

Reflections on strategic approaches for digitally enhanced learning and teaching

OEW Workshop, 3 March 2021, 14.10 (EET)



About the project

- Three-year project: January 2020 - December 2022
- Objectives
 - Self-reflection on digitally enhanced learning & teaching **(DELT)** at European HEIs through peer learning
 - Strategic approaches and capacity building



Partnership of 5 institutions

European University Association (EUA)
Dublin City University, Ireland (DCU)
Baden-Württemberg Cooperative State University, Germany (DHBW)
Vytautas Magnus University, Lithuania (VMU)
University of Jyväskylä, Finland (JYU)

Associate partners

Irish Universities Association (IUA),
European Distance and E-learning Network (EDEN)
European Association of Institutions in Higher Education (EURASHE)

Survey on digitally enhanced learning and teaching

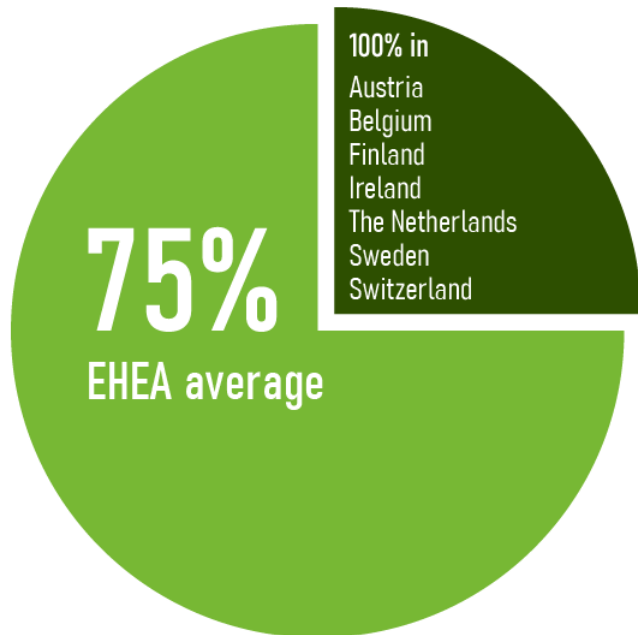
- Data collection: April to June 2020
- Survey to institutional leadership
- 368 responses – mainly universities
- Only survey on the entire EHEA – 48 countries
- Different types of institutions – mainly universities
- Longitudinal data – 2014 report, Trends reports (2015 and 2018)

Responses per country



Mainstreamed & more strategic compared to 2014

Blended learning



57% use digitally enhanced learning across the institution

Institutional strategies – 88% (2014: 63%)

Support & coordination centralised & shared at central and faculty levels

Increase in internal QA (51% compared to 23% in 2014)

Overall, quite positive perceptions (impact of quality, transformation of L&T, student learning)

Online degree courses - 36%

MOOCs - 36%

Short, non-degree courses - 50%

48%

digitalisation has contributed to major transformation in widening access

49%

reach out to new learner groups - one of the main motivations for offering MOOCs

65%

growing demand for short courses (non-degree) in **blended mode**, compared to 53% in online mode and 44% on campus

