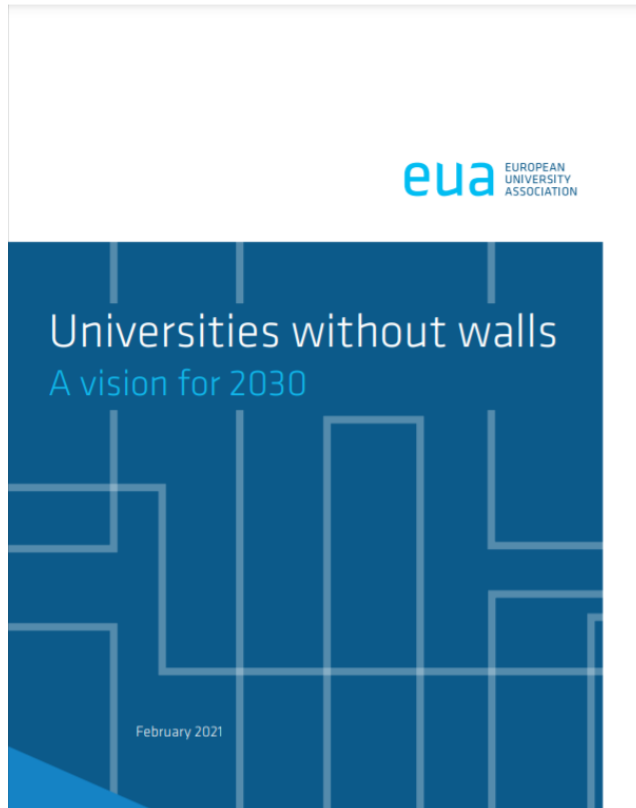


# LEARNING AND TEACHING AT EUROPEAN UNIVERSITIES IN POST-COVID TIMES

ENQA seminar on QA fit for the post-Covid era

21 October 2021

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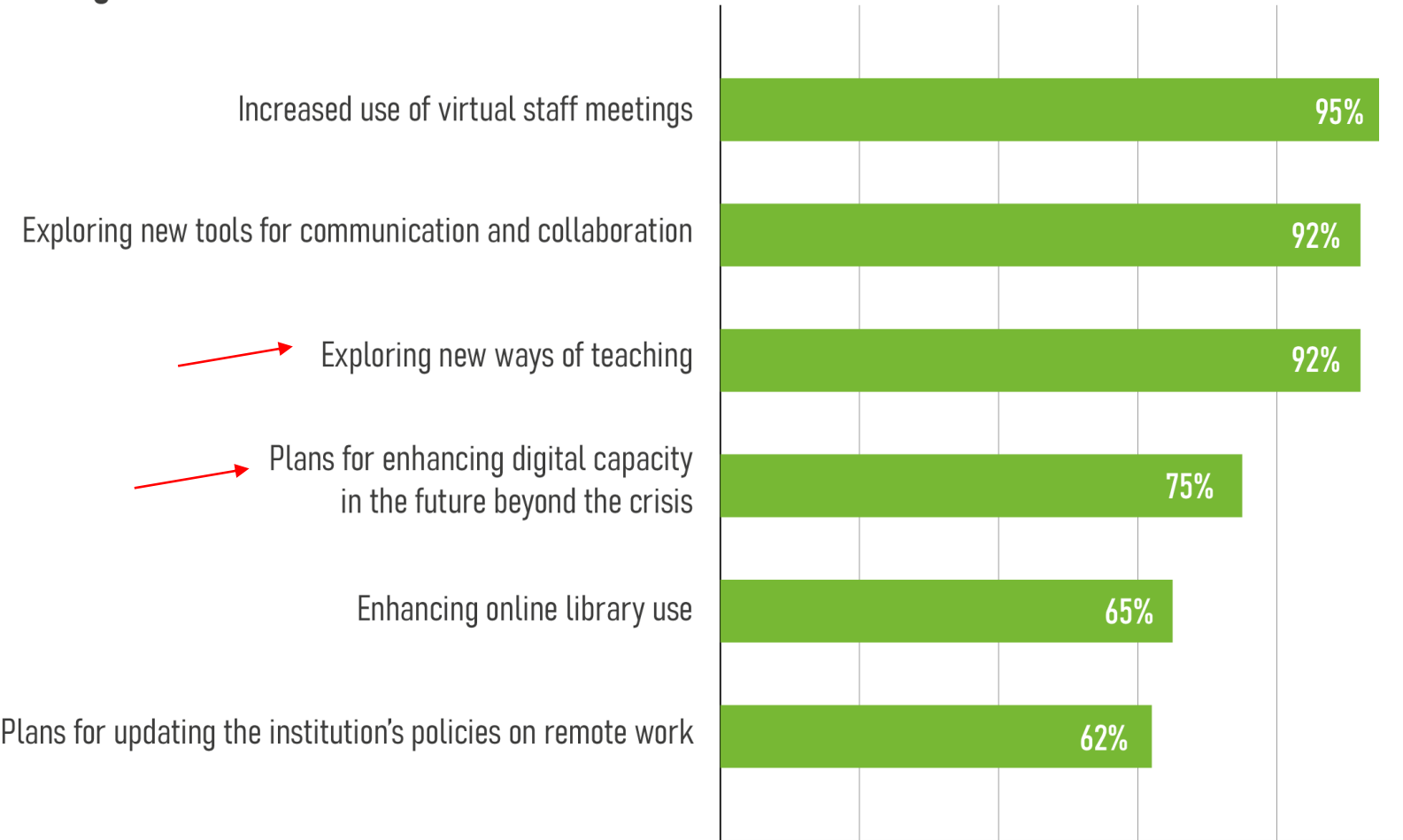


