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Modernisation challenges for universities

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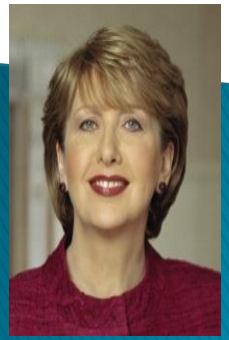
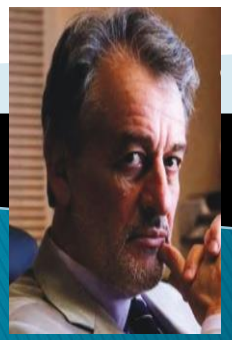




Education and Training

Two reports from the HLG

- Improving the quality of teaching and learning in Europé's higher education institutions, June 2013
- New modes of learning and teaching in higher education, October 2014

What do we mean by Modernisation of HE?

- Change in attitudes towards the teaching mission with recognition of good teaching
- Teaching and learning a shared process, with responsibilities on both students and teachers
- Students encouraged to develop both subject specific and generic skills which are applicable to labour market needs
- The best teaching helps students to question their preconceptions and motivates them to learn

Challenges to quality teaching in HEIs

- Rebalance the HE agenda between research and teaching
- Shift to a student-centred learning outcome approach
- More focus on generic skills, multidisciplinarity and different needs of a diversified and international student population
- Professionalize teaching
- Integration of digital technologies in teaching and learning

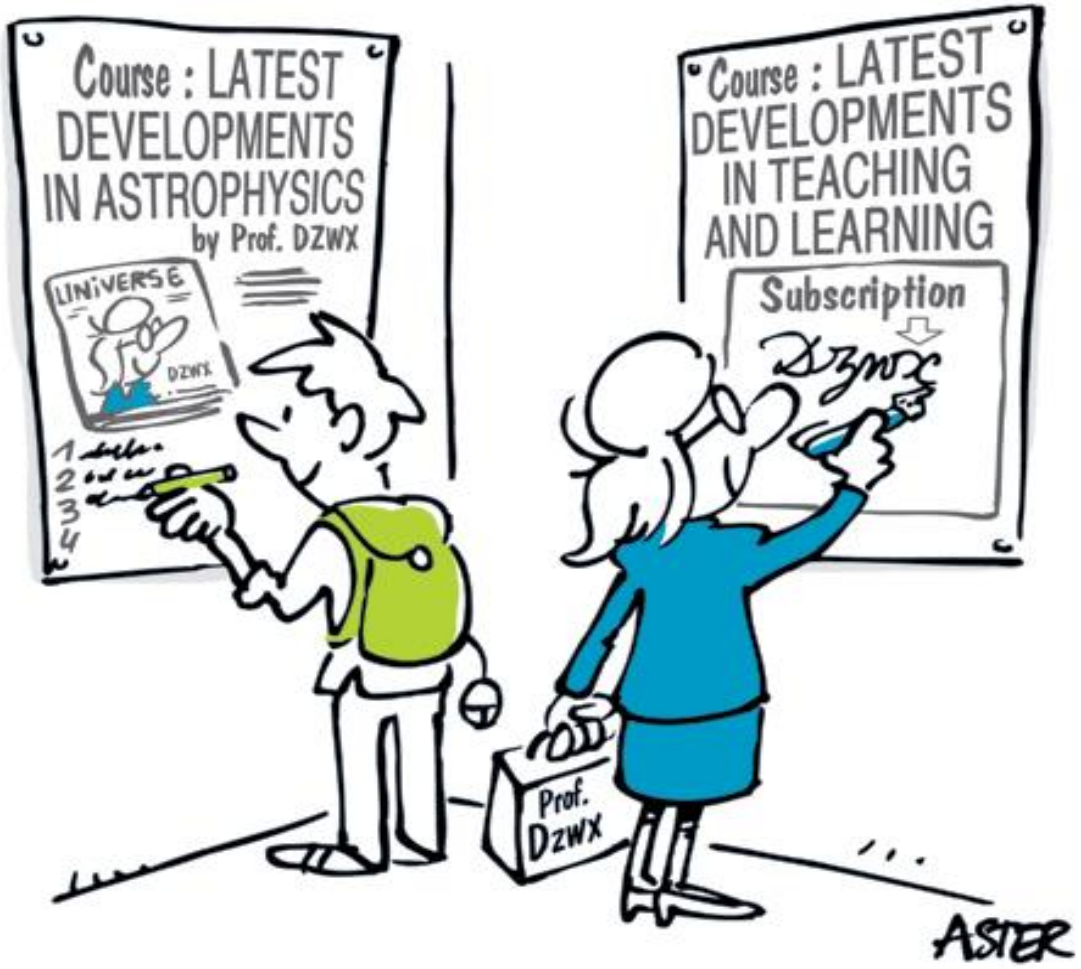
The HLG reports aim to

- provoke a broader discussion in all MS about quality in teaching and learning in HE
- provoke MS and HEIs to embrace new technologies and develop new, innovative teaching methods in order to improve the quality of HE as well as access to HE
- enable positive changes in the behaviour of HEIs, staff and students
- propose ways for the EU how to support governments and stakeholders in implementing new models of teaching and learning

- 16 recommendations in the first report
- 15 recommendations in the second report

Develop and implement a strategy for the support and on-going improvement of the quality of teaching and learning

Certified pedagogical training



Skills for the digital age

- Teachers should develop skills for online and other forms of teaching and learning opened up by the digital era, and exploit the opportunities presented by technology to improve the quality of teaching and learning.
- All staff teaching in higher education institutions should receive training in relevant digital technologies and pedagogies as part of initial training and continuous professional development.

