

The curriculum in higher education challenged

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Aim

Our 21st century society faces a large number of challenges in social, cultural, economic, demographic and technological fields. The VLOR wants to look at the implications for curriculum design in higher education with its project called 'The curriculum in higher education challenged'. This project is funded through the Erasmus+ programme, KA3-Support to Policy Reform, Support to the implementation of EHEA reforms 2016 - 2018.

This project has a threefold intention: 1. raising awareness of the critical role curriculum design and delivery plays in the changing higher education landscape; 2. obtaining modernised curricula designed and delivered in such a way that all graduates, upon completion, have acquired the abilities and capabilities for work and life in a complex and rapidly changing world; 3. developing more collaborative partnerships and exchanges of knowledge, experience and innovative practices at the national and international level with regard to curriculum design and delivery.

In order to develop a vision on the above-mentioned matter, the VLOR organises three activities. The first activity was a workshop on May 2nd with experts in the field of curriculum design and delivery. On 16 and 17 November 2017, the VLOR organised a peer learning activity (PLA) involving the target groups of the Flemish higher education system and international peers from ministries and HEIs. The aim of the PLA was to exchange knowledge, experience, practices and new approaches with regard to curriculum design and delivery. Finally, the VLOR will organise a dissemination conference involving the whole Flemish higher education community.

Discussion paper

In order to give graduates the appropriate skills enabling them to participate actively and meaningfully while helping to shape a rapidly evolving society, increasing demands are being placed on the curriculum. Higher education is increasingly expected to strengthen internationalisation, innovation, employability, citizenship, democracy, sustainability, social commitment, interdisciplinarity... One way or another, these elements should be translated into the curriculum. How can institutions deal with this?

The key question above is the starting point of a discussion paper produced by a VLOR steering group in the spring of 2017. The paper assesses the situation in Flanders, deals with what a curriculum is or can be and addresses the challenges of curriculum design in higher education. This paper was adjusted by the steering group after the workshop in May 2017.

Questions

The discussion paper leads to a non-exhaustive list of 10 questions to foster discussion in the PLA.

1. How can a curriculum respond to today's societal needs?
2. How can a curriculum stimulate student involvement?
3. How can a curriculum do the above in an integrated way?
4. Is the curriculum the only instrument for this?
5. What is the relationship between the learning outcomes and the curriculum, and is it sufficiently clear?
6. How do we know if the curriculum is doing what is intended?
7. How powerful is the curriculum?
8. Does an institution have sufficient space to devise the curriculum of a particular programme?
9. How can teachers and staff be professionalised?
10. What is the role of the stakeholders in curriculum (re)design? Who owns the curriculum?

Programme

DAY 1

13.00	Coffee
13.30	Welcome - Isabelle De Ridder, Vlor
13.40	Setting the scene: the discussion paper on curriculum design - Cis Van Den Bogaert, chair of the Vlor working group on Curriculum Design and chair of the Peer Learning Acitivity
14.00	Keynote presentation: Curriculum design from an international perspective - Jakob Ravn, Copenhagen Business School
15.15	Curriculum design experiences from European countries: CROATIA: Marina Crnčić Sokol, Ministry of Science and Education, Zagreb Daliborka Luketić, University of Zadar UK: Judith Squires, University of Bristol Alvin Birdi, University of Bristol
16.15	Debate & first conclusions
17.15	End
19.30	Dinner in Brussels city center

DAY 2

9.15	Introduction to the second part of the PLA by the chair
9.30	Curriculum design experiences from European countries in parallel sessions: FLANDERS Lore Demedts, Artevelde University College, Ghent FRANCE Pierre Gillois, Grenoble Alps University SWEDEN Geir Gunnlaugsson, Uppsala University NETHERLANDS Silvester Draaijer, Vrije Universiteit Amsterdam ICELAND Ásta Bryndís Schram, University of Iceland, Reykjavík Guðrún Geirsdóttir, University of Iceland, Reykjavík SLOVENIA Veronika Gruden, University of Primorska
11.30	Debate
12.30	Lunch
14.00	Keynote presentation, critical reflections and interaction with the participants - Filip Dochy, University of Leuven/University of Maastricht

15.15	Concluding remarks by the chair
15.30	End

After an introduction by Isabelle De Ridder (VLOR), prof. dr. Cis Van Den Bogaert, chair of the VLOR working group on Curriculum Design and chair of the Peer Learning Activity introduces the current status of the discussion paper on Curriculum Design.

