Ensuring Quality of digitally enhanced learning and teaching

Michael Gaebel, Director of Higher Education Policy Unit, EUA

![eua EUROPEAN UNIVERSITY ASSOCIATION]

- 850 members in 48 countries
- Facilitates dialogue on higher education & research
- 13 member in Hungary – incl. Magyar Rectori Konferencia
- Voice of universities at European level
- Support its members with a range of services

Countries with EUA collective members

Countries with no EUA collective members

How to advance institutional approaches towards digitally enhanced learning & teaching (DELT)?

DEVELOPING A HIGH PERFORMANCE DIGITAL EDUCATION ECOSYSTEM
Institutional self-assessment instruments

Airina Volungevičienė, Mark Brown, Rasa Greenspon, Michael Gaebel and Alison Morrisroe
January 2021

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LEADERSHIP AND ORGANISATION FOR TEACHING AT EUROPEAN UNIVERSITIES

The Leadership Development Programme

Co-funded by the Erasmus+ Programme of the European Union

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Institutional reflection & assessment as a starting point for enhancement & transformation

SURVEY REPORT
DIGITALLY ENHANCED LEARNING AND TEACHING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

Michael Gaebel, Thérèse Zhang, Henriette Stoeber and Alison Morrisroe
January 2021

- Survey to institutional leadership
- Data collection: April to June 2020
- 368 responses – mainly universities
- 48 countries
- Longitudinal data – 2014 report, Trends reports (2015 and 2018)

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EUA learning and teaching initiative
- Annual Learning and Teaching Forum
- Thematic peer learning groups

Post Covid Scenarios: Choices to be made

Scenario

Level of use & integration of **digitally enhanced learning & teaching (DELT)**

Resulting implications

Reasons & motives

1 - Back to the past

- **all teaching back on campus**
- DELT "exception" (add-on, project)
- digital skills of student & staff?
- delaying learning innovation

- system-level rules
- C19 crisis is over
- get things straight again
- internal & external pressure
- reputation - real "on campus" university

2 - As you like it

- **decision by individual departments/ staff**
- Infrastructure, resource management, HR rules?
- bad for students (diverse approaches, lack of physical premises for online attendance on campus)
- No transformation

- institution-wide approach difficult
- Governance system
- irreconcilable views within the institution.
- uncertainty about the "right" approach

3 - Future now

- **integration via institution-wide plan**
- incl. infrastructure & resources
- Scope for organisation at department level
- Participatory approach to ensure buy-in of staff and students
- Communicate & collaborate
- Experiment & mainstream
- Regular review & adjustment

- profile and (international) reputation
- sustainability, innovation
- best use of limited resources,
- pressure from staff & students,
- inspiration & support by national regulation &

Content

1. What is the **difference** between digitally enhanced and conventional learning & teaching?

2. Who is **responsible** for learning and teaching?

3. How can **institutions** develop a culture of enhancement?

4. Why is a **system-level dimension** important?

1. Digitally enhanced / conventional learning & teaching

What is the difference?

Digitally enhanced learning & teaching is - learning & teaching

Different learning situation

- Location: implications for communication & interaction
- Flexibility: more planning/ preparation – ubiquitous access
  Availability & use resources
- Roles of students & staff, support needs
- Social aspects: connecting to every one - being alone
- Personalisation – but: self-motivation, learner autonomy, scaffolding & mentoring

Learning & teaching is generally diverse

- National, academic & disciplinary cultures
- Media and approaches:
  - Lecturing, discussions, books, videos, lab practice …
  - synchronous & asynchronous

Digital and conventional provision

- Both is learning & teaching
- Same and similar problems (assessment, inclusion, student engagement & well-being …)

- Which learning is better?
- For whom, when, how?
- For what purpose?
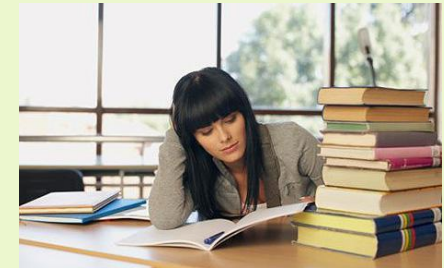
2. Who is responsible for learning and teaching?

Enhancing learning: Upskilling teachers?

Enhancing & innovating teaching?

