Digitalisation impact on QA development and inclusion in EHEA: trends and prospects
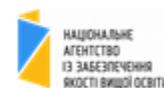
Dr. Esther Huertas (ehuertashidalgo@aqu.cat)
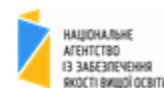
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Distance Learning:
A HISTORY OF FLEXIBILTY

1728 The first recorded instance of distance learning occurs in Boston, USA, when a "Caleb Phillips" advertises private correspondence courses in short hand in the Boston Gazette.

1840s Sir Isaac Pitman runs correspondence courses teaching his revolutionary short hand system. Pitman shorthand is still widely used today.

1858 The University of London becomes the first university to offer distance learning degrees.

1892 The term "distance education" is first used in a pamphlet by the University of Wisconsin–Madison in the USA.

1969 Harold Wilson's Labour Government founds the Open University in 1969. It becomes the first institution to deliver ONLY distance learning, primarily using radio and television broadcasts to deliver content.

1918 The University of the Cape of Good Hope becomes The University of South Africa. Today, it is the largest university in Africa and is a dedicated distance learning institution.

1906 Having pioneered the use of the term, the University of Wisconsin begins recording lectures and sending them to students in phonograph form.

1970 Athabasca University (Canada's Open University) was founded.

1974 FernUniversität in Hagen (Germany's Open University) was founded.

1989 Tim Berners–Lee proposes the development of an online document sharing system which he described as a "web of notes with links". This became the World Wide Web.

1995 At Penn State University in the US, Jerrold Maddox teaches the first course delivered over distance via the web. It is called "Commentary on Art".

2013 UK Government makes student loans available to distance learning and part-time undergraduate students for the first time.

2012 Nearly 400,000 students study by distance learning in the UK, while one third of all undergraduates study part-time.

1999 The term eLearning is coined.
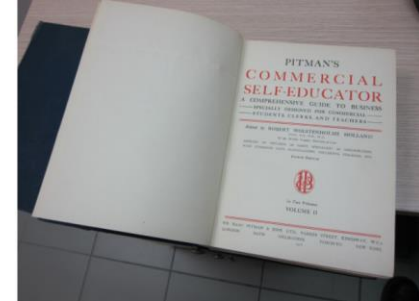
UOC
UOC's foundation **Catalunya**

Sources:
1. http://books.google.co.uk/books?id=YTtdNQAACAAJ&redir_esc=y
2. http://mysite.du.edu/~kkcairns/de/Text/Lessons/Lesson1.pdf
3. http://www.londen.ac.uk/history.html
4. http://www.owex.edu/lcs/design/disedu2.htm
5. http://www.owex.edu/lcs/design/disedu2.htm
6. http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=20571
7. http://www4.open.ac.uk/about/main/the-ou-explained/history-the-ou
8. http://www.athabascau.ca/aboutau/history.php
9. http://en.wikipedia.org/wiki/Distance_education
10. http://www.webfoundation.org/vision/history-of-the-web/
11. http://seva.psu.edu/faculty_staff/faculty_directory/jerrold_maddox/jerrold_maddox
12. http://www.ebow.co.uk/about_6697762_history-elearning.html
13. http://distancelearning.anglia.ac.uk
14. http://www.hecsu.ac.uk/assets/assets/documents/futuretrack_part_time_students_report_oct2012.pdf

Brought to you by
Anglia Ruskin University
Cambridge & Chelmsford
http://distancelearning.anglia.ac.uk/

https://elearningindustry.com/the-history-of-distance-learning-infographic

https://www.unicaf.org/the-history-of-distance-learning/

Joana Miranda, robotics student at Middlesex University stated that just the presence of Pepper will appeal to children.
She said: "They're obviously very interested by Pepper."
Watch a class demonstration by Pepper

https://www.desiblitz.com/content/how-robots-ai-help-education-uk

DIGITAL AGE

Main reasons

- Globalisation
- Worldwide internet

https://es.wikipedia.org/wiki/Biblioteca_del_Trinity_College#/media/Archivo:Long_Room_Interior,_Trinity_College_Dublin,_Ireland_-_Diliff.jpg

Digital technology has changed the way we produce, share, preserve and reuse knowledge
(A. Teixeira, Barcelona – 2018)

https://blocs.xtec.cat/elfildelesclassiques/2016/01/26/un-mati-a-la-facultat-de-filologia-de-la-ub/

http://a6.sphotos.ak.fbcdn.net/hphotos-ak-snc4/163413_479288597199_9445547199_5658562_8388607_n.jpg

Universities will not survive.
The future is outside the traditional campus,
Outside the traditional classroom.
Distance learning is coming fast.

Peter Drucker, 1997

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BBC Sign in | Menu ▾

NEWS

Home | Video | World | UK | Business | Tech | Science | Magazine | Entertainment & Arts

Business | Market Data | Markets | Economy | Companies | Entrepreneurship | Technolo...

University opens without any teachers

By Matt Pickles

© 26 October 2016 | Business   ⤳ Share

42 SCHOOL

•There are no lectures or practical work supervised by professors. Students are free to organize their days to carry out the projects proposed by the teaching team. The establishment is open 24 hours a day, 7 days a week.

