

The Changing Pedagogical Landscape

EUA 2016 Annual Conference

Galway, Ireland

7-8 April 2016

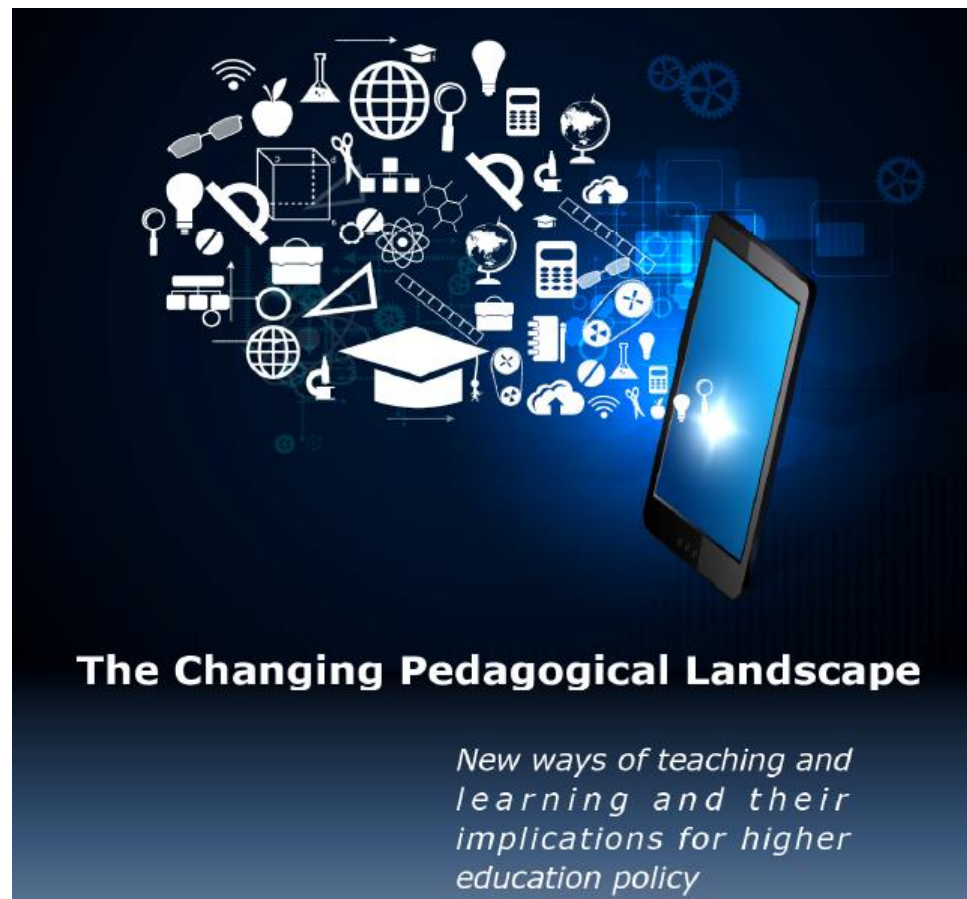
Drs. George Ubachs, Managing Director EADTU

Prof. Jeff Haywood, Vice Principal Digital Education

University of Edinburgh, UK



THE UNIVERSITY
of EDINBURGH



“The Changing Pedagogical Landscape” Study

Contextual changes in higher education



- ☐ Technology has matured / is becoming more easy to use / internet is widespread / 'computers' are in everyone's hands
- ☐ There is social acceptance of technology for 'everything/anything'
- ☐ MOOCs + online degrees = it's possible to do HE online, even by high ranked traditional universities
- ☐ The open universities of the world have trained countless academic and support staff

Main challenges in Higher Education

- Challenges with regard to **excellence in teaching**

Large student numbers - low student staff ratios /personalised learning

- Challenges with regard to **education and innovation**

Research and innovation - delivering high quality education by involving students in research

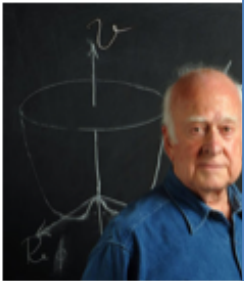
- Challenges with regard to **inclusiveness**

According to EU2020 goals education is not exclusive anymore.

