



Eurolecturer Academy

Professional development in teaching and learning in
European collaboration

Nataša Brouwer and Iwona Maciejowska



ECTN Working Group
Eurolecturer Academy

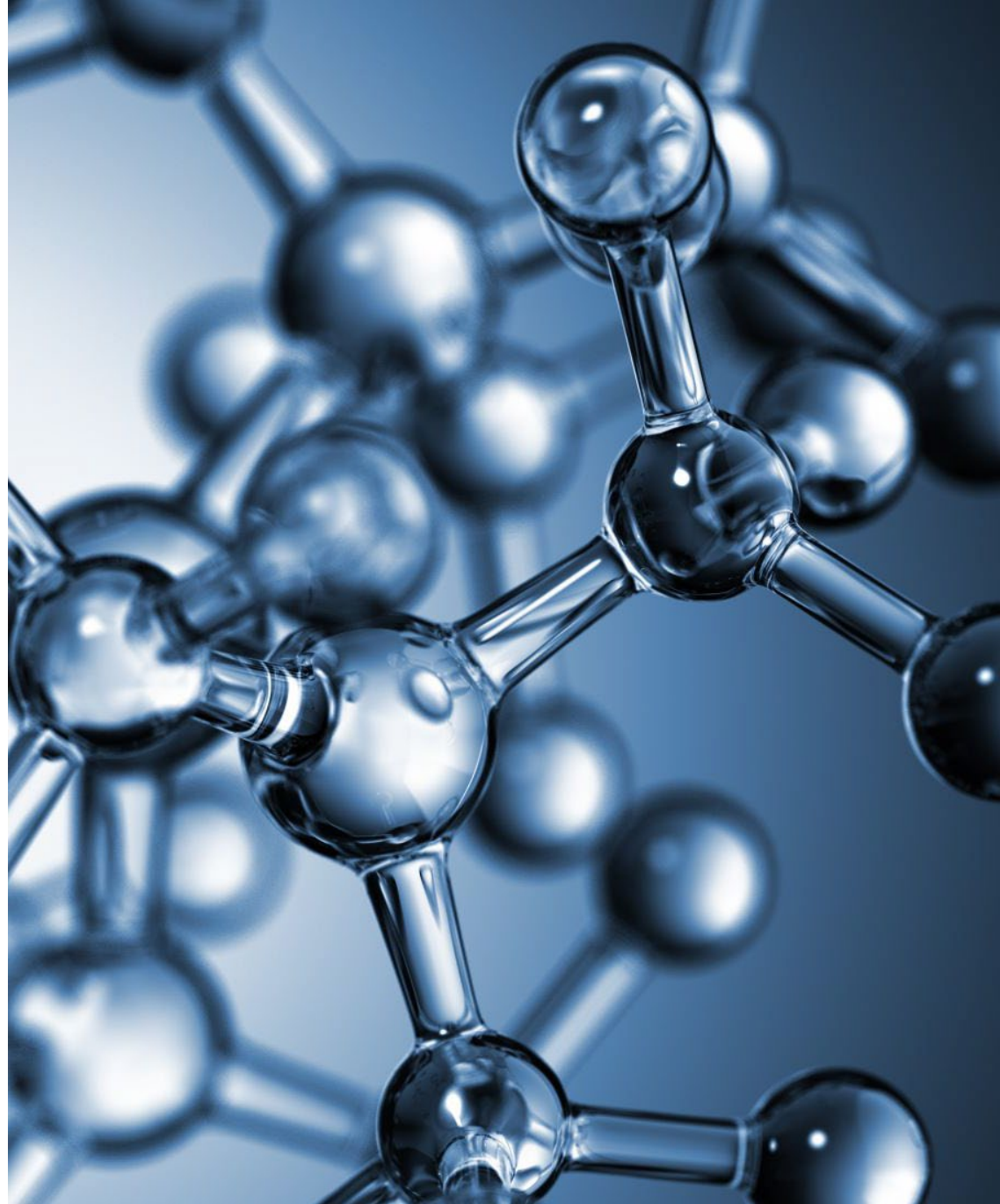
Panel members

Lucjan Chmielarz (JU Krakow, Poland)

