

Launch of Insight Paper

REIMAGINING RESEARCH-LED EDUCATION IN A DIGITAL AGE

4 June | 10:00-12:00 | online event

#FutureofEducation



Reimagining Research-led Education in a Digital Age



The Guild
of European Research-Intensive Universities

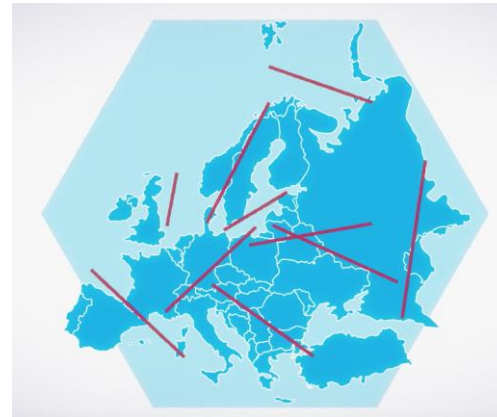
Background

- Position paper
- Wind of change
- Provide a framework and sustained intervention on research-led education in a digital age - paying attention to the changing role and diverse profile of modern universities.



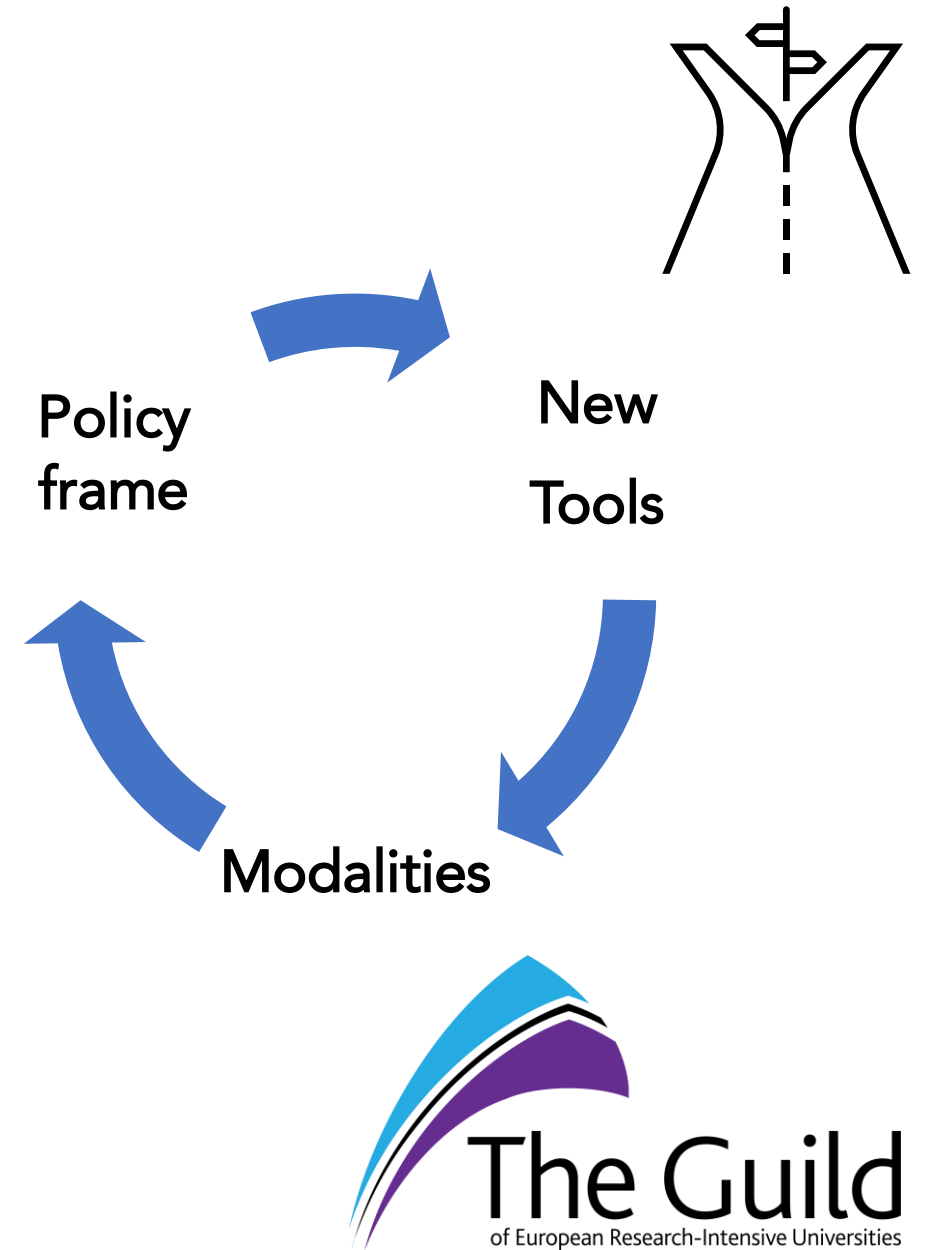
The EU/post pandemic context

- Looking back and looking forward: 20 years from Bologna
 - ECTS and EHEA
 - Comparability and Harmonisation
- European University
- Core pedagogic principles:
 - Openness
 - Flexibility
 - Personal choice
 - Equality and Inclusion



