

2024 European Learning & Teaching Forum

Learning for, in and with society

8-9 February 2024, Ruhr University Bochum, Germany

Inspired by the European University Association's vision for 2030, "[Universities without walls](#)", the 2024 European Learning & Teaching Forum will explore the various links between the societal responsibility of higher education and universities' learning and teaching activities. The event will address learning from three perspectives:

- For society, because there are many ways in which universities can have an impact as learning institutions in service to society, and demonstrate this, for example through community-based learning and open education.
- In society, because universities can only truly serve society if higher education is based on a comprehensive, agile and forward-looking understanding of learning and skills' needs, for example through collaborative projects to address societal challenges.
- With society, because universities need the exchange and engagement of all stakeholders and their broader community to understand, respond to and address current and future learning and skills requirements, including in the context of artificial intelligence, for example through co-curricular and other co-creative approaches to learning and teaching.

Through a mix of plenary and parallel sessions, the Forum provides a platform for discussion and exchange of practice on how universities enhance learning and teaching. The Forum also presents the work of the [2023 EUA Learning & Teaching Thematic Peer Groups](#). It aims to gather higher education professionals working at different levels on matters of learning and teaching to exchange and discuss institutional practice and policy developments. The Forum is an ideal event for vice-rectors for academic affairs, deans, heads of learning and teaching centres, and management involved in learning and teaching. It also welcomes students, policy makers and other stakeholders in higher education.

Programme

Wednesday, 7 February: pre-Forum meetings (by invitation only)

11.00-13.00	Steering Committee meeting
13.00-14.00	Lunch and registration for Steering Committee and Thematic Peer Group members
14.00-18.00	Pre-Forum workshop for members of the Thematic Peer Groups
17.30-18.30	Registration for the Forum
18.00-19.30	Reception for Key Players and Thematic Peer Group members

Thursday 8 February and Friday 9 February: 2024 European Learning & Teaching Forum

Thursday 8 February, 09.00-09.25

Room “Sparkassen-Saal 2b”: EUA in a nutshell

This is an interactive introductory session for “EUA newcomers” and everybody else with an interest in what the association does and how it works.

Thursday 8 February, 09.30-10.45

Room “Sparkassen-Saal 2a”: Official Opening and Plenary Session I: Learning and teaching for societal impact

Official opening by Anne Lequy, Chair of EUA Learning & Teaching Steering Committee and Martin Paul, Rector, Ruhr University Bochum

Plenary chaired by Manel Jiménez-Morales, Vice-President for Alliances, Open University of Catalonia, Spain

This session explores how societal impact can be integrated as a key consideration in learning and teaching, including in curriculum design and extra-curricular activities. Examples which will be discussed include world citizenship and democracy education, as well as local and regional engagement.

- Rebecka Lettevall, Pro Vice-Chancellor of Global Engagement and Human Rights, Malmö University, Sweden
 - Matic Kramberger, Chairman of Board of Education, Association of Student Clubs of Slovenia
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Thursday 8 February, 11.15-12.45

In this timeslot, participants may choose between several parallel breakout sessions. Four interactive sessions and one presentation session are available. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

Room “Saal 1”: Flexible learning and teaching: what, how, and does it work?

This session is an interactive focus group facilitated by members of the 2023 [EUA Learning & Teaching Thematic Peer Group](#) “Flexible learning and teaching: what, how, and does it work?”. Maximum seating capacity is 30.

Flexible learning means dynamic learning, and each higher education institution can find an individual definition and focus. Flexible learning paths refer to dynamic approaches in education that adapt to individual learning needs. These paths allow for personalized journeys, with different learning styles, paces, and preferences. By incorporating a mix of online and traditional methods, flexible learning emphasizes student autonomy, promotes self-regulation, and decision-making. It involves innovative curriculum designs, including technology and interactive resources. Teachers play a crucial role in guiding and supporting students along these paths. The goal is to create a learning environment that meets the diverse needs of an increasingly diverse student population. We will explore various challenges institutions face and provide recommendations to guide further development for institutions, where flexibility emerges as a cornerstone for academic success. Join us for a captivating session that promises fresh perspectives, meaningful discussions, and a glimpse into the future of education.

