New modes of learning and teaching in higher education.

The report of the high level group on the modernisation of higher education.

ACA Seminar Brussels, febr. 3rd, 2015
Dr. Christian Bode
I. The High Level Group
II. The Modernization Agenda (?) and the EU(?)
III. The mandate and procedures of the group

I. The first Report (Quality in learning..)

II. The second Report (New Modes of teaching...)

III. The third Report (?) (Entrepreneurship, Employability, Demography, Life-long-learning...?)
High Level Group on the Modernisation of Higher Education

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The Modernisation Agenda and the role of the EU

(Maastricht, Lisbon Agenda, Europe 2020, Bologna-Process, the ERASMUS success, the knowledge society, the Globalisation and the competitiveness issue, the Euro-crisis and the unemployment drama...)

ACA-Seminar „What’s new in Brussels“, febr. 3rd, 2015, Brussels: Recommendations of the High Level Group on the Modernization of Higher Education in Europe“, Dr. Chr. Bode, Bonn
The political dimension

ERASMUS+

Key action 1: Learning Mobility for Individuals

Key action 2: Cooperation for Innovation and Good Practice

Key action 3: Support for Policy Reform

Support the Open Method of Coordination, Higher Education Modernisation Agenda, Bologna Process

Support development and implementation of EU transparency tools and EU wide network

Support Policy Dialogue with third countries
The Mandate:

“The HLG should draw upon external expertise to identify innovative practices and progressive policies, and develop concrete initiatives that the EU can support through European instruments and funding programmes.”
Working methods of the HLG

4 meetings per Report
Expertise from Eurydice, Studies, Bibliography
Hearings with experts and stakeholders
Identifying and exploring best practise examples
Written input by Group members
Support by the EAC Unit
Public presentation of the reports in June 2013, 2014
The first report: Improving the quality of teaching and learning in Europe’s higher education institutions


- Problemanalysis and „Vision“
- 14 Recommendations for
  - Staff and students
  - Institutions
- national Governments
  - EU
- Checklist „Lead questions for quality teaching and learning“
- Best practise examples
The recommendations

1. NG: **Rahmenbedingungen** schaffen
2. Uni: Lehr-**Strategie** entwickeln
3. Studierenden-**Feedback** systematisieren
4. Professionelle Training etablieren
5. Lehrkompetenz als **Berufungskriterium**
6. Uni u.a.: **Anreize** setzen
7. **Curriculum** im Dialog der Stakeholder
8. Klare **Learning outcomes** definieren
9. Beratungswesen ausbauen
10. **Multidisziplinarität** fördern
11. **Digitalisierung** nutzen und fördern
12. **Internationalisierung** fördern
13. **EU-Förderung** für gute Lehre intensivieren
14. Einrichtung einer **European Teaching Academy** unterstützen
15. **Marie-Curie**-Programm auch für Lehr-Qualifizierung nutzen
16. Auch **Strukturfonds-Mittel** einsetzen

Two overarching messages:

**Teaching deserves due parity with research**

**Teaching needs professionalization**
Recommendation 2

• Every institution should develop and implement a **strategy** for the support and on-going improvement of the quality of teaching and learning, devoting the necessary level of human and financial **resources** to the task, and integrating this priority in its overall mission, giving teaching **due parity** with research.
Recommendation 4

- All staff teaching in higher education institutions in **2020** should have received **certified pedagogical training**.
- Continuous professional education as teachers should become a requirement for teachers in the higher education sector.
Recommendation 12

• Higher education institutions should develop and implement holistic
• internationalisation strategies
• as an integral part of their overall mission and functions.
• Increased mobility of student and staff, international dimension of curricula, international experience of faculty, with a sufficient command of English and a second foreign language and intercultural competences, transnational delivery of courses and degrees, and international Alliances should become indispensable Components of higher education in Europe and beyond.
Recommendation 14

• The European Union should support the establishment of a European Academy for Teaching and Learning
• led by stakeholders,
• and inspired by the good practices reflected in this report.
And the impact?
...doch der zweite folgt sogleich.... ...
The second report, (September 2014):

„New modes of learning and teaching in universities“


Why? MOOCs, SPOCs etc., „blended learning“, Open Access policy, US-driven development, no clear digitalization strategy of institutions, member states and EU

How? Same procedure as last year...

What? 15 Recommendations,
Why more and better use of ICT can improve teaching and learning:

Methods of teaching can be better tailored to individual students’ needs.

Digital provision is essential for non-traditional learners and will enable more engagement in lifelong learning.

It also provides a platform for reaching international markets and may facilitate cross-border education.

The new technologies contribute to drive greater collaboration between institutions on the national and international level.

The momentum towards openness and freely accessible education resources needs to be maintained and built on.

“BUT: A FOOL WITH A TOOL IS STILL A FOOL”
15 Recommendations, like:
Development of comprehensive national frameworks and strategies providing infrastructure and training, legal frameworks for open access and intellectual property rights, quality assurance guidelines, recognition and data protection.

Focus on „blended learning“, Rather conservative with the MOOCs
Digital technologies and pedagogies integral part of HEIs strategy for learning and teaching.
Recommendaion 5

All staff teaching should receive training in relevant digital technologies and pedagogies.
Nr.11
Quality assurance arrangements should apply to all forms of credit awarding provision in the institution.
Award and recognise credits under the ECTS system for all forms of online courses.
Work towards full open access of educational resources.
Online platforms should inform users about their privacy and data protection policy in a clear and understandable way. Individuals should always have the choice to anonymise their data.
And the third report? 
Ask the new Commissioner...
Critical remarks

• No proposals on (more) public funding
• No recommendations as to educational goals (attitudes)
• Employability as the one and only goal
• No indepth definition of digital literacy