



Overview of Erasmus+ programme

Erasmus+ is the EU’s programme to support education, training, youth and sport in Europe. Organisations wanting to participate in Erasmus+ may engage in a number of development and networking activities, including strategic improvement of the professional skills of their staff, organisational capacity building, and creating transnational cooperative partnerships with organisations from other countries in order to produce innovative outputs or exchange best practices.

Key Action 2 is designed to develop the education, training, and youth sectors through five main activities. They are Strategic partnerships, Knowledge Alliances, Sector Skills Alliances, Capacity-building projects in the field of higher education, and Capacity-building projects in the field of youth.

Capacity-building projects in the field of higher education support the modernisation, accessibility, and internationalisation of higher education in Partner Countries. The projects aim to encourage cooperation between the EU and Partner Countries and support eligible Partner Countries in addressing challenges in the management and governance of their higher education institutions.



Co-funded by the
Erasmus+ Programme
of the European Union

ENTEPE in brief

Enhancing Teaching Practice in Higher Education in Russia and China (ENTEPE)

ENTEPE is targeted at improving the quality of education and teaching, enhancing teaching practices and further developing education science in Russia and China. The project is focused on building cooperation and exchanging good teaching practices among European, Russian and Chinese Universities, which will eventually result in the modernisation of PCIs.



The successful implementation of the project will lead to the following results, outcomes and outputs:

- Teaching practices in the EU, Russia and China will be internationalised and harmonised through the series of workshops and seminars introducing major principles of EHEA.

- The qualification of PCIs’ teaching staff in education science will be improved and thus will allow educators to work out innovation strategies and up-dated contents.

- A university-wide, cross-departmental network of Centres for Teaching & Learning in PCIs enabling their staff to support each other and to develop their own expertise will be established.

- A comprehensive set of professional guidelines for teacher training providers and leaders will be developed.

- Learning and teaching tools, methodologies and pedagogical approaches including learning outcomes, ICT practices and blended courses will be available for professional development of PCIs’ teaching staff.

- A modern module-based curriculum for HE teacher training based on contemporary education science and aimed at professional development of the academic staff will be developed and piloted at each PCI.

Project Partners

- ◆ Technische Universität Dresden (TUD), Germany
- ◆ Stiftung Universität Hildesheim (UH), Germany
- ◆ Liverpool John Moores University (LJMU), United Kingdom
- ◆ Alma Mater Studiorum Università di Bologna (UNIBO), Italy
- ◆ Instituto Politécnico de Coimbra (IPC), Portugal
- ◆ Institute of World Civilizations (IWC), Russia
- ◆ Institute of Pedagogy, Psychology and Social Problems (IPPSP), Russia
- ◆ Ural State University of Economics (USUE), Russia
- ◆ Penza State University (PSU), Russia
- ◆ Sanya University (SU), China
- ◆ Jiangxi Normal University (JXNU), China
- ◆ Private Hualian University (HLU), China

Project partners' roles and functions

TUD is the project coordinator and grant-holder, which fulfils the following functions:

- Creating ENTEP Council to collectively manage the project activities and make decisions, organising and chairing Council Meetings;
- Providing academic supervision to the Analytical Report Group in analysing and reporting;
- Holding and supervising training workshops on tuning educational structures in EHEA and Bologna principles, on adopting delivery methods, assessment techniques and quality assurance procedures, on developing curricula and module;
- Arranging study-visits for PCI students at TUD;
- Developing training materials for workshops, study-visits and seminars;
- Governing the development of Didactical Manual, Practical Guide and Module;
- Establishing the Dissemination and Sustainability Group, arranging dissemination conferences and facilitating networking;
- Producing Dissemination Package including project website, e-learning platform, logo, standard presentation, leaflet, and output templates;
- Organising effective project implementation, including general management, legal and financial management, administrative support and reporting.

LJMU is the leader of the Practical Guide Development Group and the co-leader of the Dissemination and Sustainability Group, which maintains:

- Developing the dissemination and sustainability strategy and plan, contributing to their implementation, reporting on the progress;
- Holding and supervising training workshops on tuning educational structures in EHEA and Bologna principles, on adopting delivery methods, assessment techniques and quality assurance procedures, on developing curricula and module;
- Arranging study-visits for PCI students at LJMU;
- Developing training materials for workshops, study-visits and seminars;
- Producing presentations and participating in dissemination conferences and project management meetings.

UH is the leader of the Didactical Manual Development Group and the leader of the Internal Quality Control Group, which additionally performs the following functions:

- Holding and supervising training workshops on tuning educational structures in EHEA and Bologna principles, on adopting delivery methods, assessment techniques and quality assurance procedures, on developing curricula and module;
- Producing training materials for workshops, study-visits and seminars;
- Preparing presentations and participating in dissemination conferences;
- Providing regular reports on the project progress and major outcomes.

