

2023 European Learning & Teaching Forum

Connecting people, spaces and realities

2-3 February 2023, University of Deusto, Bilbao, Spain

Session abstracts

Thursday 2 February, 09.30-10.45

Room Paraninfo: Official Opening and Plenary Session I: Moving together or pulling in different directions? On flexibility and (dis)connection

Official opening by Anne Lequy, Chair of EUA Learning & Teaching Steering Committee and Professor, Magdeburg-Stendal University of Applied Sciences, Germany, and José María Guibert, S.I., Rector, University of Deusto

Plenary chaired by Anne Lequy

The past years have witnessed an ever-increasing drive towards more digital and blended learning and teaching models within higher education institutions, culminating in the near-total digitalisation of education provision during the Covid-19 pandemic. As higher education institutions retain flexible education, they can grant not only students but also teachers and other staff members more freedom than ever before to adjust their working time and mode to their needs and rhythms. As this may change the way collaboration takes place within an institution, it is time to take stock of different modalities of intra-institutional collaboration and consider their value for the improvement of learning and teaching. This session will discuss how individuals within an institution combine the best of flexibility and connection for the benefit of the learning and teaching process.

- Alastair Creelman, E-learning expert, EDEN Senior Fellow and DIGI-HE Advisory Board member, formerly at Linnæus University, Sweden
- Míde Nic Fhionnlaíoch, Welfare Officer, University College Dublin Students' Union, Ireland

Thursday 2 February, 11.15-12.45

In this timeslot, participants may choose between several parallel breakout sessions. Three interactive, 90-minute workshop sessions are available, as well as two presentation sessions. The presentation sessions have two parts and include a 10-minute break after 40 minutes, allowing participants to switch to another presentation session for the second half, if desired.

90-minute workshop sessions

Room 262: Needs and wellbeing of students and staff

This session is an interactive focus group facilitated by members of the 2022 [EUA Learning & Teaching Thematic Peer Group](#) "Needs and wellbeing of students and staff". Maximum seating capacity is 30.

The wellbeing of students and staff of higher education institutions has received increased attention in the recent past, and especially so during the Covid-19 pandemic, when widespread lockdowns forced virtually every member of an institution to conduct most, if not all, of their activities from home. The emergency remote teaching that ensued as a consequence of lockdowns highlighted many benefits of digitally enhanced learning and teaching, but it also shone a spotlight on the potentially detrimental effects of an institution's actions and activities on its members' wellbeing.

Against this backdrop, the EUA Learning & Teaching Thematic Peer Group “Needs and wellbeing of students and staff”, which gathered peers from eight higher education institutions from across the European Higher Education Area, was tasked with exploring how institutions can be more attentive and better organised in addressing and supporting the wellbeing of their students and staff members, both on site and online. The group sought answers to this question through surveys conducted among students and staff members at their institutions, a student focus group and meetings to exchange good practice in supporting mental, emotional and physical wellbeing.

The group’s report will be published in March 2023, but in this session, participants will get an exclusive sneak peek into the group’s findings, including which factors affect students’ and staff members’ wellbeing the most, how these factors have been impacted by an increased digitalisation of education provision and what institutions can do to adequately address them. Participants will be invited to interactively explore in small groups how these findings may be utilised at their own institutions. The session will also be an opportunity to provide feedback on the applicability and feasibility of these findings, and thus to help shape the final group report.

- Stephen Rutherford, Cardiff University, United Kingdom
 - Gosia Mitka, University of St Andrews, United Kingdom
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[Room 263: Out of the box: Co-teaching in interdisciplinary contexts](#)

This is an interactive workshop session. Maximum seating capacity is 30.

Co-teaching, in the sense of a collaborative partnership between two or more teachers, offers an opportunity for professional development for the teachers involved, as well as multiple benefits for students, including greater variety of instruction, access to multiple perspectives, or increased diversity of feedback. Moreover, co-teaching strategies may be applied not only as part of single courses, but also in the context of interdisciplinary collaborations. In this workshop, participants will reflect on the main benefits and challenges of co-teaching, and collaborate to design a co-taught, interdisciplinary project. Specifically, facilitators will (1) introduce different co-teaching models based on teacher presence (team-teaching/station, teaching/parallel teaching) and teacher roles (lead/lead, lead/support, content/language), (2) contextualise the models, inviting participants to discuss challenges and solutions provided by each, with specific reference to interdisciplinary collaboration, and, lastly (3) suggest practical steps to be taken in order to set up a successful teaching collaboration, including planning, communication, classroom management and assessment.

