



A manual on shared education

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Shared Education =

- ▶ *Including student and teacher exchange in the heart of your curriculum*
- ▶ *Giving students more flexibility and providing guidance in this process*
- ▶ *Clearing obstacles for exchange*
- ▶ *Make (teacher) exchange programme-based*
- ▶ *Enhancing the (educational) value of exchange for an institution*
- ▶ *Deepen institutional collaboration*

Manual subjects: Suggestions for setup and improvement

- ▶ 1 Curriculum design
- ▶ 2 Student perspective
- ▶ 3 Teacher perspective
- ▶ 4 Design of modules
- ▶ 5 Application process
- ▶ 6 Learning from exchange
- ▶ 7 Link curriculum - professional field

1 Curriculum design

- ▶ The connection between the **curriculum and the planning** of the academic year: When is the planning finalised in your institution, how does that date relate to deadlines for Erasmus and exchange projects?
- ▶ **Modular design** of curriculum: Develop a course as a module that can be repeated and is adjustable in timing.
- ▶ **Digitalisation** of curriculum: what courses can be offered in a blended or fully digital way? -> blended mobility
- ▶ **Language**: what courses could be offered in English?

2 Student perspective

Main challenges: financial situation and insecurity about change

- ▶ Financial:

- ▶ accomodate funding/grand opportunities

- ▶ Insecurity:

- ▶ offer clear information on: housing, living (food, leisure,...), programme, points of contact, travel, legal issues, institutional culture (organise chats with your students before the exchange, put info online/forward to a national webpage for exchange students)
 - ▶ provide guidance through: IRC, buddy programme, teachers (if the teachers know about the benefits so do the students...)
 - ▶ if the studyprogramme does not facilitate exchange: exchange after graduation!
 - ▶ look for the personal connection: organise a classconcert with “songs from your home country”, or a diner with their national dishes,...

3 Teachers perspective

- ▶ Exchange within a specific network or topic will broaden your scope and is **a source of information to reflect on your own teaching practice**. Through your students going on an exchange, you can get new knowledge on other methods and approaches when they return. This keeps your teaching dynamic, energetic and evolving, by synthesising or actively rejecting ideas.
- ▶ Thematic networks like EOA could act as a **learning community** and provide a bubble of experts that **help teachers to professionalize themselves** in certain topics of expertise.
- ▶ In some cases your student could get stuck by sticking to your technical approach and a **new perspective** could be beneficial to the learning trajectory, as the main objective always has to be **student-centered learning**.
- ▶ As a teacher, exchange can **enlarge your professional network**, being part of a network of experts, meeting other cultures, belonging to a European heritage. Via student exchange, more intensive teacher exchange can be established. It increases the prospects of employment of a teaching artist outside of the institution-context.

TIPS for teachers:

- ▶ stay in touch with your student during the exchange
- ▶ Get in contact with the professor at the host institution and discuss the students' situation: form a team of teachers across the institutions, educationally responsible for the exchange student
- ▶ Consider inviting the professor at the host institution for a teacher's mobility in your home institution (masterclass, workshops, jury-participation, ...)
- ▶ Be actively involved as a teacher in the international activities of your home institution
- ▶ Consider participating in a module of a host institution, using teacher mobility
- ▶ For teachers of theoretical subjects: consider sharing your courses and lectures online so students can practice and work independently during the mobility period
- ▶ As a teacher, be aware that the choices that you make in mobilities could be useful in the development of the curriculum design and improvements in your home institution.

4 Design of modules

- ▶ Schools who have semester based curricula could benefit more from longer modules. Some specific themes could benefit from a more intense short term exchange e.g. language bath.
- ▶ Modules can be “local” or “traveling”
- ▶ Create a “pool of best-practices” with teachers from your partner-institutions on specific topics and let these teachers travel around and create a traveling module. (Learning community, traveling)
 - ▶ + teachers can shine in their expertise at home and abroad
 - ▶ + teachers can share their best practices (professionalisation)
 - ▶ + students get the chance to experience the forte’s of multiple institutes at home
- ▶ Make modules production-based (local), invite external expertise to your institution for this production, this can also be interdisciplinary and from the professional field.

5 Application process

- ▶ Prepare your incoming students to become ambassadors of your institution when they return, they can inform the next applicants
- ▶ Facilitate direct contact between the (main) teachers
- ▶ Use Easy and its Learning Agreement platform / Erasmus without papers
- ▶ Make an introductory video on the school and on the practicalities on travel & accommodation
- ▶ Gather video material during international activities
- ▶ Highlight your specific fields of expertise to attract students that are a good match

6 Learning from exchange at institutional level

- ▶ debrief the outgoing students after an exchange experience and steal good ideas
- ▶ Identify the items on which you want to evolve as an institution
 - ▶ Invite expertise to your institution
 - ▶ Send staff/teachers out to gather best practices on these topics (mission)
 - ▶ Ask returning students about their experiences in these topics
- ▶ create a structure for learning from exchanges (IN+OUT, STUDENT+TEACHER+STAFF) so it can feed into educational decision making
 - ▶ Organise a “debriefing” with student, teacher, programme responsible
 - ▶ Involve your quality assurance staff when receiving feedback
 - ▶ Ask returning staff/teachers/students to give a debriefing/presentation before for example an artistic staff or at an informal platform

7 Link professional field (link WG2)

- ▶ Hire **the best teachers** you can, teachers with experience in doing the job.
- ▶ Use teachers that go abroad as ambassadors for your institution (inform them about your exchange modules/programmes, ambitions for links with professional field)
- ▶ Involve professionals during productions / projects / lessons / feedback-sessions / exams
- ▶ **Make “Working techniques” part of the curriculum:** How do you work in specific collaboration-structures? For example: Opera singers in the big houses have sometimes limited room for ‘freedom’
- ▶ **Contemporary repertoire & working with composers** as a part of the education is highly recommended. This is also beneficial for the composition programme; working with students/young professionals is inspiring/challenging. Continuous feedback and dialogue between student and composer of what is possible and what really works out. During this process the student also learns to say ‘no’. (link WG2)
 - ▶ Remark: students must feel a passion for contemporary music and have trust in the composer and his/her intentions. However, even students who don’t want to continue with contemporary repertoire benefit a lot of this repertoire during the education period.
- ▶ **Teaching area (rooms)** should resemble a professional context.
- ▶ Keep constant contact with the **professional field through artistic boards / programme councils / curricula design meetings:**
 - ▶ Offer the right subjects/courses in the correct sequence (learning curve)
 - ▶ Make sure all topics are covered in the subjects/courses
 - ▶ Include enough staging experience : behavior on stage. Recitals in a stage setting in order to fail and fail better. Foresee enough staged projects (this can be through an exchange module!)
 - ▶ Foresee guidance on the reflection of the meaning of being an artist and developing your identity and philosophy.
 - ▶ Learn how to plan your year load in the professional field
 - ▶ Learn the basics of **personal financial management:** how to save money for dips in your career later on and how to keep you way to artistic independence.
- ▶ But: in spite of creating a “Lab or experiment situation” during the education, some skills can only be learned in the professional field.
 - > make it possible for students to already work in a professional context **during** their studies: part time programmes, flexibility in exemptions, special statutes for working students

Q&A

- ▶ Do you think these subjects / titles cover what is needed for a transparent manual on shared education?
- ▶ How do you think we can disseminate this information? How can it be put in practical format to inform your staff/teachers?
- ▶ How far/detailed should we go in giving specific examples? (separate chapter? Or part of the manual?)
- ▶ Would it be beneficial to offer a “shared education hot-line” where your staff or teachers could reach us?