European-wide experiences of institutional practises in e-learning

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Zagreb, 27 January 2017
Agenda  (50 min)

1. Presentation
2. Assignment
3. Plenary discussion
Empower Online Learning Leadership Academy

June ‘16 Brussels
Oct ‘16 Rome
The Changing Pedagogical Landscape

New ways of teaching and learning and their implications for higher education policy
Changing HE-landscape in Europe 1/3

1. Shift towards less traditional learners
2. EU-level: stimulate greater use of **technology** and innovation in **pedagogy**
3. Uptake of technology, but pedagogy less well understood and lagging behind
4. Many universities and colleges offer CPD and LLL
Changing HE-landscape in Europe 2/3

5. Turbulence, Disruption?
   Many experiments, pilots and new initiatives:
   • Competency based education
   • Learners do not need to spend defined periods of study to obtain credits
   • Growth of MOOCs and other forms of open education
   • Expansion of public – private partnerships in online education
   • Unbundling of HE-processes
Changing HE-landscape in Europe 3/3

6. Design and delivery: VLE / LMS an end in itself
   • Adoption of online education (incl. MOOCs) has reduced the negative view of technology in education
   • Bottom up approach of teachers is completed by a more strategic approach of management: digital education

7. Quality assurance:
   QA agencies to adopt innovation in the use of technologies and pedagogies
Innovation of teacher-centric didactic model

New Pedagogies

New Technologies
HE provision – complementary areas

• Degree education
  • Blended or fully-online introduced for improving quality, cost and efficiency are secondary
  • In Ba- and Ma-education conventional universities do not abandon face-to-face education
  • Dealing with new type of students joining who work alongside their careers

• Lifelong learning
  • CPD, short courses recognized by professional associations
  • More advanced levels of LLL /CPD needed as in EU-population a Bachelor degree is becoming regular

• Open online education
  • New area for experiments for many universities
Turbulence in EU HE-system

• Governments seek major changes in the way HE is designed and delivered.
  • Flexible pathways
  • More open and online courses
  • CPD / LLL uptake

• New providers on the HE market
  • They do not challenge conventional and open universities (yet)
  • Target professional and vocational education in most profitable area’s. Position of HE-institutes?
  • Competition expected to rise with less young degree students in the near future
Strategy (or not)?
What do we see?

• Complex learner journeys are growing in importance;
  • part-time students,
  • mobility (physical and virtual),
  • nano-degrees,
  • collaboration with industry and businesses

• Various faculty initiatives, pilots and experiments cannot are organizes beside regular educational system. Struggle with connecting and integrating these.
Design and delivery of education

• Nineties: CBT introduced in HE teaching, without substantial change
• E-learning was seen as a cheap way. Not true!
• For benefits of e-learning a uniform approach needed: VLE / LMS
• Ecosystem with tools linked to VLE: e-portfolio, assessment, video-streaming, social and collaborative media.
• Effective use depends on frontrunners and professional support (Instructional Design, media-design)
• VLE/LMS has often not been a stepping stone but merely an end-point in itself
Pedagogical opportunities

• Technology is pervasive, *use it smartly*

• Technology is accepted widely amongst learners, *use it beyond the obvious*

• Contents is abundant, access to knowledge beyond the library, *unlock (open) learning resources.* *Students can create knowledge to share*
How to choose from ...

adaptive learning
new approaches
to assessment
blended learning
connectivism +
online pedagogies
digital badges
educational gaming
e-portfolios
flexible learning
flipped learning

immersive
environments
inquiry based learning
learning analytics
mobile learning
MOOCS (massive open
online courses)
open educational
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problem-based learning
seamless learning and
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Technology and Education

• MOOCs help accepting systematic use of ICT, influencing regular education: mixed mode of face-to-face and online:
  Challenge is re-design of regular courses in curricula
• ‘no significant difference’ phenomenon
• Key players remain individual educators and dedicated e-learning / ICT-centres
Quality

• QA agencies are becoming more explicit about their views on quality of digital education, often triggered by MOOCs: FR, NL, NO, UK, SP
• In the Netherlands (NVAO) focus on online learning in general. Applied and promoted by Open University and other frontrunners.
• Digital Higher Education communities worldwide are developing frameworks for evaluating online and blended learning
• QA agencies and universities need to partner in quality of digital education
Paradime shift?

• Need for vision and implementation of learning arrangements in HE.
• Competition is building up in the non-degree part. Universities need to consider their role considering the profile of future students
• Systems change can be triggered in collaboration
  • Universities
  • their national and international networks
  • QA agencies
  • Government
Systems change.. Business redesign

• Keep on adding technology to the traditional setup of a university is not sustainable, affordable and effective
• If there is a critical mass in university guided by academic leadership, systemic change is can put a university in the perfect position for growth
• HE is a regulated market. We need to move together with QA, partner universities and government.
• OR don’t do this: watch and respond as needed
“Online learning should be in the service of big ideas not as a big idea in itself”

(adapted from Barnett, 2011).
Mention 1 action: What + Why?

1. Why are you in your institute applying online digital education?
2. What do you expect your government to do?
3. What do you expect your management to do?
4. What do you expect your colleagues to do?
5. What do you expect to be the criteria of (future) students to choose for your institute?
Thank you

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