- Alfonso López-Hernández, Comillas Pontifical University, Spain
 - Lola Costa Gálvez, Comillas Pontifical University, Spain
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[Room 264: Students as partners in teaching and learning: Extending findings from the evaluation of a student intern scheme across eight Irish universities](#)

This is an interactive workshop session. Maximum seating capacity is 30.

The Enhancing Digital Teaching and Learning in Irish Universities project (EDTL) ran from 2019 to 2022, led by the Irish Universities Association (IUA). Between November 2019 and November 2022, the project recruited 24 student associate interns with the main objective of bringing students’ voices to the project and actively involving them in creating digital resources to support teaching and learning in eight university partners. Each university had a student intern who worked collaboratively with a university project lead and four interns worked with the project manager within the IUA. All interns were enrolled as students at under or postgraduate level at the time of the internship. An evaluation of the EDTL intern scheme has been carried out, by an intern working with the IUA, based on in-depth qualitative interviews with interns and staff involved in the project.

The report includes recommendations for student/staff partnerships in teaching and learning in higher education.

- Sharon Flynn, Irish Universities Association, Ireland
- Fernandos Ongolly, Irish Universities Association, Ireland
- Míde Nic Fhionnlaoich, University College Dublin, Ireland

Two-part presentation sessions

Room 265: Ensuring relevant skills for students and teachers

Chaired by Stephanie Marshall, EUA Learning & Teaching Steering Committee member and Vice Principal for Education, Queen Mary University of London, United Kingdom

This session consists of a series of five practice presentations. After 40 minutes, there is a break of 10 minutes, allowing participants to switch room if desired.

Practice presentations:

In the first part of the session, three speakers present different approaches to equipping learners with the skills, knowledge and competencies, beyond discipline-specific content, that are required for their future path:

- Embedding the UCC Graduate Attributes Programme (Adel Coleman, University College Cork, Ireland)
- Preparing PhD candidates for academic careers: Learning and teaching (Karen P. DePauw, Virginia Tech, United States of America)
- Comparison of different models of project course itineraries (Ramon Bragós, ETSETB – Universitat Politècnica de Catalunya, Spain)

Break

Practice presentations:

The session's second part is dedicated to examples of institutional approaches to ensuring that teaching staff have sufficient and adequate opportunities to enhance their teaching capacities and innovate:

- Inside out or outside in? Lessons learnt from national pedagogical staff development initiatives in Portugal and Slovenia (Manuel João Costa, University of Minho and Sandra Soares, University of Aveiro, Portugal and Tomaž Deželan, University of Ljubljana, Slovenia)
- The joint EPICUR Centre for Learning and Teaching: Competence development and networking of university teaching staff in the context of a European university alliance (Dorthe Hutz-Nierhoff and Lisa Hüther-Pape, University of Freiburg, Germany)

Room Paraninfo: Ensuring digitally competent students and teachers

Chaired by Marja Sutela, EUA Learning & Teaching Steering Committee member and Vice-President, Tampere University, Finland

This session consists of a paper presentation in the first half, and a series of three practice presentations in the second half. After 40 minutes, there is a break of 10 minutes, allowing participants to switch room if desired.

Paper presentation: Post-pandemic education for the students of the future

The Covid-19 pandemic has had a major impact on the field of education, with the forced move of many activities to online environments. This has led to the adoption of a series of changes that

focus on students' intelligence, resilience, and emotional intelligence. This new model of education will combine classic face-to-face learning with online learning, since it has been shown that students can learn more efficiently online. In this paper, we discuss the distributed classroom paradigm that takes advantage of novel methods such as Massive Open Online Courses, Research-Based Learning and Digital and Virtual Labs. The paper also analyses responses from a related questionnaire and proposes a distributed classroom implementation for Education 4.0 using eduGAIN, CKAN, and JupyterHub.