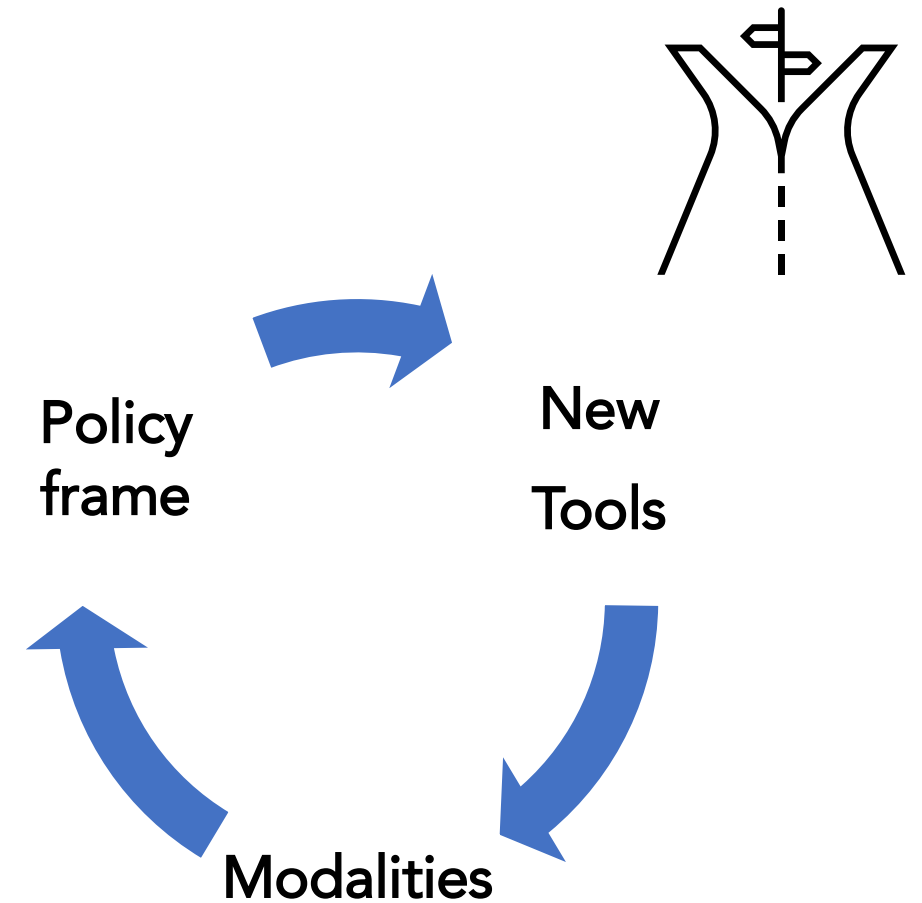
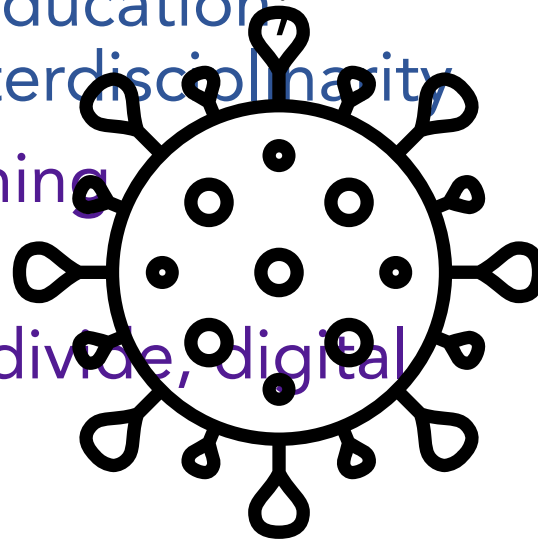
Issues to consider

- National –International orientation-
Standardisation and innovation;
- Staff/student mobility and national
accreditation systems;
- Balancing student study and work/job
insecurity;
- Individual choice and mass education;
discipline knowledge and
interdisciplinarity;
- Shift to hybrid/blended learning
environments;
- Digital potential and digital divide, digital
fatigue.



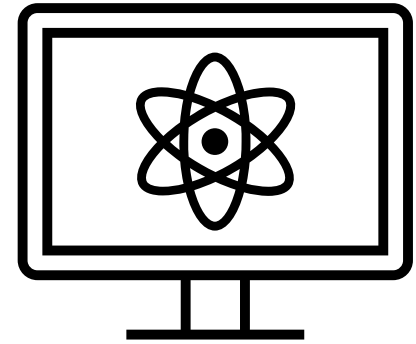
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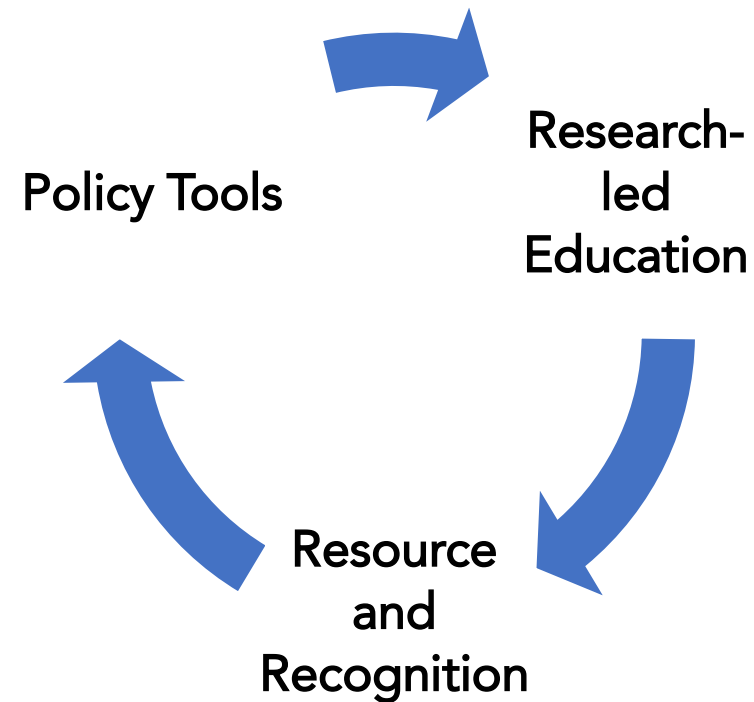
From VLE to 'emergency' online to post- digital

