

Teaching and learning in a digital world: A European perspective

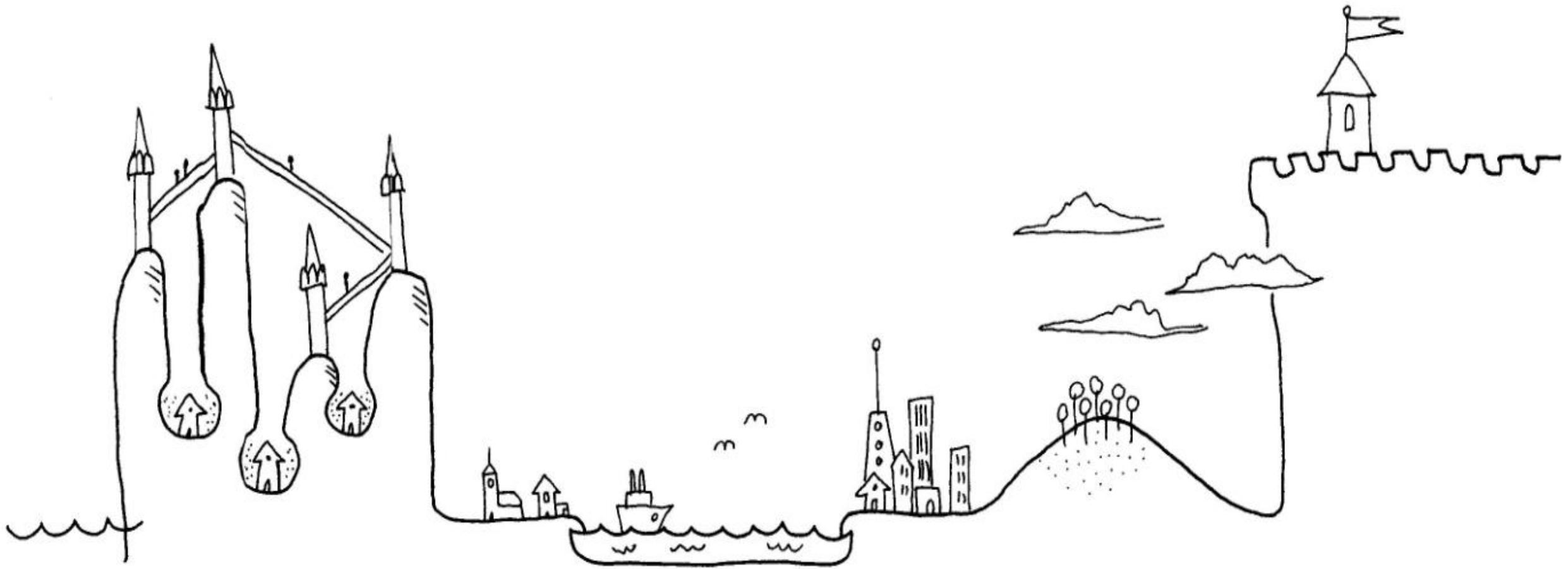
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The European University Association

- Established in 2001
- +/- 800 higher education institutions in 47 countries
- 33 National Rectors Conferences
- Voice of universities in policy making – European Higher Education Area and European Research Area
- Facilitates dialogue on higher education and research
- Range of services – sharing practices, institutional development



THE EDUCATIONAL LANDSCAPE OF EUROPE:
DIVERSITY WITHIN AND BETWEEN COUNTRIES

Patrick Sanders 2008

Setting up the scene:

A renewed focus on learning and teaching

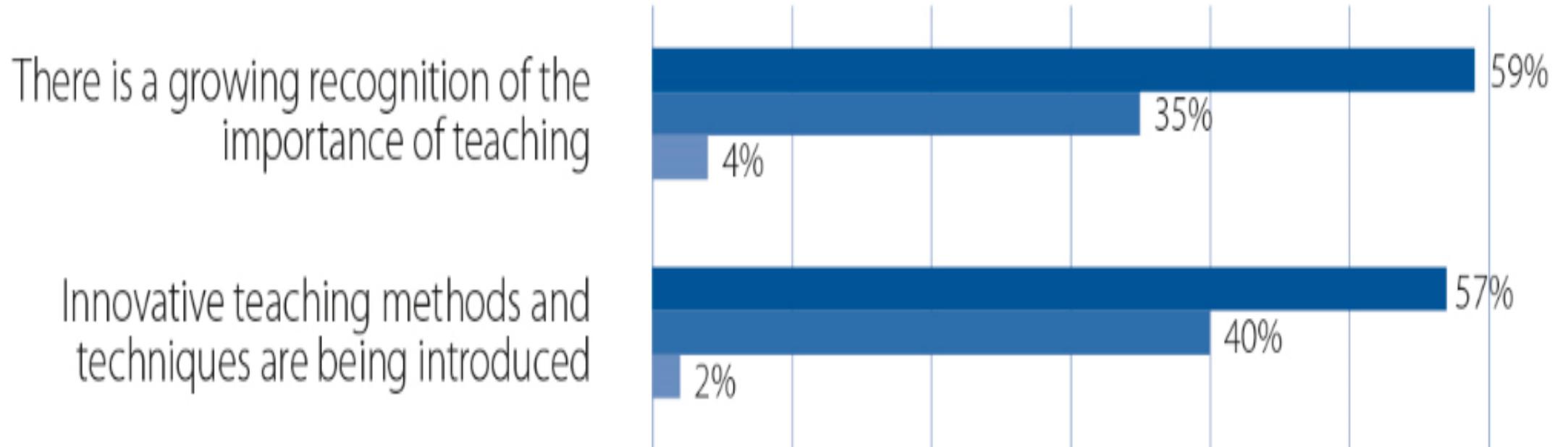
Bologna process and EU policy context with emphasis on:

- ✓ Structural reforms (3-cycle system, ECTS...)
- ✓ Learning outcomes & skills orientation (entrepreneurship skills, generic skills, research skills...)
- ✓ Student-centred learning

Increasing awareness towards, e.a.:

- ✓ Connecting structural reforms with practices in the classroom: how have these reforms contributed to improve the quality of learning and teaching? Innovative approaches to continuously enhance L&T needed.
- ✓ The changing and ever more diverse student body – and stagnating staff and financial resources
- ✓ The need to provide flexible and student-centred learning
- ✓ Digital learning – maximizing opportunities and addressing challenges
- ✓ Giving teaching due parity with research (prestige, careers, funding opportunities, etc.)

Enhancement of teaching and the role of academic staff



Trends 2015, Figure 22:

Do the following statements reflect the current situation at your institution?

... related to
internal and
external pressures

Recent/ ongoing national reform
(74%)



Increased expectations from
employers/ professional sector
(83%)



Increased students' expectations
towards teachers (91%)



Increasing diversity of the study
body (85%)

Setting the scene

- Digitalisation may mean:
 - **In the classroom:** as contribution to change pedagogy
 - **In a social inclusion perspective:** to broaden possibilities to offer education
 - **In governance and cooperation:** potential to boost/transform the way people work and collaborate, within universities and beyond
- From policy levels :
 - Demand for relevant skills for labour market/economy/society
 - Innovating teaching
 - Addressing new literacy profiles of students (digital natives)

Cf. Paris Communiqué of the Bologna Process (May 2018):
“higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment”

Source:

Bologna
Process
Implementa-
tion
Report
2018, p.
75

Common beliefs

Innovation in learning and teaching = digitalisation

- ✓ Often used as synonym for digital learning/e-learning, but innovation goes beyond

“Generation YZ”

- ✓ Not a question of generation, but of culture YZ
- ✓ Culture YZ not only about being digital literate (hyperconnected), but also about relation to:



- ✓ Gives a much broader perspective on how to transform learning

Source for Generation YZ:

The 10 cultural traits of the new generations

(Barabel, Meier & Perret, 2012)

Trends 2018

- How do the European universities approach L&T development?
- Trends 2018: published in October 2018
- Follow-up on Trends 2015 – longitudinal data
- Institutional developments in learning and teaching
- 303 responses – 43 European higher education systems
- Institutional leadership (for the entire institution)

Digital learning

Increased acceptance/more strategic approaches to e-learning	87%
Boosted education provision through e-learning	74%
Blended learning used in regular teaching	36% fully 51% to some extent

Trends 2018. Q25, Q29

Main institutional trends on digital learning during the last three years

- Yes, it is the case
- Yes, to some extent

Trends 2018. Q. 25

General acceptance of digital learning has improved



More strategic use of digital learning



Digital learning becoming part of the institutional strategy



Increased use in regular teaching (e.g. through blended learning)



