

2026 European Learning & Teaching Forum

Impactful staff development for educational transformation

12-13 February 2026, hosted by Universidade Católica Portuguesa, Palma de Cima, 1649-023 Lisbon, Portugal

How can higher education safeguard its fitness-for-purpose and relevance as artificial intelligence rises, demographics change and labour market demands and learning needs evolve?

These developments, as well as larger-scale societal shifts towards a knowledge economy, point to a need for more innovative approaches to learning and teaching. With this in mind, the next edition of the European Learning & Teaching Forum will focus on how staff development can be (re-)designed to facilitate innovation in learning and teaching to create systemic impact on student learning, by delving into questions such as:

- How can institutions develop their staff's capacity to adequately use – and perhaps even themselves develop – innovative pedagogical methods, resources and tools?
- Which approaches work to give due support and recognition to early adopters, and how can their impact be evaluated?
- How can staff be equipped with the agility to adapt to and tackle future educational challenges, and be encouraged to become innovators themselves?

Through a mix of plenary and parallel sessions, the Forum provides a platform for discussion and exchange of practice on how universities enhance, innovate and transform learning and teaching. The 2026 Forum will also include an exclusive preview of the work of EUA's [2025 Learning & Teaching Thematic Peer Groups](#), comprised of universities from across Europe.

Programme

Wednesday, 11 February: pre-Forum meetings (by invitation only)

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| 11.30-13.30 | Steering Committee meeting
Room: 414 |
| 13.30-14.30 | Lunch and registration for STAFF-DEV project, EUA Learning & Teaching Steering Committee and Thematic Peer Group members
Room: main entrance foyer |
| 14.30-18.00 | Pre-Forum workshop for members of the Thematic Peer Groups
Room: Cardeal Medeiros Auditorium |
| 18.00-19.30 | Reception for key players and Thematic Peer Group members
Room: main entrance foyer |

Thursday 12 February and Friday 13 February: 2026 European Learning & Teaching Forum

Thursday 12 February, 09.00-09.30

Room: 416, 1st floor
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 12 February, 09.45-10.45

Room: Cardeal Medeiros Auditorium

Official Forum Opening and Plenary: Exploring the what, why and how of educational transformation

Official Forum Opening by:

- Ivanka Popović, EUA Vice-President and former Rector of University of Belgrade, Serbia
- Isabel Capelo Gil, Rector of Universidade Católica Portuguesa, Portugal
- Helene Peterbauer, Deputy Director of Institutional Development, EUA

The subsequent plenary session will challenge the audience to jointly (re)consider our current understanding of educational transformation:

What does transformation mean and what kind of innovation and change do we hope to achieve in higher education? To what degree can we actually transform learning and teaching, without stripping it of its essential educational, economic and societal functions? And which approaches to transforming education go beyond revamped packaging and actually achieve true innovation and added value for students?

- Emilie Malcourant, Teaching Consultant, Louvain Learning Lab/University of Louvain, Belgium
- Chaired by Ivanka Popović, EUA Vice-President and former Rector of University of Belgrade, Serbia

Coffee break: 10.45-11.15; rooms: main entrance foyer and 2nd floor hallway

Thursday 12 February, 11.15-12.45 – Parallel sessions A

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

Interactive sessions

Room: 416, 1st floor

Enhancing teacher engagement and expanding staff development opportunities

This session is an interactive focus group facilitated by members of the 2025 [EUA Learning & Teaching Thematic Peer Group](#) “Enhancing teacher engagement and expanding staff development opportunities”. Maximum seating capacity is 30. An executive summary of this group’s report will be available via the event app Cvent as of early February.

With the development of learning and teaching centres across the European Higher Education Area (EHEA) and increased interest in the enhancement of learning and teaching generally, the topic of staff development in teaching has gained attention. However, meaningfully engaging academic staff to take part in continuous professional development for teaching all too often proves to be a challenge.

In this context, this TPG has explored different approaches to organising, sustaining and expanding teaching staff’s engagement in development opportunities, as well as how staff

development can foster a greater sense of community, and thus exchange, in teaching. Participants in this focus group will get an exclusive preview of the group's findings, while also having the opportunity to explore and discuss these findings in small subgroups. Participants will also be invited to share their own experiences with the topic, including institutional practices and lessons learnt.