- Why digital? Flexibility, connectivity, inclusion BUT digital poverty, exclusion; isolation.
- From VLE to HyFlex- blended is here to stay BUT the digital divide reflects the resilience of structural inequalities.
- From business as usual to long-lasting transformation in teaching and learning.
- Redesign curriculum for a networked university.



So...

How can we achieve this level of educational change?



Imagining (leading?) pedagogic change



Meeting the expectations of Gen Z in higher ed

Many young people have never known a time when the internet was not part of their lives. For these digital natives, technology is neither an opportunity nor a barrier; it seamlessly integrates into their everyday experience.

In a recent survey of 2,588 people in the US aged 14–40, Pearson explored attitudes, preferences, and behaviors around technology in education, identifying some key similarities and differences between Generation Z (ages 14–23) and millennials (ages 24–40).

Examining the differences between these generations can help us better understand the future of learning.



Gen Z and millennials both acknowledge the power of Edtech



Gen Z are less likely than millennials to see tech as transformative in education, possibly because Gen Z already takes it for granted.

59% of Gen Z and 66% of millennials believe technology can transform the way college students learn in the future.

Regardless of differences, a majority of both Gen Z and millennials are generally positive about the future of technology in education.



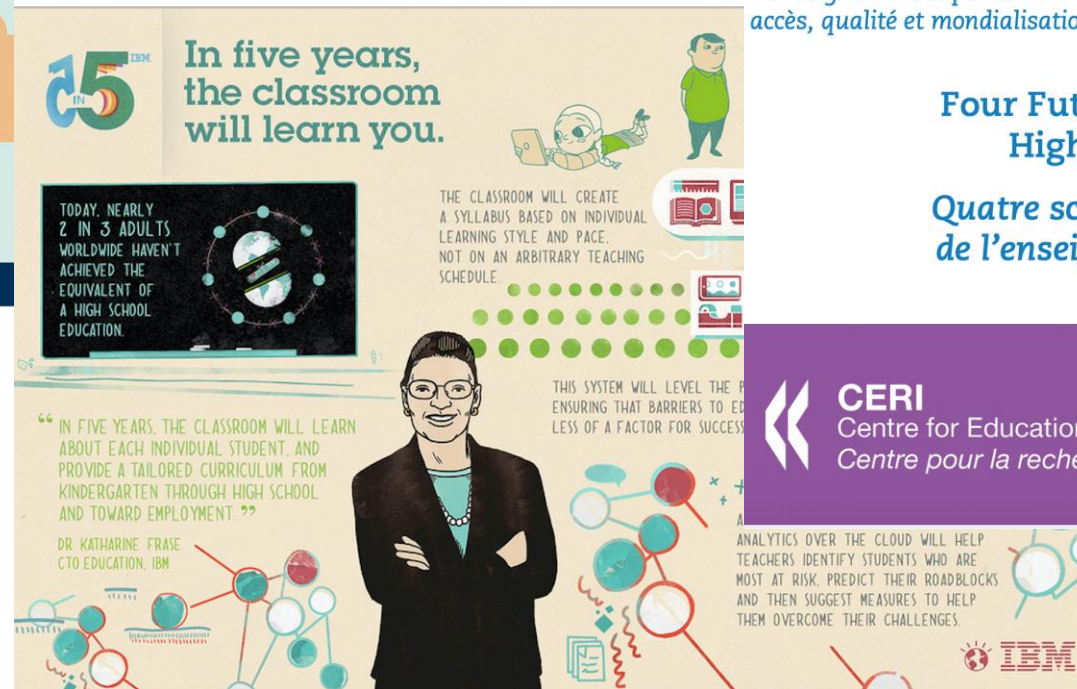
54% of Gen Z and 53% of millennials say that technology can greatly enhance the college learning experience.

Millennials, including older segments who are in different life stages and need more flexibility, are more likely to prefer online methods of learning.



44% of millennials prefer online courses with video lectures. (32% of Gen Z)

36% of millennials prefer eText. (25% of Gen Z)



OECD/France International Conference
Higher Education to 2030:
What Futures for Quality Access in the Era of Globalisation?

