# **Higher Education Teaching Skills 2030**

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### Abstract

Higher Education (HE) in 2030 will have undergone huge changes, including the students themselves. The so-called Generation Z, characterised by individualism, personalised learning demands and the extensive use of technology, will require the combination of diverse methods, skills and tools, together with a rethinking of what teaching means for future international, intercultural and technological contexts. Teaching staff may lack the skills they need to create individualised and learning-centred environments, and, in particular, to embed the use of digital technology naturally into their teaching This poster introduces Future-proof your classroom- teaching skills 2030, a project funded under the Erasmus+ Strategic Partnerships programme, which aims to develop a blendedlearning course, specifically designed to meet the needs of HE educators in the near future. The course focusses on preparing teachers in tertiary education for their professional role in 2030. It consists of eight modules (in the form of an online cBook), created to support the development of relevant skills for future teaching contexts. The modules include activities to promote reflection and critical thinking (iThink), as well as to align teaching and learning approaches and strategies (iLab), while suggesting up-to-date literature in the field for further reading (iRead & iWatch). Launched in 2017, the project will reach completion in 2020.

### The Project

Future-proof your classroom: Teaching skills 2030 is an ERASMUS+ Project (ref. 2017–1–AT01–KA203-034984). Its main objective is to deliver an innovative blended-learning course for tertiary level educators and trainers, TEACHING 2030, including a web-based training manual, in cBook format that can be accessed without limitations and is free of charge. Some of the topics covered

- rethinking the professional role of educators in tertiary education:
- producing technological tools for tuition (videos, podcasts, online presentations...);
- designing holistic learning experiences; combining technology and emotion in
- teaching and learning contexts;
- using social media, including netiquette, for tuition and learning.

This Europe-wide project, led by the University of Applied Sciences of Burgenland (Austria), involves teams from eight universities in eight different countries, stretching from Portugal to the Former Yugoslav Republic of Macedonia (Fig. 1 and 2). The consortium also includes Create, a company specialising in the development of educational media





Fig.2 Interim meeting in Opatija, Croatia (2019)



Fig.3 Sample pages of the cBook (Module 3, chapter 5)

### Output

The principal output of the project is the construction of the blended learning course, the cBook, which will promote the dynamic use and flexible combination of electronic exercises. videos, explanations, and links, following a storytelling methodology. It comprises eight modules, each concentrating on teaching skills designed to help educators prepare for the needs and motivations of Generation Z, i.e.: Module 1 focusses on the

- professional role of the future educator as a guide and coach who supports the students in their learning endeavours
- Module 2 concentrates on communication in on-campus teaching and learning contexts, emphasising personalised learning processes and student-centered learning and focussing on communication strategies and feedback skills.
- Module 3 expands on the design of on-campus learning experiences, looking at active learning approaches and the creation of student-friendly spaces, including e-learning and technical environments, in which all senses are engaged in holistic
- educational episodes (see Fig. 3).

  Module 4 elaborates on the creation and use of e-learning tools, such as: video presentations, explanatory videos, guizzes, online tools, gamification, and how these tools will be produced and implemented.
- Module 5 enlarges on this topic focusing on social networks, an inevitable feature of learning and teaching in the future. The module elaborates on how students use

these networks and how they can be employed in educational settings. Module 6 deals with how to develop

- writing skills on the web. In the near future, writing will shift from paper to web 4.0, the latter characterised by greater user activity and collaboration. lodule 7 combines these
- competencies by designing virtual classroom guidelines supporting educators in the use of all the tools they now have at their disposal.
- Module 8 brings together all the skills and competencies covered during the course addressing the structuring of an effective blended learning process.

These modules include activities to promote reflection and critical thinking (iThink), as well as to align teaching and learning approaches and strategies (iLab), while suggesting up-to-date literature in the field for further reading (iRead & iWatch). While the cBook can be used as a

MOOC all over Europe, the iLab ensures that the course can be adapted and changed according to the needs of each institution and translated into the local language.

When completed, the blended learning course - TEACHING 2030 - will constitute an educational resource for teachers and higher education institutions across Europe, suitable for integration into teacher training and professional development programmes. In this way, it will contribute to the readiness of teachers and classrooms to meet the challenges of the future and of future generations in higher education.



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