•The training provided is intended to be inspired by the changes brought about by the Internet with a pedagogy qualified as "peer-to-peer".

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Museum's guardian took this photo. He suddenly realized that this world was dead.

ATTENTION!
THIS IS NOT REAL.

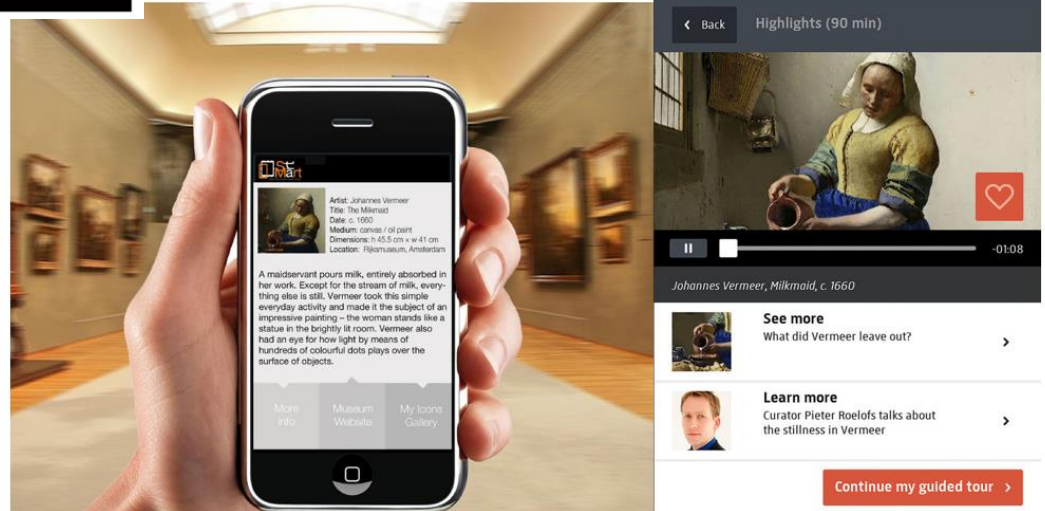Of course, young people could look at their phones in a museum for learning purposes.

VR

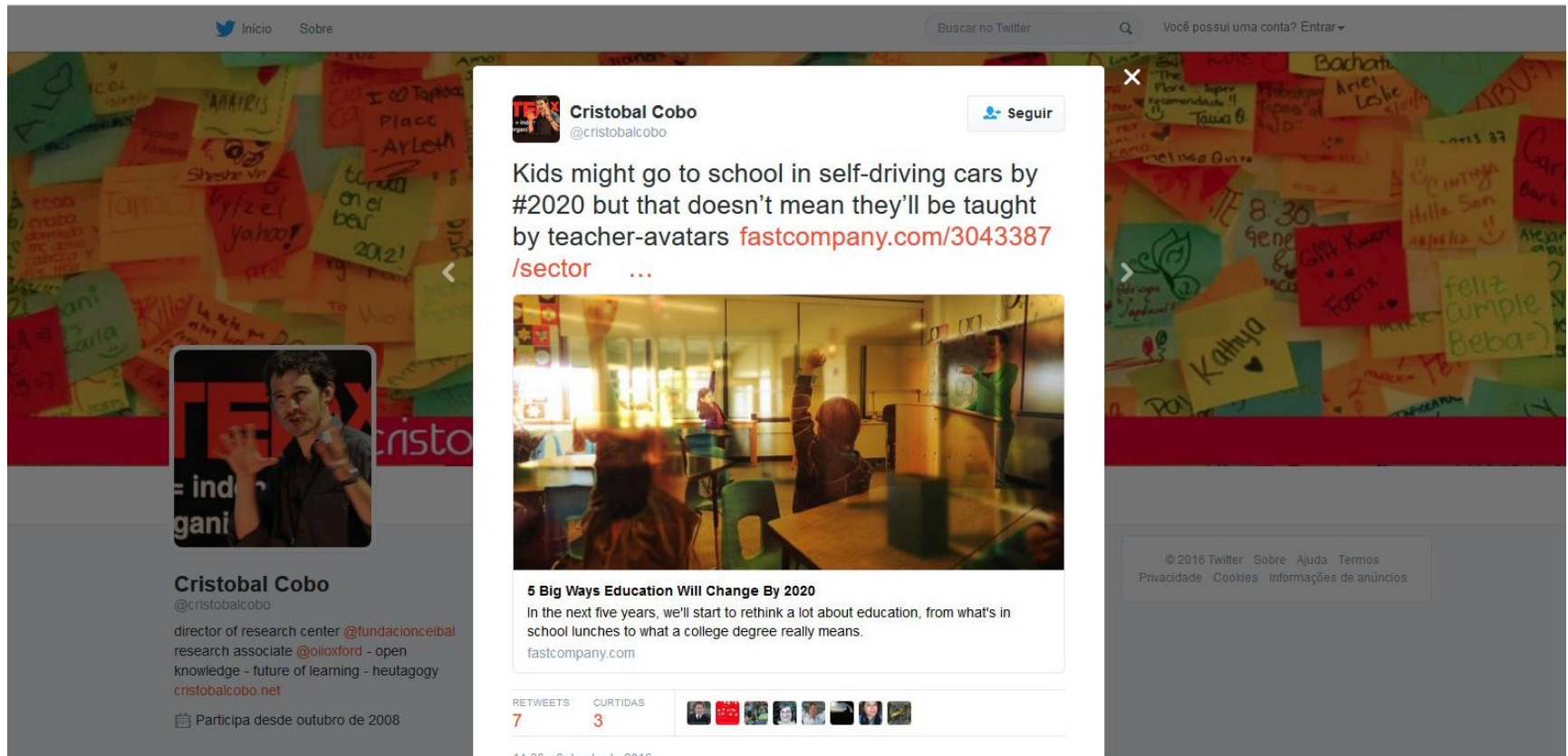## The Mona Lisa in virtual reality in your own home