- Duncan Ross, University of Glasgow, United Kingdom
 - Marcin Kleban, Jagiellonian University, Poland
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Room: 417A, 1st floor

Building and sustaining a culture of learning communities in higher education – a case study

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

In 2019, Munster Technological University launched a learning community (LC) development programme with the intention of building and supporting at least five LCs each year over a five year period. A small funding incentive was included in the application process which led to the establishment of over 50 LCs in less than five years.

Initially, these were mainly based in discipline specific areas across all faculties within the university. However, more recently, they have evolved into cross-disciplinary groups where staff from multiple departments collaborate on common themes such as entrepreneurship, work placement or digital literacy. Appointing and resourcing a support team within MTU's Teaching and Learning department, and developing effective systems of practice has facilitated continued growth (currently 70 LCs) which has up to now positively impacted over 1000 staff members.

This workshop will focus on the detailed process undertaken by MTU. Participants will be provided with a downloadable step-by-step guide to developing similar programmes in other universities along with ideas for resourcing and sustaining these activities.

- Jim O'Mahony, Munster Technological University, Ireland
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Room: 415, 1st floor

Evidencing the impact of staff development in the wider context of teaching enhancement

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

Staff development initiatives are expected to contribute to educational transformation, yet their impact often remains implicit or anecdotal. To explore this gap, this session will adopt a systemic multi-level perspective that situates staff development within the wider interplay of policy frameworks, cross-institutional networks and institutional implementation.

Drawing on recent developments in German higher education, the session will illustrate both the expansion of staff development and the growing emphasis on impact. Participants will then relate these findings to their own contexts: How is impact evidenced at the level of institutions, collaborative structures or national frameworks? Which approaches appear promising, where do blind spots remain and what ideas could support more comprehensive and meaningful ways of evidencing impact?

The workshop will conclude by synthesising insights from participants' own contexts, highlighting transferable practices and shared challenges that are relevant across Europe.

- Elke Bosse, HIS-Institute for Higher Education Development, Germany
- Christiane Jost, RheinMain University of Applied Sciences, Germany
- Anne Lequy, Magdeburg-Stendal University of Applied Sciences, Germany
- Antje Mansbrügge, Foundation for Innovation in Higher Education, Germany

Presentation sessions

Room: Cardeal Medeiros Auditorium

This session consists of two presentations centred around the common theme of artificial intelligence (AI), followed by time for Q&A:

- [Empowering academic staff for AI-enhanced learning: a scalable institutional model for educational transformation](#)

Agon Memeti, University of Tetova, North Macedonia.

This presentation will share an institutional model for building academic staff capacity to design and deliver AI-enhanced learning experiences, integrating technical training, pedagogical innovation and peer-led experimentation.

- [Building GenAI literacy for institutional transformation: a whole-institution approach](#)

Danielle Thibodeau, Kühne Logistics University, Germany.

Kühne Logistics University launched an institution-wide strategic project in January 2025 to build capacity for working with generative AI. While gaps remain in student involvement and faculty engagement, the initiative demonstrates how small institutions can leverage their size to adopt agile and inclusive strategies for institution-level staff development and AI integration.

The session is chaired by Karin Axelsson, Linköping University, Sweden.

Room: 423, 2nd floor

This session consists of three presentations centred around the common theme of new perspectives and innovative approaches to staff development, followed by time for Q&A:

- [Transforming teaching through inclusive practices: lessons from Two2Tango and Teaching in the Glocal University](#)

Jennifer Valcke and Natalie Jellinek, Karolinska Institutet, Sweden.

This presentation will explore two innovative teacher training courses at Karolinska Institutet – Two2Tango (a virtual exchange) and Teaching in the Glocal University (a blended course) – that prepare educators to navigate the evolving landscape of higher education.

- [Brave spaces for transformation in academic staff development](#)

Kirti Menon and Shireen Motala, University of Johannesburg, South Africa.

This presentation will demonstrate how meaningful transformation remains elusive due to inadequate staff development approaches divorced from the lived realities of academics, while also arguing for inverting traditional approaches, beginning with systematic inquiry

into what academics face, then co-creating brave spaces for vulnerable learning grounded in the ethics of care and collective agency.

- [Teaching democratically: values-informed teaching development in university alliances](#)
Michael Kozakowski and Tamara Kamatovic, Central European University, Austria.

