Викладання у вищій освіті: сучасні тенденції та виклики

6 грудня 2017 р.

Світлана Калашнікова,

директор Інституту вищої освіти НАПН України,

член Національної команди експертів з реформування вищої освіти

Комюніке міністрів, відповідальних за розвиток вищої освіти

- **2007 р. Лондон**: Студенто-центрована вища освіта.

- **2009 р. Льовен – Лувен-ла-Нев:** Розширення можливостей для кожного студента, нові підходи до викладання та навчання. Поліпшення якості викладання.

- **2010 р. Будапешт- Відень**: Покращення викладання і навчання у ЗВО – тісна співпраця ЗВО, персоналу, студентів та інших стейкхолдерів. Створення середовища, що надихає до навчання, є студенто-центрованим, розширює освітні можливості, забезпечує гнучкі навчальні траєкторії.

Комюніке міністрів, відповідальних за розвиток вищої освіти

- **2013 р. Бухарест**: Інноваційні методи викладання через залучення студентів як активних учасників процесу свого власного навчання. Навчальне середовище, що підтримує та надихає.

- **2015 р. Єреван:** Підвищення якості та релевантності навчання і викладання. Педагогічні інновації, студенто-центроване середовище, ефективні навчальні діяльності. Прозорі (зрозумілі) описи результатів навчання та навчального навантаження, гнучкі навчальні траєкторії, відповідні методи викладання та оцінювання. Визнання і підтримка якості викладання, створення можливостей для вдосконалення викладацької компетентності. Активне залучення студентів та членів академічної спільноти, інших стейкхолдерів до розроблення навчального плану та системи забезпечення якості.

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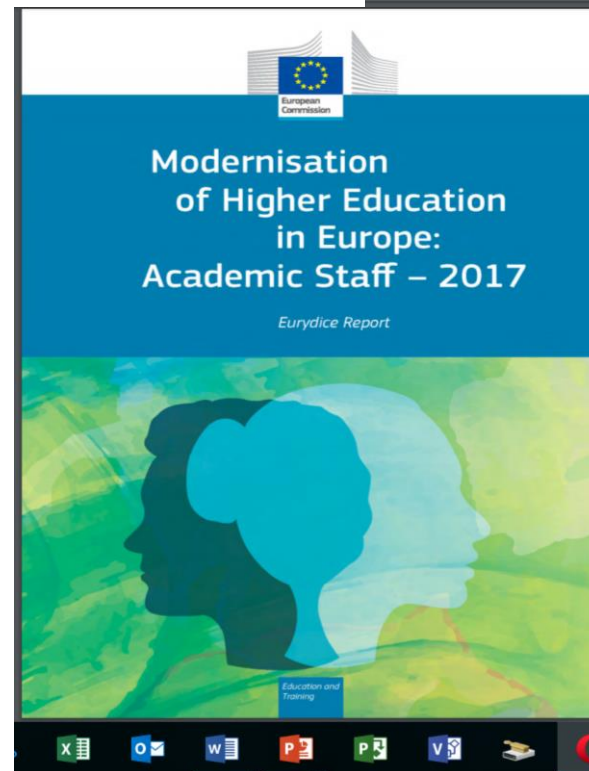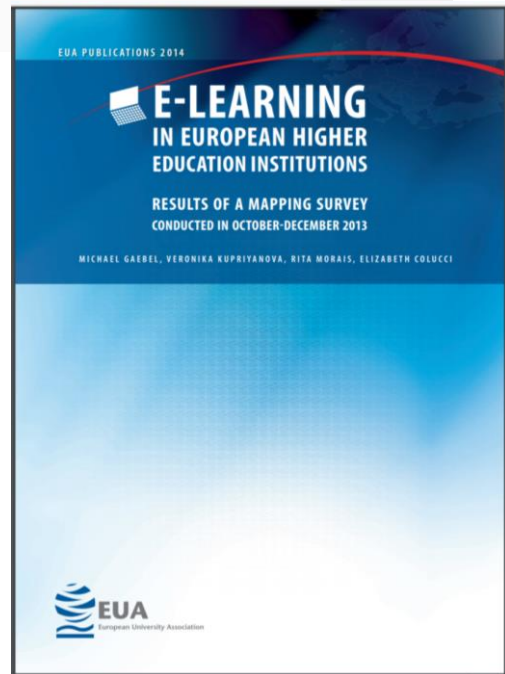
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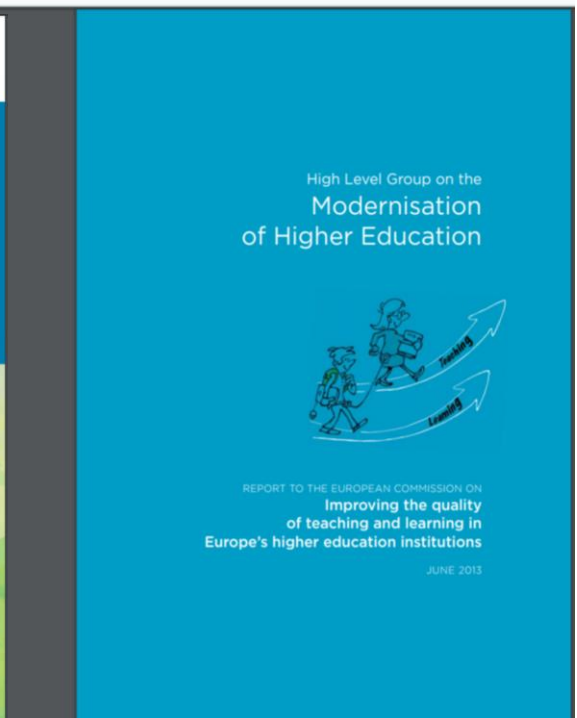EUROPA > European commission > EACEA > Eurydice

