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Teaching & Learning Centre

Quality Assurance of Teaching and Learning: Introducing the Eurolecturer Academy

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ASIIN Global Conference 2022, Malta 18-19 October 2022

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Global challenges demand change in higher education

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Universities without walls. A vision for 2030

- Engines of societal change
- Open, transformative, transnational
- Sustainable, diverse, engaged
- Learner centered education
  knowledge, competences and values

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EUA (European University Association) (2021). Universities without walls. A vision for 2030, https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf

OECD (2019). Future of Education and Skills 2030. Conceptual Learning Framework. Skills for 2030. https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf

European commission strategy

- Stimulate deeper, long-term, flexible collaboration, and staff exchange
- Erasmus+ supports ambitious transnational alliances
- Establish EU joint degrees
- Create European student card

European Commission (2022). *Commission Communication on a European strategy for universities: Communication from the commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions on a European strategy for universities*, https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf

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Continuous professional development (CPD) in teaching in higher education is indispensable

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University Teaching Qualification

Dutch example

Dutch University Teaching Qualification (UTQ)

- UTQ national framework since 2008
- agreement all Dutch research universities
- mutual recognition of certificates
- freedom about local programme
- knowledge exchange – UTQ community

OVEREENKOMST

INZAKE WEDERZIJDSE ERKENNING BASISKWALIFICATIE ONDERWIJS

De rectores magnifici van de 14 Nederlandse universiteiten komen met het oog op:

- aandacht voor de kwaliteit van de academische opleiding en het universitair docentschap;
- voortgaande ontwikkeling van docentprofessionalisering binnen de eigen universiteit;
- meer geobjectiveerde verantwoording inzake de 'kwaliteit van personeel' en inzake 'personeelsbeleid' ten behoeve van NVAO-accreditatie van opleidingen;
- vastlegging van het bekwaamheidsniveau van docenten, zoals in andere onderwijssectoren (PO, VO, BVE, HBO) al langer gebruikelijk is;
- wegnemen van belemmeringen in het geval van interuniversitaire mobiliteit van docenten.

het volgende overeen:

1. Het niveau van de academisch docent is op instellingsniveau vastgelegd in een regeling Basiskwalificatie Onderwijs.
2. De instelling verleent docenten de Basiskwalificatie Onderwijs op basis van voorafgaande toetsing.
3. De regeling stemt overeen met de in bijlage I opgenomen kenmerken, zodat de gecertificeerde docent zonder nadere toetsing door alle deelnemende instellingen als gekwalificeerd docent in academisch onderwijs wordt erkend.

https://www.universiteitenvannederland.nl/en_GB/utq

Dutch University Teaching Qualification (UTQ)