POSTED ON 23 FEBRUARY 2021

https://www.louvre.fr/en/what-s-on/life-at-the-museum/the-mona-lisa-in-virtual-reality-in-your-own-home

https://www.rijksmuseum.nl/es/visit

Flexible learning pathways

e-learning
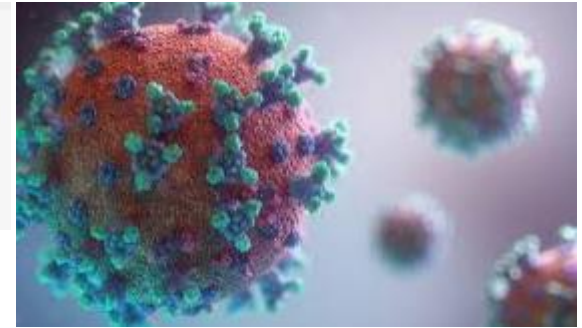
Open Educational Resources

OER

massive   open   online   courses

A EUROPEAN APPROACH TO MICRO-CREDENTIALS

Continuing education

The Economist

Lifelong learning

How to survive in the age of automation

A SPECIAL REPORT

AI

e)SLP

European Short Learning Programmes
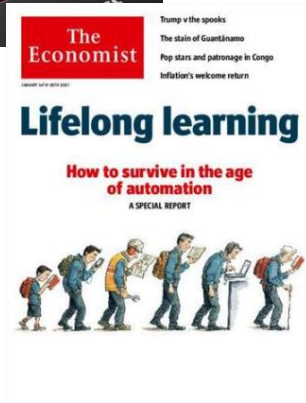
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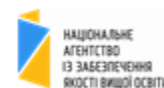
Incheon Declaration and Framework for Action for the implementation of SDG 4 (2015)

http://unesdoc.unesco.org/images/0024/002456/245656e.pdf

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

14

Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education. We call on the BFUG to take the issue of digitalisation forward in the next working period.

http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf

We commit to supporting our higher education institutions in using digital technologies for learning, teaching and assessment, as well as for academic communication and research, and to investing in the **development of digital skills and competences for all**. We commit to the development of open science and education to facilitate the exchange of knowledge and **openly licensed materials** that can be easily shared among higher education stakeholders, who can adapt and repurpose them for their needs.

https://ehea2020rome.it/storage/uploads/5d29d1cd-4616-4dfe-a2af-29140a02ec09/BFUG_Final_Draft_Rome_Communique-link.pdf

- We commit to ensuring that we have, or will devise, and will publish appropriate action plans to address any remaining implementation gaps, and to promoting knowledge-sharing activities related to the EHEA. We mandate the BFUG to work on the key commitments' future-proof development, dissemination and possible expansion. Furthermore,

  […]

  - **we are committed to countering diploma and accreditation mills, fraudulent qualifications and academic cheating services, made more accessible through developments in the digital field**. We ask the BFUG to make good use of the work of the ETINED platform and the ENIC-NARIC networks to address these challenges and protect academic integrity.

- We will support higher education institutions in strengthening their contribution to society and their local communities, **responding to the Sustainable Development Goals (SDG) and the green transition in the area of higher education, to the ongoing digitalisation and the combination of physical and online learning and teaching**. We will also ensure synergies with the European Education Area (EEA) and the European Research Area (ERA).

Tirana Communiqué - 2024

- We commit to supporting the ethical, trustworthy, responsible, and rights-based use of AI in learning and teaching, as well as in research practice, to ensure transparency, fairness, student and staff participation and well-being. We ask the BFUG to consider in its **work the wider and longer-term impact of the digital transition on higher education in the EHEA**, including AI, and in particular with regard to the key commitments and the use of Bologna Process tools.

https://ehea2024tirane.al/2024-tirana-communique/

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https://ec.europa.eu/social/main.jsp?catId=1223

European Skills Agenda

The European Skills Agenda is a five-year plan to help individuals and businesses develop more and better skills and to put them to use, by:

- strengthening **sustainable competitiveness**, as set out in the European Green Deal
- ensuring **social fairness**, putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU
- building **resilience** to react to crises, based on the lessons learnt during the COVID-19 pandemic
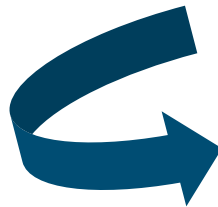
The new European Skills Agenda builds upon the ten actions of the Commission's 2016 Skills Agenda. It also links to the

