Pedagogical Aspects in Slovenia EHEA1 and Slovenia EHEA2 projects

National approach

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Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

- National Agency for Erasmus+
- Responsible agency for EHEA Reform project *(Support to implementation of EHEA reforms)*
- Sudy in Slovenia initiative
- National Ceepus Office for CEEPUS “Central European Exchange Program for University Studies”
- EURAXESS Researchers in Motion initiative
- Bilateral exchange scheme office (for students)
- Norway Financial Mechanism & EEA Grants
- World in Classroom initiative
Structure of the presentation

• National background (pedagogical aspects)
  >> international/EU guidelines
• Project Slovenia EHEA 1
  >> activities, results
• Project Slovenia EHEA 2
  >> activities, results
  >> Internationalisation at Home (IaH)/Internationalisation of the curriculum (IoC), internationalized learning outcomes (LOs), national background
• Questions
Higher Education in Slovenia

Slovenian system of tertiary education includes:

1) higher education institutions: universities, faculties, art academies (1st, 2nd, 3rd cycle), professional colleges (1st, 2nd cycle)
   - faculties, art academies and professional colleges may also be established as independent HEIs outside of universities

2) higher vocational colleges (short-cycle study programmes, 2 years)
Higher Education Institutions in Slovenia

- 3 public universities and 1 private university
- Public and private independant HEIs
- Public and private short-cycle vocational colleges
National/Institutional level

1) Slovenian Higher Education Act (OG RS 2012, 85/14, 75/16):
   - PEDAGOGICAL WORK

2) Minimum Standards for the Appointment of HE Teachers, Researchers and Faculty Assistants at HEIs (OG RS 2010):
   - elements for assessing PEDAGOGICAL QUALIFICATION

3) HEIs’ Habilitation Criteria
A review and analysis of Habilitation Criteria of 3 Slovenian universities (Aškerc, 2014):

ASSOCIATE PROFESSOR:
- over 50% of points (UL, UP), 58% (UM) - research work
- at least 25% of points (UL, UM, UP) - pedagogical work

FULL PROFESSOR:
- over 50% of points (UM), 55.5% (UL, UM) - research work
- 22% of points (UL, UPR), 25% (UM) - pedagogical work
- a demonstration of pedagogical qualification by means of a ‘probationary lecture’
- extensive sections dedicated to: mentoring, co-mentoring, textbooks and similar materials, etc.

- **UP, UL:** 1 point for attending training courses on QT (the lowest among all categories within the pedagogical activity)
- **UM, UNG:** category for pedagogical training courses not included in Criteria
- **UP:** Criteria require **certificates** of participation in pedagogical-andragogical training
The study (Aškerč, 2014):
- Spring 2013
- 513 respondents (8,763 university teachers, 5.6%)
- All HEIs

### Participation in pedagogical training courses

<table>
<thead>
<tr>
<th>Participation in pedagogical trainings</th>
<th>No kind of participat.</th>
<th>'Adult education’ after finishing a degree</th>
<th>Finished pedagogical SP</th>
<th>HE pedagogical training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>47.0%</td>
<td>10.3%</td>
<td>22.6%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>
Satisfaction of HE teaching staff with the assessment of the pedagogical qualification

<table>
<thead>
<tr>
<th>HEI</th>
<th>Satisfaction (1-not at all, 5-very satisfied)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>UL</td>
<td>2.82</td>
<td>1.01</td>
</tr>
<tr>
<td>UM</td>
<td>2.85</td>
<td>1.03</td>
</tr>
<tr>
<td>UP</td>
<td>2.90</td>
<td>1.12</td>
</tr>
<tr>
<td>UN</td>
<td>3.31</td>
<td>1.01</td>
</tr>
<tr>
<td>Private HEIs</td>
<td>3.36</td>
<td>1.20</td>
</tr>
<tr>
<td>Total</td>
<td>2.92</td>
<td>1.07</td>
</tr>
</tbody>
</table>

Significance of mean differences: 0.002*
European/International documents

- ESG (2015): sections 1.3 and 1.5 – QT, assessment, LOs
- etc.
Support to the implementation of EHEA reforms – EHEA Slovenia 1 (call: 2014)

Objective: Introduction of meaningful **learning outcomes** in Slovenian HE

- organization of training courses on **writing, using and assessing LOs** (prof. Kennedy)
- MASTERMIND project and LOs,
- publication of the **practical guide** on writing and using LOs; 500 copies
EHEA Slovenia 1

