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# *Learning and Teaching Strategy 2023-2028*

**Zorana Lužanin, University of Novi Sad, Serbia**



*“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn..”*

Herbert A. Simon, 1916-2001

## INTRODUCTION

Why is a learning and teaching strategy needed?

Key document

## VISION AND GOALS

## IMPLEMENTATION

Action plan

Progress indicators

## INTRODUCTION

### **Why is a learning and teaching strategy needed?**

Key document

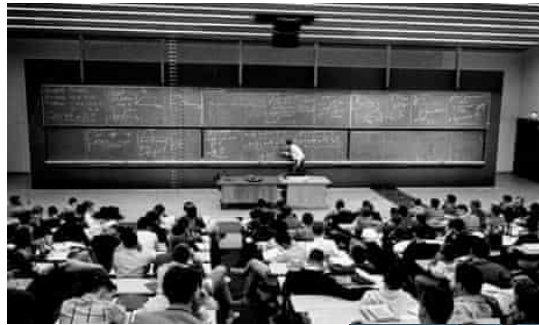
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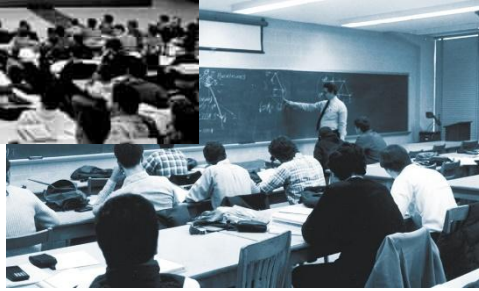
Progress indicators

# Why is a learning and teaching strategy needed?



60'

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## How Has Education Changed Over Time in the Last 60 Years?

today



# How Has Education Changed Over Time in the Last 60 Years?

FACT:

There have been a lot of changes in the way that students learn over the last sixty years.

**Everything has changed, from the way we design classes to teaching methods to who we share our classrooms with.**

**true** or **false**

## Why is a learning and teaching strategy needed?

Education systems must pace with changing times.

Changes in the work force from an industrial model of production to a rapidly transforming, technology-driven, and interconnected **globalized knowledge economy**;

Emerging evidence on how to **optimize learning**, including the use of technological innovations to deepen and transform learning;

Changing **expectations on the part of students**, who are demanding an education system that is more connected and relevant to their everyday lives;

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## Serbia

- STRATEGY FOR THE DEVELOPMENT OF EDUCATION IN THE REPUBLIC OF SERBIA UNTIL 2030
- LAW ON HIGHER EDUCATION
- RULEBOOK ON STANDARDS AND PROCEDURE FOR ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS
- RULEBOOK ON STANDARDS AND PROCEDURE FOR ACCREDITATION OF STUDY PROGRAMS
- RULEBOOK ON STANDARDS FOR SELF-EVALUATION AND QUALITY ASSESSMENT OF HIGHER EDUCATION INSTITUTIONS AND STUDY PROGRAMS

## Albania

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## Quotations

**I cannot teach anybody anything; I can only make them think.**

Socrates, 470–399 BC

**Tell me and I forget. Teach me and I remember. Involve me and I learn.**

Benjamin Franklin, 1706-1790

**The art of teaching is the art of assisting discovery.**

Mark Van Doren, 1894-1972

## VISION

Provide quality and efficient higher education for the ever more versatile student population, which will give them knowledge, attract well-paid jobs and enable them to continuously develop skills necessary for professional growth throughout their careers.

## TEACHER'S COMPETENCES



## LEARNING ENVIRONMENT



## TRANSITION

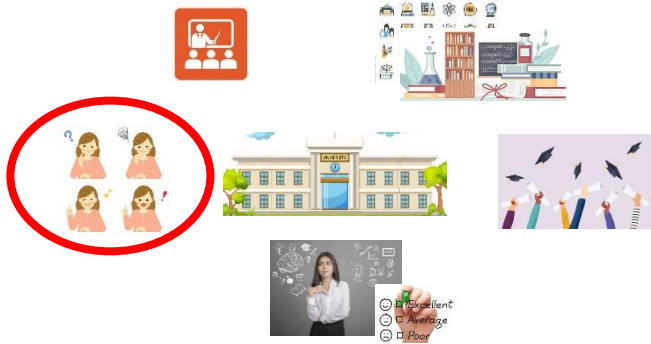


## STUDENT ADVANCEMENT

- Excellent
- Average
- Poor

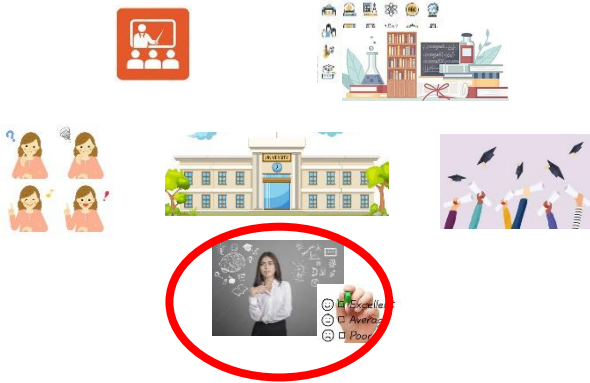


## EMPLOYABILITY



## Goal 1: TRANSITION (entering higher education)

Provide a system to support students during their entrance into higher education.



