



**Annex 14 Summit
EADTU GA meeting, 15 April 2016**

EADTU-EU Summit 2016

“Enhancing European HE; Opportunities and impact of new modes of teaching”

Date: 15 April 2016 (13:00h – 16:00h)

PROGRAMME

Location: Dutch House of Provinces

59-61 Rue de Trèves, B-1040 Brussels

PROGRAMME

13.00h-13.10h

Welcome and opening

Anja Oskamp, President EADTU, Rector Open University of the Netherlands

13.10h-13.50h

Enhancing European higher education and the Changing Pedagogical Landscape

Jeff Haywood, Vice Principal Knowledge Management at University of Edinburgh

EMPOWER Empowering European universities in their transition to new modes of teaching and learning

George Ubachs, managing director EADTU

13.50h-14.10h

Development and collaboration framework for Short Learning Programmes

Paulo Dias, Rector Universidade Aberta, Portugal

14.10h-14.30h

EUA Refugees Welcome Map Survey

Lesley Wilson, EUA Secretary General

Michael Gaebel, EUA head of the Higher Education Policy Unit

14.30h-14.50h Coffee break

14.50h-15.10h

Social inclusion and refugees

Kevin Hetherington, Pro Vice Chancellor Research and Academic Strategy Open university UK

Liz Marr, Director Centre for Inclusion and Collaborative Partnerships, Open University UK

15.10h-15.30h

The modernisation agenda; innovation and entrepreneurship

by Martine Reicherts, Director-General Education and Culture, European Commission

15.30-16.00h CLOSING REMARKS

by Martine Reicherts, Director-General Education and Culture, European Commission

Anja Oskamp, President EADTU, Open University of the Netherlands

Alejandro Tiana Ferrer, Vice-President EADTU, Rector UNED

Followed by; signing Memorandum of Understanding (MOU) on Short Learning Programmes by the European open and distance teaching universities



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INTRODUCTION ON TOPICS

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Introduction

This EADTU-EU Summit deals with a systemic approach to applying ICT-based modes of teaching and learning and with the question about how this will change the landscape of European higher education. The implementation of new modes of teaching and learning requires new pedagogies, but also institutional strategies and frameworks. It can neither be successful without a strong motivation of a professional teaching staff, nor without a continuous commitment from the top management of a higher education institution.

Invited are staff of the European Commission, members of the European Parliament, members of the national delegations for the EU, university networks and other stakeholders (enterprises, social partners).

Main themes to be discussed are:

The Changing Pedagogical Landscape

New modes of teaching and learning enhance the transformation of teaching and learning on campus and support the development of new areas of education off campus (continuing education, university-business collaboration, MOOCs, etc.). Also, they will affect international education by recruiting students through online or blended education (eg. Master programmes) and by supporting collaborative courses and curricula and virtual mobility. All this will change the face of universities in the future.

In European universities, three complementary educational areas already are emerging: (1) blended and degree education; (2) blended and online continuous education and continuous professional development, including short programmes and non-degree education for off campus students ; and (3) online open education through OERs and MOOCs.

However, this process should be accelerated as pointed out in the Modernisation Agenda of the European Commission, the report of the High level Group for the Modernisation of Higher Education and the study on the Changing Pedagogical Landscape..

Each university has to develop a vision and strategy to position itself with regard to these three areas at the national and international level. Institutional development in higher education should embrace a holistic perspective, developing these areas separately, but also integrating them in practice.

In this respect, the CPL study refers to governmental strategies and higher education regulatory frameworks with regard to the development of blended and online courses and related issues of quality assurance and recognition. Essential are funding regimes fit for stimulating innovation and supporting large scale modernisation of universities by increased use of technology in the teaching and learning process.

EMPOWERing universities

New modes of teaching and learning create new opportunities for enhancing the quality of the learning experience of *on campus* programmes, for reaching out to new target groups *off campus* and for offering freely accessible *open education* (OERs, MOOCs). They support the quality, visibility and reputation of the institution.

