



The European Principles for the Enhancement of Learning and Teaching



European Principles for the Enhancement of L&T

- Developed in European cooperation
- What are they good for?

Non prescriptive

Re-emphasize the education mission

**Common, encompassing language to
discuss L&T**

**Support institutional approaches to L&T: strategy
development**

Guiding questions

- Aim: to accompany institutions who would like to engage with these Principles, and use them as a reference document for reflecting on their institutional strategy and practices in L&T.
- Consistent with the practice of self-evaluation, the guiding questions are meant to make people reflect on their practice, and how to improve it:
 - For reflecting on the rationale behind existing practices and policies
 - How these meet the objectives set by the institutional strategies,
 - How concrete proposals for change could be formulated, and taken forward.

Examples of guiding questions:

Principle 2

What is your vision of student-centred learning?
How does your institution demonstrate commitment to it?
What are the indicators for student-centeredness, and how are they used?

Principle 10

How does the institution act upon the results of monitoring and evaluation activities?
How does this relate to teachers, and student support?
What specific examples do you have of L&T enhancements, policy changes or practice innovations that have emerged from QA processes?
How are these subsequently evaluated and fed into QA processes?

The EFFECT pilot experience

EFFECT aims to develop material to engage institutions with these Principles, and use them in their respective institutional context (strategy building, a reflection on structures and approaches in L&T...).

- Open call – 11 universities selected
- January 2018: introductory workshop
- Jan. - April 2018: period of using P in experimental/participative processes at home + reporting back
- April 2018: feedback workshop to share experience and discuss lessons learnt

Conclusions from the pilot experience

How to use them?

1. In an institutional context

- A reference to make the tasks, challenges and achievements in L&T more transparent and visible, identify needs/concerns, and address them
- A framework for internal discussions with different groups:
 - ✓ Better engage students and staff in conversations related to L&T
 - ✓ Facilitate involvement of students and staff in identifying the institution's priorities and distinctiveness
 - ✓ For internal reviews (IQA) at faculties/departments
- A self-assessment tool, when preparing for external QA processes
- A basis for exploratory talks with potential international partners – to find out common grounds

2. In a national context

- Raise awareness about the status and importance of L&T among the national QA agencies and other public bodies
- Common language in national discussions on L&T and national policy/initiatives