Conférence internationale OCDE/France
L'enseignement supérieur à l'horizon 2030 :
accès, qualité et mondialisation

Four Future Scenarios for Higher Education

Quatre scénarios sur l'avenir de l'enseignement supérieur



CERI

Centre for Educational Research and Innovation

Centre pour la recherche et l'innovation dans l'enseignement



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Key Themes



The future is not and must not be all digital

Research-led universities must lend their distinctive strengths to lifelong learning

Pedagogic innovation must be accelerated to educate for continuous change and disruption

We must move beyond red tape to develop enabling policy tools and flexible regulatory frameworks

We must articulate the value added of (international) collaboration

We must invest in the sustainability of pedagogic innovation

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Higher Education -
Policy Perspectives



Vanessa
Debiais-Sainton



Michael Gaebel

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REIMAGINING RESEARCH-LED EDUCATION IN A DIGITAL AGE

Responses from
Higher Education
practice



Rūta
Eidukevičienė



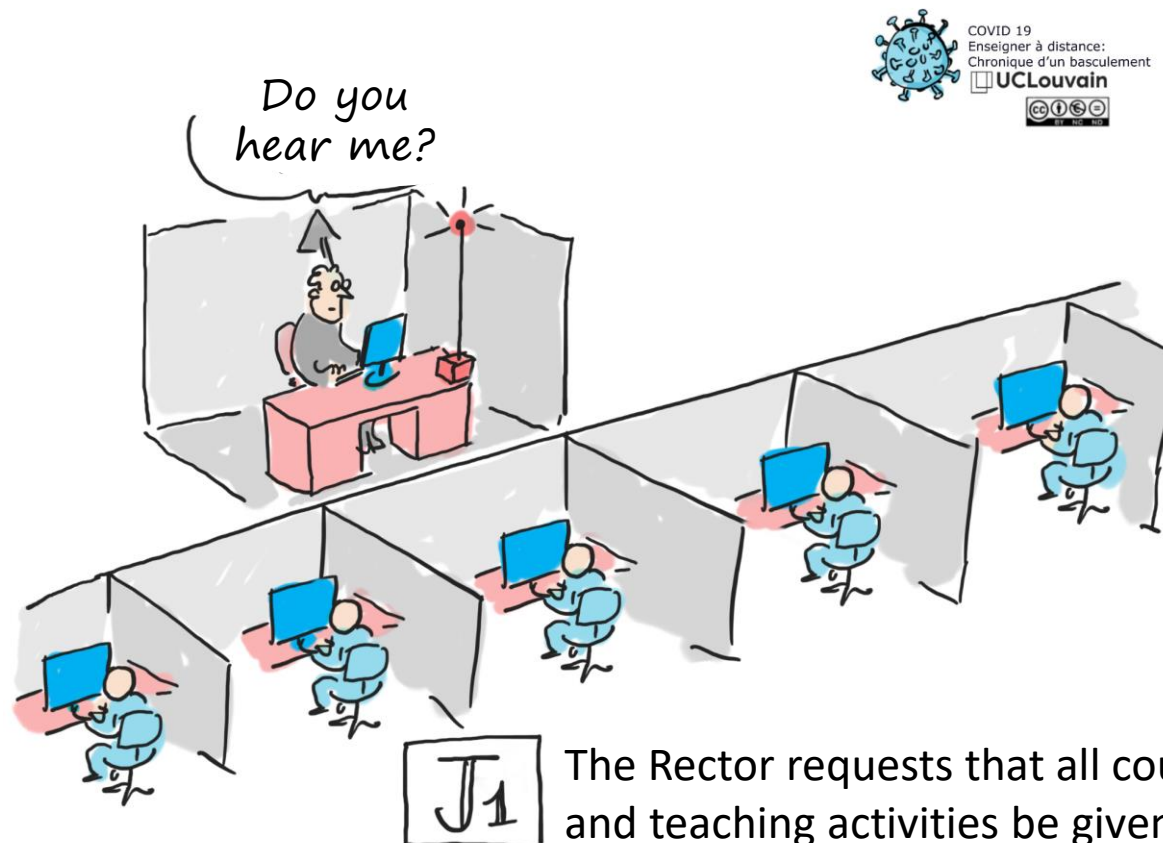
Benoît Raucent



Jeroen Kooman

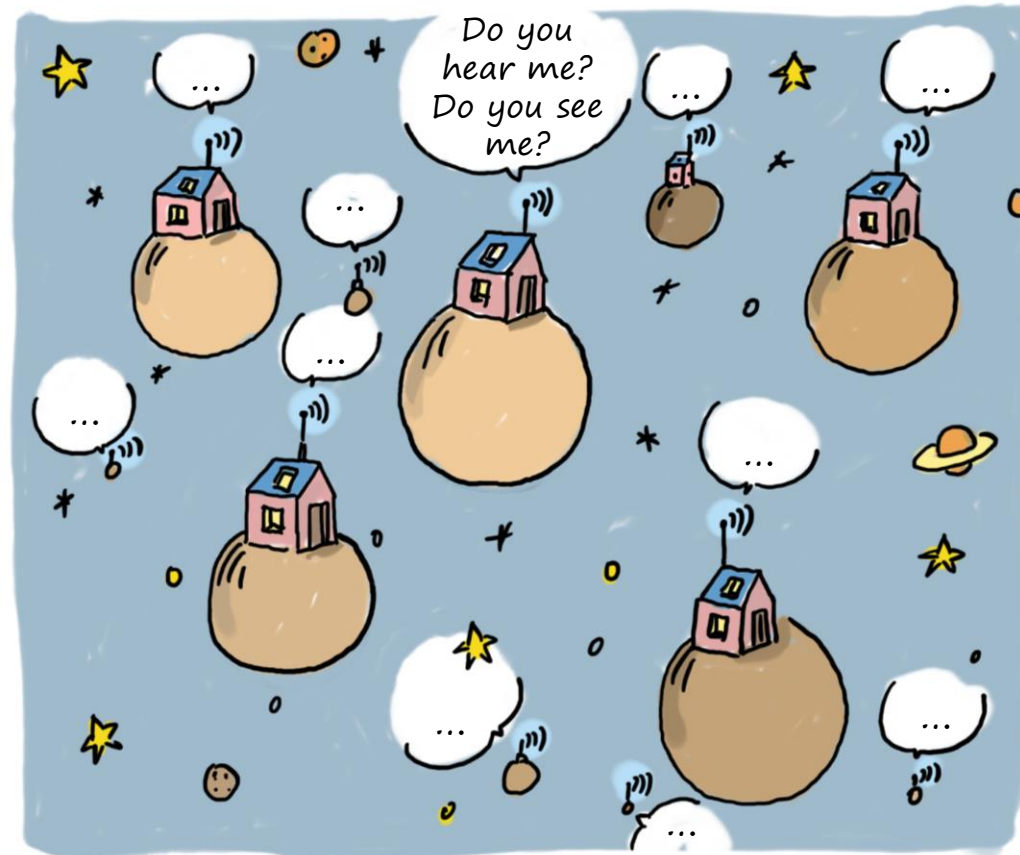
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3 Observations and 4 Lessons about Teaching and Learning during the Covid Pandemic

