

# Teaching and Learning for Societal Impact - a European Perspective

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## Trends 2018



## European University Association

- 800 + higher education institutions in 48 European countries
- Policy and good practice
- Focus on the European Higher Education Area & the European Research Area

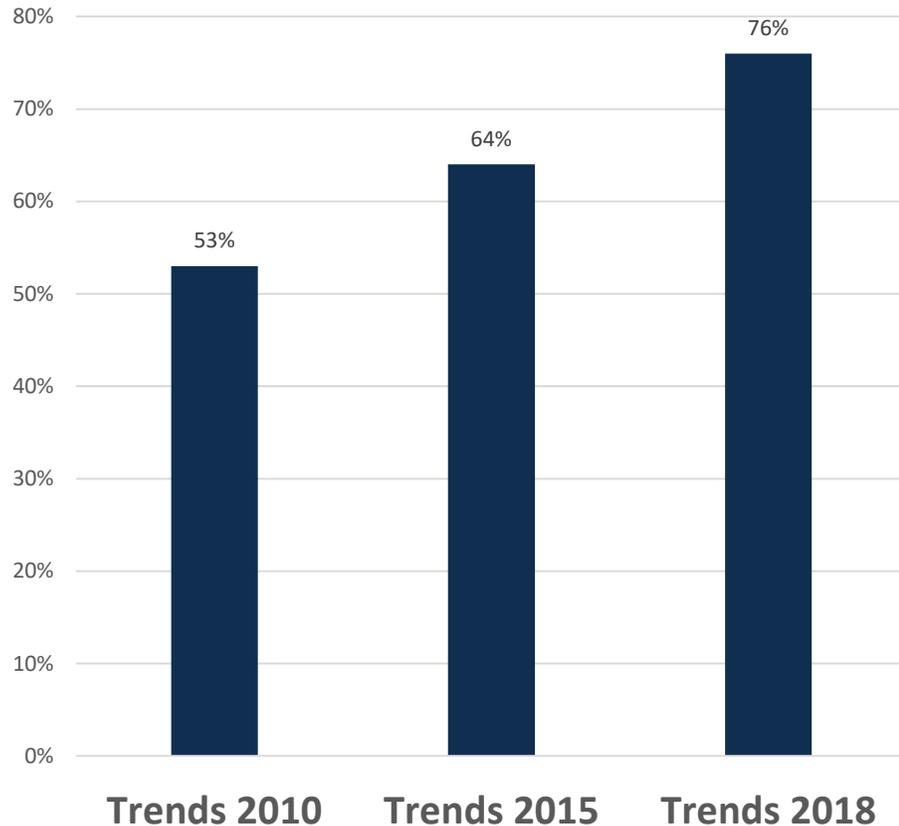
## EUA Trends Reports – since 1999 > 2018 Report

- Reporting on institutional developments in learning and teaching
- 303 responses - 43 European higher education systems

Focus also on diversity, equity and social inclusion

# Successful reform > Bologna Process & EU processes

% of institutions that implemented learning outcomes for all study programmes



- Introduction of Bachelor-Master degrees
- Increase in doctoral schools/programmes
- Modularisation, learning outcomes, student-centred learning,
- Mobility (international, workbased learning, internships)
- Shared study courses
- Degree recognition, improvement in quality?
- “40% of those aged 30-34 should have a higher education or equivalent qualification by 2020”
- Impact: more flexible study opportunities; equity & inclusion – lifelong learning? better teaching? E-learning?

# Moving on from learning and teaching to a focus diversity, equity & inclusion

## Focus on diversity, equity and inclusion

### **Bologna Process:**

*“The diversity of students accessing, participating and completing Higher Education should reflect the diversity of our populations.”*

### **Renewed EU agenda for higher education (May 2017):**

*“Higher education must play its part in facing up to Europe’s social and democratic challenges. This means that higher education is inclusive, open to talent from all backgrounds”.*

### **EC Communication on European Education Area (November 2017):**

*“[...] we must seize the opportunity and make sure education and culture are the drivers for job creation, economic growth, social fairness and ultimately unity.” (EC President Juncker)*