- European Digital Strategy
- Industrial and Small and Medium Enterprise Strategy
- Recovery Plan for Europe
- increased support for youth employment

European digital strategy

Digital Society

Cybersecurity
Digital inclusion
Digital public services
Green digital sector
Language technologies
Media and digital culture
Next Generation Internet
Online privacy and safety

Advanced Digital Technologies

Advanced computing
Advanced digital technologies
Artificial intelligence
Data and cloud computing

International Cooperation in Digital

International relations
Digital in the Trade and Technology Council

Digital Economy

Digital skills
Supporting industry
Connectivity
Online platforms and e-commerce

European Digital Rights and Principles

https://www.youtube.com/watch?v=cOIKo8TGPyw&t=1s

https://digital-strategy.ec.europa.eu/en/library/european-declaration-digital-rights-and-principles

PEOPLE AT THE CENTRE

Digital technologies should **protect people's rights, support democracy,** and ensure that all digital players act responsibly and safely. The EU promotes these values across the world.

SOLIDARITY AND INCLUSION

Technology should **unite, not divide, people.** Everyone should have access to the internet, to digital skills, to digital public services, and to fair working conditions.

FREEDOM OF CHOICE

People should benefit from a **fair online environment, be safe from illegal and harmful content,** and be empowered when they interact with new and evolving technologies like artificial intelligence.

PARTICIPATION

Citizens should be able to **engage in the democratic process** at all levels, and have **control over their own data.**

SAFETY AND SECURITY

The digital environment should be **safe and secure.** All users, from childhood to old age, should be empowered and protected.
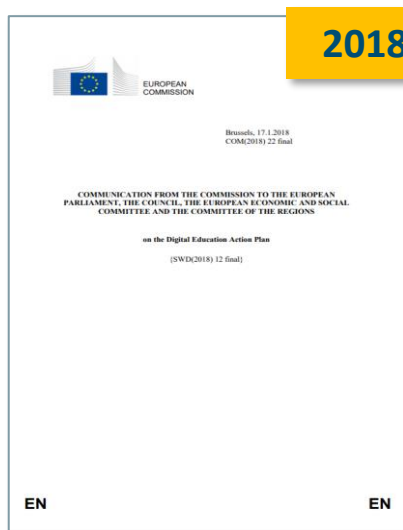
SUSTAINABILITY

Digital devices should support **sustainability** and the **green transition.** People need to know about the environmental impact and energy consumption of their devices.

EC's vision for high-quality, inclusive and accessible digital education in Europe

https://education.ec.europa.eu/focus-topics/digital-education/action-plan

Digital Education Plan

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2018-2020

2021-2027

DIGITAL EDUCATION
ACTION PLAN
2021-2027

Resetting
education and training
for the digital age

EC's vision for high-quality, inclusive and accessible digital education in Europe

EUROPEAN COMMISSION

https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

Strategic priorities

1 To foster a high-performing digital education ecosystem, we need:

- infrastructure, connectivity and digital equipment
- effective digital capacity planning and development, including effective and up-to-date organisational capabilities
- digitally-competent and -confident educators and education & training staff
- high-quality content, user-friendly tools and secure platforms, respecting privacy and ethical standards

2 To enhance digital skills and competences for the digital age:

- support the provision of basic digital skills and competences from an early age:
  - ► digital literacy, including management of information overload and recognising disinformation
  - ► computing education
  - ► good knowledge and understanding of data-intensive technologies, such as AI
- boost advanced digital skills: enhancing the number of digital specialists and of girls and women in digital studies and careers

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Emergency remote teaching. Covid experience
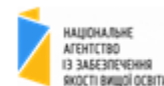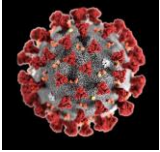
COVID-19

| Regular teaching | Emergency remote teaching | Exceptional teaching |
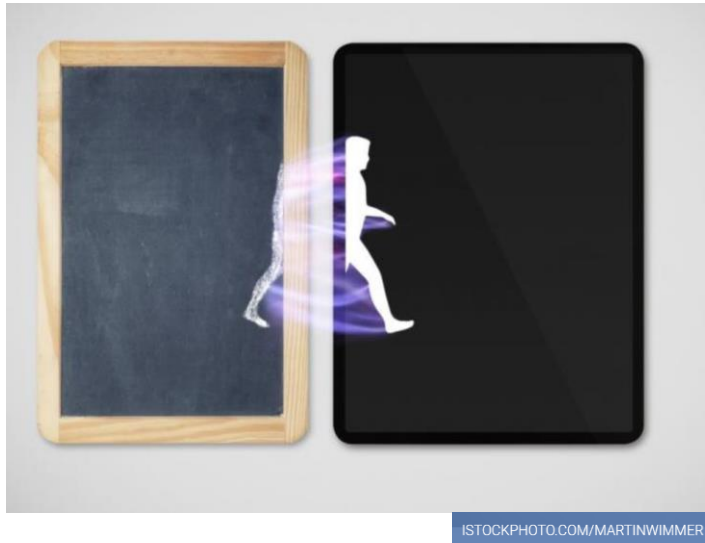
- **Temporary shift** of instructional delivery to an alternate delivery mode due to crisis circumstances.

