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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE
TEACHING & LEARNING TO ENHANCE STUDENT LEARNING
EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”,
PRINTeL**

**TEACHING STAFF DEVELOPMENT
CENTRE (TSDC)
BEST PRACTICE REPORT**

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1 Introduction

This report is elaborated with the information provided by the Teaching Staff Development Centres (TSDC) at the EU universities, KU Leuven, FH JOANNEUM, Linköping University, Universidade do Porto, and Universitat de Barcelona. The aim of this document is to provide a summary of how the TSDC of the above-mentioned universities organize their centres and their teacher training programs. This information should serve as a guide for the modernization of TSDC in the Eastern PC Universities in order to promote greater awareness on innovative and technology-enhanced teaching and learning at higher education.

2 Teaching Staff Development

Each EU university has different structures for their TSDC, the majority having a central unit, division or institute that offers support and training to teaching staff. KU Leuven, however, has an Educational Policy Unit with sub-units that give support in relation to different issues of HE teaching and learning. However, there is a sub-unit, the Educational Development Unit, that is responsible for giving direct support to teaching staff.

Universities	Teaching Staff Development Centres
KU Leuven	Educational Development Unit (DOO) Leuven Institute for Media and Learning
FH JOANNEUM University of Applied Sciences	ZML – Innovative Learning Scenarios
Linköping University	Didacticum
Universidade do Porto	Pedagogical Innovation (InovPed)
Universitat de Barcelona	Institut de Desenvolupament Professional (IDP)

Most of the personnel at the TSDC are regular teachers from different faculties or departments with regular teaching and contribute to the teacher training organized by the TSDC. Some personnel are permanent educational advisors and have educational research interest. The TSDC usually collaborate with different university departments or units.

To see detailed structures of each TSDC you can consult the different appendixes at the end of this report.

3 Objectives

The main objectives of all the TSDC are promoting advise, coaching and training of their teaching staff so as to contribute to the educational excellence of each institution. From the different objectives of the EU TSDC we could summarise the following key objectives:

- To develop HE emerging pedagogies and innovative educational models
- To develop teachers' competences (digital, managerial, methodological, communicative...)
- To develop innovative use of educational technologies
- To develop online and blended teaching and learning practices
- To enhance active learning and student autonomy
- To create spaces and opportunities to build synergies among teachers

4 Teaching staff training

Teaching staff training can take many formats depending on teachers' needs and demand:

- Online, Blended-learning or F2F training courses
- Seminars and workshops
- Teacher training symposiums or conferences

TSDC also provide regular advice and support on pedagogical topics such as emergent pedagogies or educational trends, assessment methods, e-learning formats, and the use of ICT in higher education.

The training offer is open to all teaching staff at the respective universities and is free of charge.

4.1 Initial training

Only two TSDC, the IDP and Didacticum, have specific initial training courses in different formats.

The IDP – University of Barcelona offers two programs, a short introductory course (14 hours) that aims to reflect on what to teach and learn at university implies; and a master's degree (60 ECTS) that aims to offer a highly-specialised training with a mentoring system that provides help and support novice teachers in their learning process.

Didacticum - Linköping University offers a basic pedagogical training (15 ECTS) in three courses about becoming a teacher in Higher Education (6 ECTS), Course Design and Implementation (6 ECTS) and Research Supervision (4 ECTS). These courses are a requirement to teach at Linköping University.

We should also point out the initial training at KU Leuven in which a teaching portfolio with a peer-review system by senior academic staff is used for newly appointed teachers in order to obtain the BKO qualification (Basic Teaching & Learning Competence).

The other two universities do not differentiate initial programs from continuous regular programs.

4.2 Continuous training programs

All the universities offer continuous training programs along the academic year focusing on pedagogical and methodological issues with a huge range of topics

- Problem Based Learning (PBL)
- Master thesis supervision
- Working with critical thinking in teaching
- Active learning with response systems
- Sustainable development
- Active learning in larger student groups
- How to write a course plan and formulate learning outcomes
- Starting to supervise degree projects
- Maintaining a pedagogical portfolio
- The role of e-learning at a campus-based university
- Recording lectures
- E-Moderating
- Technical-didactical trainings
- MOOCs
- Emergent pedagogies
- Flipped classroom
- Gamification
- Evaluation Methods

Some universities also offer training on soft skills for teacher (communication skills, time management, assertiveness, stress management, etc.).

5 Students' involvement at the TSDC

In some universities students are a key point in decision making of the planning and policy of the TSDC:

- At the UOporto, the MEA group, that supports the Pedagogical Innovation Unit, integrate students, as well as teachers, researchers and technicians. MEA is essentially a group for reflection and implementation of ideas and action toward the enhancement of the teaching and learning in U. Porto.
- At the Linköping University three student representatives, from each of the three student unions, participate in the Didacticum board.

In the rest of the universities students do not take direct part in the planning nor training processes of university teaching staff. However, students' voice is heard by the online student evaluation of the teaching and courses they have received during the semester or by interviews and interventions in workshops and conferences where they talk about and share their learning experiences.

6 Needs analysis procedures

All the TSDC have a needs analysis protocol in order to optimize the offer mainly by means of surveys to gather information on the training needs. In IDP at the University of Barcelona, in Didacticum and in ZML yearly planning meetings between directors, coordinators, or heads of departments are organised to find out about development needs for general or individual teachers and divisions. Valuable information for the development of new trainings and services is also gathered by end-of-the-course questionnaires or feedback session at the end of the training.

7 Marketing

Most of the marketing of TSDC teaching training offer is done via website, social media or intranet information. Internal e-mailing is also an effective way to inform teaching staff of the TSDC offer. The InovPed Unit also has a monthly newsletter for teachers.

8 Implementation and evaluation of the programs

All courses, seminars and conferences organised by the TSDC are evaluated at the end and results are collected and analysed.

- At LiU courses are evaluated internally in a six-year cycle
- At UB an evaluation of impact of the training is carried out every 2 years

KU Leuven follows an interesting internal quality monitoring done by the [COBRA model](#), which stands for COoperation, Reflection and Action, with attention to Checks & Balances. These principles enable KU Leuven to permanently develop and improve the quality of its education programmes.

Accreditation

Not all the TSDC follow the same procedure regarding accreditation

TSDC	Teaching Staff Development Centres
DOO - KU Leuven	Accreditation possible depending on the training followed.
ZML - FH JOANNEUM	Certificates of attendance
Didacticum - LiU	There are no specific accreditation procedures
InovPed - UPorto	Certificates of attendance
IDP - UB	Certificates of attendance

9 Publications

The EU TSDC publish reports on different pedagogical topics and research results in different educational journals.

TSDC	Publications
DOO - KU Leuven	No specific publications. Team member publish and present their own work in journals
ZML - FH JOANNEUM	Publications in Research gate: https://goo.gl/UYCMJc Publications in OER Blog: https://oerzml.wordpress.com/
Didacticum - LiU	No specific publications. Team member publish their own work in journals
InovPed - UPorto	Ministério da Educação e Ciência (2015). Experiências de Inovação Didática no Ensino Superior. http://www.dges.mec.pt/didatica_ensinosuperior/docs/documento.pdf Other publications in journals
IDP - UB	Educación Universitaria: http://www.ub.edu/ice/node/47 Quaderns de Docència Universitària: http://www.ub.edu/ice/node/57 Portal web de Bones pràctiques docents per a professorat universitari http://www.ub.edu/bonespractiquesdocents/index.php/ca/

10 Conferences

Most TSDC are involved in the organization of conferences on HE teaching and innovation:

- Didacticum organizes a yearly conference for teachers. This year we also co-organize a national conference on higher education called NU2018.
- The IDP at the UB is an active member in the organizing of the biannual International Conference on University Teaching and Innovation (CIDUI): <https://www.cidui.org/en/>
- The ZML at FH JOANNEUM organises a yearly conference for e-learning: <https://www.fh-joanneum.at/en/university/services/virtual-campus/>
- The InovPed (Universidade do Porto) organises the Annual Workshop on Pedagogical Innovation and Sharing that aims to present lectures of interest in the pedagogical area, to disseminate good practices and to promote educational experiences of applied excellence
- KU Leuven want to stimulate the creation of communities of practice. They organize AudioVisual Learning Materials (AVLM) training course every year since 2012.

11 Best practices

TDSC of the universities have underlined the following best practices for each centre:

DOO - KU Leuven

Part of the success of the training offer is due to the [mission focus](#) on a needs-based approach in combination with activating work forms: peer learning, learning in the workplace, flexible learning (blended learning) and contextualized learning.

The professionalization options are also **flexible** so that the different needs of the participants (differences in context and available time) can be met. Its mission consists of professionalizing and supporting the various target groups, taking into consideration their specific educational contexts and needs and the different academic career stages:

- [Program directors](#)
- [Teaching staff](#)
- [Assistants](#)
- [Faculty personnel](#)
- [Educational developers](#)

Professionalization options are available in the following formats:

- [Blended learning](#)
- [Face-to-face sessions](#) (can be tailor-made based on needs participants)
- [Online portal for independent study](#)

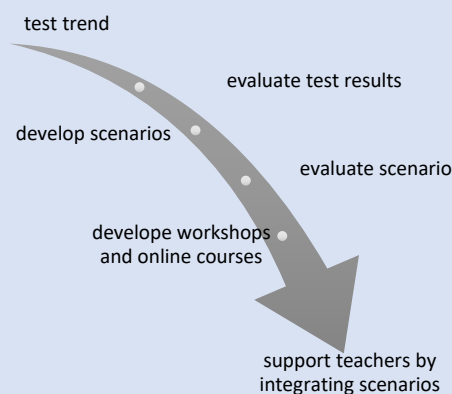
The program offered is always **up-to-date** with modern educational trends and **optimized** for the KU Leuven needs and context on a regular basis, using the feedback collected during the program itself, the internal quality monitoring done by the [COBRA model](#) and the [student evaluation of teaching](#). Based on the analysis of this information, a plan to improve the training program and to tackle specific bottlenecks is set up.

The [online program portal](#) and [digital learning environments](#) for teachers and staff also make their services very **efficient and reachable**.

ZML - FH JOANNEUM

Our main focus is innovation for learning scenarios and didactical concepts for teaching. Methods that have proven successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats. Because of our widely spread project topics we are up to date in eLearning trends.

Working process – How to integrate eLearning trends to classes



Example:

ELearning trend MOOC - Massive Open Online Courses:

Test trend: As a first step the team of the ZML started learning in MOOCs private (started learning in private MOOCs or started learning in MOOCs on their own time).

Evaluate test results: Through learning ourselves we could see and feel the potential of MOOCs.

Develop scenarios: National and international projects focused on MOOCs followed.

Evaluate scenarios: Our competence of building and moderating MOOCs increased.