Mariska Min-Leliveld (UvA Amsterdam, Netherlands)

Vincenzo Russo (U Federico II, Naples, Italy)

Iring Wasser (ASIIN, Germany)



Traditional lecturing will not prepare our students to solve global challenges

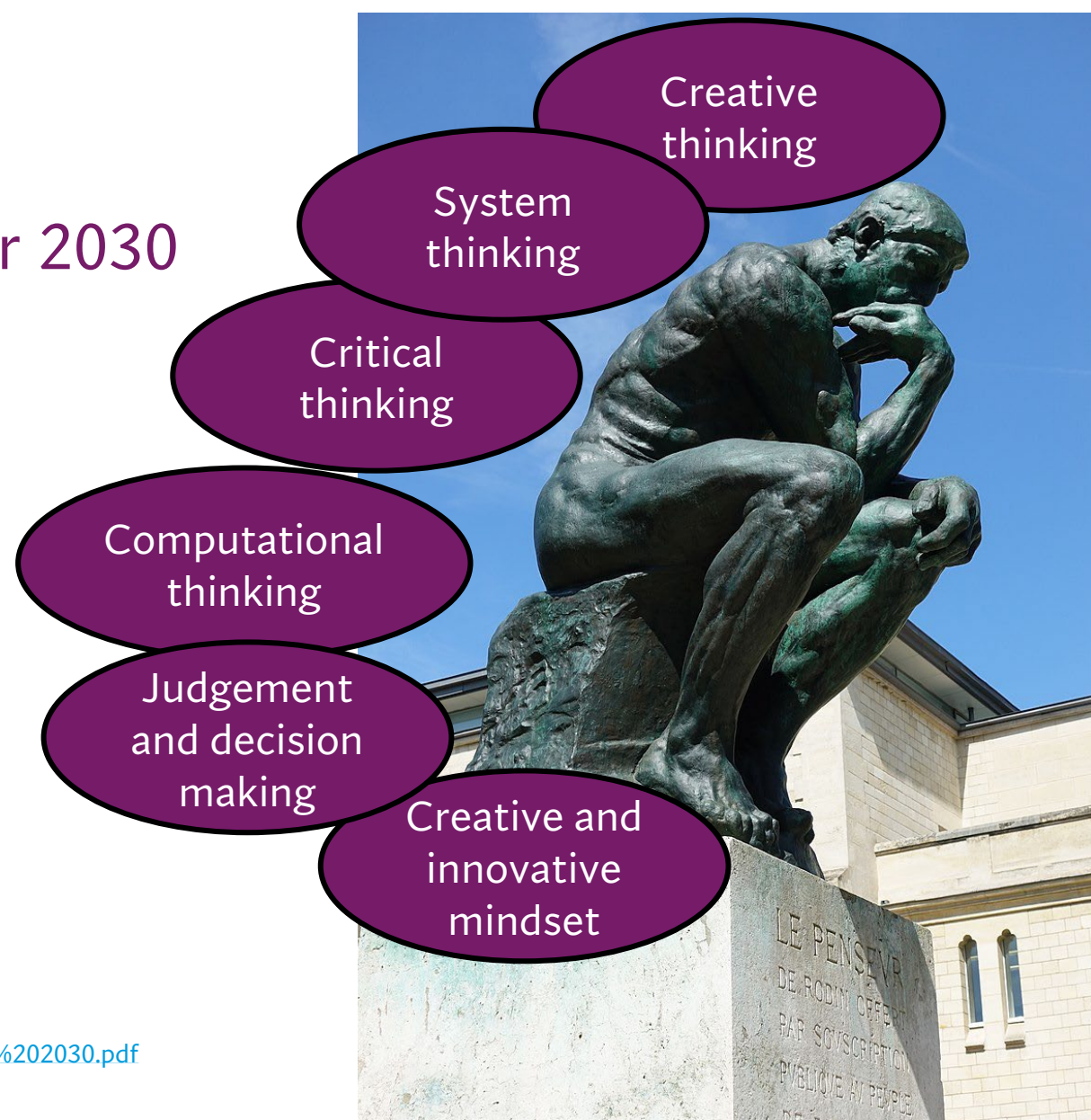
Freeman et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS*, *111*(23), 8410-8415.

