

DRAFT PROGRAMME (as of 2008.06.17)

Preliminary FORUM ELECTRONIC MEETING - 2-13 June 2008		
Main Objectives:		
<ul style="list-style-type: none"> • Hearing participants about further possible questions to be raised • Sharing in advance some reflections that may improve discussion during the meeting 		
Seminar Day 1 – 19 June 2008, 08.30 – 18.00		
08.30 – 09.30		Registration and Coffee
09.30 – 09.45		Welcome Address - Hosts and Organizers
Session 1 – Topic 1 – Understanding Learning Outcomes and ECTS by all stakeholders Chairperson – Lucien Bollaert , EURASHE		
Main Auditorium		
09.45 - 10.25		Keynote Lecture 1 – Declan Kennedy , Department of Education, University College Cork, Ireland Everything you need to know about Learning Outcomes!
10.25 – 10.45		First Debate on Topic 1
10.45 – 11.15		Coffee-Break
11.15 – 11.40		3 oral presentations on topic 1 Oral presentation 1.1 – Madalena Patrício , President of Association for Medical Education in Europe, Faculdade de Medicina da Universidade de Lisboa Where do we stand in terms of the Bologna two-cycle system as the structure to support learning outcomes and ECTS?
11.40 - 12.05		Oral presentation 1.2 – Lorraine Walsh , Director, Academic Professional Development University Coordinator, University of Dundee, Scotland Understanding Learning Outcomes and ECTS: a view from Scotland
12.05 - 12.30		Oral presentation 1.3 – Lucien Kerger , Academic Vice-Rector, U. Luxembourg Introducing Learning Outcomes at the University of Luxembourg
12.30 - 13.00		Second debate on Topic 1
13.00 - 14.30		Lunch

Session 2 – Topic 2 - Learning Outcomes, ECTS and Teaching/Learning Methods Chairperson – Maria de Lurdes Correia Fernandes , Vice-Rector U. Porto, Portugal		
Main Auditorium		
14.30 – 15.10		Keynote Lecture 2 – Robert Wagenaar , Joint coordinator of the Erasmus, Tempus and Alfa TUNING projects, University of Groningen, the Netherlands Learning Outcomes and ECTS: indispensable elements for teaching, learning and assessment in present day degree programmes?
15.10 – 15.30		First Debate on Topic 2
15.30 – 16.00		Coffee-Break
16.00 – 16.25		3 oral presentations on topic 2 Oral presentation 2.1 – Isabel Huet , CIDTFF Research Centre, University of Aveiro, Portugal The effectiveness of alignment matrices in curriculum design
16.25 – 16.50		Oral presentation 2.2 - Alfredo Soeiro , Faculdade de Engenharia, University of Porto, Portugal The Experience of E-portfolios in Student Learning Objectives
16.50 - 17.15		Oral presentation 2.3 – Caroline Carlot , Bologna Expert, ESU- European Students Union ECTS with student eyes
17.15 – 17.35		Second Debate on Topic 2
17.35 – 18.00		Conclusions of Day 1 and organization of Discussion Groups for Day 2
18.00		End of work for Day 1
18.45 – 23.30		Social Event
Day 2 – 20 June 2007 – 09.00-15.30		
Session 3 – Topic 3 - The wider implications of Learning Outcomes - in National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance... Chairperson – Bruno Carapinha , ESU		
Main Auditorium		
09.00 – 09.40		Keynote Lecture 3 - Volker Gehmlich , U. Osnabrueck, Germany title of conference to be announced

09.40 – 10.15		1 oral presentation on topic 3 Oral presentation 3.1 – Armando Silvestre , CICECO, Department of Chemistry, University of Aveiro, Portugal, The Chemistry Eurobachelor and Euromaster Labels: From learning outcomes to quality assurance – an example of good practice
10.15 – 10.30		Debate on Topic 3
10.30 – 11.00		Coffee-Break
Session 4 – Discussion Groups		
See location and coordination in the Section below		
11.00 - 13.00		Discussion Groups – see below Section on Groups
13.00 – 14,30		Lunch
Section 5 - Final Plenary Session: Chairperson - Sebastião Feye de Azevedo , DGES, Faculty of Engineering, U. Porto, Portugal		
Main Auditorium		
14.30 – 15.20		Presentation of conclusions by Group Co-ordinators
15.20 - 15.40		Summing up and Recommendations - Presentation of Final Report main lines by Rapporteur - Gerard Madill , Policy Adviser Universities Scotland
15.40 – 16.00		Summing up and Recommendations - Final comments by delegates End of Seminar

