



Bosnia and Herzegovina
Ministry of Civil Affairs

Working Group on Learning and Teaching

Eighth Meeting, Online

15 June 2023

14.00-16.00 (CET)

Minutes

List of participants

Country	Name	Last Name
Armenia	Lilit	Sargsyan
Austria	Alexander	Kohler
Cyprus	Popi	Appios
ENQA	Anna	Gover
EURASHE (Co-Chair)	Ana	Tecilazić
EURASHE	Jakub	Grodecki
European Commission	Pauline	Ravinet
EI - ETUCE	Jorunn Dahl	Norgard
France (Co-Chair)	Philippe	Lalle
Georgia	Lali	Giorgidze
Germany	Paul	Klar
Hungary	Flóra	Megyeri
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

1. Welcome remarks and the approval of the agenda

The Co-Chairs welcomed everybody to the eighth 2021-2024 work period meeting. An outline of the agenda was provided, which was approved. The previous meeting's minutes were approved.

For more information, please see: [WG LT SE BH 8 Agenda](#)

2. Updates by the co-chairs and the Secretariat

Philippe Lalle (Co-chair) provided information about the recent BFUG meeting in Stockholm, and he shared various updates and discussions from different working groups. He focused more on the Drafting Committee, which in the BFUG meeting shared the initial list of topics for the roadmap, covering areas such as higher education's role in democratic societies, socio-economic situations, and inclusive and innovative approaches.

Ana Telazic (Co-chair) reported on the second PLA on student-centered learning, which took place alongside the EURASHE annual conference. Presentations were given by European-level organizations and discussions were held to draft proposals. The outcome of these discussions was shared with the group for further consideration. Ana Telazic also mentioned her role change of not being anymore part of the EURASHE Board and the involvement of Jakub Grodecki from EURASHE Secretariat in future activities of this Working Group.

During the meeting, a representative from the BFUG Secretariat provided additional information about the upcoming website revamp. The working group was encouraged to contribute to specific sections related to their work, such as "Learning and Teaching" and "Student-Centered Learning." The Secretariat expressed willingness to assist the group in refining their part of the website and suggested exploring the pages of other working groups for ideas.

3. Proposal for ministerial commitments on L&T in the EHEA

The proposal for ministerial commitments on student-centered learning was presented. The document was a synthesis of group discussions during the PLA, incorporating previous outcomes and discussions. The objective was to discuss, make changes, and revise the document before sending it to the Drafting Committee. It was noted that there was no single definition of student-centered learning, and there was a question about the status of the document on staff development.

It was clarified that the document would not be an additional annex but would provide content to be integrated by the drafting committee. The structure of the document included a definition, possible commitments, and procedural aspects. The idea of establishing a Thematic Peer Group to facilitate peer learning between institutions was proposed.

The need to prioritize important points, considering the limited space in the communique, was acknowledged. It was agreed to allow immediate revisions and deletions during the meeting or provide written comments later. The goal was to finalize the contribution before the next board meeting or their meeting with the drafting committee.

3.1. Definition of the Student Centered Learning

There were discussions about the definition of student-centered learning as the first part of the document. Elements describing the concept were listed for review, and revisions were welcomed.

The importance of basing student-centered learning on research in education and pedagogy was raised, suggesting that the document should emphasize this aspect. There was a discussion on the concept of ubiquitous learning and its relevance to student-centered learning. It was acknowledged that ubiquitous learning supports student-centered learning. However, it was emphasized that ubiquitous learning extends beyond the scope of higher education institutions and should not be included in the document.

A member suggested including a reference to learning outcomes and explaining the concept of active deep learning. Concerns were raised regarding the term "deep learning" and its association with "machine learning". It was suggested to explore the use of "meaningful learning" instead and to avoid using "active" and "deep" together in the context of learning. The influence of artificial intelligence (AI) on problem-solving skills development was suggested as a relevant aspect to include in the document.

The need to link student-centered learning with the topics of funding, workload, teaching loads, investments, and infrastructure was emphasized. It was acknowledged that student-centered learning is ambitious but also time-consuming and requires proper support and funding from governments.

The importance of focusing on the main elements of student-centered learning in the definition

was highlighted. It was proposed that concrete suggestions be provided in written form to ensure clarity and avoid losing the main content of the definition.

3.2 Ministerial Commitments regarding Student Centered Learning

The meeting continued with a discussion on the Ministerial Commitments regarding Student Centered Learning, as the second part of the document in discussion. One participant expressed concerns about the feasibility of incorporating SCL principles and provisions into legislation, citing potential inflexibility. They emphasized the need for flexibility in adapting to the rapidly changing landscape of higher education and the learning environment. It was suggested an alternative approach, proposing that ministers introduce measures to support SCL through strategies, systemic funding, and robust frameworks. While acknowledging that this approach may not carry the same weight as legislation, they believed it could provide more agility in adapting to evolving educational needs.