Making education accessible for many more students.

Solutions require rethinking and redesigning campus education -> new modes of teaching and introducing ICT based learning

Online courses, degrees & MOOCs



Warhol

Date to be announced.



Philosophy and the Sciences

Date to be announced.

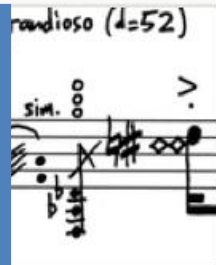


Animal Behaviour and Welfare

Date to be announced.



EDIVET: Do you have what it takes to be a veterinarian?



Music Theory



Introduction to the Clinical Psychology of Children and Young People

Date to be announced.



AstroTech: The Science and Technology behind Astronomical Discovery

Date to be announced.

A consensus is emerging that blended learning, a term that embraces various combinations of classroom presence and online study, will become the most common approach to teaching and learning in higher education.

Sir John Daniel “Making Sense of Blended Learning”
(11-01-2016).





YEREVAN COMMUNIQUÉ

We, the Ministers, meeting in Yerevan on 14-15 May 2015,

<http://bologna-yerevan2015.ehea.info/files/YerevanCommuniqueFinal.pdf>



Opening up Education

*Innovative teaching and learning
for all through new Technologies
and Open Educational Resources*



High Level Group on the Modernisation of Higher Education



Where do we want to go? = a vision of the future

Education that is

on-demand

self-paced

location-flexible

relevant to life/career now & in future

global and local

personalised to learning place/style/speed

affordable

high value-added

and in a wide range of subjects!

Development of a vision

- Personalized teaching and learning, putting the students with their ambitions and talents at the centre, with individual learning arrangements. Learning tools and learning analytics with personalized feedback make this possible.
- Small scale and intensive education, looking for a balance between education for qualifications, socialization and personal development. All this together is Bildung. Smaller scale is made possible by learning communities.
- Rich learning environments relating to research and professional employment, involving the student
- Openness to learners through flexible, inclusive structures and methods that take higher education to students when and where they need it. Education is not exclusive. More than 50 pct. Of an age cohort follows a form of higher education
- networked education and mobility, where students can learn across national, sectoral and institutional boundaries.
- Enhancing staff quality in the framework of systemic change





The university of tomorrow

Three complementary educational segments are emerging:

- Blended and online mainstream education
- Blended and online continuous education
- Non-degree education and online open education and MOOCs

More open, more productive, more efficient



University's interest

Next to institutional considerations to increase quality of education, there are two emerging external drivers:

- Cultural rather than a technological shift
- Increased competition in a global context

For universities ICT is no longer an optional element for enhancing education, but a must.

Anticipating organisations

- Governmental bodies
- LERU: Online Learning at RIUs
- EUA: Survey on E-learning in the European HE institutions
- ACA: Making sense of MOOCs
- NVAO: MOOCs and online HE survey
- EU: the Changing Pedagogical Landscape study on new modes of teaching, High level group

The “Changing Pedagogical Landscape” Study

The context for European higher education

Despite the shift to student-centred learning and developments and opportunities in technology-enhanced education, the majority of European HEI has made little progress in adapting course offers accordingly.

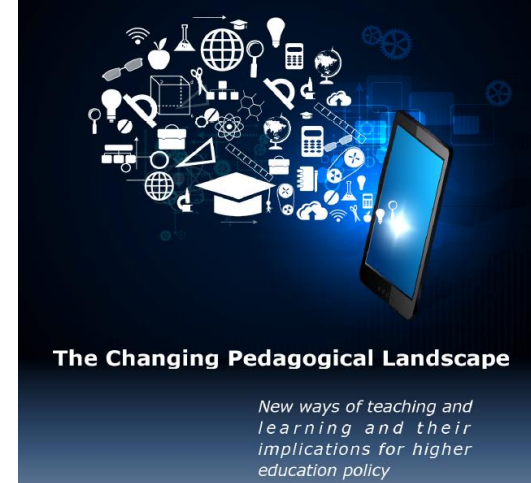
The overall purpose of the CPL Study

The overall objective of the study is to examine to what extent government strategies and higher education regulatory and accreditation, funding, quality assurance, assessment and certification frameworks support or hinder new modes of learning and, in particular, the increased use of technology in the teaching and learning process.

