



Transforming higher education: how we teach in the digital age

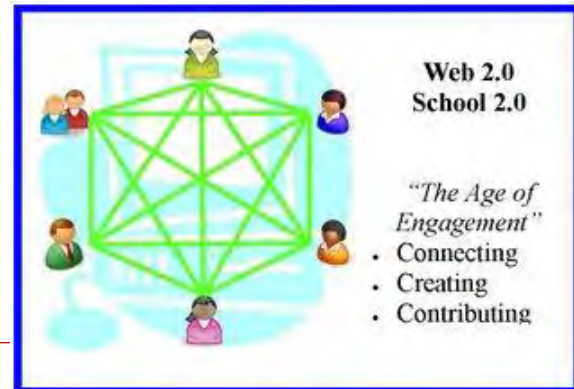
Policy developments at European level

(Reflections from Malta PLA of ET2020 WG's and Conference on the State of Digital Education)

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University of Zagreb University Computing Centre SRCE
Head of the Office for E-learning at the University of Zagreb

Transformation of educational environment

- Model based on knowledge delivery
 - Passive knowledge acceptance
 - Knowledge transfer from teacher to student
 - Lectures dominate
 - Teachers assessment
- Model oriented towards student
 - Learning by active participation
 - Interaction and information processing
 - Achievement of learning outcomes
 - Teachers design teaching methods and i shape environment
 - Team work
 - Joint assessment (teachers&students)





New role of the teacher

- Bologna process
- Student-centred model – active and motivated student
- Teacher as the mentor and coordinator of the learning process
- New technologies as the tool for enhancement of the quality of the educational process
- New teaching methods – digital pedagogy
- Access to the great amount of information,
- ♦ Enhancement of creativity, innovativeness and environment for learning
- ♦ Digital skills





“Teachers need to be well prepared and trained for being able to cater for students with diverse backgrounds, expectations and needs”.

Jim Devine, former president of the
Institute of Art Design and Technology
Dun Laoghaire

EU policies

- Higher education teaching staff have to be given the training and support they need to do an excellent job (*M. McAleese, chair of the EU high level group, 2013*)
- All staff teaching in higher education institutions should receive training in relevant digital technologies and pedagogies as part of initial training and continuous professional development (*recommendation 5, Report to the EC on New modes of learning and teaching in higher education, High Level Group on the Modernisation of HE, 2014*)
- ... changing the way learning and teaching are carried out requires comited and informed teachers, and a prerequisite of that is that high quality teaching is valued by universities and by founder alongside. (*The Changing Pedagogical Landscape; New ways of teaching and learning and their implication for higher education policy, EC, 2015*)





EU policies

- ...continuous, comprehensive and customised professional development in order to develop and integrate new modes of teaching and learning that harness digital learning technologies to achieve more comprehensive learning outcomes (*chapter 3, Promoting Effective Digital-Age Learning , EC JRC, 2015*)
- Particular attention will be given to innovation in pedagogy; this will include supporting flexible curricula, promoting interdisciplinary and collaborative approaches within institutions, and supporting professional development to enhance innovative teaching practice, including ways of using and bringing digital tools into the classroom and stimulating entrepreneurial mindsets. (*Chapter 3.2. A New Skills Agenda for Europe, 2016*)

New priorities for European cooperation in education and training (autumn 2015)

- Relevant and high-quality knowledge, skills and competences developed throughout lifelong learning, focusing on learning outcomes for employability, innovation, active citizenship and well-being;
- Inclusive education, equality, equity, non-discrimination and the promotion of civic competences;
- Open and innovative education and training, including by fully embracing the digital era;
- Strong support for teachers, trainers, school leaders and other educational staff;
- Transparency and recognition of skills and qualifications to facilitate learning and labour mobility;
- Sustainable investment, quality and efficiency of education and training systems.

