

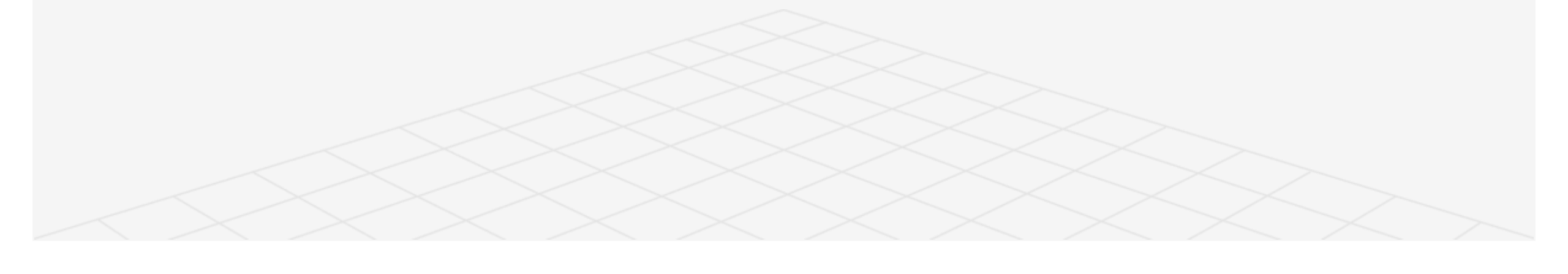
# Progress Report BFUG Working Group on Learning and Teaching

BFUG Board meeting

Sarajevo, Bosnia and Herzegovina, 31 March 2023

# Outline

---

- Background
  - Reference to the Rome Communiqué
  - Thematic Framework
  - Implemented activities
  - Completed tasks
  - Ongoing activities
- 

# Background

---

Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA - Annex III to the Rome Communiqué (2020)

The WG L&T looks at how to translate the Recommendations:

- into concrete policy actions transferable across the EHEA
- into measurable, qualitative indicators to monitor progress at the system level.

# Reference to the Rome Communiqué

---

We adopt the “Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA” (Annex III) and commit to following them, supporting higher education institutions in further implementing **student-centred learning and teaching**. The recommendations comprise increased support for all learners, and for teaching and non-teaching staff. **Academic staff**, including junior academics, require stable employment and career opportunities, parity of esteem for teaching and research, attractive working conditions, access to up-to-date staff development, and recognition of their achievements. In all these respects we will foster dialogue and collaboration on learning and teaching in our national systems and at EHEA level.

Flexible and open learning paths, part of the original inspiration for the Bologna Process, are important aspects of student-centred learning and are in increasing demand in our societies. In addition to full degree programmes, many higher education institutions offer or plan to offer smaller units of learning, which enable learners to develop or update their cultural, professional, and transversal skills and competencies at various stages in their lives. We ask the BFUG to explore how and to what extent these smaller, flexible units, including those leading to **micro-credentials**, can be defined, developed, implemented and recognised by our institutions using EHEA tools.

We commit to supporting our higher education institutions in using **digital technologies** for learning, teaching and assessment, as well as for academic communication and research, and to investing in the development of digital skills and competencies for all.

# Thematic Framework

---

## **Three main specific topics:**

Making student-centred learning a reality across the entire EHEA;

Supporting staff development;

Fostering innovative learning and teaching.

## **Additional topics from the Terms of Reference:**

Discussing assessment in higher education;

Continuous improvement of learning, teaching and assessment;

Developing international learning environments for the students.

# OUR PERSPECTIVE

---



The WG on L&T is planning and carrying out its activities around the topics listed in the thematic framework and always looking at the system-level (not the institutional) initiatives and practices relevant across the EHEA.

# Implemented activities

---

## 6 MEETINGS OF THE WG L&T:

First meeting (21 Sept 2021)

Second meeting (25 Jan 2022)

Third meeting (5 Apr 2022)

Fourth meeting (12 May 2022)

Fifth meeting (30 Sept 2022)

Sixth meeting (1 Dec 2022)

## 3 SUB-GROUPS' MEETINGS:

- 21 Feb 2022 – Staff Development
- 28 Feb 2022 – Student-centred learning
- 2 March 2022 – Innovative T&L

# Peer Learning Activities

---

To translate Recommendations into concrete policy actions at the European/EHEA level and support member countries in the development of concrete national actions and strategies to implement the Recommendations.

