



Working Group on Learning and Teaching (WG on L&T)

Fifth Meeting, Brussels (hybrid)

Friday, 30 September 2022

10.00-17.00 (CET)

Minutes

List of participants

Country	Name	Last Name
Albania	Ermira	Sela
Armenia	Lilit	Sargsyan
Austria	Alexander	Kohler
Cyprus	Popi	Appios
EI - ETUCE	Jorunn	Dahl
EC / Eurydice /WG on Monitoring	David	Crosier
European Commission (EC)	Julie	Anderson
ENQA	Anna	Gover
ESU	Andrej	Pirjevec
European University Association (EUA)	Therese	Zhang
EUA	Gohar	Hovhannisyan
EURASHE (Co-Chair)	Ana	Tecilazić
France (Co-Chair)	Philippe	Lalle
Georgia	Lali	Giorgidze
Georgia	Lasha	Zivzivadze
Germany	Paul	Klar
Holy See	Melanie	Rosenbaum
Hungary	Laura	Sinoros-Szabo
Hungary	Márton	Beke
Hungary	Szilvia	Besze
Ireland (Co-Chair)	Lynn	Ramsey
Ireland	Richard	Brophy
Norway/WG on Monitoring	Tone	Flood Strøm
Norway	Silje	Refsnes
Romania	Ciprian	Fartuşnic
Slovenia	Mateja	Berčan
Switzerland	Antoine	Maret
Turkey	Mustafa	Sozbilir
BFUG Secretariat (Head)	Oltion	Rrumbullaku
BFUG Secretariat	Jora	Vaso
BFUG Secretariat	Aida	Myrto
BFUG Secretariat	Patrik	Bardhi

Italy, Kazakhstan, The Netherlands, Portugal, San Marino, Spain, United Kingdom and United Kingdom (Scotland) did not attend the meeting.

1. Welcome and approval of agenda

The Co-Chairs welcomed everybody to the fifth meeting of the 2021-2024 work expressing their enthusiasm about finally meeting in person. Ana Tecilazić (Co-Chair) introduced the new

Co-Chair Lynn Ramsey. An outline of the agenda was provided, which was adopted without changes. The minutes of the fourth meeting were also approved without objections.

For more information, please see: *WG LT FR AZ 5 Agenda of meeting*

2. Update on the implementation of the Work Plan

Ana Tecilazić (Co-Chair) summarized the work done thus far as well as the work specifically developed for joint concerns with other Working Groups, like Social Dimension and Monitoring. Colleagues from the Monitoring WG were present in the meeting to discuss the topic of indicators.

Ms. Tecilazić affirmed that the LT WG is also cooperating with TPG A on the qualifications framework because they share in the responsibility of recommendations for micro credentials. To this end, they plan to continue with regular meetings both with SD WG and the TPG A in the future. Mr. Philippe Lalle (Co-chair) participated in the TPG A event in Riga on their umbrella project.

LOTUS Project – Take-aways from the Final Conference

Ana Tecilazić (Co-Chair) shared that the majority of the group members participated on the LOTUS Conference and she gave the floor to Thérèse Zhang to give an update about the project.

Ms. Zhang explained that this was a two year-long project which will finish in November of 2022. She added that the main activities of the project were: A **leadership Development Programme** targeting HE institutions across the EHEA and a **Policy Dialogue** to be conducted both at national and European levels. There was a strong consensus on areas commonly found challenging among HEIs, like addressing students' needs, better recognition and support needed for teaching, collaboration and exchange, the importance of digital learning and issues related to the future of post-pandemic learning, the level of institutional autonomy internally and externally, which was deemed crucial for the enhancement of L&T.

Ms. Zhang emphasized the relevance of the dialogue and the importance of removing barriers, for instance, in terms of digital learning considering the changes brought on by the pandemic. She affirmed that reforming takes time, that systems and HEIs should be careful about what they adopt and that the work is not done once the regulation and the funding is established. Ms. Zhang concluded her presentation by adding a few challenges to reflect upon, underlying the importance of defining how to support and grow a culture of evidence-based, research-based policy making for L&T. There were no added comments or suggestions from the members.

PROFFORMANCE– Information about the Project

Ana Tecilazić (Co-Chair) introduced three colleagues from the PROFFORMANCE project, an LT-related project funded by the EHEA call for proposals, and invited them share information about the project.