## What do we mean by equity?

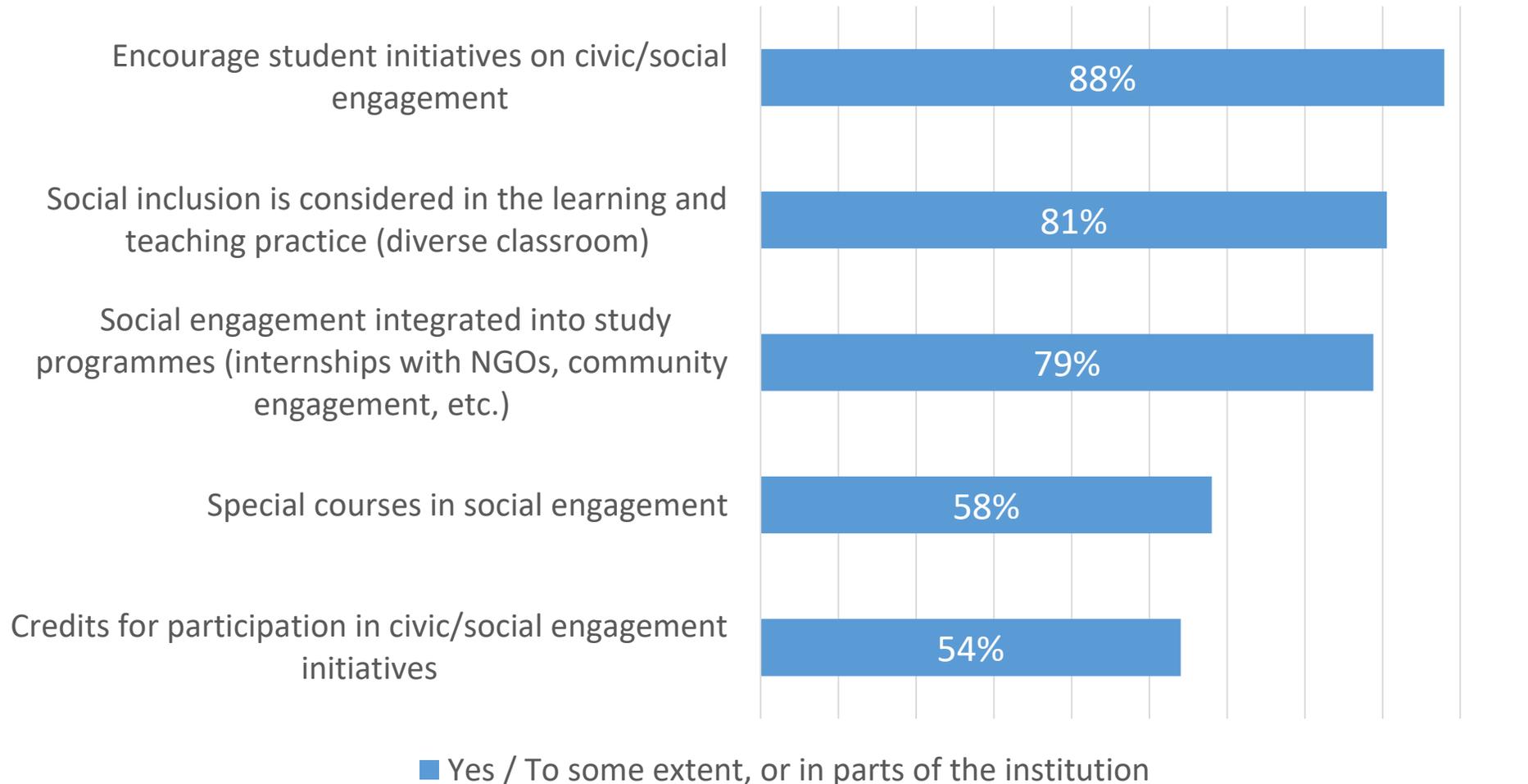
- an approach geared to ensure equality of opportunities
- acknowledging that individuals have different starting points and that promoting inclusion does not happen on its own, there are specific barriers that have to be overcome, related to:

