



2nd UNICA EduLab

Eötvös Loránd University Budapest

3 December (12:00) – 4 December (17:00) 2015

READER

Content

ABOUT THE SPEAKERS	3
ABSTRACTS	9
BOLOGNA PROCESS AFTER YEREVAN	9
NEW WAYS OF TEACHING AND LEARNING	10
HIGHER EDUCATION IN THE DIGITAL ERA	11
FURTHER READING	11

WIFI

User name: **UNICA2015**

Password: **EduLab2015**



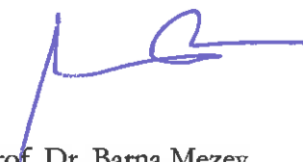
Dear Participants of the 2nd UNICA EduLab Seminar,

I would like to personally welcome you to the 2nd UNICA EduLab Seminar. It is an exciting time for all our universities as we continue to face the challenges of how to remain always adaptable, motivated and open to new ideas. The higher education sector is continually facing and confronting a time of socio-economic and political changes and we are to meet current grave changes while preserving the traditional values of universities. The world of education is an exciting area in which we should continue to meet and bring inspired people together in forums like this, to ensure our universities remain at the cutting edge.

The UNICA EduLab Working Group offers a platform for cooperation for our education experts, concentrating on key issues of the Bologna process, like student-centred learning, new methods to enhance quality and relevance of teaching and learning and to improve the employability of our graduates, sound application of digital technologies, as well as teacher training & research on education. Being Hungary's oldest and largest university, Eötvös Loránd University (ELTE) considers the issues addressed by this working group of utmost importance in the 21st century. The *Future of the Bologna Process*, *New ways of teaching and learning* and *Higher Education in the digital era* are the main topics you will be exploring in order to find good practices and identify problems and obstacles. I am convinced that you will identify good practices that we all could share with each other and which will help us to tackle obstacles and burdens on our shoulders.

Finally, I would like to thank each of you for attending this workshop and bringing your expertise to our gathering. I am convinced that both you and ELTE will profit a lot from this event and we are committed to contributing to the future of this working group and UNICA as a whole. My personal respect and thanks goes out to all of you.

All in all, it is a great honour for us to host this workshop and I wish you success in your meeting and a pleasant stay in Budapest.



Prof. Dr. Barna Mezey
Rector

ABOUT THE SPEAKERS

Maria Helena NAZARE, University of Aveiro

Maria Helena Nazaré has been developing a long-standing activity in higher education management, be it at the University of Aveiro, as well as in national and international positions. She has been Head of Department between 1988 and 1990, Vice-President of the Scientific Council in 1990-91 and Vice-Rector of the University of Aveiro, a position held until 1998. In 2002 she was elected Rector of the University of Aveiro for the first time and reelected for a second mandate in 2006-2010. She served the Portuguese National Education Council as Chair of its Higher Education Commission.



She has been the chair of the Portuguese Rectors Conference Committee for research and knowledge - transference, and a Member of the Research Working Group of the European University Association. Member of the EUA Institutional Evaluation Pool, since 2004, she has participated in the evaluation of universities in Spain, Turkey, Palestine, Slovenia, Kazakhstan and Romania. She has been appointed Vice-President of the EUA in 2009-2011 and elected President in 2011, a position held until July 2015.



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. Luciano Saso is the President-elect of UNICA.

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.



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

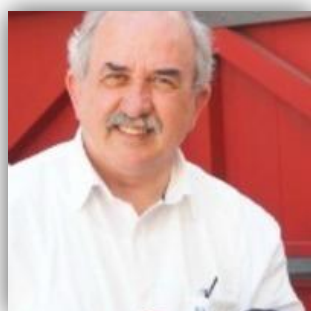
co-author of several national studies aimed to improve mobility, recognition, and internationalisation.

Jolanta URBANIKOWA, University of Warsaw

Jolanta Urbanikowa is the University of Warsaw Rector's Deputy for Bologna Process and organisation of language provision. She coordinates the University System of Language Provision, she is a member of the Academic Senate and Senate Committee for Students, Doctoral Studentas and Quality of Teaching and Learning. She also acts as a Vice-President of the European Language Council and a representative of Poland in the *European Higher Education Area Information and Promotion Network*. Bologna expert, ECVET expert, EC/EACEA expert, member of the Programme Board of the



Centre for Open and Multimedia Education, she is engaged in the realisation of numerous European projects related to language policy, education and quality assurance in higher education within Socrates, LLP and Earsmus+ programmes. University coordinator for UNICA (*Universities in Capital Cities of Europe*), she has been involved in numerous activities run with and for the British Council, ex. Quality in Education Forum, pilot of the Academic Teaching Excellence programme, European Day of Languages, Intercultural Fluency course and Going Global conference, where she took part in the panel on Women in Higher Education Leadership.



