

# 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	<b>87%</b>
Boosted education provision through e-learning	<b>74%</b>
Blended learning used in regular teaching	<b>36% fully</b> <b>51% to some extent</b>



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



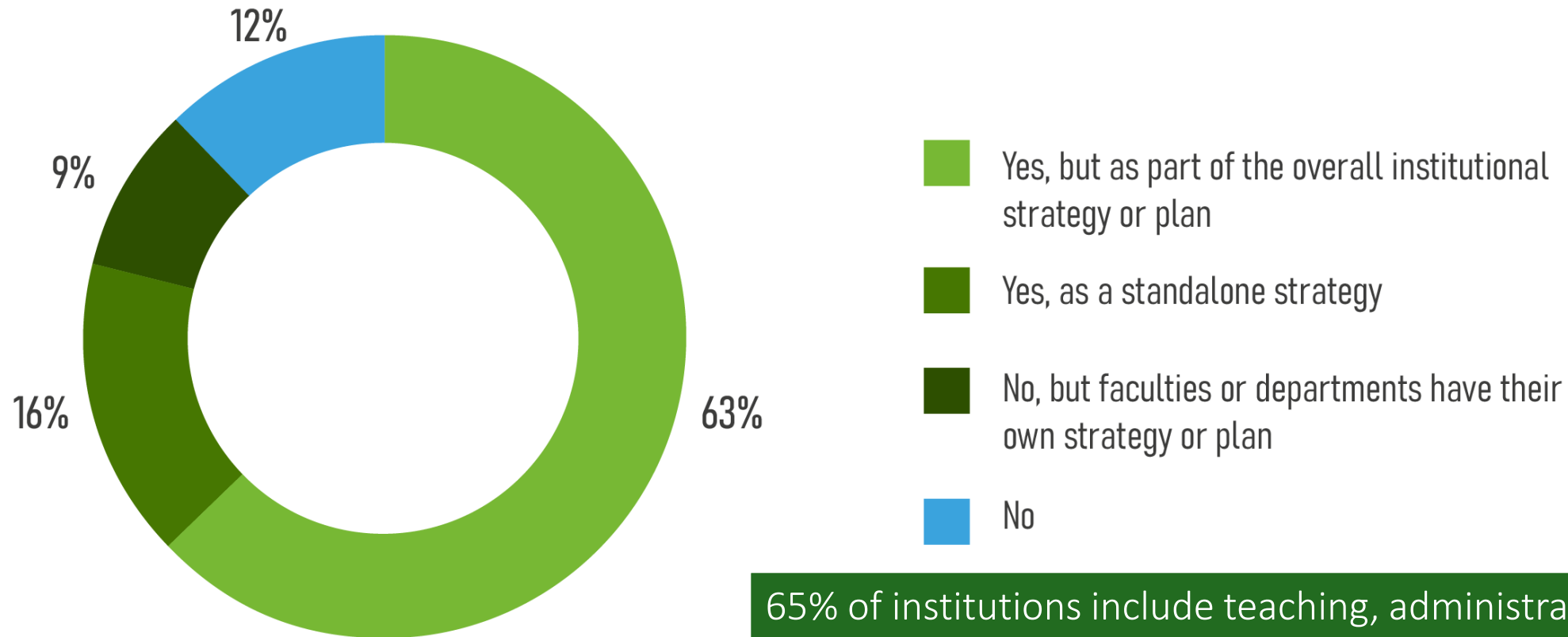
Survey (April-June 2020)