- ✓ PLA on the topic of staff development, Paris, 26-27 October 2022
- PLA on the topic of student-centred learning, EURASHE Bucharest, 7 June 2023
- PLA on the topic of innovative learning and teaching (tbc, 2023)



# PLA on the topic of staff development, Paris, 26-27 October 2022



- Skills for teachers in higher education
- Teaching and Digitalisation
- Teaching support and careers

# PLA & Sixth meeting - Proposals for the Ministerial Communiqué on the topic of STAFF DEVELOPMENT

---

## **(1) IT IS ESSENTIAL TO PUT IN PLACE EFFECTIVE SUPPORT SYSTEMS FOR TEACHERS IN THE PRACTICE OF THEIR PROFESSION AND THEIR CPD**

Sufficient, effective, efficient infrastructure is needed: learning labs and classrooms equipped with various educational resources (for distance learning, for animation in small groups, with mobile furniture, etc.). Institutional funding should allow for this;

Compulsory professional development for early career academics could be recommended;

Teacher training should be based on a scientific approach to teaching and on research carried out in higher education;

Training teachers (initial, CPD) must be flexible, respectful of specificities for different domains/contexts, and learner-oriented. In addition, equality, student diversity and inclusion must be considered;

The need for professional development in teaching doctoral students must be covered;

The provision of educational resources (conferences, MOOCs, pedagogical workshops, with dedicated support staff) is essential. Professional temporary teachers must be able to benefit from these resources;

The personnel of the pedagogical support centres must be trained, and there must be a sufficient number of them. It is an emerging profession that must also be valued;

Institutions' learning management systems must be equipped with collaborative tools for work and interaction with increasingly diverse students;

National platforms of digital educational resources should be set up. These resources must be in short formats to be easily appropriated by other teachers;

Networks of centres for L&T across the system could facilitate CPD and practice.

## **(2) IT IS ESSENTIAL TO VALUE TEACHING**

Give prestige to effective professional development for teaching;

Career promotions based on teaching;

Tenure tracks based on teaching quality;

Teaching awards;

Financial bonus, including for team teaching;

Funding for teaching innovation.

It is important that the assessment of teaching should be robust and evidence-based.

## **(3) GIVING TIME IS ESSENTIAL**

All of the professional development which is required must be included as an integral part of the academic workload (not an additional requirement);

The teaching load must be reasonable. It is unrealistic to think that quality education can be provided without devoting a certain amount of time to preparation, innovation, student support, and evaluation;

Reforming takes time: it's not « done » once the reform is adopted.

