborg model". The PBL - Aalborg Model, has become both nationally and internationally recognised as an advanced and efficient learning model and a trademark for Aalborg University. Thus, UNESCO has placed its only Danish Chair in PBL at Aalborg University. The PBL-Aalborg Model gives the students the possibility for independent learning to achieve knowledge and skills at a high academic level. Many students also have the possibility of working with the business community to solve real-life problems. The learning model also helps the students learn, how to analyse problems, how to work result-oriented and finally how to do successful work within a team. Through research in PBL – The Aalborg Model, Aalborg University will continue to develop and adapt the PBL-model as a learning model for students as well as teaching staff, and ensure that the model responds well to the demands and changes posed by the surrounding society and changes in the education area.

Read more about *The Aalborg model for problem based learning (PBL) here*:
http://www.en.aau.dk/About+Aalborg+University/The+Aalborg+model+for+problem+based+learning+%28PBL%29/

- **Innovative Teaching and Learning Research (ITL)**

In a growing number of countries, the Innovative Teaching and Learning (ITL) Research program is fuelling inquiry and discussion among policymakers, educators, and researchers about the distance between teaching and learning visions and practice—and what to do about it. This report summarizes results from the pilot year of ITL Research (2009-10), with data from four participating countries: Finland, Indonesia, Russia, and Senegal. The goal of a program pilot is to test and tune instruments and methods, so the findings reported here should be considered preliminary and in need of confirmation through further research in subsequent years of this program. However, these results do raise issues and suggest important considerations regarding the conditions that support innovative teaching and learning.

Read the *Executive Summary here*:
http://www.elb2011.org/docs/ITL%20Research%20Executive%20Summary.pdf

- **Innovative Learning Methods in Adult Education (ILMAE)**

Innovative Learning Methods in Adult Education (ILMAE) aims to develop a training course of joint learning approaches with respect to intercultural issues and brings new approaches in Lifelong Learning. Five unique methods are developed alongside with methodological materials to increase an interest and motivation of adult learners in various educational areas and to be implemented in the final training course. The project idea comes out from a previous transnational exchange partnership. Partners from Austria, Germany, Great Britain, Spain and the Czech Republic regularly work with trainers and monitor their training needs to be further developed. Alongside innovative methods there are elaborated methodological materials such as teacher's handbooks, toolboxes to increase interest and motivation of adult learners in various educational areas and improve the quality and attractiveness of and access to adult education.

Learn more about this project here: http://www.infonet-ae.eu/en/brief-information/innovative-learning-methods-in-adult-education-0944

- **MOOCs @ Edinburgh 2013**

In January 2013, the University of Edinburgh launched six MOOCs on the Coursera virtual learning environment (VLE) platform [www.coursera.org]. These were short fully-online courses, each lasting either 5 or 7 weeks, and they had a total initial enrolment of just over 309,000 learners. A report summarises the experience of the University of Edinburgh of offering our first 6 massive open online courses (MOOCs) in partnership with Coursera.

Read the full report here:
https://www.era.lib.ed.ac.uk/bitstream/1842/6683/1/Edinburgh%20MOOCs%20Report%202013%20%231.pdf

- **Student-centered Learning: What Does It Mean For Students and Lecturers?**

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student (Barr and Tagg 1995). The teacher-focused/transmission of information formats, such as lecturing, have begun to be increasingly criticised and this has paved the way for a widespread growth of 'student-centred learning' as an alternative approach. However, despite widespread use of the term, Lea et al. (2003) maintain that one of the issues with student-centred learning is the fact that '*many institutions or educators claim to be putting student-centred learning into practice, but in reality they are not*' (2003, 322). This article aims to:

- Give an overview of the various ways student-centred learning is defined,
- Suggest some ways that student-centred learning can be used as the organising principle of teaching and assessment practices,
- Explore the effectiveness of student-centred learning and
- Present some critiques to it as an approach.
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Read the full article here: http://www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.html

- **In-Service Training of Teachers in the European Union: Exploring Central Issues**