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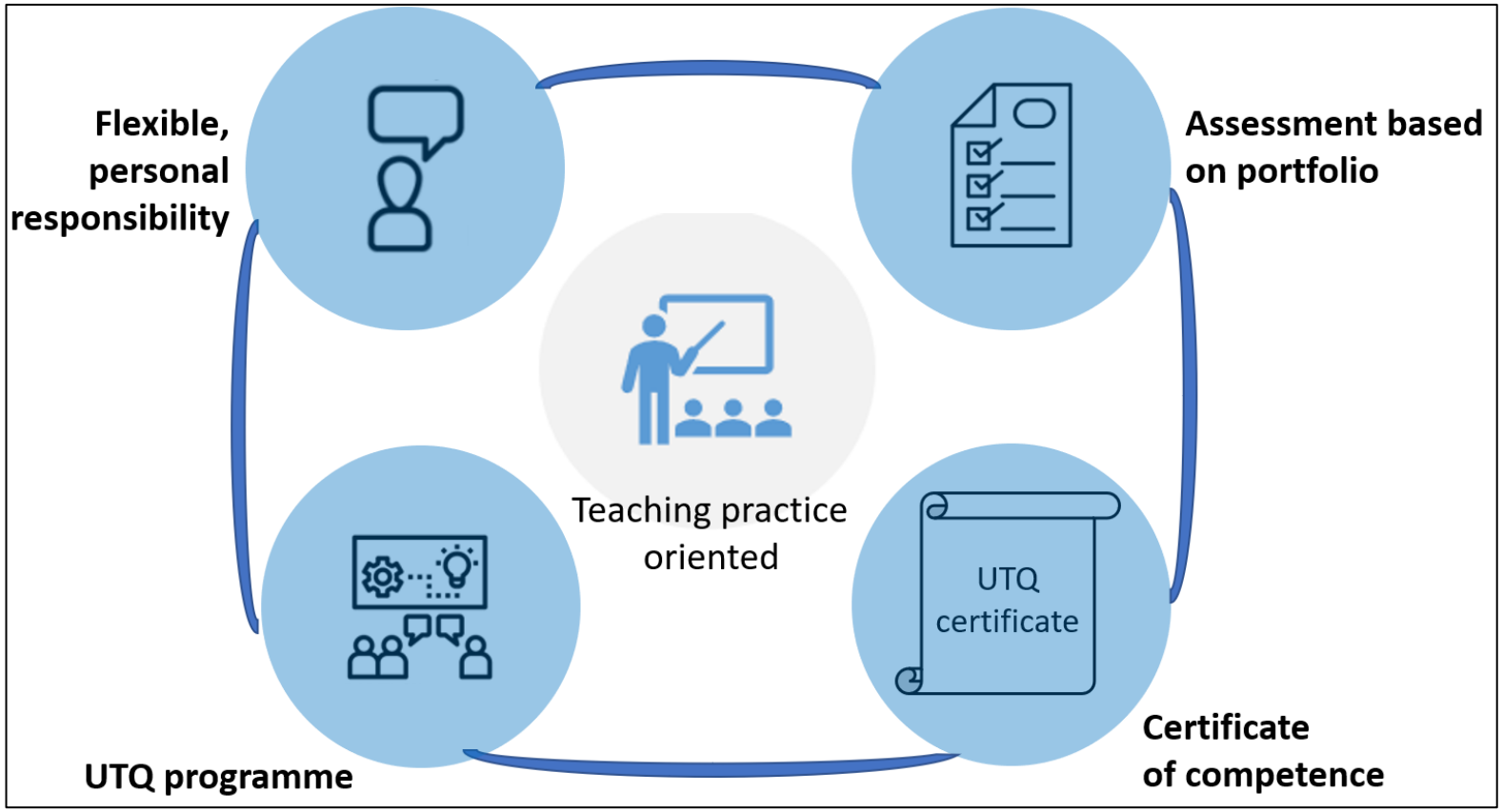
UTQ Faculty of Science programme

- person-centred
- tailor-made
- STEM (Science, Technology, Engineering and Mathematics) teaching practice oriented
- 537 certificates since 2008