- Radu-Ioan Ciobanu, University Politehnica of Bucharest, Romania

Break

Practice presentations:

Three practice presentations outline institutional approaches to ensuring that students and teachers have adequate digital skills:

- How to quickly upskill university teaching staff in digital skills? (Javier Nó, University Loyola Andalusia, Spain)
- Investigating digital agility: Using a chatbot to scaffold learning opportunities for students (Niamh Armstrong, Mary Immaculate College, Ireland)
- Building digital teaching and learning capabilities across the Atlantic Technological University: learnings from the digital transformation journey (Carina Ginty, Atlantic Technological University, Ireland)

Thursday 2 February, 12.45-14.15

Room Paraninfo: Lunch session: [European Higher Education Area \(EHEA\) and European Education Area \(EEA\) – What's the difference?](#)

From 13.30 onwards, during the lunch break, participants may choose to attend an interactive session on the key elements and objectives of the EHEA and the EEA.

- Michael Gaebel, Director of Higher Education Policy, EUA
- Maria Kelo, Director of Institutional Development, EUA

Thursday 2 February, 14.15-15.45

In this timeslot, participants may choose between several parallel breakout sessions. Three interactive, 90-minute workshop sessions are available, as well as two presentation sessions. The presentation sessions have two parts and include a 10-minute break after 40 minutes, allowing participants to switch to another presentation session for the second half, if desired.

90-minute workshop sessions

Room 262: [Collaborative teaching practice](#)

This session is an interactive focus group facilitated by members of the 2022 [EUA Learning & Teaching Thematic Peer Group](#) "Collaborative teaching practice". Maximum seating capacity is 30.

The EUA Thematic Peer Group 'Collaborative teaching practice,' comprising 10 institutions from 10 countries across Europe, convened throughout 2022 to discuss the main opportunities and challenges faced by higher education institutions in embedding collaborative teaching practice, as well as examples of excellent practice. In this focus group, participants will test the initial findings from the group's draft report. In particular, they will be invited to reflect on the challenges pinpointed

by the group and introduce additional challenges based on their institutional experience. Participants will also explore a selection of the group's recommendations from the summary report and discuss what further support is needed to implement them in the participants' respective national and institutional contexts.

This will be an interactive session to stimulate discussion between workshop participants and the thematic peer group members with the aim of honing the key findings of the final report.

- Eila Pajarre, Tampere University, Finland
 - Sanna Kivimäki, Tampere University, Finland
 - Dorthe Hutz-Nierhoff, University of Freiburg, Germany
 - Mary Fitzpatrick, University of Limerick, Ireland
 - Alison Morrisroe, EUA, Belgium
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Room 263: Cultivating the globally sustainable self: Enhancing teaching and learning through depth-based assessment

This is an interactive workshop session. Maximum seating capacity is 30.

Teachers often only have real insight into the group dynamics of their class after several months of teaching. This workshop will present a method which offers teachers important insights into a group's make-up from day one. Participants will have first-hand experience of an internationally validated assessment measure, the BEVI (Beliefs, Events and Values Inventory). On receiving their own personalised and confidential individual report, participants will appreciate how the BEVI can stimulate individual learners to consider how their world-view conditions their connection with other people, spaces and realities. Later, analysis of a group report, based on all participants' scores, will indicate how these results can generate powerful class discussions respect for diversity among learners. For institutions, testing larger groups provides important objective information about their students' mindsets and world-views, and testing groups over time can provide irrefutable evidence of the effectiveness of their particular institution's programmes and courses as they impact on students' learning, growth and development.

- John Style, Rovira i Virgili University, Spain
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Room 264: Community-Engaged Learning: Practice in the European context

This is an interactive workshop session. Maximum seating capacity is 30.

Community-Engaged Learning (CEL) is a form of experiential learning that connects the university to the community for the mutually beneficial exchange of knowledge and resources. It is a high impact educational practice with clear benefits for student learning. It can enhance citizenship and promote more participatory, and democratic, approaches to knowledge production. CEL promotes the practice of working with diverse stakeholders and establishes the right conditions for addressing complex challenges such as the SDGs. In Ireland, we have been building a community of practice in CEL since 2014. Most recently this has taken the form of the national staff development initiative for teaching staff to create CEL advocates. In this workshop participants will identify potential community partners using a mapping technique, hear practice-based examples and be guided in the identification of opportunities to structure CEL in learning and teaching.