This presentation will demonstrate the potential and challenges of teaching development initiatives to promote democratic teaching and show the results of five years of a multinational, alliance-based effort to support teachers to develop democratic teaching methods.

The session is chaired by Stephanie Marshall, Queen Mary University of London, United Kingdom.

Lunch break: 12.45-14.00; rooms: main entrance foyer and 2nd floor hallway

Thursday 12 February, 14.00-15.30 – Parallel sessions B

In this timeslot, participants may choose between several parallel 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: 416, 1st floor

[Staff development and transnational collaboration](#)

This session is an interactive focus group facilitated by members of the 2025 [EUA Learning & Teaching Thematic Peer Group](#) on “Staff development and transnational collaboration”. Maximum seating capacity is 30. An executive summary of this group’s report will be available via the event app Cvent as of early February.

Transnational collaboration in learning and teaching increasingly shapes European higher education. While initiatives like joint programmes and the European Universities alliances have expanded opportunities for cooperation, they have also highlighted the need for systematic staff development to ensure sustained, effective transnational engagement.

As such, the TPG has developed a practical framework that identifies the key institutional factors that enable staff to collaborate confidently and competently across borders. This focus group will introduce and discuss the framework, offering participants an opportunity to analyse how its components apply within their own institutional and national contexts. Through guided reflection and an escape-room-style activity with interactive exercises, participants will explore strategies for strengthening staff competence and the institutional conditions that support meaningful transnational collaboration.

- Venera Llunji, AAB College, Pristina
 - Erëza Mehmeti, AAB College, Pristina
 - Letizia Gramaglia, University of Warwick, United Kingdom
 - Maia Zarnadze, Petre Shotadze Tbilisi Medical Academy, Georgia
 - Gunvor Larsson Torstensdotter, Linköping University, Sweden
 - UllaKarin Sundqvist Nilsson, Linköping University, Sweden
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Room: 417A, 1st floor

Staff development for educational transformation: what is impactful and for whom?

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

This workshop will invite participants to reflect on the impact of professional development initiatives in higher education, engaging with diverse perspectives and contexts. Designed for university management, academic staff and professional staff interested in meaningful and sustainable formative practices, through a collaborative World Café format.

Five thematic stations will each address a distinct aspect of professional development, encouraging participants to share their experiences and perspectives. Through dialogue and exchange, this workshop will foster the emergence of collective understanding around the concept of impact in relation to professional development. Rather than seeking a singular definition, the process highlights how different interpretations may coexist and interact.

The workshop will conclude with a brief self-reflection exercise, inviting participants to consider the interpretive lenses they employ when assessing impact and the transferability of practices and outcomes, thus linking shared discussion and theory to personal professional practice.

- Francisca Miranda and Andreia Magalhães, Universidade Católica Portuguesa, Portugal
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Room: 415, 1st floor

Scaling innovation: How to make staff development systemic

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

The Dutch Centers for Teaching & Learning (CTL) Programme, a strategic instrument of Npuls, aims to achieve system-wide educational transformation by anchoring a robust learning culture where educational professionals continuously learn from and with each other. CTLs act as the motor for professionalization.

This workshop will analyse the CTL strategy through the SECI model (Socialization, Externalization, Combination, Internalization), by demonstrating how the programme leverages on-the-job learning and social learning via community and cohort guidance and by strengthening the national knowledge ecosystem. Participants will apply SECI-based activities to understand how local knowledge is crystallized and scaled for systemic transformation, supporting the ambition to strengthen European-level sharing and learning.

- Nynke Kruidenink, Dutch National programme – Npuls, the Netherlands
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Presentation sessions

Room: Cardeal Medeiros Auditorium

This session consists of three presentations centred around the common theme of collaborative approaches to staff development, followed by time for Q&A:

- [From governance to curriculum: educational transformation in a multi-university network](#)
Claudia Bade, Hochschuldidaktik Sachsen/University of Leipzig, Germany.

This presentation will use concrete examples to illustrate how organisational, staff and quality development can be shaped within a central institution responsible for teaching and academic development across 17 universities.

- [Dual-purpose staff professional development through joint programme design and delivery](#)
Ádám Tóth, Utrecht University, the Netherlands.