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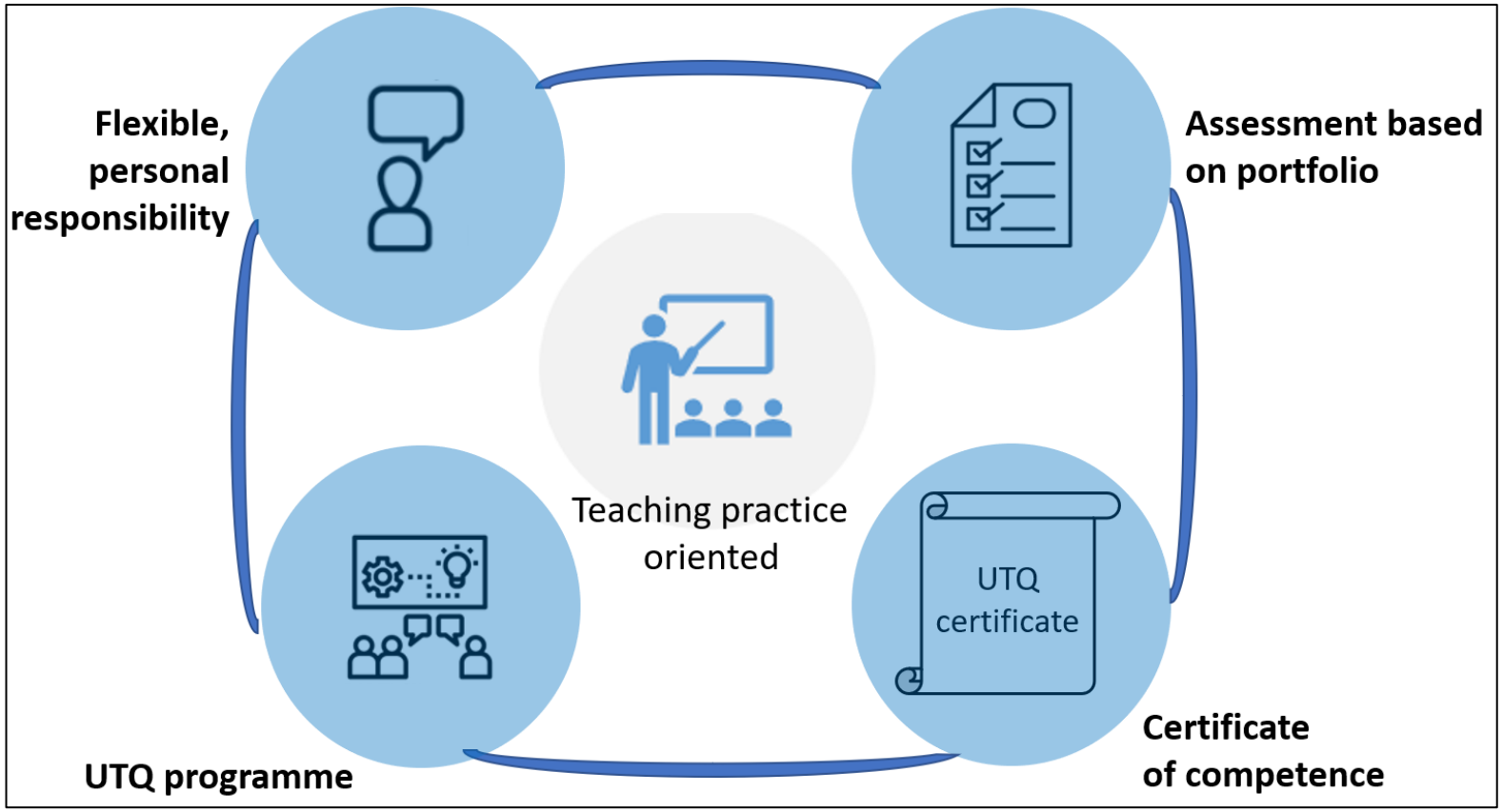
Dutch University Teaching Qualification (UTQ)

Research results

- experience of gain in teaching competence during the UTQ
- shift in interest to CPD on more curricular level
- interview after 5 years
  - all follow personal CPD intentions
  - some exceed intentions



Brouwer, N., Joling, E., & Kaper, W. (2022). Effect of a person-centred, tailor-made, teaching practice-oriented training programme on continuous professional development of STEM lecturers. *Teaching and Teacher Education*, *119*, 103848.

https://doi.org/10.1016/j.tate.2022.103848

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Collaboration in professional development in teaching and learning is crucial for the quality of higher education in Europe

5 Arguments

Argument 1

From studying/teaching at one university to **mobility**

- students
- lecturers

No European professional development framework in teaching and learning yet,
No agreements about mutual recognition of teaching qualification in Europe yet

