

Digitally enhanced learning and teaching at European higher education institutions

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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

Digital learning

Trends 2018. Q25, Q29

| | |
|--|---|
| 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 |



Encouraging to self-reflect on digitalisation within their institution and to enhance their institutional approaches to digitalisation



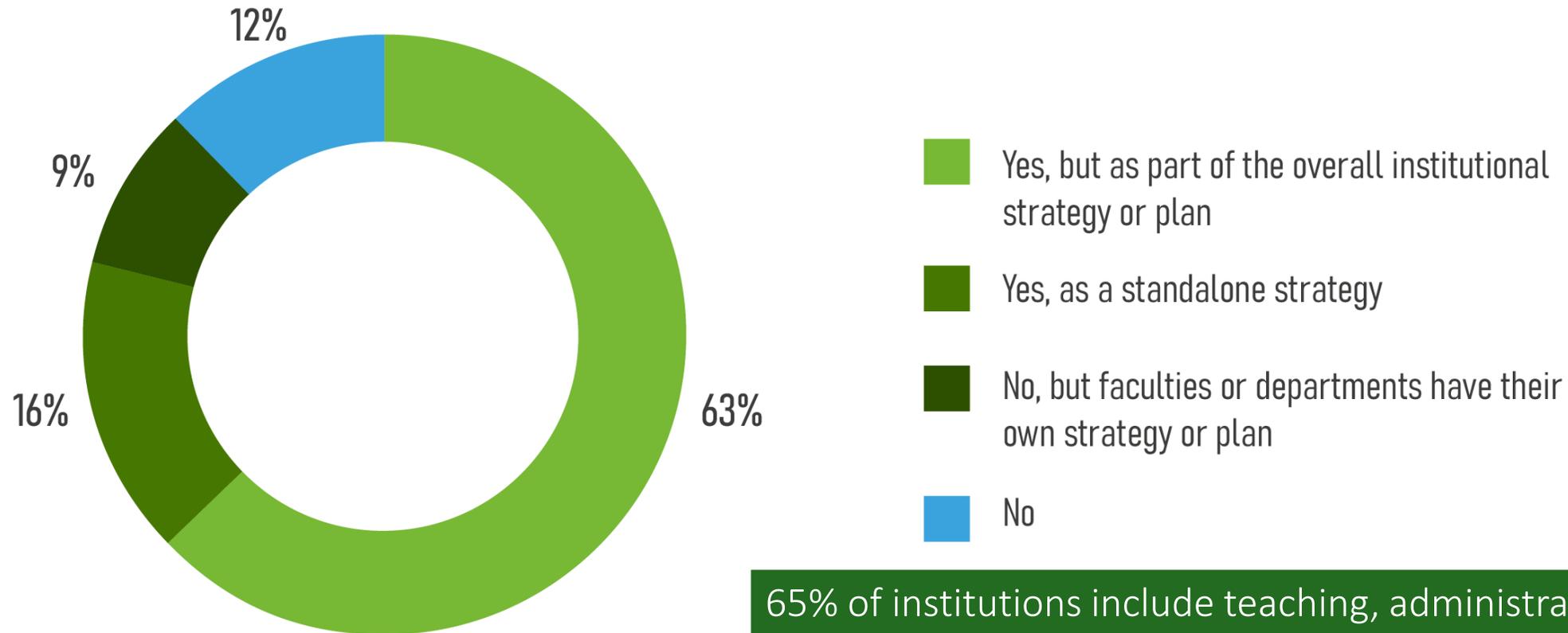
Survey (April-June 2020)

- 368 responses from the 48 EHEA countries
- Target: institutional leadership and those with responsibility for digital learning
- Report to be issued by January 2021



