

Інновації, цифровізація та міжнародна співпраця у ЄПВО

Євроінтеграція: забезпечення стійкого розвитку вищої освіти та суспільства в Україні

*Кластерний захід з цифровізації та інновацій для
суспільного розвитку*

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Національні експерти з реформування вищої освіти
Програми ЄС Еразмус+

25 липня 2023

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

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

DIGIHE

SURVEY REPORT

DIGITALLY ENHANCED LEARNING AND TEACHING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

Michael Gaebel, Thérèse Zhang, Henriette Stoeber
and Alison Morrisroe

January 2021

LEARNING & TEACHING PAPER #6

Towards a cultural shift in learning and teaching

Tia Loukkola & Helene Peterbauer

March 2019

TRENDS 2018

Learning and teaching in the European Higher Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors:
Luisa Bunesco
Henriette Stoeber

Institutional strategies
support package

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



effect
EUROPEAN EFFECT PROJECT FOR COLLABORATION IN TEACHING

The **EFFECT project** has developed the European Principles for the enhancement of learning and teaching, which are an instrument for dialogue and cooperation, in different contexts. Among others, they can:

- inspire and structure discussion and joint work among the members of the institution (teachers, all other staff concerned with the education mission, students and leadership)
- encourage exchange and cooperation with external parties (other universities, employers etc.)
- help institutional leadership to develop or evaluate strategic approaches for learning and teaching, in collaboration with students and staff.

EUA: Підвищена увага до навчання та викладання

In the [Bologna Ministerial Communiqué](#), Yerevan, May 2015:

« Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA. »

