Progress Report
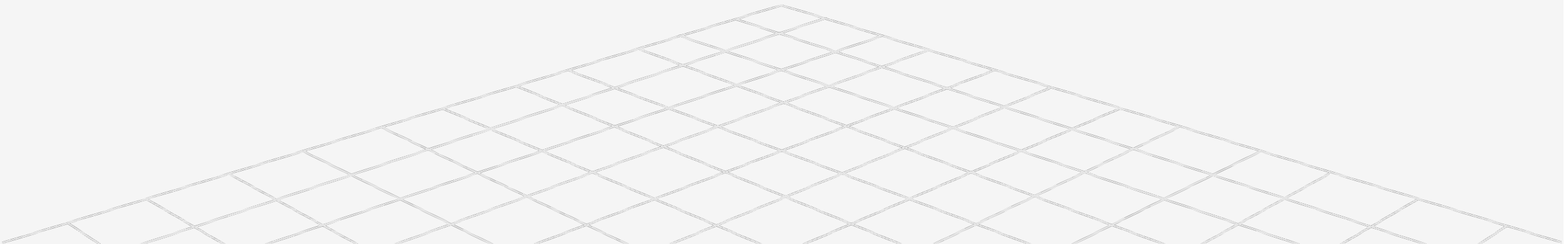# BFUG Working Group on Learning and Teaching

BFUG Board meeting

Madrid, Spain 16 November 2023

Outline

Implemented activities

10 MEETINGS OF THE WG L&T:

First meeting (21 Sept 2021)

Second meeting (25 Jan 2022)

Third meeting (5 Apr 2022)

Fourth meeting (12 May 2022)

Fifth meeting (30 Sept 2022)

Sixth meeting (1 Dec 2022)

Seventh meeting (5 April 2023)

Eighth meeting (15 June 2023)

Ninth meeting (5 September 2023)

Tenth meeting (9 November 2023)

3 SUB-GROUPS' MEETINGS:

- 21 Feb 2022 – Staff Development
- 28 Feb 2022 – Student-centred learning
- 2 March 2022 – Innovative T&L

AD HOC GROUP:

- June – September 2023 - Ad hoc sub-group on the development of draft statement on Ethics & Digital Technologies in T&L

Peer Learning Activities

To translate Recommendations into concrete policy actions at the European/EHEA level and support member countries in the development of concrete national actions and strategies to implement the Recommendations.

✓ PLA on Staff Development, Paris, France 26-27 October 2022

✓ PLA on Student-Centred Learning, EURASHE Bucharest, 7 June 2023

✓ PLA on Transformative Approaches to L&T, TUS Athlone, Ireland, 23-24 October 2023

Proposals for the Ministerial Communiqué on STAFF DEVELOPMENT

Enhancing Support for Educators: Efforts should be made to incorporate teacher pedagogical training into the curriculum for doctoral students and early career researchers. Continuous professional development should be accessible to all professionals engaged in education. Their training should be rooted in research and adapt to different contexts, while integrating equality and inclusion. Establishing teaching and learning centres is important to offer training and expertise, and mentorship programs can also aid early career educators.

Recognizing the Value of Teaching: Teaching should be acknowledged as an essential part of academia. Frameworks should be established to outline educators' development and career paths. Recognition can manifest through promotions based on teaching quality, incentives for innovative teaching, and support for research on teaching practices.

Allotting Time for Teaching and Collaboration: Integrating professional development into the academic workload is crucial. Stable employment and reasonable teaching loads are essential for maintaining educational quality. Time should be dedicated to preparation, innovation, and collaborative activities among educators. Additionally, it's important to recognize that reforms about teaching enhancement are a long-term process.

Proposals for the Ministerial Communiqué on STUDENT-CENTRED LEARNING

We will incorporate a commitment to SCL into **legislation** and/or national **strategies**, ensuring adequate **funding** and proper **support structures** for implementation.