Carlos CORREIA, Universidade Nova de Lisboa

Carlos Correia is a writer, professor and a pioneer in the development of multimedia applications. His work covers literature, theater, education, and multimedia. In the latter area the Author oversaw more than hundred and seventy applications, and some have been awarded nationally and internationally. In his youth Carlos was a journalist, later collaborated on Television (State

Portuguese Television) where authored and presented programs on literature for young people. The interaction of the activities carried out in journalism, television and creative writing has led to R&D on multimedia languages. Nowadays he coordinates the Research Centre on Interactive Technologies - www.citi.pt - at Universidade Nova de Lisboa and, since 2011, he is Pro-Rector for E-Learning and Communication.

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.



Jacques LANARES, University of Lausanne

Prof. Jacques Lanarès is Vice Rector at the University of Lausanne since 2006. He is in charge of Quality, Human Resources and Development of Teaching. He has created the Teaching and Learning center of the University. He is in charge of eLearning and has created the university network of pedagogical engineers and technical staff who support the use of technologies in teaching and learning. He is responsible for the MOOCs' projects. His academic background is neuropsychology and his teaching is currently focusing on teaching and learning in Higher Education and Adult Education.

Fried KEESEN, University of Utrecht

Fried Keesen has been the Director of Education of University College Utrecht, the international undergraduate honors college of Utrecht University, Netherlands since 2003. Since 2010 he was also the Academic Director of the university wide honors program for master students of Utrecht University. Before 2003 he held leadership positions in Biomedical Sciences, Innovation Sciences, Earth Sciences and Biology at Utrecht University, leading numerous projects and programs for curriculum development, faculty development, and quality assurance. He was also involved in programs at institutional and national level, notably the implementation of the Bologna system and the development of honors education.





Florence GARELLI, Université de Nice-Sophia Antipolis

As a European projects manager within the Department of Pedagogical Innovation of the University of Nice Sophia Antipolis (UNS), Florence Garelli develops European partnerships and projects related to ICT for education and innovative teaching practices. She also works as an instructional designer in collaboration with the Regional Unit of Training to Scientific and Technical Information of the UNS in the production of interactive activities, audiovisual pedagogical resources, and the implementation of distance trainings. She is also a trainer in the field of the use of ICT towards teachers and students of the UNS.

Márta TURCSÁNYI-SZABÓ, Eötvös Loránd University

Dr. Márta Turcsányi-Szabó (Ph.D.) is an associate professor, head of ELTE T@T Lab at the Department of Media & Educational Technology in Eötvös Loránd University, Faculty of Informatics, Hungary. Her research area is Technology Enhanced Learning with specialty in Media Informatics, teaching several courses (at UniVie, Vienna & HBMSU, Dubai as well). She took part in several EU, UNESCO projects and is very active in IFIP Educational Committee, receiving award for activities. She also received Rezso Tarjan prize for spreading Informatics in early and elementary education, iELA award Gold prize in Mobile category, Tempus STEM award for best practice in STEM in higher education innovation, Multimedia Ring for Teacher Education, and Otto Hutter award for eLearning activities.



Gábor HALÁSZ, Eötvös Loránd University

Gábor Halász is doctor of the Hungarian Academy of Sciences. He is professor of education at the Faculty of Pedagogy and Psychology of the University Eötvös Loránd in Budapest where he is leading a Centre for Higher Educational Management. He teaches, among others, education policy, sociology of higher education, education and European integration and global trends in education. He was Director-General of the Institute for Educational Research and Development in Budapest where he is now scientific advisor. Professor Halász has worked as an expert consultant for a number of international organizations, particularly the OECD, the European Commission, the World Bank, and the Council of Europe. Since 1996 he has been representing Hungary in the Governing Board of CERi (OECD), he also served as president of this Board. For more information see Gábor Halász' personal homepage: (http://halaszg.ofi.hu/English_index.html).

Éva OROSZ, Eötvös Loránd University

Éva Orosz is the Vice-Rector for Education at Eötvös Loránd University (ELTE), Budapest since August 2014. She is also act as head of doctoral programme in social policy and full professor at the Department of Health Policy and Health Economics, Faculty of Social Sciences. Between 2009 and 2014, she was the head of Department of Health Policy and Health Economics and the director of the master programme in health policy, planning and financing that she established with her colleagues. She worked at OECD Health Division in Paris as full-time economist (on unpaid leave from ELTE) between 2002 and 2006, and as part-time economist between 2007 and 2010. She obtained her PhD degree in economics in 1993; habilitated in 2003; and got her DSc degree in sociology in 2004. Her research has focused on inequalities in health and health care; comparative studies of health care systems; Hungarian health care reforms; accounting methodology and analysis of health expenditure and financing. She has provided short-term consultancy services several times for the OECD, WHO, World Bank since the early 1990s.