65%

mature and adult students are the main target of online learning

81%

widening access through digitalisation is a strategic development priority

Purpose for and added value of digital learning better defined

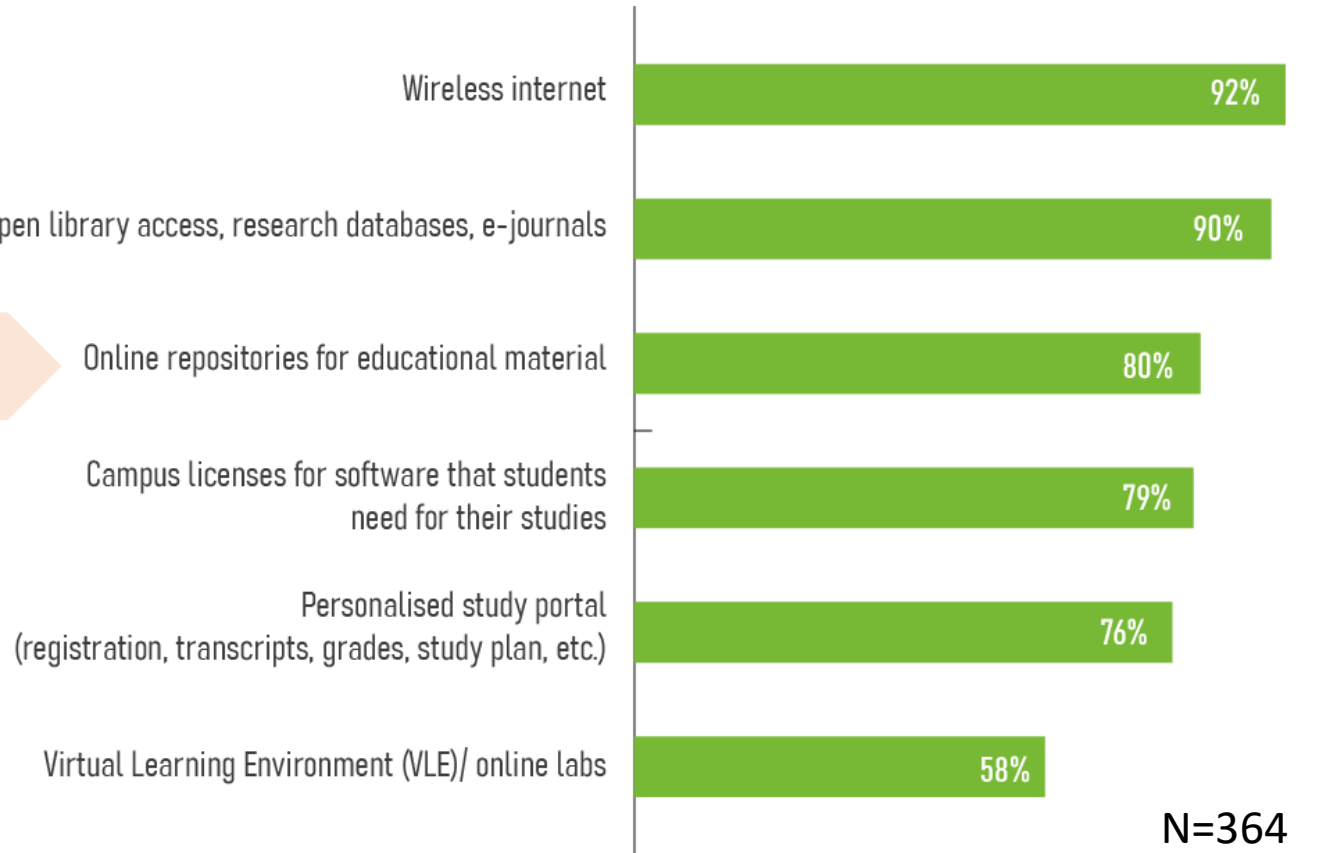
Support and infrastructure

Infrastructures for students

Enhancement due to crisis - 65%

How useful are they?

Services and capacities – but not for all staff & students



Desk research on self-assessment instruments

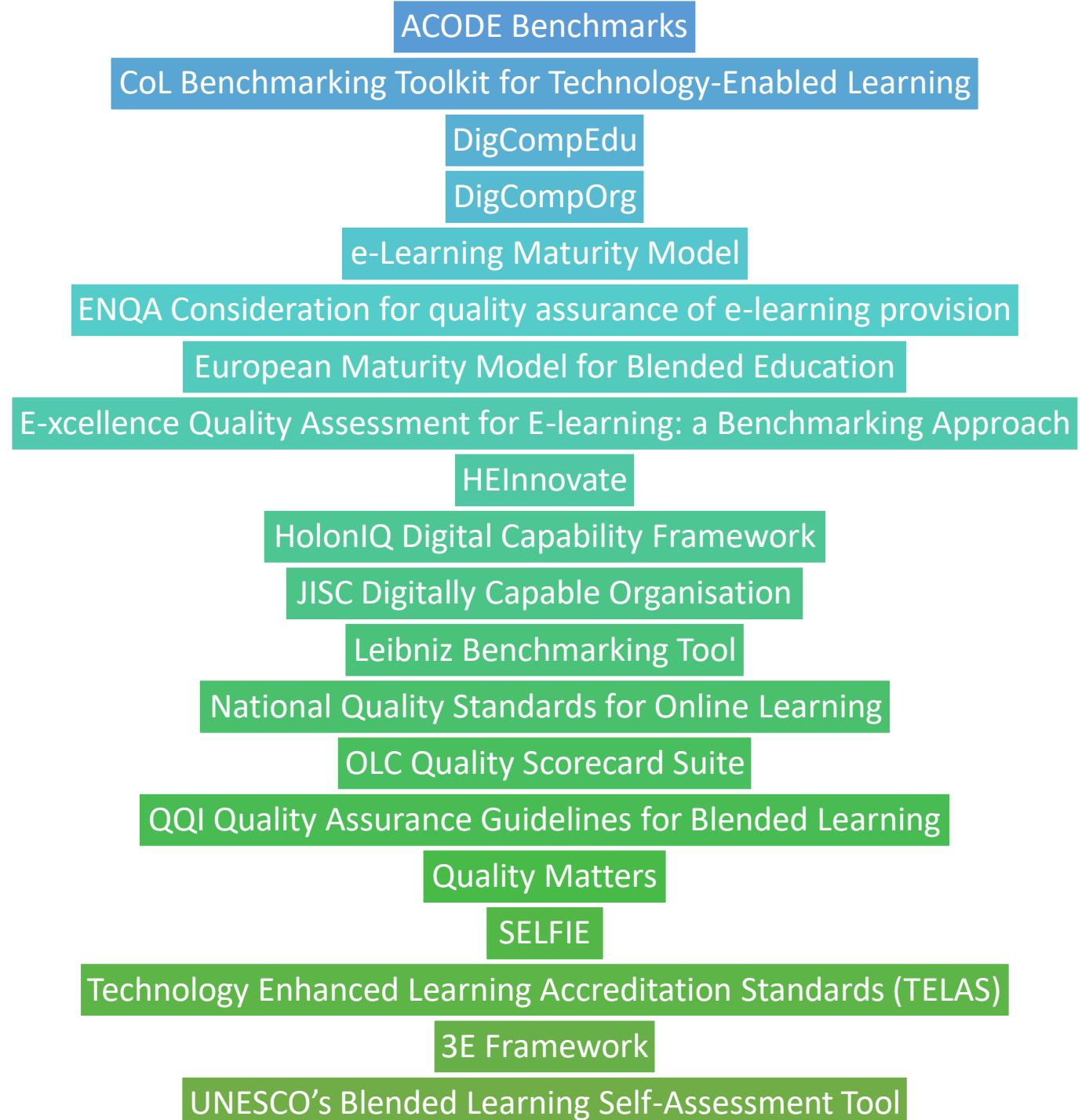
- 23 tools and frameworks reviewed by 2 members of consortium from May-September 2020
- **How can they contribute to developing a high-performance digital education ecosystem?**