Bligh D.A. (2000). What is the use of Lectures? Jossey-Bass Publisher, San Francisco



Universities without walls. A vision for 2030

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



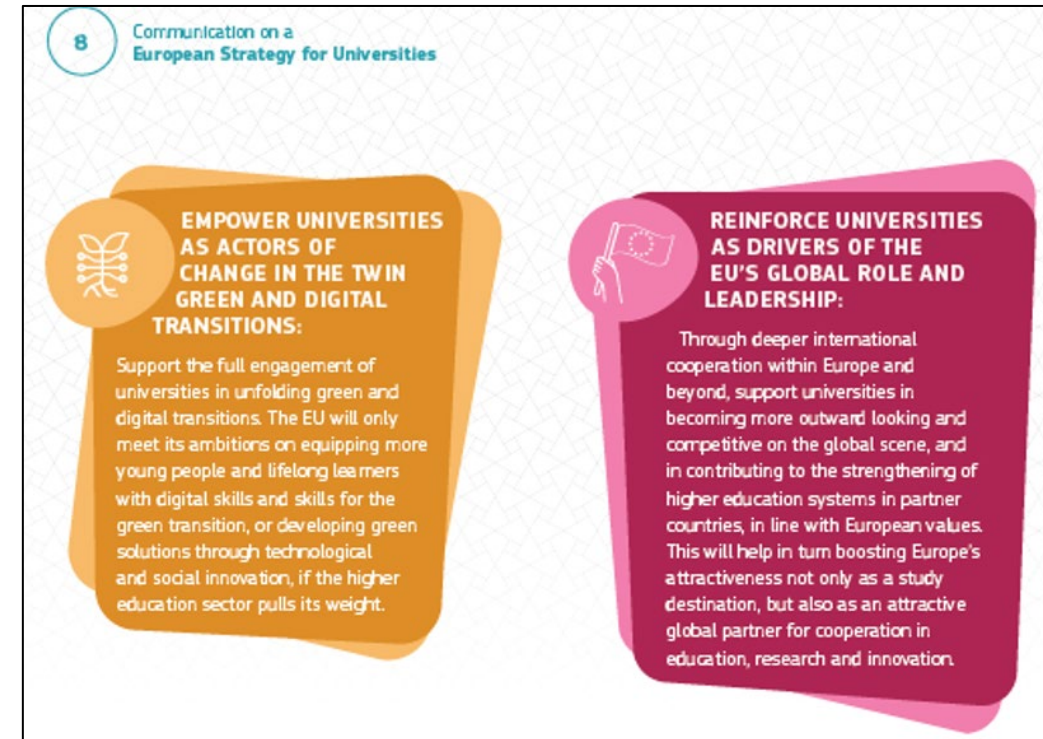
EUA (European University Association) (2021). Universities without walls. A vision for 2030,
<https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf>

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

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<https://commons.wikimedia.org/w/index.php?curid=94532194>

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>



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



Collaboration in professional
development in teaching and
learning is necessary

5 Arguments



Argument 1

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

- students
- lecturers

No European professional development framework in teaching and learning in STEM 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