Develop workshops and online courses: Developing concepts for integrating MOOCs in teaching scenarios.

Support: Workshops and Online courses were offered and teachers supported by integrating MOOCs in their classes.

We are networking throughout Europe and every year we chair an eLearning conference “eLearning day at the FH JOANNEUM”. We are a multidisciplinary, creative team with technical and didactical excellence and experts in E-Moderating. In our research we approve our knowledge and we never stop learning, because lifelong learning is the foundation of our institute.

Beside national and international projects we have the internal projects “Virtual Campus” and “Moodle”. These two are the eLearning services for all the study courses of the FH JOANNEUM. The aim is to support, train and inform all students and teachers, and enable teachers to integrate innovative learning scenarios and Moodle, our central platform, in their classes. (see graph in appendix 3 below, p. 23)

With excellent video productions we support teachers to include video productions, developed by themselves, in their class or in their own created MOOC or other online possibilities.

We built competences in the field game-based learning over the last years through our collaboration in the listed projects. We were responsible for carrying out workshops and developing an expertise about gaming in learning situations.

To keep our excellence in all competences, we have a circle of evaluation.

Didacticum - LiU

Recruitment of teachers to Didacticum can only be made internally, which means that few of us are pedagogical experts from the start. We view ourselves as colleagues rather than experts, and that gives us an advantage when approaching participants in our courses and other teachers who want to collaborate. We are not the ones with all the answers. Instead we are the slightly more experienced colleagues with a deep understanding of the situation of other teachers. Our focus is on collegial learning and the scholarship of teaching and learning.

One important focus for the directors since the establishment of Didacticum has been networking within the university. In addition to the valuable input by the faculties through the vice deans in the Didacticum board, we also have yearly meetings with the heads of the departments in order to capture the experiences from a level closer to the actual teachers. We also strive to liaison with different functions in the administration that is relevant to our mission, e.g. the IT department, the university library, and other units supporting students and teachers. It has become increasingly important to us to be active on all levels, connecting the university strategy to what is actually happening in the classroom.

InovPed - UPorto

Information missing

Promoting pedagogical Excellence

At the InovPed – Universidade do Porto organises a yearly Pedagogical Excellence Award which distinguishes the best teaching methodologies in U.Porto with the intention of disseminating educational models of excellence already in practice. Moreover, they have an annual event of innovation and pedagogical sharing where teacher present the results of different teaching innovations

IDP - UB

From our training programs, we can highlight the following best practices:

- **Initial HE teacher training:** Both the UB Teaching Training and the Master's in University Teaching for novice teachers offers a solid training and of high quality.
- Inclusion of the figure of **Faculty training coordinator** within the structure of the Section who manages the needs of the teachers and the evaluation of the impact of the training
- **Networking with other universities** in Catalonia and Spain:
 - o Interuniversity Group of Educational Training - GIFD: <https://gifd.upc.edu/ca>
 - o State Network for University Teaching - RED-U: <http://red-u.org/>

Appendix 1

Case of KU Leuven

1. General information

For facts and figures about KU Leuven, see:

<https://www.kuleuven.be/english/about-kuleuven/>

KU Leuven has one big [Educational Policy](#) unit that groups all different smaller units involved in educational policy and the support of teaching and learning:

Educational Policy Unit ([DOWB](#))

Teaching and Learning Processes Unit ([DOPO](#))

Educational Development Unit ([DOO](#))

Leuven Institute for Media and Learning ([LIMEL](#))

Educational Quality Monitoring Unit ([COOK](#))

Education Cell ([CO](#))

Other, more general supporting units:

ICTS (Information and Communication Technology Services)

Libraries

Facility Services

The current university management is thinking of uniting these more general supporting units into the Leuven Learning Lab (rather as a network structure, not as one central service).

2. Objectives

The following units all serve teachers and staff in providing good quality academic education, the main TSDC units being DOO and LIMEL:

Educational Policy Unit ([DOWB](#))

The Educational Policy Unit is an academic service with an administrative focus using its expertise to contribute to the educational policy in KU Leuven. It does this in accordance with the vice rector educational policy and the faculty and department representatives, preparing the university policy on education and learning and supporting the implementation of these policies on all different levels.

It also contributes to the development of quantitative and qualitative instruments and is responsible for the required government/external reports. It consists of the [Educational Policy Cell](#), the [Data management Cell](#) and the [Teacher Training Cell](#).

Teaching and Learning Processes Unit (DOPO)

The Teaching and Learning Processes Unit focusses on the coordination and implementation of the administrative processes related to the different phases in a student's career. It's responsible for the

educational processes and the central program/education/student administration; like student registration, grants, mobility, exam regulations, ...

Educational Development Unit (DOO)

The Training & Development team supports everyone with teaching duties within the university and aims to answer any educational questions they may have. They provide support (advice, coaching, training) on topics like assessment methods, course formats, educational trends or the use of technology in education. DOO offers support to both individuals and groups, for instance for the introduction of a new learning sequence or other curriculum changes. They're a team of educational advisers with a strong research-based approach.

The Lifelong Learning team supports everyone involved in the organization of university-based continuing education (UPV), AVL continuing education, and university-based lifelong learning (ULLL). The advisers offer support for the development and organization of UPV and for increasing awareness for UPV and ULLL within and outside the university. The study center of the Dutch Open University situated in Leuven provides academic study programs and courses in the form of distance education.

Leuven Institute for Media and Learning (LIMEL)

LIMEL functions as an educational video producer for KU Leuven. It does in house productions, guides multimedia projects, provides multimedia services, professionalizes and informs and gives advice on the use of moving images and sound in an educational context.

Educational Quality Monitoring Unit (COOK)

The Educational Quality Monitoring Unit is responsible for the practical arrangement, process guidance and monitoring of the internal quality assurance at KU Leuven. In collaboration with the vice rector educational policy it coordinates the whole process of the [COBRA model](#) and the accountability to external organizations and partners.

Education Cell (CO)

The goal of the Education Cell is to conduct research on learning and education in order to bolster the scientific basis of the KU Leuven's teaching. This goal requires corroboration with colleagues both from within as well as from outside the KU Leuven.

The central question in their research is **'how students learn and how education can take optimal use of those insights'**. The activities of the Education Unit aid in constructing the vision and policy plan on education and students, it supports our quality control method (COBRA) and the policy of the KU Leuven regarding the creation of optimal conditions for learning and education.


More information on the general objectives can be found in the [strategic plan of the university](#).

3. The TSDC as part of the University

Personnel













A personnel/function overview of our main TSDC unit DOO ([more details](#)):

HEAD OF UNIT






ANNELEEN COSEMANS
Head of unit


EDUCATIONAL DEVELOPMENT

 <p>TIM BOON Educational technologist</p>	 <p>ANNELEEN CLAASSEN Educational developer</p>	 <p>HILDE CRETEN Educational developer</p>
 <p>SAARTJE CRETEN Educational developer</p>	 <p>ANN FASTRÉ Educational technologist</p>	 <p>ANNELIES GILIS Educational developer</p>
 <p>STEVEN HUYGHE Educational developer</p>	 <p>INE RENS Educational developer</p>	 <p>REBECCA RESSELEER Educational developer</p>
 <p>NICOLE TOTTÉ Educational developer</p>	 <p>ELKE VAN DER STAPPEN Educational technologist</p>	 <p>KAREN VAN EYLEN Educational technologist</p>

LIFELONG LEARNING: CONTINUING EDUCATION

 <p>SARA LIEVENS Continuing education (AVL continuing education)</p>	 <p>LUT MOORTHAMER Continuing education</p>	 <p>ILSE OP DE BEECK Continuing education</p>
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LIFELONG LEARNING: OPEN UNIVERSITY



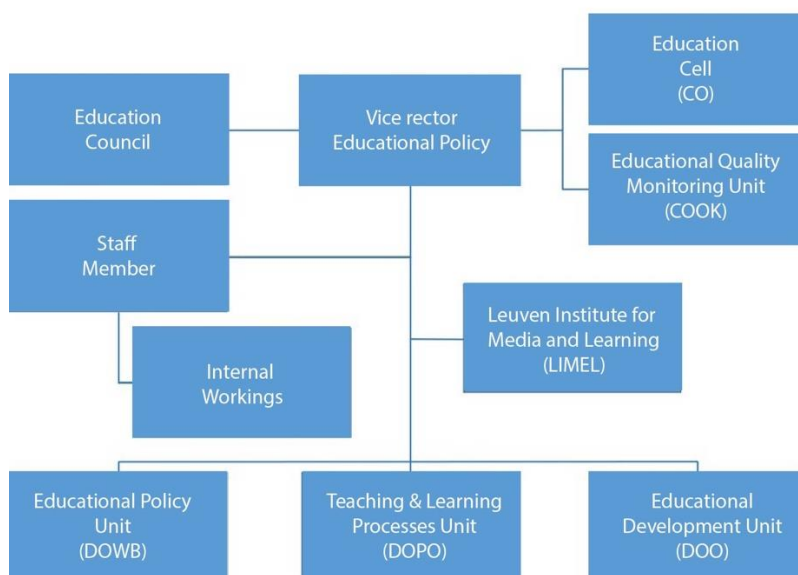
BARBARA SCHOOFS
Open University

Finance / Resources

Finances and resources are not communicated.

4. Organizational Structure

Internal Organizational Structure



For a detailed overview of the organizational structure, see:

<https://www.kuleuven.be/wieiswie/en/unit/50000087/@@org>

5. Teacher training programs

5.1 Initial programs

A main goal for newly appointed teachers is to achieve the qualification BKO ([basis competence for teaching and learning](#)), based on a teaching portfolio. The faculty member gives a description as well as a reflection of the educational efforts and realizations and indicates the growth and/or evolution of it. It forms the basis for a peer review during which the faculty member converses with fellow members of the senior academic staff.

- The teaching portfolio is an easy to use tool: confined in size and space for own completion. It is a tool for and by the faculty member.
- The teaching portfolio supports the teacher in his/her continuous professional development. It stimulates the faculty member to consciously think of his/her own teaching.
- The teaching portfolio replaces the current 'Self-evaluation education' for the faculty members involved in promotion request files.
- The teaching portfolio sheds light on the teacher's perspective and so forms an important addition to the online student questionnaire's results.
- The teaching portfolio provides a holistic image: it goes further than the realized final products and that what is visible and measurable (e.g. success rates). It provides insight into the way that the faculty member takes on his/her role.