- **Return to the format** once the crisis or emergency has abated.

ISTOCKPHOTO.COM/MARTINWIMMER

Hodges, C; Moore, S.; Lockee, B; Trust, T and Bond, A. (2020). https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

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Acords i recomanacions del sistema universitari de Catalunya per a la finalització del curs 2019-2020

Generalitat de Catalunya
Consell Interuniversitari de Cat

Mesures acadèmiques de les universitats catalanes per al curs 2020-2021

Generalitat de Catalunya
Consell Interuniversitari de Catalunya

Exceptional teaching

Adaptation of teaching and learning process

- Limited in time.
- It is not a transformation of on-site universities.
- Definition of new concept to differentiate from distance learning.

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Post Covid Scenarios

Scenario

Level of use & integration of **digitally enhanced learning & teaching (DELT)**

Resulting implications

Reasons & motives

1 - Back to the past

- **all teaching back on campus**
- DELT "exception" (add-on, project)
- digital skills of student & staff?
- delaying learning innovation

- system-level rules
- C19 crisis is over
- get things straight again
- internal & external pressure
- reputation - real "on campus" university

2 - As you like it

- **decision by individual departments/ staff**
- Infrastructure, resource management, HR rules?
- bad for students (diverse approaches, lack of physical premises for online attendance on campus)
- No transformation

- institution-wide approach difficult
- Governance system
- irreconcilable views within the institution.
- uncertainty about the "right" approach

3 - Future now

- **integration via institution-wide plan**
- incl. infrastructure & resources
- Scope for organisation at department level
- Participatory approach to ensure buy-in of staff and students
- Communicate & collaborate
- Experiment & mainstream
- Regular review & adjustment

- profile and (international) reputation
- sustainability, innovation
- best use of limited resources,
- pressure from staff & students,
- inspiration & support by national regulation &

Michael Gaebel, 2023 - https://www.mab.hu/wp-content/uploads/4.-Michael-Gaebel_EUA_final.pdf

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Consequences of the Covid-19 pandemic

2024

https://www.eua.eu/publications/reports/trends-2024.html

Figure 28: Increases post-Covid 19

Q31. (partial). In 2023, do you see any increase in the following areas, compared to the situation before the Covid-19 pandemic? Please choose all applicable options. N= 486.

Blended learning	64%
Students' demand for more blended learning	57%
Online testing and examinations	50%
Hybrid learning (leaving students the choice to attend in person, or virtually)	45%
Online learning offer	45%
Virtual exchange / virtual mobility	41%
Collaborative learning provision with other institutions	36%
Academic staff's demand for more blended learning	35%

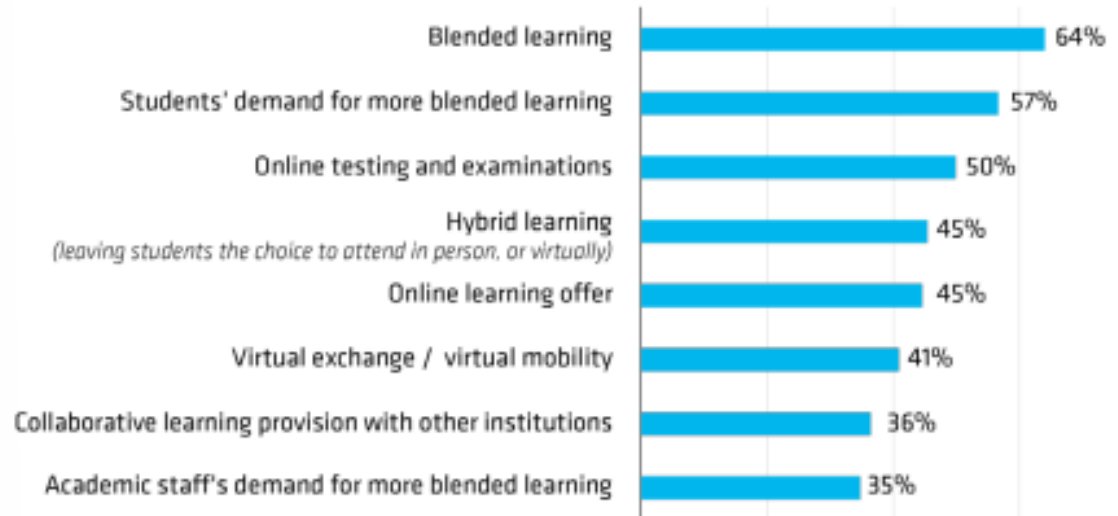**Table 7:** Average percentage of students that study in different modes

Q32. What is the estimated percentage of students that study in the following modes? Please enter your estimate for the academic year 2022/23. Note that the sum must equal 100%. N=489.

	On average
On campus (physically present)	79%
Off campus (mainly via distance learning)	9%
Combining both (blended or hybrid)	13%

Figure 7: Internal policies implemented

Q13. Has your institution implemented internal policies on the following issues? Please select one option per line. N=482.