Keynote: Curriculum design from an international perspective

Jakob Ravn, Head of Teaching and Learning, Copenhagen Business School

Jakob Ravn presents in his keynote 'some international trends from curriculum design and the case of Copenhagen Business School (CBS)'. He starts making a point that when he was a student in the nineties, the curricula and teaching methods were different. Teachers were knowledgeable, middle-aged male and the delivery mode were very traditional. Nowadays a lot of things have changed.

Curriculum design refers for Jakob Ravn to what we intend for others to learn and how we support the learner. It originates from the US in the beginning of the 20th century: The mechanisms for transmission of a body of knowledge from teacher to student, from one generation to another. This was possible to study in-depth because the world didn't change as fast as it does today.

Ravn detected some current trends in curriculum design:

1. Digitalization and networks. Here is a double kind of dimension: 1. very influential of what the labour market needs from the students. Students need to know how to work with technology. 2. How we teach through digitalisation in another way.
2. Widening participation: inclusiveness
3. Equality - gender, culture values
4. Lifelong Learning

To give an answer on the above trends, innovation capacity is needed. We face nowadays the automatization of non-routine tasks: people are replaced by quite advanced digital processes. Tasks we used to think of as very human are done by machines. That's is why we need social skills as future work skills, according to Ravn. They are needed by the labour market and will not be replaced by computers and technology. The OECD defines these 21st century skills as the most important for the future: innovation, creativity and creative problem solving.

Disciplinary knowledge, Opportunities, Graduatness and Experience are the components of a university education.¹ In the future, learning experiences will be more on demand and more skills training will be needed. Can universities offer the skills a student needs? Even today there are new providers and new delivery mode such as online master degrees.

We cannot cope with all these trend. We cannot expand curricula and just add 21st century skills. We have to re-think organisations and make them innovative. An institution needs to have a focus. Otherwise too many agendas at the same time will come up. And finally the university cannot focus on any of the agendas.

Ravn explains that CBS designs only interdisciplinary programmes. This seems to work well at CBS. CBS his necessary conditions are: interdisciplinarity, decentral autonomy (also decentral administration that can take its own decisions) and a matrix-structure.

¹ Laura Czerniewicz, 2017

Ravn concludes that in order to enable the embedding of 21st century skills, the process has to be driven by innovative faculties that are allowed to innovate. This requires a decentral autonomy that is not driven by curriculum designers or curriculum design models. Therefore, organisational structures are important for innovation in curriculum. These new demands and trends can be coped with the key actors (faculty and students) who know the subject and how it is learned.

New demands and trends are not to be treated as add-ons to existing curricula, they have to be integrated into “combined activities” (like an interdisciplinary curriculum is not “two curricula in one programme”). Finally, Ravn warns that making an innovative curriculum is doing something new and is not copying what other institutions do.

Core idea: Curriculum design as a process driven by decentralised creative decision making; importance of organisational structures.

Curriculum design experiences from European countries:

CROATIA:

Marina Crnčić Sokol, Ministry of Science and Education, Zagreb

Daliborka Luketić, University of Zadar

Croatia’s higher education has gone through two major changes in the last two years: The development of a Croatian qualification framework and the results from European funded projects as a new driving force in curriculum development. These EU funded projects help to enhance different competences in teaching and learning to help the academic staff to be more competent and reach the curriculum change awareness.

One of these projects that was explained during this session was Project Educa-T. This project is a ‘Co-funded Erasmus+ Programme Key Action3/KA3/-Support to the implementation of EHEA reforms’. This project stimulates the creation of legal and policy preconditions for improving and learning in Croatian Higher Education. Croatia’s Higher Education is not prepared for new curriculum design, the presenters say. Some help is needed. In this project a competence framework and a competence enhancement programme for the academic staff will be defined in order to raise awareness about the importance of quality.

Core idea: International projects as a new driving force in curriculum development.

Curriculum design experiences from European countries:

UK:

Judith Squires, University of Bristol

Alvin Birdi, University of Bristol

Squires and Birdi see co-creation, student partnership and inclusivity as the answer to the questions in the discussion paper. They presented their project 'Bristol Futures'. 'Bristol Futures is a project that seeks to equip all students with the skills to be global citizens in our changing world. It's a progressive initiative that challenges traditional forms of pedagogy by combining innovative teaching and learning strategies (things like online courses, interdisciplinary open units and extra-curricular activity including volunteering, community-based research projects and skilled placements'.