The teaching portfolio consists of the answers to three central questions, linked to six domains of development:

1. What is my aim as a teacher? (vision)
 - Vision on teaching and learning
 - Course design
2. How do I achieve this? (efforts)
 - Teaching and use of teaching strategies
 - Student assessment
 - Being part of and participating in the academic community
3. What results have I accomplished and what do I plan to do in the future? (results and future prospects)
 - Assessing the own teaching practice and future plans

5.2 Continuous programs

DOO's Training & Development team highlights the importance of high-quality education and supports quality development at KU Leuven. Its mission consists of professionalizing and supporting the **various target groups**, taking into consideration their specific educational contexts and needs and the different academic career stages:

- [Program directors](#)
- [Teaching staff](#)
- [Assistants](#)
- [Faculty personnel](#)
- [Educational developers](#)

[Home](#)

PROFESSIONALISERINGSANBOD ONDERWIJS 2018 - 2019



Deze pagina geeft een overzicht van het professionaliseringsaanbod van de diensten Onderwijsbeleid van het **academiejaar 2018-2019**. Dit aanbod wordt in de loop van het academiejaar nog verder aangevuld.

Ik zoek professionalisering

<p>DOCENT</p> <p>BEKIJK HET VOLLEDIGE AANBOD</p> <p>Dit aanbod is voor Zelfstandig Academisch Personeel, of andere lesgevers met eindverantwoordelijkheid voor een opleidingsonderdeel.</p>	<p>VERANTWOORDELIJKE</p> <p>BEKIJK HET VOLLEDIGE AANBOD</p> <p>Dit aanbod is voor ZAP-leden (of gelijkgestelden) die op facultair niveau of opleidingsniveau verantwoordelijk zijn voor onderwijs.</p>	<p>ASSISTENT</p> <p>BEKIJK HET VOLLEDIGE AANBOD</p> <p>Dit aanbod is voor AAP- en BAP-leden met een onderwijsopdracht (inclusief postdocs).</p>
<p>ONDERSTEUNER</p> <p>BEKIJK HET VOLLEDIGE AANBOD</p> <p>Dit aanbod is voor stafmedewerkers onderwijs en facultaire onderwijsondersteuners, die ondersteunend personeel en beleidsmakers binnen een faculteit ondersteunen.</p>	<p>FACULTAIRE MEDEWERKER</p> <p>BEKIJK HET VOLLEDIGE AANBOD</p> <p>Dit aanbod is voor administratieve onderwijsmedewerkers in faculteiten (en LUCA School of Arts), en alle anderen die werken met administratieve onderwijsaanpassingen, bv. studieloopbaanbegeleiders.</p>	<p>NUTTIGE LINKS</p> <ul style="list-style-type: none"> > Professionaliseringsaanbod Associatie > Helpplatform LIMEL > Adviesmateriaal voor <ul style="list-style-type: none"> > docenten > onderwijsverantwoordelijken > Contact > Diensten Onderwijsbeleid

Full catalogue of courses available [here](#) (only in Dutch)

The focus of these professionalization options is on personal teaching practices and contexts, for instance through on-the-job assignments and dialogue with participants from other faculties.

The professionalization options are **flexible** so that the different needs of the participants (differences in context and available time) can be met. Professionalization options are available in the following formats:

- [Blended learning](#)
- [Face-to-face sessions](#)
- [Online portal for independent study](#)

Some **examples** of these courses and platforms that are available in English:

TEACHING AT KU LEUVEN (LESGEVEN AAN KU LEUVEN)



WHAT

Educational training course with a focus on the design and optimisation of your own course. You will be challenged to critically review and optimise your own teaching, taking into account the study programme and faculty in which your course is located. Every year two kickoff sessions are organised. The training is partly offered in English and partly in Dutch. **For more info in Dutch, click [here](#).**


[Teacher training course](#) for designing and optimizing your course

Home > Educational Policy > LIMEL > Training platform

WELCOME TO LIMEL'S TRAINING PLATFORM!


CREATE YOUR OWN EDUCATIONAL VIDEOS

PREPARING YOUR VIDEO



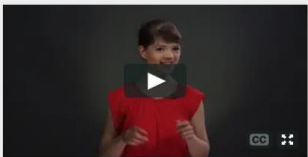
- > [DIY concepts](#)
- > [Writing a script](#)
- > [Practical and legal factors](#)

PRODUCING YOUR VIDEO



- > [Working with recording material](#)
- > [Screencasting](#)
- > [DIY knowledge clip studio](#) (in Dutch)

FINISHING YOUR VIDEO



- > [Video editing](#)
- > [Video distribution](#)

[LIMEL's portal](#) on creating educational videos

6. Students' involvement in decision-making

Students have representatives in all governing bodies of the university. They are organized in the [STURA](#) (StudentenRaad – Student Council).

The KU Leuven values high quality teaching. Therefore, several initiatives, among which the [student evaluation of teaching](#), are undertaken to check the quality of teaching. Via the online student evaluation students are given the opportunity to voice their opinions of the teaching and courses they have received during the semester. Through this evaluation of teaching, good practices can be acknowledged and problems can be tackled. If needed, a plan to improve the teaching quality and to tackle specific bottlenecks is set up.

7. Program Management Procedures

Needs analysis procedures

The responsibility of the training offer is with DOO and LIMEL. They consult with the vice-rector Education, the vice-rector Learning Technologies, the Educational Council, HR Department, faculties, and many other stakeholders in order to optimize the offer: format, contents, frequency, support, etc.

Some important tools for gathering information on the training needs at KU Leuven are the [student evaluation of teaching](#), the internal quality monitoring done by the [COBRA model](#) and the feedback collected during the program itself.

Training program offer/Marketing

The main portal is the [Professionalization website](#) which has all info on the offered training programs and their schedule, content, material, Other channels being used to inform and promote this offer are newsletters, mailing lists, personal contacts, social media, conferences, trainings, online-courses, workshops, networking activities,

Implementation / following-up

DOO and LIMEL personally organize, implement and follow-up (in cooperation with the other educational units depending on the specific educational topic offered) the whole teacher staff development program.

They have a personal and flexible approach depending on which formula you prefer concerning your training: online, blended or custom built for a specific faculty/unit.

Evaluation of the programs

The most important tools for evaluating the offered teacher trainings at KU Leuven are feedback collected during the program itself, the internal quality monitoring done by the [COBRA model](#) and the [student evaluation of teaching](#). Based on the yearly analysis of this information, a plan to improve the training program and to tackle specific bottlenecks is set up.

Accreditation

Accreditation possible depending on the training followed.

8. Best practices - “Strengths” of your programs

Part of the success of the training offer is due to the [mission focus](#) on a needs-based approach in combination with activating work forms: peer learning, learning in the workplace, flexible learning (blended learning) and contextualized learning.

The professionalization options are also **flexible** so that the different needs of the participants (differences in context and available time) can be met. Its mission consists of professionalizing and supporting the various target groups, taking into consideration their specific educational contexts and needs and the different academic career stages:

- [Program directors](#)
- [Teaching staff](#)
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- [Faculty personnel](#)
- [Educational developers](#)

Professionalization options are available in the following formats:

- [Blended learning](#)
- [Face-to-face sessions](#) (can be tailor-made based on needs participants)
- [Online portal for independent study](#)

The program offered is always **up-to-date** with modern educational trends and **optimized** for the KU Leuven needs and context on a regular basis, using the feedback collected during the program itself, the internal quality monitoring done by the [COBRA model](#) and the [student evaluation of teaching](#). Based on the analysis of this information, a plan to improve the training program and to tackle specific bottlenecks is set up.

The [online program portal](#) and [digital learning environments](#) for teachers and staff also make their services very **efficient and reachable**.

9. Dissemination

Publications

Both team members of [DOO](#) and [LIMEL](#) develop their professionalization offer based on scientific findings and research. Therefore, they're also stimulated to publish and present their own work in journals and conferences on a regular basis. (Click on a specific personnel member to get his personal info, including a publication list)

Conferences

These units aim to connect people within KU Leuven and on an international level, motivating them to exchange educational expertise and experiences. This way, they want to stimulate the creation of communities of practice; a place where people involved in teaching can exchange questions, information, ideas and experiences. Just recently, we hosted e.g. the [Media and Learning conference](#) and organized the [Audio Visual Learning Materials training program \(AVLM\)](#) at KU Leuven.

10. International relations

In order to achieve international standards with the trainings offered, KU Leuven complies with the University Teaching Qualification Belgium/Netherlands, and participates actively in the discussions of [the European University Association](#).

They have a good record in setting-up, participating and/or guiding staff members in international research projects like [Erasmus+](#) .

The KU Leuven International Office can be found [here](#).

Appendix 2

Case of FH JOANNEUM

1. General information

ZML – Innovative Learning Scenarios is a hybrid division. Its purpose is to explore learning scenarios as part of research projects, to develop innovative training courses on current trends in e-learning and to provide advice and support to the lecturers and students of the FH JOANNEUM. The people of the ZML team are digital natives, they are using social media in their professional and private lives, and they are studying in Massive Open Online Courses, also known as MOOCs. It runs the central Moodle platform of the FH JOANNEUM as part of the Virtual Campus, supports lecturers in technical and didactic matters and introduces students to Moodle. The ZML also offers workshops and organises the annual E-Learning Day conference at FH JOANNEUM.

The research and contract projects focus on

- Didactic design for online teaching and learning,
- E-moderation,
- E-Portfolios,
- Supporting the development and online communication of communities of practice,
- Emergent learning processes, e.g. in MOOCs – Massive Open Online Courses,
- Game based learning, and
- Visualisation of online learning processes, e.g. social network analysis.

2. Objectives

The ZML explores the latest e-learning trends focusing on didactics in close collaboration with national and international partners. Methods, that have proven successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats. These are promoted to the heads of the study degrees and the teachers of our university through workshops, online courses, newsletters, as well as informal meetings and discussions.

Aims and objectives of our work include:












- The adoption of online teaching and learning practices by all degree programs of the university
- The promotion of learning as a self-directed and self-organised processes
- The increase of the learner's autonomy in learning
- The increase of personal communication and relationship between teachers and learners and between learners themselves

Our research topics are

- Web literacy and communities of practice,
- Game based learning,
- Development and implementation of Massive Open Online Courses
- and Visualisation of online learning processes using social network analysis, comics, Footprints of emergence.