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



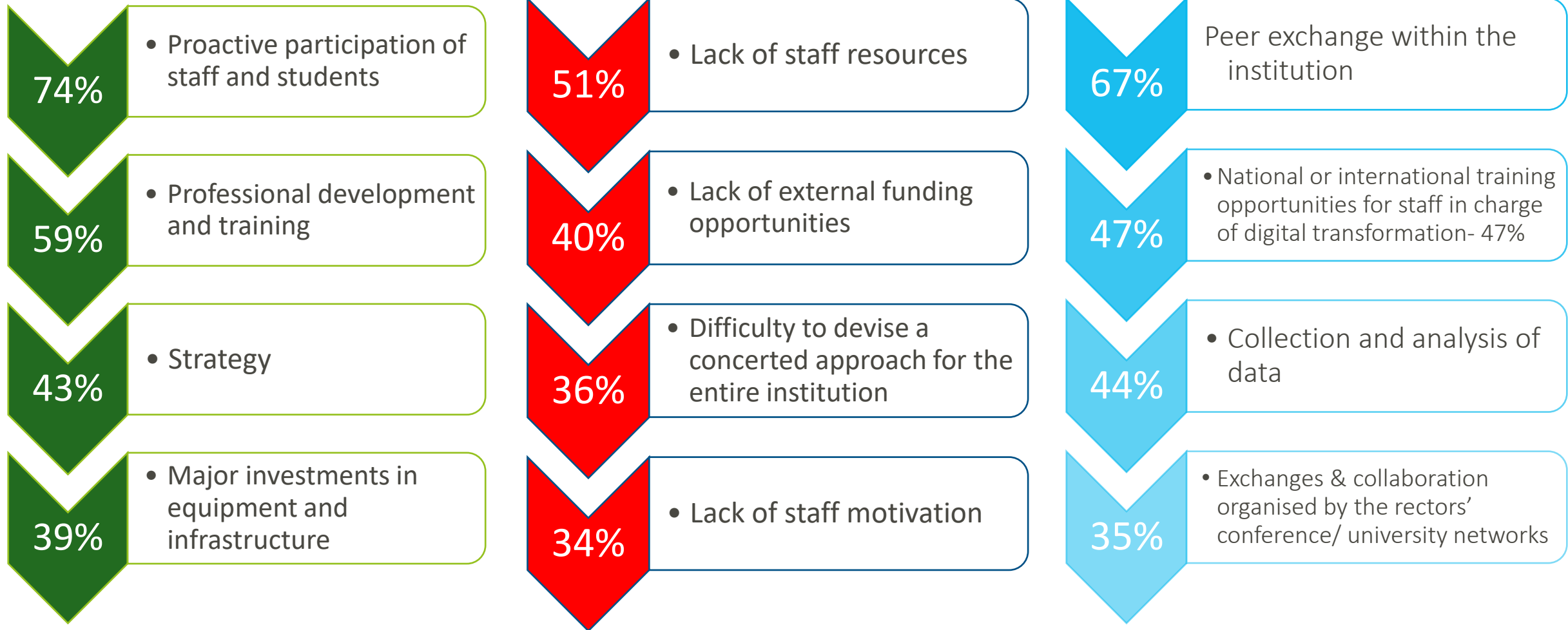
Thematic Peer Groups (call available [www.eua.eu](http://www.eua.eu))