Inclusion is an underpinning principle in the Bristol Futures approach. Before the focus was more on curriculum than on inclusivity: students and teachers were seen as learners and not as co-creators. Now there is a student advisory group that advises to develop the curriculum.

Bristol Futures is based on three key themes: Sustainable Futures, Innovation and Enterprise, and Global citizenship. Sustainable Futures is designed to equip students to engage with the challenges of improving the quality of life for all of humanity while sustaining the natural environment, and finding ways of living with the environmental change that we cause. Innovation and Enterprise will enable students to act on their ideas, use their initiative, and shape change in diverse sectors. Global Citizenship will foster the critical self-reflection and understanding students need to tackle international insecurity; culture and heritage in an increasingly globalised world; and negotiate the challenges of energy, resource management and food security.

Besides the three key themes, they have six work streams: 1. personal development planning: students owning their programme by reflecting on their current skills. Through a portfolio they can identify and evidence their current strengths. Even so, they can reflect on their potential skills gaps and consider how they might gain new skills or further develop existing skills. 2. Academic study skills; 3. Core curriculum: In this part of the curriculum the 3 key themes are tapped; 4. Bristol future optional units: These courses are structured around the 3 key themes, but are optional; 5. Bristol future courses: these courses are mainly MOOCs; 6. Professional and Community Engagement (PACE): community engagement outside the university. The university brings the possible initiatives online. Each of the six work streams is supervised by someone from the staff.

After the presentation by Judith Squires and Alvin Birdi, the question was asked whether this method could also work in others student context. In Bristol the influx of students is limited and selected.

Core idea: Co-creation, student partnership and inclusivity

Debate & first conclusions

After the presentations, the participants were asked to write down what the most important conclusions are. These are their preliminary findings.

- Importance of student and staff engagement in curriculum design
 - Trust
 - Community involvement
- Interdisciplinarity
 - Creativity
 - Bottom-up responsibility
 - Good organisational structures
- Many roads to the same goals: focus is needed; do not try to grasp everything
- Curriculum design as a process driven by decentralised creative decision making; importance of organisational structures
- International projects as a new driving force in curriculum development.
- Co-creation, student partnership and inclusivity.

Curriculum design experiences from European countries in parallel sessions:

FLANDERS

Lore Demedts, Artevelde University College, Ghent

Artevelde University College (AUC) has a long tradition of competency-based education and student-centred learning. Based on the 21st century skills, AUC has defined five specific learning outcomes it wants to achieve in all departments and for all staff members and students: research, sustainability, global citizenship, entrepreneurial spirit and digital literacy. The question 'How should students achieve those 21st century learning outcomes?' is resolved by introducing self-directed learning on all levels of the curricula.

The Self-Directed Learning Model consists of three main phases and has the potential to create more civic participation, care, ethics and social development. It uses the autonomous motivation of the students to achieve a deeper level of learning and understanding.

To create the self-guidance model, an expert group started from the tradition of student-centred learning. The question 'How can we better integrate generic competences into the study programme?' was an addition to the question 'what' will we integrate into the curriculum (sustainability, entrepreneurial spirit, research learning outcomes, intercultural competences and digital literacy)? The shift towards 'how' the students will personally realise this was used as a basic principle. A curriculum can provide the conditions in which students can learn, but to achieve a better understanding and deeper learning, it are the students who should learn in an active manner. Higher education institutes should operate in a caring manner in order to ensure that people are cared for and to foster the value of care.

The self-guidance curriculum model starts from a traditional curriculum design with learning outcomes. Next the learning opportunities are taken into account, in order that students have their skills validated and recognised. An alternative system of management, not for the pursuit of credits, but with the goal of free pursuit of knowledge and life-long learning.

When learning, students make use of self-guiding principles, such as effective learning strategies and changes in learning strategies, to reach their learning targets. The student learns in an active manner and he/she is given the space to set personal targets. A lot of these principles can also be found in a motivational learning environment. The principle of 'autonomy' is clearly present in self-guidance.

The challenge exists in combining learning outcomes with the students' motivation for personal outcomes. A well-designed curriculum is needed to give an inspiring answer to the question: what is the purpose of education?

