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## BFUG work on Learning and Teaching in period 2018-2020

The 2018 Paris Communique puts a strong emphasis on learning and teaching, as an issue of key importance for the Bologna Process. As some concrete results would have to be achieved, the present document is to prepare and facilitate the discussion on the respective section of the 2018-20 workplan. A first draft is provided in overleaf, with some first suggestions for action.

BFUG members are invited to provide additional suggestions, and also consider the related resource implications.

The BFUG, at its meeting on 28 Sept. would have to decide

- a) **which topics should be taken up.** The Communique and the Bologna Process Implementation Report address a broad range of issues, some of them very in a very general manner. It is important to prioritise them and perhaps select some over others, taking into account added European value, urgency and feasibility, given limited time and resources.
- b) **how topics could best be addressed.** Considering the diversity of topics, there is a need to think of other ways than Working Groups (WG) to address them. In some cases, advisory groups, tasks forces, expert groups on specific issues or thematic conferences and workshops might bring better and faster outcomes. Also drawing from knowledge and expertise outside the BFUG should be explored, as the capacity to drive the change in learning and teaching sits with the higher education institutions and their members, and in networks and projects.
- c) **in what period of time the different issues should be addressed.** Given that there are less than two years until 2020, the BFUG has to consider also whether topics can sensibly be dealt with in this period of time. The question is therefore what can be taken up:
  - from 2018 to 2020, to achieve concrete outcomes to feed into the 2020 Communiqué
  - from 2018 beyond 2020, with exploratory results to feed the 2020 Communiqué, and a roadmap to continue the work beyond 2020
  - or postponed to a later stage.
- d) Given the complexity of the issue, the BFUG may also consider the establishment of a **Coordination Group for L&T (Group)**, by tasking 3-5 of its members, to see to the following tasks
  - contribute to developing and implementing the BFUG workplan for L&T in collaboration with BFUG Chairs and BFUG Secretariat
  - provide, in collaboration with the BFUG Secretariat, support for special sessions on L&T in the BFUG.
  - propose how themes selected by the BFUG could be addressed (including content, formats, speakers, experts for the activities) etc.



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The Group would be expected to work mainly via physical meetings back-to-back with the BFUG meetings or via email and teleconferencing to plan and monitor the L&T activities listed below. It would provide the BFUG with oral and/or short written reports on plans and progress.

- e) The BFUG is invited to discuss and agree on concrete issues to be undertaken in the WP 2018-2020, among others:
- Task the EUA to together with other sector representative organisations to revise and further develop of the European Principles for the Enhancement of Learning and Teaching , in consultation of the higher education sector, for endorsement by the Ministers in 2020
  - Task ENQA to draft a reference document on the quality assurance of digital and blended education, in collaboration with the E4
  - Establish a coordination group to ensure broader discussion on these topics, including also student-centred learning, work-based learning, fostering pedagogical competences for higher education teachers. The TOR to be circulated in due course, and to be agreed online/ or at the next BFUG meeting

## Potential topics to be addressed by the BFUG work

The following list is based on the Communiqué.

<b>Statements from the Communiqué</b>	<b>Considerations</b>	<b>Proposed measures</b>
<p><b>1. Making learning and teaching a visible and acknowledged working area of the Bologna Process and promoting recognition of teaching as professional activity and for career development, including teacher training</b></p>		
<p>“cooperation in innovative learning and teaching practices as another hallmark of the EHEA”.</p> <p>“collaboration in learning and teaching, with tangible benefits for higher education institutions, staff and students”</p> <p>“European Learning and Teaching Forum launched by the European University Association”</p>	<ul style="list-style-type: none"> <li>- Develop concrete measures useful for the HE community</li> <li>- Identify opportunities to exchange with the HE community, and demonstrate the Bologna contribution to L&amp;T</li> </ul>	<ul style="list-style-type: none"> <li>- EUA intends to invite a speaker from BFUG to the 2019 L&amp;T Forum panel discussing European policy developments on L&amp;T.</li> </ul>
<p>“As high quality teaching is essential in fostering high quality education, academic career progression should be built on successful research and quality teaching. It should also take due account of the broader contribution to society. We will promote and support institutional, national and European initiatives for pedagogical training, continuous professional development of higher education teachers and explore ways for better recognition of high quality and innovative teaching in their career.”</p> <p>“support higher education institutions to develop and enhance their strategies for learning and teaching”</p>		<ul style="list-style-type: none"> <li>- Feasibility study on teaching enhancement developed by <a href="#">EFFECT</a> project will be published early 2019), which will include among others a report on national approaches in 27 EHEA countries.</li> <li>- Revision and further development of the European Principles for the <a href="#">Enhancement of Learning and Teaching</a> into “European approach”, acknowledged by HEI, governments and other stakeholders. The Principles are to support institutions to develop strategies, including teacher training, career development, and a supportive environment for learning and teaching, and provide a basis for enhanced national and European cooperation on these issues. The Principles would be owned by the HE sector, but could become a reference in the Bologna Process. - EUA proposes to take this forward together with other sector representative organisations. This joint work will include a sector-wide public consultation, focus</li> </ul>

