



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

Sixth Meeting, Online

1 December 2022

09.30-12.30 (CET)

Minutes

List of participants

Country	Name	Last Name
Austria	Alexander	Kohler
Cyprus	Popi	Appios
ENQA	Anna	Gover
ESU	Andrej	Prijevec
EURASHE (Co-Chair)	Ana	Tecilazić
EI - ETUCE	Jorunn	Dahl
EUA	Therese	Zhang
EUA	Gohar	Hovhannisyan
European Commission (EC)	Julie	Anderson
France (Co-Chair)	Philippe	Lalle
Georgia	Lali	Giorgidze
Germany	Paul	Klär
Holy See	Melanie	Rosenbaum
Hungary	Marianna	Bodolai
Ireland (Co-Chair)	Lynn	Ramsey
Ireland	Richard	Brophy
Norway	Silje	Refsnes
Romania	Ciprian	Fartuşnic
San Marino	Monica	Cavalli
Switzerland	Antoine	Maret
Slovenia	Mateja	Berčan
Turkey	Mustafa	Sozbilir
BFUG Secretariat	Oltion	Rrumbullaku
BFUG Secretariat	Patrik	Bardhi

Albania, Armenia, Belgium Flemish Community, Italy, Kazakhstan, The Netherlands, Portugal, Ukraine, United Kingdom, United Kingdom (Scotland) did not attend the meeting.

1. Welcome remarks

The Co-Chairs welcomed everybody to the sixth 2021-2024 work period meeting. The agenda

was approved without changes. The previous meeting's minutes were not to be approved until a final version was available. The protocol to be followed in the event that the minutes need to be revised and the duties of the WGs, Co-Chairs, and Secretariat were discussed.

For more information, please see: [WG LT 6 CZ KZ Agenda](#)

2. Update on the implementation of the Work Plan and related activities

Feedback from the last BFUG meeting was shared with the WG members. The input from the BFUG meeting also emphasized the importance of establishing partnerships with other groups, particularly TPGs in the area of micro-credentials.

Philippe Lalle (Co-Chair) shared the discussion he has had during the parallel session on L&T during the BFUG in BRNO, with the representative of the European Commission (EC). What came out of these discussions was the need to have more focus on some important elements, the need to invest in the continued professional development of teachers, help them develop digital skills, and promote diversified career models. Moreover, teachers' jobs must be secured, salaries must be attractive, and teachers must be able to get involved in the governance of the Universities. There should also be more compatibility between the statutes of higher education institutions in different countries to promote international mobility.

2.1 Discussion on the micro-credentials

Ana Tecilazić (Co-Chair) suggested that according to the ToRs, WG on L&T has a task to look for good examples of micro-credentials, but from the perspective of Learning and Teaching. The three Thematic Peer Groups (TPGs) have come up and proposed a joint publication and guidelines on micro-credentials. Some members proposed that the best approach at this stage of the cycle could be a joint approach, where the WG on L&T can join efforts with the TPGs on this topic. It was commented that the joint output is expected to focus on advice towards higher education institutions, and once the publication template is available, it is important to check how it links in with the work of this group in terms of system-level advice.

Other members expressed that the discussion on micro-credentials is rather technical, and it is related to structural and systematic issues. There is still no proper approach for the group to invest very much in the topic. The contribution of this working group could come at a later stage, by providing feedback/comments to what will be produced by the TPGs.

2.2 Takeaways from the LOTUS project

Therese Zhang (EUA) presented the main takeaways from the LOTUS project. This project was completed with a [webinar](#) held on 28 November 2022, discussing the results, and recommendations from the project. She emphasized a few points that might be useful for the working group.

One of LOTUS project's recommendations was that institutions, as well as national authorities and funding bodies, should review existing regulations and available support and funding for enhancement of L&T. This requires a dialogue between different types of stakeholders at a national level, to find the most fit-for-purpose use of resources that they already dedicate to Learning and Teaching.

The need for an ecosystem approach to supporting teaching was a further argument recommended by the LOTUS project. To facilitate these exchanges between individual teachers as well as between faculty and the national level, a combined approach working in partnership with students is required to complement the diversity of organized measures on careers, but also of the governmental aspect of teaching and to build more informal and formal communities of practice.

It was confirmed that the project found the idea of a collective dimension of teaching very

important, for instance in curriculum design, delivery, and in collaborative teaching.

