



DEHEMS Consortium Presentation
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Education and Teaching Studies

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Introduction – The role of teachers in society

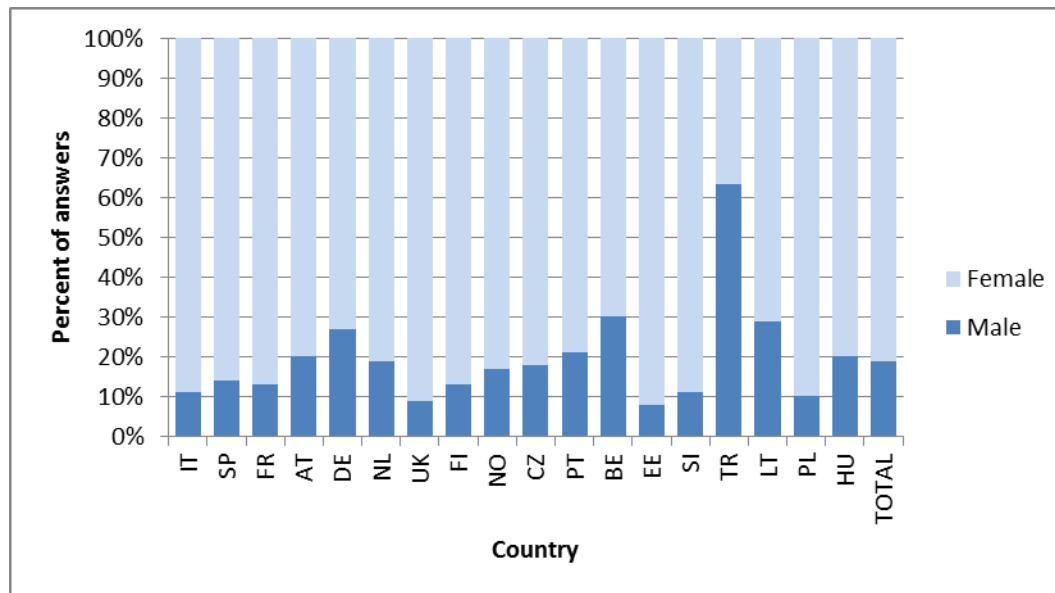
- „Teachers represent the link between education from pre-school to higher and adult education and the world of work“ (ETUCE 2008)
- „Good teaching and the ability to inspire all pupils to achieve their very best can have a lasting positive impact on young people’s futures. /.../ For this reason /.../ it is essential to provide the highest standard of initial education and continuing professional development for teaching staff at all level“ (OJ EU, 2009).
- „Society now expects schools to deal effectively with different languages and different youth backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning and behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment“ (OECD)



Some statistics -1

- One of the most highly feminised professions

Ratio of males and females in education and teaching studies



Source: Own calculation based on HEGESCO and REFLEX data

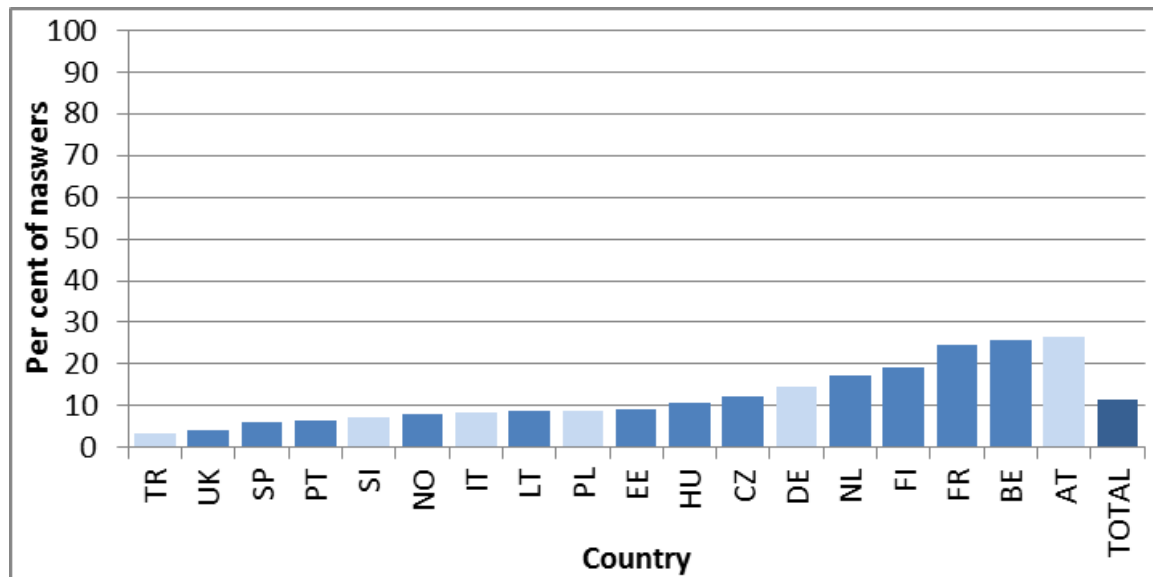
Note: The total represents the average value of all countries in the Hegesco and Reflex databases