A simple solution:

provide more training for teachers …

- Growing attention to **learning and teaching transformation**
  - better quality, flexible, skills oriented, digital, innovative
- Attention to students:
  - Learning outcomes, student-centred learning
- Teacher training: better pedagogics, use of digital technology
- Qualifications:
  - Academic degree (doctorate)
  - teaching experience (50% of institutions)
- Pedagogical enhancement/training
  - Compulsory 37% - Voluntary 77% (Trends 2018)
  - stagnating
- 2nd biggest obstacle for learning & teaching: lack of recognition in academic careers (Trends 2018)
- Teacher skills training – necessary, but **might not work as the only measure**

Learning and teaching: Better skills for teachers – or a task for the institution

Responsibility for digital learning support & coordination is	2014	2020
shared between central and faculty based units	40%	48%
Central unit	35%	45%
Faculty or department level only	12%	7%

- **Who is teaching?**
  - professors – but also assistant professors, lecturers, experts, researchers, PhD candidates, students, part-time teachers … (T2018)
  - students as "responsible partners", co-creators
  - Student services, librarians, technicians

- **Increasing levels of institutionalisation & coordination**
  - Quality & use of resources & infrastructures
  - Institutional strategies: shared understanding, goals and mean
  - Policies, re ethics, examinations, digital technology use

EUA 2018: Teaching as an institutional endeavour

https://eua.eu/resources/publications/340:learning-and-teaching-in-europe%E2%80%99s-universities-an-eua-position-paper.html position

3. How can institutions develop a culture of enhancement, and what are the benefits?

Institutional responsibility

5 Learning and teaching is a collaborative and collegial process involving collaboration across the university and with the wider community.

3 Commitment to learning and teaching is integral to the purpose, mission and strategy of the university.
Enhancing learning and teaching requires that the mission reflects the educational purpose and values of the institution. Comprehensive, values-based institutional strategies are needed to guide the learning and teaching initiatives, and enhance their impact and sustainability.

4 Institutional leadership actively promotes and enables the advancement of learning and teaching.
An institution-wide strategy requires the institutional leadership team to drive, support and maintain the focus on learning and teaching.

European Principles for the Enhancement of L&T

- Support institutional leadership in L&T
- strategy development
- http://bit.ly/EFFECTprinciples

lotus

- https://eua.eu/resources/projects/786-lotus.html

- Formal leadership: Vice rector, director of L&T centres, deans ...

- Informal leadership: academic peers with recognised abilities and competences
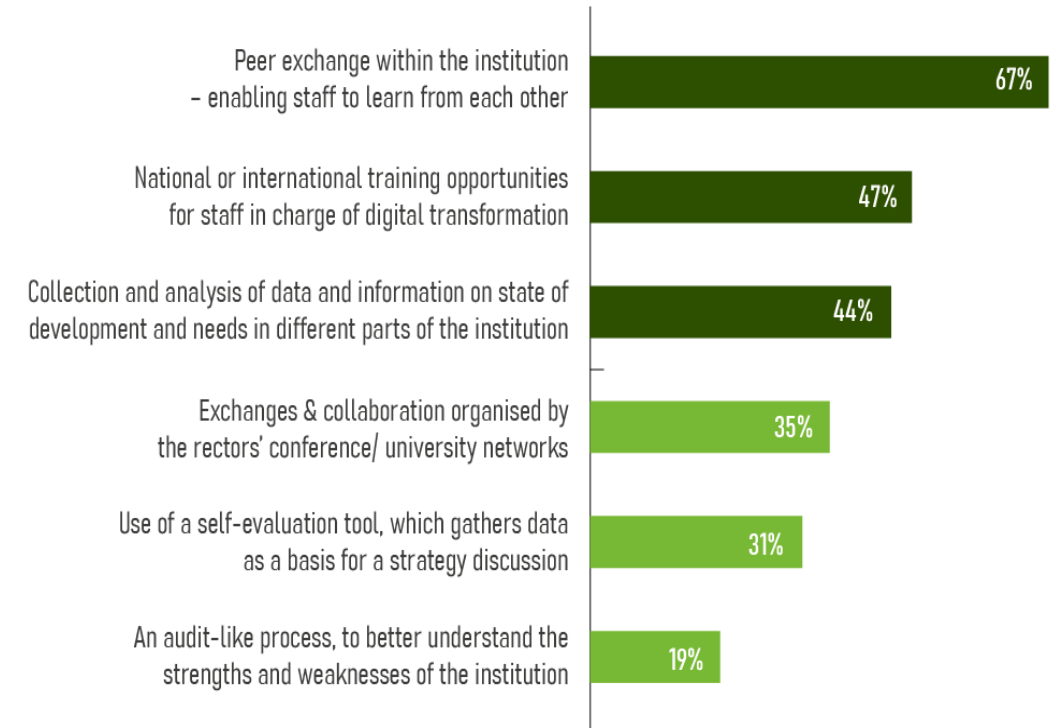
How to transform & innovate kearning & teaching?

Why?

