

EADTU Progress Markers 2018-2020

Developing strategies, activities and instruments

Benefits digital education

- Innovation in the three areas of provision: degree education, continuing education, open education
- Accessibility
- Flexibility
- Scalability
- National and international delivery

Main issues digital higher education

- Institutional policies and leadership
- Expertise in universities
- Blended degree education
- Upscaling online continuing education
- Development of open education/MOOCs
- Quality assurance and accreditation
- Governmental policies and strategies
- EU policies and strategies (main documents and Maastricht Treaty)

Objectives EADTU

- Exchanging expertise (pedagogies, technologies, organisational and business models)
- Innovation in the three areas of provision (blended education, online continuing education, open education)
- Developing models for university networks: networked curricula and blended/online mobility, European student passport
- Quality assurance of blended and online education
- Policy and strategy development: institutional leadership, governmental and EU level policies and strategies
- Dissemination of results and raising impact European-wide (universities; national governments and agencies; European university networks, EUA, EU institutions)

Instruments

- EMPOWER, EOLLA
- European projects (EMBED, e-SLP); OpenupEd and the European MOOCs Consortium
- E-xcellence; OpenupEd for MOOCs
- CPL; EOLLA; Summit
- National/local seminars; EADTU Newsletter; EADTU website and portals; Open and Flexible Learning Conference

Relevance

Why EADTU activities are important



Stakeholders: alignment, engagement

- Students/learners
- Teaching staff and support services
- Employers and employees (e.g. BusinessEurope, EAPME)
- Higher education agencies (e.g. quality assurance)
- Regions and cities
- Government
- EU program coordinators, involved in blended, online and open education (e.g. strategic partnerships, EIT-KICs,...)
- EU level university organisations: EUA, university networks (LERU, Coimbra Group, EAIU, Eden,...)
- EU institutions
- Global organisations (UNESCO, ICDE)

Progress markers (stakeholder/key actors-focused expectations for EADTU)

Below, we show a comprehensive progress marker table. The Roma-approach (Young, 2014) entails actors/stakeholder-focused outcomes for main actors/stakeholders: students; teaching staff and support services; university leadership, employers and employees, higher education agencies; EU program coordinators; national governments incl. regional authorities, EU non-governmental university organisations (incl. EUA, EURASHE,...), the EU institutions level and global organisations.

For every stakeholder group, outcomes are defined: processes and results/innovations we expect initially from the activities of EADTU (expected, short term impact); processes and results/innovations we like to see as next steps (wanted, medium term impact); and longer-term changes we love to see in the future, stimulated by EADTU (desired, long term impact). All innovations are strengthening higher education provisions by the exchange of experience and collaboration between stakeholders; the innovative implementation of blended degree education, continuing education and open education/MOOCs by stakeholders; the development of quality assurance instruments for digital education and the development of policies at all levels (institutional, governmental, EU level)

Outcomes will also be influenced by new developments in the field, foreseen or unforeseen.

Because of the complexity of the development and implementation of blended and online education provisions in general, change paths are uncertain. For example, policy is made in multiple interconnected spaces within universities and is influenced by governmental policies and by Europe. Therefore, the further planning of change should be flexible and responsive. It should be monitored, learning from experience. The progress markers table can help with this.

Supporting measures/interventions by institutional cooperation, the government and the EU will facilitate change paths.

Legend

Expect to see: initial play-of-art (expected, short term impact, 2018-2020)

Like to see: next steps to be taken on board for proactive change (wanted, medium term impact, 2020-2023)

Love to see: deeply internalized change, sustainable in the long term (desired, long term impact, 2023-2030)