Core idea: Strong link between new curriculum, teaching methods and assessment; it can enhance efficiency. (Rationalisation)

Curriculum design experiences from European countries in parallel sessions:

FRANCE

Pierre Gillois, Grenoble Alps University

10 Years ago, the Grenoble Alps University developed a new system of teaching and learning: A blended learning model based on flipped classroom with a continuous dual assessment system providing personal follow-up; In addition they developed a continuous dual assessment system (Digital Wi-Fi tablet assessment) providing personal follow-up: learning analytics & teaching analytics.

Core idea: Curriculum embedded in a clear strategy of the institution

Curriculum design experiences from European countries in parallel sessions:

SWEDEN

Geir Gunnlaugsson, Educational developer, Uppsala University

Uppsala University has on the one hand a very strong culture of delegation to the operational level in higher education. Even on the level of the individual teacher. On the other hand, every curriculum is formulated in a central register. When students apply for a programme, they do it via a central national administration. There is a description of each program in the central register. Uppsala University had to find a balance between what they have to write down in the formal curriculum (in the register) and what has to be taught in the syllabus.

Mission and core values of Uppsala are supposed to go down into the curriculum and syllabus. Uppsala is a research university, so research is more important than teaching. But getting research into curriculum is an added value of a research university. It was not evident. They had to implement research based education.

Gunnlaugsson detected a different attitude before and after 'Bologna': e.g. student life with active student participation. Nevertheless, student activity is still a challenge because students have to create continuity. The university searched for ways to activate student in participation and to create continuity. They defined roles for university and students to enhance student participation.

One of the core aspects, next to attention for e.g. 'Internationalisation', 'Sustainable development' and 'Equal Opportunities', the university considers staff development by staff competence training to be of paramount importance. All teachers follow a five week course that includes a lot of curriculum design. One of the subjects is learning to write learning outcomes. This is a mandatory course for mixed groups across all university disciplines. The teaching staff is used to these courses because it was already

established for 20 years. During another five weeks they can decide for themselves how to professionalise educationally.

Core idea: Teacher training; a culture of delegation of power

Curriculum design experiences from European countries in parallel sessions:

NETHERLANDS

Silvester Draaijer, Vrije Universiteit Amsterdam

After an introduction on higher education in the Netherlands, Silvester Draaijer mentions big differences in curricular set-up for various domains. In engineering mostly project based education is used; in social sciences, business, economics, life sciences mostly classical education is used according to Draaijer. Medicine and nursing work mostly with problem based curricula, practice work and internships. In all the domains curriculum design is mainly regarded as a rational process.

Draaijer describes a few past and current trends such as project based curricula, problem based curricula, competency based curricula and High impact learning (see Dochy). He also mentions learning lines (pathways) based curricula. In the latter approach the assignments are the central pedagogical vehicles at various stages of the curriculum. Draaijer also mentions the 'Taxonomy of Significant Learning' by L. Dee Fink².

Other useful trends in teaching and learning are personalised learning, internationalisation, inclusive education, sustainability, entrepreneurial initiatives, diversity and employability. Nevertheless, focus is needed because one cannot realise them all in one curriculum.

Draaijer goes deeper into the subject of Community service learning. This is a method to foster connecting students with local community. This method enables to integrate some of the above mentioned trends in teaching and learning. The institution has to set up projects for students in the wider local community as an integrated extension of their curriculum.

² Dee Fink's Taxonomy of Significant Learning

- Foundational Knowledge - Understanding and remembering information and ideas.
 - *Students will recognize and understand legal terminology.*
 - *Acquire in-depth knowledge of key concepts of virology.*
- Application - Skills; critical, creative, and practical thinking; managing projects.
 - *Students will be able to compare and contrast opposing legal principles, choose a position and defend it.*
 - *Students will demonstrate teamwork in preparing a complex project.*
- Integration - Connecting ideas, people, realms of life.
 - *Students will be able to apply legal principles to the accounting field.*
 - *Assess the contributions of virology to advances in science and medicine.*
- Human Dimension - Learning about oneself, others.
 - *Students use reflection and team feedback to identify areas where they have strengths and areas that need improvement.*
 - *Value the group learning environment.*
- Caring - Developing new feelings, interests, values.
 - *Students will want to apply legal and ethical knowledge to life events.*
 - *Understand the impact of viral disease on individuals and populations.*
- Learning How to Learn - Becoming a better student; inquiring about a subject; self-directing learners.
 - *Students will be able to do research to assess and apply court cases to legal issues.*
 - *Learn to think as a scientist.*

Core Idea: Connection with the wider community; importance of flexibility enhancing study success.