## What do we mean by inclusion?

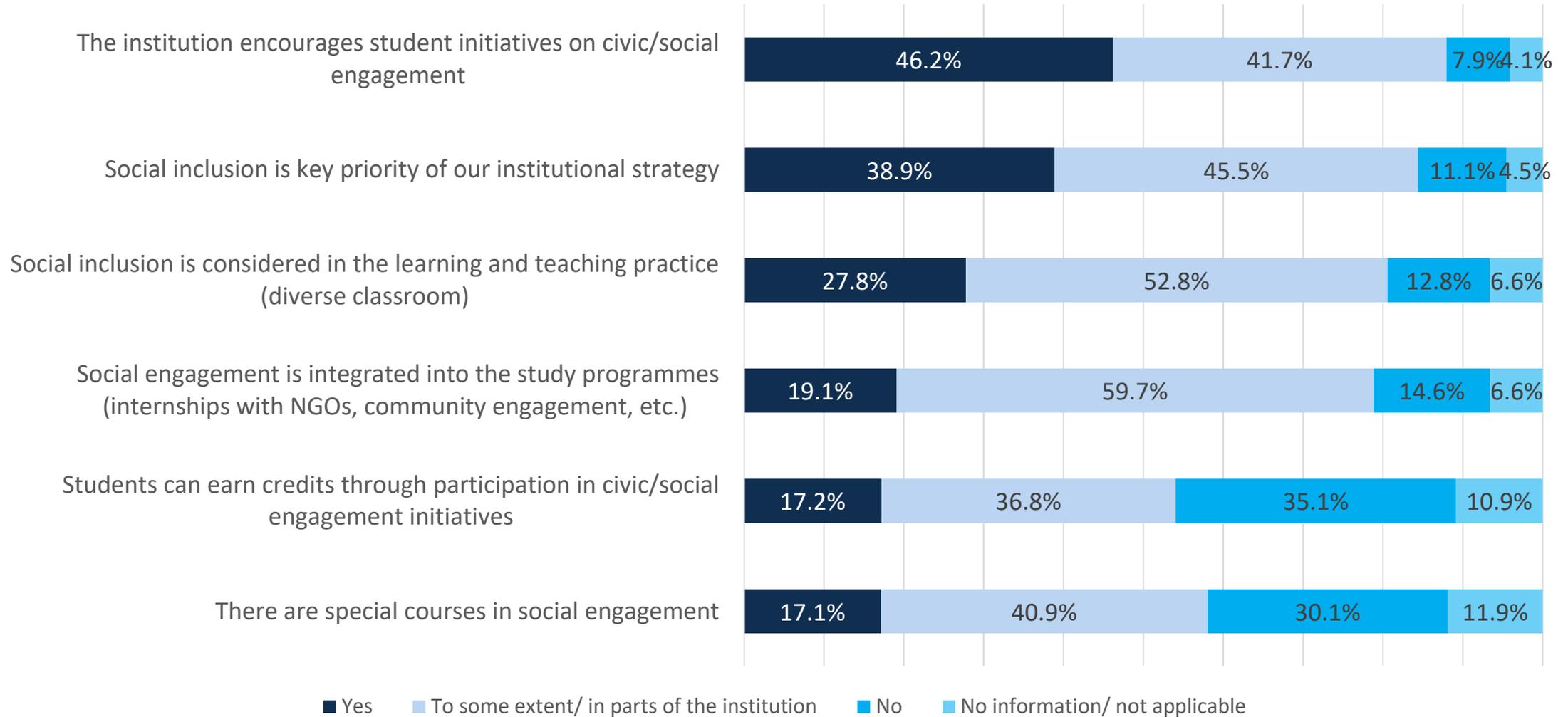
- diverse backgrounds being valued in a group or by the institution
- Understanding that awareness about differences and privileges is a pre-requisite for promoting inclusion