1= Interest of key stakeholders, getting issues on the policy agenda

2= Public opinion

3= Capacity and engagement of other actors

5= Change in discourse among policy actors and commentators

6= Change (or no change) in policy content

7= Behavioural change for effective implementation

8= Networks and systems for supporting delivery

9= Relationships between actors

ACTORS	PLAY-OF-THE ART (expected, short term impact)	NEXT STEPS (wanted, medium term impact)	SUSTAINABLE CHANGE (desired, long term impact)
EADTU <i>Priority outcomes</i> 1 3 5 6 7 8 9	EMPOWER <ul style="list-style-type: none"> - By the EMPOWER webinars, institutions exchange expertise and involve teaching staff. - EMPOWER also organizes leadership seminars for university leaders (EOLLA). - EMPOWER organizes on-site seminars for single universities in co-operation with institutional experts. - 12 expert pools - Envisioning Report <p>Institutions, leadership and staff become aware of the value of blended and online learning and all aspects involved: institutional policies and strategies, curriculum and course development/design, institutional staff support, student support, access to resources, quality assurance, blended degree education, online international collaboration, assessment issues, distance education, continuous education, open education and MOOCs,</p>	<p>A larger number of institutions adopts innovative policies and strategies for blended and online education</p> <p>An increasing number of innovation activities for European institutions is organised by EADTU, EUA and other networks</p> <p>Higher education institutions, leadership and staff contribute to innovation by new modes of teaching and learning.</p> <p>The maturity of blended and online education practices is increasing in European institutions</p> <p>The quality of higher education programmes and courses is increasing</p> <p>Higher education institutions organise more scalable continuous education and open education/MOOCs</p> <p>Education becomes more international by combining physical and online mobility, networked or joint programs, transnational online education (incl. development programs)</p> <p>Online continuous education and MOOCs offerings are increasing</p>	<p>Higher education institutions become continuously innovative</p> <p>High quality blended education is extended to all courses where this is suitable</p> <p>Students participate in student-centred active courses supported by new modes of teaching and learning</p> <p>Education becomes more interactive and more intensive</p> <p>Education becomes more research-intensive and innovation-oriented</p> <p>Institutions organize at scale three areas of provision: blended degree education, flexible/online continuous education/online short learning programs, open education/MOOCs</p> <p>Universities organise international curricula in domain-specific, multilayer networks (research, innovation, education)</p>

