



“The changing pedagogical landscape – new ways of teaching and learning and their implications for higher education policy” - Contract Number EAC-2013-0575

Project Partners

- Brussels Education Services sprl (Coordinator)
- University of Edinburgh
- European Association of Distance Teaching Universities (EADTU)
- UPCnet

Background

The **shift** towards a more **student-centred approach** in teaching and learning within higher education is rapidly materializing across Europe. Recent **technological developments** can be instrumental to support this movement. The **growing numbers of students** constitute a challenge when it comes to **ensuring quality and relevance** of higher education. At the same time **new providers** are entering the market.

Technology-enhanced education offers a variety of **opportunities** for higher education institutions (HEI):

- **Widening the student body,**
- **Engaging with non-traditional and remote learners,**
- **Blending classroom and virtual higher education,**
- **Cross-border cooperation between institutions,**
- **More adapted/tailor-made provision,**
- **Mainstreaming of a more interactive teaching and learning experience.**

Despite all these developments and opportunities, the majority of European HEI have made little progress in adapting their course offer accordingly. **This study envisages a detailed examination of the barriers and opportunities that come along with ICT and other new technologies, which have a potential**

of enriching the teaching and learning experience. It will also look at why and how some institutions are managing to overcome these barriers. In doing so, the study will support the EC Strategy ‘Supporting Growth and Jobs, an agenda for the modernisation of Europe’s higher education systems’.

Objectives

The **overall objective** of the study is to examine to what extent government strategies and higher education regulatory and accreditation, funding, quality assurance, assessment and certification frameworks support or hinder new modes of learning and, in particular, the increased use of technology in the teaching and learning process.

The **specific objectives** of the study are:

- To identify the **implications for pedagogy** in HEI of the most significant practices and trends in new modes of teaching and learning,
- To complete an **overview of what government-led strategies, policies and measures** exist in a sample of 8 European countries to foster an increased use of ICT and the key **aims** that are **envisaged**.
- To assess where the **main barriers and pinch points** exist with a particular emphasis on **accreditation frameworks, funding, quality assurance, assessment and certification**.
- To formulate **recommendations for policy-makers at the level of higher education systems** on how to promote and harness new modes of teaching and learning to improve quality and relevance and how formal frameworks can empower and incentivise HEI to exploit their full potential.

Work Plan

The work plan includes the following **milestones**:

- **Expert report** based on **Delphi** method
- **Desk research and literature review**
- **Survey** among European HEI
- **26 Case Studies** in a sample of **8 European countries**
- **Peer review seminar** in Brussels
- **Conclusions and Recommendations**