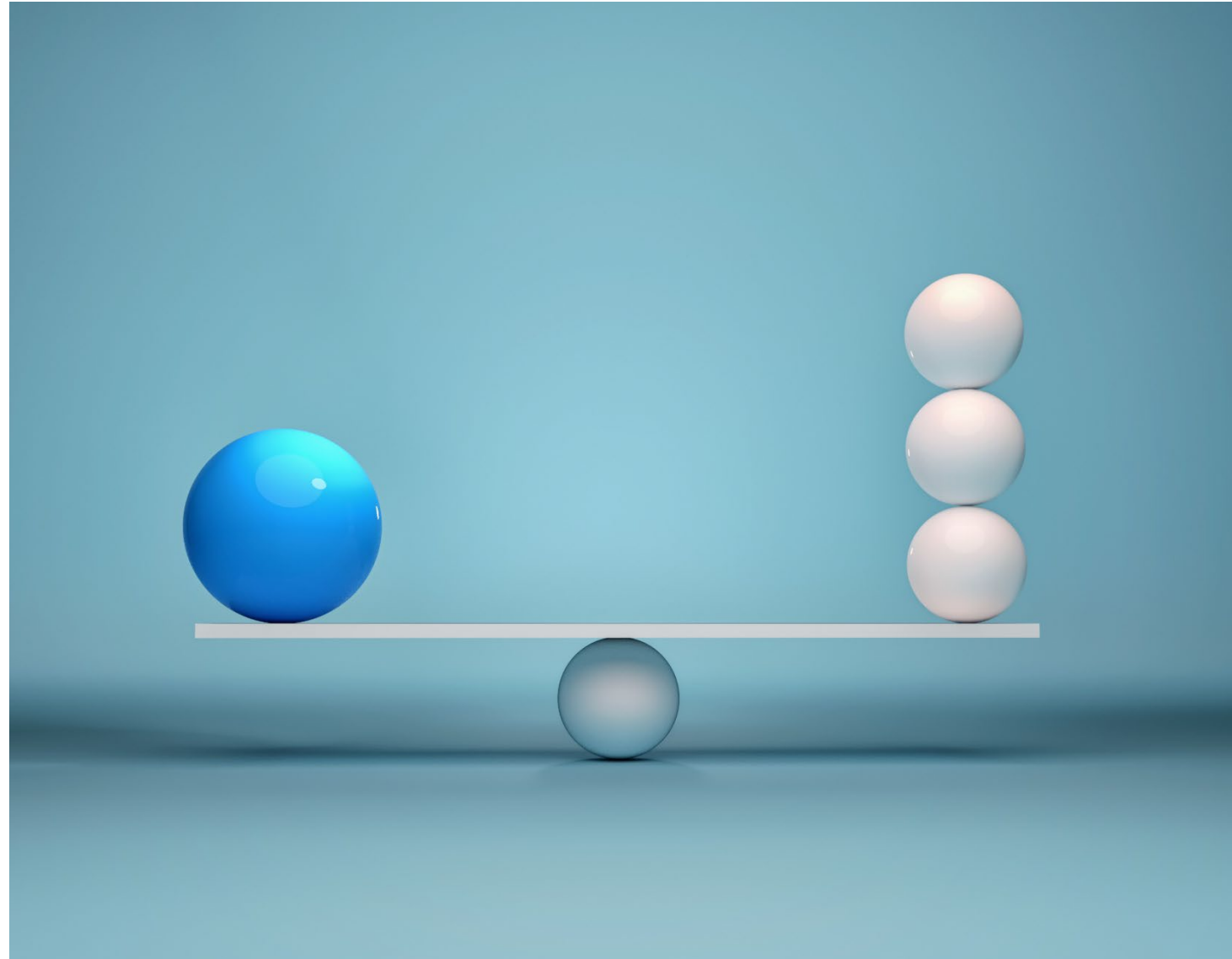
No European **offer** of professional development activities in teaching and learning that assure **fit to local university and faculty needs**



Argument 4

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

- Not enough or 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 traditional lecturers to **recognized** educators who promote progress in teaching 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





ECTN Working Group
Eurolecturer Academy

Eurolecturer Academy Framework



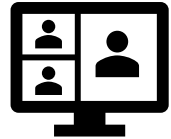
Timeline establishing vision Eurolecturer Academy (ELA)