Laura Sinoros (Hungary) introduced the PROFFORMANCE project as part of the Hungarian government's higher education strategy. She explained that the state effectively became a partner of the HE system, making HEIs accountable for their achievements while providing financial support. With the establishment of this performance-based system, results can be measurable. The PROFFORMANCE indicators were established in accordance to the national and higher education institutional strategies. The performance-based assessment implies that, if HEIs achieve goals, by the end of the six-year funding cycle, funding can triple.

Szilvia Besze, senior coordinator of PROFFORMANCE, continued by listing the numerous initiatives and supporting activities done throughout the last decade, including national-level workshops, pre-pandemic online course and hybrid events, national teacher awards, webinars and forums for exchanging best practices. PROFFORMANCE was borne out of the need to unite these fragmented initiatives in order to have greater impact.

Marton Beke, Deputy Director at National Center for Educational Quality Enhancement, confirmed that a systemic change was necessary, not only at the national level but on the EU and EHEA levels. At first, PROFFORMANCE supported the assessment of teacher performance in the participating countries and beyond, resulting in an assessment tool to be launched soon. A benchmarking survey, which mapped the situations of the consortium countries, was tried on teaching performance assessment, followed by a series of PLAs with large expert groups. Under the new PROFFORMANCE Plus project, the assessment tool is being fine-tuned, with the purpose of extending its application in the EHEA area in the next 3 years.

The project aims to further develop the framework of the assessment tool by reinforcing its horizontal aspects like digitalization, inclusion, sustainability and internationalization. To offer training and development opportunities, an online training toolkit is being developed for teachers. He concluded that a PROFFORMANCE network is being created on many platforms, including LinkedIn and the EUA.

Szilvia Besze spoke about related promotional activities which serve to present the tool in different events and explain how it can complement existing QA systems on teachers' performance. The tool is especially useful in international collaborations, joint programs or events at European university networks. She continued that in order to further develop the tools and elaborate the teacher training courses, PLAs will be organized as will a second round of the teacher award on the four EHEA priorities. She mentioned that information will be sent about synergies between PROFFORMANCE Plus and the LT WG, as the two groups have similar goals and activities. She concluded by asking the LT WG members to participate in meeting for experts on Nov 30th- Dec 1st at Tempus Public Foundation in Budapest, Hungary.

Ana Tecilazić (Co-Chair) asked the members of the PROFFORMANCE project to send the information about this project, adding that a few activities were identified where efforts could be merged in the task meant to be delivered by the end of this programme. Several of the WG members agreed that a collaboration might be advantageous, because of the similar priorities.

MICRONET- Information about the Project

Ms. Lynn Ramsey (Co-Chair) was invited to say a few words about the project. She affirmed that so far 7 Irish universities association are cooperating for the micro credential. Particularity focused on flexibility and eligibility of micro credential context: skill gaps, data, etc., for developing micro credential with the partners institutions. She added that former learning elements will be incorporated in the national platform of the micro credentials which are beyond the formal definition of the qualification framework. She emphasized that they are the first pilot project as a contact point approved by the quality assurance agencies and the Commission.

She concluded that the activity organized in December will be a good chance to share national experiences on mobility and other elements.

3. Topics from which to formulate indicators

Ana Tecilazić (Co-Chair) introduced the session by reiterating that one of the tasks of the Learning and Teaching Working Group, is to propose LT-related indicators. Toward this end, a paper was submitted to the Implementation and Monitoring WG before the summer, proposing possible indicators to be included in the Bologna Implementation Report. In the meeting, David Crosier (Co-chair of Monitoring WG) presented the proposal, from the WG on implementation and Monitoring, developed in response to the paper.

Mr. Crosier began presenting on current state of play and the planning of the 2024 Bologna Report. Following a short summary of the hierarchy of responsibilities for each entity involved, the BFUG, the WG on Monitoring and thematic groups, Mr. Crosier confirmed that the structure of the report has been approved by BFUG. He added that decisions on content and indicators should be made during this meeting and be approved in the BFUG Board Meeting in Brno (November 7/8), while data collection should begin in early 2023.

The structure of the final report was described as having six readable, self-contained chapters¹, of about 30 pages each, on main commitments and policy topics for the EHEA. Evidence-based and measurable information was cited as crucial in developing this report. As the LOTUS and PROFFORMANCE projects have implied, it is important to accurately define the role of public authorities in TL, and to stay within the bounds of PA responsibility.