### Institutional strategies for the digitalisation of learning and teaching



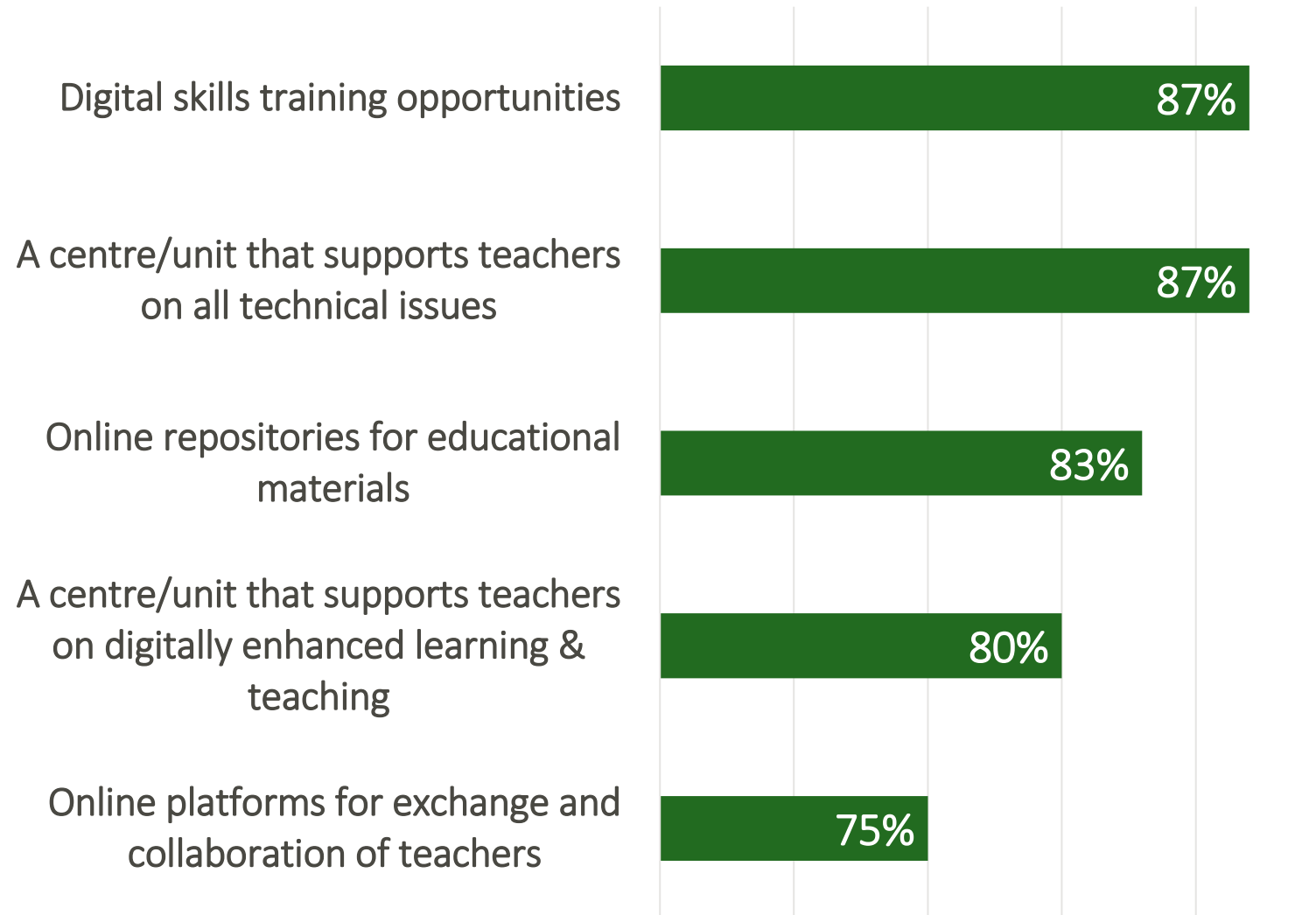
65% of institutions include teaching, administrative staff and external stakeholders in the governance of digitalisation (n=368)