Some statistics - 2

- Lowest mobility of graduates

Spending time abroad during higher education for study, by country (in percent)



Source: Own elaboration based on REFLEX/HEGESCO data.

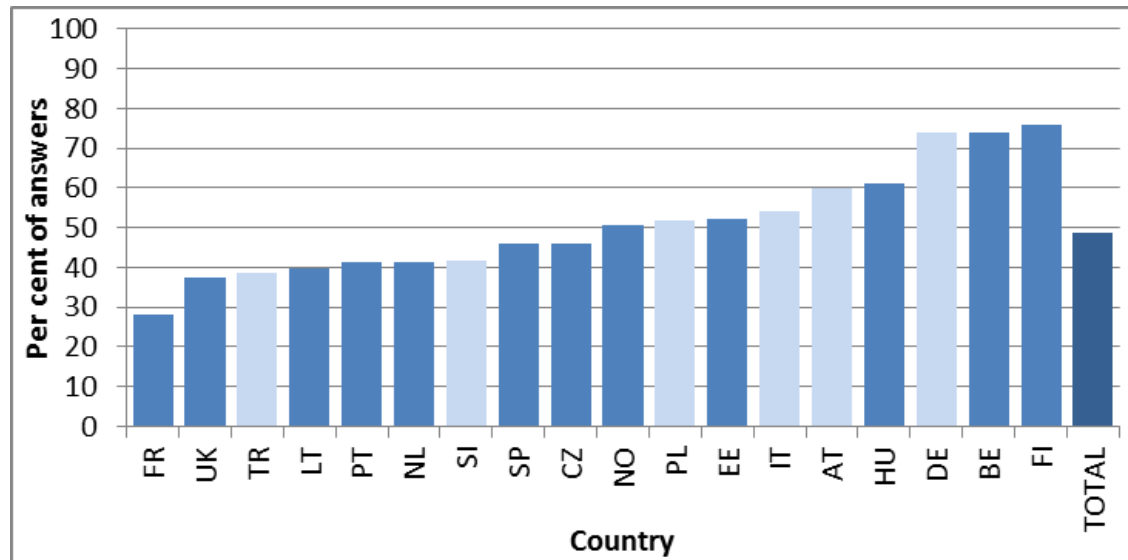
Question K5 (Hegesco), K5 (Reflex): Did you spend any time abroad during your higher education for study? – "Yes" responses.



Some statistics - 3

- Broadness of teachers' education

Broad focus of study programme, by country (in percent)



Source: Own elaboration based on REFLEX/HEGESCO data.

Question A5d (Hegesco), A6d (Reflex): To what extent did the programme have a broad focus? Responses 4 and 5 on a scale of answers from 1 = "Not at all" to 5 = "To a very high extent".



Some statistics - 4

■ Theory over practice

Average score of assessments of teaching and learning characteristics in the education domain (mean of possible answers ranged from 1 to 5- see REFLEX/HEGESCO questionnaire)