3. The TSDC as part of the University

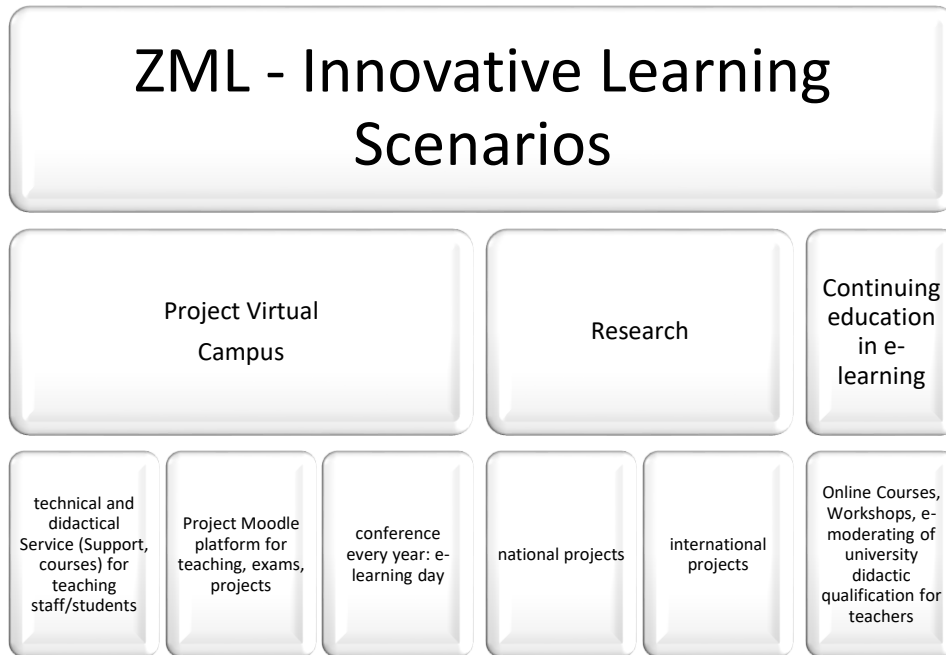
- Personnel: Team - 10 persons (8 part-time, 2 full-time) + 1

 <i>Jutta Pauschenwein, Head of Division</i>	 <i>Christina Mossböck, Head of Virtual Campus</i>	 <i>Anastasia Sfiri, Academic Staff</i>	 <i>Erika Pernold, Academic Staff</i>
 <i>Wolfgang Schrattnner, Staff Member</i>	 <i>Irmgard Schinnerl- Beikircher, Academic Staff</i>	 <i>Linda Michelitsch, Staff Member</i>	 <i>Ivona Jolic, Administration</i>
 <i>Martin Gutzelnig, Staff Member</i>	 <i>Thomas Sommerer, Staff Member</i>	 <i>Julia Kräuter, student assistant</i>	

- Finance / Resources: all of our financial resources are generated through external and internal projects

4. Organizational Structure

Internal Organisational Structure



5. Teacher training programs

5.1 Initial programs

Based on a learning-by-doing approach, participants use e-learning in our online courses and examine new trends such as MOOCs or social network analysis. In half-day workshops the teaching staff gains insights into highly topical issues related to e-learning. As moderators we support learning groups across a wide range of disciplines in their learning processes in cyberspace.

5.2 Continuous programs

E-Moderating: E-moderator training according to Gilly Salmon enables the acquisition of key competences required for supporting learning groups in virtual space and reflecting on one's own learning behaviour.

Technical-didactical trainings for lecturers and staff of the FH JOANNEUM concerning Moodle.

Both E-Moderating and technical-didactical trainings are also part of Styrian-wide qualification program.

6. Students' involvement in decision-making

About every four years we carry out a student survey that enables students to provide feedback about their e-learning experiences at the university.

For the purposes of this questionnaire eLearning is being defined as: "the use of diverse information and communication technologies (e.g. the internet, a learning management system, discussion forums, social media, etc.) for the support of learning processes and as part of teaching units."

Different categories are queried:

- Personal information,
- eDidactics implementation,
- Use of technology,
- Attitude towards eLearning,
- Competences and support needs

The survey is completed by a couple of open questions about their general opinion about eLearning and an open question for free comments.

The results of the survey are used to inform our university and the teachers about the needs, wishes and attitudes of students towards innovative learning and teaching practices at their university, and for the strategic development of eLearning at an institutional level.

Another means of integrating students opinions and needs to our work at the university is by inviting them to talk about their experiences with eLearning at our yearly conference on eLearning and at our workshops at specific eLearning implementations, like for example MOOCs or ePortfolios.

Last but not least we carry out interviews and talk with students when we are evaluating the integration of new and innovative eLearning methods in teaching practices.

7. Program Management Procedures

7.1 Needs analysis procedures: In the official group AG E-Learning the program of the ZML is discussed with the scientific director, the vice rector (Vize rektor in English?), head of programmes, teachers and students. Their feedback is valuable for the development of new trainings and services.

In face-to-face workshops there's a reflection and feedback session at the end.

In online trainings there's a reflection and feedback task in the last weeks.

At our e-learning conference (which happens every year) we ask the participants about feedback.

7.2 Training program offer/Marketing: Website, Newsletter, Mailing lists, personal contacts, facebook, folder and information material distribution at conferences, trainings, online-courses, workshops, networking activities, Blog

7.3 Implementation / following-up

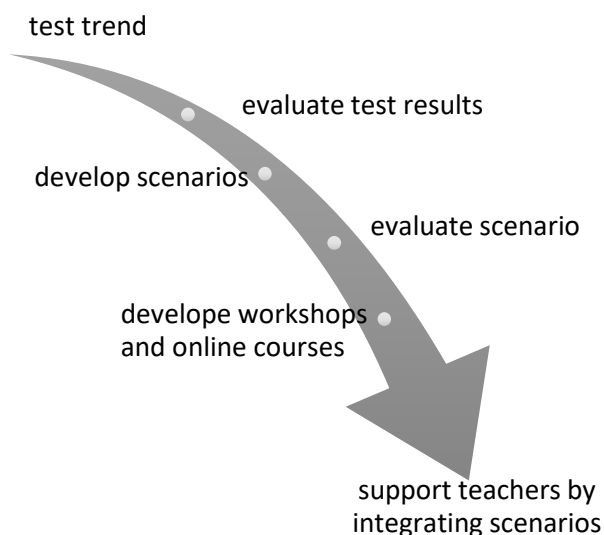
7.4 Evaluation of the programs: All of our training activities are evaluated.

7.5 Accreditation: Certificates of attendance

8. Best practices - “Strengths” of our programs

Our main focus is innovation for learning scenarios and didactical concepts for teaching. Methods that have proven successful in projects and online learning experiments are transferred into innovative training scenarios and modern teaching formats. Because of our widely spread project topics we are up to date in eLearning trends.

Working process – How to integrate eLearning trends to classes



Example:

ELearning trend MOOC - Massive Open Online Courses:

Test trend: As a first step the team of the ZML started learning in MOOCs private (started learning in private MOOCs or started learning in MOOCs on their own time).

Evaluate test results: Through learning ourselves we could see and feel the potential of MOOCs.

Develop scenarios: National and international projects focused on MOOCs followed.

Evaluate scenarios: Our competence of building and moderating MOOCs increased.

Develop workshops and online courses: Developing concepts for integrating MOOCs in teaching scenarios.

Support: Workshops and Online courses were offered and teachers supported by integrating MOOCs in their classes.

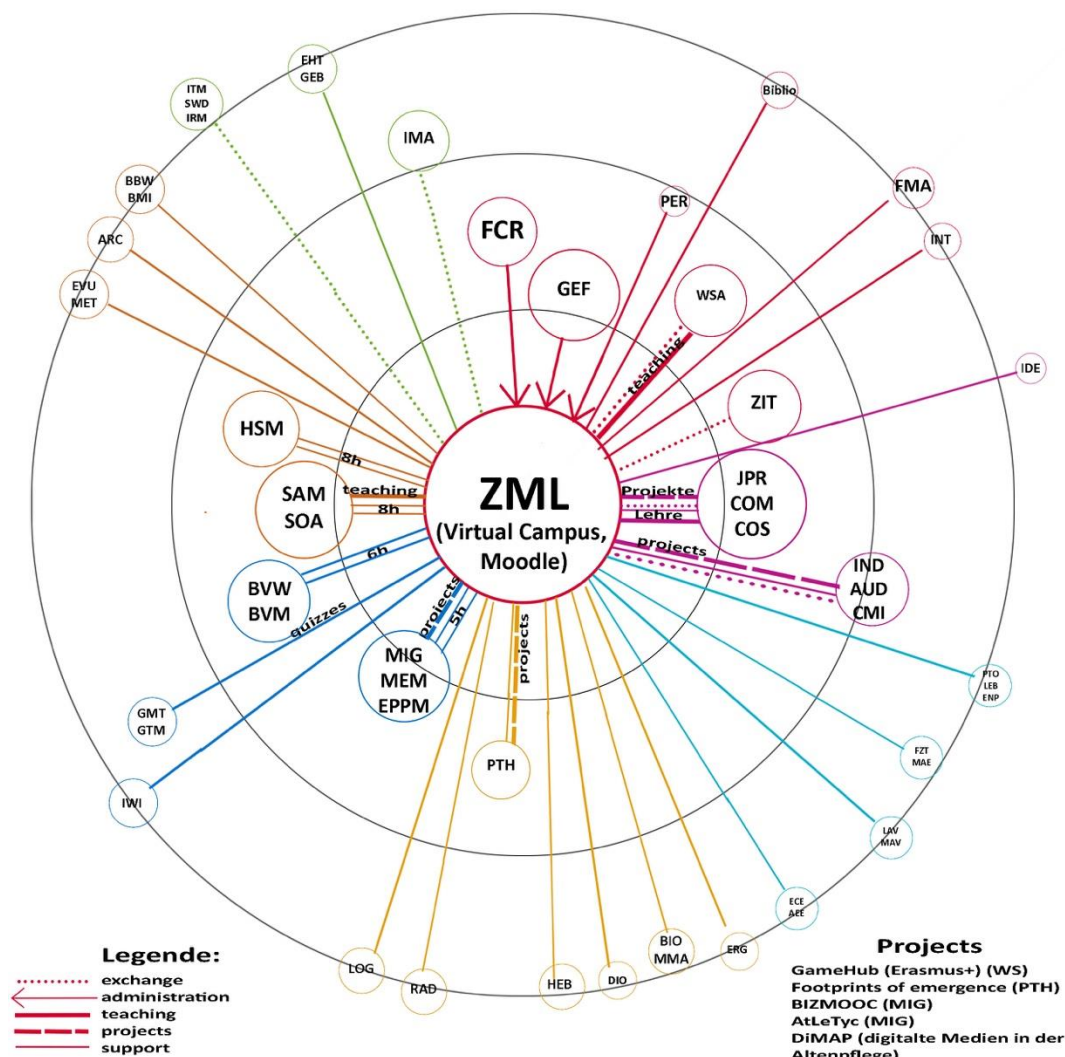
We are networking throughout Europe and every year we chair an eLearning conference “eLearning day at the FH JOANNEUM”. We are a multidisciplinary, creative team with technical and didactical excellence and experts in E-Moderating. In our research we approve our knowledge and we never stop learning, because lifelong learning is the foundation of our institute.