- Conor Anderson, Irish Universities Association
 - Catherine O'Mahony and Angela Veale, University College Cork, Ireland
 - Naomi Masheti, Cork Migrant Centre, Ireland
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Two-part presentation sessions

Room 265: Innovative approaches to ensuring high quality learning and teaching

Chaired by Sharon Flynn, DIGI-HE Advisory Board member and National Coordinator, NTUTORR, Technological Higher Education Association, Ireland

This is a half session consisting of a series of three practice presentations, which ends after 40 minutes, allowing participants to switch room if desired. Various collaborative and self-reflected approaches to ensuring learning and teaching enhancement are presented in this session:

- The challenge of connecting people, spaces and realities for a successful dual education implementation at the University of Deusto (Irene Cuesta Gorostidi, Isabel Fernández Rodríguez, Uxue Gutierrez Rodríguez and Ane Sagarzazu Zulaica, University of Deusto, Spain)
- Leaders as change agents, does design thinking work in academia? (Morten Brekke, University of Agder, Norway)
- Piloting a pedagogical self-reflection method for teacher educators based on mobile-eye tracking (Lina Kaminskienė, Kateryna Horlenko and Jovita Matulaitienė, Vytautas Magnus University, Lithuania)

Room Paraninfo: Collaboration and co-creation in education provision

Chaired by Romita Iucu, EUA Learning & Teaching Steering Committee member and President of Board of Trustees, University of Bucharest, Romania

This session consists of a paper presentation in the first half, and a series of two practice presentations in the second half. After 40 minutes, there is a break of 10 minutes, allowing participants to switch room if desired.

Paper presentation: National student engagement in Scotland: creating and developing spaces for partnership

At a time of continuing and globally driven change, and with the growing importance of the student voice in quality, the national level of decision making is a crucial arena for building partnership in quality. Drawing on experiences in Scotland, and on related literature and policy, this article highlights how sparqs (Scotland's national agency for student engagement) supports and develops national spaces for student-staff partnership, with a particular focus on the arenas of policy making, quality monitoring activity and advancement of the professionalisation of student engagement. In exploring these three areas, the article shares various approaches and tools used to enable Scottish sector-level student engagement and draws conclusions about the importance of such national spaces and the ways in which they can impact on learning, teaching and enhancement.

- Megan Brown, sparqs, United Kingdom
- Simon Varwell, sparqs, United Kingdom

Break

Practice presentations:

Two presentations highlight peer and collaborative approaches to tackling common challenges and ensuring student success:

- Co-constructing student induction: Lessons learnt from student/ services/ academics co-design of the annual programme at the University of Minho (Manuel João Costa, Filipe Rocha, Ana Carvalho, Ângela Maia, Duarte Lopes, Júlia Costa, Margarida Isaías, Mariana Monteiro and Marta Lopes, University of Minho, Portugal)
- LABi³- Realising international innovative teaching together (Anne Nadolny and Saskia Schwermann, University of Applied Sciences and Art Hannover, Germany)

Thursday 2 February, 16.15-17.30

Room Parainfo: Plenary Session II: Strategic approaches to collaboration in higher education: Experiences from the European university alliances

Chaired by Marta Žuvić, EUA Learning & Teaching Steering Committee member and Vice-Rector, University of Rijeka, Croatia

Educational collaboration between higher education institutions, as well as with non-higher education actors, is generally considered to have a positive impact on the quality of learning and teaching. This session puts this common conviction to the test by asking what added value lies in joint programmes and learning design, based on the experience of various European university alliances. A panel during this session will share lessons learnt, the strategy behind the design of different forms of joint education provision, their evolution and associated challenges, as well as unique benefits.