Before beginning the presentation-discussion on the specific indicators, it was confirmed that the suggested indicators are selected, after discussions among LT WG members, according to their current feasibility to be included in the report. In case of suggestions, it was requested of members to provide plausible sources of information for all proposals.

The first indicator discussed was on the implementation of a **System-level strategy or policy on LT**, which would investigate the existence of an LT-related part of a national policy or an independent system-level LT policy in the countries involved. To concerns on the use of a scorecard method, it was confirmed that a scorecard approach would be used only where there are clear policy goals, which is not the case here. To issues with the Monitoring/QA method phrasing, it was clarified that the focus is on the existence of a method of monitoring the implementation of the strategy, regardless of its nature. It was concluded that indicators do not rank national strategies, but focus on gathering information on the kind of strategy and confirm that said strategy is funded. This chapter will reflect on elements that shed light on the EHEA nations' approaches to supporting LT.

The second indicator, **Supporting Teaching and Learning**, regarded the existence of bodies or systems that support LT. It is created to investigate their decision-making approaches, consultations with stakeholders, and the existence of a supporting framework for professional development and student-center learning. It was decided that an evidence-gathering approach would be used and the scorecard approach was discarded. It was reiterated that the present discussion should be on whether the issues discussed are the right ones to be included in the report. The discussion veered off to the topic of professional development, the issues involved with collecting reliable data on it, and how it is beyond the scope of the present report. Precision when formulating questions was deemed imperative in encouraging accuracy in answers, though it remains the group's responsibility to tackle confounding answers and request supporting evidence.

The third and final indicator, **Professional development**, and the related scorecard items were discussed. It was clarified that the first thing to distinguish is whether there is a framework on recruiting academics at the system-level and, if there is, does it include guidelines on the acquiring of international experience. To comments that ministries are often not engaged in such issues, it was reiterated that the objective remains to explore whether or not ministries are engaged in such matters, at all. Some edits were suggested.² The importance of national, inter-institutional collaboration was emphasized and recommended to be included. The final issue raised was on whether the questions should aim at the individual-level career development or specifically address system-level policy that support HEIs. It was concluded that system-level incentives to collaboration of institutions should be incorporated in this indicator.

Finally, Mr. Crosier approached the suggestion of topics by Education International which he found quite challenging, in terms of data collection. He focused on the three ambiguously-termed aspects of stable employment and career opportunities, attractive working conditions, and recognition of achievements. The topic was left for future deliberation and possibly as a future recommendation. Members were given a few weeks to send in proposals with reliable data sources while the revised report would be sent out to members within a week. All were thanked for their active participation.

4. PLA on staff development in higher education, Paris, 27-28 October 2022

¹The first chapter has general EHEA statistical data, the second chapter focused on the six Fundamental Values, the third chapter is on the three Key Commitments, the fourth on the Social Dimension implementation on principles and guidelines, the fifth chapter is on Learning and Teaching, and the last on internationalization.

²"Funding" or "incentives" to be added to the requirements for HE academic staff to receive trainings; "digital tools" to be replaced with "digital environment," to better reflect the issue's complexity.

Philippe Lalle (Co-Chair) informed the members on the PLA in Professional Development in HE that will be held next month (27-28 October, 2022) in Paris. He showed all members the web link where they can find the agenda and all the necessary information regarding this event. The PLA will be organized in three sessions, each dedicated to a specific topic. The first session will be on the skills for teachers in HE, the second one revolves around teaching and digitalization, and the third session will be on teaching support and careers.

The agenda was discussed in minute detail, broken down into the presentations to be delivered for each session by the members of the L&T WG and the round tables that follow these presentations. The focus of all presentations should be the national, system level – not what individual institutions do. Mr. Lalle suggested that two or three of the members of the WG join the round tables, in order to gather information for the report. It was emphasized that, during these round tables, there was a need for three members to contribute as moderators and three others to take notes of the main concepts and good practices discussed. Some time was spent on gathering notetaker and moderator volunteers, which included Lynn Ramsey and Therese Zhang, from those present, among others who responded online. A potential new speaker was added to the agenda, as well.

In the afternoon of the PLA meeting, a short meeting exclusive to the working group on L&T would be held, to discuss some of the main takeaways from the PLA. After the introduction of the PLA event, Mr. Lalle reminded all members on considering being volunteers for the moderation and note-taking roles. He added that the topics that will be discussed in the PLA are directly related to the indicators that have been discussed in this WG, thus it is important to take notes of all the good practices to be discussed in the PLA.