Beside national and international projects we have the internal projects “Virtual Campus” and “Moodle”. These two are the eLearning services for all the study courses of the FH JOANNEUM. The aim is to support, train and inform all students and teachers, and enable

teachers to integrate innovative learning scenarios and Moodle, our central platform, in their classes. This image shows the service embedded in the FH JOANNEUM and Departments.

Explanation of the colours:

- Red – central institutes
- Green – Department of Applied Computer Sciences
- Light Blue – Department of Engineering
- Blue – Department of Management
- Orange – Department of Building, Energy & Society
- Yellow – Department of Health Studies
- Magenta – Department of Media & Design



With excellent video productions we support teachers to include video productions, developed by themselves, in their class or in their own created MOOC or other online possibilities.

We built competences in the field game-based learning over the last years through our collaboration in the listed projects. We were responsible for carrying out workshops and developing an expertise about gaming in learning situations
To keep our excellence in all competences, we have a circle of evaluation.

9. Dissemination

9.1 Publications

Publications in Research gate:

https://www.researchgate.net/institution/Fachhochschule_Joanneum/department/ZML-Innovative_Learning_Scenarios/publications

Publications in OER Blog: <https://oerzml.wordpress.com/>

9.2 Conferences

Yearly conference for e-learning: <https://www.fh-joanneum.at/en/university/services/virtual-campus/>

10. International relations

Our University has a separate international relations office: <https://www.fh-joanneum.at/en/international/>

11. Future planning

Twice a year we attend a team coaching to plan future activities.

Our current efforts are concentrated in the more efficient transfer of know-how from regional, national and international research projects. Our aim is to mainstream the interests of our university in all of our project aims and objectives. We plan to define aims and objectives for the transfer of know-how from our projects to our university, and we plan to integrate this procedure as a mainstream in all of our projects. For example, each time we define the aims and objectives of our institution in one of our international projects like Printel, we want to define aims and objectives for the transfer of the know-how generated in the project to our university.

Another future plan is to intensify our contact with individual teachers who are integrating eLearning in their classes, to evaluate their practice, and to interview the students to receive adequate feedback. We aim to increase the quality of eLearning practices at our university and increase the publications as well as visibility of the eLearning implementation at an institutional level.

To increase visibility of eLearning integration we plan to encourage teachers who integrate eLearning into their class to apply for the Didactics award which is awarded by our university to best practice teacher.

Appendix 3

Case of Linköping University

1. General information

Didacticum is an administrative center at LiU established by the vice-chancellor for promoting pedagogic and didactic development. It was established in 2014 but continues the tradition of the previous Center for Teaching and Learning, established in 1996.

2. Objectives

As stated in the decision by the vice-chancellor, the mission of Didacticum is to:

- Contribute to the pedagogic and didactic development at LiU
- Initiate discussions and activities concerning pedagogic and didactic development at LiU
- Together with the scientific council follow the development in the pedagogic and didactic areas relevant to higher education
- Together with the student council take part of student experiences
- Support the introduction and implementation of ICT in LiU's courses (e.g. concerning the learning platform Lisam) and create networks for pedagogical/technical advisors
- Give courses in higher education pedagogy for the capacity building of teaching staff, e.g. according to the appointment procedure
- Organize other activities for the continued pedagogic/didactic capacity building for experienced teachers
- Give courses in supervision for supervisors inside and outside of LiU, for courses given by the university
- Develop criteria for assessing the pedagogical competence of teachers in higher education
- Perform corresponding evaluations of teaching competence, on enquiry from the appointment committees
- Create opportunities for teachers to meet each other, and create stimulating starting points for pedagogic discussions
- As part of the international cooperation at LiU give courses at foreign universities, according to agreements

3. The TSDC as part of the University

At the beginning of 2018 the Didacticum staff consisted of 31 people (17 women, 14 men). The total work load corresponded to about 12 full-time equivalents, meaning that each person had on average 40% of their employment at Didacticum. Of these 31, 25 were teachers and 6 were administrative and technical staff. The teachers represented 10 of the 14 different departments at LiU.

The annual income for Didacticum is about SEK 14 million (about € 1.25 million). Course fees comprise about 10% of the income, and the rest is financed by university overhead.

The Didacticum office is in the same area as our teaching facilities. We have a larger teaching hall and several smaller rooms, all connected to a common socializing area.

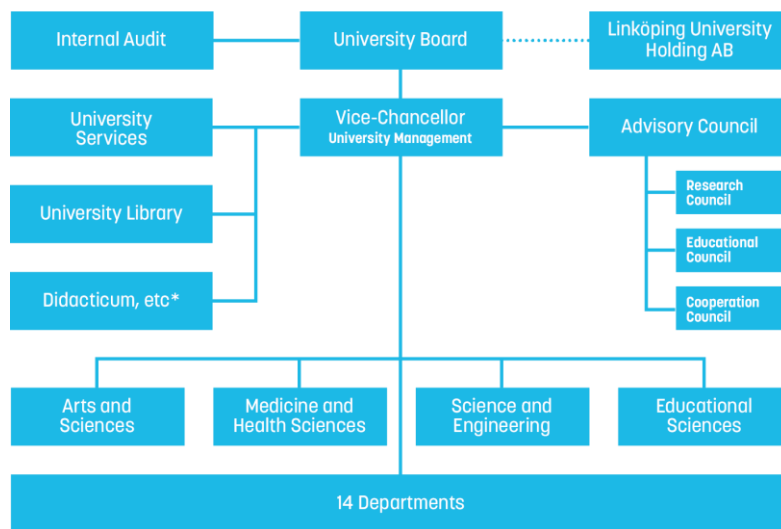
4. Organizational Structure

The *Didacticum board* is chaired by the deputy vice-chancellor. The vice deans of our four faculties are members of the board, along with four teachers, a representative from LiU Junior Faculty and three student representatives, appointed by the student unions. The rest of the board is appointed by the vice-chancellor for a period of three years. The board takes decisions regarding budget, annual reports, etc.

The daily operations of Didacticum is led by a *director*. The director is appointed by the vice-chancellor for a period of six years, and the position is combined with an employment as a senior lecturer at one of the university departments. The role of the director is to carry out the decisions of the board and lead the day to day work. To assist the director, a deputy director is appointed by the board for a period of three years.

Didacticum is organized as an administrative center. This means that Didacticum cannot employ people directly. Everyone working for Didacticum has their employment at one of the university's departments, even the director and the administrative staff. Didacticum can only recruit people from within the university, making agreements with heads of departments for shared employment. This means that most of the personnel at Didacticum are regular teachers with an interest in pedagogy and didactics.

Didacticum is quite independent, as we have no organizational connections to the faculties and the departments (see chart below). This means that we are generally not perceived as pushing some individual group's agenda and gives us the opportunity to tackle both larger and smaller issues.



From 2018 Didacticum joined with a smaller organization called the ICT Studio, previously established by two of the faculties. The aim of the ICT Studio was to support the use of ICT for learning, for both teachers and students. In addition to the arrival of the ICT Studio, Didacticum also recruited a group of new teachers specialized in ICT for higher education.

5. Teacher training programs

5.1 Initial programs

The appointment procedure at LiU is aligned with the national recommendation that all teachers in higher education should have a basic pedagogical training of 15 ECTS credits or 10 weeks. In order to comply with this, Didacticum has a set of three courses. These have recently been remodeled and from fall 2018 these are:

- Becoming a teacher in Higher Education (6 ECTS)
- Course Design and Implementation (6 ECTS)
- Research Supervision (4 ECTS)

Becoming a teacher in Higher Education

The course is one of the required courses in teaching and course design that are prerequisites for the being employed at Linköping University (LiU). It is primarily aimed at those who have relatively little to moderate teaching experience, however more experienced participants that wish to obtain new perspectives on teaching are also welcome.

The aim of the course is to increase standards and competence in academic teaching. In addition to more standard teaching skills, this also involves pedagogical reflection. Within the course there is the scope for the participants to reflect on their own pedagogical development and activities in relation to the course contents. In connection with this, participants will develop their own educational merit portfolio to better showcase their skills and progress in teaching.

An overall theme of the course is how teachers can support students in their learning and knowledge development using both physical and digital tools. The course deals with and analyses how different theories of knowledge and learning are applied in different subject areas, how pedagogical perspectives may vary, and what the legal framework and conditions are that govern academic teaching. Course work is conducted through individual assignments as well as in group work. Written and oral discussion based on group work constitute an important part of the course contents.

Course Design and Implementation

This is one of the prerequisite courses that are required for employment at LiU as a lecturer. It focuses on developing the skills required to be an effective course coordinator and examiner.

To a large degree, teaching ability is developed by increasing the ability to plan and organize courses that actively support student learning. The focus of this course ranges from how to formulate and design course learning goals and how to select and implement appropriate teaching and learning activities, to the different forms of examination, feedback and evaluation that can be utilized. The course is based on current pedagogical research techniques and uses management and policy documents as well as drawing extensively on the participants' own experiences. The goal is to increase the awareness of the participants own pedagogical approach and how it can be developed. The course is taught and implemented in both a physical and digital learning environment.

Research Supervision

The course is intended for persons who have a doctoral degree and participate as main supervisors or co-supervisors in PhD education processes. In accordance with the LiU Appointment procedure the course is compulsory for appointment/promotion to Professor, Reader and/or Associate Professor or to be granted Senior Research Fellow status.

The overall aim of the course is the development of knowledge in the specific field of research supervision, under collegial forms and based on the participants' experience in relation to research/development work in the field.

5.2 Continuous programs

For continued pedagogic training of teaching staff we have several different activities:

- Regular courses in e.g. problem-based learning, student thesis supervision
- Seminars and workshops (e.g. sustainable development, critical thinking, plagiarism, response systems)
- On demand workshops (e.g. writing syllabus, maintaining a pedagogical portfolio, the role of e-learning on campus)
- Yearly conference for teacher

6. Students' involvement in decision-making

Three student representatives, from each of the three student unions, participate in the Didacticum board. The students are usually very active and take a great interest in the work at Didacticum. In our yearly conference for teachers, the student organizations usually have a special session.

7. Program Management Procedures

7.1 Needs analysis procedures

Development needs connected to specific education programs is channeled through the vice deans to the Didacticum board. Development needs for individual teachers and divisions are addressed through yearly meetings between the directors and the heads of departments. Input from teachers is also collected and analyzed through our courses, seminars and workshops. Didacticum prepares a plan of operation for each year, to be decided by the board. This plan is aligned with the university's strategy and yearly plan of operation.

7.2 Training program offer/Marketing

All courses and other activities are marketed through a site on the LiU intranet. The basic set of courses is well known, since it is more or less mandatory for all teaching staff.

