PARADIGM SHIFT IN HIGHER EDUCATION

Higher education methodology and quality
– Conference –

Dr. Anikó Kálmán
6-7 June 2013, Budapest
The Percentage of Adults Participating in Education and Training

EU 2020 benchmark = 15%

Hungary
2000 – 2,9%
2007 – 3,6%
2012 – 2,8%
EU Survey: The Increase of LLL 2000-2012

- Denmark: + 12.2%
- EU 27: + 1.9%
- Hungary: - 0.1%

35
the realization of LLL is not enough

the systematic adaptation on behalf of the universities is still missing

universities should have adopted a new way of thinking, a new institutional "culture" where all education is viewed as a contribution to lifelong learning
Engaged University - Institutional strategies at the beginning

Traditional mode of teaching

LLL as a dispersed activity

LLL as an integrated activity

Mixed mode of teaching
Traditional mode of teaching

LLL as a dispersed activity  
Mixed mode of teaching  
LLL as an integrated activity
HUNGARY research is in focus
HUNGARY has still many problems but the process has began...
Lifelong Teaching and Learning as Professional Activities

Dr. Anikó Kálmán: Paradigm Shift in Higher Education
Adapting to the requirements:

- Learner-centred approach
- Developing a vertical and horizontal cohabitation between learning and life
- Transforming into knowledge-centre
- „One” out of the many resource centres
- „Top of innovation”

Integrated Task:

1. Research
2. Education
3. Lifelong Learning
The European situation - further training of educators
The European situation - further training of educators (NETTLE Project 2007)

**Iceland:** 85% of tutors have teaching qualifications and competence is one of the factors when a new colleague is about to be employed.

**UK:** the probation period is 3 years. New lecturers having either a teaching qualification or accredited experience will be acquitted of the training. Others have to complete the Postgraduate Certificate in Academic Practice - (PCAP).

**Portugal:** A jury or committee defines the specific criteria for the recruiting and promotional regulation.

**Finland:** The nationwide accredited teacher training programme is compulsory within 2 years (60 ECTS/1600 hours). E.g. Workshop for Expertise in University Teaching (EUT) (240 hours).

**Poland:** Candidates as students are supposed to complete a teacher training course of 270 hours connected to specific skills.

**Bulgaria:** New staff members work as lecturers. After completing the 3-year-probation period their final examination depends on their work and not on the accreditation of the pedagogical skills.

**Cyprus:** PhD – Seminar: 3 hours – Probation period: 2 years. Currently, a Centre for Teaching and Learning is being established.

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The European situation - further training of educators (NETTLE Project 2007)

**Norway:** Course for Basic Pedagogical Competence is compulsory: 50 hours+ modules: 50 hours within 1-5 semesters.

**Ireland:** no requirements. Centre for Teaching and Learning grants a short training programme for the members of the Teaching Staff.

**Latvia:** the introductory training and continuous professional development are regulated by a separate law.

**Slovakia:** Course: “Supplementary pedagogical study for lecturing engineers” – participation is voluntary and seldom compulsory.

**Slovenia:** probation period is 3 years + habilitation.

**Luxembourg:** Courses on mentoring/tutoring, didactic models, training: “own practice analysis”

**Turkey:** there is no nationwide requirement, but there is a teacher training programme.
Characteristics of shorter training programmes

- Internal training
- took place in 2009/2011 with support from the Human Resource Operational Programme
- number of people trained: 358
- ECD certificates issued at the end
- extensive previous communication to inform colleagues of the programmes offered
- blended-learning, relying on traditional classes and electronic learning environment (Moodle)
Implementation of the training project

The professional content of the project is connected to the following fields:

- knowledge of pedagogical methods
- using ICT tools, methods of educational technology
- improving professional language knowledge
- occupational safety trainings
Figures representing the answers of participants in the survey 1.
Figures representing the answers of participants in the survey 1.
Figures representing the answers of participants in the survey 2.
Figures representing the answers of participants in the survey 2.
Figures representing the answers of participants in the survey 3.

**Figure 9. The most often used tools in class**

- Interactive Board
- Projector
- Overhead Projector
- Blackboard
Figures representing the answers of participants in the survey 3.
Figures representing the answers of participants in the survey 4.
## The main indicators of trainings

<table>
<thead>
<tr>
<th></th>
<th>Title of the training</th>
<th>Training period (hour)</th>
<th>Number of training groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Methodological training</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Intensive English professional language training</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>English professional language training course</td>
<td>120</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Programme on labour safety in higher education</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>E-curriculum development training</td>
<td>120</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Training for tutorial tasks</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Digital competences in teaching</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>
Number of instructors/teacher participating in the programmes

<table>
<thead>
<tr>
<th>Training</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. digital competences in teaching</td>
<td>22</td>
</tr>
<tr>
<td>2. general methodology</td>
<td>37</td>
</tr>
<tr>
<td>3. area specific methodology</td>
<td>25</td>
</tr>
<tr>
<td>4. English language course</td>
<td>106</td>
</tr>
<tr>
<td>5. E-learning</td>
<td>10</td>
</tr>
<tr>
<td>6. tutoring</td>
<td>10</td>
</tr>
<tr>
<td>7. health and safety</td>
<td>80</td>
</tr>
<tr>
<td>8. professional English, intensive</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>358</td>
</tr>
</tbody>
</table>
Feedback from the participants

• “We have received many interesting information about teaching, writing articles and giving presentations.”
• “It was great. I have learnt a lot.”
• “It delivered high-quality knowledge that can be well-applied both in theory and practice.”
• “It was a well-thought out, well-prepared, well-conducted and useful training.”
Imagine a university working without teachers.  
Imagine a university with faceless teachers.  
Imagine a university where teachers are playing instead of speaking.

Without teachers there is no university. Without face there is no personality. Facelessness means no quality. The quality education of the 21st century requires a modern teacher personality. A good teacher is a decisive factor.
Thank you for your kind attention!

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