

*HERE Study visit*

**Learning outcomes and student-centred learning: implications for learning and teaching**

Tallinn University, Estonia

18-19 April 2016

Study visit on learning outcomes and student-centred learning started with an introduction on current developments in SCL in the context of the Bologna Process. It also considered two study cases from different countries (Jordan and Georgia) where participants had a chance to see different definitions, achievements and problems of student-centred learning in respective countries and systems. Programme consisted of several sessions which were focused on different approaches on LO and SCL: Learning outcomes – State of play in Europe and partner countries; Shift to learning outcomes: the case of the University of Tallinn; Panel - Presentations from different faculties (introduction to break-out groups); Break out groups: Discussion of experience, challenges and successes at the faculty/discipline level; Plenary – Feedback from break-out groups: Questions, observations, conclusions; System level developments: Place of LO and SCL in the national reform process; Changing the learning culture: The impact of ICT and digitalization; System level developments: Quality assurance. Although Montenegro HERE team actively participated in all the sessions mentioned above, I find two sessions extremely interesting and useful, but all according to the fact that I am coming from the Faculty of Dramatic Arts.

The first one was introduction to break-out groups where Lennart Mand (Professor, Head of the Department of Leather Art, Estonian Academy of Arts) spoke about experiences dealing with introducing learning outcomes within the system of Estonian Academy of Arts. The presentation he had continued within the break-out group where we discussed experiences, challenges and successes at the faculty or discipline level. It has been noted that University of Montenegro, Faculty of Dramatic Arts introduced LO and published it within the portal <http://nastava.ucg.ac.me/ucg/?lang=en>, but that the main support for this obligatory step (according to the Law) derived from Tempus project Devcore (Development of Learning Outcomes Approach – A Way to Better Comparability, Recognition and Employability at the Labor Market) which is funded by the European Commission and coordinated by the University

of Montenegro. Nevertheless, the main issue about arts and humanities was – how to study creativity; or – how to assess creativity? Speaking in the terms of arts, the main question (and discussion) is: how to describe results we don't know in advance?

The second session which was extremely important nowadays was about changing the learning culture and about the impact of ICT and digitalization. Experiences from Tallinn University (Kai Pata, Senior Research Fellow in Educational Technology) directly involve Digital competence framework roadmap in Europe (DIGICOM, 2013) which was an introduction to a very interesting presentation and debate about teaching with open blog-based approach as well as informal learning.

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April, 2016.