Legend:
- Yes
- To some extent
- Not yet, but planned
- No
- No information/NA

Data:

Issue	Yes	To some extent	Not yet, but planned	No	No information/NA
Ethics and integrity	83%	14%	1%	1%	1%
Data protection	78%	17%	3%	1%	1%
Detection and prevention of plagiarism	77%	17%	3%	1%	1%
Intellectual property rights	67%	24%	4%	2%	2%
Accessibility for disabled users	63%	30%	4%	1%	1%
Digital equipment and infrastructure	60%	33%	4%	2%	2%
Cybersecurity	54%	32%	8%	3%	2%
Artificial intelligence	14%	31%	31%	18%	6%
Blockchain technology	7%	21%	18%	36%	19%

https://www.eua.eu/publications/reports/trends-2024.html

Virtual mobility

EUA
EUROPEAN
UNIVERSITY
ASSOCIATION

TRENDS 2024
European higher education institutions in times of transition

By Michael Gaebel and Thérèse Zhang
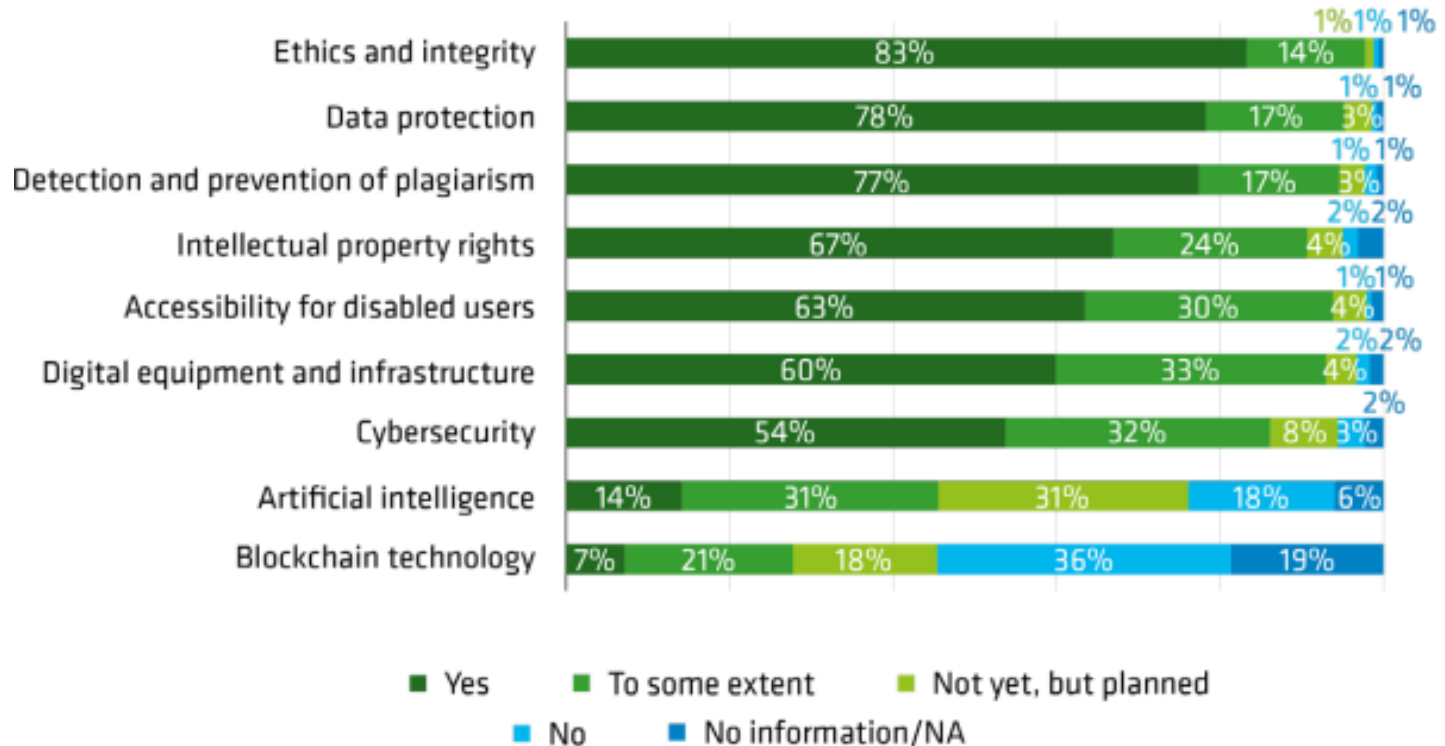Co-author: Henriette Stoeber

Figure 33: Virtual mobility
Q46. Does your institution participate in virtual student exchanges/virtual mobility?
Please select one option. N=481.

