



Connecting Europe, Russia and China

Current activities

Training workshops for PCIs top managers

5 EUIs hosted training workshops for PCIs top management on tuning educational structures in EHEA and Bologna principles. EU experts improved the qualification of 35 PCIs top managers, who were subdivided in 5 groups. The trainees obtained the Professional Development Certificates and provided their feedback, which were sent to the Project Coordinator (TUD) and Deputy Project coordinator (USUE).

Training workshops for PCIs teachers

35 PCIs teachers completed professional development workshops in innovative pedagogy, delivery methods, assessment techniques and quality assurance procedures organised at 5 EUIs. The Professional Development Certificates were awarded to the trainees, who following the workshops compiled feedbacks, which were sent to the Project Coordinator (TUD) and Deputy Project coordinator (USUE).



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Training workshops for PCIs top managers

Technische Universität Dresden (Germany)

On 18 – 22 June 2018, TUD experts presented the following topics to PCIs top managers:

- ◆ HEI-Accreditation and Quality Assurance in Germany
- ◆ Erasmus+ worldwide: International Credit Mobility (ICM)
- ◆ Development of the academic freedom in Germany
- ◆ DRESDEN-concept (Dresden Research and Education Synergies for the Development of Excellence and Novelty)
- ◆ Development and Structure of the Graduate Academy and the Centre for Integration Research
- ◆ Student representation at TU Dresden
- ◆ Reforms of Study Programmes
- ◆ Principles of Financing in the International Cooperating Projects in the HEIs



Liverpool John Moores University (the UK)

On 11 – 16 June 2018, LJMU carried out the training of top managers from Russia and China and delivered the following content:

- ◆ Learning and teaching at LJMU and designing learning and teaching research
- ◆ Engagement and student-centred practice strategy
- ◆ Quality assurance procedures and approaches, learner oriented assessment strategy
- ◆ Managing higher education standards, evaluating teaching quality, and accreditation
- ◆ Delivering a learning and teaching conference for staff to share on-going and best practices
- ◆ Research informed teaching strategies
- ◆ Establishing and leading a learning and teaching centre and understanding its role in controlling the professional development of staff
- ◆ European education strategies



Alma Mater Studiorum Università di Bologna (Italy)

On 10 – 15 September 2018, UNIBO welcomed PCIs top managers and introduced them to the following topics:

- ◆ Internationalisation and UNIBO, implementation of the Bologna process
- ◆ Goals and feedback to motivate university’s staff
- ◆ Quality assurance in higher education institutions
- ◆ Research and Third Mission Quality Assurance System at UNIBO
- ◆ Student-centered approach: New system for teaching innovation at UNIBO
- ◆ Strategies and tool for international relations management
- ◆ E-learning in the university teaching (using and evaluation)



Training workshops for PCIs teachers

Liverpool John Moores University (the UK)

On 3 – 7 September 2018, LJMU briefed PCI teachers within the following topics:

- ◆ Curriculum design and learning outcomes
- ◆ Delivery and exploring good teaching/engagement
- ◆ Research informed teaching
- ◆ Innovative teaching strategies and utilising technology in the classroom
- ◆ Higher education learning strategies in Russia and China
- ◆ Higher education learning strategies in the EU higher education area, Erasmus+ initiatives
- ◆ Student support and personal development, how we learn
- ◆ Assessment and feedback; marking and moderation
- ◆ Monitoring and evaluation to support enhancement



Stiftung Universität Hildesheim (Germany)

On 3 – 7 September 2018, Russian and Chinese teachers were trained by UH experts within the following fields:

- ◆ Learning in higher education: theoretical, individual, and cultural approaches
- ◆ International activities at UH
- ◆ English in academic settings
- ◆ Intercultural potential of E-learning methods
- ◆ Collaborative international online learning
- ◆ Dealing with diversity in higher education: Preparing (inter)national students
- ◆ Activating methods, moderation and conducting discussions
- ◆ Learning Centres for Tertiary Education Didactics at Hildesheim University
- ◆ Innovative methods in higher education teaching
- ◆ Consulting with students in higher education settings



Alma Mater Studiorum Università di Bologna (Italy)

On 17 – 21 September 2018, UNIBO conducted training workshops for PCIs teachers on the following topics:

- ◆ Inclusive Processes and Higher Education Didactics
- ◆ Group building and team working
- ◆ Design and evaluate teaching intervention
- ◆ Innovative Teaching in Higher Education: methodologies and strategies
- ◆ Active Learning through digital videos



Instituto Politécnico de Coimbra (Portugal)

On 22 – 26 October 2018, IPC hosted training workshop for Russian and Chinese teachers within the following context:

- ◆ CINEP (IPC Teaching Centre)
- ◆ Teaching Quality and institutional strategy
- ◆ Curriculum and project
- ◆ Project LETRASPRÁ'VIDA
- ◆ Sustainable School
- ◆ Restructuring curricula for non-traditional students' success
- ◆ Interdisciplinary teaching and group work, gamification
- ◆ Trans-disciplinary topics and cooperation with the community
- ◆ Students' engagement through science technologies and multimedia
- ◆ Coaching for high performance
- ◆ Emotional intelligence and team leadership
- ◆ Ethics and deontology