Present idea



Establish
core team



Online meeting 1
25th Feb. 2022



Online meeting 2
3rd March 2022



Online meeting 3
30th March 2022



Vision
leaflet



ECTN GA
Assembly
8-9 April 2022

ECTN AC
meeting
29th Jan.2022



Proposal

Re-open Eurolecturer

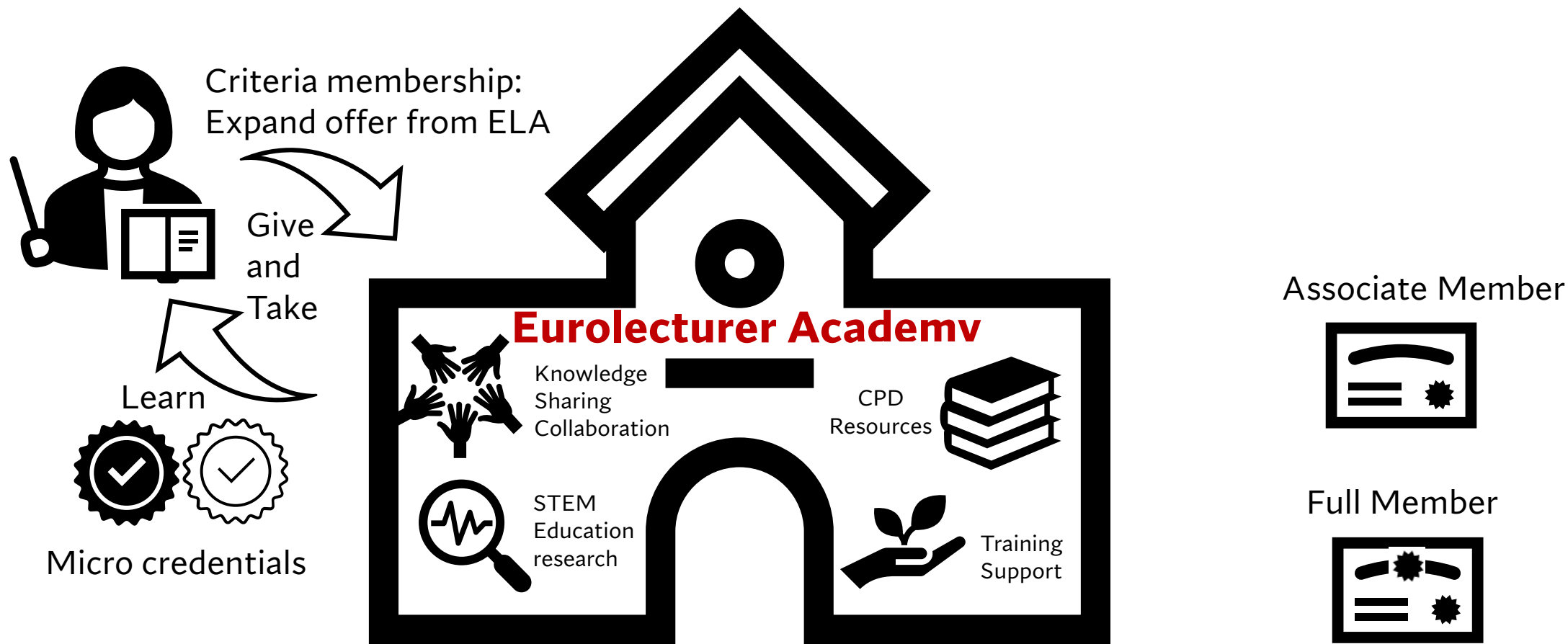


Nataša Brouwer (University of Amsterdam, the Netherlands)
Iwona Maciejowska, (Jagiellonian University in Krakow, Poland)
Claire McDonnell (Technological University Dublin, Ireland)
Matti Niemelä (University of Oulu, Finland)
Bob Pirok (University of Amsterdam, the Netherlands)
Cristina Femoni (University of Bologna, Italy)