		<p>groups etc., with updates on progress and a presentation of the initiative at the BFUG meetings. Deliveries for the 2020 Ministerial meeting would be the revised Principles and a report on the revision process, and the insights that it brought. This might include recommendations for governments.</p> <ul style="list-style-type: none"> <li>- EUA Thematic Peer Group report on career paths in teaching (winter 2018/2019) – to be presented at the L&amp;T Forum (Warsaw, February 2019).</li> </ul>
<b>2. Innovation in learning &amp; teaching: methods (including digital provision) &amp; study programmes</b>		
<p>“Therefore, in addition to measures at national level, we will develop joint European initiatives to support and stimulate a wide range of innovative learning and teaching practices, building on existing good practice in our countries and beyond.”</p> <p>“commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA, in close collaboration with the European higher education community, in full respect of academic freedom and institutional autonomy.”</p> <p>“Study programmes that provide diverse learning methods and flexible learning can foster social mobility and continuous professional development whilst enabling learners to access and complete higher education at any stage of their lives.”</p> <p>“also encourage them to provide inter-disciplinary programmes as well as to combine academic and work-based learning.”</p> <p>“Research and innovation as part of programmes - to improving synergies between education, research and innovation”</p>	<ul style="list-style-type: none"> <li>- It is not clear how the issues in this section can be taken forward in and by the BFUG. This is rather a call for individual and European governments to encourage and support HEI and their members to develop and enhance L&amp;T.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion in the BFUG on whether and how to address this.</li> </ul>

<b>3. Flexible provision, adapted to learner needs: LLL, social inclusion, openness</b>		
(joint European initiatives to support and stimulate) “will encompass the further development and full implementation of student-centred learning and open education in the context of lifelong learning. Study programmes that provide diverse learning methods and flexible learning can foster social mobility and continuous professional development whilst enabling learners to access and complete higher education at any stage of their lives”	<ul style="list-style-type: none"> <li>- The BFUG would have to discuss how to best to address this, given that this concerns issues which are usually dealt with by the HEIs, and also as some them are not clearly defined (“open education”)</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion in the BFUG (which would have to be properly prepared)</li> </ul>
<p>“We call upon the BFUG to take digitalisation forward”</p> <p>“higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment.”)</p>	<ul style="list-style-type: none"> <li>- In Spring 2018, shortly before the Paris Conference, several papers on digitalisation have been addressed to the BFUG. It is suggested to consider and discuss these and probably also other initiatives in the BFUG, and decide on how to follow-up.</li> </ul>	<ul style="list-style-type: none"> <li>- BFUG discussion and maybe a hearing, for the consideration of existing initiatives</li> <li>- consideration of existing studies, - “Changing Education Landscapes Report EUA paper <a href="#">A digital agenda for Europe’s Universities</a> (2016)</li> <li>- if deemed necessary, a new study (post 2020?)</li> </ul>
“We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance”	<ul style="list-style-type: none"> <li>- Promote common understanding of QA in line with the ESG for digital learning provision.</li> </ul>	<ul style="list-style-type: none"> <li>- ENQA report resulting from its working group to be reviewed/ assessed by the E4 – with a first consultation at EQAF 2018</li> </ul>
“remove regulatory obstacles to the provision of open and digital education”.	<ul style="list-style-type: none"> <li>- Explore the possibility of developing common European level guidelines for national regulation (e.g. copy rights)</li> <li>- Identify and remove obstacles at national levels</li> </ul>	<ul style="list-style-type: none"> <li>- Consider the ongoing revision of the EU Copyright Directive, UNESCO draft recommendation on OER and the discussion on implications HE Learning and teaching</li> </ul>