- Kevin Guillaume, Secretary General, Circle U. European University Alliance
- Núria Casamitjana, CHARM EU European University Alliance Commissioner, University of Barcelona, Spain
- Alois Frotschnig, Chairperson of University of Applied Sciences Board, University of Applied Sciences St. Pölten, Austria, E³UDRES² European University Alliance

Friday 3 February, 09.30-11.00

In this timeslot, participants may choose between several parallel breakout sessions. Four interactive, 90-minute workshop sessions are available, as well as one presentation session. The presentation session has two parts and includes a 10-minute break after 40 minutes.

90-minute workshop sessions

Room 262: Digitally competent teachers in designing quality learning environments

This session is an interactive focus group facilitated by members of the 2022 [EUA Learning & Teaching Thematic Peer Group](#) "Digitally competent teachers in designing quality learning environments". Maximum seating capacity is 30.

The EUA Thematic Peer Group 'Digitally competent teachers in designing quality learning environments', comprising 11 institutions from 11 countries across Europe, convened throughout 2022 to discuss how to enable digitally competent teachers to design and implement quality digital learning, and how this can be supported in institutional and inter-institutional collaboration. Here, we will present the initial findings from our draft report, but more importantly, there will be an opportunity for you to contribute and influence the discourse around this topic area.

Some specific questions we wish to address in the session include:

1. How can HEIs create an integrated ecosystem where digital competence can flourish?
2. How can we build a supportive and collaborative community for developing teaching competence?
3. How can we develop an evidence-informed approach to our work?

This interactive session will foster discussion between workshop participants and the thematic peer group members with the aim of refining and shaping the final report.

- Christina Gummesson, Lund University, Sweden
- Cristina De Matteis, University of Nottingham, United Kingdom
- Thomas Steiner, HES-SO University of Applied Sciences and Arts Western Switzerland
- Elsa Estrela, Lusofona University, Portugal
- Kaitlin Lucas, Central European University, Austria

Room 263: Enhancing work-integrated learning (WIL) through strategic stakeholder collaboration at University West

This is an interactive workshop session. Maximum seating capacity is 30.

For graduates to be able to compete in the globalised world, study programmes must include knowledge, competences and skills that ensures that students with higher education degree are ready for a complex working life. At University West in Sweden, this means that programmes are developed in collaboration with societal partners to provide attractive educational offers, that corresponds to the societal long-term competence needs.

This workshop will discuss how the collaboration between universities and societal stakeholders can enhance theoretical and practical knowledge within both types of organisations and focus on how bringing together academia, working life and wider society can ensure that insights, solutions and mutual developments are created to meet global challenges. Moreover, participants will discuss the methodology of creating work-integrated learning and a community of practice connecting learners, teachers and other staff with local, regional and national stakeholders.

- Johan Linder, Emergency hospital Sweden NU - Sjukvården
- Hanne Smidt Södergård, University West, Sweden

Room 264: Facilitating Community Engaged Research & Learning (CERL) with collaborative learning circles: lessons from the E+ CIRCLET project

This is an interactive workshop session. Maximum seating capacity is 30.

As part of the Erasmus+ funded CIRCLET project (2019 – 2022), 100+ academics from five different universities and a wide range of disciplines have been experimenting with building Community Engaged Research and Learning (CERL) into their modules through an innovative, year-long, learning circle trajectory. CERL puts universities' famous third mission at the core and explores ways to build authentic partnerships with non-academic stakeholders. In this workshop, we aim to 1) stimulate critical debate around CERL as a framework 2) let participants experience our learning circle approach and its potential to facilitate fruitful exchanges around community engagement across disciplines 3) provide the opportunity to reflect on whether CERL and/or learning circles could be implemented in the research/educational practices of each of our participants, and 4) share valuable resources that can support them to achieve this goal. As such, we hope to strengthen both connections within universities as well as connections between universities and society.

- Brecht Van der Schueren, Vrije Universiteit Brussel, Belgium
- Linde Moriau, Vrije Universiteit Brussel, Belgium
- Judit Gáspár, Corvinus University of Budapest, Hungary
- Réka Matolay, Corvinus University of Budapest, Hungary
- Márta Frigyik, Corvinus University of Budapest, Hungary
- Emma McKenna, Queen's University Belfast, United Kingdom

Room 265: Engaging students as active agents in assessment and feedback

This is an interactive workshop session. Maximum seating capacity is 30.