## Goal 2: STUDENT ADVANCEMENT

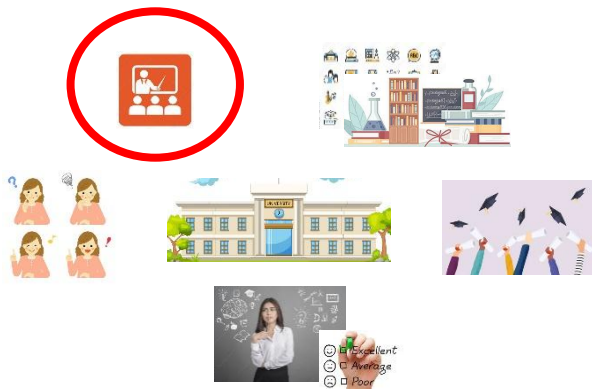
Apply of a larger number of innovative approaches to teaching and assessment which will demand an intensified student engagement.





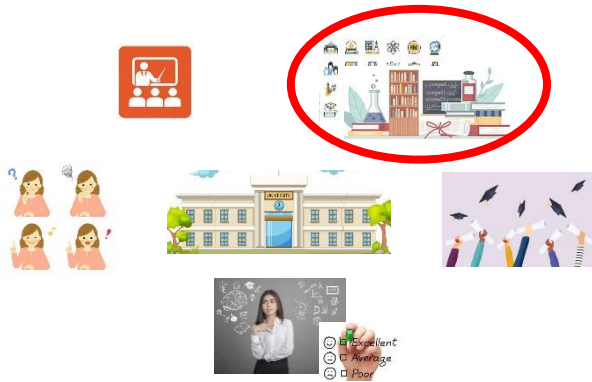
### **Goal 3: EMPLOYABILITY (leaving higher education)**

**Prepare students for professional careers and possess all necessary competences (technical competences and competences for the 21 st century), while having discipline specific, transferable and critical thinking skills.**



## Goal 4: TEACHER'S COMPETENCES

**Develop systems for assessment, support, and development of teaching staff for the purpose of attaining quality and efficient teaching.**



## Goal 5: LEARNING ENVIRONMENT

Provide learning environment which is necessary for high-quality higher education in the 21 st century.

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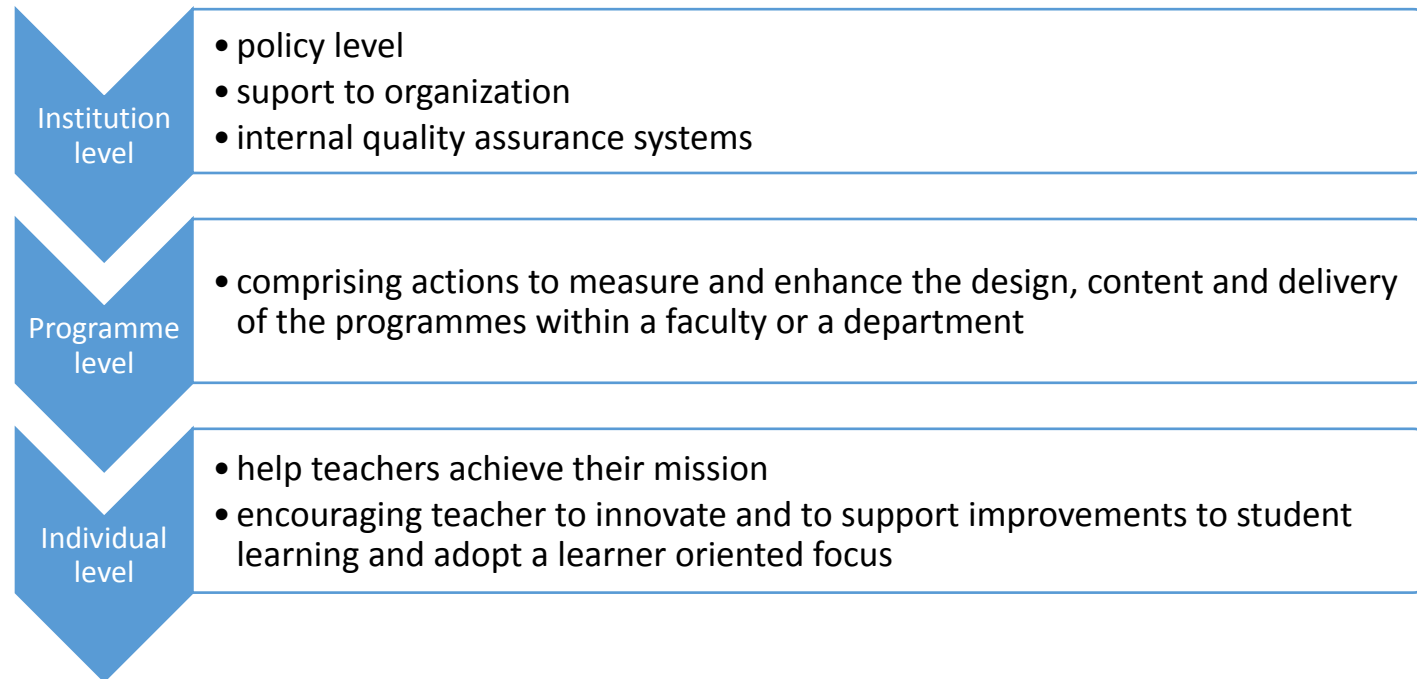
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**Institution:**

