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

Third Meeting, Online*
Tuesday, 5 April 2022
13.00-16.00 (CET)

Minutes

List of participants

Country	Name	Last Name
Albania	Ermelinda	Durmishi
Armenia	Lilit	Sargsyan
Belarus	Victor	Gaisenok
Belgium Flemish Community	Liesbeth	Hens
Cyprus	Popi	Appios
EI - ETUCE	Jorunn	Dahl
ENQA	Douglas	Blackstock
European Students' Union (ESU)	Ruben	Janssens
European University Association (EUA)	Gohar	Hovhannisyan
EURASHE (Co-Chair)	Ana	Tecilazić
European Commission	Julie	Anderson
France (Co-Chair)	Philippe	Lalle
Georgia	Lali	Giorgidze
Holy See	Melanie	Rosenbaum
Ireland (Co-Chair)	Terry	Maguire
Norway	Alina	Oboza
Romania	Ciprian	Fartuşnic
Russia	Elena	Gorbashko
Switzerland	Antoine	Maret
Turkey	Mustafa	Sozbilir
BFUG Secretariat	Kristina	Metallari
BFUG Secretariat	Jora	Vaso

Austria, Germany, Italy, Kazakhstan, The Netherlands, Portugal, San Marino, Slovenia, Spain, Ukraine and United Kingdom did not attend the meeting. United Kingdom (Scotland) sent regards.

1. Welcome and approval of agenda

The Co-Chairs welcomed everybody to the third meeting of the 2021-2024 work. An outline of the agenda was provided, which was adopted without changes. The minutes of the second meeting were approved by all members as well.

For more information, please see: *WG_LT_FR_AZ_3_ Agenda of meeting*
WG_LT_FR_AZ_2_Minutes of meeting

2. Update on meetings with the BFUG Working Structures

2.1.   Working Group on Monitoring the Implementation of the Bologna Process

A meeting with the WG on Monitoring was organized to present the progress of the three subgroups of the WG on Learning and Teaching (WG on L&T). The Co-Chairs of the WG on Monitoring presented the final draft structure of the Bologna Process Implementation Report

(BPIR) 2021-2024. The approach of the WG on L&T to summarize and include macro topics from which indicators will be defined, was viewed positively. Nonetheless, it was recommended that open-ended questions be included in the construction of indicators, as well as focus be placed on national rather than institutional level. A proposal on the indicators will be provided to the WG on Monitoring in the upcoming weeks.

2.2. <u>Working Group on Social Dimension (SD)</u>

The WG on Social Dimension Co-Chairs informed that they have formed three subgroups to work on the social dimension Principles, and their respective indicators. An in-presence meeting will be organized in Malta, to discuss the work and progress of the three subgroups. The approach by the WG on L&T to focusing on macro themes was also elaborated during this meeting. As there are many converging concepts among the WG on SD and WG on L&T, further discussions with actual proposals for indicators on learning and teaching, as well as the social dimension, will be made at a later stage.

3. **Proposal for the topics and possible indicators on L&T**

Terry Maguire (Co-Chair) presented the discussion paper with a synthesis of topics for possible indicators on learning and teaching, with the goal of receiving comments and input from the participants.

The following characteristics of good indicators were mentioned: 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.

The format that these indicators would be communicated was also discussed: simple indicators; complex indicators that include numerous variables integrated into one composite indicator; and policy-level indicators in score-card format. The top-down level approach was proposed throughout all topics to capture the system-level learning and teaching strategy/policy, financing, involvement of stakeholders.

The participants commended the presentation of the topics in the discussion paper. Moreover, it was proposed to use this paper to draft a report to the BFUG and its members. In addition, the need to consider more particular topics in the long-term in order to build specialized indicators was discussed.

With regards to Topic 8 Higher education staff profile and working conditions, it was suggested to include the types of staff contracts (i.e., permanent or non-permanent) as this directly links to further professional development. In Topic 1 System-level regulations, including legislation, targeting Learning and Teaching, it was suggested to include regional level regulatory perspectives. Proposals to combine topics included under Topic 5, Topic 3; Topic 6 with the Topic 1 were given. The use of existing data as a referral from sources such as the Lotus project and the Eurydice report was also highlighted.

With the objective to engage participants into discussion on possible priority topics, the Co-Chairs invited them to choose three topics for indicators they assess as most important. The top two topics were "System-level regulations, including legislation, targeting L&T" (T1) and "Nationally agreed structures to support learning and teaching enhancement" (T2). The full list of ranked topics for indicators would be shared among the members via e-mail post-meeting. The discussion continued with country-specific case studies of national-level indicators. External quality assurance mechanisms in higher education in the Republic of Georgia specifically consider the area of "innovative teaching and learning capabilities" in a program, if it is a case of best practice. Higher education institutions in Georgia are expected to encourage

the integration of teaching, research, and economics for creative development through external QA systems as well. Innovative teaching and learning were also mentioned as a priority in Cyprus and Turkey with both countries seeing a rise in the establishment of teaching and learning centers in universities. In Norway, there are national strategies in the digitalization of teaching and learning and centers for learning and teaching.

The revised document reflecting the changes would be circulated among participants.

For more information, please see: *Discussion Paper*

4. Peer-learning event of the WG on L&T (all subgroups)

Details of the organization of the next peer-learning event (PLE) were discussed, most specifically the scheduling of the PLE in conjunction with the final LOTUS conference which is to take place in Brussels on September 28-29, 2022. While there are advantages to the joining of these activities in terms of budget and topics discussed, it was brought to the group's attention that the plan may be challenging in terms of management.

The question was posed as to who may be willing to host this potentially two-day long PLE. Information about the future organization of a PLE in conjunction with the LOTUS conference (or as separate events) would be further discussed.

5. AOB

No other business was brought forward, therefore, the Co-Chairs thanked the members for their contribution and the third meeting of the WG on L&T was concluded.