Common ground competences

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



Summer School for CPD-Ambassadors



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



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

CPD-Ambassadors A bottom-up approach



STEM-CPD@EUni project

<https://ectn.eu/work-groups/stem-cpd/>

User case

shares knowledge and
experiences

defines local challenges
in teaching and learning

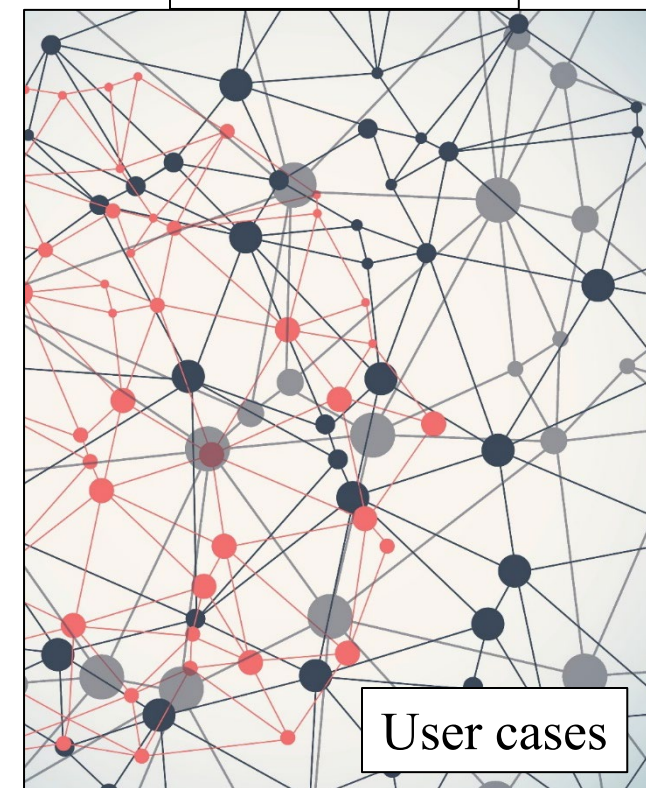
defines learning needs
of fellow lecturers

Actions
CPD-Ambassador

promotes continuous
professional
development at the
faculty

organizes activities
about teaching and
learning for fellow-
lecturers

EU context



User cases

<https://starfish-education.eu/>

Eurolecturer Academy will

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

- CPD-Ambassadors, ELA members
- Support of ECTN in cooperation with EuChemS, IUPAC, and EUA
- Support from EU (e.g. Erasmus+ staff exchange grants)
- EU accreditation of certificates for lecturers and CPD-Ambassadors (ASIIN)





ECTN Working Group Eurolecturer Academy



University of Ljubljana



University of Naples Federico II



Jagiellonian University, Krakow



STEM-CPD@EUni project



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



Panel discussion

Topic 1

How to bring together STEM lecturers to **collaborate** in the European / international context ?