	<p>BLENDED EDUCATION</p> <ul style="list-style-type: none"> - European project EMBED (funded) <p>SHORT LEARNING PROGRAMS ONLINE</p> <ul style="list-style-type: none"> - European project e-SLP (funded) <p>MOOCs</p> <p>OpenupEd</p> <ul style="list-style-type: none"> - Extending the portal to European universities, which are not using platforms of EMC partners - Using the OpenupEd label as an instrument for quality assurance of MOOCs in Europe <p>EMC</p> <p>EMC will develop activities to increase the awareness and use of digital education and MOOCs within universities and empower them to embed this in their organisation. As a result, more universities and other educational providers will use MOOCs to provide open education, as part of their programmes of continuing education and continuing professional development or as part of the preparation for undergraduate and postgraduate degrees.</p> <ul style="list-style-type: none"> - <i>Exchange and connect</i> different European 	<p>See specific progress markers for the project</p> <p>See specific progress markers for the project</p> <ul style="list-style-type: none"> - OpenupEd is hosting most of the university-based MOOC delivery platforms, in particular these not being a partner in other EMC platforms - The OpenupEd label is revised and updated regarding new developments in the MOOCs movement - OpenupEd delivers support to institutions, aligned with EMC on MOOC the design, delivery and use of MOOCs for universities not belonging to a platform - See developments under EMC <p>Increased impact of EMC and each of its partners on educational policy by taking a lead in this area, making MOOCs part of institutional policies and strategies, shaping regional and governmental policies, partnering with the European Commission on matters relating to online and digital education, and by supporting further exchange of educational models, technologies and business models for improving practices in higher education institutions</p>	<p>See specific progress markers for the project</p> <p>See specific progress markers for the project</p> <ul style="list-style-type: none"> - OpenupEd delivers support to institutions, aligned with EMC on MOOC the design, delivery and use of MOOCs for universities not belonging to a platform - The OpenupEd label is widely used - See developments under EMC <p>The main European MOOC platforms form a consortium and a bond of trust. They exchange, connect, where possible align pedagogies, technologies, organisational and business models with regard to MOOCs for individual users and for innovation and businesses</p> <p>New initiatives, especially in countries where MOOCs provisions are weak, can connect with the EMC consortium in order to strengthen their provisions</p>
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	<p>MOOC platforms, such that each other's pedagogies, tools and support services are strengthened and are better available for universities, businesses and learners</p> <ul style="list-style-type: none"> - <i>Ensure an accelerated and sustainable uptake/use</i> of MOOCs by individual learners and by businesses, for personal development and continuing education and for CPD - <i>Provide a European voice</i> for European and national policy makers to ensure a European coverage for the development and use of MOOCs as a free part of the respective higher education systems, leading students to continuous education/CPD and open education provisions. <p>Joint EMC strategy plan on services to universities and companies and on assessment and recognition to strengthen the operations of each other. The plan entails strategies for the platforms, for universities and for companies.</p> <p>Annual surveys give input for platforms, universities and public authorities with regard to strategies and needs for support</p> <p>E-XCELLENCE</p> <ul style="list-style-type: none"> - Widely used globally: open source - On site visitation: 3 per year (E-xcellence label) - Revision: criteria and guidelines - Alignment and cooperation with ENQA on ESG guidelines and integration in E-xcellence - Integration in quality assurance practices: 	<p>Increased credibility and visibility of MOOCs through a framework for the recognition of micro-credentials, and by working towards the adoption of that framework by stakeholders across Europe.</p> <p>An EMC research agenda on MOOCs in Europe in order to increase their impact, generating an accepted evidence base of good practice, identifying characteristics of uptake of MOOCs in Europe, and producing a set of relevant data that will be openly available.</p> <p>MOOCs are a widely considered option for employers seeking to close knowledge and skills gaps in the economy and for workers interested in changing careers. In order to do this, EMC and its partners will develop a dialogue with social partners and civil society organisations on the changing needs of the European workforce.</p> <ul style="list-style-type: none"> - Three-years revisions regarding developments in blended and online education - Alignment and cooperation with ENQA on ESG guidelines and integration in E-xcellence - Integration in quality assurance practices: facilitating use in institutional frameworks and quality assurance guidelines agencies 	<p>Annual strategic plans will elaborate how these initiatives can be benefit by exchanging, connecting and aligning activities.</p> <ul style="list-style-type: none"> - Joint EMC framework and guidelines for the assessment and recognition of MOOCs - EMC guidelines will allow MOOC developers to select assessment practice, validation and recognition, promoting quality and scale in practices with regard to MOOC assessment and recognition - The EMC is leading the European conversation on MOOCs and by its authority the European voice in the international MOOC debate, especially with regard to MOOCs for innovation and business <p>Steady state</p>
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	<p>facilitating use in institutional frameworks and quality assurance guidelines agencies</p> <ul style="list-style-type: none"> - Permanent open licence dissemination <p>Enhanced quality of education in institutions using E-xcellence in their quality frameworks: better frameworks, better processes, better teaching and learning</p> <p>Enhanced quality of QA agencies' services</p>	<ul style="list-style-type: none"> - Permanent open licence dissemination <p>Enhanced quality of education in institutions using E-xcellence in their quality frameworks: better frameworks, better processes, better teaching and learning</p> <p>Enhanced quality of QA agencies' services</p>	<p>Enhanced quality of education in institutions using E-xcellence in their quality frameworks: better frameworks, better processes, better teaching and learning</p> <p>Enhanced quality of QA agencies' services</p>
<p>Students/Learners</p> <p><i>Priority outcomes</i></p> <p>1</p> <p>9</p>	<p>Openness and awareness on the benefits and opportunities of blended and online learning, based on good practices and innovative learning formats</p> <p>More positive attitudes to blended and online learning.</p> <p>Mis-concepts are deracinated.</p> <p>Potential learners are not yet enough aware and informed on online education training opportunities continuing education/continuing professional development) in general</p> <p>Hence, relatively low participation rates for online CE/CPD and MOOCs (compared with the needs and the potential)</p>	<p>Students are familiar with opportunities and added-value of blended education as gradually change scenarios for online blended education are implemented in curricula</p> <p>Learners see new learning opportunities for online CE/CPD and MOOCs and participation figures in LLL increase (ET2020)</p>	<p>Blended curricula are standard provisions in universities. In the course of blended curricula, students learn through a wide range of learning activities (from acquiring to production learning), leading to enriched learning outcomes. The curriculum offers them thrust and alignment with the learning objectives; structure and flexibility; a personalized and adaptive approach to learning; access to a stimulating and enriching learning environment; and learning experiences beyond the walls of the institutions.</p> <p>Learners register whenever they need flexible education/SLPs and MOOCs and add achievements in portfolio (credits, awards, certificates, diplomas, degrees).</p> <p>Learners engage in a personal LLL plan.</p> <p>Learners are consulted in policy making</p>
<p>Teaching staff and T&L services supporting blended and online education</p> <p><i>Priority outcomes</i></p> <p>1</p>	<p>Blended/online teaching and learning is slowly developed, dispersed, individual initiatives, incremental change, sometimes with project money or other institutional incentives</p> <p>By the EMPOWER webinars, institutions</p>	<p>Faculties plan the development and delivery of blended degree education</p> <p>Faculties/university programs develop policies for innovation and online/blended modes of teaching</p>	<p>Teaching staff is broadly involved in the development of all areas of institutional provisions: degree education, CE/CPD and MOOCs.</p> <p>Teaching staff adopts blended degree</p>