# Completed tasks from the Terms of Reference

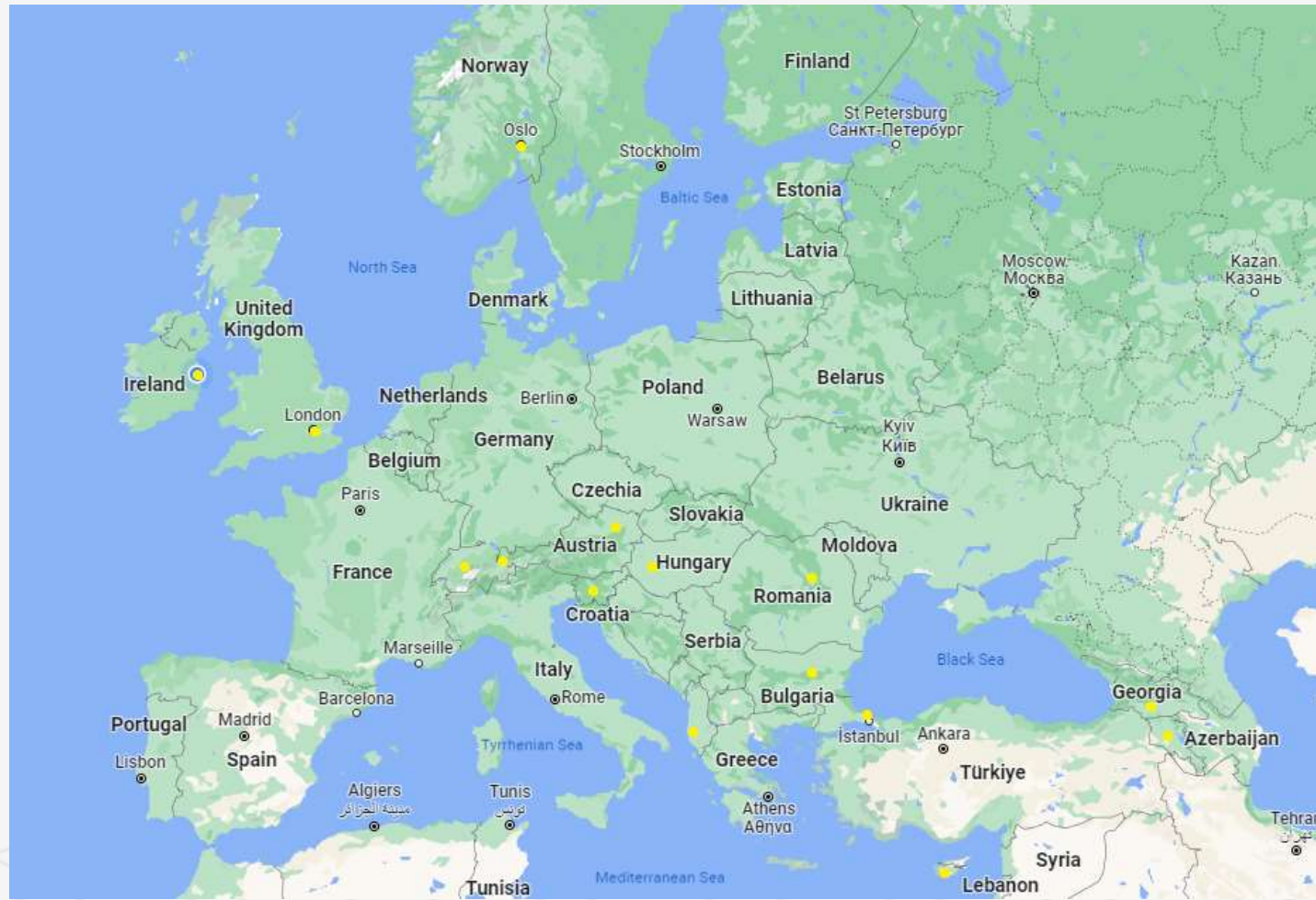
---

- Measurable qualitative indicators developed, which can serve as a basis for monitoring the progress of learning and teaching in the EHEA, on the basis of the recommendations in Annex III of the Rome Communiqué - An extensive list of topics and possible indicators and submitted it to the WG on Implementation and Monitoring which extracted from the original list those that are feasible to be measured and compared at the level of the EHEA.
- Gathering evidence on good examples of the implementation of the ministerial recommendations in a standardised and systematic way - landscape scanning on inspirational practices that are transferable and could be implemented across the EHEA has been completed and will be discussed at the next WG meeting on 5 April.