EADTU has conceived the action programme EMPOWER to support European higher education institutions in their transition to new modes of teaching and learning in:

- *Blended education* or the combination of e-learning and face to face teaching and learning on campus (in mainstream degree programmes).
- *Online and flexible education for 25 + students*, in short or degree programmes or in continuing education schemes (incl. CPD).
- *Open education*, which is freely available in the public domains (e.g. open educational resources, MOOCs).

EMPOWER supports collaboration and sharing of expertise between European universities and anticipates on the opportunities of latest developments in online, open and flexible education. In this respect EMPOWER is:

- Consisting of twelve expert pools covering facets of online, open and flexible education (i.e. course design, student support, assessment and learning analytics, staff support services, institutional policies and strategies, access to knowledge resources, blended learning, online continuous professional development, quality assurance, online off campus education, OERs and MOOCs) and online/blended transnational education. Together, they constitute the largest pool of leading experts in the field, ready for bringing added value to universities and university systems;
- Enhancing individual universities in the uptake of new modes of teaching by in situ seminars and pilots, starting from their own needs analysis and capitalizing on their expertise and experience;
- Challenging universities in innovating their education by offering expertise online by webpages and webinars;
- Organising a Leadership Academy for university executives in order to develop appropriate institutional policies, aiming at continuous innovation and transformation through ICT-based modes of teaching and learning.

Flexible education and the refugee crisis

Hundreds of thousands of refugees arrive in Europe or stay in camps in neighbourhood countries. Figures about their educational background are not clear, but include large numbers of people qualified for higher education or willing to complement their studies with additional courses, raising their chances on the labour market. The future of refugees is unsure, but surely it will have an impact on the future of our societies. Education is a vehicle to mutual understanding, shared citizenship and social emancipation. Access to higher education is primordial for an enhanced insertion in society, especially for social mobility and employment.

There is a need for specific arrangements for higher education for refugees and migrants within Europe and outside, in the Middle-East, as there is a danger of lost generations. Solving this issue is a condition for long lasting peace in Europe and the Middle-East and a moral duty for the EU. Countries cannot be rebuilt without appropriate access to higher education of young people which had to break up their studies or careers.

These policies and strategies should capitalize on refugees who have already the necessary entry qualifications for higher education. They should also take into account that many of these students move from country to country (no fixed home address or not yet) and that many even will go back to their country. They have lost opportunities to study.

Open and flexible distance education is particularly suitable for this type of students. Perhaps, it is the only immediate and sustainable solution for these students, who have now time available to study and have to be prepared to contribute to our societies or to rebuild their societies of origin. They can follow programmes in most European languages, even when they move to another country.

Short Learning programmes

A Memorandum of Understanding between the European open and distance teaching universities confirms their intent to promote short learning programmes (SLP) in their provisions, to recognize mutually modules and courses belonging to these programmes, and to develop joint short learning programmes with related mobility schemes.

SLP's respond to the needs for flexible higher education in Europe, especially with regard to continuous professional development. Flexible education is the only way forward to meet sustainably the EU 2020 objectives and to improve skills and employability all over Europe.

SLP's also respond to the demand of large categories of students for a short study period in order to obtain an award, a certificate or a diploma at diversified qualification levels (foundation, bachelor, master and doctoral level). After studying a SLP, students should have the possibility to integrate credits obtained by SLP modules and courses as building blocks in broader degree programmes.

The objectives of this Memorandum are:

- to provide a common framework for the development of SLP's at European open and distance teaching universities;
- to promote the development of flexible SLP's as a response to the diversity of needs in society and as an opportunity for students to study fit to their profile and to the study-time available to them;
- to activate collaboration and mobility between European open and distance teaching universities in order to enrich the content of SLP's, to improve their educational quality and to raise their European outreach, scale and cost-effectiveness.

Collaborations between two or more open and distance universities with regard to SLP's can aim at:

- the mutual recognition of modules or courses, leading to exemptions when students register for SLP's and subsequently degree programmes at one of the collaborating universities;
- the development of joint SLP-programmes with a joint award, certificate or diploma with integrated mobility between partner universities. Ultimately, SLP's can also be (alternative) tracks in joint bachelor or master programmes.