Mustafa Sözbilir (Turkey), a speaker at the Paris PLA, was reminded to contribute a system-level paper related to “Integrating technology in Teaching and Learning.” However, because he could only provide institutional-level information, his slot may be substituted. A presentation on the Slovenian case was added to the Paris PLA agenda. It regarded a national strategy that brought HEIs together to work on updated teaching competences in order to improve the quality of higher education.

5. Recommendations of actions on learning and teaching in the EHEA

Lynn Ramsey (co-chair) introduced the session by sharing the first draft of the discussion paper and confirmed that the section of the landscape scan is being worked on.

Anna Tecilazić (co-chair) continued that the current state-of-play is that there are three broad topics inherited from the previous report and that, according to the Terms of Reference of the WG, the report should offer translations of former recommendation into concrete policy actions.

Presently, there is a structure to the report, the methodology has been approved, there are ministerial recommendations as a basis, and practices related to these recommendations. There was discussion on how to take these further and possibly incorporate good practices from the former report into the policy context of present report. Ideas on what the final outcomes of the WG’s work should be and what can form the basis of recommendations for the Communique were asked.

It was specified that the short version of the report be readable and no longer than 10 pages. There was a call for volunteers to tackle specific portions of the report as members see fit according to their expertise.

Members were asked to provide recommendations on the methodological approach to the final report to which it was responded that all the work from the previous working period, specifically referencing Annex 3 of previous Bologna Process Implementation Report (BPIR), should be exploited. It should be specified, in the report, what is currently feasible in terms of data collection and indicator development and which topics may become recommendations and material for future indicator development.

In order to prepare the final report of the WG, the co-chairs proposed to gather examples of practice from group members, and extract the most successful and transferable common

elements that can be scaled up and translated into different systems. A supplemental commentary that guides countries on the successful adaptation of these elements into their contexts was suggested. Lynn Ramsey suggested to share a template for collecting these practices, and will circulate a proposal for this within a week.

It was decided that this template would tailor the discussion of the PLA in Paris to focus more on the transferability element of the best practices provided by members. The moderator and notetaker will also use the same focus to direct and record the discussion

6. Peer-learning events of the WG on L&T

The co-chairs shared their proposed plan for future meetings, requesting possible hosts for PLAs after the WG meeting in Budapest on November 30th - December 1st. The focus in the latter will be on the outcomes of the PLA in Paris and the collection of examples through the template of best practices. It was confirmed that in-presence and online meetings will be alternated in 2023. All in-presence meetings will continue to be hybrid, though according to online participants there are challenges in participating in the live discussion.

The scheduled PLAs were as followed. The first PLA will be in Paris in late October 2022 covering teachers' professional development, followed by a meeting in Hungary. The second PLA will be hosted by EURASHE and take place in Bucharest, covering student-centered learning while the third PLA is TBD but is projected to cover innovative teaching and learning, digitalization and topics that have not been covered from the recommendations. There was a reminder that by the end of next year, a report to BFUG should be submitted with proposals of outcomes from the WG's work, proposals for indicators, and proposals for translations of recommendations into policy actions.

In terms of more relevant presentations for the PLA on student-centered learning, the co-chairs were reminded of ESU's upcoming paper on student-centered learning in the coming year, which aims at collecting the various ways the concept is understood across national borders.

The group was invited to contribute to the Excel Table in Google Drive, which is an ongoing collection of ideas to be presented at different PLAs and then be used as elaborated examples in the future report. Cases on student-centered learning are of most urgency but other topics are welcome, as well.

7. WG L&T Annual Work Plan (2023)

Discussed above, on **Section 6. Recommendations of actions on learning and teaching in the EHEA**

8. AOB & Next Meeting

To conclude the meeting, Ana Tecilazić (Co-Chair) reminded everyone that the proposed structure of future meetings and events in the next year was shared. More concrete descriptions of steps and milestones expected from members will be shared. The Co-Chair informed everyone that she will present in the BFUG Board meeting in Kazakhstan and the BFUG meeting in Brno on the work of the LT WG and report on comments and reaction from the BFUG and the Board. There was a commitment from Jorunn Dahl Norgaard to contribute to the writing process on staff development for the PLA in Paris, while Paul Klar requested as many future meeting dates as soon as possible. In conclusion, all members were thanked in advance for their future contribution in the drafting of the report and invited to come with rich content, as it is the most important aspect.