This presentation will showcase the co-development and delivery of a micro-credential on Innovative Teaching in Inter-Institutional Hybrid Classrooms in 2025, jointly designed by eight practitioners from four institutions from the CHARM-EU European Universities alliance.

- [Open Networked Learning \(ONL\) – a global, sustainable approach to transformative staff development](#)
Jörg Pareigis, Karlstad University, Sweden.

Open Networked Learning (ONL) is a unique, interorganizational online course that has engaged educators worldwide for over a decade. Evidence shows significant competence gains across the European DigCompEdu framework, demonstrating its transformative impact on participants.

The session is chaired by Philippe Emplit, Université libre de Bruxelles, Belgium.

Room: 423, 2nd floor

This session consists of three presentations centred around the common theme of continuous professional development and educational leadership, followed by time for Q&A:

- [Institutional strategies for developing educational leaders](#)
Christianne Smit and Bald de Vries, Utrecht University, the Netherlands.

How can staff development strengthen individual careers but also transform an entire university? At Utrecht University, the Senior Fellow programme demonstrates how recognition, professional growth and institutional reform can be connected to build lasting educational leadership. This presentation will invite reflection: what would it take for your university to mobilize staff development as a true lever for educational transformation?

- [Enhancing learning and teaching](#)
Judy Williams, Queen's University Belfast, United Kingdom; Marita Grimwood, Advance HE, United Kingdom.

The 2023 Professional Standards Framework is a tool that helps universities worldwide to transform learning and teaching. This presentation will introduce the framework and illustrate its impact through institutional and regional examples of how it has professionalised university teaching, provided career structures for education and its leadership and underpinned institution-wide change conversations.

- [Capacity for change: staff development driving educational transformation](#)
Maureen Haran, Niamh Plunkett and Patricia Henry, Atlantic Technological University, Ireland.

This presentation shares a case study on a systemic approach to embedding universal design for learning across policy, practice and staff development.

The session is chaired by Nora Angelova, European Students' Union.

Coffee break: 15.30-16.00; rooms: main entrance foyer and 2nd floor hallway

Thursday 12 February, 16.00-17.30 – Parallel sessions C

In this timeslot, participants may choose between several parallel 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: 416, 1st floor

[From compliance to culture: redefining quality and impact in staff development](#)

This session is an interactive focus group facilitated by members of the 2025 [EUA Learning & Teaching Thematic Peer Group](#) "Ensuring the quality and impact of staff development in teaching". Maximum seating capacity is 30. An executive summary of this group's report will be available via the event app Cvent as of early February.

During this session, participants will discuss the fundamental redefinition of core concepts required for effective staff development, i.e. moving quality beyond assurance to enhancement, and impact beyond metrics to cultural change. Grounded in this conceptual reframing, the TPG's findings and resulting recommendations challenge the sector to address the pressing realities of academic burnout, workload and the siloed nature of teaching practice.

Crucially, this session will include a rigorous analysis of the student perspective, derived from targeted interviews across member institutions, which explicitly rejects outdated and passive delivery in favour of dialogic teaching and demands a transparent, responsive feedback loop where educators act as partners rather than just content dispensers.

To bridge the gap between institutional strategy and individual practice, the facilitators will present key recommendations centred on three core pillars: structure, recognition and integration. They will explore how institutions can organise and structure staff development offerings to provide stable support for diverse staff profiles, how to increase recognition for teaching excellence in career progression, and how to build staff development as an intrinsic part of the university's quality commitment. This interactive focus group will unpack these findings, offering concrete strategies to transform staff development from a peripheral activity into a vital engine for student success and academic well-being.

- Petra Kreis-Hoyer, RheinMain University of Applied Science, Germany

- Paweł Pyrka, SWPS University, Poland
 - Elina Gaile-Sarkane, Riga Technical University, Latvia
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Room: 415, 1st floor

The state of lifelong learning across the EHEA

This session is an interactive focus group organised in the context of the [Bologna Process for Learning and Teaching \(BP4LnT\)](#) project. Maximum seating capacity is 30.

As part of the Bologna Process for Learning and Teaching (BP4LnT) project, research is being undertaken on the role of lifelong learning (LLL) in higher education. This work examines how higher education institutions across the European Higher Education Area integrate LLL into their learning and teaching strategies and practices.

This focus group will discuss these issues in depth. The discussion will address the development of flexible learning paths, the expansion of digital and blended provision, the role of recognition of prior learning (RPL) in widening access and the system-level conditions that support or hinder institutional engagement in LLL.