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RESULTS OF A MAPPING SURVEY
CONDUCTED IN OCTOBER-DECEMBER 2013

MICHAEL GAEBEL, VERONIKA KUPRIYANOVA, RITA MORAIS, ELIZABETH COLUCCI

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JUNE 2013

Тенденції розвитку: викладання і навчання у вищій освіті

- **Інтернаціоналізація навчання**: мобільність студентів і персоналу; міжнародна співпраця; міжнародні студенти; міжнародна дослідницька співпраця; викладання англійською мовою; міжнародний персонал)

- **Е-навчання** (комп'ютерні класи; Wi-Fi; он-лайн бібліотека; он-лайн курси; студентський портал; соціальні медіа для комунікації; персоніфікований навчальний портал; депозитарії; е-портфоліо; он-лайн іспити та тести; MOOCs; tablet computing; games, gamification; learning analytics; 3D printing and wearable technologies).

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Тенденції розвитку: викладання і навчання у вищій освіті

- **Зміна концепції викладання** (результати навчання і НРК; баланс між викладанням і дослідженнями; залучення зовнішніх стейкхолдерів; вимоги до викладацького персоналу)

- **Удосконалення навчального середовища** (розвиток бібліотек і навчальних ресурсних центрів; наукові і комп'ютерні лабораторії; адаптація навчальних аудиторії для урізноманітнення підходів до викладання; зони для інтерактивної взаємодії та командної роботи)

- **Розроблення та імплементація інституційних політик та стратегій**

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1st European Learning & Teaching Forum

Meeting Challenges Together

The European Learning & Teaching Forum facilitates the exchange of experience on learning and teaching in changing learning landscapes.