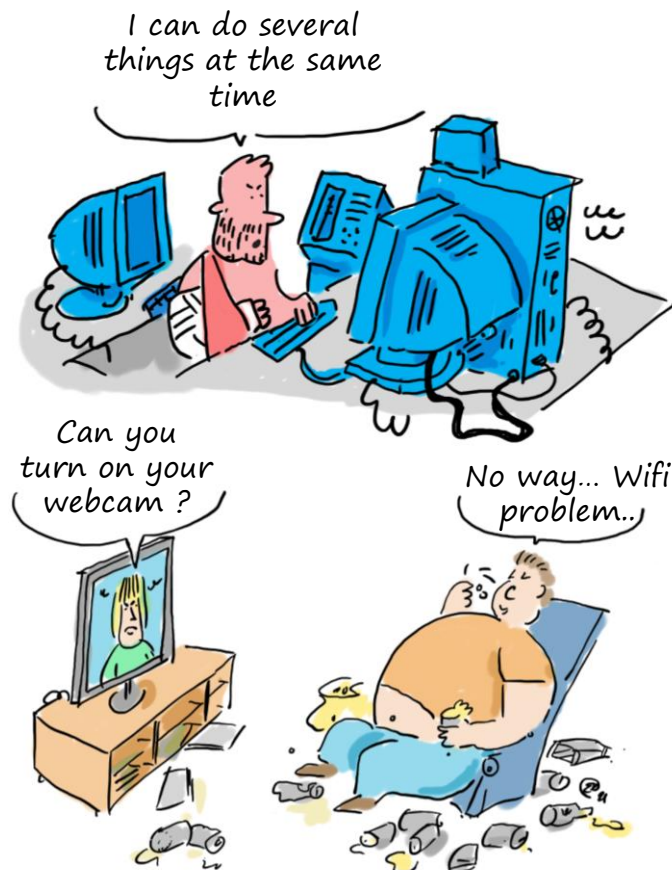


3 Observations

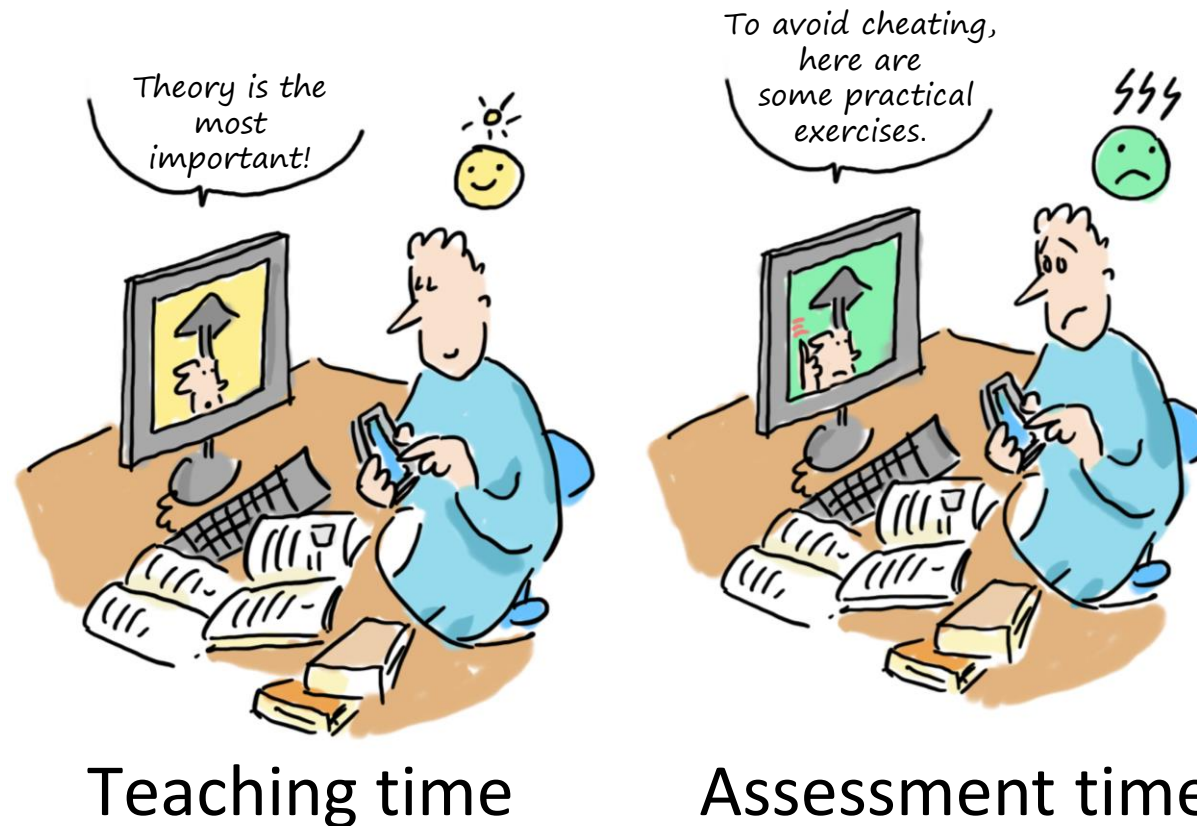
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In response to the health situation, courses were given online, but at what cost for student socialisation? **Socialisation is a pedagogical problem.** Teachers and institutions should think of social presence (e.g. group atmosphere), cognitive presence (e.g.: dialogue, idea debate) and presence of the teacher (e. g. course facilitation)