Péter SZALAY, Eötvös Loránd University (ELTE)



Péter Szalay graduated in chemistry from the Faculty of Science, Eötvös Loránd University, Hungary in 1986, and received his PhD at the University of Vienna, Austria in 1989. Between 1991 and 2011 he conducted research at the University of Florida, Universität Mainz, University of Texas and University of Reims as a postdoctoral associate, scientific research associate and visiting professor. His research focuses on quantum chemistry, especially methods of electronic structure theory, molecular properties and potential energy surfaces. Prof. Szalay has published about 100 papers in the field of quantum chemistry, and he is the co-author and co-editor of several books in the latter area.

Currently, he is professor of chemistry at ELTE and has several positions, e.g. director of the Institute of Chemistry, head of Department for Inorganic Chemistry and that of the Laboratory of Theoretical Chemistry, as well as the director of Bolyai College. Since summer 2015 he has been Vice-Rector for Science of ELTE. He was awarded "For the Hungarian Higher Education" Medal by the Department of Education in 2010 and the Polanyi Medal of the Hungarian Academy of Sciences in 2015.

Taina MOISANDER, European Students Union

Taina represent the European Students' Union (ESU), a European wide umbrella organisation of 45 national unions of students in higher education. She acted as the vice-chairperson in 2013. Internationalization of higher education, the social dimension and employability were amongst the policy areas she focused on. Taina

has represented ESU in the Bologna Process structures and contributed to the recent "Bologna With Student Eyes" publications. Since her mandate in ESU she has been employed by the national union of students in Finland as the international officer before moving to Italy in 2015.





Pusa NASTASE, Central European University

Pusa Nastase is affiliated with the Yehuda Elkana Center for Higher Education established at the Central European University in Budapest. She has extensive experience in lifelong learning initiatives as well as in higher education assistance and development programs in Central and Eastern Europe and former Soviet Union countries. She holds a Ph.D. from the Graduate School of Education at the University of Bristol.

Csaba ANTAL, Ericsson Hungary R&D

Csaba Antal joined the Ericsson Research and Development Hungary as a research fellow in 1999, doing research in IP and transport networks. Between 2003 and 2007, he led the transport, platform and networking groups in Ericsson Research Hungary. In 2008, he started to act as leader of technical managers in the development of wireline products, Telecom Server Platform, common components, IMS applications and user data management products. In 2011, he became the leader of the Technology group in Ericsson Hungary. He built a strategic system management active in various technology areas, including software technology, cloud infrastructure, data management and end-to-end network performance. He has also been instrumental in strengthening innovation and university collaboration in Ericsson R&D Hungary.



ABSTRACTS

BOLOGNA PROCESS AFTER YEREVAN

***Bologna with Students' Eyes*, Taina MOISANDER, European Students Union**

The European Students Union has conducted a survey of the students' perspective on the achieved goals and current status of the Bologna Process. What are the policy areas where work remains to be done and what the priorities should be for the next years are amongst the topics tackled in the presentation.

Link to the publication: <http://www.esu-online.org/news/article/6068/Bologna-with-Student-Eyes/>

Link to the website of the publication: <http://bwse2015.esu-online.org/Main+findings>

***The Bologna Process: Its impact in Europe and beyond*, Jolanta URBANIKOWA, University of Warsaw**

The speaker will talk about the impact of Bologna Process in Europe and beyond taking advantage of the data presented in several recent publications. The presentation will be also illustrated with a case from Poland and a touch of critical reflection on the reception and sustainability of the outcomes.

***Outcomes Vs. Competences*, Gábor HALÁSZ, Eötvös Loránd University**

The presentation will stress that the use of learning outcomes requires fundamental changes in the behaviour of people and institutions, and this can be achieved only incrementally, through a gradual process, reaching an increasing number of actors. The process requires a change and innovation friendly environment, "implementation intelligence" and sustained support at national, institutional and departmental level. The lecture will also present a few relevant Hungarian experiences and initiatives at these levels.

***University-Business relations/cooperation and its effect on students employability*, Csaba ANTAL, Ericsson R+D Center Hungary**

The Ericsson R&D Center in Hungary has deep and diverse collaboration with leading Hungarian universities, which is considered to be exceptional in Hungary and also in the Ericsson community. A key success factor of the co-operation is the use of collaboration forms that create value both for universities and for Ericsson. The presentation will highlight why it is in the interest of companies and universities to co-operate and will share some of the best practices of this co-operation.