- Morten Brekke, University of Agder, Norway
- Carla Maria Amaral, University of Trás-os-Montes e Alto Douro, Portugal
- José Cravino, University of Trás-os-Montes e Alto Douro, Portugal

Room “Saal 3”: Teaching (for) social change – Service-learning as a means to foster and bolster the third mission

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

As a community-engaged pedagogy, service-learning aims not only to encourage students to learn in and with society, but also to improve it. Through an engagement that starts from community-identified needs and is inextricably linked to the curriculum via critical reflection, students develop civic responsibility as well as agency and self-efficacy in driving positive social change. As such, service-learning has the power to generate profound societal change, both in and through education. Starting from two examples of well-established service-learning programmes, in Germany and Belgium, this workshop will delve into strategies for implementing community-engaged pedagogies as part of a university’s core mission. By means of a hands-on tool, the card deck “Service Learning in Higher Education”, we will explore opportunities for creating space and fostering support for service-learning at all levels of the institution, from university policy makers to faculty, teaching staff and students.

- Karsten Alteschmidt, University of Duisburg-Essen, Germany
- Jörg Miller, University of Duisburg-Essen, Germany

Room “Saal 4”: Mainstreaming teaching and learning for societal good through academic quality and student engagement processes

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

The concept of higher education learning being undertaken for, with and in society has been a longstanding pedagogic paradigm for Education for Sustainable Development (ESD). This session examines how teaching and learning agendas concerned with societal good (such as ESD) can be addressed strategically by using formal academic quality and student engagement processes to drive curriculum design. Such processes include programme (re)accreditations, module reviews, curriculum transformation and student co-design. The session builds upon a 2022-23 collaborative project undertaken with 11 UK partner universities, which co-developed principles and practices to drive strategic engagement with ESD. Through a discussion-based workshop format, participants will have the opportunity to: reflect on how their own institutions address cross-cutting agendas such as ESD via formal processes influencing the taught curriculum; see specific examples for harnessing these processes, covering a range of institutional contexts; and discuss the opportunities and challenges for making enhancements at their own institutions.

- Andrew Reeves, De Montfort University, United Kingdom

Room “Carthago”: Teaching with impact: Challenge-based learning as an approach for practice-oriented teaching

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

Universities are responsible actors and drivers in regional and supra-regional economic and social contexts. Non-university stakeholders increasingly expect universities to directly contribute to sustainable social development, not only by researching and teaching theoretical principles, but by suggesting solutions to practical and socially relevant issues. In this context, developing methods and formats for interactions between higher education institutions and society, especially in teaching, is a challenge for stakeholders. Challenge-based learning (CBL) formats are an

exciting and well-established way to change one's own teaching in this direction. In CBL formats, students work together with external partners, often in interdisciplinary settings, to find solutions to real-life, social or entrepreneurial challenges. They build competences that are difficult to teach in other formats. Teachers have the task of identifying a socially relevant problem, finding collaboration partners, integrating them in a didactically sensible way and accompanying the students as they work on the problem.

- Stephanie Heimgartner, Ruhr University Bochum, Germany
- Michael Weckop, Ruhr University Bochum, Germany

Presentation session

Room “Sparkassen-Saal 2a”: Collaborative approaches to ensuring a more authentic learning experience

Chaired by Marta Žuvić, Vice-Rector, University of Rijeka, Croatia

This session consists of one paper presentation and three practice presentations, followed by time for Q&A:

- Paper presentation “Student perceptions of Living Lab research internships in the COVID-19 pandemic – a Dutch case study” (Indira van der Zande, University of Groningen, Netherlands)
- Practice presentation “Building academia-society bonds: The IMAGO Living Lab experience” (Myriame Ali-Oualla, University of Bordeaux, France). The presentation focuses on the development of innovative pedagogies in multidisciplinary programs, highlighting the challenges of navigating systemic barriers within institutional frameworks through the IMAGO Living Lab project case study.
- Practice presentation “Learning with university stakeholders in the SME sector: The case of Company Clinics” (Kathleen O’Reilly and Geraldine Lavin, University College Dublin, Ireland). A review of 10 years of non-placement work-integrated-learning at postgraduate level and its benefits to SMEs.
- Practice presentation “iPLAY-PCE (Inclusive Play & Leisure Activities for Youth, Parent/Community Engagement)” (Brigitte Moody, Daniel Tindall and Sean Healy, University of Limerick, Ireland). A collaboration between the University of Limerick and its local community to explore bridging the gap in physical activity provision for young people with disabilities.