We encourage higher education institutions to take a proactive approach for adapting to the changing environment through **flexible** learning, while ensuring that students are empowered to use their autonomy and responsibility in their learning experience (including in assessment), respecting a **diversity** of learners, ensuring the acquisition of skills for the future and emphasising critical thinking. We commit to create and implement policies that bridge the disparity in educational starting points, in an effort to achieve equity by guaranteeing that all students have **equal opportunities** to succeed.
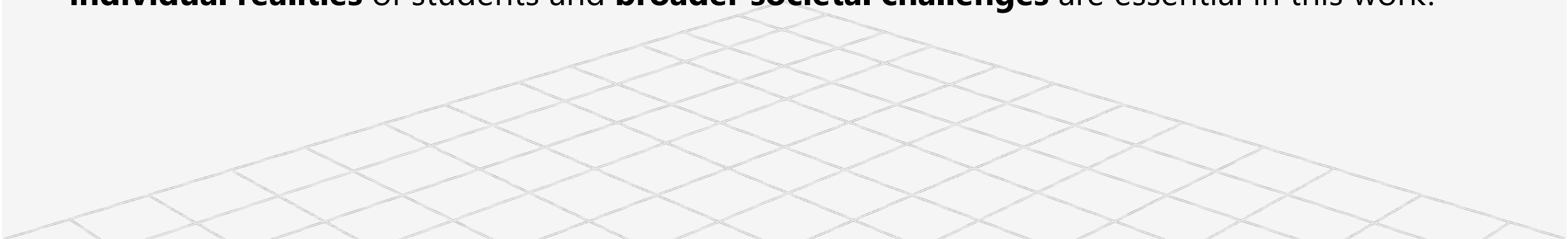
We call upon the BFUG to establish a **thematic peer learning group** on student-centred learning to bring together institutions from across the EHEA to exchange and learn from each other, to work towards a commonly shared and operational definition, and to propose concrete actions of how to enhance the implementation.

Proposals for the Ministerial Communiqué on DIGITALISATION and ARTIFICIAL INTELLIGENCE

Acknowledging the transformative power of **digitalisation and artificial intelligence (AI)** in higher education, we emphasise ethical considerations in these areas. We affirm our commitment to encourage HEIs to develop policies that promote the ethical use of AI in teaching and learning and in scientific practice. We encourage institutions to integrate ethical principles into digitalisation efforts, ensuring transparency, fairness, and student and staff well-being. This includes engaging with students as partners and with staff on responsible AI use and maintaining data ethics in learning and teaching, including in learning analytics. We will support the development of ethical guidelines and the provision of AI literacy for students and staff. By considering ethics in digitalisation and AI adoption in teaching and learning, we commit to enhance educational quality, inclusivity, and uphold human rights, while harnessing the potential of digitalisation and of AI for positive impact on our societies.

Proposals for the Ministerial Communiqué on TRANSFORMATIVE LEARNING AND TEACHING

We recommend that the BFUG develop a **strategic approach** to explore transformative learning and teaching. This recommendation supports higher education institutions in further exploring, developing, and documenting transformative learning and teaching approaches and initiatives. We have seen that these can come from various approaches and standpoints, including **technological change** in practices and approaches. We encourage higher education institutions and EHEA members to recognise and promote transformative learning and teaching opportunities proactively. In addition, recognising and encouraging transformative approaches to learning and teaching, respecting the diversity of learners, and considering both the **individual realities** of students and **broader societal challenges** are essential in this work.

Thank you for your attention,
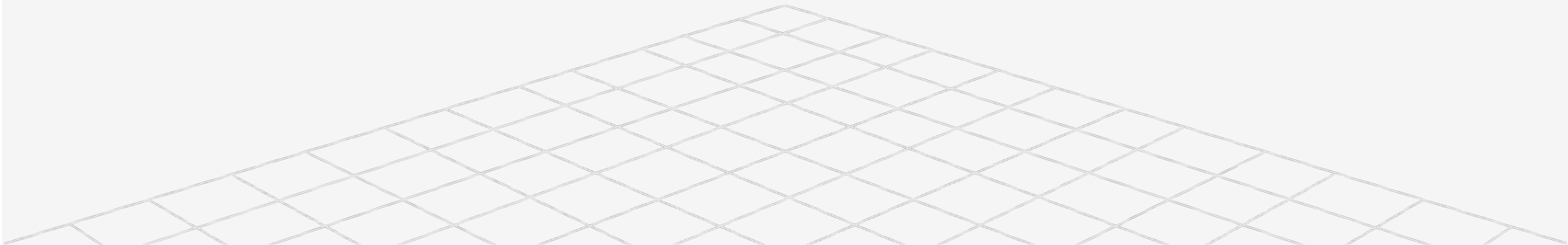## on behalf of the co-chairs of the WG L&T

Tim Conlon (IE)

Jon Altuna (EURASHE)

Philippe Lalle (FR)

Thank you for your attention,
on behalf of the co-chairs of the WG L&T

Tim Conlon (IE)

Ana Tecilazić (EURASHE)

Philippe Lalle (FR)