The “Changing Pedagogical Landscape” Study

Our specific objectives

1. To identify the **implications for pedagogy** in HEI of the most significant practices and trends in new modes of teaching and learning,
2. To complete an **overview of what government-led strategies, policies and measures** exist in a sample of **8 European countries** to foster an increased use of ICT and the key **aims** that are **envisaged** (**Germany, Spain, France, Lithuania, The Netherlands, Norway, Poland, United Kingdom**).
3. To assess where the **main barriers and pinch points** exist with a particular emphasis on **accreditation frameworks, funding, quality assurance, assessment and certification**.
4. To formulate **recommendations for policy-makers at the level of higher education systems** on how to promote and harness new modes of teaching and learning to improve quality and relevance and how formal frameworks can empower and incentivise HEI to exploit their full potential.



The “Changing Pedagogical Landscape” Study

Methodology - 18 months

Delphi survey of experts in online education

Desk research and literature overview – national studies

Case studies in 8 European countries by national experts:

- Two universities/HEI's
- At least one intermediate organisation (eg 'QA', 'ICT for HE')
- The government (eg 'Ministry for HE')

Peer review seminar

Report published August 2015

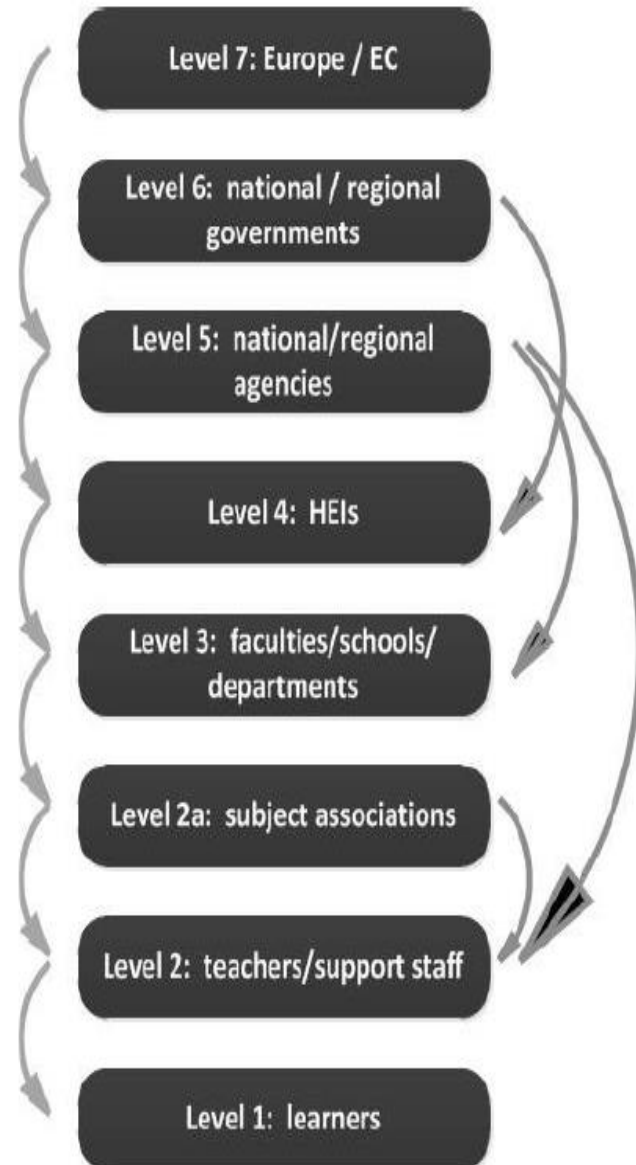
URL = <http://www.changingpedagogicallandscapes.eu/>

Or Google it!!