Thursday 8 February, 13.30-14.15

Room “Sparkassen-Saal 2a”: News from the EU and EHEA: an update on European higher education policies

From 13.30 onwards, during the lunch break (12.45-14.15), participants may choose to attend a session on various European-level policies and other developments with an impact on learning and teaching, including the Erasmus+ European Education Area and the 2024 EHEA Ministerial Conference in Albania.

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

Thursday 8 February, 14.15-15.45

In this timeslot, participants may choose between several parallel breakout sessions. Three interactive sessions are available, as well as two presentation sessions. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

Room “Saal 1”: Challenges and enablers in designing transnational joint education provision

This session is an interactive focus group facilitated by members of the 2023 [EUA Learning & Teaching Thematic Peer Group](#) “Challenges and enablers in designing transnational joint education provision”. Maximum seating capacity is 30.

Among the many forms of internationalisation in which higher education institutions have been engaged, teaching and learning across borders – or transnational education – has been a privileged focus in Europe. Moreover, the joint provision of transnational education – education jointly developed and delivered by two or more institutions in different countries – has emerged as a desired experience for many students, a key priority of several institutions, and a site of innovation.

The EUA Thematic Peer Group ‘Transnational Joint Education Provision,’ representing 10 institutions in as many countries from across Europe, convened throughout 2023 to discuss the main opportunities and challenges faced by higher education institutions with respect to developing and delivering transnational joint education provision, as well as to share examples of institutional practice.

In this focus group, participants will test the initial findings from the group’s draft report. In particular, they will be invited to brainstorm challenges associated with transnational joint education provision based on their own institutional experience and compare them to those pinned down by the TPG. 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 the participants and several members of the TPG with the aim of honing the key findings of the final report.

- Michael Kozakowski, Central European University, Austria
- Anna-Eva Grutza, Central European University, Austria
- Heike Jaeckels, HTW SAAR, Germany

Room “Saal 3”: Creating a student-centred reality: a strategic odyssey

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

Centring students in higher education (HE) is not just about acknowledging our presence; it's about active engagement. It involves considering students’ perspectives, engaging in meaningful dialogue, and co-designing educational experiences with us. These principles, outlined in a collaborative paper with two fellow students, hold great promise in theory, yet their practical implementation can be challenging. In my experience, merely relying on evaluation forms and involving selected student representatives to board meetings falls short of truly placing students at the heart of HE. To effect substantial change, universities must adopt a bolder, more visionary approach. This student-facilitated workshop invites participants to embark on a transformative journey, one that will help them to strategically centre students by exploring the implications of this approach for their institutions and practices. By attending, participants will gain the tools and insights needed to take concrete steps toward a more student-centred approach in their professional roles.

- Lea Paulin Bachus, Bielefeld University/Humboldt University of Berlin, Germany

- Channa van der Brug, Hochschulforum Digitalisierung for Stifterverband, Germany
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Room “Carthago”: A challenge-based “sprint” to learn with, in and for society

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

This workshop focuses on enhancing university-society linkages using challenge-based education (CBE), an educational approach designed to address complex “wicked” problems that confound policymakers, academics, and citizens. Its dual objectives are to let participants identify obstacles in strengthening these connections and to introduce them to CBE through a fast-paced CBE-Sprint activity. During the CBE sprint, participants define related challenges, research them, and propose solutions, connecting this experience to the broader CBE framework and its potential applications within their institutions. As such, this hands-on workshop will highlight how CBE prioritizes experiential learning, with a call to action for practical, timely solutions to real-world challenges, and the organizational benefits of using CBE to tackle strategic challenges, fostering a shared vision and language to achieve institutional goals.

- Mansi Sharma, Ghent University, Belgium
 - Lobke Van Damme, Ghent University, Belgium
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Presentation sessions

Room “Sparkassen-Saal 2a”: Reimagining education

Chaired by Manuel João Costa, Pro-Rector, University of Minho, Portugal

This session consists of one paper presentation and three practice presentations, followed by time for Q&A:

- Paper presentation “The relationship between high-impact educational practices at university and learning approaches” (Isabel Muñoz-San Roque and Gonzalo Aza-Blanc, Universidad Pontificia Comillas de Madrid, Spain). The paper focuses on the relationship between using learning approaches (deep and surface) and the students' perceived footprint of various high-impact activities on their personal and professional development.
 - Practice presentation “Radically re-imagining undergraduate education for the 21st century: Insights and lessons from DCU Futures” (Ciarán Dunne and Susan Hegarty, Dublin City University, Ireland). This presentation focuses on the pressing need to re-imagine higher education in the context of rapid change and unprecedented disruption, with a specific focus on DCU's approach to integrating, assessing and evidencing key transversal skill within formal programme structures.
 - Practice presentation “Understanding Society: Articulating an Educational Innovation Agenda at Tilburg University” (Nikos Basbas, Tilburg University, Netherlands)
 - Practice presentation “The Universitat Autònoma de Barcelona’s shared agenda on the implementation of challenge-based learning: increasing the impact of the university on society” (Myra Ronzoni, Universitat Autònoma de Barcelona, Spain). This contribution will describe a specific example of transformative innovation at the university: the implementation of the challenge-based learning methodology in two of the university's faculties.
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Room “Saal 4”: The impact of collaborative networks on the societal relevance of learning and teaching

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

This session consists of four practice presentations, followed by time for Q&A:

- Practice presentation “YUFE Minors: A new way of studying in Europe” (Peter Vermeer, University of Maastricht, Netherlands). The YUFE Minor empowers students to address global challenges by grounding them in local contexts, fostering civic engagement, interdisciplinary thinking, cultural understanding, and personalizing their curriculum – preparing them to shape the future of Europe.
- Practice presentation “Educating with and for society through flexible international programmes - an example by the EU-CONEXUS European university alliance (Malgorzata Musinska, Catholic University of Valencia, Spain). This presentation will explore attempts to involve local industries in teaching activities in EU-CONEXUS joint international programmes, including successes and challenges.
- Practice presentation “Simulating human rights in peacebuilding” (Stéphane Voell and Thorsten Bonacker, University of Marburg, Germany). The Erasmus+ project “SHARINPEACE” aims to teach the interconnectedness of peace and human rights by developing an innovative module, including a Crisis Interventions Simulation (CRIS), where students engage in role plays to understand conflict resolution strategies.
- Practice presentation “Collaborating for a night without walls” (Ana Santos Carvalho, University of Coimbra, Portugal). The answer to a successful science communication event can be to involve people and organisations from different areas of local society, responding to the different objectives and needs they present. This presentation will guide attendees through a practical example.

Thursday 8 February, 16.15-17.30

Room “Sparkassen-Saal 2a”: Plenary Session II: When the stakes are high: making external stakeholder involvement a win-win-win

Chaired by Marta Žuvić, Vice-rector for Studies, Students and Quality Assurance, University of Rijeka, Croatia

This session explores various approaches to involving external stakeholders, such as industry, civil society and the local community, in a way that benefits the learners, external stakeholders, the institution and society as a whole. Through a discussion with panellists representing diverse perspectives, the session will examine the tangible benefits different higher education stakeholders may expect from consultation and cooperation processes, how to ensure these benefits are achieved, as well as potential challenges.

- Kate Morris, Head of Engaged Research, Innovation, Societal Impact, Irish Universities Association (IUA)
- Rui Lima, Associate Professor, University of Minho, Portugal
- Lisa Methling, Consultant for Political Networking and Europe, City of Bochum, Germany

Friday 9 February, 09.30-11.00

In this timeslot, participants may choose between several parallel breakout sessions. Five interactive sessions and one presentation session are available. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

Room “Saal 1”: Development and strategic benefits of learning and teaching centres

This session is an interactive focus group facilitated by members of the 2023 [EUA Learning & Teaching Thematic Peer Group](#) “Development and strategic benefits of learning and teaching centres”. Maximum seating capacity is 30.

This focus group presents the findings of the EUA Learning & Teaching Thematic Peer Group (TPG) “Development and strategic benefits of learning and teaching centres”. Learning and teaching centres support the development of their higher education institution’s learning and teaching. The TPG was tasked with conducting an introspective analysis of these centres and delving into strategies for developing them, with the vision of enabling centres to take leading roles in the institutional strategic development of learning and teaching. Participants of this focus group will be introduced to the TPG’s findings, with a focus on a virtuous cycle model for centre development created, which participants will enact in small groups. The model and other findings will be illustrated with examples of good practice from the group’s members and participants will be invited to jointly reflect on these results. Finally, participants will have an opportunity to consider ways to further engage with the community of practice established by the TPG. Participants will leave the session with 1) a deeper understanding of the full range of what centres are and do, 2) food for thought on various ways of establishing, operating, monitoring and evaluating centres as part of and aligned with their own institution’s strategic goals and plans, and 3) a model for developing centres that can be tailored to their own institution, thus enabling participants to formulate strategies to amplify the impact of centres on an institutional, national and international scale. This session’s main target group includes centre staff and management, university leadership whose remit covers learning and teaching, as well as university staff and leadership with an interest in establishing such a centre at their own institution. Other participants such as students, researchers and teaching staff are also welcome.