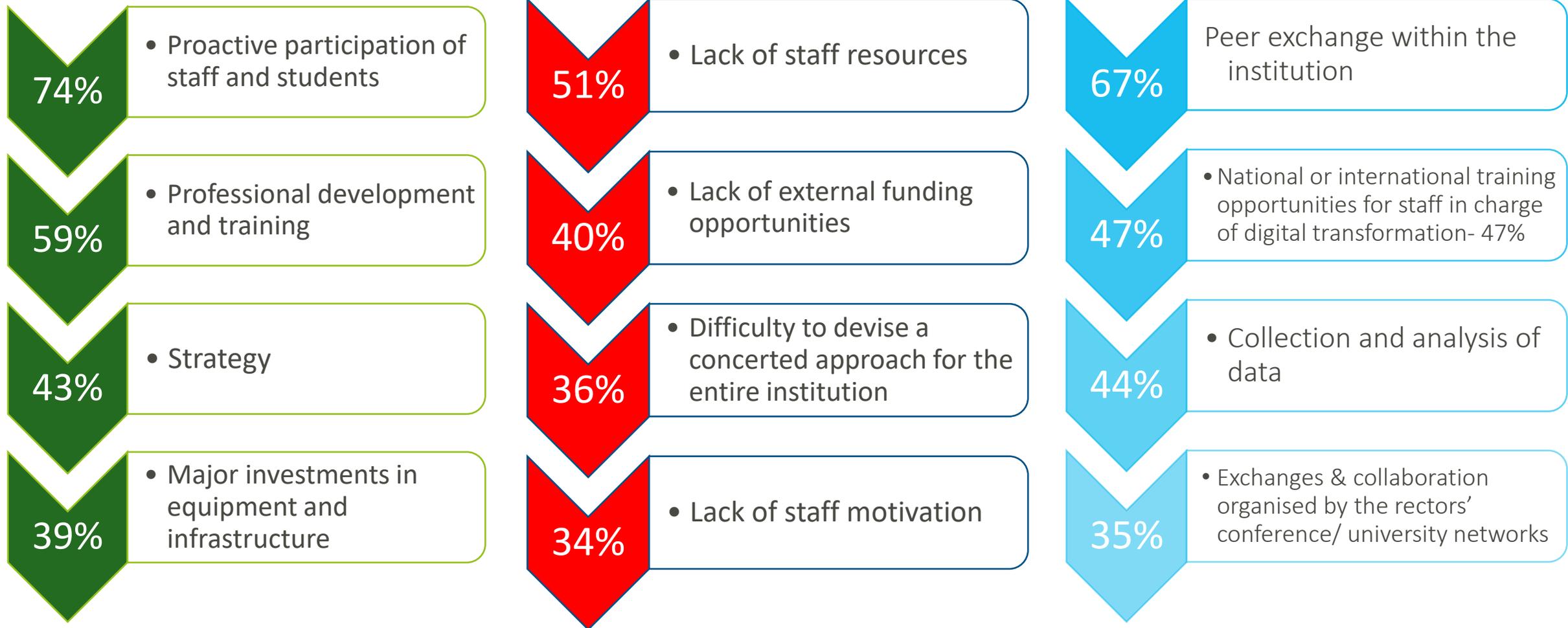
Thematic Peer Groups (call available www.eua.eu)

Institutional strategies for the digitalisation of learning and teaching



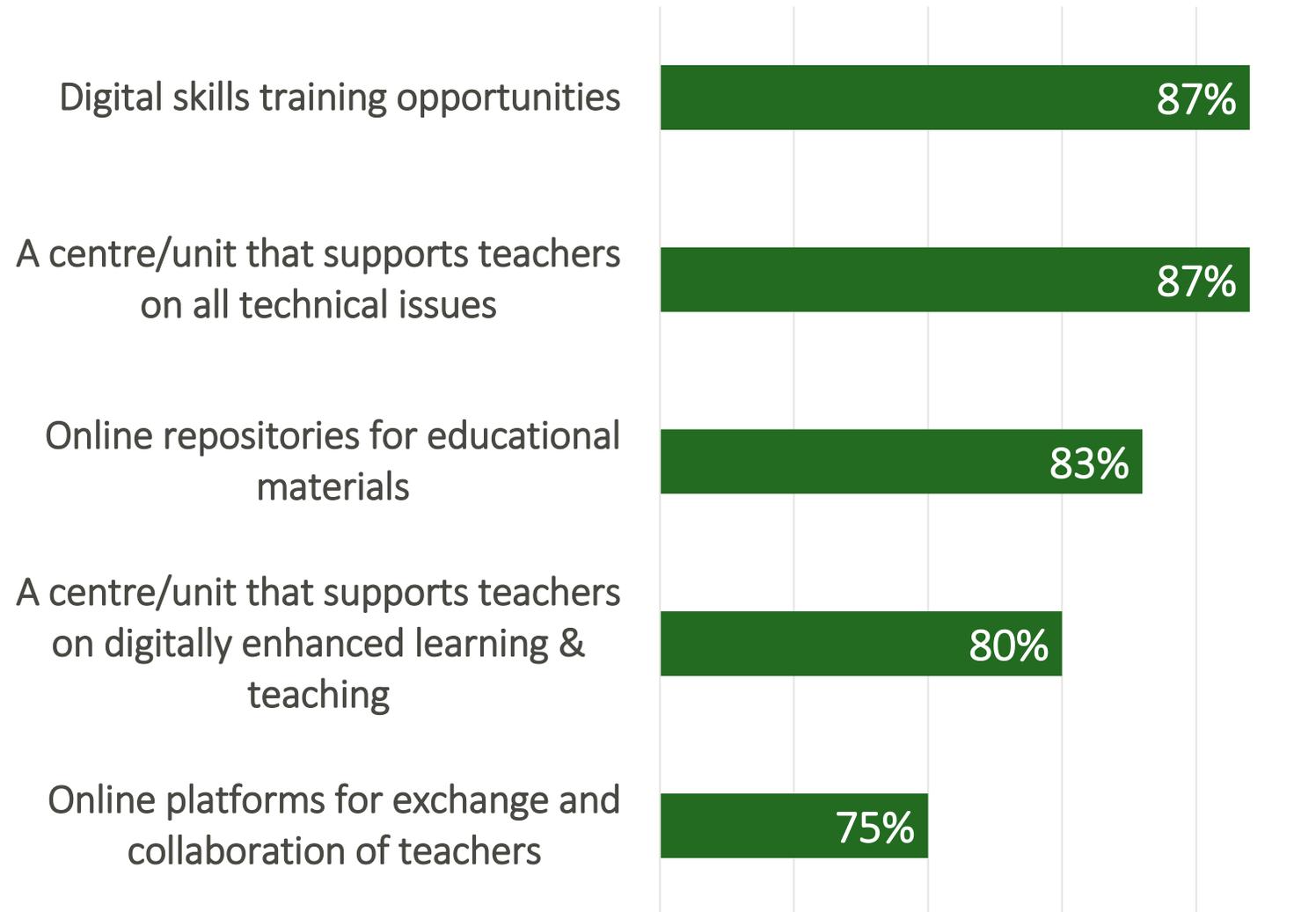
65% of institutions include teaching, administrative staff and external stakeholders in the governance of digitalisation (n=368)