Participants will be invited to share insights from their own institutional contexts and suggest priorities for further investigation. A background discussion paper will be provided in advance. The outcomes of the focus group will inform the design of a broader institutional survey and contribute to the identification of good practices in lifelong learning across the EHEA.

- Jakub Grodecki, EURASHE
 - Ana Tecilazić, Algebra Bernays University, Croatia/EURASHE
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Room: 417A, 1st floor

AI as a learning coach: building a craft mindset to make students valuable, not replaceable

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

Between 2022 and 2024, employment rates for recent graduates fell by approximately 15%, a decline many observers attribute in part to AI automating entry-level roles. In this climate, our job as educators is not merely to teach students facts, but to help them become valuable in ways AI cannot replicate. Instead of asking AI for polished outputs, students can learn to work with AI to slow down, think deeply and strengthen the cognitive and emotional skills that employers increasingly value: curiosity, resilience, judgment and ethical imagination.

Through a hybrid scaffold of custom GPTs, equivalent engineered prompts and integrations with other AI tools, this workshop shows how faculty can guide students to elevate their own agency, curiosity and expertise – at scale and across diverse learners.

- Clare Cannon and Jorge Latorre, Universidad Rey Juan Carlos, Spain
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Presentation session

Room: Cardeal Medeiros Auditorium

This session consists of three presentations centred around the common theme of collaborative approaches to staff development, followed by time for Q&A:

- [Collaborative models for interinstitutional staff development: impact and lessons learned from the EPIC consortium in Portugal](#)

Manuel João Costa, University of Minho; Rogério Costa, Polytechnic Institute of Leiria; Raquel Moreira, University of Beira Interior; Ana Teresa Oliveira, Polytechnic Institute of Viana do Castelo; Cristian Silva, Polytechnic Institute of Cávado and Ave; Sandra Soares, University of Aveiro, Portugal.

This presentation focuses on the Portuguese EPIC consortium's staff development model, highlighting its alignment with challenges related to interinstitutional co-constructed staff development. The model was conceived by six institutions collaborating to co-design tailored training tracks at two levels for teaching experience, aimed at fostering pedagogical innovation and ongoing teaching transformation within and across all partners.

- [Practising what we preach: peer-group approach](#)
Olha Bershadskaya, Medical Education Development Project, Ukraine.

In 2021, Ukraine introduced facilitated peer groups for medical educators adapted from a successful model for primary healthcare professionals by the Ukrainian-Swiss "Medical Education Development" project. This presentation critically analyses the model, specifically addressing challenges like initial resistance and wartime stress, and discussing mitigation strategies through comprehensive facilitator training.

- [Building capacity for transnational collaboration: staff development for joint programme design between Türkiye and the UK](#)

Müge Satar, Newcastle University, United Kingdom and Zeynep Bilki, TED University, Türkiye.

This presentation showcases an institutional case study of joint programme development between TED University and Newcastle University, supported by the British Council's TNE Exploratory Grant. The project examined how staff development embedded in transnational education can drive educational transformation through capacity building, regulatory literacy and intercultural collaboration.

The session is chaired by Joanne Pagèze, University of Bordeaux, France.

Dinner: 19.30, Kais Restaurante Bar, Rua da Cintura do Porto de Lisboa-Santos 1200-109, Lisbon, Portugal.

Friday 13 February, 09.30-11.00 – Parallel sessions D

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: 416, 1st floor

Exploring the state of play of student-centred learning across the EHEA

This session is an interactive focus group organised as part of the [Bologna Process for Learning and Teaching \(BP4LnT\)](#) project. Maximum seating capacity is 30.

This interactive session consists of a focus group on the topic of student-centred learning, in which participants will be invited to share and jointly reflect on their understanding of the concept and its application in institutional practice; structures that support a student-centred approach to education; and potential institutional or national initiatives to support and assess student-centred learning.

The focus group is organised in the context of the Erasmus+ co-funded Bologna Process for Learning and Teaching (BP4LnT) project, which explores the implementation of student-centred learning and lifelong learning across the European Higher Education Area (EHEA). Insights from this focus group will feed into a playbook featuring existing expertise, case studies and good practices, as well as practice-based recommendations for further enhancement of the implementation of student-centred learning.