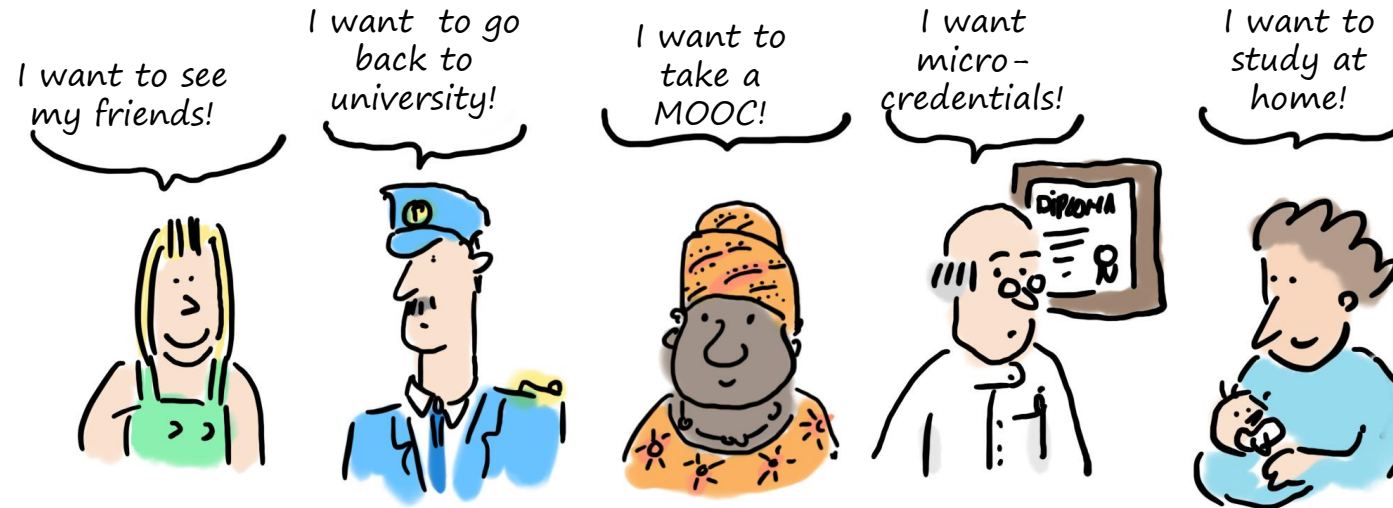


Some students enjoyed online courses, others found themselves in a critical situation. There is a wide variety of experience depending on the **individual situation and need** (students want to be active, they are curious and open-minded). Overall, students are seeking **greater flexibility** in programs and activities.