7.3 Implementation / following-up

All courses, seminars and conferences are evaluated at the end and the results are collected and analyzed, first by the teams responsible and in the end by the board. A yearly analysis is done where we try to identify which parts of the university that takes part of each activity.

7.4 Evaluation of the programs

All courses at LiU are evaluated internally in a six-year cycle, according to the quality assurance program. As an administrative center, Didacticum is also evaluated on a six-year cycle. The next scheduled evaluation will take place in 2020.

7.5 Accreditation

There are no specific accreditation procedures for these types of programs.

8. Best practices - “Strengths” of our program

Recruitment of teachers to Didacticum can only be made internally, which means that few of us are pedagogical experts from the start. We view ourselves as colleagues rather than experts, and that gives us an advantage when approaching participants in our courses and other teachers who want to collaborate. We are not the ones with all the answers. Instead we are the slightly more experienced colleagues with a deep understanding of the situation of other teachers. Our focus is on collegial learning and the scholarship of teaching and learning.

One important focus for the directors since the establishment of Didacticum has been networking within the university. In addition to the valuable input by the faculties through the vice deans in the Didacticum board, we also have yearly meetings with the heads of the departments in order to capture the experiences from a level closer to the actual teachers. We also strive to liaison with different functions in the administration that is relevant to our mission, e.g. the IT department, the university library, and other units supporting students and teachers. It has become increasingly important to us to be active on all levels, connecting the university strategy to what is actually happening in the classroom.

9. Dissemination

9.1 Publications

Previous incarnations of the center, before we became Didacticum, regularly published reports on different topics, e.g. the role of laborative work in education, supervision of learning processes, gender equality. While it is on the agenda, Didacticum has not yet picked up on this tradition.

Since Didacticum are organized as an administrative center, we cannot do research. This means that published work is usually connected to each teacher’s home department.

9.2 Conferences

Didacticum organizes a yearly conference for teachers with an inspirational program where there is a lot of room for discussions. This year we also co-organize a national conference on higher education called NU2018.

10. International relations

Didacticum has taken part in a couple of projects organized by Sida, the Swedish government's development agency. These projects have been carried out in Rwanda and Uganda with the aim of strengthening these countries higher education teacher training. Some of our regular courses have been locally co-organized in these countries.

As of recent, Didacticum represents LiU in ECIU, the European Consortium of Innovative Universities, in the committee for Innovation in Teaching and Learning. We are also proud to participate in the PRINTeL project.

Appendix 4

Case of Universidade do Porto

1. General information

U.PORTO, founded in 1911, is one of the largest higher education and research institutions in Portugal and for several years now the most sought-after HEI. Active in all fields with around 31,820 students (14% international), 2,300 academics (87% with a PhD) and researchers and 1,500 non-teaching staff. It is one of the best positioned PT HEIs in national and international rankings: Times Higher Education 2017 (501-600); ARWU 2017 (301-400); QS 2017/18 (301); Leiden 2017 (143); NTU 2017 (232); and SCImago 2017 (207). It has 14 Faculties, 1 Business School and 35 Research Units located in 3 campuses within Porto. U.PORTO is the leading science in Portugal, responsible for 23% of the scientific articles produced in the country. Providing high-quality training and education is of paramount importance for U.PORTO.

U.PORTO also has a strong commitment towards society and has been consolidating its social responsibility through volunteering projects and the interaction with several local and regional civil associations to organize cultural, social and artistic activities.

Being a truly international University, with 4.421 international students from around 100 nationalities, internationalisation is one of U.Porto's strategic pillars and objectives. It allows the development of existing collaborations, as well as the establishment of innovative cooperation through the creation of active links with institutions from all over the world (more than 2500 active agreements). In recent years, the U.PORTO has coordinated and been involved in several projects, namely Erasmus+ (particularly International Credit Mobility, Erasmus Mundus Joint Master Degrees, Capacity Building and Strategic Partnerships) and Erasmus Mundus projects, which have greatly contributed to the reinforcement of its internationalization process and generated new cooperation opportunities through the development of projects and initiatives with HEIs from approximately 150 countries. U.PORTO is definitely an institution opened to the world.

2. Objectives

Concerning the teaching staff development U.PORTO has a specific office, the Pedagogical Innovation Unit. This unit offers a diversity of programs for the improvement of teaching and learning, with the ultimate goal of leading students to academic success. The members of the unit collaborate actively by reflecting and implementing ideas and actions aligned with the university's strategic plan and guided by the objectives of the Pedagogical Innovation Unit. Thus, the objectives are promoting synergies, actions and projects that facilitate the teaching and learning process and contribute to the educational excellence of the institution and consequently the teachers empower and students' success.

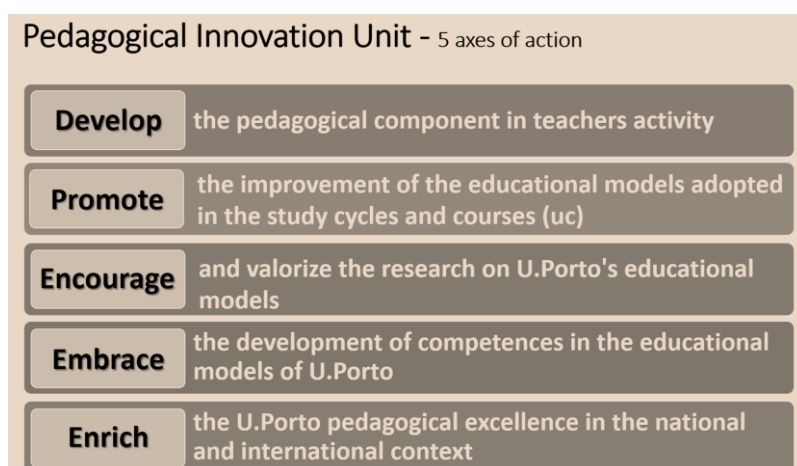
Main objectives of the office:

Develop the pedagogical component in teacher's activity:

Promoting the pedagogical training of teachers, in particular at the level of early career and continuous training.

Promoting educational models that meet the current pedagogical challenges.

- Promote innovation in the educational models adopted in the study cycles / curricular units:
 - Recognize and disseminate U.Porto pedagogical excellence.
 - Value the contribution of students in pedagogical innovation of the University's educational action.
- Valorize and stimulate research in U.Porto educational models.
- Value the development of transversal competences in the U.Porto educational models:
 - Promote innovative and transversal projects in at U.Porto's formal and non-formal education.
 - Promote the physical activity and sports component in students' training.
- Value U.Porto pedagogical excellence in the national and international context.



3. The TSDC as part of the University

Staff: 3 people (2 part-time & 1 full-time)

Pedagogical Innovation (InovPed) Team:



João Veloso
Pro-Rector for the Promotion of the Portuguese language and Pedagogical Innovation



Maria Pinto
Pedagogical Coordinator at the Pedagogical Innovation Unit



Ilda Ginja
Logistics Coordinator at the Pedagogical Innovation Unit

Other U.Porto units that work with the Pedagogical Innovation:

- TE - Education Technologies
- RH - Human Resources
- UO's – Occasionally the collaboration of an expert.

The Pedagogical Innovation Unit is a central unit that depends directly from the Rectors' team. The work carried out within the InovPed unit is sometimes a joint work with different university units and departments. To ensure the excellence of our programs, we seek out the know-how of different units and departments from U.Porto, as well as other high education institutions.

Finance/Resources:

The InovPed Unit has an annual budget of about 60.000 €. Part of the financial support also comes from the involvement in projects.

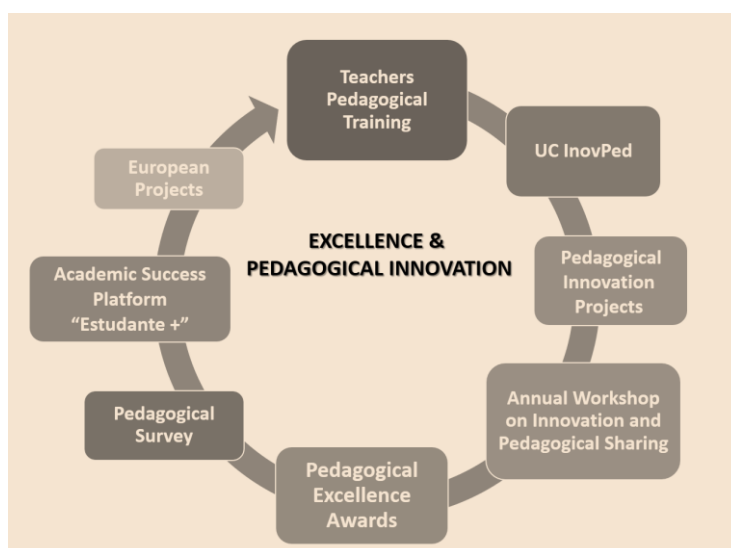
4. Organizational Structure

InovPed projects and programs and how they are organized:

Internal Organizational Structure

U.Porto has a support group (MEA) composed by teachers, researchers, technicians and students, coordinated by the Pro-rector for the Pedagogical Innovation. This group meets a few times a year to define the general guidelines of the Unit and give support to specific activities.

The Pedagogical Innovation, or InovPed Unit, is committed with the strategies for academic success of U.Porto by shifting the paradigm of teaching and learning models and seeking for excellence and innovation in education. The pillars of the program are based on teachers pedagogical training, pedagogical innovation projects, pedagogical excellence awards, UC InovPed, and complemented by our annual workshop on innovation and pedagogical sharing, the pedagogical survey, the participation in European Projects and the recent Academic Success platform "*Estudante +*".



5. Teacher training programs

The Unit promotes training to improve current educational models through the development of teachers' pedagogical skills. Periodically, continuous education courses are offered to all U. Porto faculty members through e-learning, b-learning and face-to-face. All programs are important to develop success and quality in the learning and teaching process.

5.1 Main features of the teaching staff training

- Training courses and other activities in the pedagogical spectrum.
- On demand training courses and other activities in specific areas or for a specific group of teachers.
- Stimulate the development of educational models that meet current challenges:
- Articulation of curricula with learning and teaching methods, and evaluation processes;
- Promotion of the students' scientific development that incorporates the creation of knowledge, integrating research centres in the three institutions of UNorte.pt.
- Enhance active learning and student autonomy.
- Enhancing the appropriate and innovative use of educational technologies.
- Development of personal competences that promote the improvement of the teaching processes and pedagogical practices.
- Provide appropriate training to the needs identified by the management bodies of each of the organizational units, namely the Pedagogical Council;

Initial programs

In the Pedagogical Innovation Unit at U.Porto we don't differentiate initial programs from continuous programs. Although some workshops/courses have different levels, all teachers can participate in the training program regardless of their teaching experience in the university or their professional experience. The offer is open to all teaching staff and is always free of charge.