Organised by EUA in collaboration with the Conférence des présidents d'université (CPU) and hosted by University Pierre and Marie Curie (UPMC), Paris, France

28 - 29 September 2017

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The European Learning & Teaching Forum is EUA's new event that aims to provide an opportunity for institutional representatives to meet and discuss developments in learning and teaching at European universities. The topics covered will span from good practice in teaching enhancement and institutional strategies through to national and European policies. The Forum is in particular aimed at institutional leadership and management with responsibility for learning and teaching, directors of learning centres and learning labs, and academic staff and researchers, but is also open to policy-makers and other interested stakeholders.
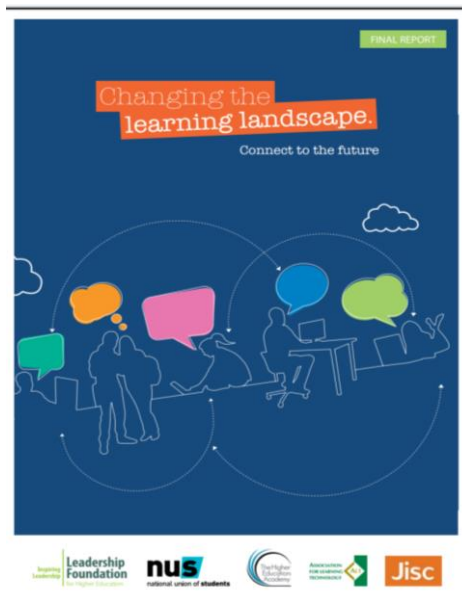
The Forum builds on EUA's work with its member universities on this topic. Over the past year, EUA has coordinated thematic peer groups where universities across Europe contributed to the exchange of good practices on various organisational, educational and qualitative aspects of learning and teaching. The lessons learnt from these groups will be presented and discussed in the Forum by the universities involved. Alongside this bottom-up

Європейські принципи вдосконалення викладання і навчання у вищій освіті

1. Досвід навчання у закладі вищої освіти сприяє розвитку студента як активного і відповідального громадянина, здатного до критичного мислення, розв'язання проблем, готового до навчання упродовж життя.

2. Навчання і викладання є студентоцентрованим.

3. Відданість навчанню та викладанню є невід'ємною складовою місії та стратегії університету.

4. Керівництво університету бере активну участь і сприяє просуванню (прогресу, розвитку) навчання та викладання.

5. Навчання і викладання є колегіальним процесом, що передбачає співпрацю всередині університету та між університетом і суспільством.

Європейські принципи вдосконалення викладання і навчання у вищій освіті

6. Навчання, викладання та дослідження є взаємопов'язані та збагачують один одного.

7. Викладання є серцем (ядром) академічної практики та цінується як наукова та професійна діяльність.

8. Університетська спільнота активно вивчає та високо цінує різноманітність підходів до навчання та викладання, поважає розмаїття студентів, стейкхолдерів та предметів (дисциплін).

9. Значні ресурси та відповідні структури необхідні, щоб підтримувати та забезпечити вдосконалення навчання та викладання.

10. Вдосконалення навчання та викладання є рушієм інституційного забезпечення якості та спільною відповідальністю співробітників та студентів університету.