Used for innovating learning and teaching



Lectures are available as video/podcast



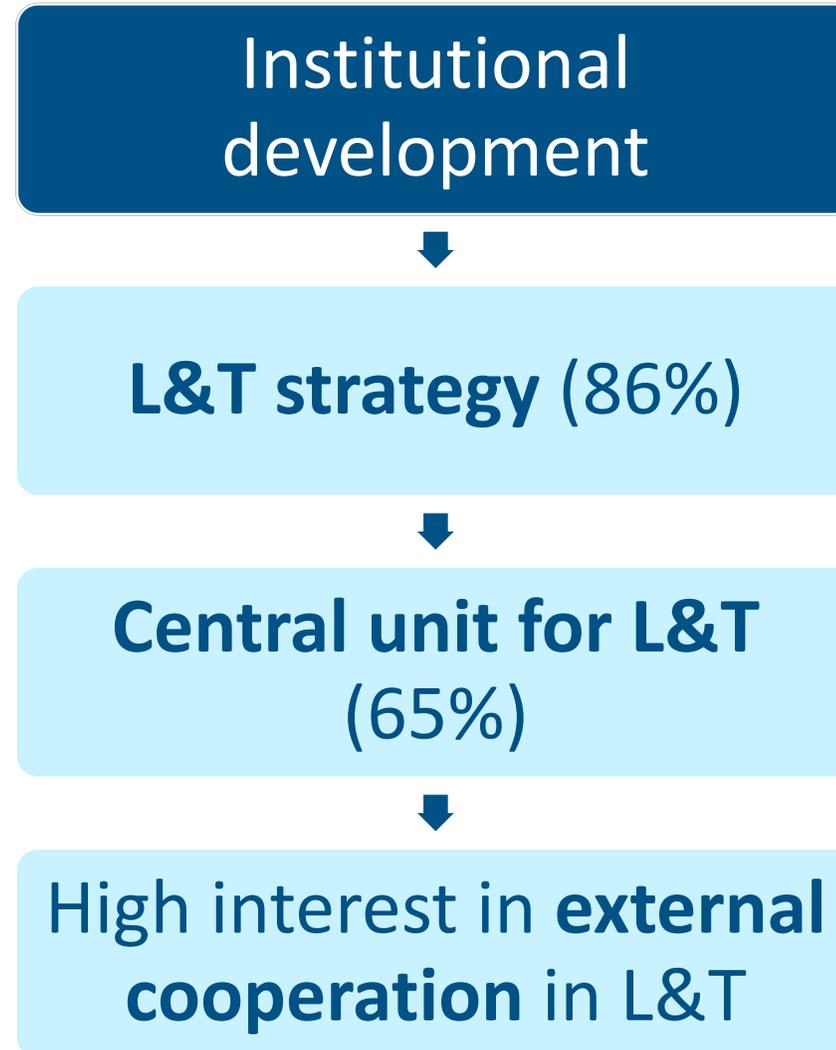
More online learning degree programmes



More online learning – for non-degree purposes



Institutional strategies for learning and teaching



Trends 2018. Q9, Q12

One example:

Ruhr University Bochum

Top-down
approach and
one-size-fits-all
wouldn't work

- Context: DE federal push for digitalisation, each Länder
- In Länd : collaboration with other institution to develop communities
- Started working on digitalisation as an institutional strategy 2.5 years ago:
 - Building up on existing initiatives and expertise (e-learning centre, students e-scouts, e-L competition, platform...)
 - Participatory process with faculties + incentives (1.2 M € for undergoing strategic development process) + respect for differences AND resistance
 - Not digitalisation as an end, but look into places where it will help: the important is that TEACHING is of quality

Interactions
beneficial to all
should be found

Changing approaches in L&T:

A chance for active learning?

Flipped classrooms

- 15% fully useful
- 39% to some extent
- 13% not useful

Problem-based learning

- 43% fully useful
- 44% to some extent
- 4% not useful

Teaching in small groups

- 52% fully useful
- 39% to some extent
- 3% not useful

Trends 2018. Q9, Q24, Q25

The impact of digital learning

Changing the teaching profession?

- ✓ Teachers from “knowledge provider” to “learning coach”?
- ✓ Teaching is still a highly personal matter: 77% of teachers decide on teaching methods for their own classes

Student centred + more and more flexible learning?

- ✓ Learn at own pace, independant from place & time, repeat, learn at own interest
- ✓ Different learning needs, styles and knowledge gaps
- ✓ Mass higher education, working/parent students, continued professional development

Increased demand for flexible provision

Trends 2018. Q29

Growing demand for short-term (non-degree) learning opportunities, with a certificate upon course completion.