## 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.

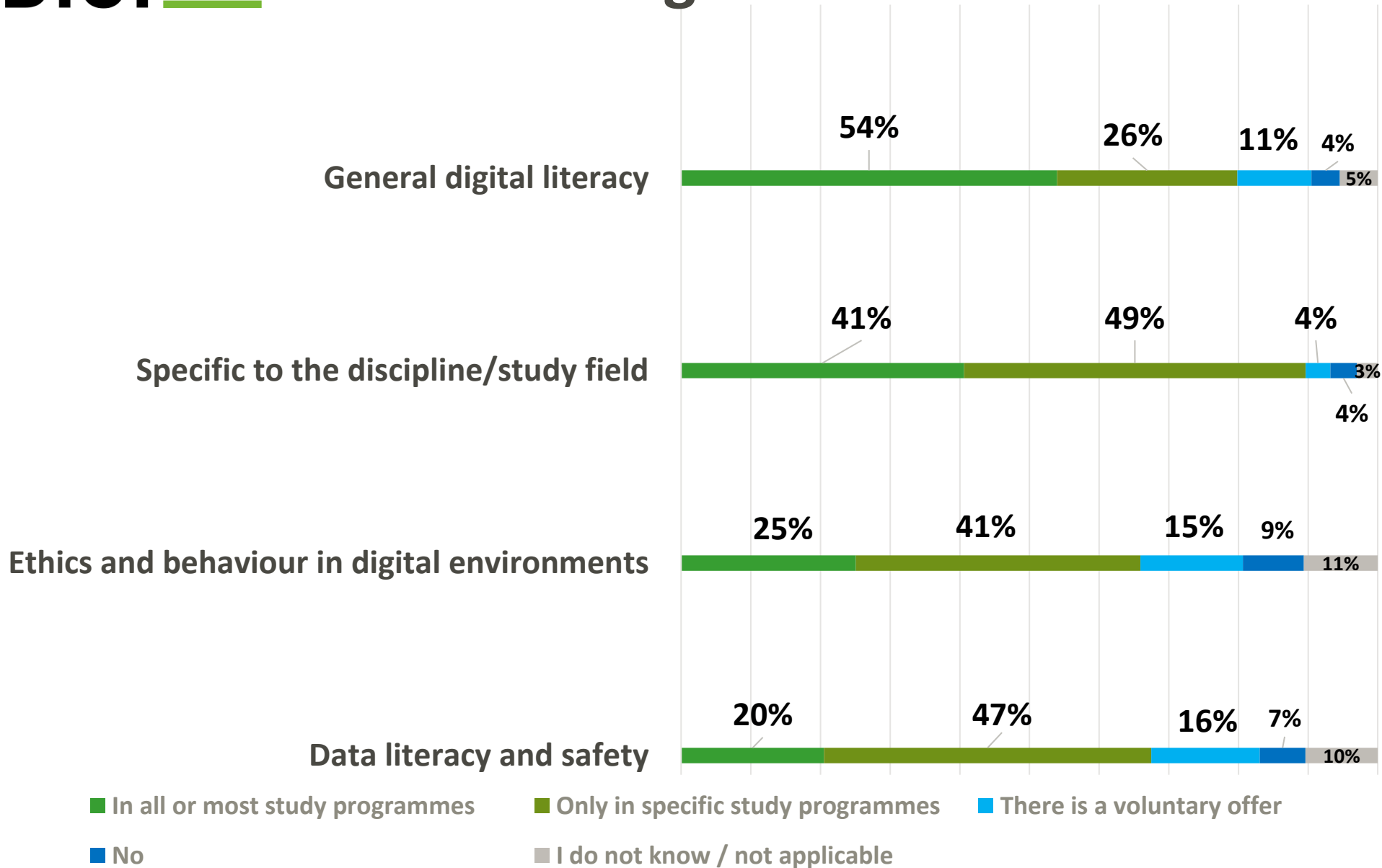
## Staff support



A majority of institutions provide support for staff members.

How suitable or fit for purpose is this support?

## Digital skills



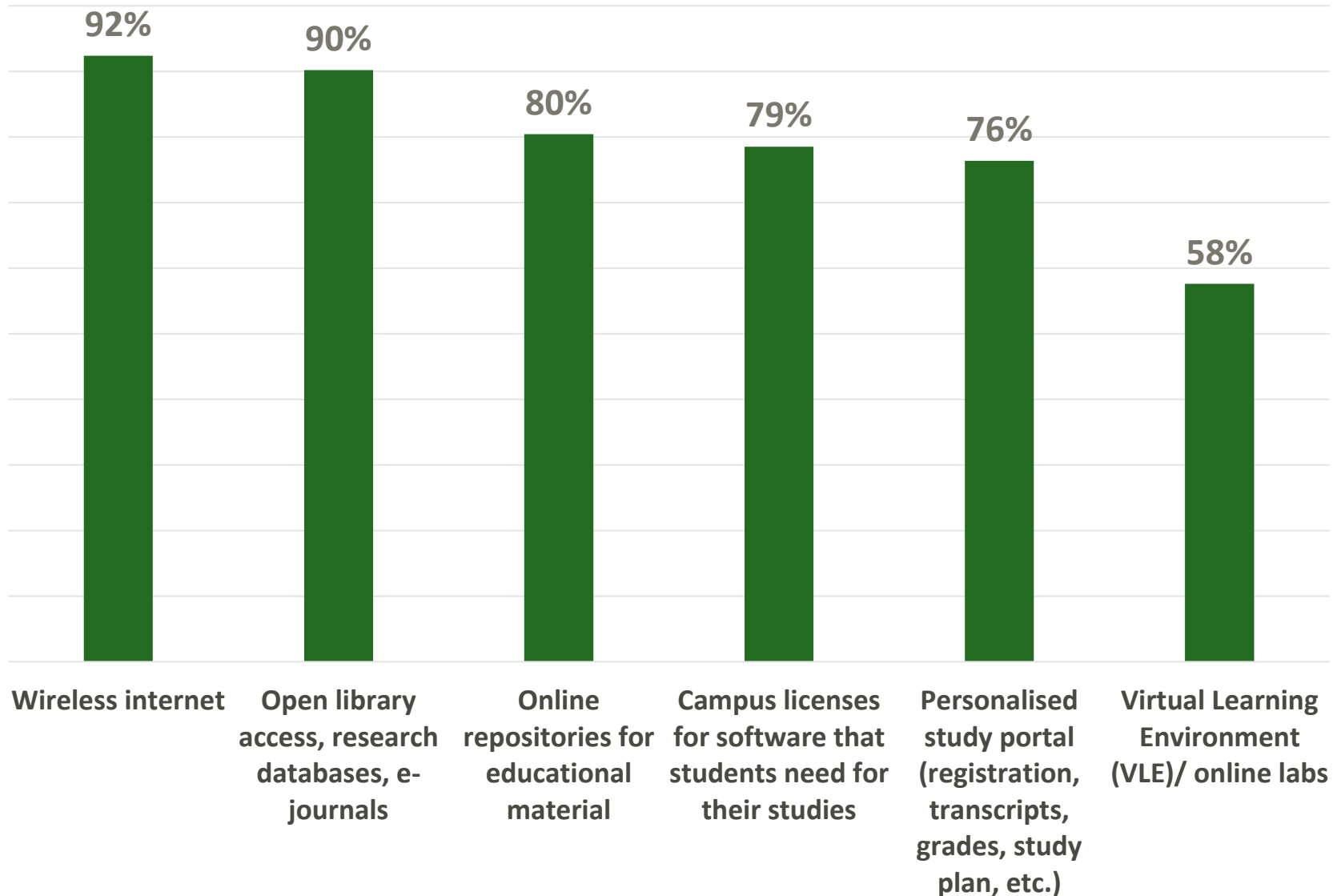
The vast majority of institutions offer digital skills...