Curriculum design experiences from European countries in parallel sessions:

ICELAND

Ásta Bryndís Schram, University of Iceland, Reykjavík

Guðrún Geirsdóttir, University of Iceland, Reykjavík

The University of Iceland is established in 1911. The university has 13307 students and 775 academic staff and has a strong research orientation. Both presenters represent the centre for teaching and learning. This centre is established in 2001. It is their role to support the implementation of learning outcomes with a student-centred focus. In 2006 the government decided to oblige learning outcomes for all programmes in Iceland's Higher Education. The learning outcomes have been connected with the assessment. Actually Iceland did not implement learning outcomes very well. Student satisfaction was going down: only 60% of the students think that the organisation of the programmes is working well.

Learning outcomes were felt like a collection of boxes wherein each teacher organised his box the way he wanted. They felt the need for someone who can look at the whole programme and can be more holistic in every way.

These findings were analysed by the 'Centre for Teaching and Learning'. The presenters indicate that curriculum decisions are seen as technical and as value neutral rather than an act of power. The members of the centre started to interview the different departments to see how they use learning outcomes in their curriculum development. There are signs that 21st century competences have rarely been defined as learning outcomes. But at different recent strategies of the university there are policies on sustainability and environmental issues e.g. creating an electric car or an health science conference on innovation. 21st century skills seem to be seen as curriculum add-on rather than a part of programme curriculum

Core idea: Learning outcomes: making the implicit visible (21th century skills)

Curriculum design experiences from European countries in parallel sessions:

SLOVENIA

Veronika Gruden, University of Primorska

Core Idea: An interdisciplinary curriculum is contextual; the context of the domain facilitates the interdisciplinary curriculum design

Debate

After the parallel sessions, four groups of participants discussed the information from the presentations. The output of these discussions is used in the concluding remarks.

Keynote presentation, critical reflections and interaction with the participants - Filip
Dochy, Professor of research on Corporate Learning & Development, and
Professional Education, University of Leuven/University of Maastricht

'High impact learning that lasts' (HILL) is the title of a book written by the presenter. He defined seven building blocks for high impact learning that lasts. These seven are nevertheless not a necessity in all curricula.

Research on learning shows that in two lectures with the same goals, at same time, with the same test afterwards, but 1 with an experienced and 1 with a non-experienced lecturer but trained in the principles of HILL and effective learning, in the first case 47% passes the test versus 74% that passes the test after the lecture. Research also showed that lecturing increases failure rates by 55% compared to active HILL based learning. Dochy concludes that active learning leads to better results, less dropout, higher success rates and higher satisfaction.

Based on his research Dochy came to some conclusions: More self regulation leads to higher intrinsic motivation and better performance. Autonomy-supported guidance show significantly better performance than controlled ways of guidance.³ Providing choices to learners shows positive effects on performance. Learning in authentic contexts leads to better performance skills.⁴ Learning in teams is often preferred above individual learning.⁵ Learning with IT does not lead to more effective learning. E-learning and webinars for instance take many old restrictions with them; drop out in e-learning is higher than 95%. But Dochy adds that a combination between e-learning and face to face contacts works. Also in new modes of assessment, the assessment dictates the motivation of students and how students perceive what a teacher will assess dictates the way they will study.

Dochy points out that millennials learn in a different way than students did before. They learn from different sources and more from moving pictures. Their learning is not linear, but rather lateral starting from discontinuous information, available on diverse places and moments. They learn also via networks: social, electronic and face to face networks. Next to the students, there is also the demand from the labour market. Dochy presents, based on research 10 competencies the labour market wants.⁶

The seven building blocks of HILL are:

1. Urgency: A sense of urgency triggers involvement and intrinsic motivation. Therefore, it is a benefit to start from a real life situation e.g. by doing internships.
2. Action/sharing: The more action you take, the more impact you will get; the more students and teachers communicate and discuss, the more they share knowledge.
3. Hybrid: e.g. face to face + e-learning
4. Learner agency: The learner as the owner of the learning process: e.g. The use of portfolios
5. Collaboration / coaching: With more teamwork, you get a higher success rate.
6. Flexibility: formal and informal. Be flexible to learn spontaneously.
7. Assessment as learning: Assessment is integrated in the learning process. The question arises: are students studying because they like it or because they just want to pass the assessment?