3. In an international context

- Create consensus with a framework and language for discussing L&T

Brussels, 6.12.2018

Tuula Heide



Trends 2018 – Case University of Eastern Finland

Teaching and Guidance Advisory Board

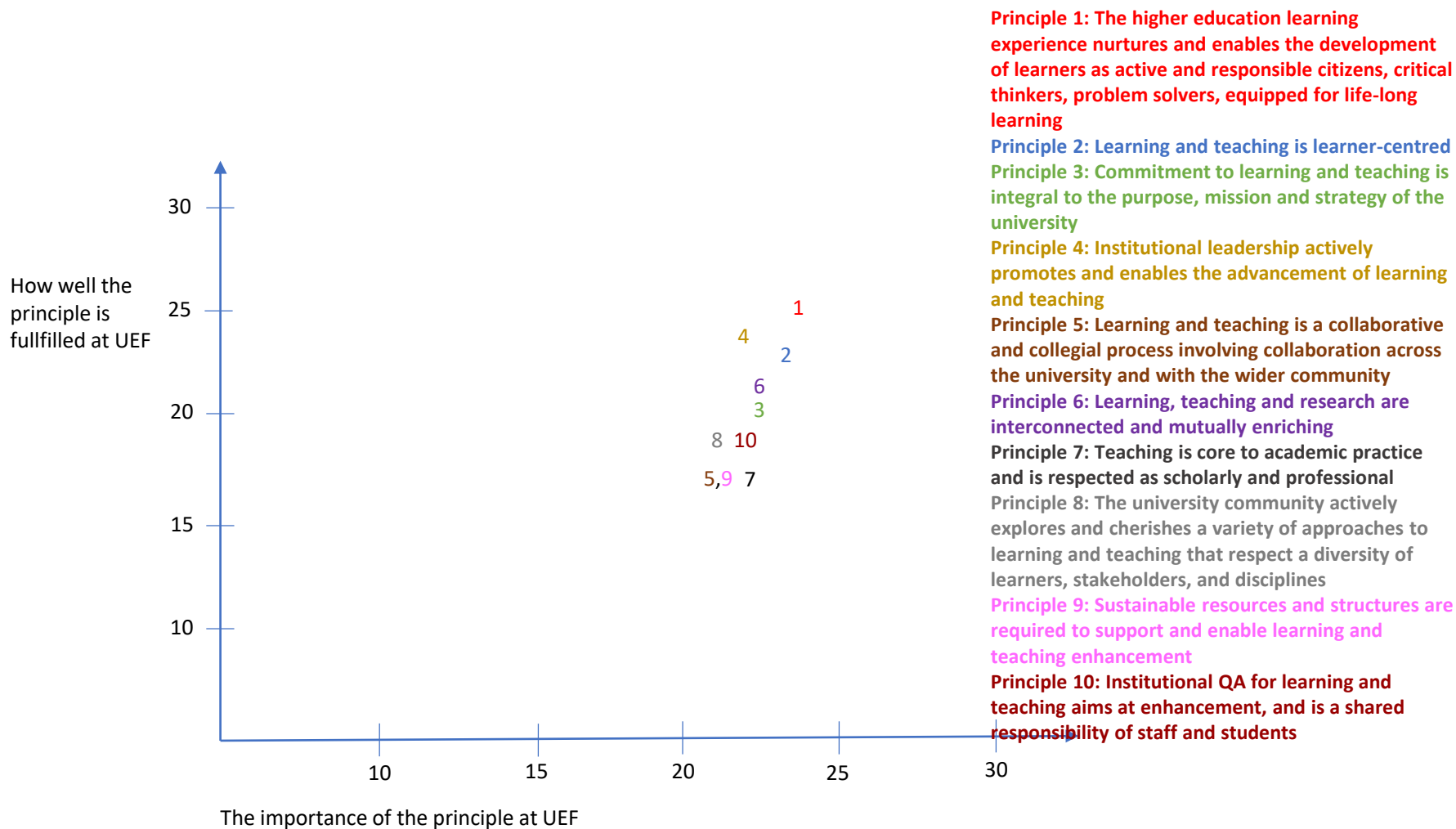
- Academic rector is the pedagogical director and chairperson of the Board
- The Board:
 - Plans, assesses and outlines the university's education
 - Supports the development of the university's education
 - Looks after matters connected with the students' physical, mental and social environment
 - Coordinates the evaluation of the degree programs

The Use of the Principles at UEF

- In February the Principles were discussed at the Teaching and Guidance Advisory Board
- Prior to the meeting, we asked the participants to fill in an digital form, in which we asked for each of the ten principles, to response the following questions:
 - How well do you see that the principle is fulfilled at UEF?
 - How important it is that the principle is fulfilled at UEF?
 - For both questions the scale was: very well – well – poorly – very poorly.
 - In addition, for each of the principles there was an open-ended question: “Comments? What challenges do you foresee now or in the future?”

Results

- All of the principles were considered to be important. It was noted that there is a close link from these Principles to our strategical endeavors.
- Although most of the Principles seemed, by quick looking, quite simple, it turned out that they can be very complex and multi-dimensional. The discussion we had at the Board was very vivid and the participants were excited and pleased when giving a chance to discuss these issues together.
- It was decided that **the questionnaire will be repeated next year when UEF starts to prepare its next strategy** (the current one is 2015-2020). The questionnaire will be sent to a wider target group (to be defined later). There might be some mild modifications to the questionnaire form; ie. it was suggested that the evaluation scale could be a bit wider.



UNIVERSIDADE DO PORTO

PORTUGAL

U.PORTO



Fernando Remião
Brussels, 6 Dec 2018

At the 1st Learning & Teaching Forum of the European University Association (EUA), held in Paris in September 2017, the document "Enhancing the education mission of European universities: a proactive response to change" was presented. The document proposes 10 principles for the improvement of Teaching & Learning.