- Yes, already before 2020
- Yes, since 2020
- Not yet, but planned
- No
- Information unavailable / Not applicable

12%
42%
20%
20%
6%

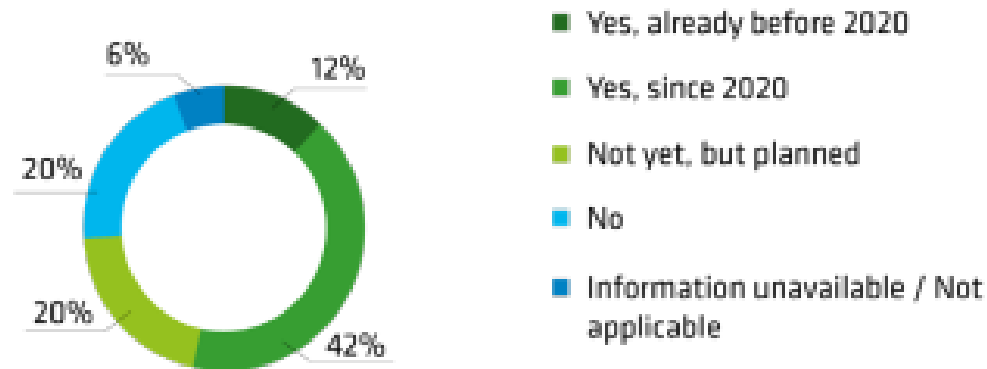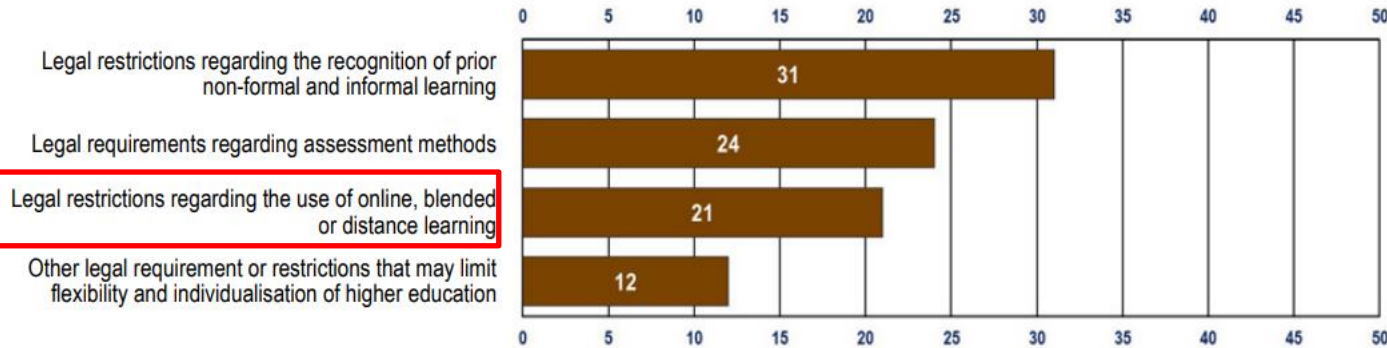https://www.eua.eu/publications/reports/trends-2024.html

Figure 5.10: Legal requirements or restrictions that may limit flexibility and individualisation in higher education (number of systems reporting different requirements or restrictions), 2022/2023
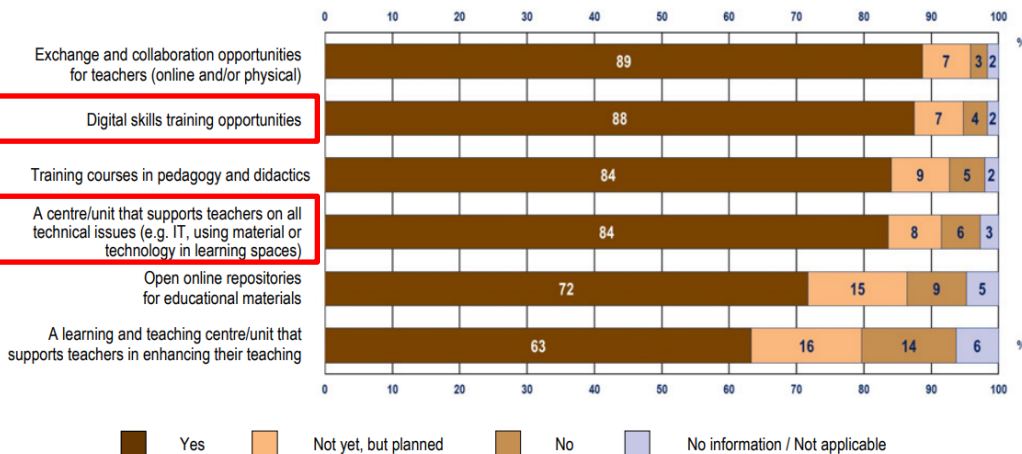
Legal restriction	Number
Legal restrictions regarding the recognition of prior non-formal and informal learning	31
Legal requirements regarding assessment methods	24
Legal restrictions regarding the use of online, blended or distance learning	21
Other legal requirement or restrictions that may limit flexibility and individualisation of higher education	12

Source: BFUG data collection.

Note:

The figure is based on data supplied by 48 higher education systems.

Figure 5.13: Support provided by higher education institutions to teaching staff (% of institutions), 2023

Support	Yes	Not yet, but planned	No	No information / Not applicable
Exchange and collaboration opportunities for teachers (online and/or physical)	89	7	3	2
Digital skills training opportunities	88	7	4	2
Training courses in pedagogy and didactics	84	9	5	2
A centre/unit that supports teachers on all technical issues (e.g. IT, using material or technology in learning spaces)	84	8	6	3
Open online repositories for educational materials	72	15	9	5
A learning and teaching centre/unit that supports teachers in enhancing their teaching	63	16	14	6

Source: EUA.

