



BFUG Meeting LXXX

Working Group 4
Learning and Teaching
10 April 2022



Albanian **BFUG** Secretariat
2021-2024

Working Group

Co-chairs

First step

32 members (countries and organisations)

Co-chaired by:

EURASHE
France
Ireland

Ana Tecilazić
Philippe Lalle
Terry Maguire



Meetings

Plenary meetings

- #1 : 21 September 2021
- #2 : 25 January 2022
- #3 : 5 April 2022

Sub-group meetings

- SG1, Student centred learning : 28 Feb. 2022
- SG2, Staff development : 21 February 2022
- SG3, Innovative L&T : 2nd March 2022

Meetings with
the co-chairs of
2 other WG

WG on Implementation

- #1 : 9 December 2021
- #2 : 30 March 2022

WG on Social dimension

- #1 : 20 January 2022
- #2 : 1st April 2022

Summary of our missions

- Further develop the recommendations in Annex III of the Rome Communiqué by **translating them into concrete actions** at the European/EHEA level
- **Develop measurable qualitative indicators**, which can serve as a basis for monitoring the progress on learning and teaching in EHEA
- Support member countries in the development of concrete national actions and strategies to implement the above recommendations. This could entail, but does not need to be limited to, **organising forums and/or seminars for policymakers and HEI**.

Among other themes...

Innovative learning & teaching

Flexible and open learning paths

Green and digital competences

Staff development

Assessment

Student-centered, trans-disciplinary, challenge-based and STEAM approaches

Lessons from Covid-19 crisis

Microcredentials

International learning environments

3 sub-groups for...

- Better understand the questions and go in depth according to 3 axes
- Prepare a body of reflections to serve as a basis for the preparation of indicators but also future PLAs.

... but a coordinated work

- The co-chairs attended 2 or 3 sub-groups
- The work naturally gave rise to some overlaps
- The work of the 3 subgroups was reworked with the aim of identifying macrotopics for the work on the indicators

Example of the work done

Initial Ideas Emerging From Sub-Group 2

Staff Development

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Recruitment and qualification of teachers	<p>Is teaching addressed in the doctoral training? e.g. Are there opportunities to teach as a doctoral student?</p> <p>Are there training courses (optional, mandatory) for teaching included in the doctoral programme?</p> <p>Besides the doctorate, are there other qualifications or training that prepare entry-level teachers for their role? To what extent are these mandatory?</p>	<p>Level of preparedness for teaching for entry-level teachers</p> <p>In your country, is there any obligation or regulation for future university teachers to be trained for teaching?</p>
	<p>Is there a requirement to have previously taught to be recruited? Is it a question of quantity or quality of lessons already given</p> <p>Is there a teaching test during recruitment?</p> <p><i>(for example in some universities in Quebec there is an oral lesson exercise given in front of a panel of students who give an opinion to the recruitment committee).</i></p>	<p>Is there at the national level a common trend (or a regulation?) for teaching qualification for recruitment as an assistant professor or professor?</p>
	<p>Are there regulations to prevent discrimination on the basis of gender, age, ethnicity, disability, and so on?</p> <p><i>(this question makes the link with the concerns of the WG on Social dimension)</i></p>	<p>Regulation for equal opportunities</p>

Work on indicators

Definition of macrotopics

Already sent to implementation group (as a draft).

Discussion with the WG and with co-chairs on Implementation on what a good indicator is:

- Indicators must be high level, interpretable in a range of contexts. Indicators should be neutral and objective. Together, learning and teaching national indicators must provide an opportunity for Ministries to capture current developments in their own context, while at the same time support future enhancement and innovation. Possible indicators and related questions/descriptions could be phrased as:
 - - Something that system-level authorities could possibly answer (have data, resource, and/or expertise on or that is supported through legislation and/or funding);
 - - Areas that are developed/delivered by the higher education institution itself as e.g., captured in surveys of higher education institutions [Trends 2024] or of individual teachers or students [Bologna with Student Eyes] are beyond the scope.
- Indicators can be **simple** e.g., is this [specify] in the legislation or not?
- Indicators can be more complex inclusive of multiple elements combined into one **composite** indicator.
- Indicators can be policy level using **score card** format.

Work on indicators

- **Topic 1. System-level regulations, including legislation, targeting L&T**
- **Topic 2. Nationally agreed structures to support learning and teaching enhancement**
- **Topic 3. Commitment to developing staff and student capabilities**
- **Topic 4. National and International Collaboration and linkages**
- **Topic 5. Scholarship and evidence-based policy making in Learning and Teaching**
- **Topic 6. Inclusiveness**
- **Topic 7. Higher education staff profile and working conditions**

Meetings with the co-chairs of the WG on Social dimension

4 principles (out of 10) particularly interesting for joint reflection

- #2. **Legal regulations** or policy documents should allow and **enable higher education institutions to develop their own strategies** to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies
- #7. Public authorities should help higher education institutions to strengthen their capacity to respond to the needs of a **more diverse student and staff body** and create **inclusive learning environments and inclusive institutional cultures**
- #8. **International mobility programs** in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds
- #ç Higher education institutions should ensure that **community engagement** in higher education promotes diversity, equity and inclusion

Meetings with
the co-chairs of
the WG on Social
dimension

Integration of this theme in a
transversal way in all our thoughts.

Work with this WG to compare our
results and converge to common
indicators.

TIME	ACTIVITY	Purpose and/or outcome
Feb - March	SUBGROUPS' MEETINGS	Following specific tasks of the ToR
April	3 rd WG MEETING	<ul style="list-style-type: none"> • Feedback from the subgroups • Putting together key topics under which the indicators will be discussed and proposed to the WG Implementation
11-12 April	BFUG meeting in France	
End of April	WG L&T co-chairs	Input on key topics to the WG Implementation
May – August	SUBGROUPS' MEETINGS	Following specific tasks of the ToR
Mid Sept	4 th WG MEETING	<ul style="list-style-type: none"> • Feedback from subgroups • Outline plan for PLAs • First input to WG Implementation
Sept - Nov	3 PLAs of 3 sub-groups (separate days or within 1 or 2 days with 3 sessions)	<ul style="list-style-type: none"> • Sharing approaches and practice • Building capacity through discussion • Considering appropriate European Indicators
Dec	5 th WG MEETING	<ul style="list-style-type: none"> • Collection of inputs from PLAs • Final Input to WG Implementation • Agree on WP 2023