Top enablers, obstacles and measures for improvement



Peer exchange, proactive staff, adequate staff numbers and a solid strategy are crucial for enhancing digital capabilities and transformation.

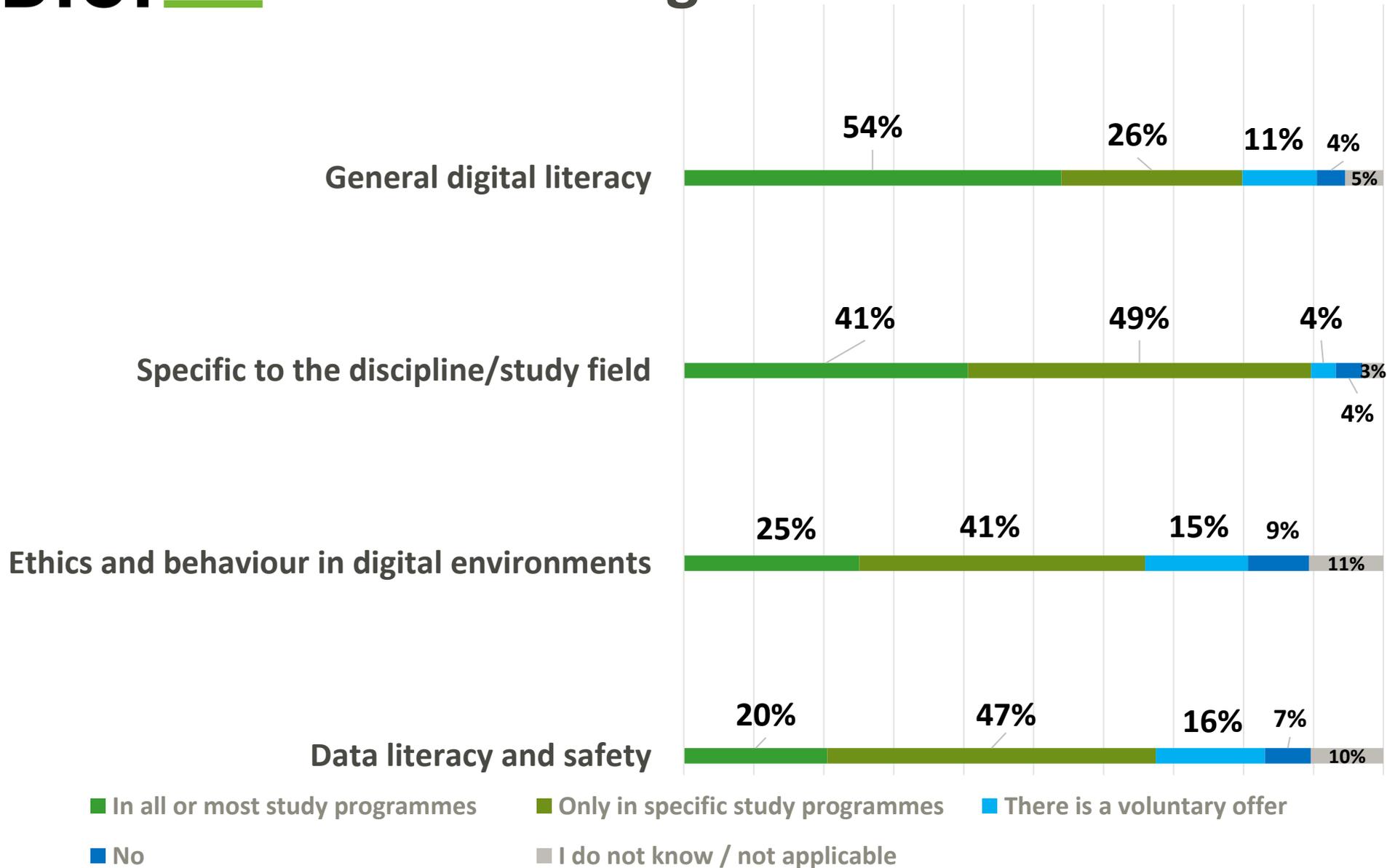