This report addresses central organizational issues of in-service teacher training (INSETT), and Teacher Professional Development (TPD), in EU countries. It shows, in general terms and through case studies (France, Italy and England), how EU countries are reforming their systems

of in-service teacher training, both to improve teacher's performances in the classroom, and to contribute to the success of all students. The latter is the more innovative objective, because it considers school failure not as a fatality. Different countries are choosing different strategies to reform their systems of in-service training and Teacher Professional Development. This report is the result of desk research, and is mainly based on analysis of policy papers and other relevant documents published by institutions such as OECD, Eurydice, national governments (on all levels), academia, the network ENTEP, and other relevant sources. The report analyses the general tendency from a centralized top-down supply-led in-service teacher training, towards a demand-led, decentralized, school-based system, with multiple providers and diversified resource allocation. It also shows that central administrations continue to be responsible for identification of priority areas for training, evaluation of the training system, and on accreditation of providers and training courses.

Zafeirakou, Aigli (2002) *In-Service Training of Teachers in the European Union: Exploring Central Issues.* Available: http://www.researchgate.net/publication/255634345_IN-SERVICE_TRAINING_OF_TEACHERS_IN_THE_EUROPEAN_UNION_EXPLORING_CENTRAL_ISSUES Last accessed 22 November 2013.

- **Research on Teacher Education and Training**

Teachers and schools need to keep up with the recent developments in the field of teacher education and training in order to be able to improve their programs and the quality of teaching and learning process. In order to support this, we need to look at the recent research conducted in the field. The main purpose of this book is to highlight some of the recent studies conducted in the area of teacher education and training with its practical applications and implications in the teaching and learning process.

Doyran, Feyza (2012) *Research on Teacher Education and Training.* Available: http://www.atiner.gr/docs/2012EDUB-INTRO.pdf Last accessed 31 Oct 2010.

- **Diversity in the student learning experience and time devoted to study: a comparative analysis of the UK and European evidence**

The Open University's Centre for Higher Education Research and Information (CHERI) was commissioned by HEFCE to undertake a study on diversity in students' study experiences and the time devoted to it. The study aims to examine international differences in the student experience, based both on a review of literature and on the re-analysis of existing data on students collected as part of two recent studies. The main focus is the hours students devote to study activity, but the investigation also takes account of other factors and different ways of thinking about the student experience. CHERI found that there are undoubted differences in both the extent and the nature of the engagement of students with their studies in higher education: both differences between individuals and, to some extent, differences related to the subjects studied and to the kinds of institutions attended.

Brennan, John; Patel, Kavita and Tang, Winnie. (2009). *Diversity in the student learning experience and time devoted to study: a comparative analysis of the UK and European evidence.* Available: http://www.hefce.ac.uk/pubs/rereports/year/2009/diversitystudentlearningexperience/. Last accessed 29 October 2013

Deicke, W.; Gess, C. and Rueß, J. (2012). 'Implementing Research-based Education: Challenges and Opportunities - A case study and hands-on exercise', presentation available online at: http://budapest2012.bolognaexperts.net/page/presentations

Healey, M. (2005) 'Linking research and teaching : exploring disciplinary spaces and the role of inquiry-based learning' in: I. Barnett (Hrsg.) Reshaping the University: New Relationships between Research, Scholarship and Teaching, Open University Press, pp.67-78

Healey, M. and Jenkins, A. (2009) 'Developing undergraduate research and inquiry', Higher Education Academy: York, available online at http://www.heacademy.ac.uk/assets/documents/resources/publications/developingundergraduate_final.pdf

Lombaerts, K., Engels, N., & Van Braak, J. (2009). 'Determinants of teachers' recognitions of self-regulated learning practices in elementary education'. *Journal of Educational Research*, 102(3), 163-173.

Peeters, J., De Backer, F., Romero Reina, V., Kindekens, A., Buffel, T., & Lombaerts, K. (in press). 'The role of teachers' self-regulatory capacities in the implementation of self-regulated learning practices'. 5th World Conference on Educational Sciences. Book Series: Procedia Social and Behavioral Sciences (Rome)

University of Leeds (2013) 'The Curriculum Enhancement Project – Research-Based Learning', brief description of a case study in curriculum development, available online at: http://curriculum.leeds.ac.uk/rbl