**Goal 1:**

	Activities	Progress indicators	Target value of the indicator	Description (how to implement the activity, who is responsible, etc.)
A1.1				
A1.2				



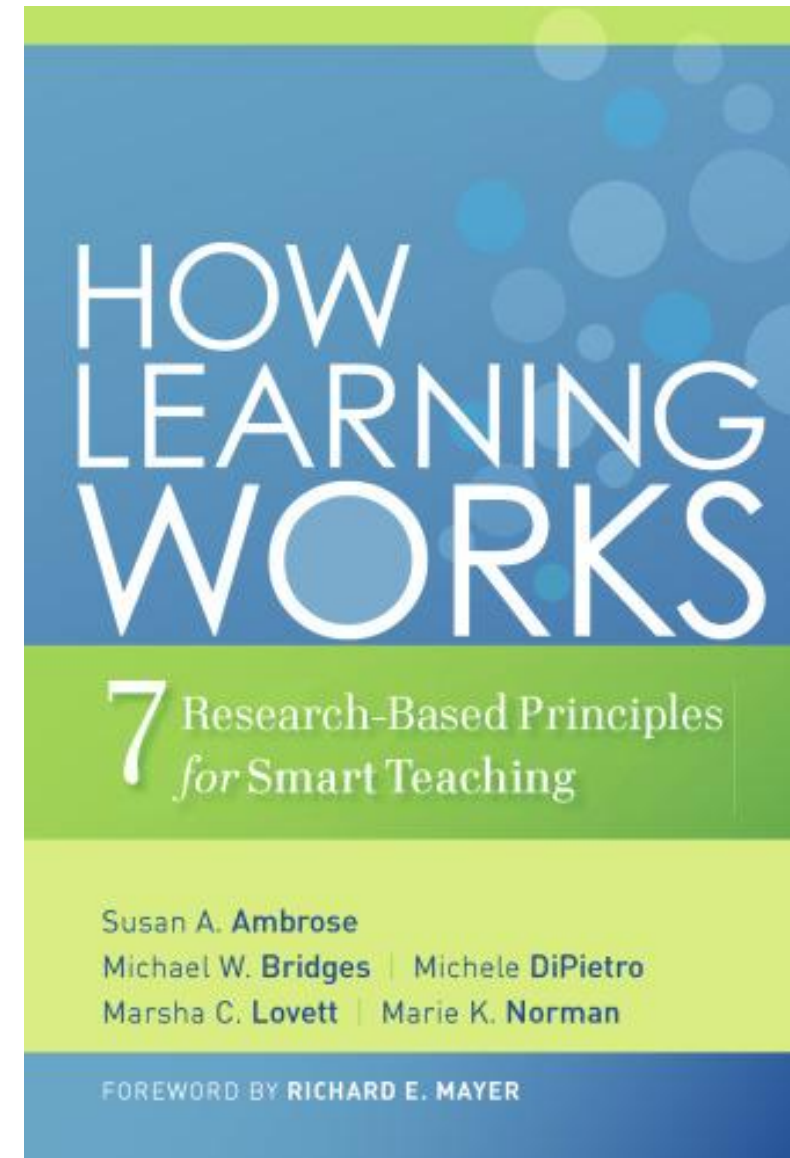
Title: How Learning Works: Seven Research-Based Principles for Smart Teaching

Author(s): Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, Richard E. Mayer

Publisher: Jossey-Bass

Year: 2010

ISBN: 0470484101; 9780470484104



The seven principles are:

- Students' **prior knowledge** can help or hinder learning.
- How students **organize knowledge** influences how they learn and apply what they know.
- Students' **motivation** determines, directs, and sustains what they do to learn.
- To develop **mastery**, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
- Goal-directed **practice** coupled with targeted **feedback** enhances the quality of students' learning.
- Students' current level of **development** interacts with the social, emotional, and intellectual **climate** of the course to impact learning.
- To become **self-directed learners**, students must learn to monitor and adjust their approaches to learning.