Promoting pedagogical innovation

Student-centred learning environments

Digital technologies

Link between teaching, learning and research

Creativity, innovation and entrepreneurship

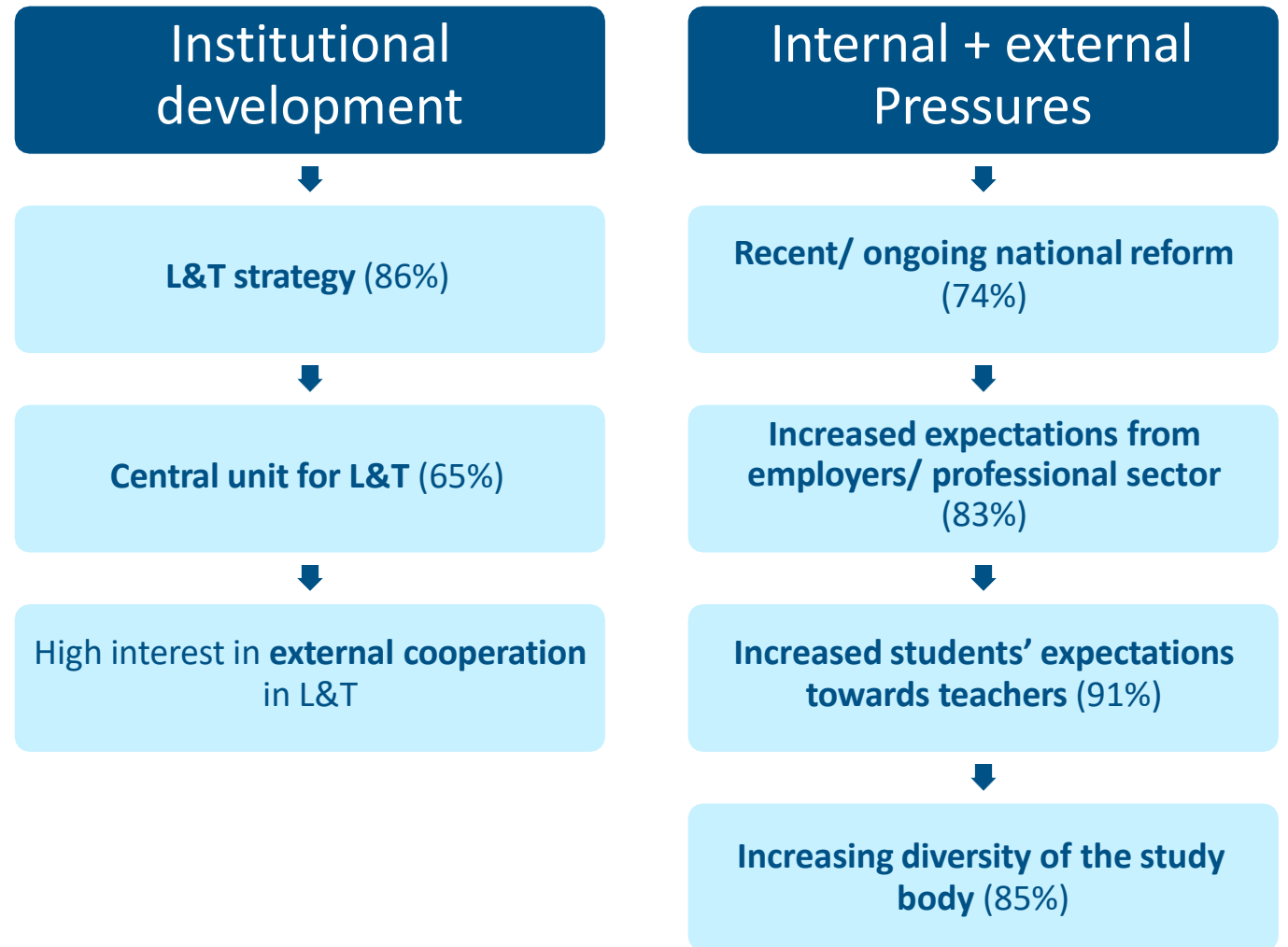
Effective learning activities

Enhancing academics' teaching competences

Students and stakeholders involved in curriculum design and QA

High levels of convergence:

Increased attention to L&T throughout the institution (92%)



Innovation in study programmes: MOOCs and Virtual Exchange Programme

1. What is a MOOC – massive open online course ?

- a. An entirely online course
 - b. A video-based online course
 - c. An online course with a large number of students (more than 1000)
 - d. An online course open to anyone in the world
- a. A lot of videos
 - b. Free access (no enrollment fee)
 - c. The opportunity of taking tests and exams in order to get a certificate
 - d. A licence allowing reuse such as a Creative Commons licence

A simple idea as a starting point



« We all have MOOCs.
Let's share them to our students. »

