



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZİRLİYİ

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

Fourth Meeting, Online\*  
Thursday, 12 May 2022  
12.00-13.00 (CET)

### Minutes

#### List of participants

Country	Name	Last Name
Armenia	Lilit	Sargsyan
Austria	Alexander	Kohler
Belgium Flemish Community	Liesbeth	Hens
Cyprus	Popi	Appios
EI - ETUCE	Jorunn	Dahl
ENQA	Elena	Cirlan
European Students' Union (ESU)	Ruben	Janssens
European University Association (EUA)	Therese	Zhang
EURASHE (Co-Chair)	Ana	Tecilazić
European Commission	Julie	Anderson
France (Co-Chair)	Philippe	Lalle
Georgia	Lali	Giorgidze
Germany	Paul	Klar
Ireland (Co-Chair)	Lynn	Ramsey
Norway	Alina	Oboza
Slovenia	Dusa	Marjetic
Turkey	Mustafa	Sozbilir
Ukraine	Kateryna	Suprun
BFUG Secretariat	Aida	Myrto
BFUG Secretariat	Enis	Fita
BFUG Secretariat	Migena	Stafa

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

#### 1. Introduction and presentation of a new Co-Chair of the WG on L&T

The Co-Chairs welcomed everybody to the fourth meeting of the 2021-2024 work. Dr. Lynn Ramsey introduced herself as the new Co-Chair representing Ireland for this WG. An outline of the agenda was provided, which was adopted without changes.

For more information, please see: [WG LT FR AZ 4 Agenda of meeting](#)

#### 2. Discussion about the upcoming opportunities for the organization of the PLAs by the WG on L&T

Ana Tecilazić (Co-Chair) summarized the work done thus far and the developed links with other Working Groups, as well as how these will assist in the organization of Peer Learning Activities (PLAs). Following that, a list of possible events and activities for the WG to participate was presented. The PLAs specifically will be focused on three main subjects covered by the group: student-centered learning, staff development, and innovative learning and teaching. Because

of the joint indicators and responsibilities, it was suggested that another PLA be organized in collaboration with the WG on Social Dimension.

The French Ministry agreed to host the first PLA on staff development, and specifics of technical and practical matters such as the PLA's date and duration, funding, and so on, were discussed with the members. Because there is no umbrella project to finance the work of this WG, it was informed that the members' travel expenses ought to be covered by their respective ministries.

Furthermore, it was suggested that the PLA on student-centered learning be held concurrently with the EURASHE Annual Conference 2023. All members were invited to share their recommendations during the meeting and via email afterward, with reference to the rest of the PLAs. A broader engagement with university representatives, particularly students, was also suggested as part of the PLAs' outline. As a result, it was proposed that relevant stakeholders such as ESU be invited to participate in the WG's events.

Invitations to organize upcoming WG meetings and/or PLAs were proposed by Turkey and Austria.

For more information, please see: [Overview of the Peer Learning Activities](#)

### **3. Peer Learning Activity - Paris, France (October, 2022)**

The purpose and expected outcomes of the upcoming PLA were discussed, for member countries to present best practices on the topics related to professional development of staff. A remark was made that instead of striving to cover all challenges, most relevant topics should be prioritized in order to produce more substantial and tangible outcomes.

Mr. Lalle suggested to address also the issues in relation to pedagogical personnel other than the teaching staff. In order to cover the issue in an inclusive and comprehensive manner, a topic dedicated to students who serve as university tutors was proposed to be included. In France, the role of students is becoming increasingly important as universities have adopted policies to recruit and train students as tutors. A national book dedicated to tutor training has been established, containing sequences for motivating and supporting pupils, for example. Additionally, the staff at the pedagogical support centers who assist teachers in adopting new teaching methods and receiving digital technology training should be given more attention, especially due to their significance during the Covid-19 crisis, and with digital use now being promoted more than ever. As a result, academic staff training, pedagogical support centers and their roles in the academic community must be prioritized. It was also advised that emphasis be placed on experts who specialize in student orientation and reorientation, as students are becoming less motivated to complete their education.

The following suggestions were received from members on the upcoming PLA:

- In Turkey, it was mentioned that a lot of effort is being put into enhancement of staff skills in teaching and learning, and such practices (i.e., improving staff skills, integrating technology in teaching and learning) could be shared at the next WG meeting or PLA, with the possibility of inviting specialized colleagues from the teaching and learning area;
- Student motivation challenges were addressed in Armenia by orienting the staff development of higher education institutions (HEIs) towards student-centrism, as well as enhancing collaboration of academic staff with the private sector to respond to market developments with agility;

- Research outcomes in relation to mapping of staff development in Georgia would be presented in the PLA, alongside staff development practices and recommendations for furthering the work on this topic;
- ESU informed that they will contribute on a variety of themes of interest to the audience, in order to address issues of significant concern to higher education students at national and local levels;
- In Norway, emphasis was placed on enhancement of quality on higher education by addressing the digital restructuring of teaching in HEIs. Moreover, the results of a 2021 national survey conducted on mapping national faculty support units related to digitalization and quality enhancement could be presented at the PLA;
- Contribution regarding monitoring activities on staff development from all public universities would be provided by Austria.

To conclude, the PLA should focus on teachers, tutors, teaching support and other personnel who assist students with their orientation. Moreover, other events with which this WG could collaborate should be considered when organizing the PLA (i.e., LOTUS project, joint PLA with the WG on Social Dimension).

Individual contributions and recommendations were suggested to be included in the WG's Google drive, which would be restructured by the Co-Chairs after the meeting, in line with what was discussed.

#### **4. Next meeting of the WG (EURASHE premises, Belgium)**

Ana Tecilazić (Co-Chair) informed that the date of the upcoming WG meeting has been changed from September 27 to September 30. As the Lotus Conference takes place on 28-29 September 2022, Ms. Tecilazić suggested holding a one-day meeting on September 30. The meeting will focus on finalizing indicators, with the WG on Monitoring proposing to attend, in order to exchange views and suggestions for the indicators. The meeting's second focus will be on continuing discussions about the PLA's organization and finalizing the PLA's program in Paris (October, 2022) as well as the work on recommendations that need to be prepared by the WG on L&T.

The decision of holding a one-day meeting in a hybrid format in order to introduce other collaborators/experts who might not otherwise be able to attend the conference physically, was taken.

#### **5. AoB**

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