Staff support



A majority of institutions provide support for staff members.

How suitable or fit for purpose is this support?

Digital skills

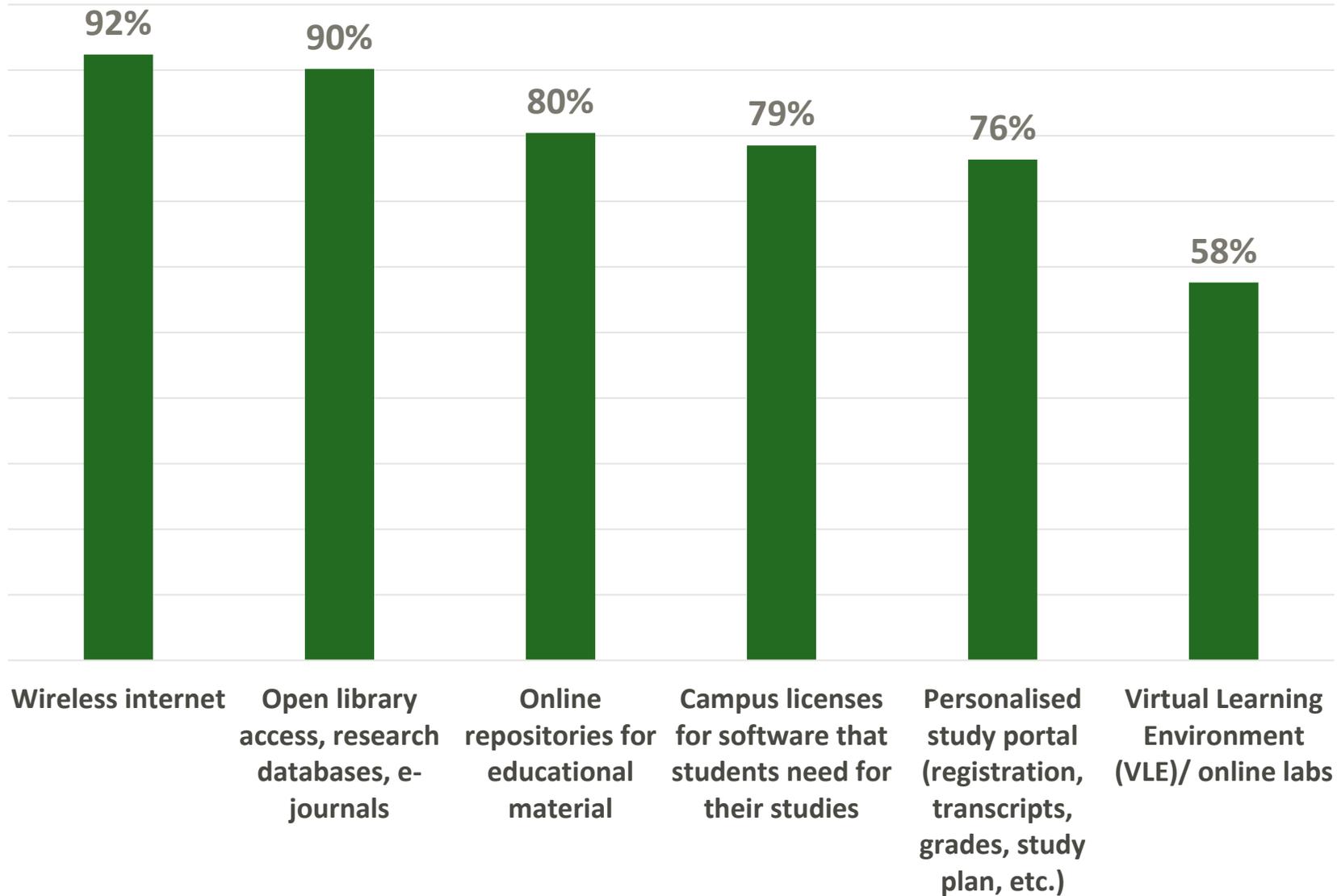


The vast majority of institutions offer digital skills...