- Berrin Yanıkkaya, Yeditepe University, Türkiye
- Gunvor Larsson Torstensdotter, Linköping University, Sweden
- Manuel João Costa, University of Minho, Portugal

Room “Saal 3”: Transcending institutional borders with future skills learning: moving from transfer to transformation in higher education

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

Modern societies need to educate the next generation to be agents of change in an increasingly vulnerable society in which social, economic, political and personal sustainability is in danger. In this situation the existing paradigm of higher education which is shaped around equipping students and experts to transfer knowledge to solve challenges is more and more in question, in favour of a new paradigm of transformation. Learning for, in and with society demands the development of specific skills in research such as future skills, green skills or transformational skills. Dual study programmes present an excellent possibility to achieve this shift to transformative higher education and focus on future skills development. They are designed to cross institutional borders by having students learn both within the higher education institution and at their workplace. Integrating the two perspectives holds potential for development of important future skills, needed to successfully act in unforeseeable futures and link institutions more closely to society with the help of students as transformation agents. The workshop will present an example of a fully integrated future skills study programme, engage participants to critically reflect on the role of future skills in “Learning for, in and with society” and invites them to practically try out, discuss and integrate tools, resources and concepts for learning them.

- Ulf-Daniel Ehlers, DHBW Karlsruhe, Germany
- Jörn Allmang, DHBW Karlsruhe, Germany

Room “Saal 4”: Using AI to prepare students for their role in society: how can we engage with new tools?

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

Higher education helps to prepare students to be flexible, lifelong learners and leaders in society. The emergence of generative artificial intelligence (GenAI) adds a novel tool that institutions and students will need to embrace. The opportunity for misuse of GenAI raises serious ethical and pedagogical concerns, potentially undermining the integrity of the assessment process and devaluing genuine learning, which may lead to a loss of trust in the educational system. We need to accept that students are aware of these tools, and some may choose to use them, therefore understanding the capabilities of these tools and how they can be used in assessments is critical. This understanding will allow for the redesign of assessments to make them more authentic and AI-resistant, which will produce more agile graduates who are able to contribute to society by developing the skills required for a graduate market increasingly shaped by AI.

NB, participating attendees are kindly requested to bring their own device (laptop, tablet, etc.) to the workshop.

- Nigel Francis, Cardiff University, United Kingdom
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Room “Carthago”: “Universities without walls” - Distributed leadership in higher education

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

With a firm eye on the conference theme’s link to “Universities without walls” this 90-minute workshop will explore the role of distributed leadership in realising EUA’s vision for 2030. Recognising the rapidly evolving global higher education landscape, and reflecting the need to be more fully ‘engaged’ with the external environments we support, we are mindful of the positive role that can be played by the adoption of distributed leadership as a means to attain objectives, while fulfilling personal ambitions and sustaining multi-pronged activity. This workshop will aid participants in exploring the opportunities and challenges of adopting a distributed leadership mindset. The workshop will seek to support universities in identifying targeted approaches to instil the model of distributed leadership, with a specific emphasis on how this approach can engender permeability with the ‘external’ environment.

- Pio Fenton, Munster Technological University, Ireland
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Room “Krakau”: Learning and teaching in EUA’s Trends 2024 study – What is changing, what is not, and what would you say?

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

Since 1999, the Trends series has consistently mapped developments in the European higher education landscape, as seen from the experiences of higher education institutions. In this workshop, EUA will share preliminary results concerning learning and teaching from the Trends 2024 study, with data collected from 490 institutions across the European Higher Education Area. While examining the broader context in which institutions evolve, Trends 2024 will address, among others, the emergence of new formats in education (such as micro-credentials), ongoing transformations in the aftermath of the pandemic (such as digitalisation and flexible learning), internationalisation, and the situation of staff and students. The workshop will invite participants to share their views and institutional experience related to developments mapped by Trends 2024 data, and engage in discussions regarding the current situation, and the future of learning and teaching.