FINAL REPORT

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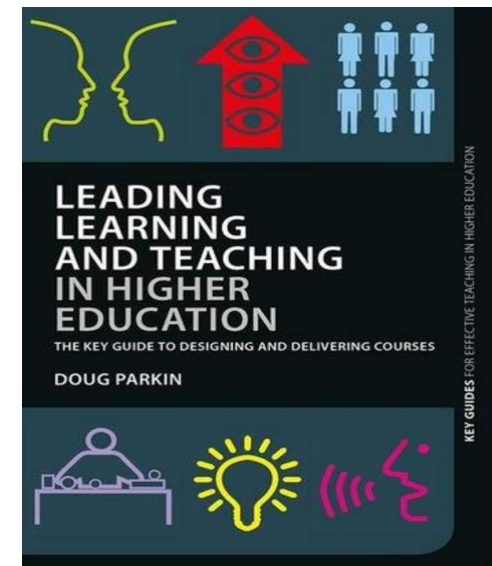learning landscape.
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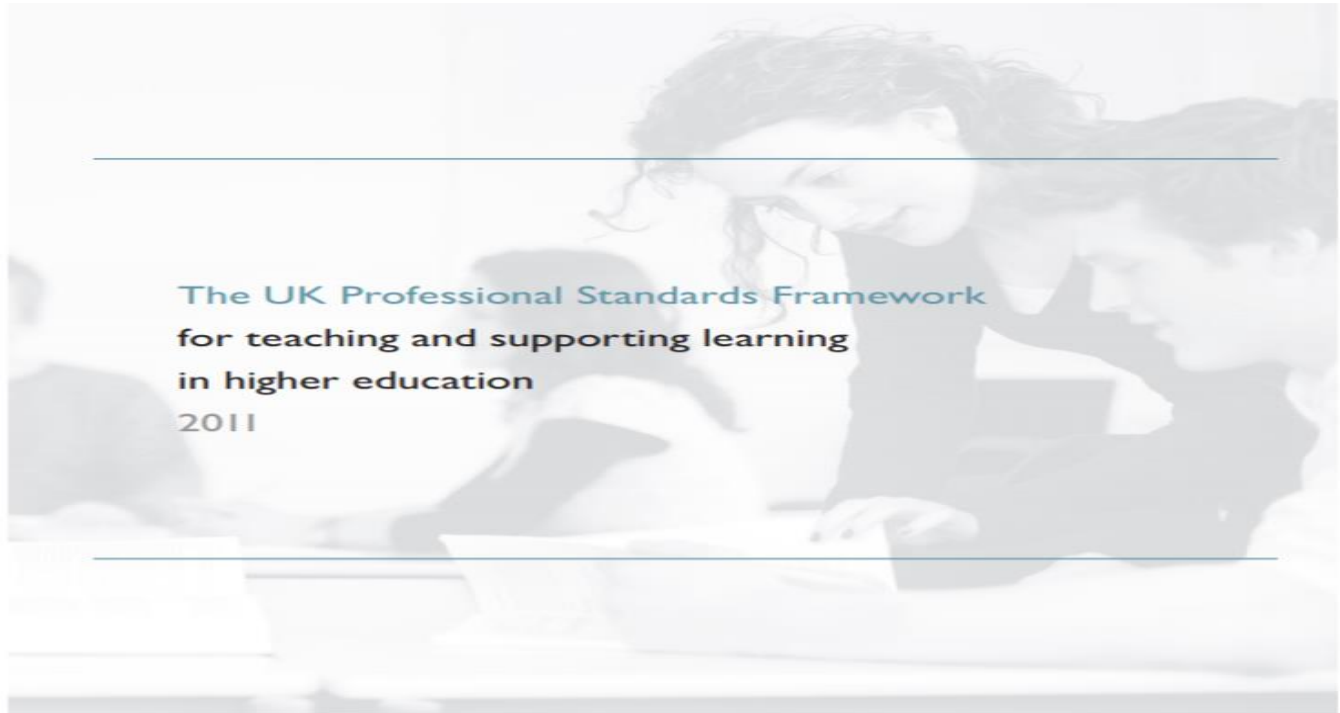
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Dimensions of the Framework

Areas of Activity

A1	Design and plan learning activities and/or programmes of study
A2	Teach and/or support learning
A3	Assess and give feedback to learners
A4	Develop effective learning environments and approaches to student support and guidance
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1	The subject material
K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3	How students learn, both generally and within their subject/disciplinary area(s)
K4	The use and value of appropriate learning technologies
K5	Methods for evaluating the effectiveness of teaching
K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1	Respect individual learners and diverse learning communities
V2	Promote participation in higher education and equality of opportunity for learners
V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Descriptor 4	Typical individual role/career stage	Related HEA recognition
Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of: I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices	Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include: a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution	Principal Fellow

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Home > Learning and teaching in higher education > The Teaching Excellence Framework

The Teaching Excellence Framework

The TEF aims to recognise and reward excellence in teaching and learning, and help inform prospective students' choices for higher education.