Skills for ICT-driven pedagogy
TEACHERS, GET ON BOARD!

Teachometer

- Academic staff entrance, progression and promotion should take account of an assessment of teaching performance alongside other factors.
- Heads of institutions and institutional leaders should recognise and reward (e.g. through fellowships or awards) higher education teachers who make a significant contribution to improving the quality of teaching and learning, whether through their practise or through their research into teaching and learning.

Embrace new technologies

- The integration of digital technologies and pedagogies should form an integral element of higher education institutions' strategies for teaching and learning

- Applied for both on and off campus courses

New technologies may

- Expand the reach of HE
- Enable more creative and individual ways of learning
- Allow teachers to concentrate more on their role as mentors
- Allow for greater interactivity teacher-student and between students
- Enable quick feedback on student progress and curriculum adjustment to students need

New technologies may ”free teachers and students alike”

- though, new technologies do not automatically bring higher quality, but make it possible to improve the quality and enhance student-centrered learning

- there is economy of scale in using ”Open and Online Learning”, but the development costs are high

Curricula

- Curricula should be developed and monitored through dialogue and partnerships among teaching staff, students, graduates and labour market actors, drawing on new methods of teaching and learning, so that students acquire relevant skills that enhance their employability
- Student performance in learning activities should be assessed against clear and agreed learning outcomes, developed in partnership by all faculty members involved in their delivery
- Assessments of students not just to check taught facts and knowledge, but also measure competences obtained

Promote cross-, trans- and interdisciplinary approaches to teaching and learning, helping students develop their breadth of understanding and entrepreneurial and innovative mind-sets

Skills for the 21st centrury – Generic skills

Ability to

- *Think critically*
- *Take initiatives*
- *Solve problems*
- *Work collaboratively*
- *Communicate*

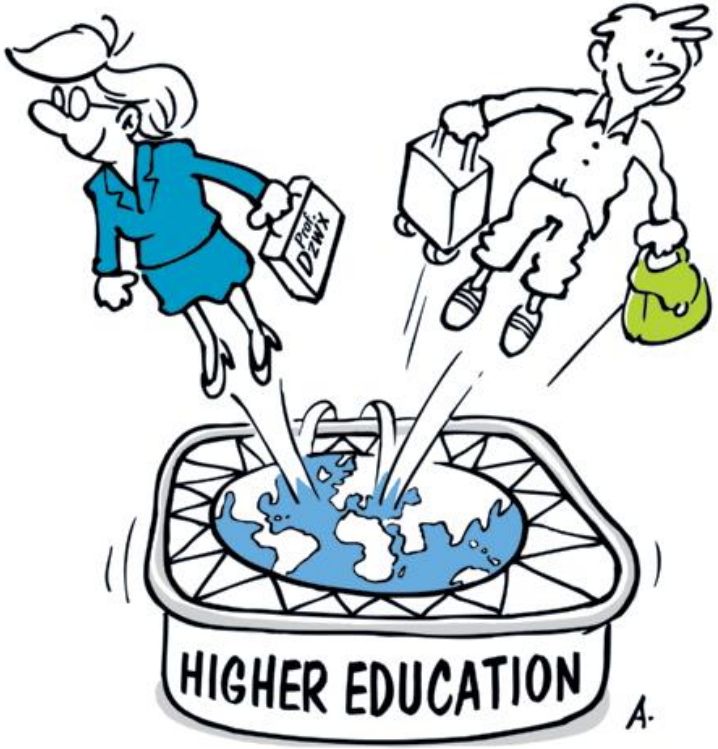
Student feedback

- HEIs should encourage, welcome and take account of student feedback which could detect problems in the teaching and learning environment early on and lead to faster, more effective improvements.

Support to students

- Counselling, guidance, mentoring and tracking systems to support student on their way to graduation and beyond.

Develop and implement holistic internationalisation strategies



Embrace a broader internationalisation concept

- An integral part of mission and strategic goals
- High mobility of staff – also teaching staff – and thereby international experience
- Secure good intercultural understanding among the teaching staff
- International and intercultural dimensions in curricula
- High student mobility
- Transnational joint or double degrees – embedded mobility

Openess

- Governments and higher education institutions should work towards full open access of educational resources.
- In public tenders open licences should be a mandatory condition, so that content can be altered, reproduced and used elsewhere.
- In publicly funded educational resources, the drive should be to make materials as widely available as possible.

QA

- Higher education institutions should ensure that quality assurance arrangements apply to all forms of credit-awarding provision in the institution.
- Institutions should use the quality assurance system to monitor retention rates and inform the development of appropriate supports.

Quality assured
Quality assured
ON CAMPUS
ONLINE
A.

How to respond to the modernisation challenges?

- Rebalance between research and teaching
- Professionalize teaching
- Accentuate student-centred learning
- Emphasize acquisition of generic skills in programs
- Insert internship and other work experiences in more programs
- Introduce new technologies in the teaching-learning situation, both on and off campus
- Combine internationalisation tracks and new technologies when designing programs

Thank you for your attention!