³ Sierens, Goossens, Dochy, et al., 2007

⁴ Dochy, Segers, Gijbels & Van den Bossche, RER, 2003

⁵ Johnson & Johnson; Dochy et al.

⁶ 1. Content-oriented expertise; 2. Working in teams; 3. Lifelong learning; 4. Perseverance; 5. Critical thinking; 6. Entrepreneurship; 7. Creativity; 8. Knowledge creation - problem solving; 9. Searching information fast and accurate; 10. Engagement; 11. Responsibility

Core idea: Scientific evidence for active learning; Assessment as learning

Concluding remarks by the chair

Reflections collected from the presentations

- Curriculum design as a process driven by decentralised creative decision making; importance of organisational structures
- International projects as a new driving force in curriculum development
- Co-creation, student partnership and inclusivity
- Connection with the wider community; importance of flexibility enhancing study success
- Learning outcomes: making the implicit visible (21st century skills)
- An interdisciplinary curriculum is contextual; the context of the domain facilitates the interdisciplinary curriculum design
- Strong link between new curriculum, teaching methods and assessment; it can enhance efficiency. (rationalisation)
- Curriculum embedded in a clear strategy of the institution
- Teacher training; a culture of delegation of power
- Scientific evidence for active learning; Assessment as learning

Critical reflections

- Presentations show that there are many roads to the same goals.
- How to encourage staff involvement? How can we make teachers embrace the new curriculum? How to deal with resistance?
- Legal boundaries in setting up a new curriculum? How to deal with current organisational structures e.g. financial allocation resources, legal aspects,
- Difficult to integrate disciplines; Lack of flexibility due to ECTS.
- How to integrate employability in curriculum design?
- The balance between 'traditional teaching' and active teaching methods.
- Curriculum design is related to a 'political' vision.
- Distinction between multidisciplinarity and interdisciplinarity needs to be considered.
- Learning outcomes are contradicting engagement and creativity

Comments by the observer

Patrick Van den Bosch from the Quality Assurance Unit of the Flemish Higher Education Council (VLUHR QA) acted as observer during this Peer Learning Activity. After the PLA, he organised a survey on both the organisation and the content of the PLA. This survey was filled in by a majority of the participants. These results are used as input for the evaluation below.

Organisational

The PLA was organised by the VLOR. It took place in the offices of VLOR in Brussels. These are centrally located near Brussels North Station, which made the venue easily accessible for the participants. 32 Participants attended the PLA, amongst them 13 presenters. Besides the VLOR support staff and the observer, all the other participants are members of the VLOR steering group on curriculum design and the VLOR Higher Education Council. The president of the steering group, Professor Cis Van Den Bogaert (Antwerp University / Flemish Interuniversity Council), acted as chairman of the PLA. Based on the survey the participants were all positive about the composition of the group.

The PLA started on day 1 at 1.30 pm and ended on day 2 at 3.30 pm. This day schedule made it possible for the international presenters spending only 1 overnight stay in Brussels. The participants were satisfied with the day schedule as well as the lunch, the dinner and the hotel facilities offered by the VLOR. Participants did not report any organisational recommendations. On the contrary, several participants are very enthusiastic about the organization of the PLA.

Content

They survey revealed an overall satisfaction about the content of the PLA. All participants are convinced that the PLA covered the most important topics in curriculum design, thanks to relevant presentation by knowledgeable presenters. In the survey some participants explicitly mention the keynote speakers as very inspiring and thought-provoking.

One of participants summarised the general trend in the survey as follows: *'It was so interesting how presenters approached the topic from different perspectives. Cis opened with a very good introduction, the Danish presenter also had interesting points, and then the Bristol presentation instigated a big discussion, as did the presentation for Dochy. Overall, it was a very thought-provoking PLA. I have also made good contacts with several people and we will stay in touch. It was nice how close the hotel was to the meeting venue, where the lunch was, and I really appreciated the trip into the beautiful city of Brussels and the experience there. You are wonderful hosts.'*

The one current remark, made by several participants, is that they would recommend to have more time to discuss with each other about the lessons they learn from the presentations. It is advisable to provide more time for this in the future. A good practice is that one core idea was extracted from every presentation.

All in all, this peer learning activity can be considered as very positively received by all participants. It was an interesting journey through the current state of affairs regarding 21st century skills in the European Higher Education Area and an opportunity to share new insights into practices within other countries and institutions.