Teaching Excellence Framework

Year two additional guidance

This document supplements the Department for Education's publication 'Teaching Excellence Framework: year two specification' (September 2016). It provides additional guidance for UK higher education providers on how to participate, and sets out additional procedures for the TEF panel members and assessors.

The deadline for applications is noon on 26 January 2017. The outcomes will be published in May 2017.

October 2016/32

TEF Teaching Excellence Framework

The assessment framework

4.1   The assessment framework has been designed to enable **diverse forms of teaching and learning excellence** to be identif ed. Assessment will be made against a set of common criteria, covering dif erent aspects of teaching and learning. Assessment will be holistic, based on both core and split metrics supplemented by additional evidence, and carried out by peers comprised of experts in teaching and learning as well as student representatives, employer representatives and widening participation experts.

4.2   **Table two** provides a model of the assessment framework[15].

Table 2 Assessment framework

Aspect of Quality Areas of teaching and learning quality	Teaching Quality (TQ)	Learning Environment (LE)	Student Outcomes and Learning Gain (SO)
Criteria Statements against which assessors will make judgements	**Teaching Quality criteria**	**Learning Environment criteria**	**Student Outcomes and Learning Gain criteria**
Evidence	**Core metrics**		
	• Teaching on my course (NSS scale 1) • Assessment and feedback (NSS scale 2)	• Academic support (NSS scale 3) • Non-continuation (HESA)	• Employment/ further study (DLHE) • Highly-skilled employment/ further study (DLHE)
	Split metrics		
	Additional evidence (provider submission)		
Statement of f ndings Why a particular rating was awarded	**Brief description of why a particular rating was awarded including particular strengths**		
Overall outcome TEF rating	**The level awarded**		

Assessment criteria

4.10   The **assessment criteria** are set out in table **three**. Assessors will use evidence from the core and split metrics, supplemented by additional evidence, to assess performance against the criteria to determine a provider's TEF rating. The criteria have been **designed to allow recognition of diverse forms of excellence** and to avoid constraining innovation.

Table 3 **TEF Assessment Criteria**

Aspect of Quality Areas of teaching and learning quality	Reference	Criterion
Teaching Quality	Student Engagement (TQ1)	Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies
	Valuing Teaching (TQ2)	Institutional culture facilitates, recognises and rewards excellent teaching
	Rigour and Stretch (TQ3)	Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential
	Feedback (TQ4)	Assessment and feedback are used effectively in supporting students' development, progression and attainment
Learning Environment	Resources (LE1)	Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills
	Scholarship, Research and Professional Practice (LE2)	The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice
	Personalised Learning (LE3)	Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression
Student Outcomes and Learning Gain	Employment and Further Study (SO1)	Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment
	Employability and Transferable Skills (SO2)	Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives
	Positive Outcomes for All (SO3)	Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes

RECOMMENDATION 1

Public authorities responsible for higher education should ensure the existence of a sustainable, well-funded framework to support higher education institutions' efforts to improve the quality of teaching and learning.
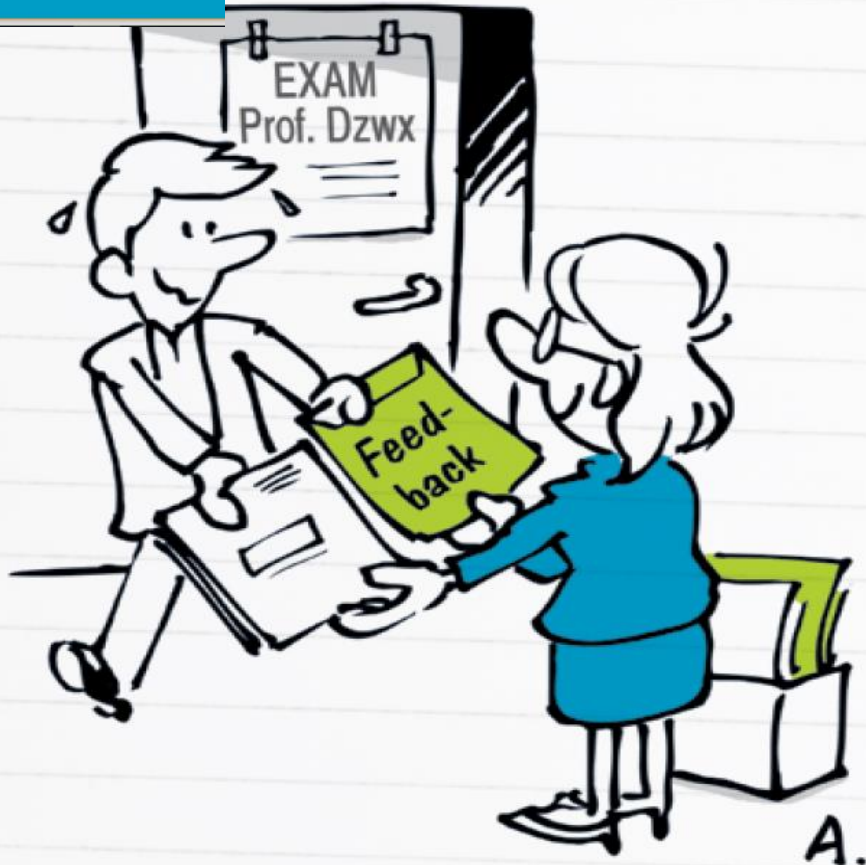
RECOMMENDATION 2

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 3

Higher education institutions 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.
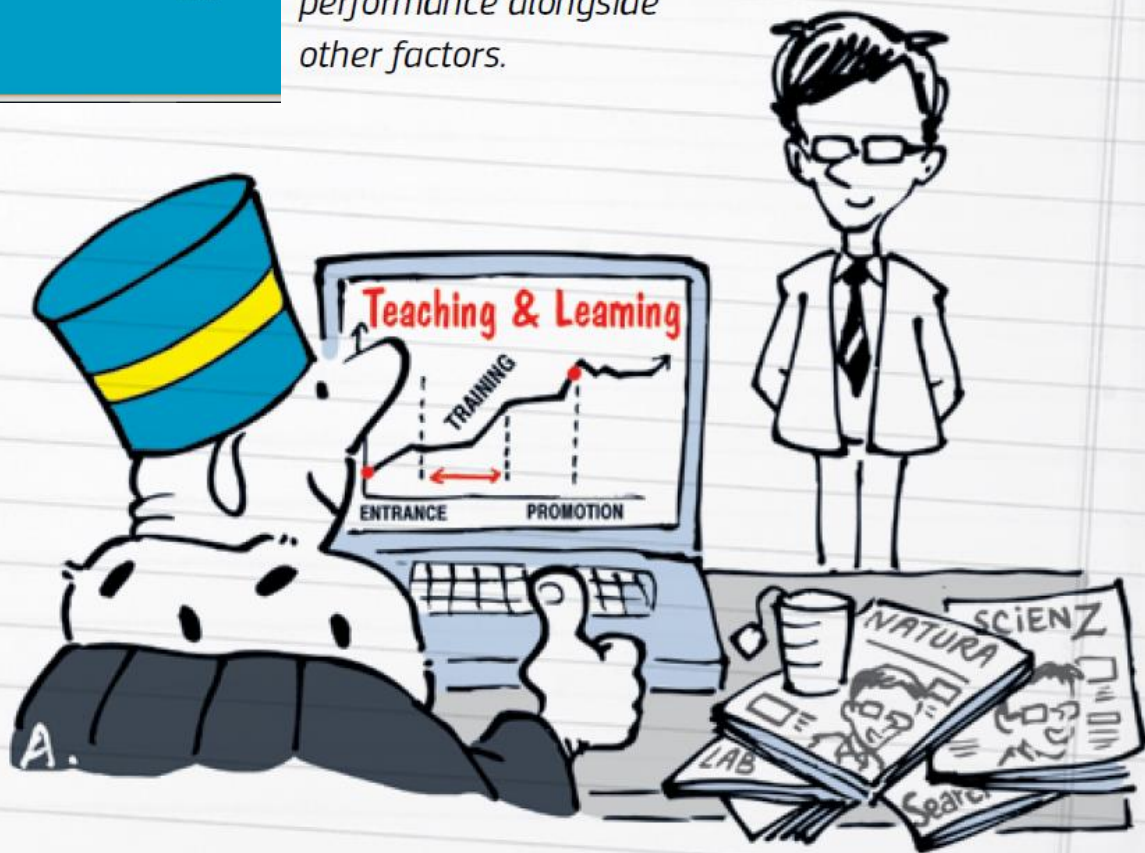
RECOMMENDATION 4