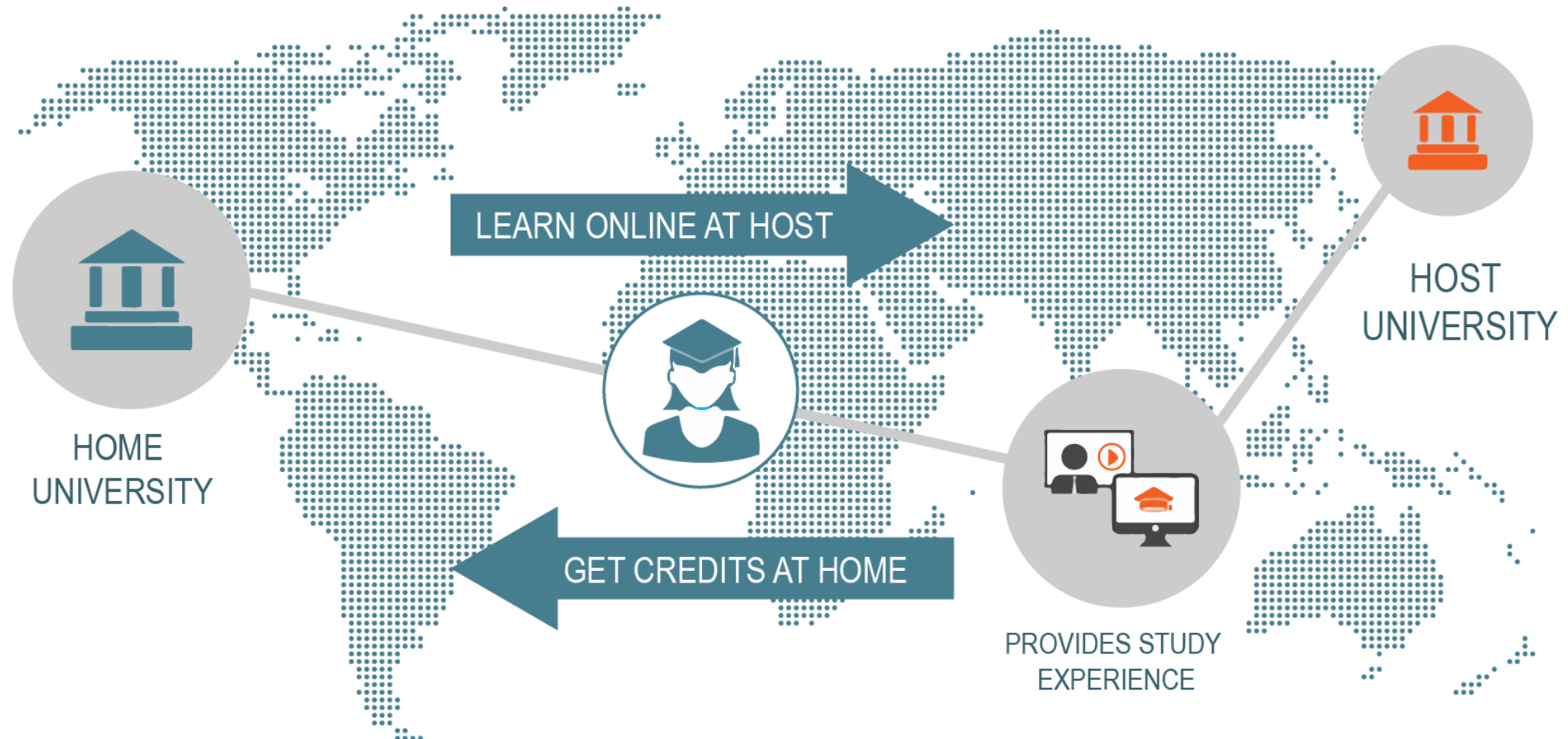
A 2017-2022 experimentation

<https://vep-online.org/>



1. Ecole Polytechnique Fédérale de Lausanne (EPFL), CH, initiator
2. TU Delft, NL
3. Leiden University, NL
4. Wageningen University, NL
5. UCLouvain, BE
6. Universidad Carlos III de Madrid, ES
7. Sorbonne Université, FR

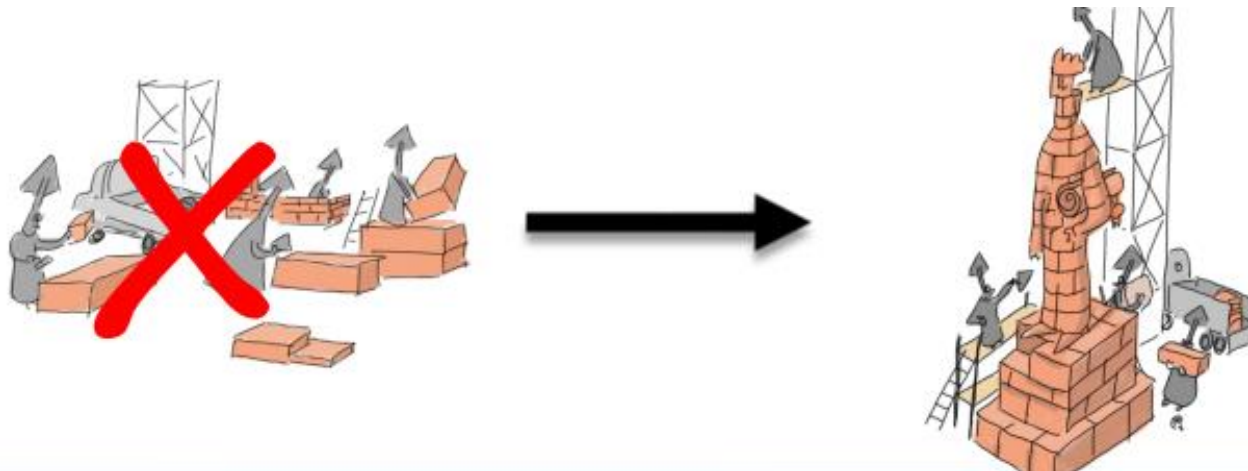
How it works?