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



## Digital infrastructure

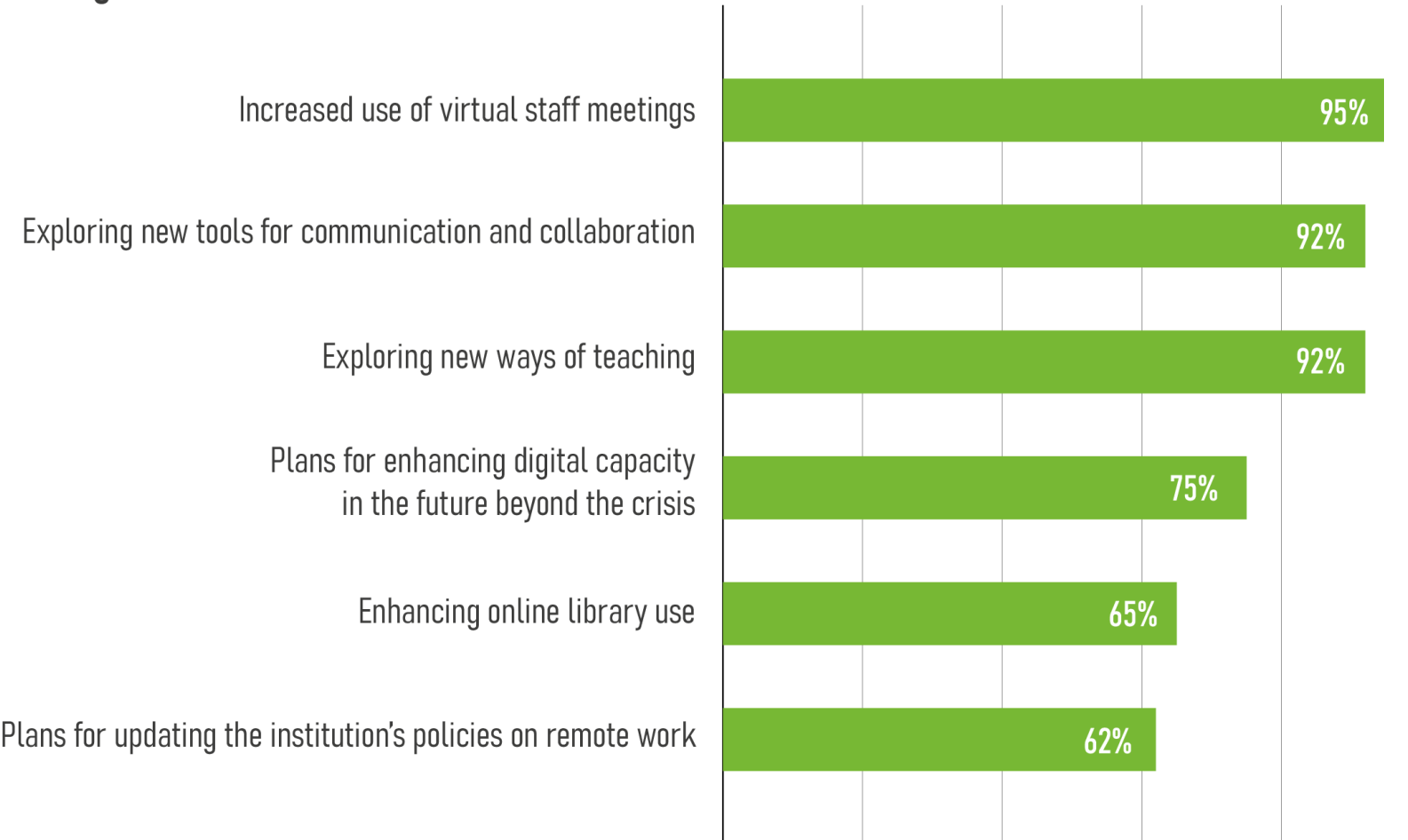
Infrastructure for students (n=364)