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.
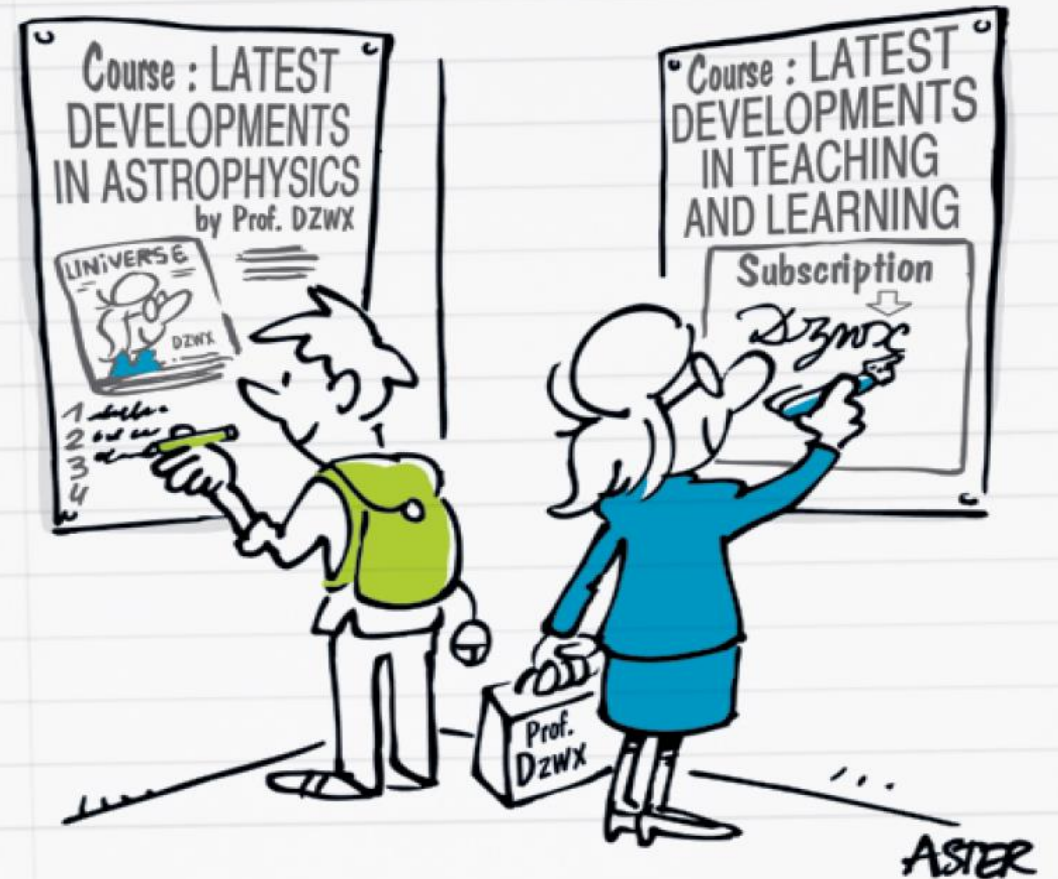
RECOMMENDATION 5

Academic staff entrance, progression and promotion decisions should take account of an assessment of teaching performance alongside other factors.