- Thérèse Zhang and Helene Peterbauer, EUA
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Room: 417A, 1st floor

From insight to impact: practical tools for reflective feedback and AI competence development

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

This workshop will address the challenge of equipping academic staff with the competencies needed for educational transformation in the age of AI. Participants will get to know difference methods and tools for a competence-oriented staff development design: (1) the Compass Scan for self-assessment of AI competencies, (2) an AI-based chatbot linked to an AI competence framework that guides reflection on individual teaching and learning scenarios, and (3) a structured reflection guideline to identify critical incidents in practice.

Building on current debates on assessment in the age of AI, the workshop will introduce alternatives to summative feedback, drawing on assessment of, for and as learning, with a focus on formative strategies.

Participants will engage in hands-on activities, discuss implications for their own institutional contexts and co-develop scenarios for future staff development pathways. The central question remains: which AI-related competencies do educators need, and how can universities support their continuous adaptation?

- Jörn Allmang and Ulf-Daniel Ehlers, DHBW Karlsruhe, Germany
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Room: 415, 1st floor

Promoting students' AI literacy

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

With the rapid and inevitable adoption of generative AI tools in both education and the workplace, AI literacy has emerged as a critical skill for higher education students. Developing this literacy is essential not only to prepare students for the demands of their future careers, but also to ensure they engage with AI responsibly and ethically as learners.

This workshop will address two key questions:

1. What specific competencies can help higher education students become AI literate?
2. How can faculty effectively support the development of these competencies?

Drawing on a sample higher education AI literacy framework, participants will engage in discussions and hands-on exploration of practical resources designed to promote students' AI literacy.

- Nuria Lopez, Copenhagen Business School, Denmark
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Room: 441, 4th floor

Building [SDG-focused staff development networks: collaborative framework design](#)

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

There is a critical need for universities to share resources and expertise while scaling up their response to the UN 2030 Agenda. As such, this interactive workshop will transform participants into active architects of cross-institutional collaboration for SDG-integrated staff development. Rather than listening to presentations, participants will work in small groups to co-design practical frameworks for partnering with other universities on sustainability-focused faculty development programmes. Four expert consultants from Italy, Spain and England will circulate among working groups, providing on-demand expertise from their institutional experiences.

The workshop will explicitly focus on transferable outcomes, ensuring that collaboration frameworks can be adapted to different institutional realities. A brief evaluation will capture participant feedback and inform a follow-up online meeting within three months, reinforcing the continuity and impact of the initiative. Through structured group work and peer-to-peer learning, attendees will create sustainable networks that extend beyond the Forum, maximising both impact and efficiency in staff development transformation. Participants will leave with concrete collaboration agreements, identified partner institutions and actionable implementation plans.

- Elisabetta Corsi, Alessandra Natalini, Ilaria Bortolotti and Francesca Giofrè, Sapienza University of Rome, Italy
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Presentation session

Room: Cardeal Medeiros Auditorium

This session consists of two presentations centred around the common theme of collaborative approaches to staff development, followed by time for Q&A:

- [Change, challenge and collaboration: developing our staff through curriculum transformation at Lancaster University](#)
Wendy Robinson, Lancaster University, United Kingdom.

Lancaster University is delivering a reshaped academic curriculum against an ambitious set of design principles and objectives for 2026. This presentation will focus on a

fundamental component of this pan-institutional change programme: the pivotal work of a group of Lancaster staff and recent students who have formed a community of practice, responsible for the creation of the university's education framework and supporting the wider community with curriculum redesign.

- [Fostering global collaboration: lessons from COIL-based staff development in Ukrainian universities](#)

Viktoriia Drobotun and Tamara Kavytska, Taras Shevchenko National University of Kyiv, Ukraine.

Over the past three years, the Alliance of Ukrainian Universities has organized two staff development programmes to equip university educators with the knowledge and skills to implement Collaborative Online International Learning (COIL). This presentation will highlight key lessons learned, including strategies for engaging educators, designing interactive workshops and integrating COIL projects into existing curricula.

- [Teaching evaluation as institutional policy: impact and challenges of the UDocentia model](#)
Albert Juncà and Àngels Pinyana, Universitat de Vic - Universitat Central de Catalunya, Spain.