A self-assessment tool or framework is an instrument used by higher education institutions to review the state of play of digitalisation in their institution

Type of instrument	Creator	Launch date
Language	Target group	Implementation status
Used for	Theoretical perspective	Feedback
Links to instruments, guidelines & instructions	Key themes	Strengths
	Weaknesses	

Desk research report
“Developing a high-performance digital education ecosystem: institutional self-assessment instruments”

1. Overview and summary of findings
2. Guidelines on how to choose a self-assessment instrument and carry out a self-assessment
3. An appendix with a page dedicated to each instrument



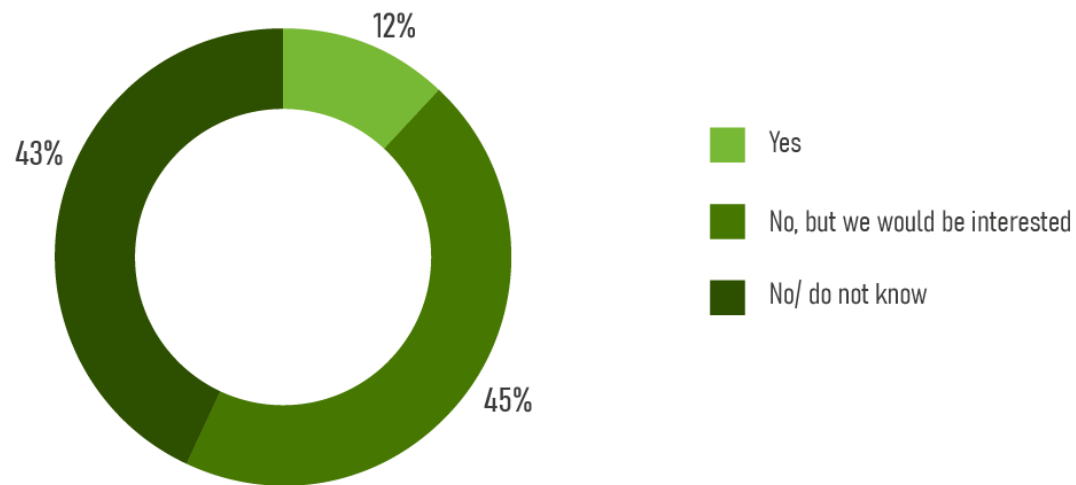
Findings: why are these instruments useful?

- Help **facilitate structured conversations** on how to reframe institutional strategies
- **Support evidence-based strategy development** and enhancement
- Focus on a variety of **key themes**, some common ones include: Policy & governance, funding, infrastructure, curriculum & assessment, professional development and QA
- Depending on the instrument:
 - support to **internal/ external review**
 - Develop **guidance**, identify good practice
 - feedback or give users a **score** - or not (some are purely frameworks)
- Potential for **sharing and benchmarking results** with similar institutions to stimulate discussion and change

Many instruments focus on **inclusive & accessible** online environments and online learner support

Are institutions using them?

Use of self-assessment and/or benchmarking tools for digitalisation



Survey on digitally enhanced learning and teaching at European higher education institutions, Q17: Has your institution used any self-assessment and/or benchmarking tools for digitalisation? N=367

- Limited uptake of self-assessment instruments to date among higher education professionals
- Limited awareness of such instruments
- Lack of staff or financial resources?
- Lack of time?
- Lack of know-how when it comes to interpreting results?

Project's next steps

Thematic **peer**
groups on digitally
enhanced learning
and teaching

3-part workshop
series on self-
assessment tools and
frameworks
(instruments)

1. Strategy and organisational culture
2. Curriculum and assessment
3. International partnerships

Thank you
for your
attention!



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Open Education Week 2021

1 - 5 Martie 2021

Săptămâna educației deschise 2021

Educația deschisă în timpul pandemiei

Miercuri 3 martie 2021, 13:00 - 17:30, online

Open education in pandemic times