

# Policy Brief: Recommendations for teaching in the context of internationalisation of higher education: medical universities and the CLIL method as a case study.

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## Executive Summary: Professional development for all

This policy brief provides recommendations for aligning the continuous professional development (CPD) of educators with the needs of multilingual and multicultural learning spaces in higher education.

Research shows that teacher quality is the most important factor influencing students' performance. This policy brief sets out detailed recommendations on how we can ensure that the quality of teaching is enhanced in higher education and that educators are prepared to respond to the significant needs facing education and training systems in the EU higher education area today.

Communicating knowledge on methods that have potential impact on inclusion, equity and quality of teaching and learning to decision makers is a must, as recommended by the United Nations' Agenda 2030 and its 17 Sustainable Development Goals.

Content and Language Integrated Learning (CLIL) is a recommended approach to maintaining lifelong learning for educators, where inclusion, equity and quality of teaching and learning are central.

## CLIL puts forward four dimensions of teaching and learning that can guide the continuous professional development of educators:

- **Communication:** Using language to learn, while learning to use the language (any language, not only English).
- **Cognition:** Developing critical thinking around the acquisition of knowledge, manipulation of information and reasoning.
- **Culture:** Understanding ourselves and other cultures through global citizenship education.
- **Content:** Developing knowledge, skills, values and attitudes in the discipline through progression, over time.

## What does CLILMED call for?

**Quality teaching in higher education should be enhanced by:**

- Producing recommendations on standards for quality training programmes for educators in higher education, including distance learning, virtual mobility and educational platforms;
- Supporting skills development with an emphasis on research-based evidence in teaching and learning, thus enhancing the synergies between education and research;
- Guaranteeing all educators in higher education institutions (lecturers, doctoral supervisors, clinical supervisors, teaching assistants, examiners, et.) continuous professional development that is integrated systematically into the teaching profession and career opportunities;
- Ensuring the continuous professional development of knowledge, skills, values and attitudes for educators, which should be both a right and an obligation for the individual professional;
- Recognising that the employers of educators and educators themselves have responsibility for ensuring that educators are able to adapt and update their teaching skills throughout their careers;
- Ensuring employers create good conditions in which, in consultation with educators, well-planned professional development policies can be agreed, so that professional development becomes an integral part of the educator's tasks and career development.

## Who is this brief aimed at?

This policy brief is aimed at policymakers and stakeholders at 5 interdependent levels described below:

### The European level:

Council of Europe and European Commission members responsible for the European Strategy for Universities.

### The national level:

national/regional Ministries of Education, research councils, agencies and other regulatory bodies for higher education.

### The institutional level:

decision-making bodies and their members (rectorate, committees, councils, boards, etc.), responsible for institutional leadership.

### The programme level:

educational leaders (study programme directors, curriculum design committees, heads of department, etc).

### The individual level:

educators involved in teaching and learning in higher education.

CLILMED draws attention to the continuous professional development of educators in higher education by recommending the following main priority areas of action:

### Recommendations at the European level

1. Design and monitor policies and recommendations for the compulsory continuous professional development (CPD) of university educators.
  2. Ensure CPD aligns CLIL with other best practices in the field of educational science through the lifelong learning lens of the UN's Agenda 2030, taking into account the formal, informal and hidden curricula.
  3. Create national organisations which issue recommendations for the CPD of educators.
  4. Design recommendations for incentivizing university educators, through recruitment and promotion policies, for instance.
  5. Design recommendations for recalculating and redistributing more fairly the weight given to teaching and supervision tasks across higher education.
  6. Allocate sufficient and sustainable funding for education activities and educational research.
  7. Ensure Language policy and recommendations for multilingual education and Culture policy are mandated at the institutional level, through strategies and funding.
  8. Ensure Quality Assurance policy monitors CLIL and other best practices in the field of educational science through the lifelong learning lens of the UN's Agenda 2030.
  9. Collect data continuously to inform the development of effective policies.
1. based guidelines for core principles of quality education, in consultation with educational developers.
  2. Involve stakeholders from macro, meso and micro levels (academics, administrators, technical staff and all students – Bachelor, Master, PhD)
  3. Introduce internationalised learning outcomes across all programmes of study, including language competence, cultural competence, global citizenship, and international disciplinary learning.
  4. Design promotion and recruitment policies that include both education and research merit.
  5. Strengthen the nexus between education and research, by valuing and rewarding excellence in education.
  6. Provide equal weighting between publications and teaching quality in promotion procedures, but also include CPD credits.
  7. Create holistic and integrated internal quality assurance mechanisms, where internationalised learning outcomes are monitored.

### Recommendations at the National level

1. Implement and fund units/centres for continuous professional development of educators, with research-based guidelines for core principles of quality education, in consultation with educational developers.
2. Fund the continuous professional development for educators as a priority.
3. Ensure that medical universities and universities with healthcare faculties include language competence, cultural competence, global citizenship and international disciplinary learning as a compulsory part of the training of medical graduates.
4. Recommend introducing professional development talks to all academic, administrative and technical staff with specific guidance centring around CPD, teaching through other languages, and taking part in national and/or international meetings, as well as publications and research.
5. Collect data continuously to inform the development of effective policies.

### Recommendations at the Institutional level

1. Implement and fund units/centres for continuous professional development of educators, with research-

### Recommendations at the Programme level

1. Create communities of practice for capacity development and exchange of good practices.
2. Support for curriculum mapping, designing, developing and monitoring (time, funds, support from educational developers).
3. Integrate CPD in professional development talks.
4. Include CLIL related questions in exit polls at programme level.
5. Engage the student voice by collaborating with them on programme design.
6. Provide spaces and guidelines for collegial exchange, such as critical friend practices, peer feedback, peer observation, co-teaching, curriculum development across disciplines and across borders.

### Recommendations at the Individual level

1. Design teaching and learning that aligns CLIL with other best practices in the field of educational science.
2. Include CLIL-related questions in course evaluations, specifically about language competence, cultural competence, global citizenship and international disciplinary learning.
3. Provide spaces and guidelines for local and global students to meet in formal and informal curriculum (buddy systems, local language courses, working across disciplines, etc)
4. Collect formal and informal feedback from students on the quality of teaching and learning, reflect on it and implement change.
5. Engage the student voice by collaborating with them on course design and assessment.

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