... but they are not fully embedded throughout the compulsory educational offer.

Digital infrastructure

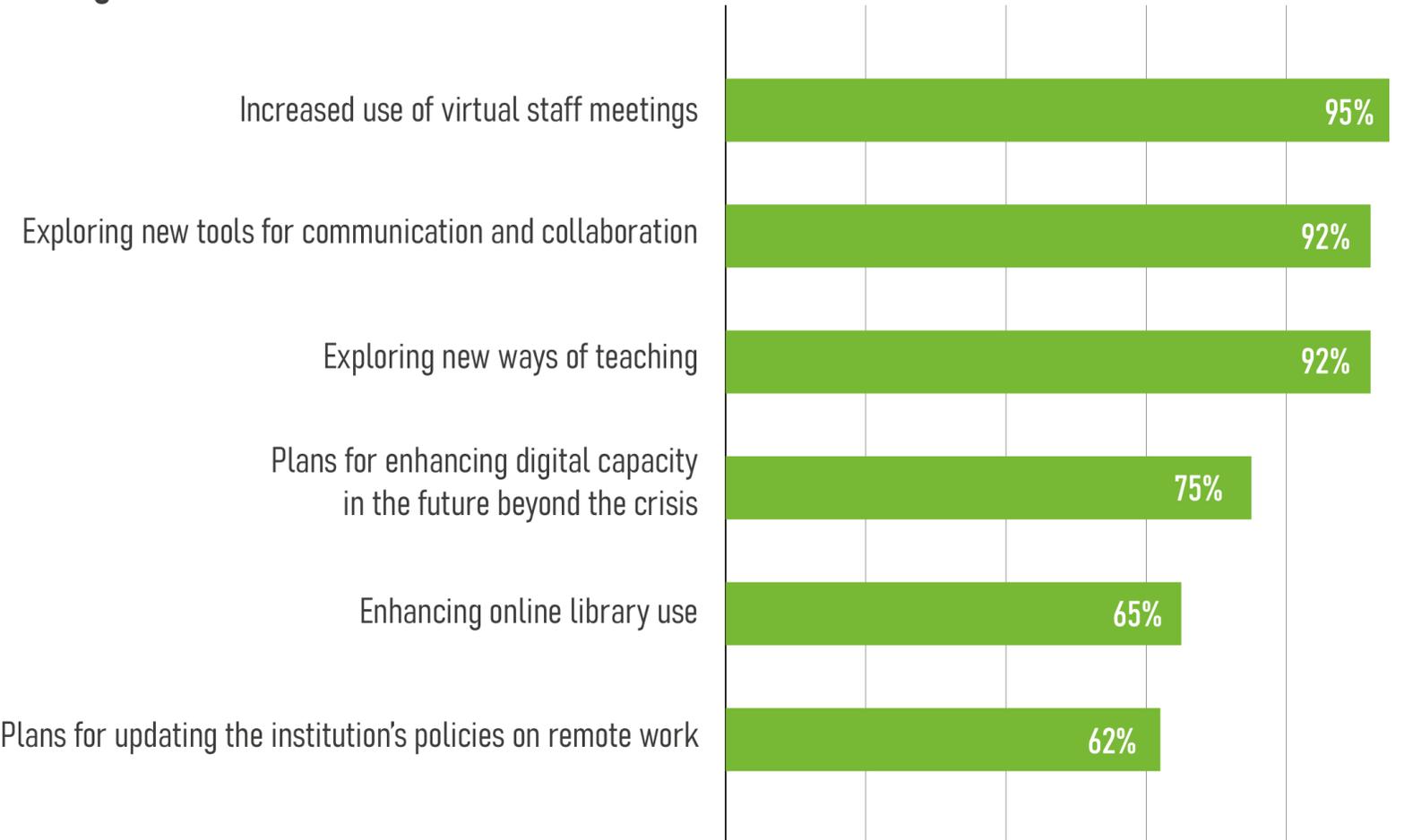
Infrastructure for students (n=364)



According to the respondents, the infrastructure in most need of development is VLE/online labs.