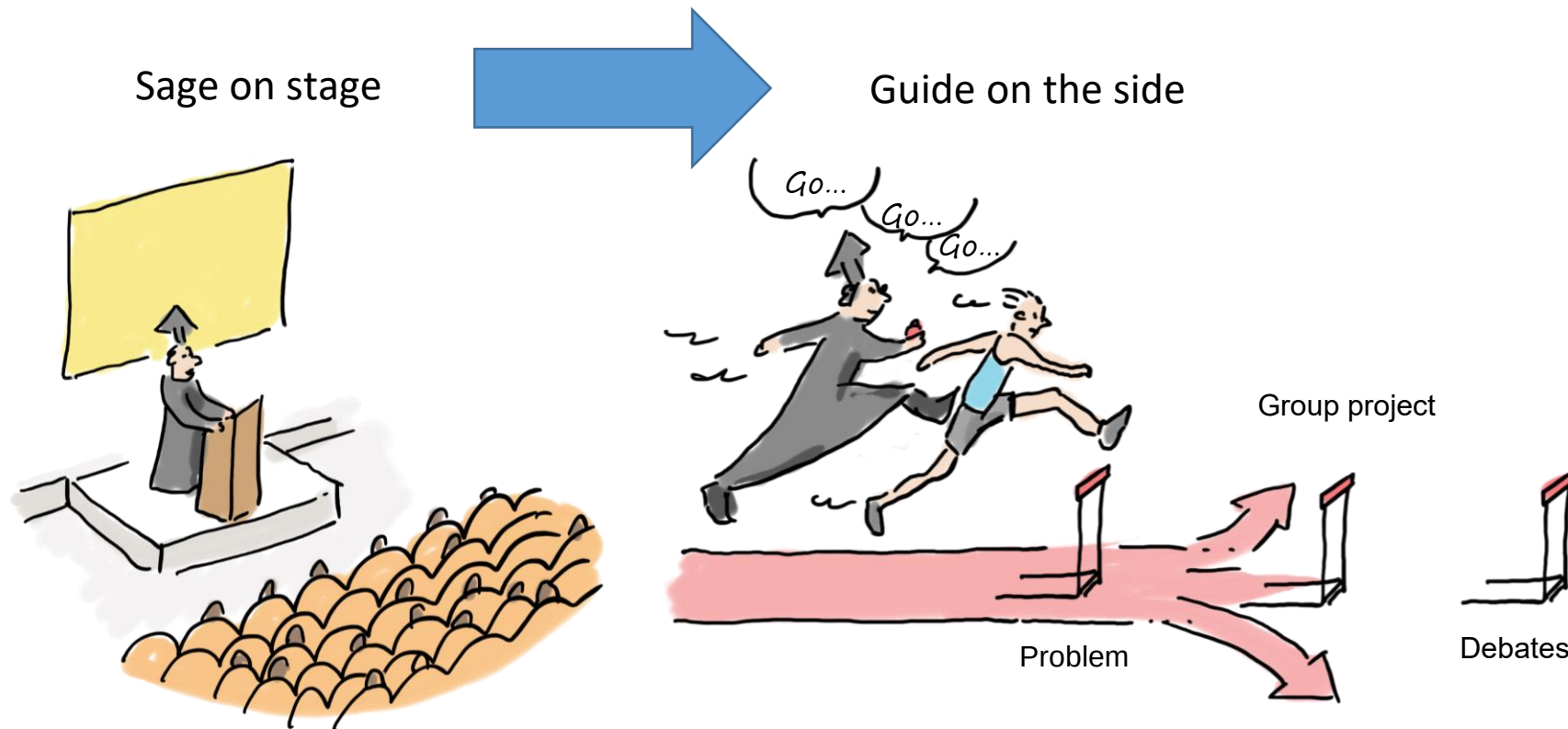


In response to the health situation, courses and assessment were moved from in-person to online. This didn't guarantee that teaching approach and assessment still aligned.

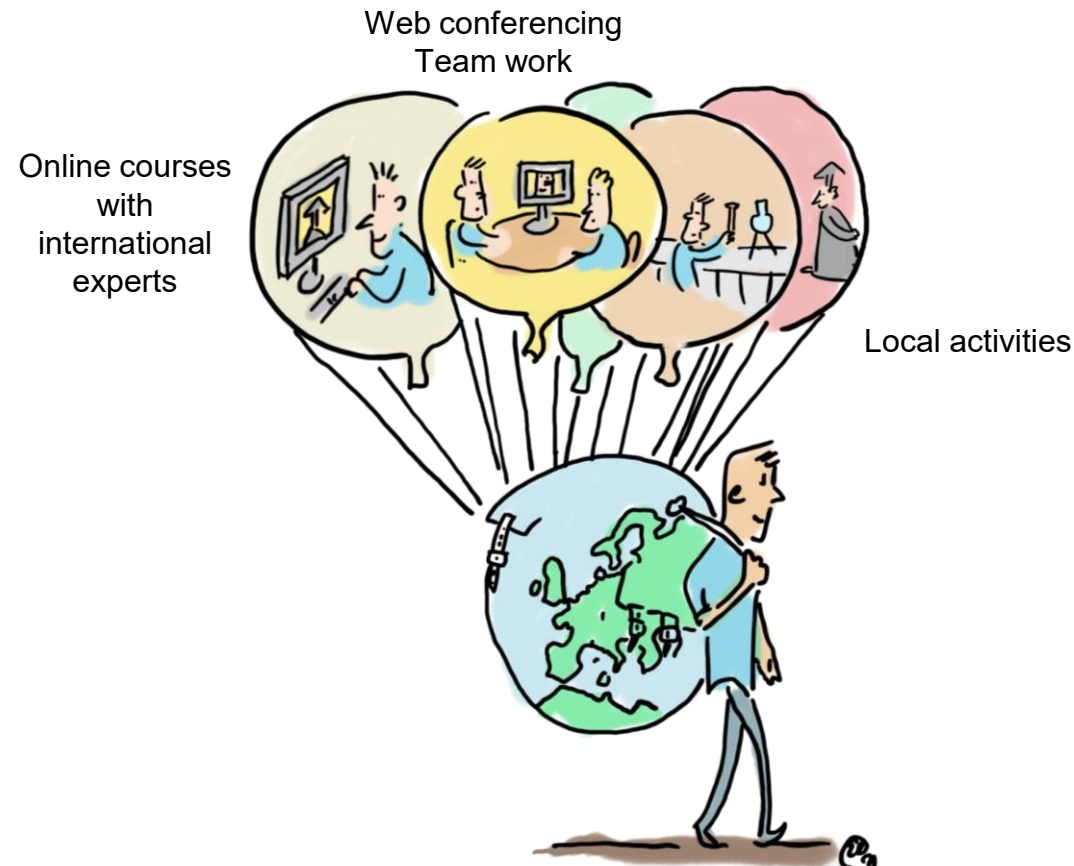
3 Lessons ...