**The Covid-19 pandemic has accelerated change. This is leading to a rapid expansion in digital provision and research capacity to solve major societal challenges.**

**This is likely to have a long-lasting impact in the future.**

## Uptake accelerated by the pandemic

### Changes due to Covid-19

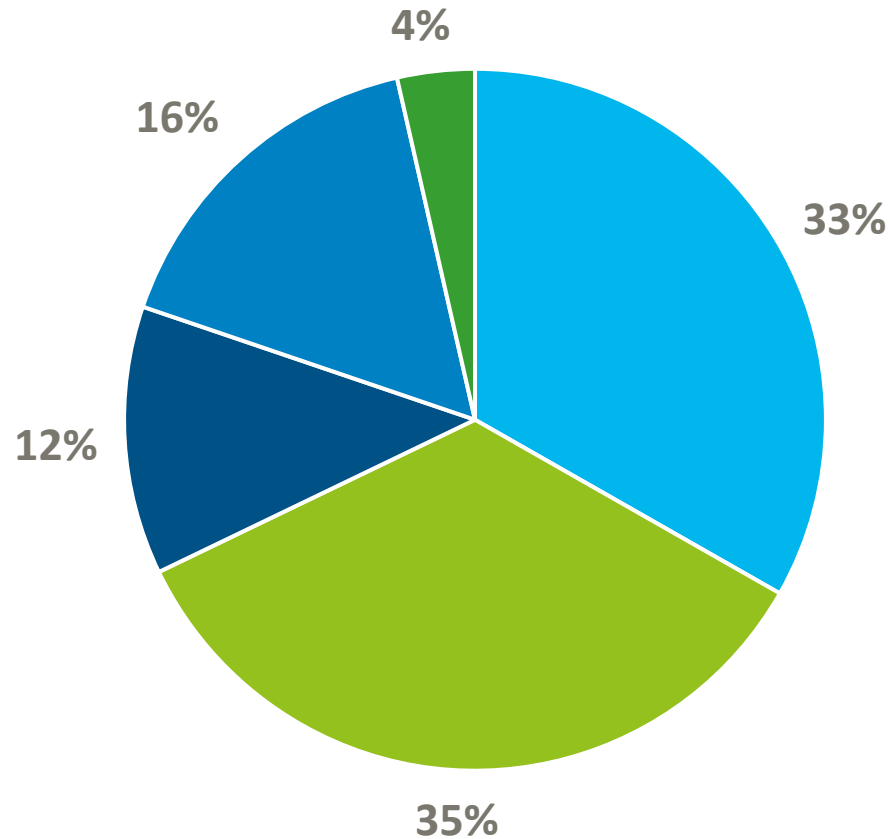


90%

Before Covid-19, the majority of their students studied mainly on campus

## Digital assessments

Generally for all types of courses



- Yes, throughout the institution
- Yes, in some faculties
- Not yet, but we are planning to
- No
- I do not know