# Social inclusion & engagement

## Impact of inclusiveness and social engagement on learning and teaching



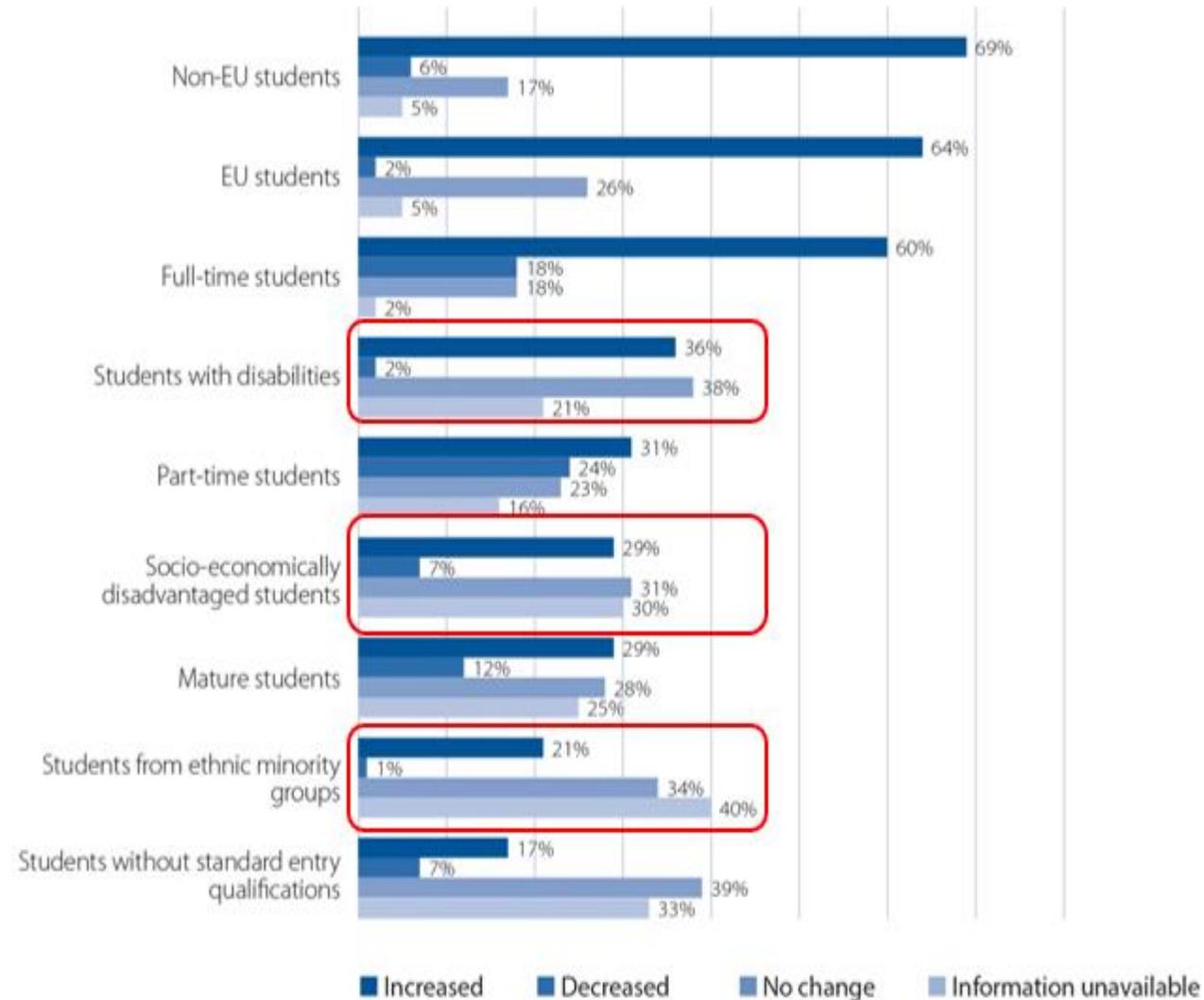
# Impact on learning and teaching



Trends 2018. Question 28: *At your institution, does inclusiveness and social engagement have any impact on learning and teaching? Please select one option per line.* (n=288)

## Impact on student body

Changing composition of the student body



Why this topic  
is becoming  
increasingly  
important..

- Changing labour markets & increasing demand for highly skilled people
- Our societies are becoming increasingly more diverse > e.g. Influx of refugees of the recent years
- Continued massification & internationalisation of higher education
- **Impact on the student body and on staff**
- **Increased focus on the role of universities with regard to social inclusion**

### Changes in European labour markets 1995–2015 (OECD)



Source: OECD Employment  
Outlook 2017

## The key role of higher education

Source: OECD  
Education at a glance  
2017

- Adults with a tertiary degree are **10 percentage points more likely to be employed**, and will **earn 56% more** on average than adults who only completed upper secondary education.
- They are also the **first to recover from economic downturns**: employment rates for young adults with tertiary degrees have returned to pre-crisis levels, while rates for those who did not complete upper secondary education are still lagging behind.