- Michael Gaebel, EUA
 - Thérèse Zhang, EUA
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Presentation session

Room “Sparkassen-Saal 2a”: Empowering students to face today and tomorrow’s challenges

Chaired by Helene Peterbauer, Policy Analyst, EUA

This session consists of one paper presentation and three practice presentations, followed by time for Q&A:

- Paper presentation “Students as teacher whisperers: a case study of course co-creation for and with students” (Philippe Emplit and Valérie Vermeulen, Université libre de Bruxelles, Belgium). With the participation of co-creating students, this presentation will examine how the co-creation process has induced significant effects on a course setup, on the members of the pedagogical team, and on the student cohort; thus enhancing the student’s learning experience through a student-centred approach to learning.
- Practice presentation “Academic student competitions: empowering students to explore, create and grow” (Rio Pals, Wageningen University & Research, Netherlands). This presentation aims to share an approach to using student challenges as a way to empower students to become changemakers and will be an opportunity to learn from the experience of other participants.
- Practice presentation “Transdisciplinary Higher Education: Addressing Real-World Challenges Beyond Disciplinary Boundaries” (Eleni Spiroudis, University of Zurich, Switzerland). The contribution will discuss the benefits and challenges of transdisciplinary higher education in a comprehensive university and explore strategies to overcome these challenges based on the experience of the School for Transdisciplinary Studies at the University of Zurich.
- Practice presentation “Measuring social attitudes in service-learning programmes within diverse fields of study” (Javier Nó Sánchez and Cecilia de Arriba Rivas, Loyola University, Spain). Measuring social attitudes in service-learning programs proves challenging when comparing students from diverse backgrounds and experiences.

Friday 9 February, 11.30-12.45

Room “Sparkassen-Saal 2a”: Plenary Session III: The university as a learning institution

Chaired by Maria Kelo, Director for Institutional Development, EUA

This session engages in a conceptual reflection on learning, as food for thought and discussion with participants. It will explore the cognitive and developmental aspects of learning and how scientific evidence on how these processes function can be integrated into current pedagogical approaches.

- Bjørn Stensaker, Vice-Rector Education, University of Oslo, Norway
- Nora Jansone-Ratinika, Director of Centre for Educational Growth, Rīga Stradiņš University, Latvia
- Geneviève Le Fort, Vice-rector for Quality and Social Responsibility, University of Applied Sciences and Arts Western Switzerland
- Bernold Hasenknopf, Senior Advisor for European Commitment, Sorbonne University, France

Friday 9 February, 12.45-13.00

Plenary III is immediately followed by the official conference closing and the invitation to the 2025 European Learning & Teaching Forum (12.45-13.00).

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

Overview: Thursday, 8 February

Time	Session		Room
09.00-09.25	Pre-Forum introductory session "EUA in a nutshell"		Sparkassen-Saal 2b
09.30-10.45	Official Forum Opening and Plenary I: Learning and teaching for societal impact		Sparkassen-Saal 2a
10.45-11.15	Coffee break		Foyer
11.15-12.45	Parallel breakout sessions A	Focus group	Saal 1
		Workshop	Saal 3
		Workshop	Saal 4
		Workshop	Carthago
		Paper presentation + practice presentations	Sparkassen-Saal 2a
12.45-14.15	Lunch break		Foyer
	13.30-14.10: News from the EU and EHEA: an update on European higher education policies (optional)		Sparkassen-Saal 2a
14.15-15.45	Parallel breakout sessions B	Focus group	Saal 1
		Workshop	Saal 3
		Workshop	Carthago
		Paper presentation + practice presentations	Sparkassen-Saal 2a
		Practice presentations	Saal 4
15.45-16.15	Coffee break		Foyer
16.15-17.30	Plenary II: When the stakes are high: making external stakeholder involvement a win-win-win		Sparkassen-Saal 2a
<i>Free time or guided tour</i>			
18.30	Dinner		Rote Bete

Overview: Friday, 9 February

Time	Session	Room
09.30-11.00	Focus group	Saal 1
	Workshop	Saal 3
	Workshop	Saal 4
	Workshop	Carthago
	Workshop	Krakau
	Paper presentation + practice presentations	Sparkassen-Saal 2a
11.00-11.30	Coffee break	Foyer
11.30-12.45	Plenary III: The university as a learning institution	Sparkassen-Saal 2a
12.45-13.00	Forum closing and invitation to the 2025 European Learning & Teaching Forum	Sparkassen-Saal 2a
13.00-14.00	Lunch and departure of participants	Foyer