

2026-2027 Learning & Teaching Thematic Peer Groups

CALL FOR PARTICIPATION

Deadline for application: **29 May 2026**

1. Introduction

Across its [activities on learning and teaching](#), the European University Association (EUA) aims to draw attention to the topic's importance in European higher education and invite EUA member universities to exchange practices and discuss key considerations. To do this, EUA coordinates [Learning & Teaching Thematic Peer Groups](#) that provide participating universities with an opportunity for peer learning and exchange of experiences, while at the same time contributing to the Association's policy work on learning and teaching, e.g. in the context of the Bologna Process. The groups' work also feeds into EUA's [European Learning & Teaching Forum](#).

Through this call EUA seeks participants for the 2026-2027 round of L&T Thematic Peer Groups (TPGs).

2. Objectives

The main objectives of the groups are:

- to discuss and explore practices and lessons learnt in organising and implementing learning and teaching in European universities;
- to contribute to the enhancement of learning and teaching by identifying key considerations on the selected themes.

3. Topics and expected outcomes

Across the overarching theme of 'Learning and teaching in a world of transformation', each of the three groups will delve deeper into one particular topic.

Learning and teaching in a world in transformation

As our societies are undergoing profound changes, so does higher education, as it needs to ensure that graduates are adequately equipped to meet the economic, societal and environmental challenges of today and tomorrow. Against this backdrop, the 2026-2027 EUA L&T TPGs will explore three connected yet distinct pathways to ensuring that students, staff and institutions are ready to face and shape the world ahead.

1) Engaging students as co-creators in learning and teaching

Previous EUA Learning & Teaching Thematic Peer Groups have shared good practice in [active learning](#) and in [empowering students](#). They have also concluded that approaches that invite students to become active agents and co-creators of their own learning provide a solid basis for job-readiness, lifelong learning and personal development.

Following up on these groups' findings, this TPG will explore co-creative approaches in higher education, including but not limited to curriculum design, teaching and assessment methods and contents. In doing so, the group will investigate which organisational and cultural preconditions are needed for the success of co-creative approaches; how potentially divergent expectations and needs of students and teaching staff may be reconciled; what the transformative potential of co-creative approaches is; and how the impact of co-creation on the quality of student learning may be identified.

2) Embedding 21st century skills in learning and teaching

In recent years, technological advances, demographic change and geopolitical tensions have revived and intensified a much older societal debate about the need for a large-scale skills overhaul in Europe, and thus also about the skills of Europe's university graduates. In these debates, the term '21st century skills' is often used.

This group will explore how universities can approach and embed these skills and the ever-evolving understanding of skills and their relevance in their educational offers. It will do so by the degree to which institutional policies, graduate attributes, learning outcomes, curricula and teaching and assessment practices are redesigned to reflect the challenges, requirements and opportunities of our current and future environment. In its work, the group will cover both transversal and discipline/industry-specific skills and how these can be holistically addressed by higher education, while also examining how a fruitful dialogue with employers on 21st-century skills can be achieved.

3) Preparing students and teachers for a world marked by AI

There is broad agreement within the higher education sector that learning and teaching needs to adapt to the omnipresence of current and rapidly evolving forms of artificial intelligence (AI), but also to a post-digital world in which digital and analogue practices are deeply intertwined. This reality reshapes what students need to learn, how they learn and how teachers can authentically assess student learning.

This group will examine how AI transforms the paradigms of student learning, teaching practice and staff development, as well as how AI is being integrated into education. It will address questions such as: how do universities ensure students learn to use AI responsibly and creatively without outsourcing critical thinking and enquiry? How should learning outcomes be (re)defined for an AI-driven world? And critically, how are universities developing their teaching staff for the new challenges and opportunities AI brings to teaching and assessment?

All groups will reflect on:

- the key challenges related to the theme and how to address them;
- what kind of institutional policies and processes can help address key challenges.

In addition, each group is encouraged to explore which evidence can be drawn on when identifying good practice, key considerations and/or recommendations.

4. Activities and timeline

Eight to ten EUA member universities will take part in each TPG. Group members will attend **three meetings** between September 2026 and June 2027, each lasting one or two days. As a given, one of the three meetings will take place in person, hosted by a group member, and one online. The group is free to decide whether to organise the third meeting in person or online. Meeting venues and dates will be jointly determined once group members have been selected and the availability of selected group members has been mapped.

Based on the exchange of knowledge, experiences and practices, each group will summarise the conclusions in the form of a short **report** that will be published as part of [EUA's Learning & Teaching paper series](#).

An online **mid-term workshop** will facilitate exchange and discussion among all groups. In addition, group members are invited to organise focus groups on their TPG's findings at the **2028 European Learning & Teaching Forum** taking place in February 2028. The Forum will provide an occasion to present each group's outcomes to a wider audience.

In addition, EUA will organise a **final TPG workshop** the day before the Forum, at the venue of the event, which will be open exclusively to members of the TPGs.

5. Group chairs

The EUA secretariat will assign a coordinator to each group, who will support the group's work, organise and attend all meetings and draft the group's report.

EUA will also appoint one representative from the group to act as chair. Chairing responsibilities include the planning of the group's work (including the meetings and potential asynchronous work), facilitation and steering of the discussions during meetings and ensuring that the group stays focused and goal-oriented, in collaboration with the EUA secretariat. Group chairs will receive a fee-waiver (one per group) for the 2028 European Learning & Teaching Forum.

Those interested in taking up this role are invited to express their interest as part of the application.

6. Eligibility

The call is open to all [EUA member universities](#), represented by a vice-rector/vice-president/pro vice-chancellor or another person in a senior position with responsibilities in learning and teaching at the university. Participating universities are expected to ensure student perspectives are included in the groups' work, preferably by inviting students to join group meetings. Applications that already include a student representative are encouraged.

7. Selection criteria

The selection of group members will be done primarily on the basis of the motivation of the university and the experience in the selected theme, as demonstrated in the application. In addition, the following aspects will be considered:

- geographical diversity;
- balance of institutional profiles (e.g. multi-faculty, specialised);
- engagement of student representatives.

In the event of strong competition for participation in a TPG, preference will be given to institutions that have not yet taken part in such a group. This is to ensure inclusiveness in EUA's Learning & Teaching activities across the Association's broad membership.

Each university can submit only one application and participate in only one of the groups. Applicants are thus invited to indicate up to two of the three topics listed above in order of priority.

8. Terms and conditions for participation

There is no participation fee. However, universities will participate on a self-funded basis and are thus responsible for organising and covering their own travel and accommodation for the physical group meeting(s) and the final workshop. EUA will cover the costs of joint meals (lunches, coffee breaks, and dinner) during the meetings.

Universities interested in participating in the Thematic Peer Groups are invited to fill in the [online application form](#) by **29 May 2026**. Applicants will be informed in June whether their application has been successful. For further questions, please contact Helene Peterbauer (helene.peterbauer@eua.eu).

About EUA

The European University Association (EUA) is the collective voice of the universities of Europe. For over two decades, EUA has played a key role in building university communities across the whole of Europe and creating a coherent system for European higher education and research. EUA is a community of over 900 members and affiliates. It represents universities and national rectors' conferences in 48 European countries, as well as affiliated organisations and networks based both in and beyond Europe..

For updates on EUA's L&T activities join the LinkedIn group [Learning & Teaching in European Higher Education](#).