LEARNING LAB =
PEDAGOGICAL INCUBATOR

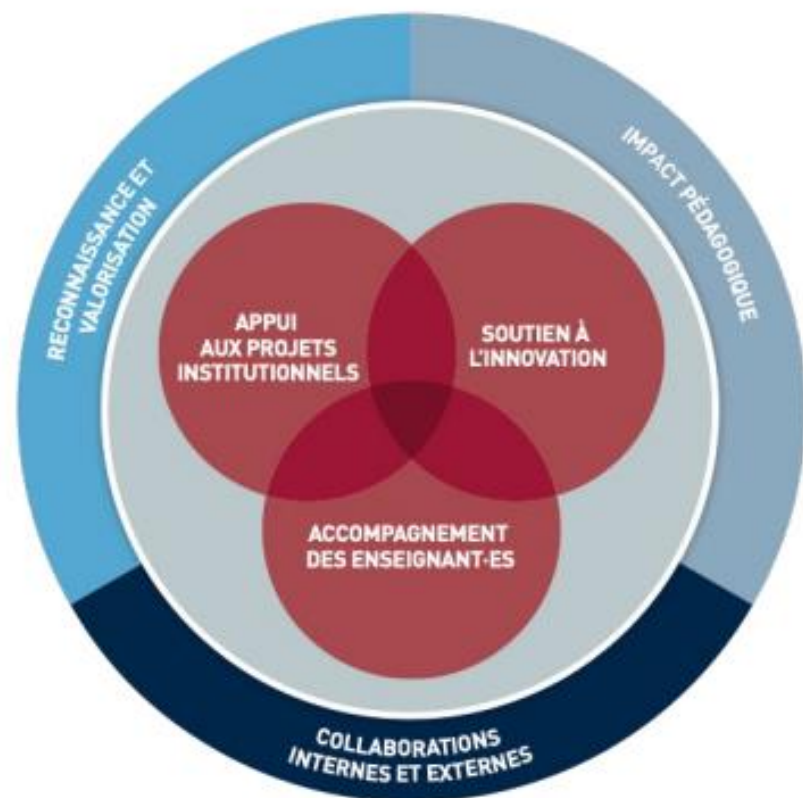
Louvain Learning Lab:

<https://cdn.uclouvain.be/groups/cms-editors-III/missions/PresentationLouvainLearningLabUCLouvain-English.pdf>



6 MISSIONS

A TEAM OF 25 PEOPLE ,
IMPROVE THE QUALITY OF STUDENTS'
EDUCATION THROUGH FACULTY
SUPPORT



1. **SUPPORT**
UCLouvain
MEMBERS
INVOLVED IN
EDUCATION
2. **INITIATE** AND
FACILITATE
INNOVATION
3. **SUPPORT**
INSTITUTION
DEVELOPMENT
4. **PROMOTE** AND
SPREAD GOOD
PRACTICES,
SHOWCASE
PARTICIPANTS
5. EXAMINE AND
MEASURE THE
IMPACT OF
INNOVATION
6. INTERNAL AND
EXTERNAL
NETWORKING