# The importance of teachers & teacher training

## Teacher training – staff enhancement

- Voluntary courses
  - 77% in place
  - 13% planned
- Compulsory courses
  - 37% in place
  - 17% planned
- Training on learning outcomes
  - 25% - for all teaching staff
  - 39% - on request only
  - 12% - compulsory for new teaching staff

**Low interest in “teacher training”**

## Teaching qualifications

- 50% of the institutions surveyed require teaching experience at start of employment
- Academic degree (doctorate)
- Teaching skills & training are important - but less than research and other generic academic skills

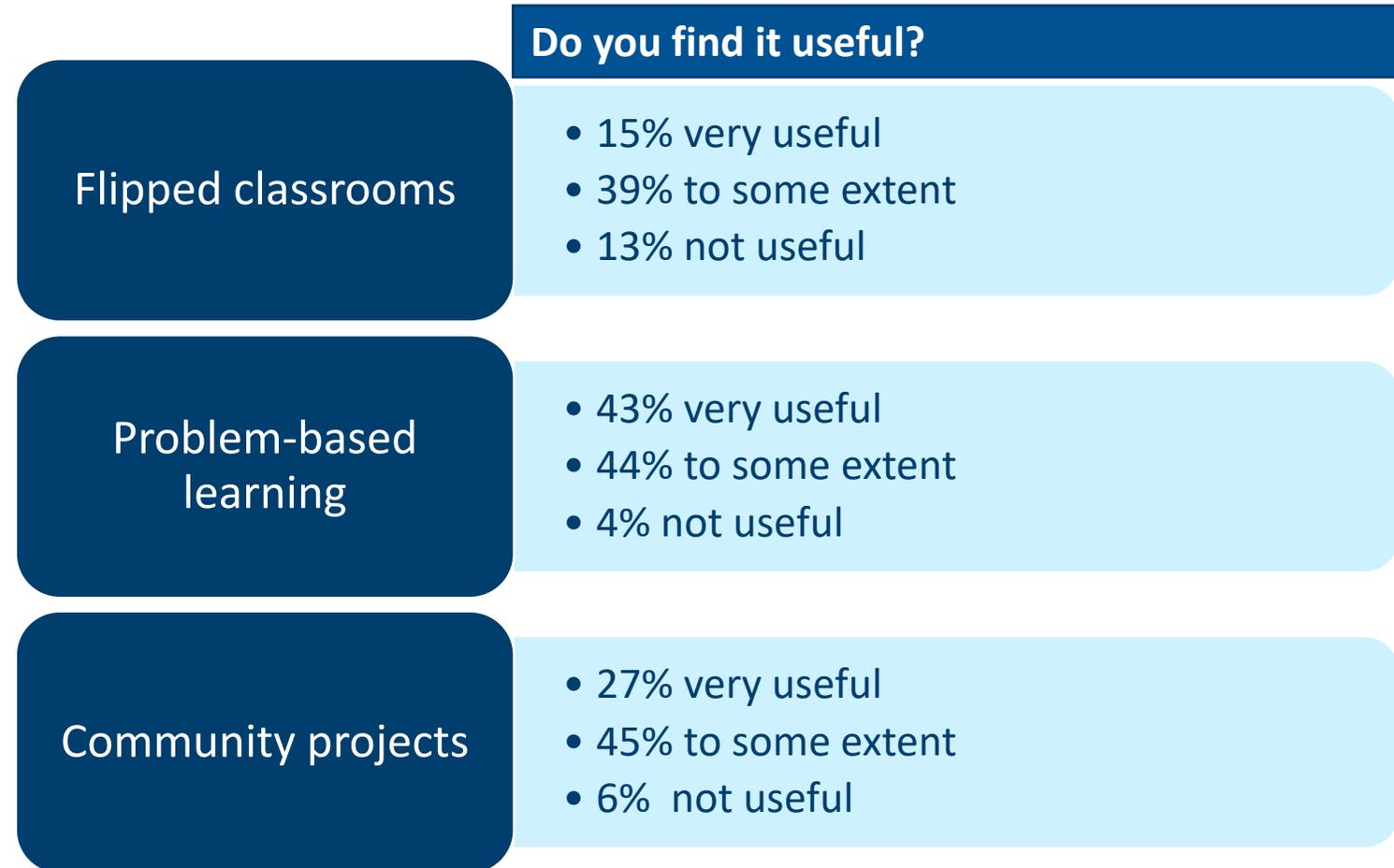
**Research output, not teaching counts for career development - 2<sup>nd</sup> biggest obstacle for Learning & Teaching.**