68%

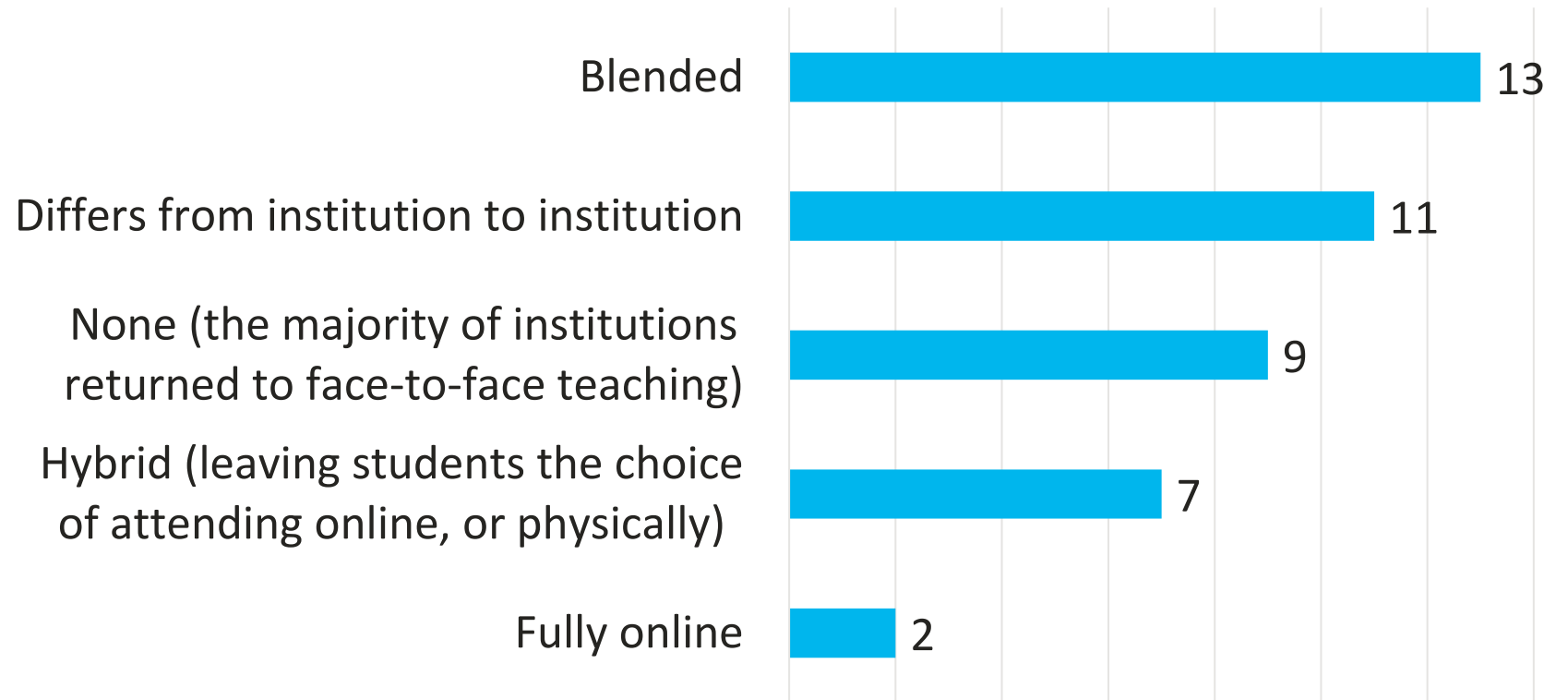
- Have witnessed a growing trend towards digital assessments

69% take digitally enhanced learning into account in their policies and measures for examination and testing but 37% acknowledge that they could be improved

Covid-19 impact on universities:  
responses from 26 higher education systems (NRC), October 2021