NEW WAYS OF TEACHING AND LEARNING

Transformative learning, Jacques LANARES, University of Lausanne

The political and administrative dimensions of the Bologna project are well known and often mentioned. But Bologna is also a pedagogical project in the sense that several of the Bologna principles and even the "*Standards and guidelines for quality assurance in the European higher Education Area (ESG) 2015*" are in line with the research of the last 50 years in psychology and education. This presentation will introduce the main frameworks which explain learning and what are the conditions to create to make learning happen. The presentation will show how these conditions are integrated in the Bologna process and a student centered teaching approach leading to transformative and deep learning.

The concept and experience of University Colleges (BA in Liberal Arts and Sciences), Fried KEESEN, University of Utrecht

Since the establishment of the first Liberal Arts & Sciences College in the Netherlands at Utrecht University in 1998, the concept of Liberal Arts & Sciences has developed rapidly in Dutch Higher Education. Most Dutch research universities have a similar University College now and enrollment has tripled within 5 years. Although the Liberal Arts & Sciences Colleges still count up for only 5% of the total enrollment, their share is rapidly growing and they have serious impact on Dutch Higher Education in general. The University Colleges have jointly established a brand of excellence that has made them a role model too in the development of regular, mostly disciplinary programs and in governmental policies on broadening undergraduate education. Apart from the inter- or multi-disciplinarity that is essential to the Liberal Arts & Sciences philosophy, the Colleges serve as best practice for innovative teaching formats, student selection, student guidance, internationalization, Honors education (stimulating excellence) and reducing attrition.

Student-Centred Learning by Pusa NASTASE, Central European University

Pusa will present the Peer Assessment of Student Centred Learning (PASCL) project conducted by a consortium including the Central European Union, the National Unions of Students in Europe (ESU), the Finnish Institute for Educational Research, the Network of Universities from the Capitals of Europe (UNICA), the Italian consultancy firm Melius, and the Knowledge Innovation Centre (KIC). The aim of the PASCL project is to assist universities in implementing a student-centred approach by preparing a pool of experts who can offer peer advice to universities.

Academic Degree in Pedagogical Innovation, Florence GARELLI, Université Nice-Sophia Antipolis

Flipped classroom, MOOCs and distance trainings are today key practices in Higher Education. The challenge is to motivate and involve teachers and researchers at institutional level to expand those innovative practices. Among different strategies, the University of Nice Sophia-Antipolis (UNS) has chosen a degree training: since 2014, the "Academic Degree in Pedagogical Innovation" allows teachers, researchers and staff from the UNS to get trained to innovative practices, to become familiar with digital tools and ultimately to become themselves trainers towards their peers within their own discipline or academic field.

More information (French): <http://unice.fr/pi/formations/dupi><http://unice.fr/pi/formations/dupi>

HIGHER EDUCATION IN THE DIGITAL ERA

“WiLearn at ELTE”, Márta TURCSÁNYI-SZABÓ, Eötvös Loránd University

What happens if you involve students in designing their own learning environment?

The presentation illustrates the fast track of technology innovation and its affordances implied on learning, the problems we face in education and the change in paradigm that is needed for effective learning to take place. We describe how we attempted to make these changes in public education and also in our own university involving our students in the design process.

Flipped learning, Carlos CORREIA, Universidade NOVA de Lisboa

Is flipped learning a truly revolutionary methodology? Certainly not. Flipping the classroom gives students the chance to apply ideas rather than simply absorbing them. This is why I finalise my presentation quoting A. Einstein: “I never teach my pupils, I only provide the conditions in which they can learn”.

Sharing the Charles University experience, Vera STASTNA, Charles University in Prague

A short introduction of the e-learning tools at Charles University: how the Moodle system is used for blended-learning in degree programmes as well as in lifelong learning courses and how they plan to respond to MOOCs. Followed by a presentation of an e-learning network of all Czech and Slovak medical faculties (MEFANET) and the system for e-learning courses evaluation.

FURTHER READING

The Bologna Process: its impact in Europe and beyond

<http://unesdoc.unesco.org/images/0022/002206/220649e.pdf>

Trends 2015: Learning and Teaching in European Universities

[http://www.eua.be/Libraries/publications-homepage-list/EUA Trends 2015 web](http://www.eua.be/Libraries/publications-homepage-list/EUA_Trends_2015_web)

The European Higher Education Area in 2015: Bologna Process Implementation Report

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf

Outcomes Vs. Competences

Report from Hungarian EQF/NQF:

http://www.ehea.info/Uploads/SubmittedFiles/2_2015/090700.pdf

Cross-European study on the use of LeOs

<http://www.eiesp.org/site/pages/view/108-the-application-of-learning-outcomes-approaches-across-europe-a-comparative-perspective-.html>

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.

More information: <http://pascl.eu/>

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