## Who is teaching?

- Professors – but also assistant professors, lecturers, experts, researchers, PhD candidates, students ...
- Teaching support staff
- Research on teaching (67%)
- Collaboration among teachers, with other staff

**Growing importance of collaboration / institutional approaches**

## Changing teaching approaches



Part of a larger discussion on sustainable development

### Education as facilitating goal



# Thank you for your attention

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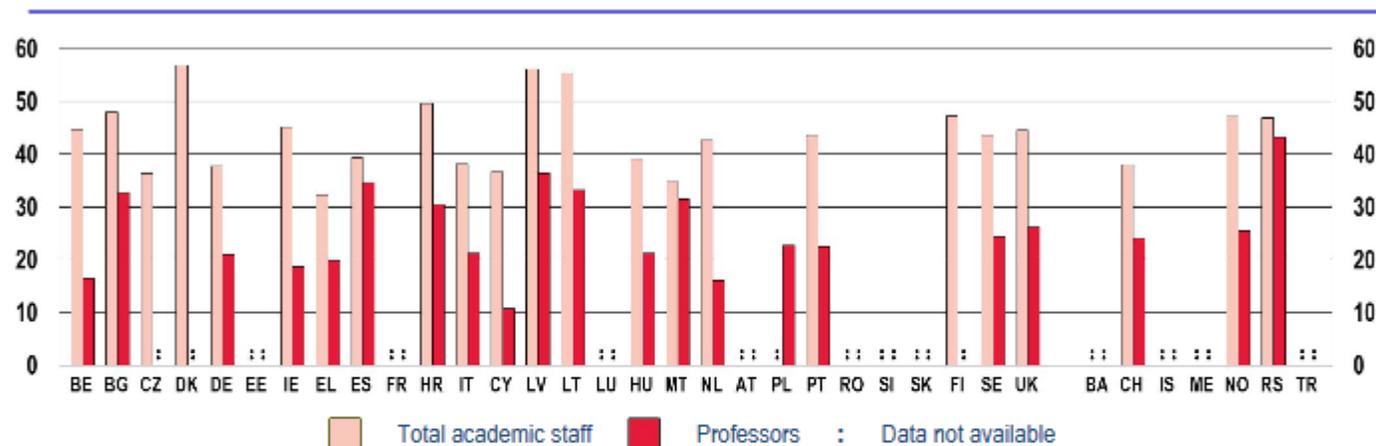
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# Academic staff

Despite positive evolution in academic staff positions, in most countries women represent less than half of the workforce.

Figure 4: Share of women among total academic staff and professors, 2013



	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT
<b>All academic staff</b>	44.7	47.9	36.3	56.8	37.7	:	45.1	32.2	39.4	:	49.6	38.2	36.7	56.2	55.3	:	39.1	34.7
<b>Professors</b>	16.4	32.7	:	:	20.9	:	18.6	19.9	34.6	:	30.5	21.2	10.7	36.3	33.2	:	21.2	31.4
	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK								
<b>All academic staff</b>	42.7	:	:	43.5	:	:	:	47.3	43.6	44.6								
<b>Professors</b>	16.1	:	22.7	22.5	:	:	:	24.4	26.2									

Source: European Tertiary Education Register (data extracted November 2016).