ET2020 Working group on Digital skills and competencies (2016-2018)



- Issues addressed:
 - **Development of digital competences** at all levels of learning (inclusion non-formal and informal), in response to digital revolution
 - **Fostering transparency, quality assurance, validation and recognition** of skills and qualifications, including those acquired through digital, online and open learning resources, as well as non-formal and informal learning
 - **Increasing synergies** between education, research and innovation activities, with a sustainable growth perspective, building on developments in HE, with a new focus on VET and schools
 - **Promoting use of ICT** with a view to increasing the quality and relevance of education at all levels; **Boosting availability and quality of open and digital educational resources** and pedagogies at all education levels, in cooperation with European open source communities

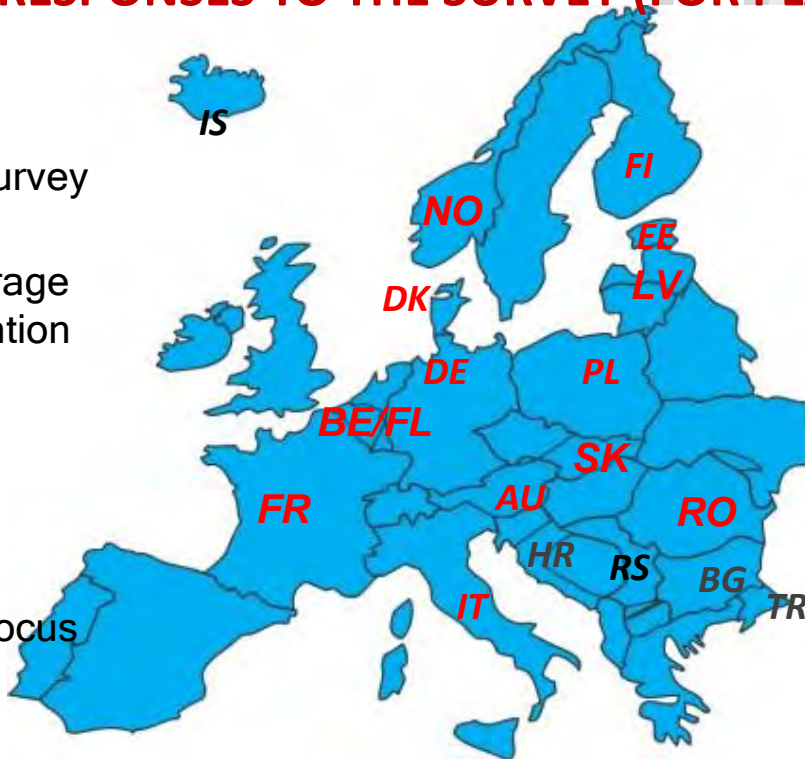


Joint PLA Malta – 18/1/2017

- Working group on digital skills and competencies
- Working group on modernisation of higher education
- In preparation for PLA interested EU countries answered a survey on impact of digital technologies on teaching in higher education
- Title of the PLA: **Transforming higher education: how we teach in the digital age**

PLA COUNTRY RESPONSES TO THE SURVEY (FOR PLA)

- 18 PLA countries responded to the survey
- 13 with national initiatives to encourage pedagogical innovation incl. digitalisation
- 7 countries report having a policy framework etc. for pedagogical development with focus on digitalisation:
DE, EE, FI, FR, NO,
PL, RO



