

INTRODUCTION

to the Peer Learning Activity on Recognition of Prior Learning and e-learning

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Presentation outline

- Policy background for the EDUCA-T project and the PLA on recognition of prior learning and e-learning
- Quality of education vs quality assurance of education
- Contemporary challenges for the academic teachers
- Introduction to the topics of the first day

Bologna reforms

- The project EDUCA-T aims to supporting the Bologna reforms in the way that it focuses on improving quality of teaching and learning in higher education.
- European Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG) - common set of standards and guidelines in quality assurance so to increase the level of trust.
- European register of quality assurance agencies (EQAR) that work on the basis of agreed standards and guidelines and that are externally evaluated in respect of proving compliance with those quality assurance standards.

Quality of education vs quality assurance of education

- Can quality really be “assured”? To what extent are we facing a bureaucratisation of the process focusing on the form and moving away from the content?
- Enhancing quality of HE, improving quality of teaching and learning and exploring ways of how to assist, incentivise and encourage professional development of higher education teachers;
- The new ESG (2015) – two standards:
 - ensuring that the students’ take an active role in creating the learning process, and that the assessment of students reflects this approach;
 - the institutions should assure themselves of the competence of their teachers.

European University Association (EUA) survey in 2016: challenges in the implementation of the revised ESG:

1. Ensuring the link between quality assurance and the academic quality of learning and teaching in designing and approving of study programmes and student-centred learning;
2. Assessing and measuring the extent to which a programme/an institution has adopted a student-centred approach to teaching and learning;
3. The need to link quality assurance to institutional strategic management and institutional development;
4. Developing a stronger link between research and teaching, and support research-led teaching.

Yerevan Communiqué

The ministers of higher education committed themselves:

- to encouraging and supporting HEIs and staff in promoting pedagogical innovation in student-centred learning environments
- in fully exploiting the potential benefits of digital technologies for learning and teaching.

The ministers emphasised the importance of providing support to effective learning activities and appropriate teaching and assessment methods.

Introduction to the topics of the first day

1. Increased access to HE and enlarged and differentiated student body, the raising number of a variety of non-traditional learners and changed teaching and learning environment;
2. The conceptual shift to the learning outcomes approach and the student centred learning;
3. Opening up of HE towards the use of new pedagogical tools, the use of ICT and e-learning as a substitute for traditional ways of teaching;
4. Recognition of prior learning as a non-traditional way to enroll in HE;
5. How to be up to date with the dynamic changes of research findings and advance of new technologies.



QUALITY MATTERS!

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