Argument 2

From working within one culture to **inclusivity**

- match expectations
- match communication

No European recognized programme offer for CPD how to teach in inclusive way

Argument 3

From general pedagogical training to **CPD with focus**

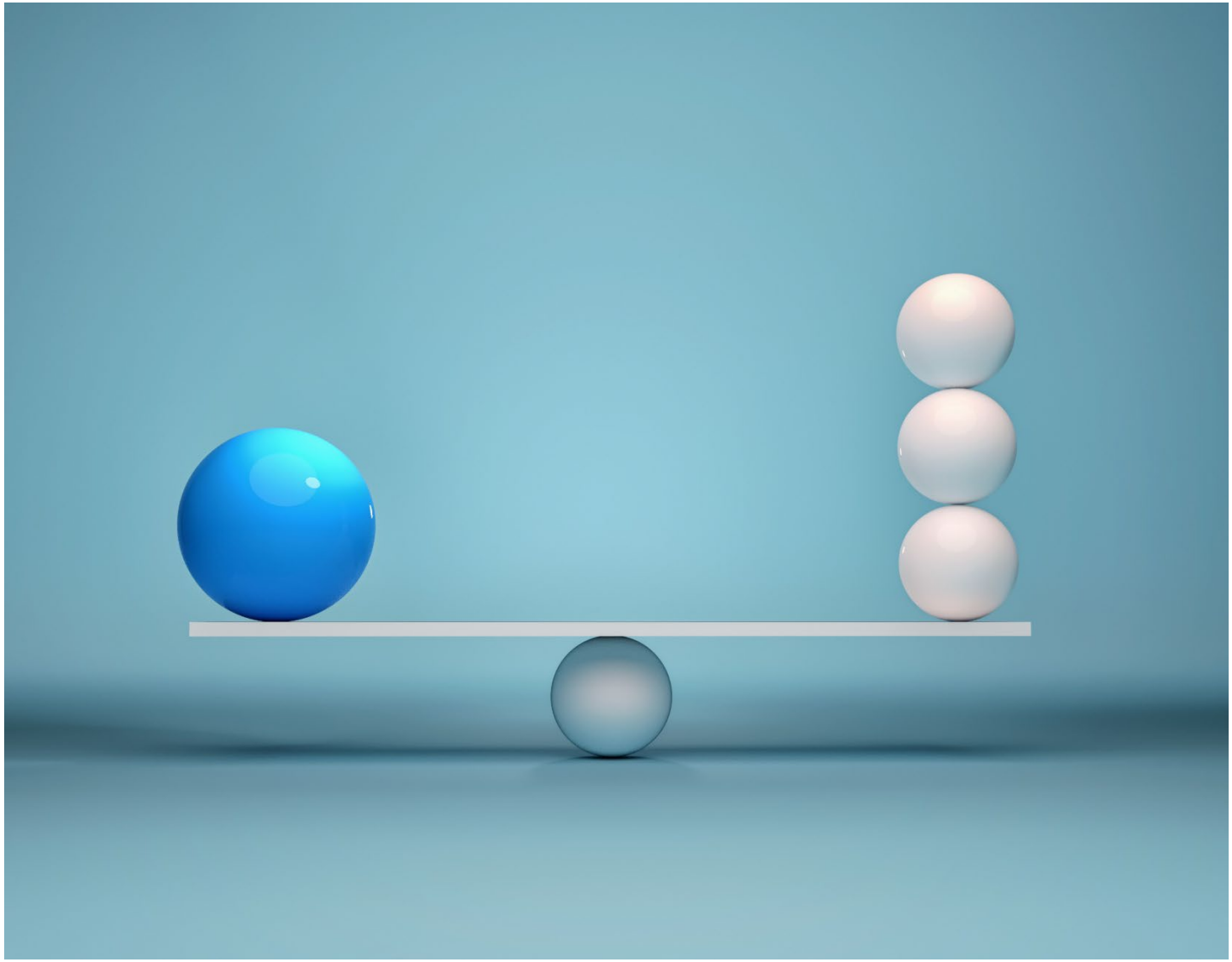
- disciplinary
- interdisciplinary

No European **offer** of professional development activities in teaching and learning that assure **fit to local university needs**

Argument 4

From research **priority** to **equality** of education and research

Little od no time allocated for CPD in teaching
Low status of the achievements in teaching and teaching innovation
No possibilities for (post doc) researchers at industry, research institutes to professionalize in teaching and learning in HE



Argument 5

From silent local lecturers to **recognized** educators who promote progress and make change

No European certification in teaching and learning in higher education yet
No micro credentials for HE teaching competence and expertise in teaching and learning in HE yet

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Mission Eurolecturer Academy