MALTA

InnovationEngage

PLA SURVEY RESULTS: Policy development & implementation across HE systems



Consolidated policies & actions

- EE, FR, DE, HR



Policies at launch

- NO, PL, RO, FI, LV, IT



Incipient or little focus

- BE/FL, BG, SK, RS, TR



InnovationEngage

PLA SURVEY RESULTS: INCENTIVES & SUPPORT TO HEIS



Long term competitive funding schemes: DE, FR



Other competitive funds: BG, FI, HR, LV, RS



Performance-based funding: FI, LV

HEIs in DE and SK reduce the number of teaching hours



Competitions: PL, RO

InnovationEngage

PLA SURVEY RESULTS: Monitoring and evaluation



DIALOGUE

- 12 systems
- e.g. Forum for HE in digital Age in Germany



ANNUAL NEGOTIATIONS

- 7 systems
- AT,DK, EE, FI,FR, IT, PL



SURVEYS & STUDIES

- Regular: AT, DE, FR ,IT, NO
- Ad hoc: HR, BE/FL, RO



PLA SURVEY RESULTS: Examples of CENTRES, PLATFORMS, NETWORKS



E-LEARNING PLATFORM



SRCE ZAGREB UNIVERSITY'S COMPUTING CENTRE



PIX- and FUN-MOOC PLATFORMS,
SUP.NUMERIQUE SEARCH ENGINE



NORWEGIAN AGENCY FOR DIGITAL
LEARNING + DeIRETT



UNIVERSITY OF ICELAND'S CENTRE OF
TEACHING AND LEARNING

PLA SURVEY RESULTS: RECOGNITION & REWARD TO STAFF



Staff appraisal: BE/FL, BG, FI, FR, LV, PL, RO, SK, TR



Career progress: BE/FL, FR, V,NO, PL,TR



Competitions, Prizes: DE, FI, FR, LV, PL, RO



Time for prof. development: DK, FI, FR, PL, SK

HEIs is DE and SK reduce the number of teaching hours



Equipment: DK, FI, FR, PL SK

InnovationEngage



Overview on countries presentation on the topic of PLA

Transforming higher education: how we teach in the digital age

HOW DO WE INFLUENCE TEACHERS AND SUPPORT COMPETENCE DEVELOPMENT?

-
- The discipline
 - Incentives (time, funding, acknowledgement)
 - Clarity of work conditions related to blended teaching
 - Rationales for change: Just in time or just in case?
 - Support (technological and pedagogical)
 - Willingness to change/ develop



COMPETENCE DEVELOPMENT- RECOMMENDATIONS

Development of teaching in ways comparable to research in academic careers

- National policy that involves competence development of academic staff
- Competence development as a prerequisite for career development

Development of the impact of teaching with technology (blended learning)

- Upgrade blended teaching/activities in ways comparable to "normal" teaching (in the system used for universities' counting of teaching to the Ministry of Higher Education and Sciences)
- University policies for digitalisation – with high focus on local rationales and teaching
- Teacher training programmes and national funding programmes that support development



European Forum for Enhanced Collaboration in Teaching (EFFECT)

Co-funded by the
Erasmus+ Programme
of the European Union



effect
EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING

project:

what's in on digital learning?

an insight

A. Rusakova, Dr.sc.admin.
Latvian Rectors' Council
University of Latvia

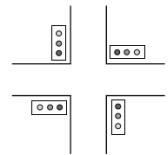
PLA Malta, January 18, 2017

Principles for good university teaching/ for enhancing the university's educational mission

DRAFT!!!

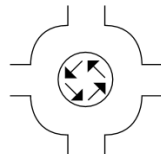
university leadership - empowering, supportive, trusting the competences of the teachers

- 1) Embrace learning and teaching as a key mission, and a proactive response to European and global challenges
- 2) Develop learning and teaching strategies, to underpin and correlate efforts made and initiatives undertaken by staff, students, leadership and external stakeholders
- 3) Develop a robust approach for ensuring and enhancing the quality of teaching
- 4) Become truly student-centred
- 5) Develop and promote teaching as a professional competence, which are useful in a wider range of careers
- 6) Support university teachers in developing an up-to-date/ contemporary image of their profession
- 7) The research mission – and its link to education and teaching
- 8) Build institutional capacity for good teaching
- 9) Launch and support initiatives for enhancing and innovating learning and teaching
- 10) Engage beyond the boundaries of the institution, to seek inspiration and share resources



Jongbloed, 2004

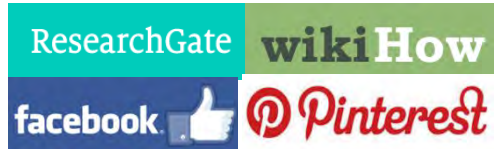
the context of countries, HEI's, disciplines, individuals





Changing landscape of higher education

- Digital natives (M. Prensky 2001)
- Easily distracted, want to be entertained
- Performance/accountability oriented
- Diverse (non-traditional) students
- Increased mobility
- Increase of adjunct/ non-tenured faculty
- Self-organizing teams of researchers (*The New Invisible College*, C.Wagner, 2008)



So where do you learn new teaching methods?

What about implementing learning outcomes approach and assessment strategies?

- Teachers training courses (*usually more theory than practice*)..
- Peer learning communities (*some are not public*)..
- Erasmus mobility - the foreign lecturers are more ready to share their experiences (*not all have access to Erasmus mobility*)..
- Watching lectures on Youtube/MOOCs (*might take a lot of time*)..
- Conferences..
- By coincidence, e.g. replacing someone and gaining access to their material..
- Shadowing lecturers / visiting open lectures..
- Surfing the Internet..

GET SMART: THE 25 BEST EDUCATIONAL APPS FOR
IPHONE AND ANDROID <http://www.digitaltrends.com/mobile/best-educational-apps/>

By Brandon Widder and Gloria Sin — October 9, 2016 7:00 AM

Are there any ready-made solutions available, that can be easily adopted?