Continuous programs

The teacher training programs at U.Porto are divided in four main areas. However, we know that the areas are interconnected and that this interconnection is very important in the teaching process. The four main areas are:

- Personal Skills
- Evaluation Methods
- New Pedagogical Approaches
- Educational Technologies

These areas were chosen taking in consideration the teachers needs and interests. However, we are always looking for themes and areas that can make innovation emerge and we are open to new proposals.

Pedagogical Academic Week

An intense week of pedagogical workshops, in different areas that brings together teachers from all departments of the university with national and foreign specialists.

5.2 Promoting Pedagogical Excellence

Change/improve the way of teaching to change the way students learn and acquire knowledge.

A. Workshop on Innovation and Pedagogical Sharing –

- Annual Event, with a lecture of interest in the pedagogical area from an international expert.
- Recognition of pedagogical practice at U.Porto, with the public presentation of Programs that involve teacher's action and practice reflexion.
- Presentation of the results from the winning projects of the previous year.

B. Pedagogical Innovation Projects

- Promotes the application of adequate educational models.
- Each Project proposes new teaching methodologies.
- Financing intends to be an incentive to promote the application of new educational models.

C. Pedagogical Excellence Award

- Distinguishes the best teaching methodologies in U.Porto.
- Values an orchestrated process of teaching, learning and evaluation, in the teaching and learning process.
- Intends to disseminate educational models of excellence already in practice.
- It is essential to present results of the application of the model.

D. UC InovPed – Continuing education Course

- Continuing Training courses that can be part of the academic student's pathway.
- Teachers from different scientific fields work together in a transversal course
- Reinforces the importance of a pedagogical-scientific partnerships
- Require learning outcomes tailored to a broader community
- Valorise strategies that engage students and develop essential skills
- Require students' engagement in the assessment process
- Objectives not focused on the results of a given scientific field or study cycle, but on the acquisition of transversal competences essential for the academic success and for the integration in the labour market

5.3 – Estudante + Program

A program that is just starting that intends to develop transversal competences to contribute to personal valorisation, leading to greater academic success and facilitating integration in the labour market.

The Cross-Skills Program is an individual path, built by each participant, tailored to their needs.

The participation of U.Porto students in the different activities and programs may be included in the Diploma Supplement.

6. Students' involvement in decision-making

The involvement of U.Porto students in decision making is a key point of our success policy. The MEA group, that supports the Pedagogical Innovation Unit, integrate students, as well as teachers, researchers and technicians. MEA is essentially a group for reflection and implementation of ideas and action toward the enhancement of the teaching and learning in U. Porto.

The implementation of pedagogical surveys, for all students, that it's send out every semester, it is an important toll to auscultate our students and by analyzing the results adjust teachers training programs to the identified needs.

Usually student's representatives are also part of the jury in programs developed by the Unit.

7. Program Management Procedures

7.1 Needs analysis procedures

The need analysis is manly part done through satisfaction surveys after each activity. Different aspects are evaluated and participants can make comments and suggestions to improve the different programs, so they can enhance their pedagogical practice.

Other surveys are conducted as needed.

Recently we had a very specific survey, direct to teachers that had participate in the teaching staff program. The main objective was to have an idea it the pedagogical practice had change after the participation on the courses/workshops.

7.2 Program offer/Marketing

All our programs are register and marketing through our website. Unit activities, survey results, target literature, ongoing pedagogical programs, workshops, conferences of interest, etc. <http://inovped.up.pt>. Most of the programs are also disclose in the weekly U.Porto newsletter.

The InovPed Unit also has a monthly newsletter mainly for teachers.

<https://inovacaopedagogica.up.pt/42-2/media/newsletters-inovacao-pedagogica/>

For the promotion of new activities, we also use direct email contacts, and facebook.

7.3 Implementation / following-up

The implementation of the training activities is assured by the Pro-Rector of Pedagogical Innovation and Sport of U.Porto in our own facilities and resources. We also have partnerships with U.Porto faculties to implement some specific training.

The following-up of the initiatives is done by surveys and individual contacts.

7.4 Evaluation of the programs

The program evaluation is done based in our satisfaction surveys. The result of the surveys is published on the website.

7.5 Accreditation

The Pedagogical Innovation Office have the competence to issuing certificates to all teachers who attend the training program activities.

We also ensure the indexing of the training in the official website to enable the placement of that information in the teacher's curriculum vitae.

8. Dissemination

8.1 Publications

e-Book

Ministério da Educação e Ciência (2015). *Experiências de Inovação Didática no Ensino Superior*. Lisboa: MEC. Retrived from http://www.dges.mec.pt/didatica_ensinosuperior/docs/documento.pdf

Journal Issues

«Award for Pedagogical Excellence from U. Porto: Reflections on ways of teaching» in *Education, Society & Cultures Journal*, no. 50 (*supplement issue*), 2017. Retrived from https://inovacaopedagogica.up.pt/wp-content/uploads/sites/97/2018/01/ESC_num.-supl.1701.pdf

«Fostering Pedagogical Excellence in the University» in *Education, Society & Cultures Journal*, no. 46, 2015. Retrived from <https://www.fpce.up.pt/ciie/?q=en/publication/journal-educa%C3%A7%C3%A3o-sociedade-culturas/edition/educa%C3%A7%C3%A3o-sociedade-culturas-46>

Book of Articles

Enhancement and Recognition of Teaching and Learning in Higher Education The Impact of Teaching and Excellence Prizes http://eua.be/Libraries/default-document-library/2018_j02_t7_efimenko-et-al_onlineversion.pdf?sfvrsn=2

CNaPPES.16 - Congresso Nacional de Práticas Pedagógicas no Ensino Superior (2016). Lisboa: CNaPPES. Retrived from <http://cnappes.org/cnappes-2016/files/2014/03/Livro-de-Atas-do-CNaPPES-2016-3.pdf>

CNaPPES.15 - Congresso Nacional de Práticas Pedagógicas no Ensino Superior (2015). Leiria: CNaPPES. Retrived from <http://cnappes.org/cnappes-2015/files/2016/03/LivroArtigosCNaPPES2015.pdf>

8.2 Conferences

ANNUAL WORKSHOP OF INNOVATION AND PEDAGOGICAL SHARING

The "Annual Workshop on Pedagogical Innovation and Sharing" is an event that aims to present lectures of interest in the pedagogical area, to disseminate good practices and to promote educational experiences of applied excellence in the academic year prior to its edition (**4 editions**).

CNaPPES – National Congress of Pedagogical Practices in Higher Education

The CNaPEES it's a national congress dedicated to pedagogical sharing between teachers of higher education. (**3 editions**)

10. International relations

U.Porto has an International Office, we also have joint programs and activities’.

As part of the fifth objective of this Office, “To value U.Porto pedagogical excellence in the national and international context” this U.Porto Unit participate in some international programs as follows:

TOX-OER - Learning Toxicology through Open Educational Resources: a project which aims to design and develop an international Massive Open Online Course (MOOC) on Toxicology.

EFFECT – European Forum for Enhanced Collaboration in Teaching: EFFECT is led by the European University Association (EUA), and brings together experts, dedicated networks, organisations, national rectors’ conferences and institutions from different parts of Europe.

e-VAL - “Exploitation des Compétences et Valorisation des acquis pour une Meilleure Insertion et Visibilité professionnelles: it’s a Marroco – European Union consortium that its main objective is to set up a digital environment enabling Moroccan students to develop their digital visibility through the capitalization of learning outcomes and skills obtained during their studies and after graduation.

PRINTeL - Change in Classroom: Promoting Innovative Teaching and Learning to Enhance Student Learning Experience in Eastern Partnership Countries”

Appendix 5

Case of Universitat de Barcelona

1. General information

The *Institut de Desenvolupament Professional (IDP)*, *Institute for Professional Development* in Catalan, is the equivalent of a TSDC at the University of Barcelona (UB) and was created in 1969 as a center for the HE teacher development in relation to teaching issues, pedagogical innovation and research. The objective of training HE teaching staff was not incorporated until the year 2000.

Currently, the Statute of the University of Barcelona (2003) establishes that the IDP carries out the functions of training and development of teaching staff, research and technical advice in the different educational levels and areas of education (art. 45.1) and that the University of Barcelona develops, through the IDP, the training of UB teaching staff for the academic job (article 45.3), thus responding to the statute prescript that includes as a right of HE teachers (in Catalan, *PDI - personal docent i investigador*) "to have access to continuing education and training in order to guarantee the constant improvement of the teaching and research work".

Within the IDP the University Section (UniSec) is responsible for programming the Teaching Training Plan of the UB. The teacher training focuses on all the functions that a university professor will develop to a greater or lesser degree in his professional career: teaching, research, and management.

The University Section has the participation of representatives of all the faculties that make up the UB through the *Board of Faculty Training Coordinators*. Furthermore, it also collaborates with other institutions in the organization of all kinds of activities and events related to university teaching staff.

2. Objectives

The main objective of the University Section of the IDP is to promote the UB teacher professional development and to contribute to the improvement of the quality of university teaching, through the design, organization and management of lifelong learning activities, and the provision of advice and the technical assistance to the UB teaching staff. In recent years, the Section has also incorporated among its objectives to contribute to the development of competences in research and in managerial skills among our teaching staff, to improve their leadership skills and teamwork.

3. Relationship with the university

Statutory relationship with the UB:

The Statute of the University of Barcelona establishes in article 45.3 that the training of the UB teachers is developed through the IDP. To meet this goal, the University section of the IDP analyses the teachers' needs, establishes training strategies and designs the proposals for training, counseling and dissemination activities to increase the quality of higher education according to the European Higher Education Area.

Teaching staff assigned to the IDP

- **Teaching staff of the UB:** UB teachers who are involved in different training projects of the IDP. Their dedication is partial, between 25% and 50% of their dedication, which is equivalent to between 9 and 18 hours a week. They have a teaching reduction in their corresponding faculties.
- **Administration and services staff (PAS):** This is full-time UB staff at the IDP. The PAS provides technical and administrative support for the management of the different projects. At the moment, the IDP has the support of 18 PAS.
- **Teacher from the Department of Education:** They are teachers of different educational levels (from Early Childhood, Primary and Secondary Education) who are in Service Commission at the IDP, with exclusive dedication. These teachers carry out the continuous training of teachers of all the educational stages except the university. The IDP has 5 people attached.

Budget

ICE manages its own budget and has different stable financial resources.

Main sources of income:

- University of Barcelona
- Education Department, from the Catalan Autonomous Government
- Aid from other institutions (*Generalitat de Catalunya*: School of Public Administration, Interlingua)
- Specific agreements with other institutions
- Enrolments in postgraduate courses and training activities that are not fully subsidized by any Administration Body.