Independent learning is fundamental within higher education. Students need self-regulatory abilities to accurately evaluate their progress and identify where they need to improve. Effective assessment is essential in supporting this development of self-regulatory skills. The research-informed EAT (Equity, Agency, Transparency) framework can support the development of assessments that encourage greater self-regulation in learners. EAT focuses on 3 dimensions: assessment literacy, feedback, and design, and is a simple tool for students and staff to use in partnership to enhance engagement with assessment and feedback processes. This practical, hands-on discussion session, led by a cross-European Erasmus+ funded project, will introduce colleagues to the EAT framework and how to use it to involve students more actively in assessment and feedback and enhance the impact on their learning. We will discuss ways of implementing EAT to evaluate and enhance assessments, working with students as partners and active agents in their own learning.

- Steve Rutherford, Cardiff University, United Kingdom
 - Carol Evans, Cardiff University, United Kingdom
 - Rafael de Miguel González, University of Zaragoza, Spain
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Two-part presentation session

Room Paraninfo: Addressing the challenges and opportunities of today and tomorrow

Chaired by Manuel João Tavares Mendes Costa, EUA Learning & Teaching Steering Committee member and Pro-Rector, University of Minho, Portugal

This session consists of a paper presentation in the first half, and a series of three practice presentations in the second half. After 40 minutes, there is a break of 10 minutes.

Paper presentation: Development of the UCC Graduate Attributes and Values Compass (GAP Compass)

The purpose of the Graduate Attributes Programme is to deliver a suite of transition modules to enable a successful student journey and to prepare students for their future. Transition Through initiatives provide targeted supports, deliver skills training and develop graduate attributes and values that go beyond disciplinary content knowledge and can be applied in life-wide contexts. The GAP Compass self-assessment and suite of learning experiences is the flagship initiative and supports a successful student transition through UCC. The values identified for inclusion in the GAP include: respect, ambition, compassion, resilience and integrity. The attributes selected were: creators, evaluators and communicators of knowledge, independent and creative thinkers, digitally fluent and socially responsible and effective global citizens who recognise and challenge inequality. Our goal is to foster the development of these crucial characteristics during our students' time with us. This goal requires a valid and reliable means of assessing each value and attribute.

- Adel Coleman, University College Cork, Ireland
- Mike Murphy, University College Cork, Ireland

Break

Practice presentations:

Three presentations demonstrate various paths, including student-centred and flexible learning and teaching, to ensuring fit-for-purpose higher education for an equitable future:

- Micro-credentials and blockchain in higher education (Rory McGreal, Athabasca University, Canada)
 - “On Solid Basis” project: interconnecting courses to foster gapless and competence-based knowledge, skills and proficiency (Alessandra Marini, University of Bergamo, Italy)
 - Social innovation in shrinking villages. The KiNESIS experience (Ruth Breeze, University of Navarra, Spain)
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Friday 3 February, 11.30-12.45

Room Paraninfo: Plenary Session III: Talking to bots and avatars: Are high-tech campuses the future?

Chaired by Manel Jiménez-Morales, Vice-Rector for Educational Transformation, Culture and Communication

Across Europe and elsewhere, numerous projects are underway to establish and further develop highly technologised campuses, allowing students, teachers and other university staff to study, work and interact with the help of virtual environments, artificial intelligence and – perhaps in the not-so-distant future – robotics. But are these tools a fad, a niche phenomenon, or the future of higher education provision? This session will explore which lessons have been learnt so far, what the effect of digitalised and technologised campuses on learning and teaching as well as student

and teacher interaction is, and whether they meet our expectations on data security, accessibility, and sustainability.

- Heli Harrikari, Strategic Lead, ECIU European University Alliance
 - Birgit Lugin, Head of Media Informatics, Julius-Maximilians University of Würzburg, Germany
 - Diana Andone, Director of e-Learning Centre, Politehnica University of Timisoara, Romania
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Friday 3 February, 12.45-13.00

Plenary III is immediately followed by the official conference closing and the invitation to the 2024 European Learning & Teaching Forum (12.45-13.00).

There is a lunch buffet for participants from 13.00 to 14.00.