Uptake accelerated by the pandemic

Changes due to Covid-19



90%

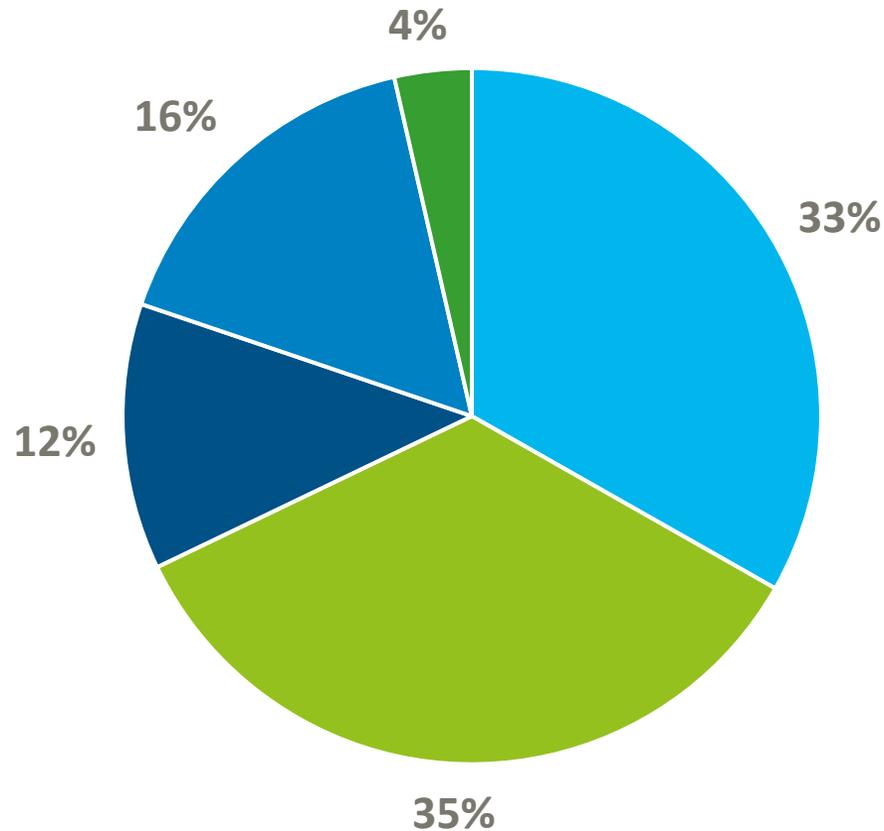
Before Covid-19, the majority of their students studied mainly on campus

Over 90% offer online library access

... but 65% plan to enhance it

Digital assessments

Generally for all types of courses



- Yes, throughout the institution
- Yes, in some faculties
- Not yet, but we are planning to
- No
- I do not know

68%

- Have witnessed a growing trend towards digital assessments

69% take digitally enhanced learning into account in their policies and measures for examination and testing but 37% acknowledge that they could be improved

This is **emergency teaching**, not digitally enhanced learning and teaching!

EUA Focus group on Student assessment and examination in the C19 context

6 institutions

11 May and 4 June
2020

Measures immediately taken

- Investment into online infrastructure
- Student assessment adjusted:
 - Governmental decrees allowing to revise regulations, recommended or left universities to do so.
 - University wide recommendations for all teaching staff.
 - Individual teachers for their courses.
- In some systems, HEIs defined a common approach, also incl. assessment.
- Collaboration among HEIs in the same system generally not very pronounced.

Challenges

- Main concern for teachers and universities: if online examination during C19 is an indicator of the students' knowledge and achievement of the intended learning outcomes.
- Proctoring proved difficult and hit limitations; not all used.
- Checking identity and authorship during synchronous online examinations.
- Amount of cheating difficult to quantify, compared to the "normal" rate! Huge variation across HEIs.
- Students from weaker economic backgrounds, with learning difficulties etc. experienced increased challenges.

Universities offered support to teachers and students, in particular re. assessment.

Some examples of practices

From emergency remote teaching...

- Setting up a task force as single point of contact (call centres, hotlines) for all questions from students and teachers
- Rapid development of support materials and guidance documentation for students and teaching staff
- Emergency IT lending system for students
- Adoption of a non-detriment policy ensuring that grades are reflective and justifiable, etc.
- At some HEIs, deferrals were possible or accepting an assumed grade, based on course work, with the guarantee that finally, only the most favourable results would be counted.
- More frequent testing with randomised questions, rather than an extended exam at the end of a course.

Some examples of practices

... to planning the autumn semester

- Design of a key set of learning principles for online modules, to be circulated to all teachers, to move into more planned digitally enhanced learning and teaching
- Central leadership to provide a generic framework with some clear principles which provides guidance for the different central units, faculties, departments to transpose in their specific context.
- Working with students to improve: involving (paid) students for co-designing curriculum, organising student reference groups for feedback, setting up groups of student testers
- Difficulties and doubts with online assessment prompted some universities to work towards conducting assessment in the autumn on campus, even if teaching will still be conducted online.
- What to do for teachers who will need to spend more time into this?