Norway

- digitalisation affect all areas of higher education – infrastructure, administration, teaching, management
- academic staff lack familiarity to copyright law
- aim to make educators more confident about what they can and cannot do under which conditions

Serbia

- Digital Competence Framework (February 2017)
 - to support teachers in education to integrate digital technologies into teaching and learning process
 - to increase teachers professional competences



Key Recommendations from PLA - Group 2

- - Enhance the importance of teachers profession in HE (competent teacher, quality and professionalism in teaching, CDP, more focus on methodology than on technology)
- - More focus on teaching training of HE teacher
- - Research vs. teaching - more importance on teaching in the way that it is defined in the institution the teaching part is valued as well
- - Importance of sharing experience, networking, involvement of stakeholders
- - Role of MOOC - in formal, non formal and informal education, recognition of learning



Key Recommendations from PLA - Group 3

- There is untapped potential in digitalisation of HE e.g. the use of videos, podcasts, screencasts – depends on the institution, context, field specific
 - There is a need to stress the benefits of digitalisation of HE in terms of access, quality, effectiveness, LLL
 - National governments should have a role in facilitating new forms of cooperation in HE e.g. with broad group of stakeholders
 - We recommend the implementation of digital competent Organisation framework in HE.
 - Discussion on structure of HE in digital age should be launched
 - Comparative studies on national providers at ICT services in EU countries
 - All higher HE staff member should have access and time to support to gain/mprove digital competences including time allowance



3 recommendations to advance modernisation of teaching

- Fully Integrate Digital Capability into QA and Strategic Planning
- How about at least one well-designed, high quality course fully online for all undergraduates in all European HEIs?
- Address for once and for all the imbalance between ‘research’ and ‘teaching’

Jim Devine, former president of the
Institute of Art Design and Technology
Dun Laoghaire



Croatia

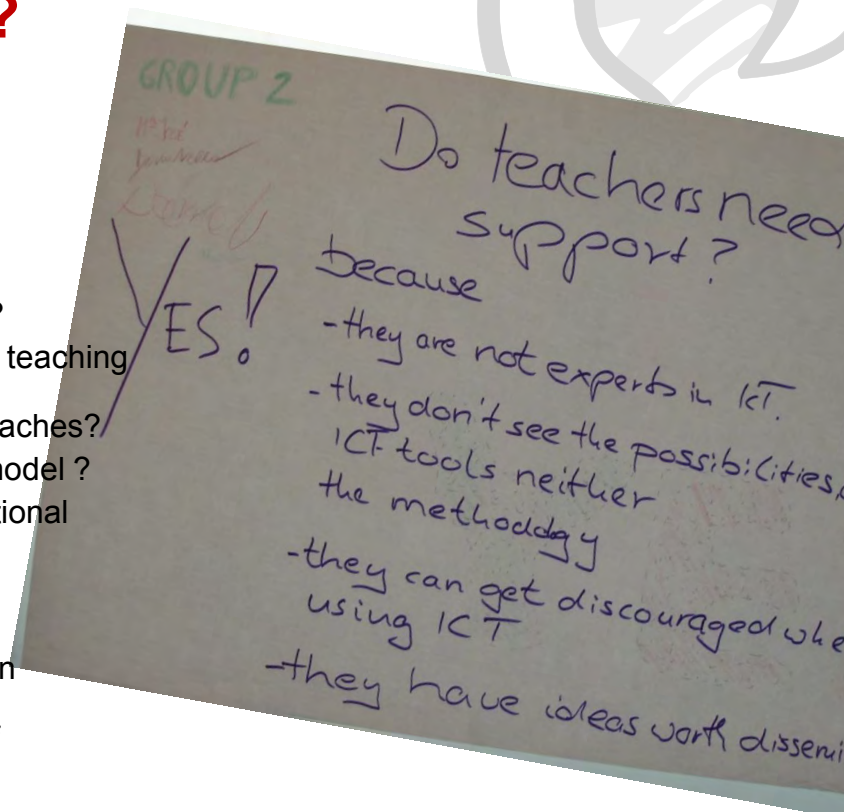
- Strategy of Education, Science and Technology (adopted in October 2014)
 - education and science as developmental priorities
 - importance of using ICT in educational process, fostering the implementation of e-learning, other modern methods of teaching based on ICT and development of open educational resources
 - continuous professional development in pedagogy and other transversal competencies, ICT, project preparation and applying