Six years ago, the University of Vic – Central University of Catalonia developed UDocentia, a system designed to evaluate and enhance university teaching. This presentation outlines the system's design, development and implementation, highlighting its distinctive features, the challenges addressed and the opportunities it offers for advancing teaching policies.

The session is chaired by Michael Gaebel, Director of Higher Education Policy, EUA.

Coffee break: 11.00-11.30; rooms: main entrance foyer and 2nd floor hallway

Friday 13 February, 11.30-12.30

Room: Cardeal Medeiros Auditorium

Final Plenary: [Connecting the dots: how to create lasting impact through staff development](#)

How can staff development be (re-)designed to have a greater and longer-lasting effect on the quality and relevance of higher education?

As the Forum draws to a close, this session will explore the bigger picture of how to design staff development that will truly help to cultivate innovative learning and teaching. It will do so through a keynote intervention, comics based on selected Forum sessions, a panel discussion and audience engagement as participants reflect on current evidence and experiences.

- Katarina Mårtensson, Professor of Higher Education and Academic Developer, Lund University, Sweden
 - Manuel João Costa, Associate Professor at School of Medicine, University of Minho and Vice-President of National Council for Innovations in L&T in Higher Education, Portugal
 - Lana Par, President, European Students' Union (ESU)
 - Chaired by Maria Kelo, Director of Institutional Development EUA
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Lunch: 12.30-13.30; rooms: main entrance foyer and 2nd floor hallway

Friday 13 February, 13.30-14.15

Room: Cardeal Medeiros Auditorium
Policy Update

An informative session on current European-level policies and other developments with an impact on learning and teaching.

- Maria Kelo, Director of Institutional Development, EUA
 - Michael Gaebel, Director of Higher Education Policy, EUA
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Friday 13 February, 14.15-14.30

Room: Cardeal Medeiros Auditorium

Official Forum closing and invitation to the 2028 European Learning & Teaching Forum

- Ivanka Popović, EUA Vice-President and former Rector of University of Belgrade, Serbia
 - Josep M. Garrell, EUA President and former Rector of Ramon Llull University, Spain
 - Helene Peterbauer, Deputy Director of Institutional Development, EUA
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Farewell coffee: 14.30-15.00; rooms: main entrance foyer and 2nd floor hallway

Overview: Thursday, 12 February

Time	Session		Room
09.00-09.30	Pre-Forum introductory session “EUA in a nutshell”		416, 1st floor
09.45-10.45	Official Forum Opening and Plenary: Exploring the what, why and how of educational transformation		Cardeal Medeiros Auditorium
10.45-11.15	Coffee break		Main entrance foyer and 2nd floor hallway
11.15-12.45	Parallel sessions A	Focus group	416, 1st floor
		Workshop	417A, 1st floor
		Workshop	415, 1st floor
		Presentations	Cardeal Medeiros Auditorium
		Presentations	423, 2nd floor
12.45-14.00	Lunch break		Main entrance foyer and 2nd floor hallway
14.00-15.30	Parallel sessions B	Focus group	416, 1st floor
		Workshop	417A, 1st floor
		Workshop	415, 1st floor
		Presentations	Cardeal Medeiros Auditorium
		Presentations	423, 2nd floor
15.30-16.00	Coffee break		Main entrance foyer and 2nd floor hallway
16.00-17.30	Parallel sessions C	Focus group	416, 1st floor
		Focus group	415, 1st floor
		Workshop	417A, 1st floor
		Presentations	Cardeal Medeiros Auditorium
Free time			

19.30	Dinner	TBC
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Overview: Friday, 13 February

Time	Session		Room
09.30-11.00	Parallel sessions D	Focus group	416, 1st floor
		Workshop	417A, 1st floor
		Workshop	415, 1st floor
		Workshop	441, 4th floor
		Presentations	Cardeal Medeiros Auditorium
11.00-11.30	Coffee break		Main entrance foyer and 2nd floor hallway
11.40-12.30	Plenary: Connecting the dots: how to create lasting impact through staff development		Cardeal Medeiros Auditorium
12.30-13.30	Lunch		Main entrance foyer and 2nd floor hallway
13.30-14.15	Policy update		Cardeal Medeiros Auditorium
14.15-14.30	Forum closing		Cardeal Medeiros Auditorium
14.30-15.00	Farewell coffee		Main entrance foyer and 2nd floor hallway