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%

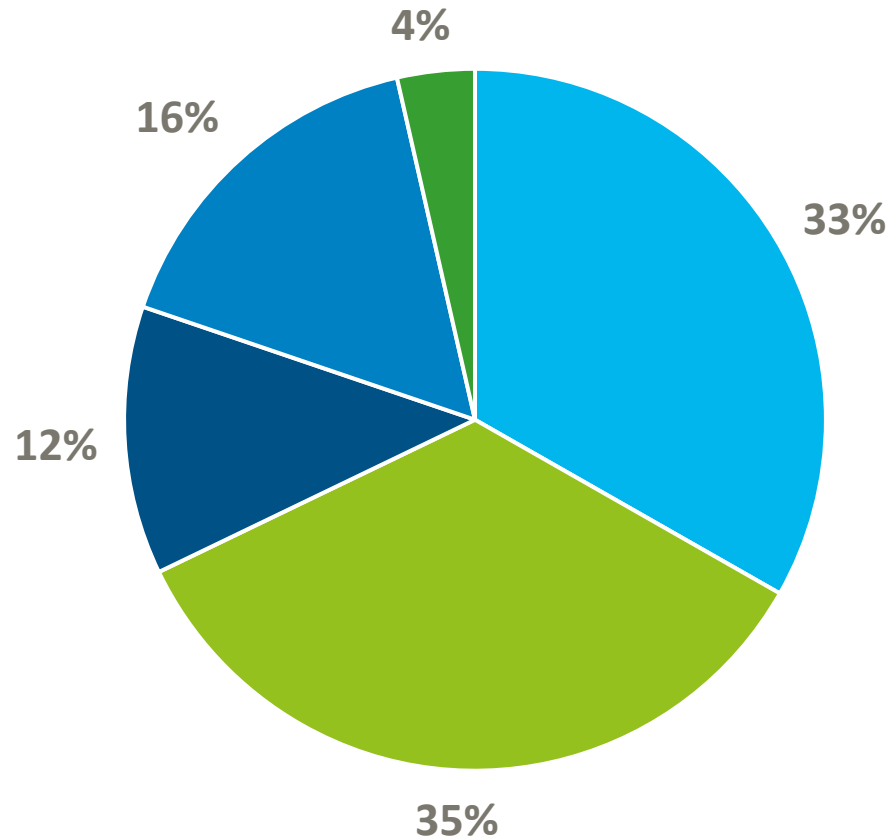
Before Covid-19, the majority of their students studied mainly on campus

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.