The TEAM

	Main responsibilities
Etienne Billat	MCQ assessment support
Anne-Catherine Cambier	FDP2-FIE internship
Julie Crasset	Logistics and video clips
Mikaël De Clercq	Measuring the effectiveness of active teaching methodologies
Françoise Docq	Head of the MOOC unit
Agnès Deprit	FDP2-FIE internship
Grégory Fizaine	MOOC filmmaker
Séverine Gossiaux	Evaluation of teaching
Manuela Guisset	Digital
Brigitte Kerpelt	Student reception and administrative office duties
Nathalie Kruyts	Head of the Training unit
Julie Lecoq	Collaborative work
Emilie Malcourant	Student summative assessment
Céline Mathelart	Digital
Gaëlle Pellon	Gamification Pôle Louvain
Benoît Raucent	Head of LLL, coordination
Virginie Renson	MOOCs
Pascal Vangrunderbeeck	Head of the digital unit, FDP
David Vellut	MOOCs
Léticia Warnier	Head of the teaching evaluation, quality and programme approach unit
Pascale Wouters	Head of the institutional support unit - DVP, FDP2

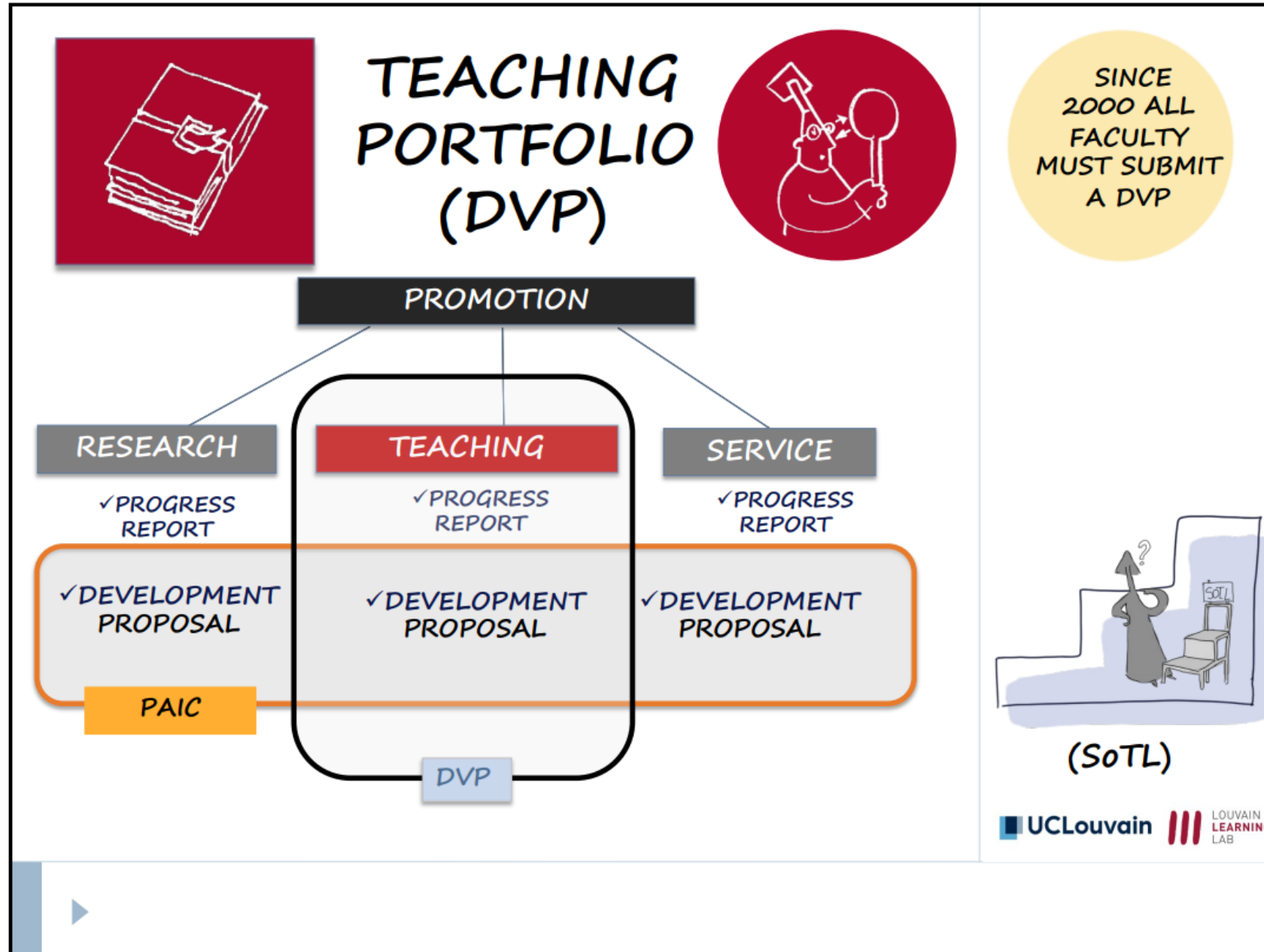
- CYCLES (8 X ½ DAYS) and BOOTCAMP(2 days):
 - NEW FACULTIES
 - LUDIFICATION
- LLWeek : (20 1h30 modules)
 - HOW TO ... ? (PEDAGOGICAL OR TECHNICAL)
- SELF-PACED TRAINING MODULE