The Changing Pedagogical Landscape

New ways of teaching and learning and their implications for higher education policy

Fig 1, Cascade of policy actions to reach the “chalk-face” level



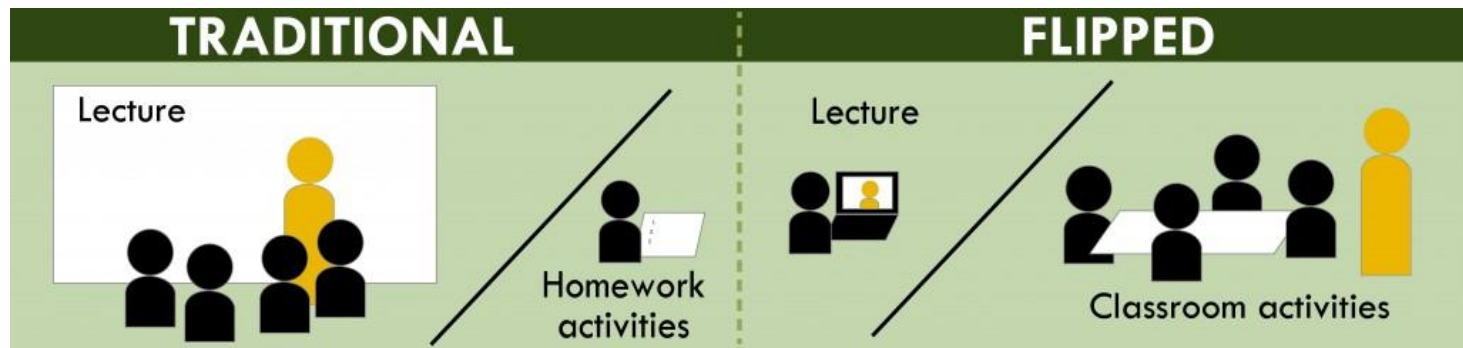


Overarching recommendations

1. At European and national/regional levels, **all policies and processes** (including legislation, regulation, funding, quality assurance, IT infrastructures, pedagogical support for teachers) **must be aligned to prevent conflicting actions and priorities**. These policies and processes should support and promote innovation in pedagogies and greater use of technology, and a vision for change should be expressed through national strategies.
2. **A common agenda should be agreed** between the stakeholders in higher education that **addresses the challenges of the present as well as shaping a roadmap for the future**. This agenda should allow sufficient flexibility to develop concrete actions, particularly at national and regional levels.

Recommendations about curriculum design and delivery

3. All countries should put in place measures to **support universities in their innovation in pedagogies** (including learning design and assessment) and in greater use of technology. Establishing **dedicated agencies** at national level has proven a powerful means of driving change
4. Building on the strong existing base of digital education, **European and national metrics should be established** to record the typologies and extent of online, blended, and open education at institutional and national levels, helping universities to compare and monitor their progress.
5. National governments should **consider requiring certification of university teaching** practice, both initial and continuing (CPD), and that innovation in pedagogy and use of technology should be a core part of this certification. This raises the profile of teaching.



Recommendations about Quality Assurance



6. National governments must **review their legislative and regulatory frameworks and practices for quality assurance and accreditation** in higher education (including recognition of prior learning) to ensure that they **encourage, and do not impede**, the provision of more flexible educational formats, including degrees and other ECTS-bearing courses that are fully online.
7. National QA agencies should develop their own in-house expertise and **establish processes that recognise and support new modes of teaching and learning**. They should evaluate institutions on their active support of innovation (or importantly, the lack of it), and its impact on the quality of teaching and learning.
8. ENQA and other relevant European networks should support the **sharing of good practice by national QA agencies** in the development of criteria on the recognition of new modes of teaching and learning.