The second project meeting



The Second Council Meeting was held at Kazan Federal University (Institute of Pedagogy, Psychology and Social Problems – IPPSP) on 16 – 17 October 2018. The participants of 11 consortium members (TUD, UH, LJMU, UNIBO, IPC, IWC, IPPSP, USUE, PSU, SU, and HLU) focused on:

- Overviewing the latest project activities;
- Discussing and scheduling further project activities and events (the Third Council Meeting, the Second Project Conference, and the Fourth Council Meeting);
- Exploring the content of the conducted training workshops for PCIs top managers and teachers.
- The following decisions were made:
- Quality Assurance Group should analyse the questionnaires from the workshops for top managers and teachers and present the results at the Third Council Meeting in Guangzhou in May 2019;
- Russian and Chinese Partners have to prepare the lists with the equipment items and training materials needed for the established Centres for Teaching & Learning and send them to the Coordinator for the confirmation.

Within the project meeting 4 Working Groups also operated.

The Didactic Manual Development WG designed a questionnaire for teachers with the aim to analyse current teaching practices at PCIs and propose the improvement strategy. Answers to the questionnaires were provided by 32 Russian and 25 Chinese teachers aged 24 to 65 years. The answers were explored and results were described in the Analytical Report, which served as a guide for the development of the training workshop programmes.

The Guide Development WG approved Guide outline. The consortium members responsible for compiling different parts (Introduction, Aims/Objectives, Learning Outcomes, Feedback Strategy, Programme and Module Templates, etc.) were defined.

The participants of the Dissemination WG got acquainted with the draft of the document, discussed its structure and content and decided to hold consultations with the project teams in order to submit a proposal for updating and expanding the dissemination strategy. Each member of the working group has to collect and summarise the proposals outlined by his / her project team and send them to the group leader. Having considered the submitted proposals, the group leader will amend the strategy.

During the meeting, the Internal Quality Control WG explored the implemented and further activities from the quality point of view and agreed on the following:

- ⇒ To collect and analyse the feedback questionnaires, filled in by the training workshop participants and make conclusion on the quality of training programmes and training providers;
- ⇒ To finalise the quality control strategy and plan;
- ⇒ To develop an interim project report with the support of IQCWG members.

The First Project Conference

The first ENTEP International scientific and practical conference took place at the Kazan Federal University, Institute of Pedagogy, Psychology and Social Problems in Kazan (Russia) on 16 – 17 October 2018. The conference was dedicated to the project topic: “Exploring Cross-Boarder Collaborations in Higher Education Institutions: Teaching and Learning”. The conference in Kazan brought together the leading experts on training and advanced training of higher education teachers – 74 participants (from the universities of Germany, Great Britain, Portugal, Italy, China and Russia), among them were editors and experts of peer-reviewed journals.

The first day included the plenary session, which was devoted to teaching and learning practices and teacher education. On the second day, the discussions were held in two groups. The English-speaking group focused on innovative EU countries and Chinese experience in professional development of university teachers in the context of lifelong learning. The Russian-speaking group reviewed psychological and pedagogical training, as well as the improvement of professional culture among the university staff in the context of lifelong learning.

As a result, two project publications appeared:

http://kp-journal.ru/wp-content/uploads/2017/02/%E2%84%96-5_2018_%D0%B2%D0%B5%D1%80%D1%81%D1%82%D0%BA%D0%B0_%D0%B8%D1%81%D0%BF%D1%80.pdf

Articles on ENTEP project in the Kazan Pedagogical Journal 2018, No. 5;

Papers with conference contributions, which were released after the conference.



Primary project results and outcomes

Analytical Report

The analysis of the current teaching practices in Russian and Chinese HEIs resulted in the Analytical Report, which was approved by the ENTEP Council and published. The report is aimed at:

- ⇒ Illustrating the most recent structural reforms of the Russian and Chinese HEIs;
- ⇒ Understanding teacher perceptions of their professional identity in terms of modernising their teaching practices as implied in the structural reforms;
- ⇒ Highlighting how teachers cope with the challenges affecting the HEIs' reform process;
- ⇒ Detecting whether and to what extent the reforms in education are contributing to the professional development of a new generation of teachers, who will be ready to leave behind the traditional way of being a teacher and develop as a new professional identity (rather identities).

As the best practice to reflect on and implement, it dwells on Students Centred Learning (SCL) and explores its advantages. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.

The report summarises the needs for professional development of PCI teachers and out lines the best teaching practices at EUIs. It is available at ENTEP website in the section "Project outcomes".

The designated PCIs managers and teachers, who have completed training workshops, are characterised by:

- Better integration into EHEA through close collaboration with the EU partners;
- Gained experience in enhancing teachers' qualifications using the EU approach, thus making education system more transparent and coherent;
- Greater understanding of the Bologna process (ECTS, Diploma Supplements, etc.) thus allowing transparency, flexibility, and improved student and staff mobility between the partner universities;
- Relevant experience in new teaching methods, pedagogical approaches and new ways of developing curricula and syllabi.



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