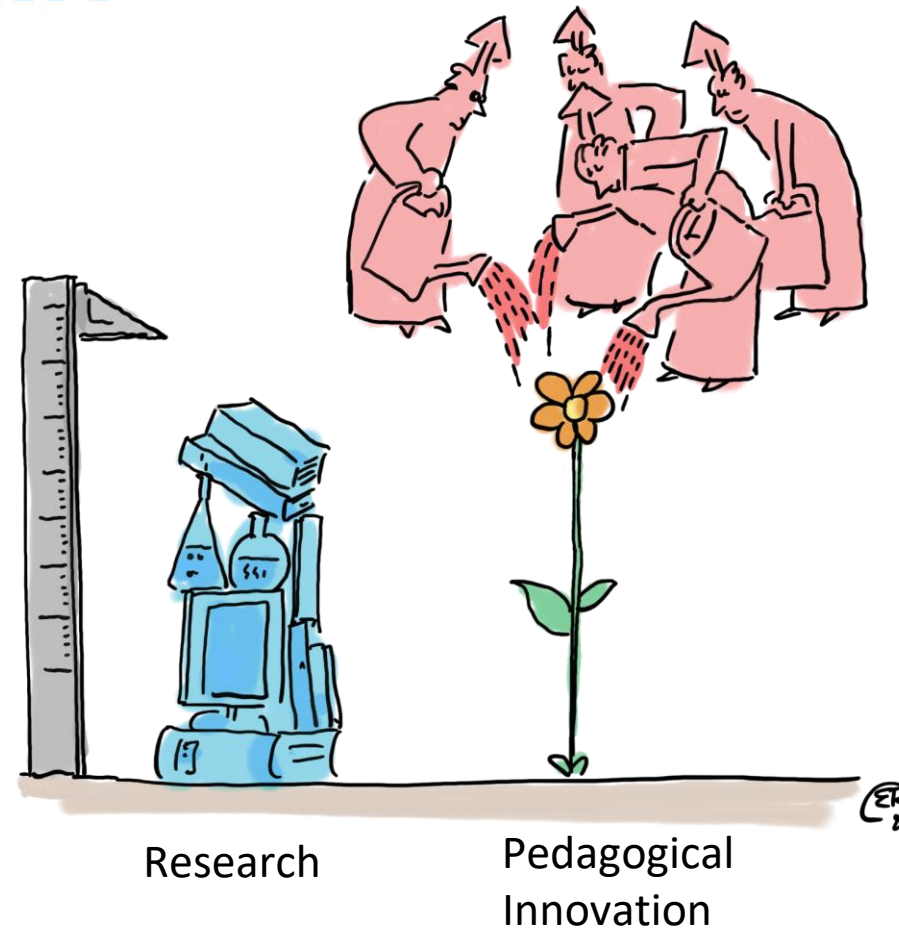
Universities should strengthen their engagement with **lifelong learning** and should innovate on **flexible educational designs** in order to better meet the **variety of educational needs**: modular opportunities of learning (micro-programs, MOOCs, etc), micro-credentials (shorter credential than a degree).



Research-led universities should identify and claim their specific added value in **Pedagogical innovation** rooted in experiential learning, classes grounded in research, PBL and inquiry as well as flipped classrooms, etc.



Research-led universities should articulate their collaboration based on international expertise and local support.



Research-led universities should strike a better balance between innovative pedagogy and research, highlighting the added value of innovative pedagogy.

Join the conversation: Seminar series [sneak preview]

29 June Transnational Collaboration and Lifelong Learning: Looking back-looking forward (University of Warwick and The Guild) - Registrations open next week

23 Sept Reimagining research-led higher education: how to build standards that help, not hinder? (Aarhus University) - Registrations open soon

Matching international students' interests and national labour-market needs. States' and universities' strategic aims and practical actions (University of Tartu)

From Bologna to Bologna and Beyond (University of Tübingen)