- COURSE EVALUATION BY STUDENTS (CS)
- FACULTY IN THEIR TEACHING PORTFOLIO (DVP)
- DEAN AND CURRICULUM COORDINATOR (CC)



650
PEOPLE
PARTICIPATE
IN AT LEAST
ONE TRAINING

190
PEOPLE ARE
SUPPORTED
(35 DVP, 55
CS, ...)



Innovation for student success

Buddies : peer-to-peer support, or how to maintain students' social and academic ties

Holistic approach of the student's academic career

1

“The student's academic career needs to be considered **holistically** (before starting university, during university education and at the interface between the university and the professional world, in **both academic and extra-academic dimensions**, etc.), while adopting a **differentiated strategy** to respond as closely as possible to the needs and concerns of the student population (diversity of student populations, specificities of sites, etc.).” (→ Damsa & Jornet 2017, Gallardo e.a. (to appear), Thomas 2012)

2

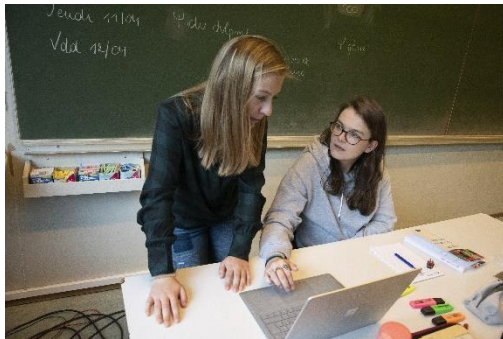
- **Before starting university: pedagogical activities with and for secondary schools + guidance**

<https://uclouvain.be/fr/etudier/enseignement-secondaire>

3

- **At the interface between the university and the professional world: socio-professional integration surveys of graduates and numerous contacts with the professional world**

What does it mean to be a *buddy*?