Objective: Improving **quality of teaching** and introduction of **SCL**

- organisation of several training courses on HE pedagogy/didactics for HE teachers/staff
- organisation of international conference on QT
- publication of scientific monograph and two e-proceedings on QT
Training courses on HE pedagogy/didactics:
- Academic Teaching Excellence (BC),
- Teaching International Students,
- Interactive Communication and Lecturing in HE,
- Group Work for the Active Study
- 3x trainings on Learning Outcomes

*4 external/foreign experts, 5 domestic experts
*certificates
EHEA Slovenia 1

International conference „Quality of university teaching and learning“ - Balkan region
- more than 100 authors from over 10 different countries (majority from Slovenia) submitted their papers (strict selection process)
- presentations/lectures, workshops, roundtables, posters (exchange of good practices, experiences, policies etc.)
- more than 200 participants registered
EHEA Slovenia 1

Publication of the monograph and e-proceedings on QT (bilingual):

- on-line and printed monograph: “Improving the quality of teaching and learning in higher education: from theory to practice, from practice to theory”

- two on-line proceedings (one peer-reviewed)

*long-term impact
Support to the implementation of EHEA reforms – EHEA Slovenia 2 (call: 2015)

Objective: **IaH/IoC** - to integrate international and intercultural dimensions into curriculum

Objective: **Learning Outcomes** - i) teaching and learning processes and ii) to reach aims of internationalisation of HE >> internationalised LOs

Objective: **QT and Pedagogical Qualification** - to define how to certificate pedagogical trainings; to improve QT
In my university, Internationalisation at Home is:

1. Completely unknown as a topic
2. Known to a few select people
3. Known to a large group of people
4. It is part of our internationalisation strategy, so everyone should know
To internationalise the learning of all our students we should:

1. send them all abroad
2. send all our staff abroad
3. hire staff from abroad
4. internationalise our teaching and learning
Why IaH/IoC in Slovenia?

Mobile students (ERASMUS, CEEPUS, NFM, AD FUTURA; 2014/15):
- outgoing: 3,4%
- incoming: 2,9%

Mobile staff (ERASMUS, CEEPUS, NFM, AD FUTURA; 2014/15):
- outgoing: 6,2%
- incoming: 4,8%
ES VI research Slovenia, unofficial data (Jan. 2017)

Where will you look for the employment?

- Firstly in Slovenia, then abroad: 52.8%
- In Slovenia: 34.5%
- Firstly abroad, then in Slovenia: 6.6%
- Abroad: 6.1%
Pozitive impacts of internationalisation on improving quality of university teaching and learning and other activities in HE (Teichler in Maiworm 1997; Bracht et al. 2006; Pavlin 2009; Flander 2012; Klemenčič in Flander 2013; Klemenčič, Flander in Žagar Pečjak, 2013; de Wit et al. 2015 etc.).

- Mobile and nonmobile students
Three sets of employability skills

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>Cultural knowledge</td>
<td>01-Cross cultural competency</td>
<td>01-Cultural alignment / values fit</td>
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<tr>
<td>02</td>
<td>Language</td>
<td></td>
<td></td>
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<tr>
<td>03</td>
<td>Communication skills</td>
<td></td>
<td>02-Interpersonal and communication skills (written and oral)</td>
</tr>
<tr>
<td>04</td>
<td>Tolerance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Cooperation</td>
<td>02-Virtual collaboration</td>
<td>03-Teamwork skills</td>
</tr>
<tr>
<td>06</td>
<td>Interest towards new issues</td>
<td></td>
<td>03-Transdisciplinary</td>
</tr>
<tr>
<td>07</td>
<td>Adaptability</td>
<td>04-Design mindset</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Networking ability</td>
<td></td>
<td></td>
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<tr>
<td>09</td>
<td>Reliability</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Self-knowledge</td>
<td>05-Social intelligence</td>
<td>04-Emotional intelligence (including self-awareness, confidence, motivation)</td>
</tr>
<tr>
<td>12</td>
<td>Persistence</td>
<td></td>
<td>05-Drive and commitment / industry knowledge</td>
</tr>
<tr>
<td>13</td>
<td>Empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Efficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ambition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Creativity</td>
<td>06-Novel and adaptive thinking</td>
<td></td>
</tr>
</tbody>
</table>
»... a more important challenge is to consider how internationalisation of the curriculum ‘at home’ might offer similar opportunities for the static majority of students, who do not take part in an international experience as part of their programme of study.«
(Jones, 2013, 6)
... is the purposeful integration of international and intercultural dimensions into the **formal** and **informal curriculum** for **all students** within **domestic** learning environments (Beelen & Jones 2015, p. 76).
INTERNATIONALISATION OF THE CURRICULUM ...