	Non-DEHEMS	AT	DE	IT	PL	SI	TR	Total
The extent to which the following characteristic was emphasised in the study programme:								
Multiple-choice exams	2.3	1.6	1.6	2.2	3.3	1.6	2.7	2.2
Oral presentations	3.2	3.3	3.8	3.6	3.4	3.4	3.2	3.3
Written assignments	3.6	4.1	3.7	2.9	3.4	3.6	3	3.6
Problem-based learning	2.7	2.5	2.7	2.7	2.9	2.7	2.8	2.7
The teacher as the main source of information	3.4	3.8	3.4	3.8	3.4	3.3	3.3	3.5
Theories and paradigms	3.8	3.8	3.9	3.1	3.7	3.7	2.9	3.8
Research project	2	1.8	1.9	2.3	2	2	2.7	2
Group assignments	3.4	3.1	3.2	2.6	3.7	2.9	2.9	3.3
Lectures	3.9	4	3.8	3.8	4	4.2	3.8	3.9

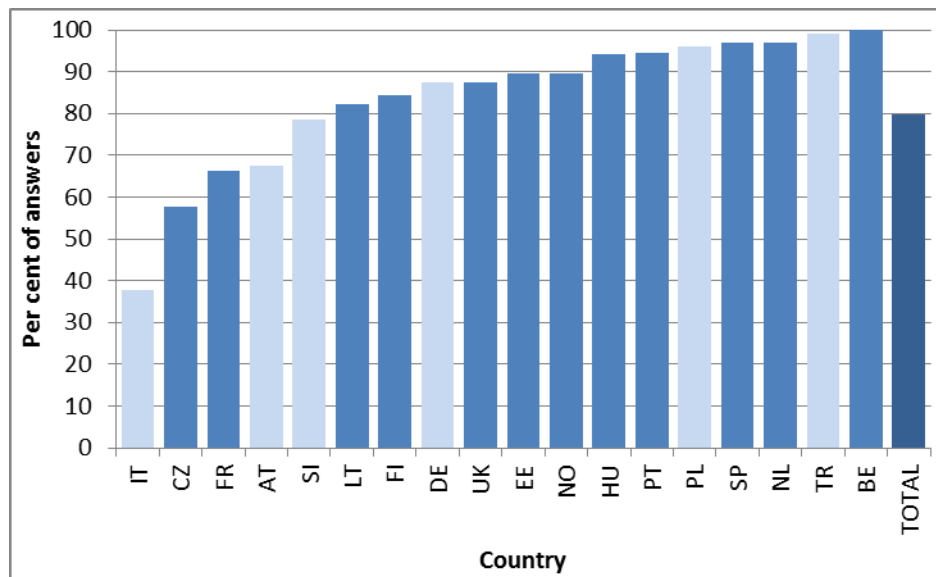
Source: Own elaboration based on REFLEX/HEGESCO data.



Some statistics - 5

- Practical training important part of curricula

Participation in one or more work placements/internships as part of the study programme, by country (in percent)



Source: Own elaboration based on REFLEX/HEGESCO data.

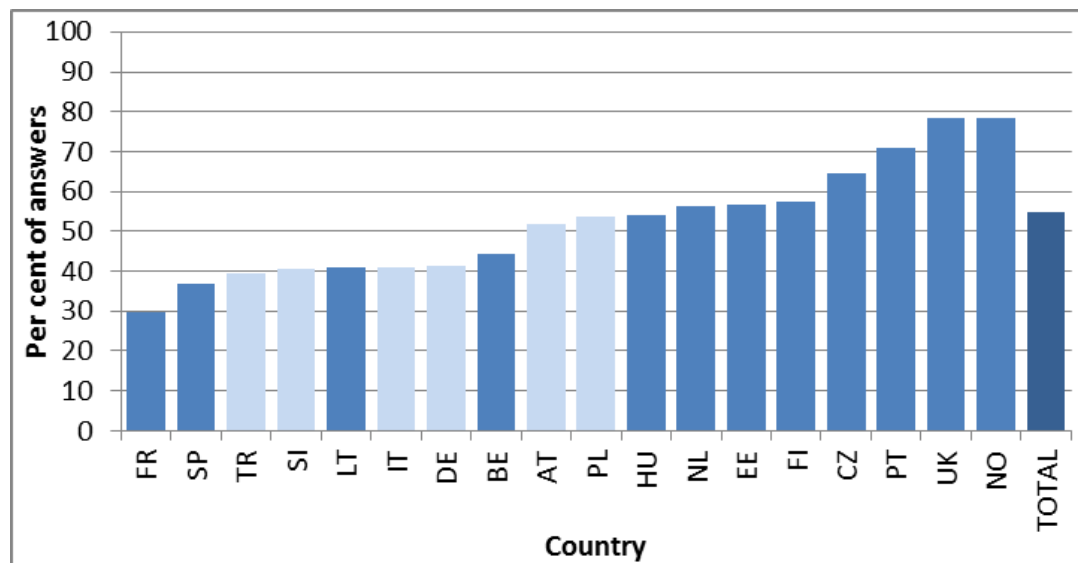
Question A7 (Hegesco), A8 (Reflex): Did you take part in one or more work placements/internships as part of your study programme? – "Yes" responses.