The European Higher Education Area in 2024

Bologna Process Implementation Report

ehea

https://eurydice.eacea.ec.europa.eu/publications/european-higher-education-area-2024-bologna-process-implementation-report

2020

MAIN ENABLERS, BARRIERS AND USEFUL MEASURES

ENABLERS

Proactive participation of staff and students

Professional development and training

Institutional strategies

Investment in equipment and infrastructure

BARRIERS

Lack of staff resources

Lack of external funding opportunities

Difficulty to devise a concerted institutional approach

Lack of staff motivation
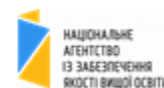
USEFUL MEASURES

Peer exchange within the institution

National or international training opportunities

Collection and analysis of institutional data

Exchanges & collaboration organised by the rectors' conference/ university networks

Figure 4 Survey on digitally enhanced learning and teaching in European higher education institutions (2020); Q13: What are the top 3 enablers of digitally enhanced learning and teaching at your institution?; Q14: What are the top 3 barriers to digitally enhanced learning and teaching at your institution?; Q35: What measures have been useful for improving digitally enhanced learning and teaching at your institution? N=368

https://www.eua.eu/publications/reports/the-future-of-digitally-enhanced-learning-and-teaching-in-european-higher-education-institutions.html

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Platforms – e-learning

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eua EUROPEAN UNIVERSITY ASSOCIATION

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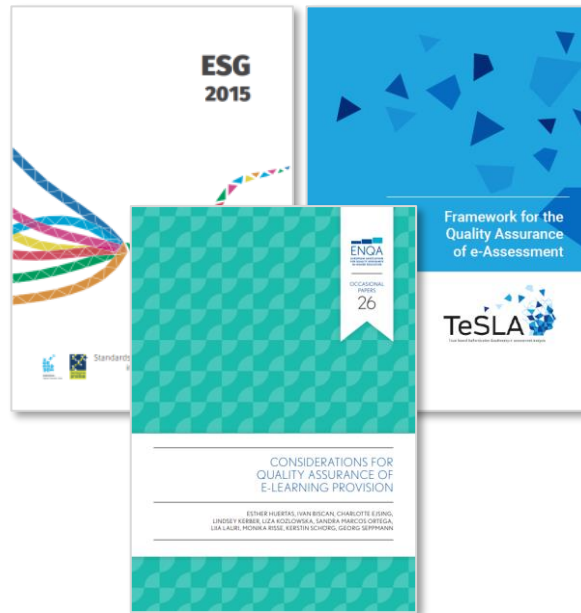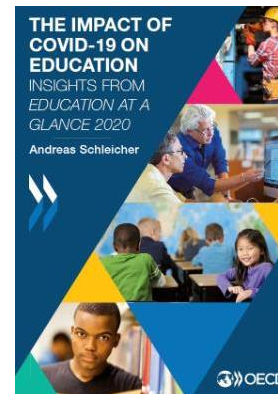
enqa.

https://enqa.eu/

EUROPEAN COMMISSION

European Digital Education Hub

https://ec.europa.eu/education/node_en

https://iite.unesco.org/

https://www.oecd.org/

https://www.esu-online.org/

Platforms – e-learning

https://eadtu.eu/

https://www.eden-online.org/

https://www.icde.org/

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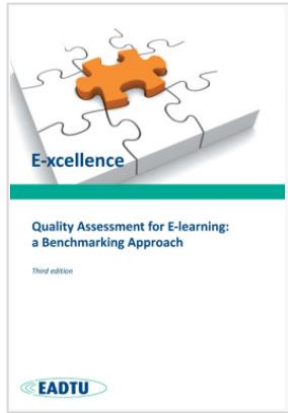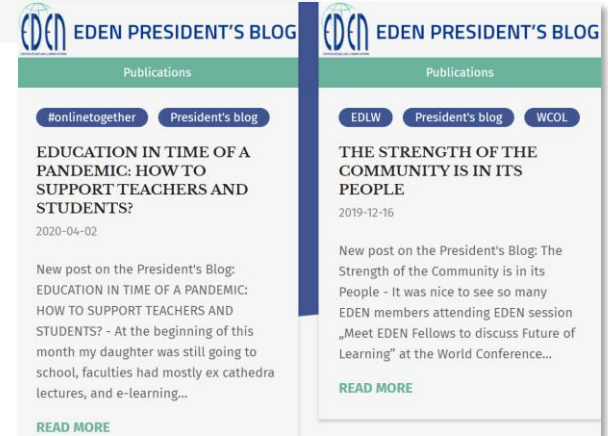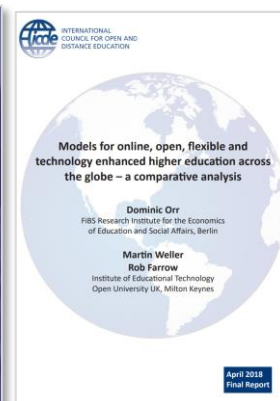
дуже
дякую
THANK YOU!

Dr. Esther Huertas (ehuertashidalgo@aqu.cat)