Topic 2

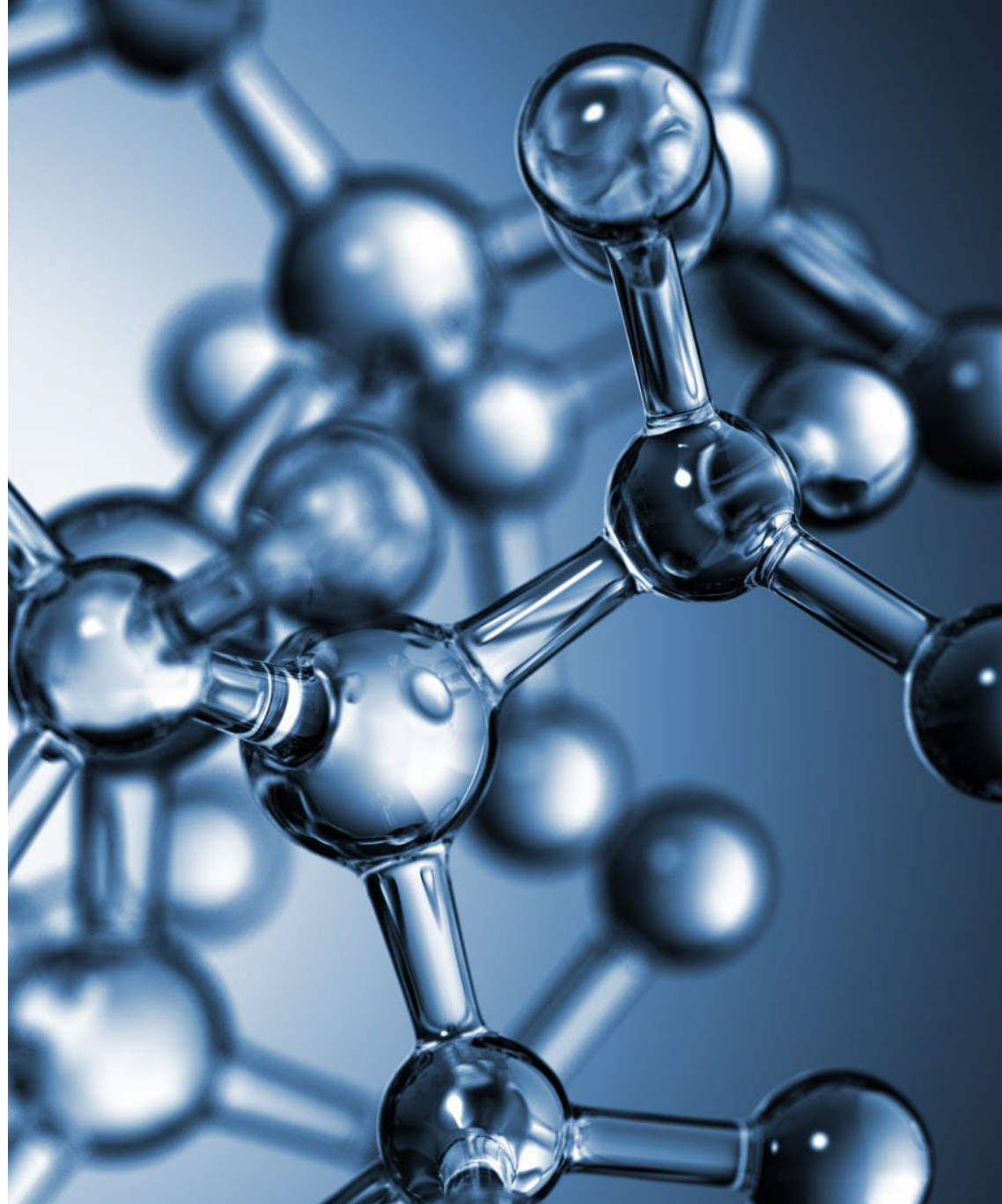
How to **improve recognition of competences** of lecturers in European / Global context and support mobility of lecturers?

Topic 3

What are possible professional **development activities** organized in international context?

Topic 4

How to organize reliable and **accredited certification** of specific **teaching and learning competences** in an international context?



Panel discussion

Topic 1: Lucjan Chmielarz (JU Krakow)

How to bring together STEM lecturers to **collaborate** in the European / international context ?

Topic 2: Mariska Min-Leliveld (UvA Amsterdam)