# Landscape Scan

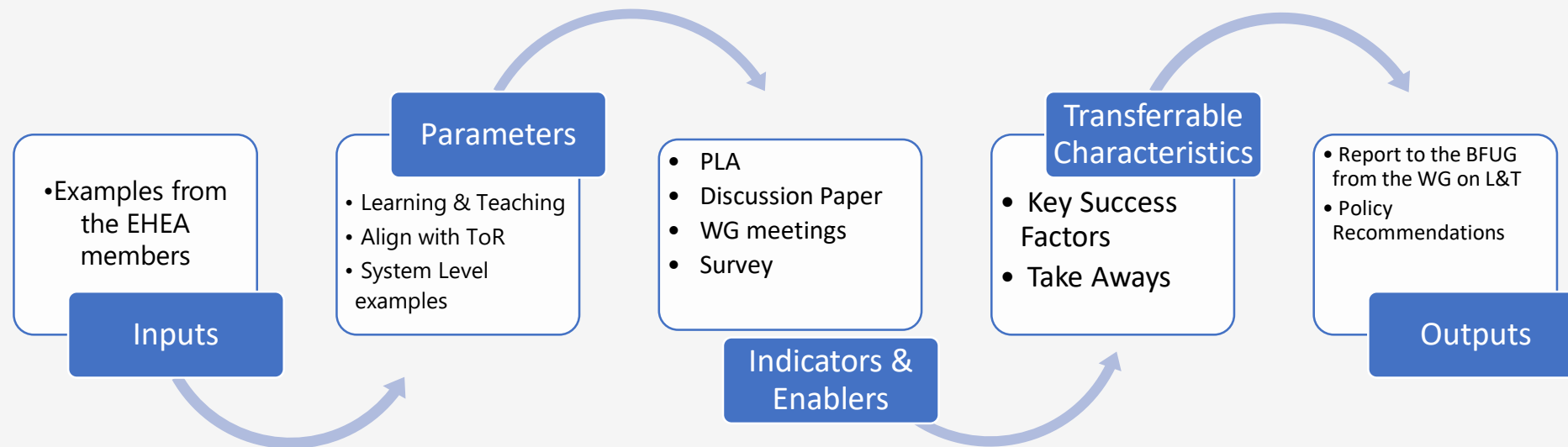


Submissions  
from 16  
systems and  
ETUCE



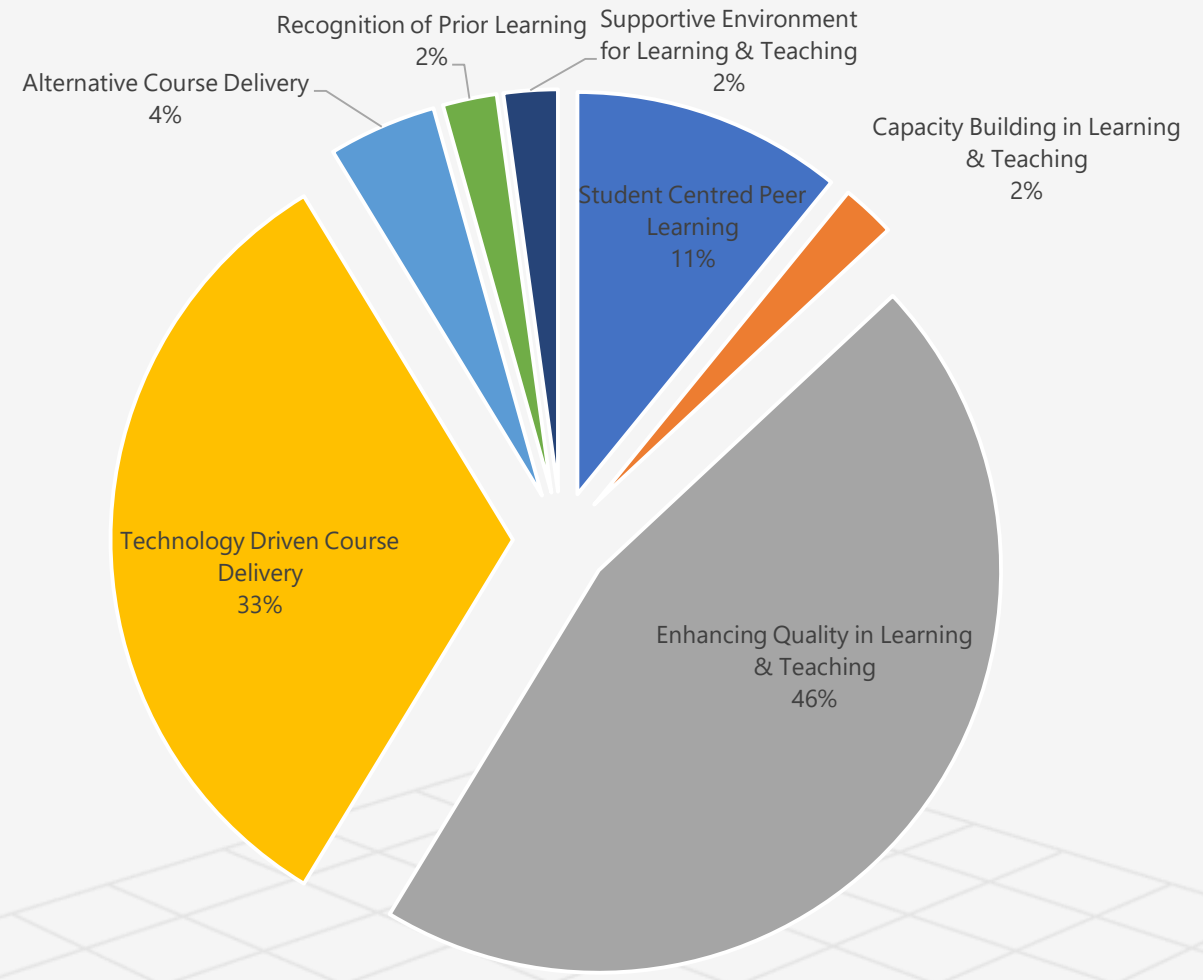
# Process of the Landscape Scan

---

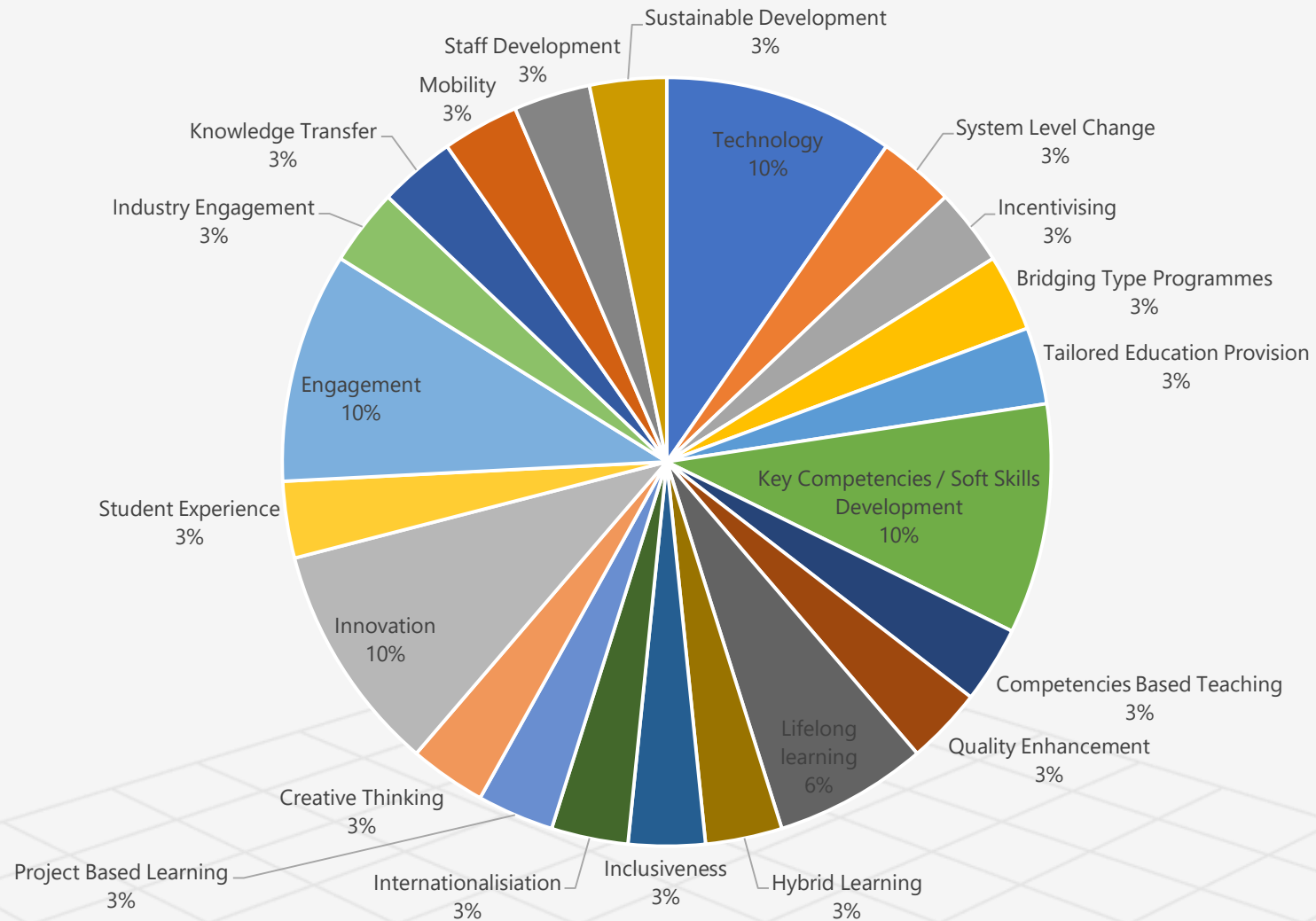


# Evolving Themes

---

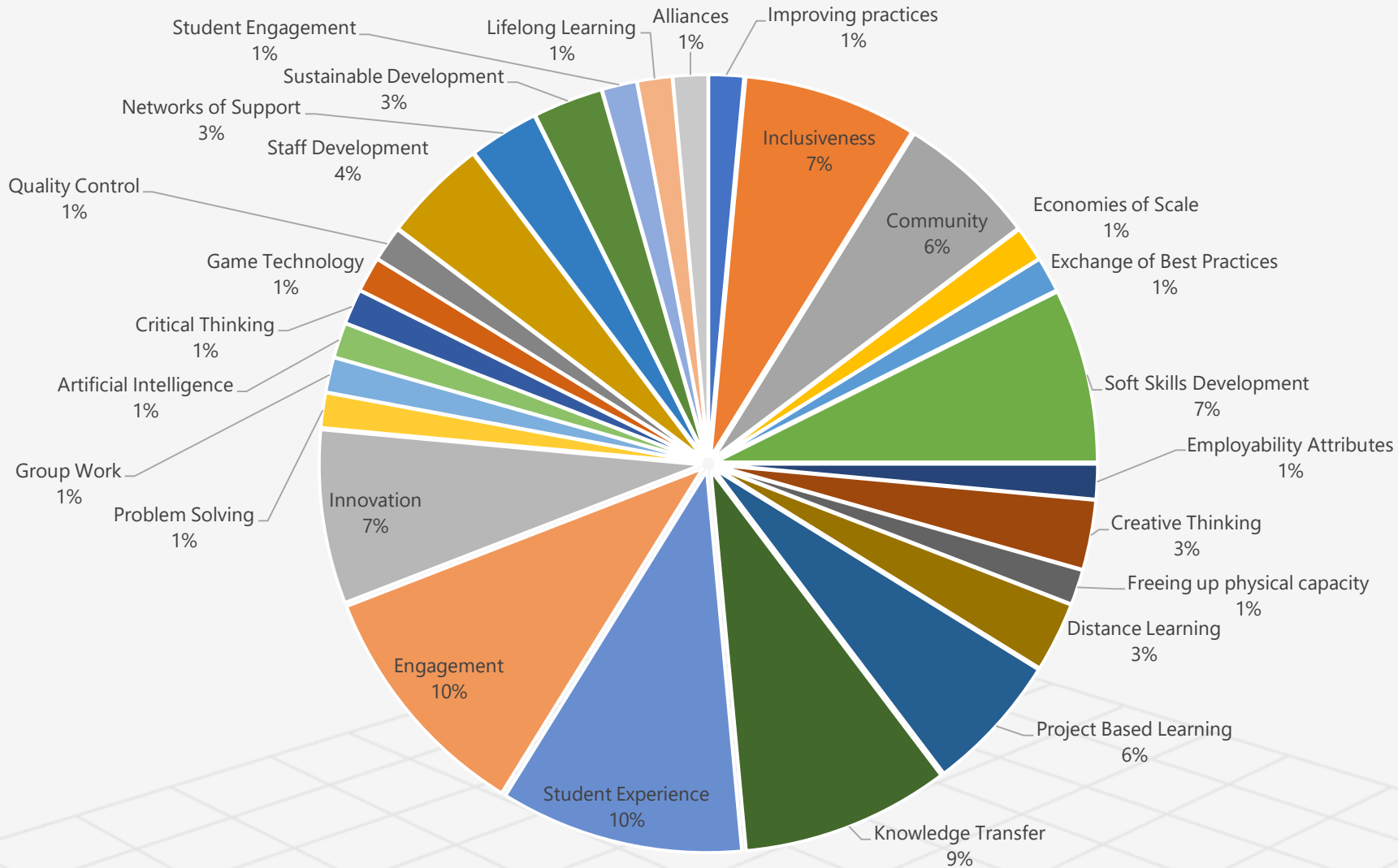