UNIBO leads the Analytical Report Group and the co-leader of the Internal Quality Control Group, which ensures:

- Analysing the existing teaching practices in Russian and Chinese HEIs, drafting the report summarising needs for professional development of PCI teachers and outlining the best teaching practices at EUIs to complement training;
- Holding and supervising training workshops on tuning educational structures in EHEA and Bologna principles, on adopting delivery methods, assessment techniques and quality assurance procedures, on developing curricula and module;
- Organising study-visits for PCI students at UNIBO;
- Designing training materials for workshops, study-visits and seminars;
- Drawing up presentations and participating in dissemination conferences and project management meetings;
- Compiling regular reports on project progress and major outcomes.

Project partners' roles and functions

IPC is the co-leader of the Analytical Report Group, which have the following functions:

- Compiling Practical Guide suggesting a user-friendly methodology for writing modules, courses and programmes in terms of learning outcomes;
- Holding and supervising training workshops on tuning educational structures in EHEA and Bologna principles, on adopting delivery methods, assessment techniques and quality assurance procedures, on developing curricula and module;
- Organising study-visits for PCI students at IPC;
- Developing training materials for workshops, study-visits and seminars.

USUE is the PCIs' project coordinator, which fulfils the following functions:

- Ensuring the effective project implementation, including general management, financial management, administrative support and reporting;
- Collecting data on the existing teaching practices within the institution via interviews, questionnaires, and secondary data research;
- Designing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Preparing and conducting a training seminar on curricula and module development focused on learning outcomes;
- Drawing up Practical Guide summarising the developments in HE curriculum design in recent decades;
- Creating Curricula and Module and piloting new curricula and developing syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Issuing quality assurance instructions and local regulatory acts and introducing quality assurance procedures into teaching practice;
- Elaborating dissemination and sustainability strategy and plan and contributing to their implementation, reporting on the progress;
- Organising and holding one project conference and co-chairing management meetings of ENTEP Council, participating in project events ;
- Providing regular reports on project progress and major outcomes.

IWC is the project member, which performs the following functions:

- Retrieving data on the existing teaching practices within the institution via interviews, questionnaires, and secondary data research;
- Issuing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Piloting new Curricula and Module and developing syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Drawing up quality assurance instructions and local regulatory acts and introducing quality assurance procedures into teaching practice;
- Preparing presentations and participating in dissemination conferences and project management meetings.

IPPSP is the member of the Analytical Report Group, which also maintains:

- Developing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Designing Didactical Manual featuring the most important types of didactic teaching strategies and present possible subject-specific applications of these strategies;
- Creating and introducing new Curricula and Module;
- Elaborating syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Preparing quality assurance instructions and local regulatory acts and adopting quality assurance procedures in teaching practice;
- Drawing up presentations and participating in dissemination conferences and project management meetings;
- Organising and holding one project conference.

Project partners' roles and functions

PSU is the leader of the Dissemination and Sustainability WG, member of the Analytical Report Group, which is focused on:

- Providing data and compiling Didactical Manual presenting possible subject-specific applications of didactic teaching strategies;
- Issuing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Elaborating Curricula and Module and introducing them;
- Developing syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Preparing quality assurance instructions and local regulatory acts and adopting quality assurance procedures in teaching practice;
- Devising dissemination and sustainability strategy and plan and contributing to their implementation, reporting on the progress
- Producing presentations and taking part in dissemination conferences and project management meetings;
- Providing regular reports on project progress and major outcomes.

HLU is the project member, which is targeted at:

- Collecting data on the existing teaching practices within the institution via interviews, questionnaires, and secondary data research;
- Gathering information for compiling Practical Guide;
- Issuing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Designing and adopting new Curricula and Module;
- Developing syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Drawing up quality assurance instructions and local regulatory acts and adopting quality assurance procedures in teaching practice;
- Working out dissemination and sustainability strategy and plan, contributing to their implementation, reporting on the progress;
- Preparing presentations and participating in project events .

SU is the project member, which maintains:

- Gathering data on the existing teaching practices within the institution via interviews, questionnaires, and secondary data research;
- Collecting information for compiling Practical Guide;
- Developing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning
- Forming Curricula and Module and piloting them;
- Devising syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Producing quality assurance instructions and local regulatory acts and adopting quality assurance procedures in teaching practice;
- Preparing presentations and participating in dissemination conferences and project management meetings;
- Arranging and hosting one project conference;
- Filing regular reports on project progress and major outcomes.