- Rationales: response to change, better quality, lowers costs, environmental aspects
- Evidence

How

- Top-down innovation – likely to fail
- Innovation bottom-up: staff & students
- Provide scope for experimentation
- Mainstreaming, as part of strategy
- peer acknowledgement
- leadership support
- planning & allocation of resources
- Institutional self-assessment,

Become a learning organisation - future-proof, sustainable

Most useful measures for improving digitally enhanced learning and teaching

Measure	%
Peer exchange within the institution – enabling staff to learn from each other	67%
National or international training opportunities for staff in charge of digital transformation	47%
Collection and analysis of data and information on state of development and needs in different parts of the institution	44%
Exchanges & collaboration organised by the rectors' conference/ university networks	35%
Use of a self-evaluation tool, which gathers data as a basis for a strategy discussion	31%
An audit-like process, to better understand the strengths and weaknesses of the institution	19%

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4. Why a system-level dimension is key

Higher education transformation - need for system level

System-level frameworks & structures for developing & mainstreaming of L&T innovation

- Regulation (incl. provision of sufficient autonomy) & funding (different methods)
- joint action to identify and remove system level barriers
- identification of development & enhancement needs & priorities
- innovative pilot projects - mainstreaming of results
- continued professional development – reform of academic careers
- monitoring, adapting, enhancing

Ministries, national agencies, QA agencies and other system level organisation

- ministry to define its role: e.g. incentivising & supporting, f.e. soft coordination
- acknowledge & support primary role & responsibility of HEIs in learning and teaching
- inter-institutional & sector cooperation (national university associations)

National Developments in Learning and Teaching in Europe

National Developments in Learning and Teaching in Europe

A report from the Leadership and Organisation for Teaching and Learning at European Universities (LOTUS) project

Thérèse Zhang

Who	Countries where they are cited as participating in policy making
Ministry in charge of higher education	BE FR, BE FL, CZ, FR, GE, DE, IS, NO, PL, PT, RO, SI, ES, CH, UK
Ministries other than higher education (employment, general education, science)	FI, LV, LT
Other national bodies in charge of learning and teaching, or specific areas connected with it	IE (the Higher Education Authority) RO (The Council for validating titles and positions for academic staff, CNTDCU – part of the Ministry) SI (the Council for Higher Education, which assesses and proposes national strategies for higher education)
National agencies providing funding for learning & teaching enhancement	FR, GE, NL, NO, RO, ES, UK
Student associations Some discipline-based associations might be more vocal, depending on the policy agenda (e.g. medical students if there is a *numerus clausus* on the policy agenda).	AT, BE FL, DK, EE, EL, IS, IE, IT, LV, LT, NO, PL, RO, ES, SE, UK
Quality assurance agencies and accreditation bodies	CY, GE, DE, IT, LT, NL, NO, PL, UK
National Rectors' Conferences	BE FL, CZ, IT, LV, NO, PL, RO, ES, SE, CH, UK
Social partners	LV, LT, PL, PT
Associations of higher education teachers	DE[31]
Networks of education developers, pedagogy advisers	BE FL, FR, NL
Labour market and employer representatives, associations of business and industry	IE, LT, NO, PL, UK

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Summing up

1. Digital L&T = Learning & teaching

- Requires some specific skills - but has integrated in the institutional strategy for and organisation of L&T

2. Institutional responsibility and approaches for L&T

- Strategic and coordinated approaches for L&T
- Monitoring, assessment and acting on the results
- Ensuring commitment of the members of the institution
- Teaching as academic and professional activity - reform of academic careers

3. Interplay of system-level and institutional level

- Frameworks & structures for dialogue and collaboration of the different actors and stakeholders
- Identification of transformation goals and challenges develop approaches & solutions

4. Inter-institutional national & transnational collaboration peerlearning

EUA Annual Learning and Teaching Forum

February 2024, Bochum Germany

Thematic peer learning groups
- Leadership
- Call for participation in autumn
- 2022 reports published:

Digitally competent teachers,

Collaborative teaching

Staff & student well-being
https://eua.eu/101-projects/540-learning-teaching-thematic-peer-groups.html

Publications referenced

- **Ten European Principles for the Enhancement of Learning & Teaching** http://bit.ly/EFFECTprinciples
- **EUA's Universities without walls – A vision for 2030** - https://eua.eu/component/attachments/attachments.html?id=3079
- **Digitally enhanced learning & teaching in European higher education institutions, 2021** *https://www.eua.eu/resources/publications/954:digitally-enhanced-learning-and-teaching-in-european-higher-education-institutions.html*
- **EUA position paper on learning and teaching**, 2018 https://eua.eu/resources/publications/340:learning-and-teaching-in-europe%E2%80%99s-universities-an-eua-position-paper.html
- **Trends 2015: Learning and teaching in European universities** https://eua.eu/resources/publications/388:trends-2015-learning-and-teaching-in-european-universities.html
- **Trends 2018 – Learning and teaching in the European Higher Education Area** *https://www.eua.eu/resources/publications/757:trends-2018-learning-and-teaching-in-the-european-higher-education-area.html*
- **E-Learning in European Higher Education Institutions, 2014** https://eua.eu/downloads/publications/e-learning%20in%20european%20higher%20education%20institutions%20results%20of%20a%20mapping%20survey.pdf
- **Public Funding Observatory 2020/21, Part 1, Oct. 2020** https://eua.eu/downloads/publications/pfo%20part%201_ppt%20-%20im.pdf

- European Union - Digital Education Action Plan 2021-2027 https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

Thank you for your attention

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