



Exchanging Paradigms and enhancing skills transferability for combating students' skills mismatch in higher education

3-5 May 2023, Crete, Greece

Argumentation

The aim of building the European Higher Education Area (EHEA) is to promote, on the one hand, education designed according to a knowledge and skills approach and, on the other hand, to improve professional integration of students (Bologna process, 1998). However, European universities often face a high failure rate in bachelor's degrees. For decades, European educational policies have aimed at improving teaching and learning to encourage academic engagement and integration and the professionalization of teaching staff. Providing better conditions for study, monitoring and the required balance between studies, training and professional careers is a major objective of the reform of universities in Europe to face these challenges.

Thus, the planning of the various teaching methods at the university and their relationship needs to be re-examined through a skills approach and a transdisciplinary. In a context of strong professional uncertainties, social and economic changes characterized by restructuring of production sectors, by frequent renewal of professions, by an evolution of the forms and organization of work, the individual is supposed to take initiatives, adapt, be autonomous in carrying out tasks, and often change jobs several times during their professional career. It is no longer a question of producing reproducible behaviors, but of developing dispositions to generate adapted behaviors in the face of diverse and changing situations (Chauvigné and Coulet, 2010). The question of transversal or soft skills is central. Also, it's possible to define them as the ability to respond in an observable and effective way to dynamic and complex situations; fully mobilizing all kinds of resources - knowledge, skills, and attitudes transferable throughout life to the various academic, work, social and cultural contexts. These new societal requirements question the modalities of higher education and the role of professionalization. Thus, the development of university training focused on professionalization and the improvement of the links between labour market and the university is reaffirmed as one of the joint priorities by the Member States.

This conference aims to question the teaching strategies to combat university failure and to tackle skills mismatches. The new and innovative teaching strategies that need to be implemented by the university teachers. What are these methods and strategies? The digital revolution - including the emergence of artificial intelligence, e-learning and big data developments - has an impact on all aspects of Higher Education as well.

How the distance learning or hybrid learning influence the learning of students? Different studies and experimentations could be presented during this conference which is also about the professionalization of the academic staff (teacher, researchers, trainers, professionals) who teach different courses. It is about understanding their professional practice in connection with the skills-based approach and proposing new student-centered teaching strategies. It is a question of analyzing the students' needs and the development of different skills, more particularly transversal or soft skills. How the teachers adapt their teachings? Which skills do they focus on? What strategies do assessment teachers use? Do they include the students in the assessment process?

English, is the official language of the conference.



THEMATIC AXES

POLICY

- Higher Education and Policymaking in the World
- Leadership of quality in education
- Higher education in developing countries
- Enhancing Labour market relevance and outcomes through education

ASSESSMENT AND EVALUATION

- Assessing the qualities of universities
- Approaches to evaluation in higher education (program evaluation, case studies, responsive evaluation etc.)
- Measurement, assessment and evaluation in higher education

TEACHING STRATEGIES FOR QUALITY LEARNING IN HIGHER EDUCATION

- Improving the quality of teaching
- Students' experiences, perceptions and expectations
- Problem based learning in higher education
- Team-Based Collaboration in Higher Education Learning and Teaching
- Arts based methods

ICTs, ONLINE LEARNING AND TEACHING IN HIGHER EDUCATION

- technological advancements in ICT in education
- student-centered learning based on ICT
- educational tools for technology enhanced learning
- distance education and learning

PROFESSIONAL DEVELOPMENT

- Education and Professional Development
- Academic development and quality in higher education

GRADUATE EMPLOYABILITY AND SKILLS MISMATCH

- Education-industry relationship
- Bridges between practice and theory
- Role of local bodies (NGO, community, municipalities...)
- Recognition of non-formal and informal experiences (volunteering...)