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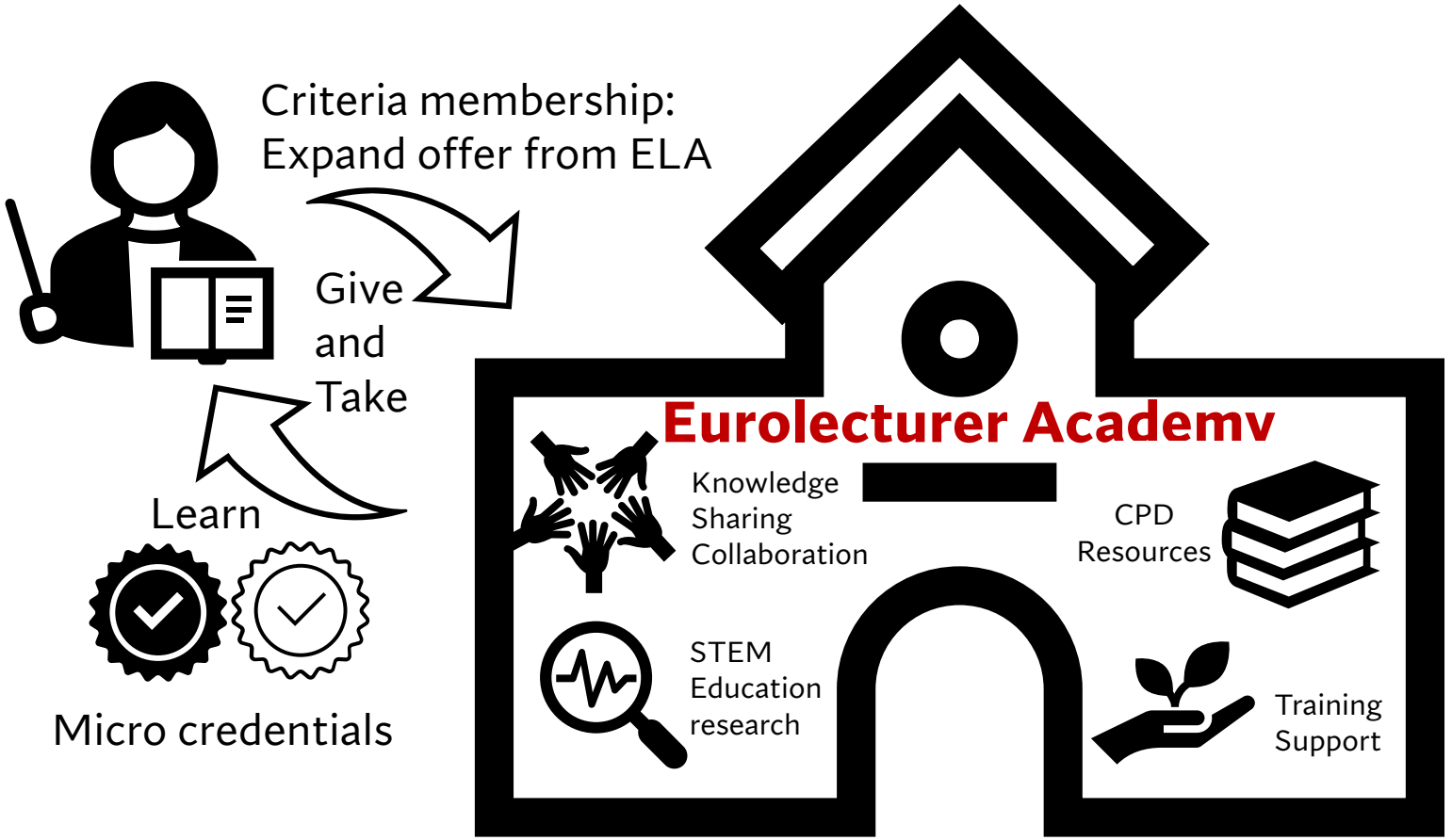
Common ground competences

- European dimension in teaching and learning
- Student centered learning
- Inclusive education

ECTN Working group



Associate Member

Full Member

Brouwer, N., Maciejowska, I., McDonnell, C., Niemelä, M. E., Pirok, B. W. J., Grecea, Ş., Femoni, C., Ortiz-Bustos, J., Byers, W., & Wasser, I. (2022). Creating a common ground for professional development of university chemistry (STEM) lecturers in Europe. Education Policy, Management and Quality, 14(1), 45–57. https://doi.org/10.48127/spvk-epmq/22.14.45