Group 1 - LO and Student workloads as building stones of curricula

Coordinator 1 - Declan Kennedy

Location - Room B102

Some Questions - emphasis on Q1.1 to Q1.3, though may get into the other related issues:

- 1. Understanding Learning Outcomes and ECTS by all stakeholders**
 - 1.1. What are LO?**
 - 1.2.1. Identify the existing different layers/levels of Descriptors and Learning Outcomes (LO) for a given qualification, study programme or module**
 - 1.2. How do LO relate to ECTS?**
 - 1.3. How to write LO?**
 - 1.4. How do stakeholders perceive this new concept?**
 - 1.4.1. How can LO promote the transparency of the offer to candidates and clarify expected competences to employers?**
 - 1.4.2. How can academic staff learn about LO?**
 - 1.4.3. What role of HEI and of HE staff in promoting the concept?**

Group 2 - Stakeholders perception of LO

Coordinator 2 - Armando Silvestre

Location - Room B103

Some Questions: emphasis on Q1.4, though may get into the other related issues:

- 1. Understanding Learning Outcomes and ECTS by all stakeholders**
 - 1.1. What are LO?**
 - 1.1.1. Identify the existing different layers/levels of Descriptors and Learning Outcomes (LO) for a given qualification, study programme or module**
 - 1.2. How do LO relate to ECTS?**
 - 1.3. How to write LO?**
 - 1.4. How do stakeholders perceive this new concept?**
 - 1.4.1. How can LO promote the transparency of the offer to candidates and clarify expected competences to employers?**
 - 1.4.2. How can academic staff learn about LO?**
 - 1.4.3. What role of HEI and of HE staff in promoting the concept?**

Group 3 - Developing student centered learning concepts

Coordinator 3 - Robert Wagenaar

Location - Room B106

Some Questions - emphasis on Q2.1, though may get into the other related issues:

- 2. Learning Outcomes, ECTS and Teaching/Learning Methods**
 - 2.1. How are LO and ECTS linked to Teaching and Learning?**
 - 2.1.1. How do these concepts facilitate new methods of learning?**
 - 2.1.2. How do they contribute to student centred learning?**
 - 2.2. How to relate LO to programme design and flexible curricula?**
 - 2.3. What is the complementary role of assessment in this new learning paradigm?**
 - 2.3.1. Which new concepts for assessment?**

Group 4 - Writing LO and relating to program design and flexible

Coordinator 4 - Lucien Kerger

Location - Room B107

Some Questions - emphasis on Q2.2 and Q2.3, though may get into the other related issues:

- 2. Learning Outcomes, ECTS and Teaching/Learning Methods**
 - 2.1. How are LO and ECTS linked to Teaching and Learning?**
 - 2.1.1. How do these concepts facilitate new methods of learning?**
 - 2.1.2. How do they contribute to student centred learning?**
 - 2.2. How to relate LO to programme design and flexible curricula?**
 - 2.3. What is the complementary role of assessment in this new learning paradigm?**
 - 2.3.1. Which new concepts for assessment?**

Group 5 - Employability and mobility

Coordinator 5 - Alfredo Soeiro

Location - Room B109

Some Questions - emphasis on Q3 from the point of view of employability and mobility:

- 3. The wider implications of Learning Outcomes in - National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance**
 - 3.1. Which role of LO and ECTS in defining National Qualifications Frameworks?**
 - 3.2. Which implications of a readable NQF based on LO and ECTS?**
 - 3.2.1. In recognition of qualifications?**

- 3.2.2. In fostering employability and vertical and horizontal mobility?
- 3.2.3. In Quality Assurance?

Group 6 - LO and NQF - Recognition of Studies, Recognition of Prior Learning, Quality Assurance

Coordinator 6 - Volker Gehmlich

Location - Room B110

Some Questions - emphasis on Q3 from the point of view of Recognition of Studies, Recognition of Prior Learning, Quality Assurance:

- 3. The wider implications of Learning Outcomes in - National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance**
 - 3.1. Which role of LO and ECTS in defining National Qualifications Frameworks?
 - 3.2. Which implications of a readable NQF based on LO and ECTS?
 - 3.2.1. In recognition of qualifications?
 - 3.2.2. In fostering employability and vertical and horizontal mobility?
 - 3.2.3. In Quality Assurance?