... is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of studies (Leask, 2015).
Formal

Informal

Hidden
Characteristics of IaH/IoC:

- A tool, not an aim
- Different in every discipline and programme
- Focused on (learning) outcomes, not input
- Engages with local international and cultural practices
- Part of the compulsory curriculum
- Not depending on incoming students or teaching in English/foreign language
- Considers mobility a ‘plus’ option
- ‘Owned’ by academics
„A stronger focus on curriculum and **learning outcomes** is likely to encourage greater **academic engagement in internationalisation** /.../. However, appropriate **professional development programmes** will need to be put in place to ensure that **staff are able to design and deliver internationalised curricula**. International experience in itself is not enough /.../ mobility, both incoming and outgoing, [is] a means to **support** internationalisation of the curriculum."

(Internationalisation of HE, 2015 – requested by EP; DG for internal policies)
While universities may have very different starting points in the internationalisation of their education, they will all have to focus on:

- teaching and learning processes and
- student learning outcomes

in order to reach their aims.“

(De Wit & Jones, 2012).
Subtools for IaH/IoC:

- Comparison of cases from different contexts
- Literature generated in different contexts
- On-line collaboration
- Comparative research
- Local and foreign guest lecturers
- Incoming student mobility
European/International level

- The „European Higher Education in the World Strategy“ (EC, 2013) – one of 3 key priorities for HEIs and member states: towards comprehensive internationalisation strategies
- EHEA Mobility Strategy (2012): Mobility for better learning. Mobility strategy 2020 for the European Higher Education Area
- YEREVAN COMMUNIQUÉ (EHEA, 2015): fostering the employability, immigration and demographic changes ..

>> „... where internationalization of the curriculum can become a driving force for change.“

(Internationalisation of HE, 2015 – requested by EP, DG for internal policies)
National level

Strategy for internationalisation of Slovenian HE 2016–2020  (Aškerč & Flander; CMEPIUS & MIZŠ, 2016)

- Mobility
- International scientific research and development cooperation,
- Promoting the development of intercultural competences (IoC, IaH, internat. LOs),
- Priority regions and countries,
- Promotion, support and monitoring
Methods for implementing IaH/IoC

1. Add on
2. Infusion
3. Transformation
1. Add on

2. Infusion

Container Architecture (Jure Kotnik, Zavod Trajekt, MAO),
http://trajekt.org/2010/06/21/kontejnerska-arhitektura/, 10. 4. 2017
3. Transformation

From a hayrack to the hotel; Raduha House, Luče; http://www.slotrips.si/slo/hoteli/trip/1204/Hisa-raduha-duce, 2. 2. 2017
Institutional LOs for internationalisation
IaH/IoC is focused on outcomes, not on input:

- INTERNATIONALIZED learning outcomes

The quality of the international and intercultural dimensions of the home curriculum depends on purposefulness. Only when academics can articulate and assess internationalised learning outcomes in context, will this quality be achieved (EAIE Spring Academy, 2015).
Project Slovenia EHEA2

Implemented training courses:

- 3-day „train-the-trainers“ course on IaH (J. Beelen), further „train-the-trainers“ courses

- „Train-the-trainers“ course on Learning Outcomes (prod. D. Kennedy; reprint of a practical guide on LOs, 1000 copies)

*4 training courses: Intercultural Fluency, 3 days (British Council),

*4 training courses: Academic Teaching Excellence, 5 days (British Council)
Planned activities:

- publication of a practical guide on IoC (Spring)
- training courses on IoC and internationalized LOs, including curriculum alignment (Autumn, academic staff from all HEIs)
- on-line training course on IoC and internationalized LOs planned
- national conference on pedagogical excellence (professional development of HE teachers)
- scientific international conference on QT and publication (Spring 2018, proceedings)
Planned activities:

*ECHE evaluations: Erasmus Charter for Higher Education, Erasmus Policy Statement (4 HEIs in 2017, all ECHE holders)

Criteria

1. Institutional internationalisation policy
2. Management of internationalization
3. Organisational view of internationalisation
4. Internationalisation: Student’s point of view
5. Internationalisation: Academic and administrative staff's point of view
6. Quality Assurance
Thank you!

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