2.3 Information about the MicroCreds project

Lynn Ramsey (co-chair Ireland) presented shortly the MicroCreds project, funded by the Irish Government, which will develop a coherent National Framework for micro-credentials in the higher education system in Ireland. Other aims of the project would be the development of a model of university-enterprise engagement and the building of a platform for all micro-credential offerings in HEIs of the project partners.

The project applied and was awarded a small amount under the Erasmus+ Programme, thus creating the European transnational peer support and learning network for university micro-credentials called MicroNet. Meeting attendees were invited to the first inaugural online meeting of the MicroNet project on 14 December 2022.

3. PLA on staff development in higher education, Paris, France (27-28 October 2022)

A draft document was shared with the intention to reflect on possible recommendations for the Tirana 2024 Communiqué. Participants were split in parallel breakout sessions. Following talks in separate sessions, the three sub-groups offered potential proposals.

The first subgroup proposed that teaching as an occupation entails initial training, Continued Professional Development (CPD), and assessment procedures; that the teaching career begins during the PhD (training as well as teaching); that the issue of national prizes may be crucial to recognizing this profession; and that a national platform with educational resources can be a helpful tool for the enhancement of teaching.

The second subgroup proposed to have a close look at the ongoing work linking learning and teaching to research. There was a very strong consensus that the skills development of PhD students should go beyond just the research side, to be related to learning and teaching, but also to other skills more broadly linked to the world of work. Another idea was that CPD and teacher training for initial teachers should be adequately funded so that it does not become an additional burden to those individuals at the expense of other priorities. The overarching theme was the importance of understanding the context of higher education institutions and systems and working in a diversified way to achieve the desired results.

The third subgroup proposed the importance of equal esteem for research, teaching, community engagement and professional development of teachers. It was suggested that CPD should be included in the workload and not done on top of it. Moreover, teachers should be given time to invest in their own professional development, and the system should support that. It was suggested the PhD programs should include the development of teaching skills for PhD students that stay in academia. Then it was discussed about how accommodating various career aspirations among teachers is necessary so that multiple teacher profiles exist, such as those who choose to focus more on teaching, those who want to conduct more research, and those who want to work more closely with society. It was argued that national frameworks should be adaptable enough to accommodate different profiles of teachers. The participants explored the issue of teacher mobility in the context of higher education's internationalization and considered whether it makes sense to provide a standard for teacher mobility in the same way that there has long been one for student mobility. Some colleagues noted that there is no research or evidence to support a connection between this and the effectiveness of learning and teaching.

It was decided that the recommendations would be discussed between the Co-Chairs before being presented at the following WG meeting.

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

Discussion took place regarding the proposed 2023 Work Plan provided on Google Drive. It was informed that due to administrative reasons, the Peer Learning Activity (PLA) and this WG meeting were not held in Budapest. Furthermore, a joint event is anticipated in the spring of 2023, with the precise date to be determined by the Co-Chairs after a meeting with the Performance project. It was suggested that the subsequent WG meeting and PLA take place on March 21 or 22 in Germany (Berlin). There was a discussion on whether to hold an in-presence meeting or continue through an online format. Physical gatherings were emphasized as being more productive at this time for developing commitments or potential recommendations. It was agreed that in 2023, just one or two sessions would be held in-presence and the remaining may be scheduled online.

Given that there are two potential locations for the spring physical meeting -Hungary and Germany—it was determined that the Co-Chairs would address this after the meeting and inform on the final location accordingly. The EURASHE-hosted WG meeting and PLA were scheduled for June 6–7 2023, in Bucharest, Romania. In the agenda, it is stated that the PLA would be held in person immediately following the EURASHE annual conference in Bucharest. It was made clear that the main focus of each meeting in 2023 will be to develop suggestions for the Ministerial commitments that must be made by the end of the summer, and reports will be drafted by the end of the year. A WG proposal for the Tirana 2024 Ministerial Communique should be the outcome of the meetings and PLAs that will be held in the spring, during the beginning and first half of the year. The deadline for the Landscape Scanning exercise and members' input was noted as January 15th.

5. AOB & Next Meeting

The Co-Chairs would revise the Work Plan proposal, distribute it to the members, and confirm the time and date of the following meeting. No other business was brought forward therefore, the Co-Chairs thanked the members for their contribution, and the sixth meeting of the WG on L&T was concluded.