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STEM-CPD@EUni project
https://ectn.eu/work-groups/stem-cpd/

Summer School CPD-Ambassadors

1st STEM-CPD Summer School, Krakow, 10-15 October 2021

2nd STEM-CPD Summer School, Naples, 2-7 October 2022

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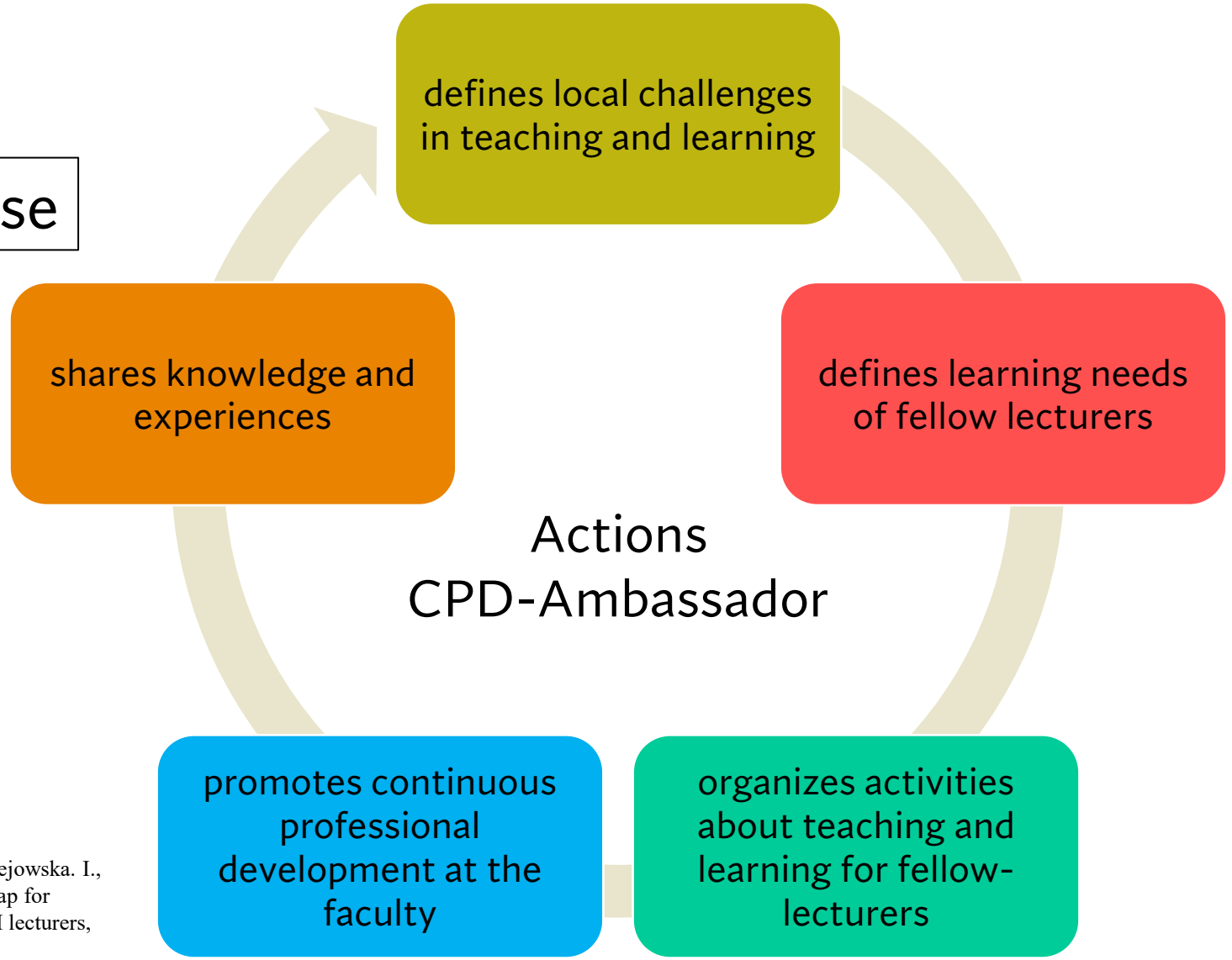
Bottom-up approach of CPD-Ambassadors