Considering the general set of principles presented, comment the document and provide suggestions for the U.Porto context.

I agree with the principles that are fundamental. Let's implement them.

The text is concise and precise. No comments on it.

The forum should debate ways to go from the ideas to the real - from concepts to practical implementation of these concepts. The main problem, in my point of view, is that students reach university with the opposite of the competences they should have. They are very well trained to be successful doing exams but not to be create and focused on problem solving but rather on solving the same type of questions as fast as possible. This is the Portuguese reality.

The document discusses the issue of high education in a very significant way, pointing out the main features that high education must meet. Unfortunately there is no major innovative point when compared to previous documents or statements. What is written should be the followed by all the universities or high level institutions. In 2017 there is still a call for attention to the need of combining research and teaching, that is well established and it the basis of teaching quality. A major problem of universities in the EU is facing. Preventing quite often the implementation of the guidelines is the economic problem. Teaching and learning cannot be dissociated and therefore all initiatives that try to improve it are welcome

7-Principle 7:

I cannot engage students in teaching (first year) but I engage them to give a lesson on a subject of the discipline at the end of the period.

I do not think that teaching is recognized as a professional and skilled activity (see suggestions).

8-Principle 8:

Yes, disciplines are commonly address in order to provide the best teaching.

9-Principle 9:

I am not aware of funding.

10-Principle 10:

I am not aware of this. But I would like to be evaluated to demonstrate or not the quality of teaching. I think this should be mandatory and outside the opinion of each ruler.

"The higher education learning experience nurtures and enables the development of learners as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning." - it seems to me absolutely fundamental that this message passes and it is in this sense that it seems to me that the role of the university teacher is changing from lecturer to mentor as teaching becomes more learner-centered and therefore needs to be more personalized. In this context the ES addresses knowledge, but above all values and attitudes that will make students continue to learn and be critical, generating more value for society. I identify myself and fully agree with the document.

In my opinion these ten principles are very important because they point to an adequate learning pedagogical and didactic mode focused on: a strong relationship between teaching-research and learning; what a student's lifelong learning profile should be; makes the students co-responsible for their own learning; clarifies the institution's role in providing an adequate teaching and learning environment; highlights the institution and student's social responsibility to promote a better society;

24 October 2017

staff can promote its quality by adequately supporting teachers and students. Teachers and researchers need assistance, in many technical and bureaucratic requests, that burden them, and often do not get it. Teachers and researchers are subdued to complex processes of evaluation, that most often has no counterpart for other university staff. It is time to install a culture of quality that involves everybody.

Interesting recuperation of focus in the teaching and learning mission of University

"Teachers are actively encouraged to undertake research about teaching and to engage with the scholarship of learning and teaching to inform their own practice." I think this is quite good, but one should remember that besides teaching most of the professors do research. Sixteen or more hours a day seem to be very short to accomplish everything, although I find teaching, learning and researching equally important.

Many thanks for this extremely important document. I generally agree with its content, and have a few other additional points to suggest (see below).

Taking into consideration the purpose and scope of the document, I believe that covers most of our concerns related to teaching learning dynamics in HE.

Very positive contribution by the relevance of the issues addressed.

Very important and relevant document.

Group discussions

1. Which Principle(s) (up to 3) would you identify as the most relevant for learning and teaching in your context?
2. How would you define the challenges and opportunities related to it?
3. In your context, what action points could be identified to address the challenges?
4. Is there any important aspect that you do not see reflected in the Principles?

What next?

- Consultation process for revising the Principles and increase awareness towards them (2019-2020):
 - ✓ Process to be launched at L&T Forum, University of Warsaw, 14-15 February
 - ✓ Disseminate, refine, validate
 - ✓ Focus of the consultation: to share the Principles with other established fora and groups dedicated to learning and teaching enhancement in Europe
- EFFECT Feasibility Study: February 2019
 - ✓ Aims to make a contribution to a European dimension in L&T, based on the assessment of EFFECT outcomes
 - ✓ Lessons learnt from taking the Principles into various arenas

For more information:

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