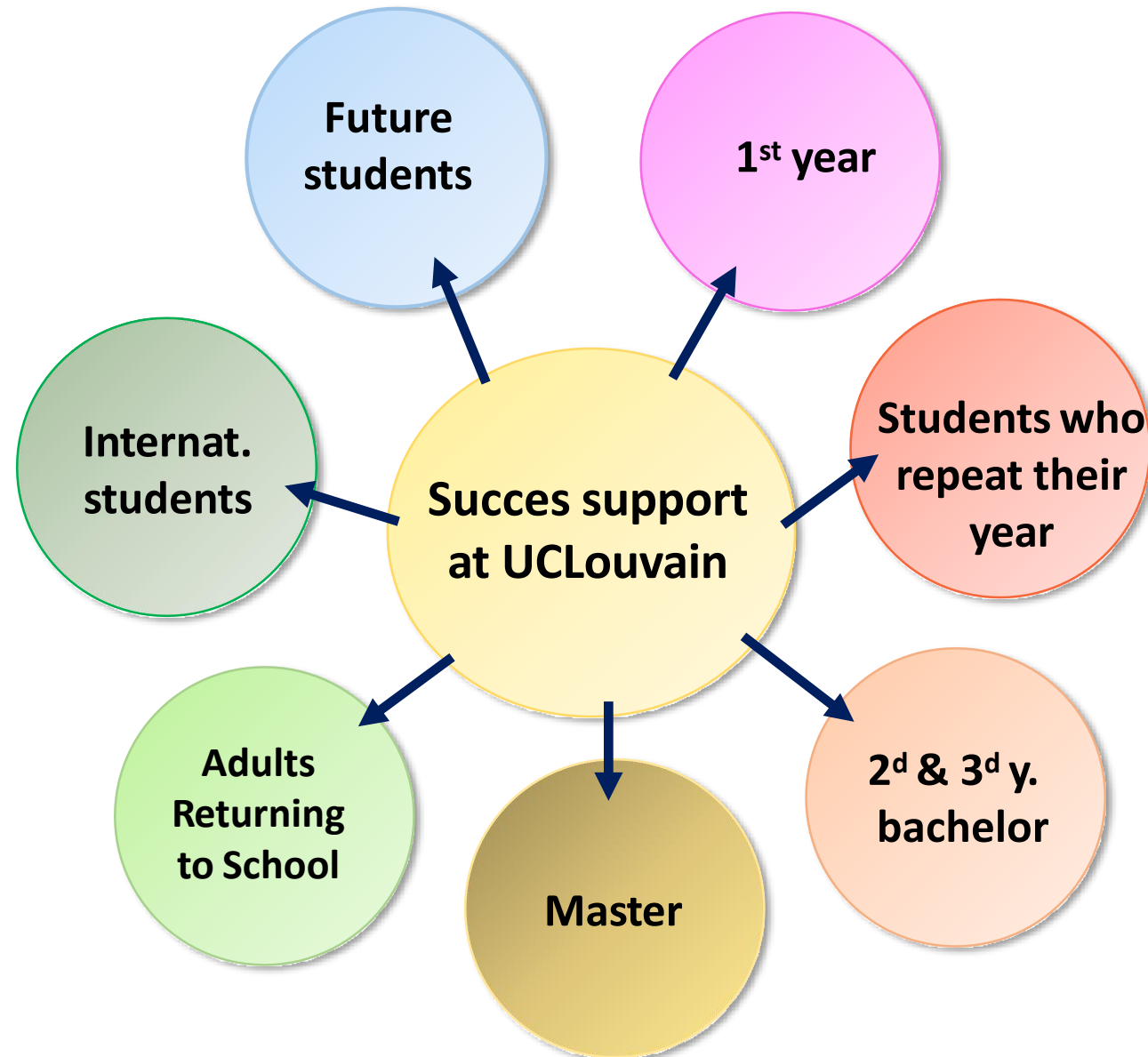


- It's a **friendly face**, a **big sister or brother** who **listens**, **accompanies**, **advises/informs** and **motivates** his or her peers, encourages students' **commitment** and their sense of **belonging/integration** into the university.

Being a buddy means supporting your peers to help them **adapt to university life** and succeed, by acting as a **first point of friendly contact** and developing yourself at the same time.

- Have several functions that can be combined within the same device (social, engagement, information and organisation functions)
- May or may not provide teaching assistance
- Be recruited according to a variety of profiles and paid

Target groups for success support



Buddy training

Module 1

- 1 Understanding his/her role
- 2 **Presentation of the adapted sociomotivational model**
(Larose & Tarabulsky, 2005)
- 3 Share the necessary **tools**
- 4 Practice through **role-playing exercises**
- 5 **Buddies Charter**

Module 2

- 1 Analysing **critical incidents**
- 2 **Sharing experience and feedback** from the field

How it works

1

Ongoing improvement of the support system

- Maintaining the support system evaluation (each 2/3 years)
 - Quality control & meeting expectations
 - Opinions and suggestions from buddies and supported students

2

Extended use of the Charter

- Charter of good practice for the entire community of student mentors

3

Strengthening collaboration with various partners

- Organization of an annual meeting of buddy managers
- Quality control and sharing best practices
- Co-construction of the support system

4

The issue of funding

- Ongoing search for funds to maintain the *buddy program*

Дякуємо за увагу!
Thank you for your attention!

Ірина Сікорська
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