JXNU is the member of the Analytical Report Group, which have the following functions:

- Introducing statutes and regulations, buying equipment and books and operating the established Centre for Teaching & Learning;
- Providing information for the development of Didactical Manual;
- Developing and adopting new Curricula and Module;
- Designing syllabi for 3 modules (Teaching Methods, Pedagogy and Psychology);
- Issuing quality assurance instructions and local regulatory acts and adopting quality assurance procedures in teaching practice;
- Creating presentations and taking part dissemination conferences and project management meetings.

Project working groups (Work Packages)

WP1 (PREP) Establishment of the Analytical Report Working Group to analyse current teaching practices at PCIs and to propose the improvement strategy. Leader: UNIBO

WP2 (PREP) Training workshops for PCIs top managers and teachers at EU Universities to prepare them for core development activities. Leader: TUD

WP3 (DEV) Setting-up of Centres for Teaching & Learning at PCIs aimed at enhancing teaching practices. Leader: USUE

WP4 (DEV) Introduction of advanced pedagogical approaches and innovative methodologies at PCIs. Didactical Manual Development Working Group (DMDWG) with leader: HEA, as the centre of teaching/learning expertise and Guide Development Working Group (GDWG) with leader: LJMU.

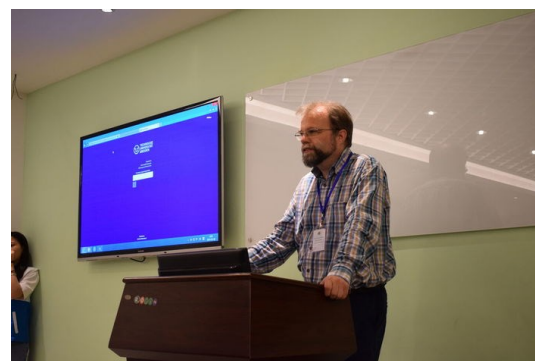
WP5 (DEV) Modern, module-based pilot curriculum for higher education teacher training based on contemporary education science is developed and launched. Leader: USUE

WP6 (DEV) PhD and Master’s degree programmes at PCIs are enriched with modules on teaching methodology, pedagogy and psychology. Leader: IPC

WP7 (QLT) Implementation of the Quality Code of Practice in cooperation between QA Units and Centres for Teaching & Learning at RU and CN Universities (Internal Quality Control Group and External Quality Control Group). Leader: TUD

WP8 (DISS/EXPL) Dissemination, sustainability and exploitation of results. Leader: PSU

WP9 (MNGT) Effective and efficient project coordination and financial management is established. Leader: TUD



Current activities

Kick-off-meeting

ENTEP kick-off-meeting was held at Technische Universität Dresden on 6 – 7 March 2018. It gathered the representatives of all project partners (TUD, UH, LJMU, UNIBO, IPC, IWC, IPPSP, USUE, PSU, SU, JXNU, and HLU).

The agenda of the meeting was as follows:

- ⇒ Overviewing the project objectives and explaining the details of interrelated work packages and the project’s timeline;
- ⇒ Clarifying the administrative and financial matters, enforcing financial rules and control;
- ⇒ Establishing ENTEP Council and building the project work groups;
- ⇒ Approving the monitoring and evaluation procedures, designing the system of conflicts management, elaborating the dissemination and improvement strategy;
- ⇒ Scheduling project conferences and council meetings and arranging workshops and trainings for top managers and academics.

Upcoming events



The First Project Conference “Exploring cross-boarder collaboration in higher education, teaching and learning” and the Second Council Meeting in Kazan

14 – 18 October 2018

The Third Council Meeting in Guangzhou

27 – 29 May 2019

The Second Project Conference “Framing challenges in higher education: Bridging the gap between Russia, China and Europe” and the Fourth Council Meeting in Sanya

November 2019

The Third Project Conference “Delivering impact in higher education learning and teaching: Enhancing cross-boarder collaborations” and the Fifth Council Meeting in Yekaterinburg

October 2020

Analysis of current teaching practices in Russian and Chinese HEIs

Under the leadership of UNIBO and supervision of TUD, experts from IPC, IPPSP, PSU, IWC, USUE, SU, HLU and JXNU collected and explored the available information about the existing teaching practices in Russian and Chinese HEIs. The study conducted within their institutions via interviews, questionnaires, and secondary data research enabled outlining the missing skills and competences of teachers, matching them with the best EU teaching practices and suggesting training programmes based on learning outcomes.

First project results

Project website

ENTEP website was developed by the specialised firm employed by TUD. The consortium members explored the website draft, discussed its structure and content, and approved the design and final layout of the website. It contains relevant news, publicly available data on the project implementation, and announcements of upcoming events. The firm developed the website will introduce the special instrument to monitor the website visiting statistics.

On their HEI project web-pages, the consortium members publish relevant information about the project and renew links to ENTEP website and websites of other consortium members. The project web-pages on the consortium members’ websites also contain photos and contact details of the project coordinators.

This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.