Another participant raised the issue of legislation and its role in promoting SCL. They highlighted that in certain contexts within the European Higher Education Area (EHEA), institutions pay closer attention to matters mentioned in the law and policies. However, they explained that referencing legislation was driven by the intention to encourage institutions to prioritize SCL and create an enabling environment. The contextual and cultural differences among countries regarding the legal framework for higher education were also discussed. Participants recognized that laws pertaining to higher education can vary significantly, with some countries having relatively short and vague provisions. It was noted that requesting detailed attention to SCL in countries with broader provisions may seem disproportionate.

During the meeting, a participant raised a concern about the focus on Ph.D. students in a particular paragraph. They suggested that instead of exclusively focusing on Ph.D. programs, the commitment should encompass all study programs at all levels, as each program holds significance in promoting SCL. The rationale on focusing on Ph.D. students was explained to be rooted in the fact that Ph.D. graduates often become teachers in higher education. The intention was to ensure that future educators are well-prepared in SCL approaches. However, considering the feedback received, it was agreed to revise the paragraph to include a broader statement emphasizing the integration of SCL into all forms of initial professional training for individuals involved in teaching, without singling out a specific program.

The discussion continued with a consideration of the second paragraph and its potential overlap with the professional development of staff. Participants agreed that streamlining the content within the SCL section would be appropriate, avoiding redundancy and ensuring clarity in the commitments made.

The importance of recognizing prior learning and integrating non-traditional students into the academic journey was discussed. It was acknowledged that while this commitment has been present in various versions of Communiqués, implementation still needs improvement. The concept of skills recognition was proposed as a more efficient phrase to capture the essence of non-formal or informal learning.

It was discussed the proposal to establish a group tasked with developing SCL guides or revising the ECTS User's Guide to emphasize student-centered learning more strongly. The idea was well-received, with agreement that it would be beneficial to develop and share guides and examples that illustrate the practical implementation of SCL. The possibility of combining specific examples with a general guide was considered.

3.3 Other aspects

The discussion of the last two parts of the document on "Looking into the future" and "Procedural

elements" followed.

Participants recognized the need to reflect on the impact of COVID on teaching and learning, including the emergence of artificial intelligence. The topic of ethical use of digital tools, particularly artificial intelligence, was discussed. The paragraph summarizing the ethical use of AI was deemed appropriate and well-written, capturing the essence of the discussion.

It was noted that some statements in the document had links to topics addressed by other working groups. The group agreed that while these statements were relevant, they may be integrated into the overall Communique rather than being specific to student-centered learning.

The proposal to establish a thematic peer learning group on learning and teaching journals was discussed as part of the "Procedural elements". There was agreement on the importance of involving higher education institutions in the peer learning and exchange process. The group debated whether to keep the existing working group on learning and teaching or merge it with the proposed thematic peer group. The need for resources and the objective of practical implementation were considered.

4. Publication on micro-credentials for HEIs in the Bologna context

The group discussed the request from TPG B to contribute to their publication on microcredentials. Although in previous meetings, it was concluded that a specific chapter on teaching and learning might not be necessary, TPG B reached out again for input. The group acknowledged that they had not received clear instructions regarding the kind of input or length expected, making it difficult to propose a specific approach. Some members expressed concerns about the tight deadline of the end of June and the lack of clarity on the expectations.

One suggestion put forward was for the group to review the draft of the publication and identify any critical aspects missing from the perspective of learning and teaching. It was also mentioned that representatives from the group would be attending a coordination meeting on the 23rd of June with the three TPGs.

It was proposed that since there might not be an obvious input from the group at the moment, reviewing the draft later on and making contributions based on that might be the best approach.

5. Next PLA & WG L&T Meeting (October 2023 TBC)

The participants discussed the possibility of organizing a third PLA in the autumn of this year. They received tentative information about the potential PLA, which could focus on digitalization and include topics like artificial intelligence. It was noted that in-person PLAs have been more successful and conducive to productive outcomes. The proposed venue for the PLA was mentioned as Dublin, although permission had not been obtained yet. The aim was to hold the PLA before the BFUG meeting in November, once the summer season was over.

The topic of the subgroup on ethics and digitalization was raised, highlighting the need for someone to lead the group. The subgroup aimed to produce recommendations on the ethical aspects of using digital technology in education, including topics such as artificial intelligence and learning analytics. It was mentioned that documents with content summaries were already available, and the task would involve retaining the main points and proposing them for the Communique. Volunteers were sought to lead the subgroup and synthesize information, and one member accepted this task.

The representative of Norway informed the others about a recent national report on learning analytics and its ethical aspects, providing a link for those interested in reviewing it.

In conclusion, it was agreed to closely collaborate on organizing the PLA. Concrete communication and arrangements would be made as progress was made.

6. AOB

No other topics were discussed, and the meeting was concluded.