4. Organisational structure

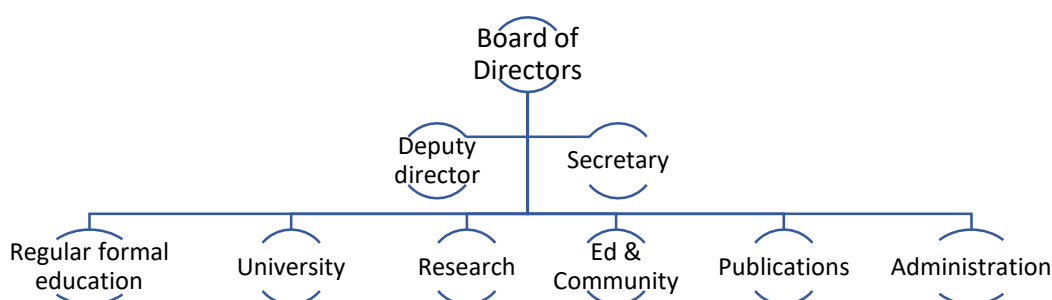
IDP governing bodies

The IDP is governed by unipersonal and collegiate bodies

- Unipersonal bodies: Director, Deputy Director and Secretary. They all make up the management team.
- Collegiate bodies:

- Council of Directors: it exercises the representation of the entire university community and that of the different groups that make up the Institute. It is the highest governing body of the Institute.

- Board of Directors: formed by the management team, the head of the administration staff assigned to the IDP and all the heads of section. This Board manages the ordinary activity of the Institute, advises and supports the management team.



Sections at IDP

- Early Childhood, Primary, Secondary and Vocational Education
- University
- Research (on teaching)
- Community Education
- Publications
- Administration

Structure of the University Section

- **Section Head:** a UB professor with partial dedication (50%) to the IDP who is in charge of directing the Section.
- **Board of Faculty Training Coordinators:** consisting of a training coordinator of each Faculty of the UB (18 in total) and all the other members of the University Section (10 in total). The coordinators are proposed by each faculty and appointed by the vice-rectorate of teaching matters. These representatives are responsible for organizing and managing their own training activities for their faculties and participating in the detection of training needs.
- **Technical training staff:** two full-time trainers with a technical training profile who give permanent support to the Section.
- **UB teaching staff assigned at IDP:** at present, 8 teachers are assigned to the University Section including the Head of the section. The present teachers come from different faculties: Education, Psychology and Biology.
- **Collaborating teaching staff:** at present, 2 teachers without specific dedication but who collaborate eventually on specific projects.

5. Teacher training programs

The objective of the programs is to train UB teachers in the developing of the three main areas that determine their academic job: teaching, research and management.

This organization has been derived from the studies carried out by the Interuniversity Group of Educational Training (in Catalan, *Grup Interuniversitari de Formació Docent - GIFD*), in which all the TSDC from the Catalan public universities take part.

The vast majority of training activities offered includes courses and workshops in which the objective is to deepen the knowledge of different pedagogic and methodological issues and their practical application in the university classroom. In these cases, the course is complemented by practical activities that aim to facilitate the transfer of the teachers' learning to their actual teaching context. However, some activities have only the purpose to disseminate information and knowledge on educational issues.

TRAINING IN HE TEACHING

Initial training:

- **Initial training for newly recruited UB teachers:** For the newly recruited teaching staff at the UB, there is an introductory course in HE teaching. The 14-hour course aims to reflect on what to teach and learn at university implies, the role of the teacher, and an introduction to planning, methodology and assessment.

- **Master's in HE teaching for novice teachers:** The master's degree is aimed at faculty members of no more than 5 years of HE teaching experience. The training is equivalent to 60 ECTS and has a duration of 2 academic years. The Master's Degree aims to offer a highly-applied training that facilitates the

direct transfer of their knowledge and competences worked in the course to its own teaching. A mentoring system is included which guarantees a relation between experienced teachers and new

Continuous training program:

Several courses aimed at developing the following teaching competencies:

- a. methodological
- b. digital
- c. communicative and interpersonal
- d. planning and management of teaching
- e. teamwork
- f. innovation

Apart from the activities under these competencies, some specific programs are offered to develop personal and soft skills.

At present, we would like to point out the offer of the following courses.

a. Courses on digital competence

In order to develop the digital teaching competence of university teaching staff at the UB, a series of courses aimed at the knowledge and application of different digital resources and their integration into teaching are planned.

b. Courses on communicative and interpersonal competence: foreign languages

In the UB, a plan for the internationalization of teaching began a few years ago. In this regard, since 2010 the IDP has organized a series of courses for the improvement and learning of a foreign language (face-to-face and blended learning formats) as well as specific courses about how to teach in English.

TRAINING IN RESEARCH

All type of courses in which the topic revolves around research, such as research methods, statistics, how to write a scientific article, open-source publication, ... A specific program for doctoral students that begin to research is also offered in collaboration with the Doctoral School.

TRAINING IN MANAGEMENT

In order to respond to the teachers' needs for managerial skills and to improve the teaching staff's skills related to leadership and the management, a series of conferences and courses are offered. We would like to stand out the following courses:

TRAINING IN SOFT SKILLS

This section includes all those courses to help teaching staff to acquire general or soft skills applicable in the general professional development. We have offered courses on *assertiveness, time management, mindfulness, stress management, and voice techniques*.

OTHER SORT OF TRAINING

Advice and counselling service

Another form of training is counselling. The UniSec organizes counselling (through the teaching staff that is collaborating or looking for other specialists outside the IDP) to accompany teaching

teams in solving problems or concerns (for example, how to work with competencies, inclusion of the continuous assessment ...).

Bank of Resources

As complement to the training and advice, the UniSec collaborates in the publications (online and paper-based) to deepen in different subjects related to HE teaching (see *section 9* below).

6. Students' involvement in decision-making

At the time of writing this report, students do not take direct part in the planning nor training processes of university teaching staff. However, data gathered from students' evaluations about the courses and the teaching they have received during the semester is valuable information for faculty coordinators to identify good teaching practices and problems which can result in planning some remedial training to help to tackle them.

7. Program Management Procedures

Needs analysis

The needs analysis is carried out mainly from what the **training coordinators** of each faculty provide: from the results of the teaching evaluation of the faculties and the needs collected by comments from colleagues or vice-deans. In some cases, they have administrated needs analysis questionnaires.

Program offer

The offer is configured based on the needs detected in accordance with the priority lines set by the UB Rectorate. In some occasion, there has been a training offer in collaboration with the training units from other universities.

Marketing

The marketing of the training activities for the university teaching staff is done through:

- News on the IDP website, on the UB intranet and via twitter.
- Messages with the information to the Faculty Training Coordinators, who are responsible for disseminating it to the rest of the faculty staff.

Two web pages are also used to publicize activities in the section:

- Blog: <http://www.ub.edu/ice-universitat/>

Web about language training for UB teachers: <http://www.ub.edu/idiomesice/inici/>

Enrolment

Enrolment is done through an IDP computer application. Sometimes there is a pre-enrolment procedure so that the allocation of places is carried out afterwards (mostly at random). In other cases, the allocation of places is done strictly by order of registration.

Implementation / following-up

The UniSec is responsible for contacting the trainers and for the necessary admin procedures (e.g. room bookings, activating the online courses on Moodle, etc.) so the training can be carried out smoothly and successfully.

Evaluation of satisfaction of all the training activities are carried out for each training program, and the evaluation of transfer and impact of the training is carried out every 2 years through questionnaires.

Accreditation

Each training activity is certified. At the moment, we do only issue certificates of attendance (which requires not only attending a minimum of 80% of the classes but also doing the course tasks). In the online courses the certificate is also of attendance taking into account that participants have carried out all the online activities.

8. Best practices - “Strengths” of our programs

From our training programs, we can highlight the following best practices:

- **Initial HE teacher training:** Both the UB Teaching Training and the Master's in University Teaching for novice teachers offers a solid training and of high quality.
- Inclusion of the figure of **Faculty training coordinator** within the structure of the Section who manages the needs of the teachers and the evaluation of the impact of the training
- **Networking with other universities** in Catalonia and Spain:
 - o Interuniversity Group of Educational Training - GIFD: <https://gifd.upc.edu/ca>
 - o State Network for University Teaching - RED-U: <http://red-u.org/>

9. Dissemination

Publications

At the moment, the UniSec, together with the Octaedro Publisher, is coordinating the following two collections:

- **Educación Universitaria:** <http://www.ub.edu/ice/node/47>

This collection was created with the aim of contributing to provide adequate answers to the challenges posed by both the new paradigms on the teaching-learning process in the construction of the European Higher Education Area, which demands not only a reconsideration of the structure and contents of the teachings that allow to obtain the different degrees, but also to redefine the teachers' functions and adopt new strategies and teaching methodologies.

The last two issues address the topics of emerging pedagogies and learning-service in the university.

Format: on paper and e-book

Language: Spanish

- **Quaderns de Docència Universitària:** <http://www.ub.edu/ice/node/57>

The purpose of this collection is to make available to university teaching staff documents and work materials on topics related to HE that facilitate their training, the exchange of experiences and the dissemination of teachers' "best practices".

The last issue, for instance, addresses the topic of learning based on inquiry and co-design.

Format: e-book (free)

Language: Spanish

Portal web de Bones pràctiques docents per a professorat universitari

<http://www.ub.edu/bonespractiquesdocents/index.php/ca/>

In addition to the previous publications, the UniSec also contributes to this website, which is the result of an interuniversity collaborative project with the *Universitat Autònoma de Barcelona* (UAB) for the improvement of teaching quality.

The objective is to collect and share experiences of teaching practices that facilitate the development of teaching and learning in a specific context with a high level of effectiveness and efficiency.

Conferences

The IDP at the UB is **an active member** of the Organizing and Scientific Committee of the International Conference on University Teaching and Innovation (CIDUI): <https://www.cidui.org/en/>

CIDUI is an interuniversity consortium of all Catalan TSDCs that organizes a biannual conference and a symposium to:

- Encourage the exchange of experience teaching improvement
- Promote research and innovation
- Encouraging greater scientific rigor in teaching field
- Favour cooperation between universities in terms of teaching quality
- Discuss academic level about the economic, social and educational context and the challenges of universities
- Promote the internationalization of the Catalan public universities.

10. International relations

The IDP has signed agreements with several South-American universities to promote the training of HE teaching staff:

- a master's degree in HE teaching with the *Universidad de Antofagasta*, Chile
- a postgraduate course with the *Universidad Central de Quito*, Ecuador
- an 80-hour online training course on teaching methodologies with *Universidad Católica del Ecuador- Ambato*

We are proud to collaborate with the *Observatori de la Globalització – UB* in the PRINTeL project.