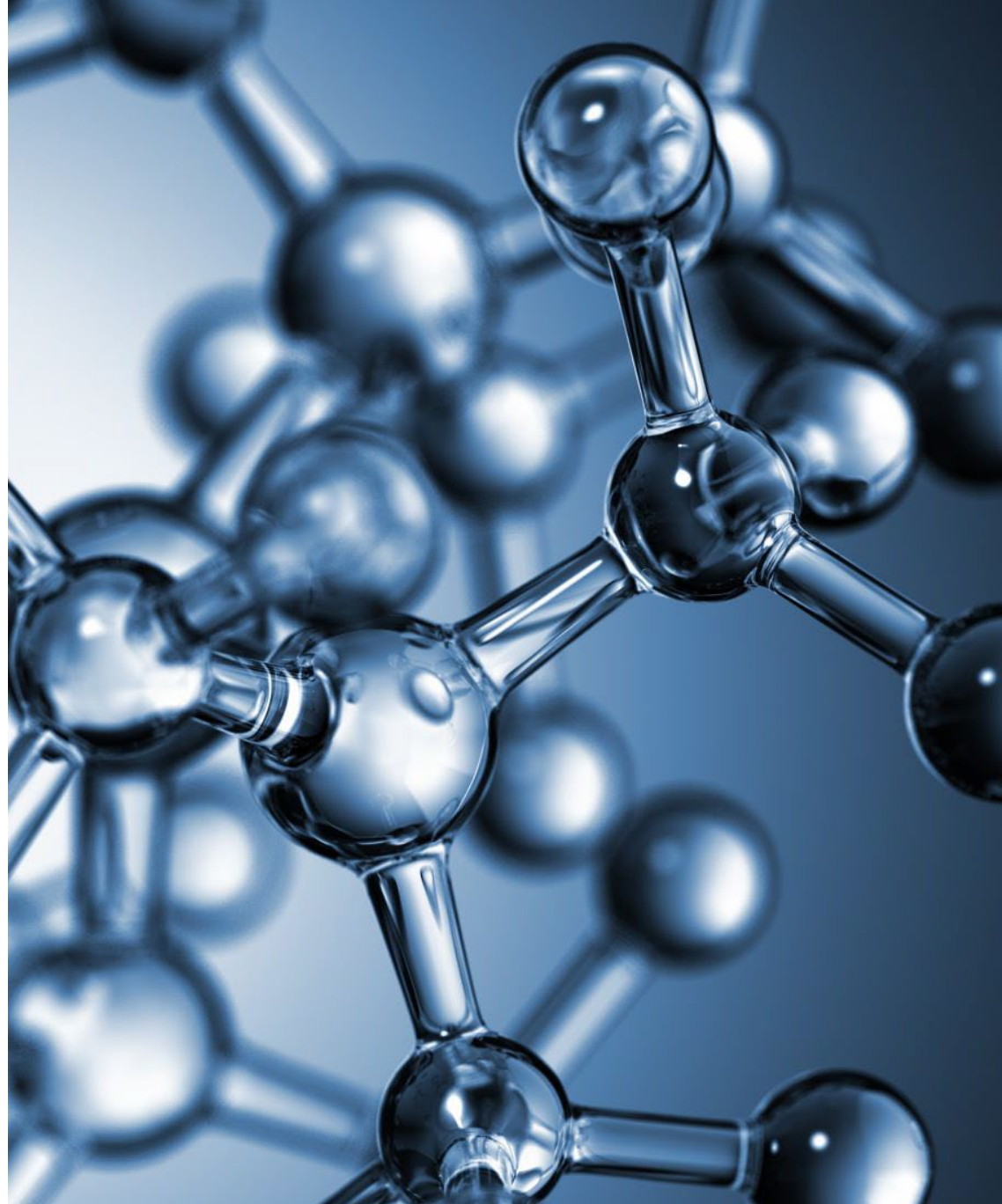
How to **improve recognition of competences** of lecturers in European / Global context and support mobility of lecturers?

Topic 3: Vincenzo Russo (U Federico II, Naples)

What are possible professional **development activities** organized in international context?

Topic 4: Iring Wasser (ASIIN)

How to organize reliable and **accredited certification** of specific **teaching and learning competences** in an international context?



Panel discussion

Lucjan Chmielarz

Jagiellonian University Krakow, Poland

Topic 1

How to bring together lecturers in STEM, e.g. in Chemistry associated discipline from different universities and different countries to collaborate in education and improve the quality of education in the European / international context together?



Panel discussion

Mariska Min-Leliveld

University of Amsterdam, The Netherlands

Topic 2:

How to improve recognition of competences of lecturers in European / Global context and support mobility of lecturers?



Panel discussion

Vincenzo Russo

University of Naples Federico II, Italy

Topic 3:

What are possible professional development activities organized in international context?



Panel discussion

Iring Wasser

ASIIN, Germany

Topic 4:

How to organize reliable and accredited certification of specific teaching and learning competences in an international context?