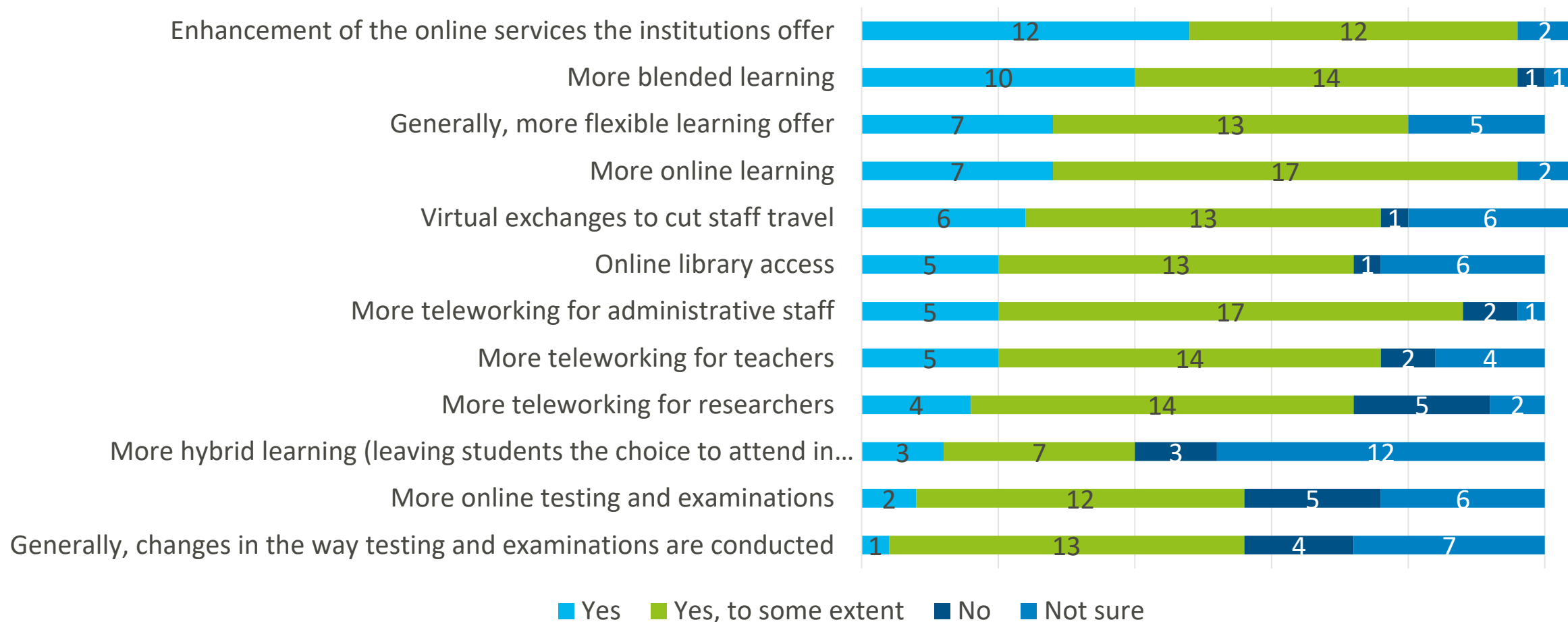
### Online delivery modes due to the pandemic

What online delivery modes are your universities offering to students this autumn?



Only nine systems returned to physical presence, and only two remain fully online. All others are using blended (13) and hybrid (7), and/or there is no system-wide approach, as this is handled differently by the institutions (11).

### Changes likely to remain in place beyond the crisis



Responses are dominated by at least partial changes in the L&T provision (re blended, online services & infrastructures, but also staff travel. Biggest uncertainties (not sure) are regarding hybrid learning, changes for testing, flexible learning offer, and virtual staff travel. Overall, this seems to indicate a continued careful assessment of change pressures & opportunities.

Interviews with national experts from 30 EHEA countries, Spring-Summer 2021

## Mid- to long-terms plans for L&T following the pandemic

- In many countries: currently no plan (yet)
  - ✓ Still mapping and evaluating phase
  - ✓ Example: “Next Steps” by the IE National Forum
- Attention to **digital** will remain, with regulatory changes needed for online/blended/hybrid learning in some countries (additional funding, national plans and projects, etc.). A lot of digital and open policies were not fit for purpose when the pandemic hit.
  - ✓ But also increased awareness that **it is not about technology; it is about pedagogy.**
- Attention to academic integrity

**What happened during Covid was « emergency teaching », not digitally enhanced learning and teaching.**

**Broader perspective for reflecting on curriculum design, delivery and assessment:**

- Relation to time, space, pace, autonomous learning: all things that were amplified
- Curriculum: alignment between learning outcomes, modes of delivery, assessment
- Added value of different approaches (synchronous, asynchronous...)
- Equity across the board: what does « flexibility » exactly mean and entail?

**Participatory approaches in teaching seem key to ensure active contribution and understanding of the members of the university.**

**However**, the main, structural obstacle is the **lack of recognition for teaching in careers**. This considerably hinders energy, efforts and time to be spent on enhancing learning and teaching. There is still a lot to do for teaching to get fully recognised in the academic profession.

- Example: time pressure for team teaching

Sizing opportunities to undertake structural changes // « **teaching fatigue** »

**Online learning requires time and additional effort, hence support and funding.**

## Conclusions



# Thank you for your attention

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