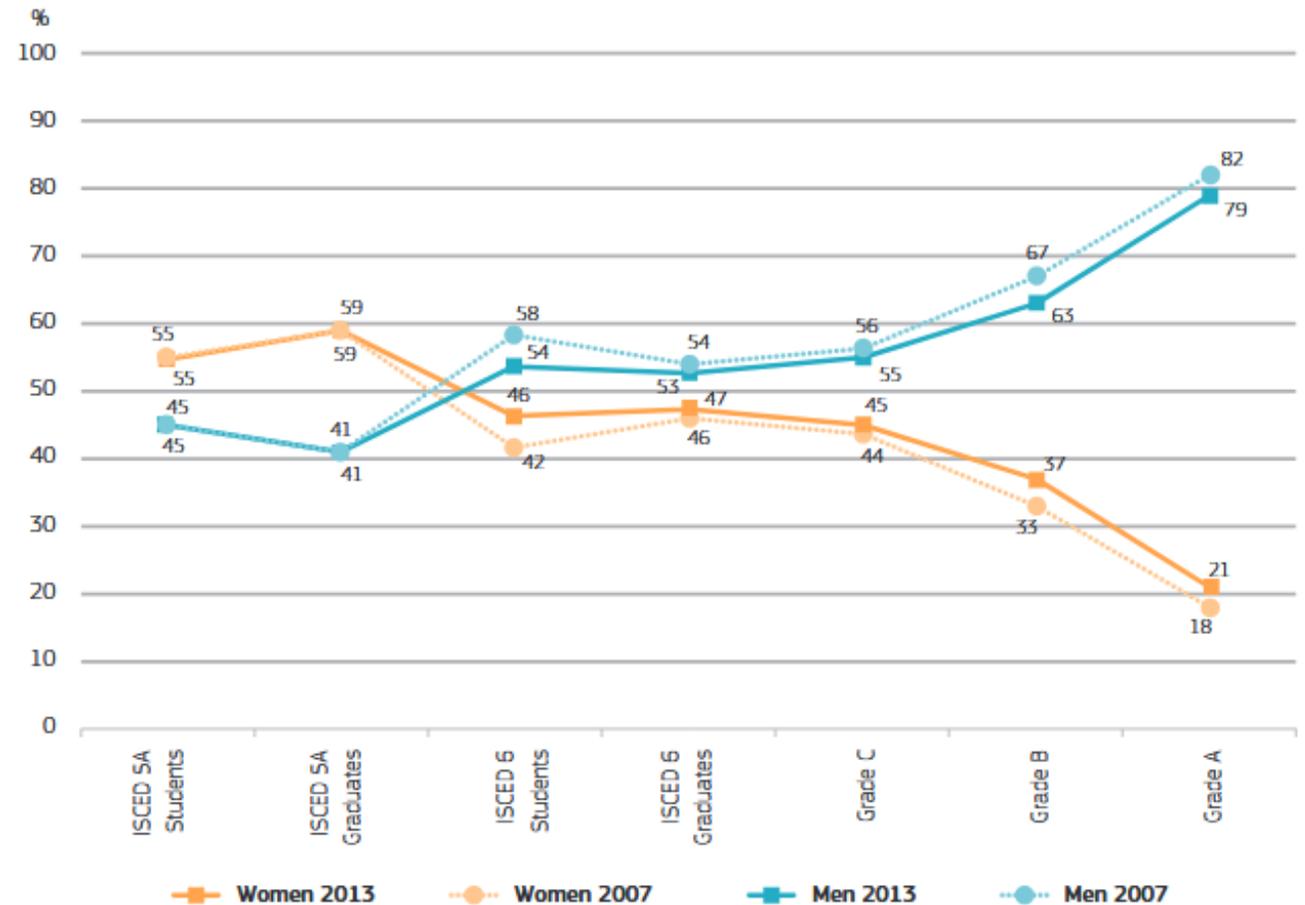
Source: Eurydice brief on Modernisation of Higher Education in Europe: Academic Staff 2017

# Academic staff

As women progress through a typical academic career path, they become increasingly underrepresented compared to men, although the figures slightly improved between 2007-2013.

Source: Eurydice brief on Modernisation of Higher Education in Europe: Academic Staff 2017

**Figure 6.1.** Proportion of women and men in a typical academic career, students and academic staff, EU-28, 2007–2013



Notes: Reference years Eurostat data: 2007–2012; Reference years for Women in Science (WIS) data: 2007–2013; Exceptions to the reference years (WIS): AT: 2007–2011; BE (FR), LV, RO: 2010–2013; CY, PT: 2007–2012; DK, LU (Grade A and B, C not available): 2009–2013; ES, IE: 2008–2012; BE (FL), NL, FI: 2011–2013; PL, SK: 2012–2013; FR: 2012; HR: 2014; MT: 2015; EE: 2004 (She Figures 2012); LT: 2007 (She Figures 2012); UK: 2006 (She Figures 2012); Data unavailable for: (Eurostat) ISCED 5A Students: LU (2007); ISCED 5A Graduates: FR (2012), LU (2007); ISCED 6 Students: DE (2007), LU (2007); ISCED 6 Graduates: FR (2012), LU (2007).

Source: Women in Science database, DG Research and Innovation and Eurostat – Education Statistics (online data code: educ\_grad5)