Some key takeaways

The crisis opened perspective into reflecting more broadly on assessment as part of the pedagogical set up:

- Relation to time, space, pace, autonomous learning: all things that were amplified
- Alignment between learning outcomes, modes of delivery, assessment
- Added value of different approaches (open book, synchronous, asynchronous...)?

Asynchronous assessment was largely recommended (used in combination with other modes).

- Could asynchronous assessment serve as a basis for further reflecting and reinforcing formative assessment?
- Non-binary assessment: answers intended to be more complex and require critical thinking and demonstration of the process

Participatory approaches seem to be key to ensure active contribution and understanding of the members of the university.

Online learning requires time and additional effort, hence funding.

Thank you for your attention!

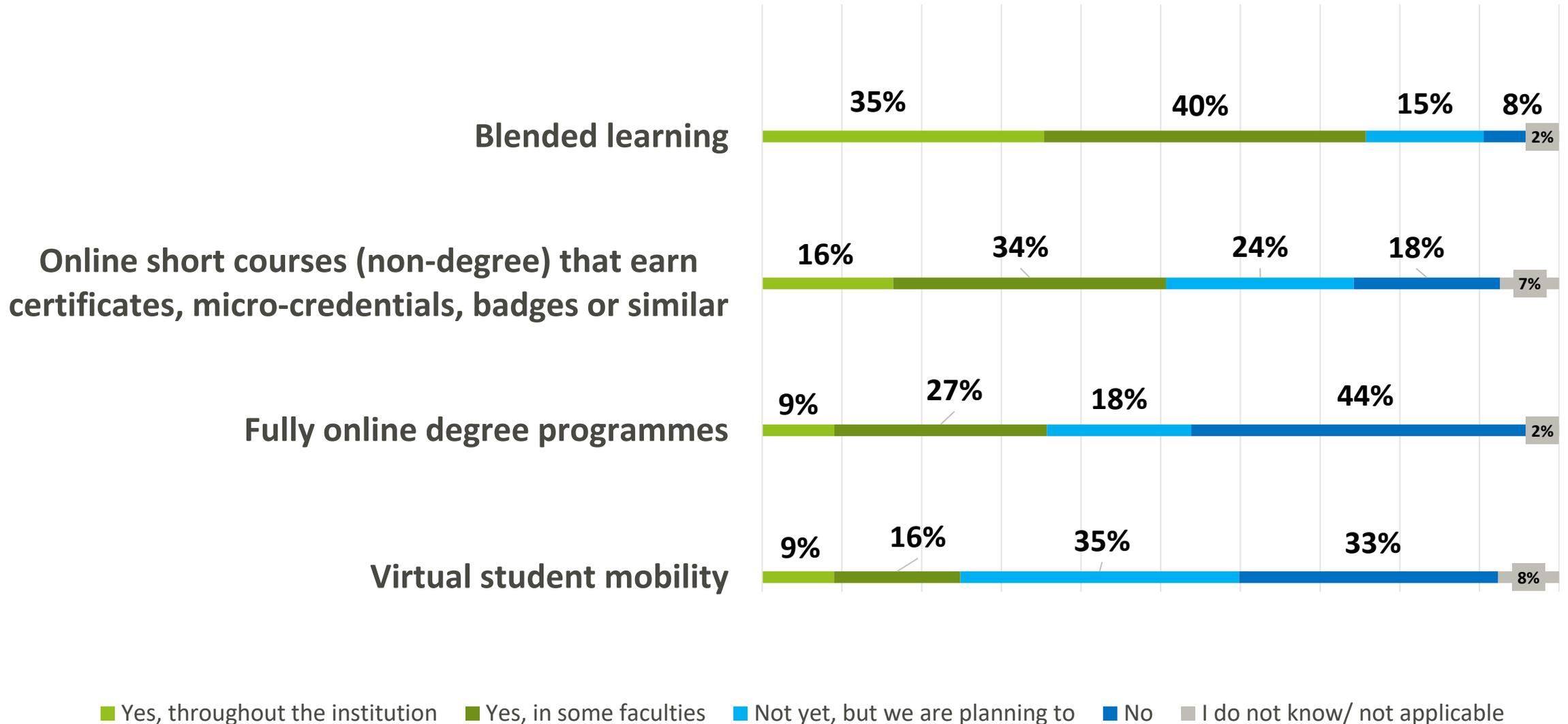
@euatweets

@therese_zhang

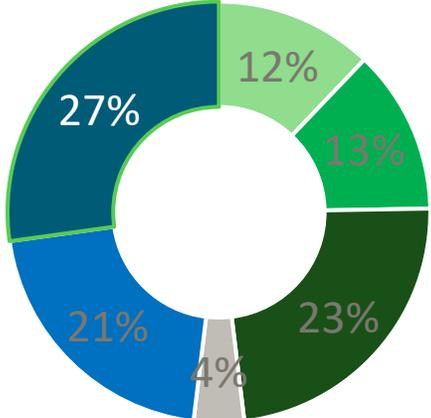
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Delivery modes



