EHEA approaches to Teaching and Learning in Higher Education in the context of QA

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« *European Integration of Ukraine' Higher Education*
in the context of Bologna Process:
Student-Centered Learning and Teaching, Evaluation as a part of QA in HE»

Why are EHEA approaches to teaching and learning relevant in the context of QA?

Building quality in teaching and learning within the EHEA: old wine in new bottles?

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Quality Assurance Bologna's process action line

There is some concern that agencies' membership in ENQA or even their registration in the EQAR might not generate the necessary level of <u>mutual trust</u>. Such trust however is the basis for the transparency and credibility within the EHEA as a whole. (…) much more effort will be needed before the EHEA has a <u>readable and user-friendly quality assurance system</u> (European Commission, 2009).

Why are EHEA approaches to teaching and learning relevant in the context of QA?

European Standards and Guidelines for QA (ENQA, 2015)
Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an **active role in creating the learning process**, and that the **assessment of students** reflects this approach.
Guidelines: Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the **design** and **delivery** of study programmes and the assessment of outcomes.

Student-centred learning, teaching and assessment: the implementation of student-centred learning and reaching respects and attends to the diversity of students and their needs, enabling flexible learning paths and considers and uses different modes of delivery, where appropriate.

Why are EHEA approaches to teaching and learning relevant in the context of QA?

- ESG implementation driven by the idea that there is a particular set of 'problems' (recognition, accountability,…) that policies focusing on quality can tackle (problem-solving perspective).

- Quality policies can be seen as a set of *guidelines* aimed at bringing about change
  - The strong growth in Europe's quality assurance infrastructure (European Commission, 2009)

- ESG as forms of *authority*, as *legitimate* power
  - ESG revised version (2015) on the basis of a consensus among all the organisations involved on how to take forward quality assurance in the European Higher Education Area and, as such, provides a firm basis for successful implementation.

Why are EHEA approaches to teaching and learning relevant in the context of QA?

- To what extent cooperation at the supranational and the intergovernmental in quality assurance overemphasize the role of procedures?
  - Are pragmatic concerns based on problem-solving approaches reconfiguring 'quality' and 'trust'?
    - QA policies are convincingly based on procedures, metrics and technics.

Why are EHEA approaches to teaching and learning relevant in the context of QA?

- From <u>mutual trust</u> based on consensus on ethical and political principles to <u>values</u> based on instruments to guarantee and validate trust within the EHEA.

  - **Normative values**
    - Higher education institutions have primary responsibility for the quality of their provision and its assurance; QA responds to the diversity of higher education systems, institutions, programmes and students; QA supports the development of a quality culture; QAtakes into account the needs and expectations of students, all other stakeholders and society.
  - **Values related to feasibility**
    - Skills and competences, flexible learning paths and recognizing competences, diversification of modes of educational provision, development of national and institutional quality assurance systems.

Why are EHEA approaches to teaching and learning relevant in the context of QA?

- ## The prevalence of the instrumental approach to mutual trust is:
  - Reconfiguring the mandate addressed to 'quality' underlining instruments justified on the basis of the need to measure it.
    - Drivers for a revised ESG version are to be found on the need "to improve their clarity, applicability and usefulness, including their scope" (ENQA, 2015: 3).

  - Emptying normative values as hardly 'cooperation' or 'mutual trust' are seen as values by themselves. Their meaning is based on the development of procedures, standards and guidelines in tension with teaching and learning approaches within EHEA.

Why are EHEA approaches to teaching and learning relevant in the context of QA?

QA thematic peer group (EHEA) established in 2018

Quality assurance has been a priority for the Bologna Process. Their ultimate goal is to enhance the quality of teaching and research and, in this respect, quality assurance agencies act as a support for institutions in their continuing development and, equally, have a key role as protectors of the public interest.

Action plan include these topics:

- legislative framework in line with the ESG (introducing changes),
- ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching,
- the role and engagement of stakeholders in internal and external QA (students, teachers, employers),
- cross-border QA,
- European approach to the QA of joint programmes.

Building quality in teaching and learning within the EHEA: old wine in new bottles?

- An *intentional* fallacy is visible in supposing that we can begin with ready-made subject matter, for instance, of arithmetic or geography, irrespective of the personal experience of a situation on the part of the students (Dewey, 1916).

- A range of tasks too difficult for an individual to master alone can be mastered with the guidance of more-skilled peers (Vygotsky, 1962).

- The teacher is a kind of an artist, but it does not mean that he or she can build up the profile of the students. What the educator does in teaching is to make it possible for the students to become themselves (Paulo Freire, 1990).

- The creative approach to student-centered learning results in a win-win situation when and where students have a voice in their assessment and evaluation of their learning objectives. Also the teachers can develop stronger relationships with students and gain significant information to strengthen the student-centered learning in the course (Heise et al, 2010).

Building quality in teaching and learning within the EHEA: old wine in new bottles?

Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for a growing number of subject areas. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels. This should be a priority in the further implementation of the European Standards and Guidelines for quality assurance.

(Leuven/Louvain-la-Neuve Ministerial Communiqué, 2009)

Building quality in teaching and learning within the EHEA: old wine in new bottles?

Student-centred approaches... introduced as a goal to be pursued on the basis of instruments such as learning outcomes, student workload, ECTS, qualifications frameworks, academic recognition, European standards and guidelines for quality assurance.

.... makes the use of instruments part of the problem definition and of the solution.

- The legitimacy of student-centred approaches is provided by the means to achieve it, into detriment of questioning what is the education goal of student-centred approaches by themselves.

Building quality in teaching and learning within the EHEA: old wine in new bottles?

The uncertainty of the futures needs, more often than not, is being influential in taking teaching and learning to assume the dominance of the technicality of the instruments over the educational goals. This adds further uncertainty to and about the question of 'how is it possible to educate?'

- What is the balance between the goal to prepare students for a job, for participating in democratic societies and to become able to enjoy art?
- Is this balance being challenged by the rationales of the instruments convened to pursue the student-centred approach?

Building quality in teaching and learning within the EHEA: old wine in new bottles?

- There is an increasing awareness that a significant outcome of the process will be a move towards student-centred higher education and away from teacher driven provision (London Communiqué, 2007).

- Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the self development of the learner in all three cycles (Leuven and Louvain-la-Neuve Communiqué, 2009).

Building quality in teaching and learning within the EHEA: old wine in new bottles?

- It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking (ESU,2015).
  - SCL requires an on-going Reflexive Process
  - SCL does not have a "One-Size-Fits-All" Solution
  - Students have Different Learning Styles
  - Students have Different Needs and Interests
  - Choice is Central to Effective Learning in SCL
  - Students have Different Experiences and Background Knowledge
  - Students should have Control Over their Learning
  - SCL is about Enabling not Telling
  - Learning needs Cooperation between Students and Staff

Old wine in new bottles?

From… the ideal that the exposure of students to knowledge potentially provides emancipatory conditions and transformation of individuals

to… the development of competencies, defined as the capacity to apply knowledge, experiences and attitudes to deal with specific social/professional situations…

- Why there is a (re)newed importance attributed to the 'student-centred learning' approach?

- To what extent the instruments convened to implement student-centred approach impinge on the educational goals they are meant to serve? How to make instruments compatible with principles?

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Thank you very much

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