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**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**

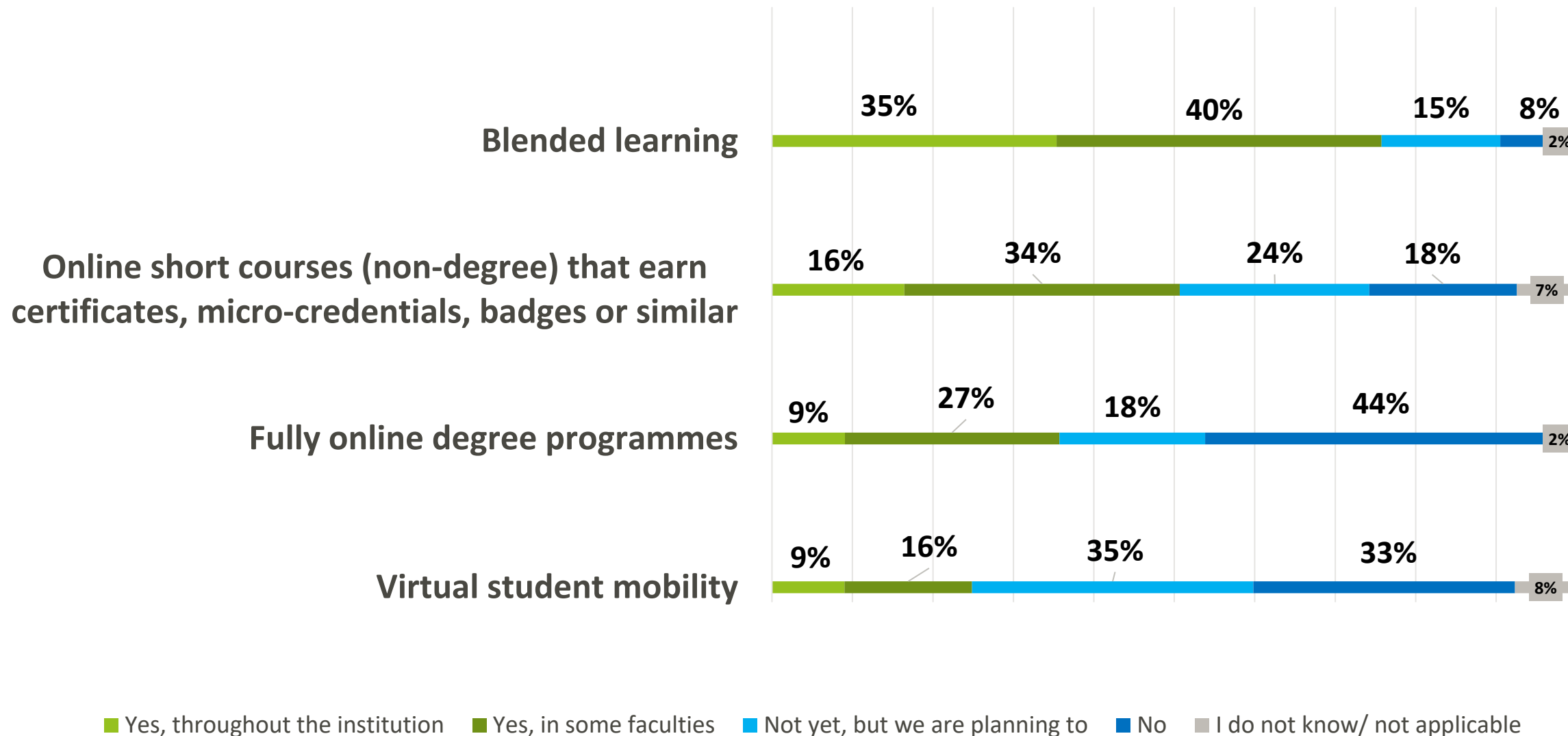
**@therese\_zhang**

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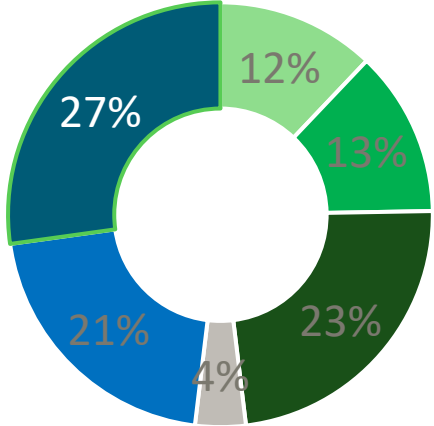