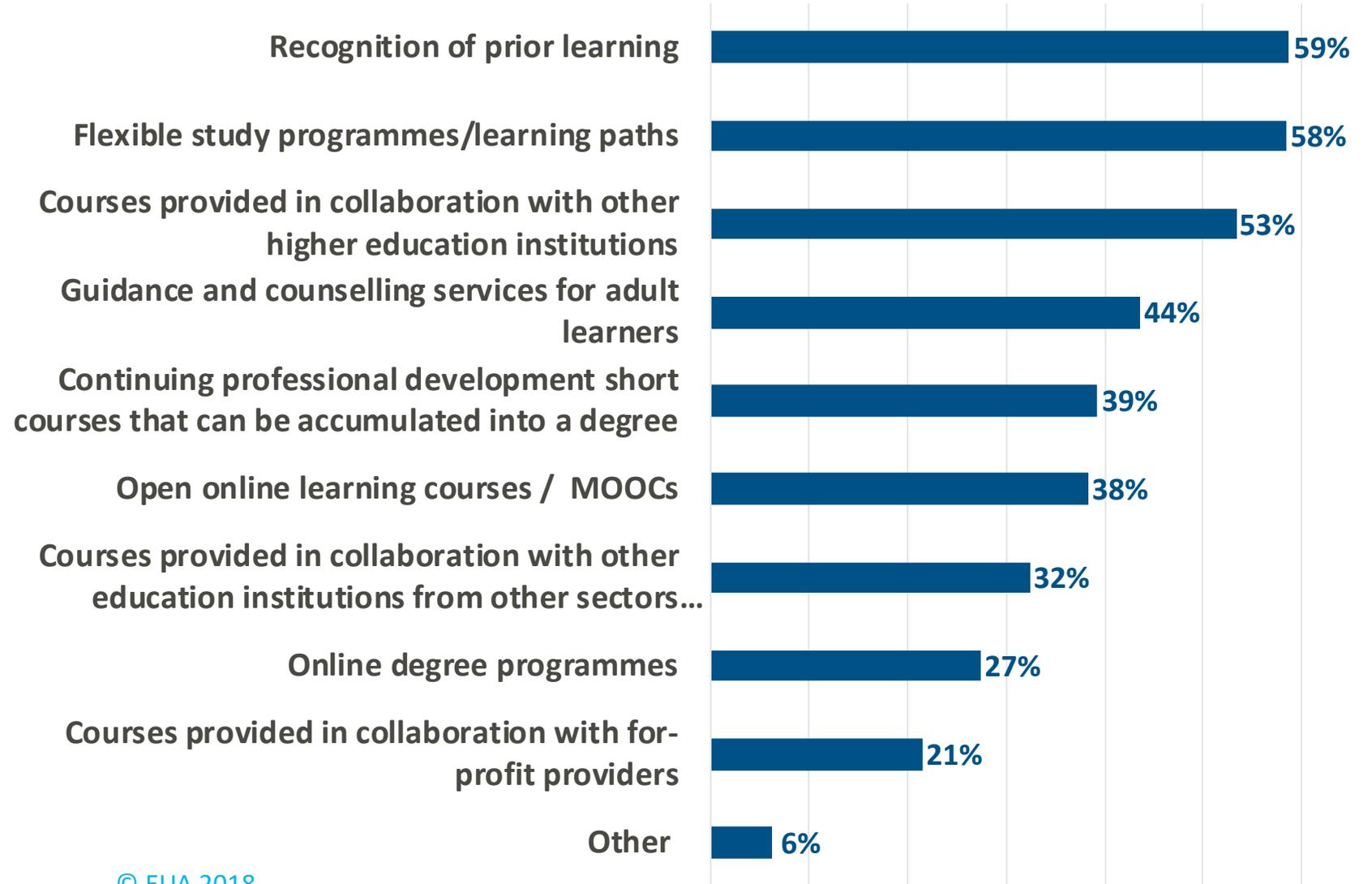
Enrolment to flexible courses or programmes has increased in the past 3 years.



Growing demand for degree programmes provided under flexible arrangements.



Measures offered for lifelong learners



Concluding points

Positive impact mapped in Trends 2018

- ✓ General acceptance, strategic thinking

Transformation of learning and teaching

- ✓ Digitalisation is a mean to enhance L&T, not an end per se
- ✓ Technically feasible ≠ pedagogically, societally and economically useful or desirable
- ✓ Gradual change rather than fast disruption: blended learning
- ✓ Trials and errors: experimentation vs accountability?

Engage with digitalisation and develop it within/with learning communities

- ✓ Digital learning and teaching is often addressed separately from the overall discussion on HE learning and teaching
- ✓ Importance of soft coordination, cross-fertilising good practices, incentivisation, and top-down support
- ✓ Exchange and collaboration in the HE sector and with other stakeholders

Some reflection questions

How transformative should digitalisation be?

- What do different stakeholders (governments, institutions incl. students, labour market, civil society, etc.) expect from increased digitalisation in graduates' education?
- How far are those expectations compatible? Where do the ends meet? How to make them meet?

How should the society benefit from digitalisation in higher education learning?

- Learning differently?
- Different ideas of what learning is? How should university learning relate with emerging, other types of learning?
- What should be the role of digitalisation in making education more inclusive? What role could digitalisation play in widening/broadening access?

Thank you for your attention!

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