RECOMMENDATION 6

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 practice, or through their research into teaching and learning.

RECOMMENDATION 7

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.

RECOMMENDATION 8

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.

RECOMMENDATION 9

Higher education institutions and national policy makers in partnership with students should establish counselling, guidance, mentoring and tracking systems to support students into higher education, and on their way to graduation and beyond.
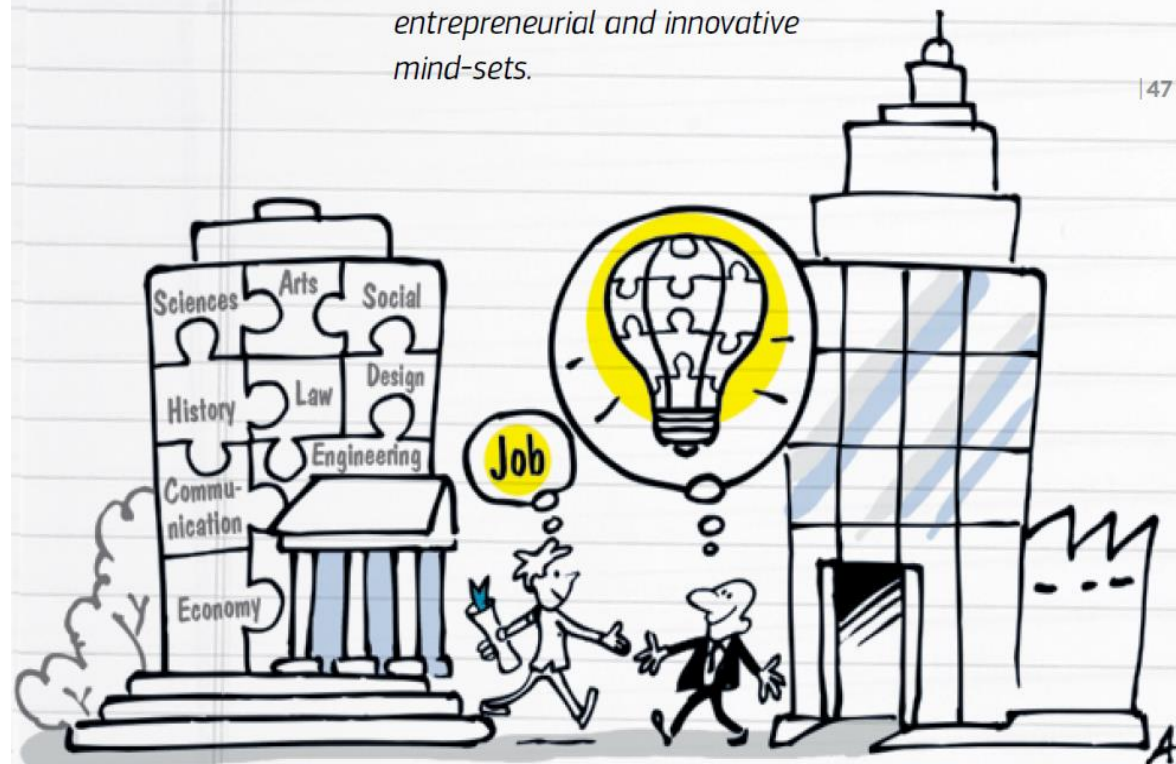
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RECOMMENDATION 10

Higher education institutions should introduce and promote cross-, trans- and interdisciplinary approaches to teaching and learning, helping students develop their breadth of understanding and entrepreneurial and innovative mind-sets.

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Higher education institutions — facilitated by public administrations and the EU — should support their teachers so they develop the skills for online and other forms of teaching and learning opened up by the digital era, and should exploit the opportunities presented by technology to improve the quality of teaching and learning.

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.