Recommendations about higher education funding

9. Governments should consider **prioritising innovation in their funding** approaches, in order to invest continuously in modernising their higher education systems and stimulate early uptake of innovation and new pedagogies.
10. To be effective and systemic, this funding should **strengthen the enablers of innovation at the system level**, including leadership for institutional change, professional development of teachers, and the support of evaluation and research evidence. Collaboration should be stimulated.
11. Governments should stimulate **higher education institutions to assess the costs and benefits of blended and online education**, in order to maximise their effectiveness in making use of new modes of teaching and learning for degree studies, as well as for continuing education and open education.

Enablers for innovation

Promoting leadership for institutional change

Learning technology tools, systems and services

Professional development of teachers

Communities of practice

The development of shareable resources

The support of evaluation and research evidence

New modes of teaching and learning

EMPOWER supports collaboration and sharing of expertise between European universities and anticipates on the opportunities of latest developments in online, open and flexible education. In this respect EMPOWER is:

- the biggest pool of leading experts in Online, Open and Flexible Higher Education
- challenging universities in innovating their education
- enhancing universities in the uptake of new modes of teaching and learning
- about bringing theory into practice
- a multidisciplinary approach within pilots ➤



Fields of expertise

- 1. Curriculum development and course design**
- 2. Knowledge resources**
- 3. Student support**
- 4. Assessment, examinations and certification**
- 5. Institutional support; ICT, media and educational support services**
- 6. Institutional policy development for new modes of teaching and learning**
- 7. Transnational education**
- 8. Open & flexible education**
- 9. OERs & MOOCs**
- 10. QA in online education**
- 11. Blended education**
- 12. Continuous professional development (CPD)**

[Course & curriculum](#)[Knowledge resources](#)[Student support](#)[Assessment](#)[Institutional support](#)[Policy development](#)[Transnational education](#)[Open & flexible education](#)[OERs & MOOCs](#)

OERs and MOOCs

MOOCs and OER have raised tremendous interest by higher education institutions worldwide. They are seen as a means to increase the accessibility and quality of higher education. The European Commission expects that open education will be a means to develop 21st century skills and to address the problem of early school leavers and high rates of unemployment (of younger adults).

Marco Kalz (OUNL) on OERs & MOOCs

[Continue Reading](#)

Universities within EMPOWER

- Aarhus University
- Anadolu University
- Dublin City University
- FernUniversität in Hagen
- Fédération Interuniversitaire de l'Enseignement à Distance
- Hogeschool Gent
- Hellenic Open University
- Johannes Kepler University Linz
- KU Leuven
- Open University of Israel
- Open University of Cyprus
- Open University of the Netherlands
- The Open University
- Universidade Aberta
- Universidad Nacional de Educación a Distancia
- UniDistance/Fern Schweiz
- Università Telematica Internazionale UNINETTUNO
- University of Ljubljana
- Universitat Oberta de Catalunya

Exchange of experties

Show-share-generate expertise

Sharing expertise **within the expert pools**

In 2016 we start with sharing expertise in
**Webinars, Master classes, hot-topic
discussions, pilots and the Leadership Academy**



Empower Online Learning Leadership Academy: Developing Transformative Leaders

Programme Outline

Objective

The objective of the Empower Online Learning Leadership Academy (EOLLA) is to support the needs of both experienced and new and emerging institutional leaders responsible for a variety of online, open and flexible learning initiatives in higher education

Learning Outcomes

On completion of the Leadership Academy participants will be able to:

- Identify and discuss the strategic drivers for online learning at both the micro, mesa and macros levels
- Identify and discuss global trends and developments in online, open and flexible learning and the implications for their own institution
- Identify and discuss the advantages and disadvantages of different leadership models and approaches in the context transformative change
- Identify and discuss key lessons for promoting scalable, sustainable and successful implementation of enterprise-wide innovations in an era of change
- Identify and discuss various tools and methods for benchmarking progress in implementing enterprise-wide innovations in online, open and flexible learning



THANK YOU

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