User case



Brouwer, N., Grecea, N., Kärkkäinen, J., Maciejowska. I., Niemalä, M., & Schreuders, L. (2022). Roadmap for continuous professional development of STEM lecturers, in press

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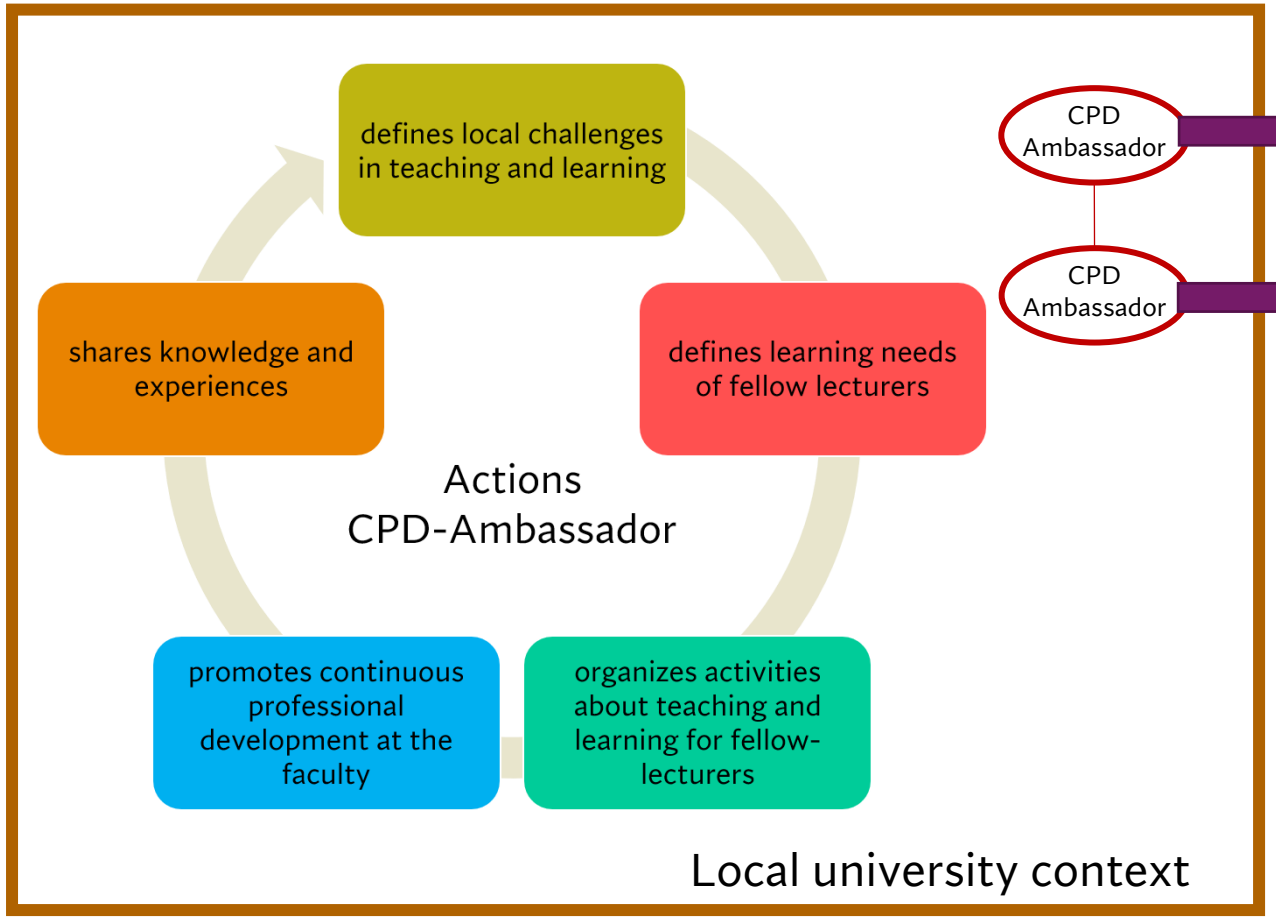
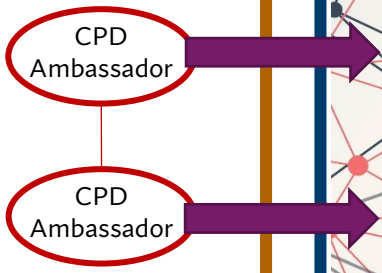
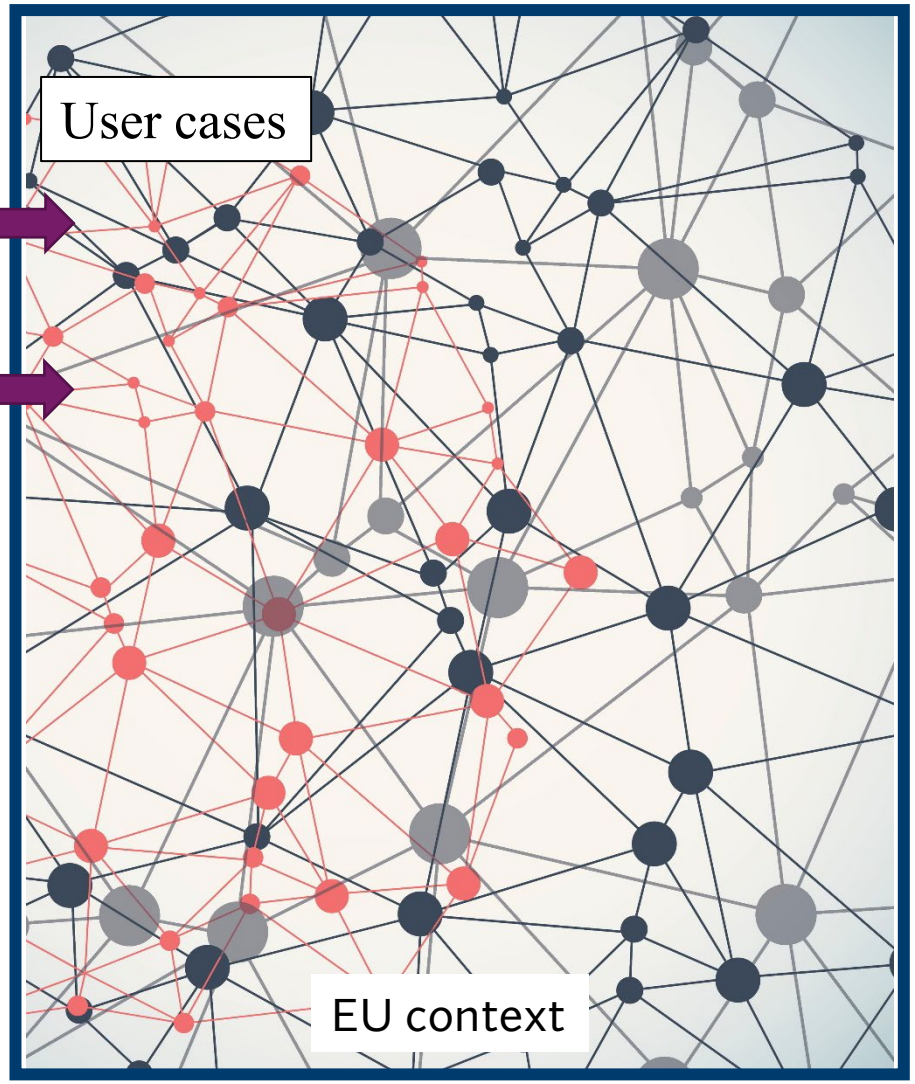




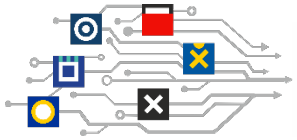


Eurolecturer Academy will

empower international recognition of university teaching competence and stimulate collaboration in higher education in Europe by

- EU accreditation of certificates for lecturers and CPD-Ambassadors (**ASIIN**)
- Support of **ECTN** (>100 STEM Universities)
- Cooperation with EUA, EuChemS, and IUPAC
- Support from EU (e.g. Erasmus+ staff exchange grants)
- CPD-Ambassadors, ELA members

Thank you for your attention!



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