Some statistics - 6

- Study programme a good basis for starting work

Study programme as a good basis for starting work, by country (in percent)



Source: Own elaboration based on REFLEX/HEGESCO data.

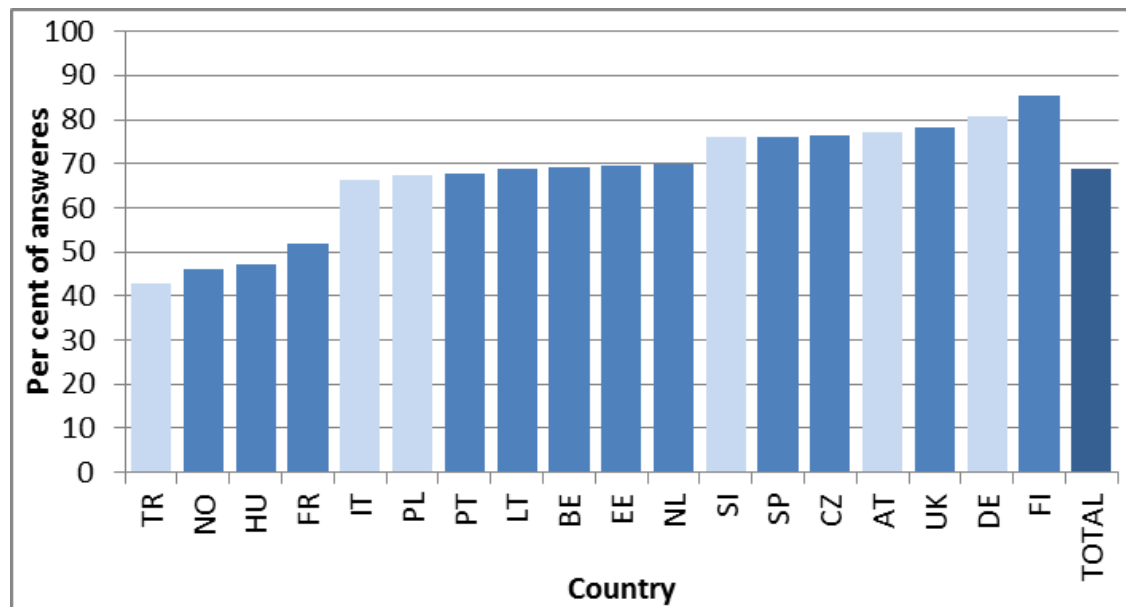
Question I1a (Hegesco), I1a (Reflex): To what extent has your study programme been a good basis for starting work? Responses 4 and 5 on a scale of answers from 1 = "Not at all" to 5 = "To a very high extent".



Some statistics - 7

- Importance of lifelong learning

Following any work-related training/course in the past 12 months, by country (in percent)



Source: Own elaboration based on REFLEX/HEGESCO data.

Question F14 (Hegesco), F14 (Reflex): Did you take any work-related training/course in the past 12 months? "Yes" responses on a scale of answers "yes" and "no".



Interview analysis - 1

- **What is career success?**
 - Finding a matching job
 - Developed competencies in quality teaching and lifelong learning
 - Job satisfaction



Interview analysis - 2

- **Academics' knowledge about their graduates' careers**
 - No formal and structured way of tracking graduates
 - Informal interactions



Interview analysis - 3

- **The role of HEIs on the future professional activities of graduates**
 - Practical training is a major factor in preparing graduates for work
 - Empowering lifelong learning and soft skills
 - Supporting internationality
 - Cooperation with stakeholders



Interview analysis - 4

- **Developmental needs**
 - Strengthening relations with stakeholders
 - Internationalisation of programmes
 - Further development of practical work and problem-based learning
 - Autonomy within curricula for regular updating according to current student needs
 - Lifelong learning
 - Career counselling