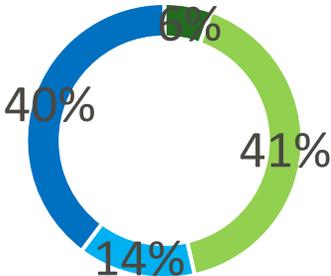
Institutions offering MOOCs or open learning



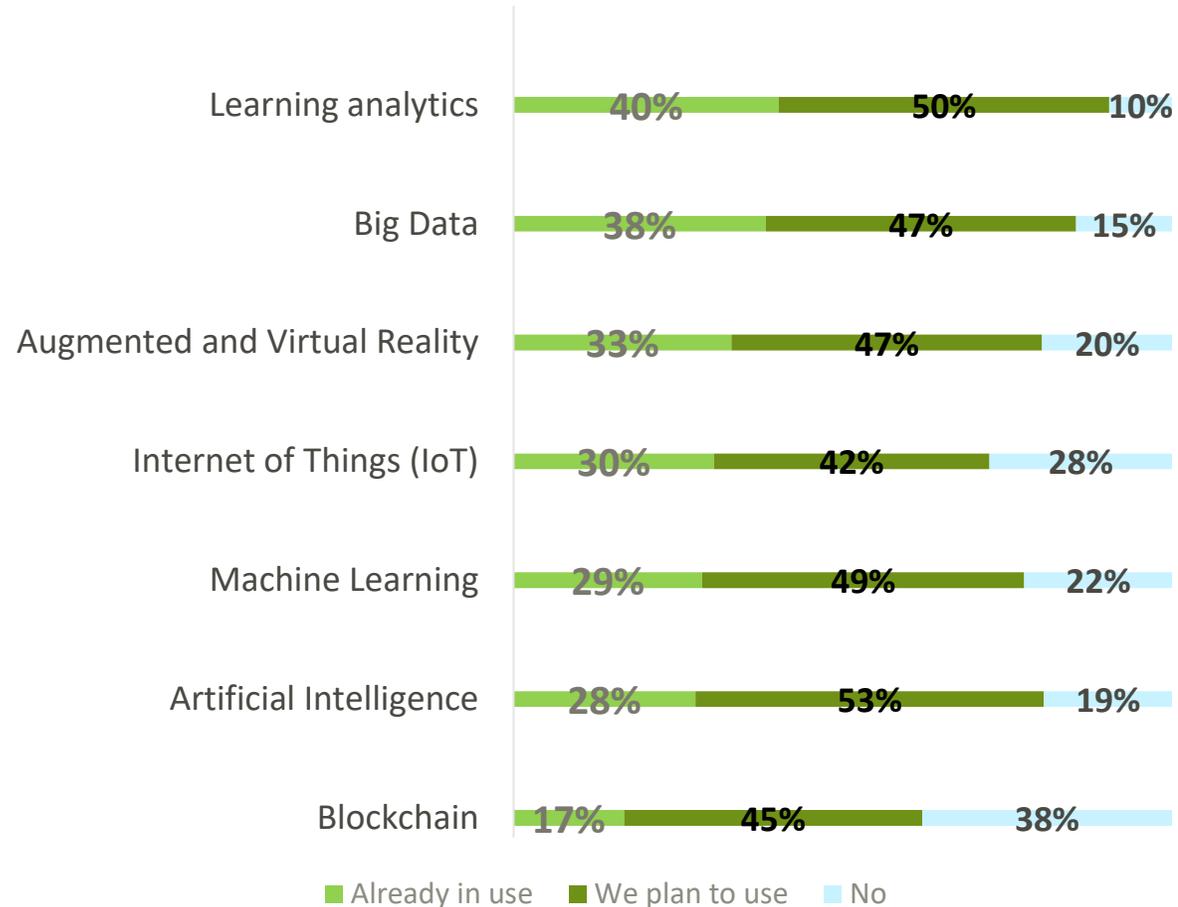
- Yes, MOOCs
- Yes, other forms of open learning
- Yes, both MOOCs and other forms of open learning
- We had MOOCs, but discontinued them
- Not presently, but we are planning to introduce them
- No

- 35% offer MOOCs
- 36% offer other forms of open learning

Recognition of MOOCs and other forms of open learning



- Yes, this is becoming very common
- Yes, under certain conditions
- Only for optional courses
- No



- Learning Analytics and Big Data are the most commonly used digital technologies (approx. 40%)
- Using digital technology is a future priority for most institutions, in particular AI (53%)