# Attributes supporting Student Centred Learning

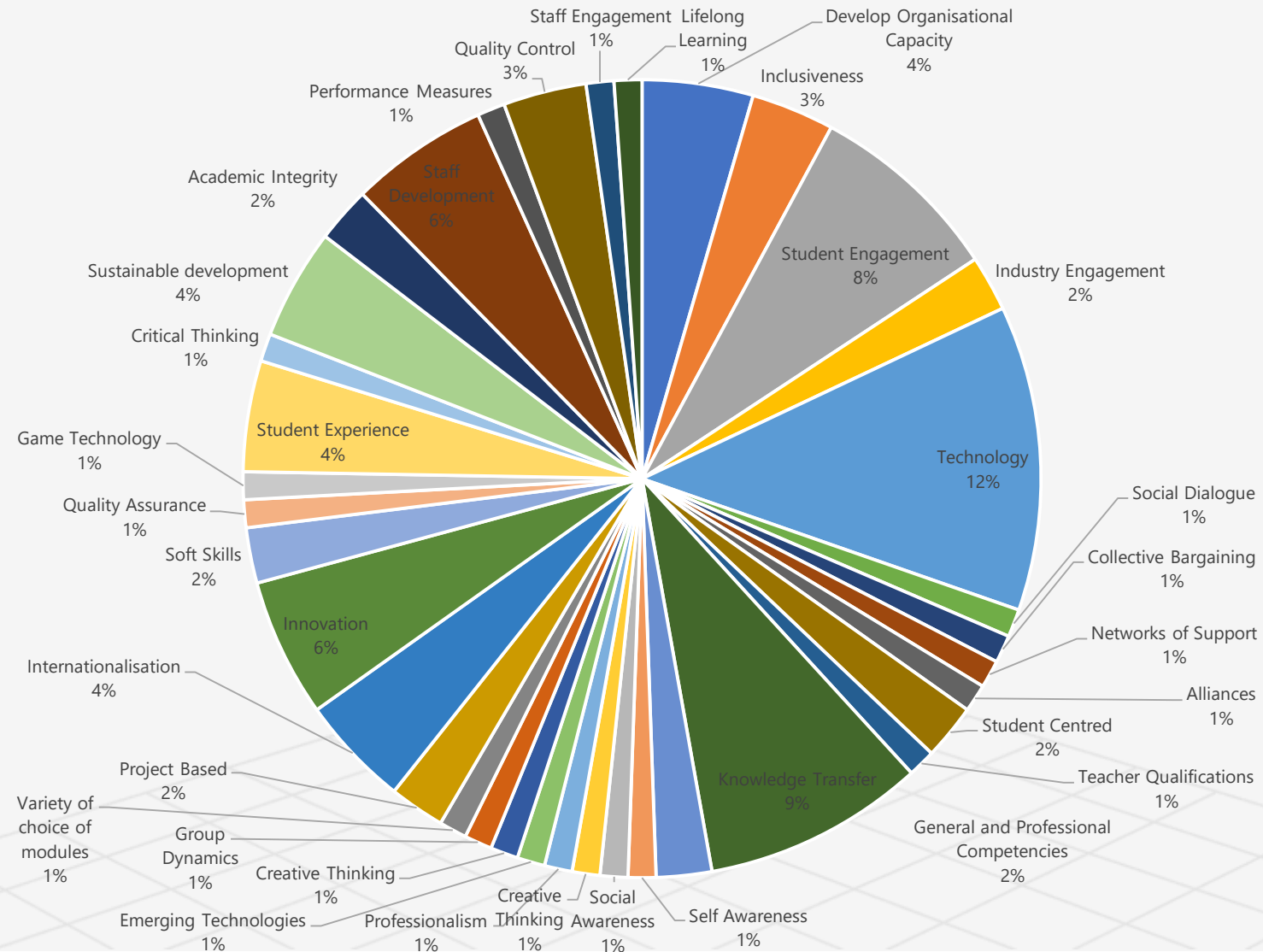




# Attributes supporting Technology Driven Course Delivery



# Attributes supporting Enhancing Quality



# Attributes from the Landscape Scan

---



## Ongoing activities (Terms of Reference)

---

- PLA on the topic of student-centred learning, EURASHE Bucharest, 7 June 2023 - Proposals for the Ministerial Communiqué on the topic of STUDENT CENTRED LEARNING
- 'In preparation of the 2024 ministerial conference, recommend concrete policy actions to the BFUG and ministers on the implementation of micro-credentials in the EHEA, in line with the developments in the European Education Area'
- 'Examples of strengthening the resilience of higher education system, with a focus on future skills, high quality learning, teaching, and assessment methods and strong links with research and innovation' – included in the Landscape Scan.

Thank you for your attention,  
on behalf of the co-chairs of the WG L&T

---



Tim Conlon (IE)



Ana Tecilazić (EURASHE)



Philippe Lalle (FR)