but still

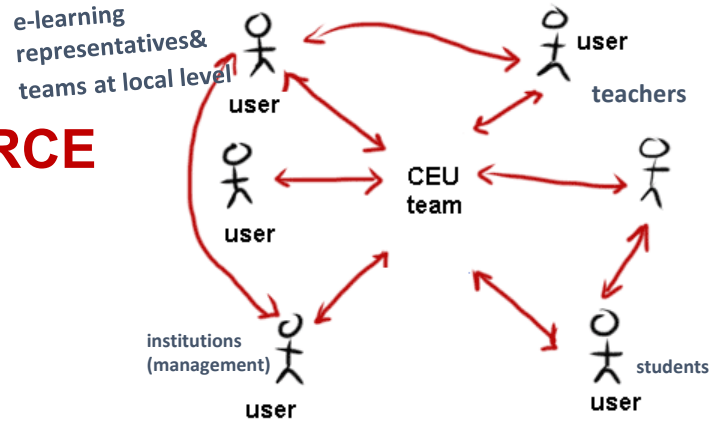
- promotion rules has not changed (dominantly for scientific efforts)
- no recognition of teaching excellence
- continuous professional development optional and teachers decision
- environment still oriented towards traditional way of teaching
- nevertheless great amount of enthusiasm at teachers
- e-learning implementation diversity - blended learning mostly
- some universities have an e-learning strategy
- examples of good practice at some institutions

How to best incorporate ICT in higher education?

- (some of the) questions teachers ask:
 - which technologies to use?
 - are these technologies available?
 - how to use chosen technologies?
 - how to integrate technologies into teaching and learning process?
 - which are new pedagogical approaches?
 - how to move to student centred model ?
 - how to use new formats of educational resources?
 - where I can get some support?
 - where do I find training (CPD)?
 - will I get recognized for my effort in teaching?
 - where and how I can exchange of experience?



E-learning Centre at SRCE



- SRCE is major national infrastructural ICT institution in the area of research and higher education in Croatia
- E-learning Centre is central point for support to higher education institutions, teachers and students in implementation of e-learning in Croatia
 - national e-learning platform – virtual learning environment
 - teachers training – f2f and online
 - support to teachers in use of technology and in their integration in the educational process
 - course development projects
 - catalogue of e-courses at the HEI in Croatia
 - openness of education

Conclusions



- additional emphasis should be made to raise teacher's awareness of the possibilities to use new technologies in the educational process
- teacher's work and effort in utilizing e-learning should be recognized in teaching and promotion requirements, system of incentives and rewards at the faculty and university level should be established
- teachers professional development (also regarding ICT) should be mandatory
- examples of good practice in the use of e-learning can contribute to recognizing the possibilities and benefits of new technologies in the educational process
- e-learning should be part of the university's overall strategy to provide infrastructure, technology, funding and training for teachers as well as organized support in adoption and integrating technology into the educational process.

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ReOPENN project



- Erasmus+ project started in 11/2016 for two years
- Project coordinator: Vytautas Magnus University, Lithuania
- Project partners:
 - ONECO CONSULTING SL, Spain
 - ESCP Europe Wirtschaftshochschule, Germany
 - Q21, Germany
 - University Computing Centre University of Zagreb – SRCE, Croatia
 - European Distance and E-Learning Network (EDEN), United Kingdom
- Project aims: to create instruments to develop validated OOL for recognition of prior and non-formal learning.
 - To **design a platform** for non-formal open learning curriculum (e.g. MOOC) development with learning validation and recognition instruments in place (learner credentials, digital badges, learning path recognition and assessment tools).
 - To **train T&TT at C-VET organizations**, companies, HE institutions and adult learning organizations to:
 - a. design validated non-formal open learning curriculum (e.g. MOOC or other)
 - b. apply of digital badges as a new form of digital credentialisation and tracking one's learning path in non-formal open learning
 - c. recognize non-formal open learning results in formal curricular.
 - To exploit the new platform and to **design non-formal open learning courses** for continuous professional staff developing applying learning recognition instruments for validated non-formal open learning
 - To **establish partnership for future** collaboration for non-formal open learning recognition (reviewing curriculum in partner institutions and preparing information on potential recognition of open learning). OOL practices embedded in digital era will contribute to OOL recognition, open and innovative pedagogy, transparency and recognition of skills and access to qualifications for C-VET.

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