## Delivery modes



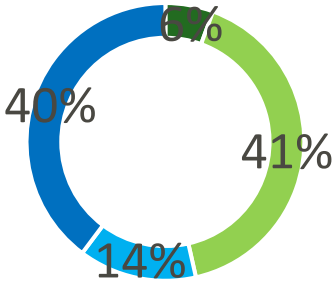
## Institutions offering MOOCs or open learning



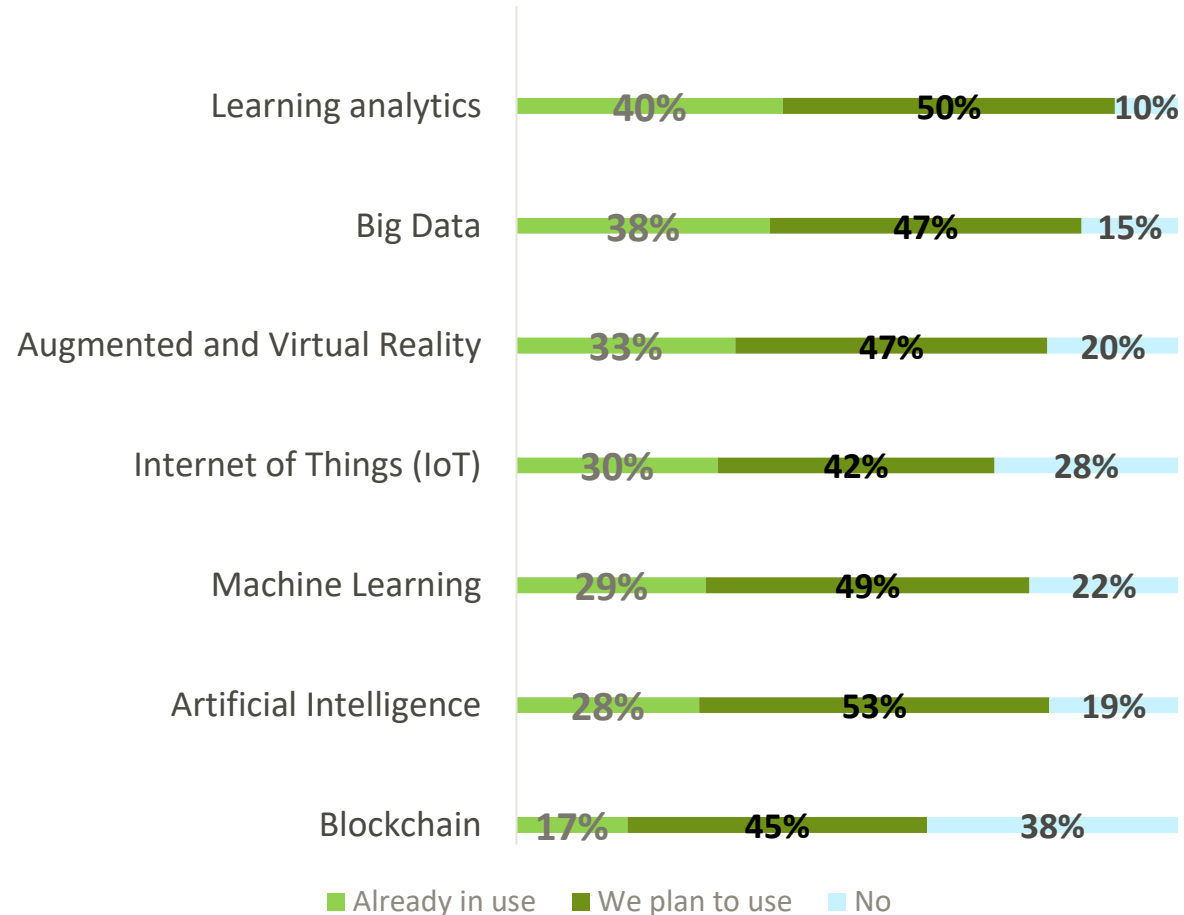
- Yes, MOOCs
- Yes, other forms of open learning
- Yes, both MOOCs and other forms of open learning
- We had MOOCs, but discontinued them
- Not presently, but we are planning to introduce them
- No

- 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%)