2 5 7 8 9	<p>exchange expertise and involve teaching staff. EMPOWER also organizes leadership seminars for university leaders (EOLLA). EMPOWER organizes on-site seminars for single universities in co-operation with institutional experts.</p> <p>The European Maturity Model for Blended Education is developed by frontrunner universities and applied in a circle of early adopters (EMBED, funded by the EC). Teaching staff of advanced courses and teaching and learning departments are involved in this development.</p> <p>An EMBED-MOOC for CPD of staff will be developed and organized. It will be further available (creative commons) to staff and teaching and learning services</p> <p>The Maturity Model will also be published in research journals and disseminated by the EADTU Newsletter and other publications, as well as by the OOF-HE Conference.</p>	<p>and learning</p> <p>The Maturity Model is used by an increased number of universities as an assessment and improvement tool. The model is fine-tuned on the basis of proven practices and further research by the international research community.</p> <p>The EMBED-MOOC on blended education will be rolled-out on a yearly basis and teaching and learning services can integrate it in their activities (open source)</p> <p>Institutional support services collaborate with other universities on new pedagogies, technologies, delivery, organisational and business models</p> <p>Institutional services collaborate on institutional evaluation and research</p>	<p>education, online continuing education and MOOCs as standard formats for high educational provisions</p> <p>The Maturity Model is used European-wide for the development and delivery of blended courses in degree education.</p> <p>Institutional services support in a systematic way course design for blended and online courses and MOOCs. They organize as well CPD for staff on the development and delivery of blended courses (pedagogies, technologies, collaboration and course teams)</p> <p>Institutional support services share and feed services on blended and online education at the regional or national level</p> <p>Institutional services collaborate in institutional evaluation and research at the regional/national level</p>
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Teaching staff and Teaching and Learning Services supporting online continuing education/continuing professional development <i>Priority outcomes</i> 1 3 5 6 7 8 9	<p>Some EU universities develop policies, strategies, frameworks for online continuing education, but most of them don't have yet an innovation strategy on continuing education/CPD</p> <p>Most EU HEIs lack adequate pedagogies, technologies, organisational and business models for online continuing education/CPD</p> <p>Current policies and practices on CE and SLPs are evaluated in the e-SLP project (funded)</p> <p>Pilots in e-SLP focus on changing pedagogies, technologies, business models (learning by doing). Results are widely disseminated</p> <p>CPD for staff on CE and SLPs is organized in front-runner universities and in local seminars .</p> <p>Linking distributed capacities within institution and between institutions for setting up a CE/SLP policy in front-runner universities. Teaching staff and Teaching and Learning services are involved</p>	<p>Faculties plan the development and delivery of blended degree education, online CE/CPD programs and MOOCs in a coherent framework</p> <p>Faculties/university programs develop policies for innovation and online continuing education</p> <p>Universities develop projects for online continuous education/CPD (incremental developments)</p> <p>Innovative course design, new pedagogies break through</p> <p>Institutional support services collaborate with other universities on new pedagogies, technologies, delivery, organisational and business models for continuing education/CPD</p> <p>Culture of knowledge flows/networking with next to R&D transfer, also education and training (innovative knowledge and skills) for businesses</p>	<p>Teaching staff and support services contribute to Institutional large scale development and delivery plan for CE/CPD and SLPs</p> <p>Teaching staff and support services are institutional policies for continuously innovating their institutions in all respects: policies and strategies, plans, staff and students support, pedagogies and technologies, optimizing business models; CPD for staff; institutional evaluation; collaboration with other institutions and re-use of existing course material</p>
Teaching staff and T&L services supporting MOOCs <i>Priority outcomes</i> 1 3 5 6 7 8 9	<p>Some universities develop MOOCs, most universities don't.</p> <p>In most universities, there is a lack of expertise (pedagogical, technological, delivery, business models) for developing MOOCs</p> <p>Dome universities ask T&L services to support staff for developing MOOCs</p> <p>In some universities CPD is organized for developing MOOCs.</p>	<p>EMC compendium on innovative pedagogical, technological, organisational and business models for platforms and universities, on MOOCs for innovation and businesses, impacting on good practice</p>	<p>Teaching staff is developing MOOCs along courses for degree education and continuing education/SLPs</p>

	CPD for MOOCs is organized by EMPOWER and OpenupEd by webinars and on site on demand		
University - Leaders <i>Priority outcomes</i> 6 7 8 9	<p>Some universities develop policies, strategies, frameworks for online/blended education, CE/CPD and MOOCs, but many don't have an innovation strategy on digital modes of teaching and learning</p> <p>Many HEIs lack adequate pedagogies, technologies, organisational and business models for blended degrees education, online continuing education /CPD and MOOCs</p> <p>Three complementary areas of provision are emerging at scale in European universities: degree education, continuous education/CPD, open education.</p> <p>HEIs' CE/CPD initiatives are too small, not scalable enough.</p> <p>Much attention for knowledge transfer, less for knowledge networks/flow and training</p> <p>Universities explore business models for online CE/CPD and MOOCs</p> <p>Universities link distributed capacities within the institution to organize more effective support to teaching staff for the development of online education and training and MOOCs</p>	<p>Universities develop projects for blended degree education, online continuous education/CPD and MOOCs (incremental developments)</p> <p>Universities implement business models for continuing education in coherence with the development of other areas of provision (degree education, MOOCs) – holistic approach</p>	<p>Universities develop large-scale development and delivery plans for online/blended degree education, CE/CPD and MOOCs</p> <p>Universities create divisions and extension schemes for large-scale continuing education/CPD and MOOCs to develop and deliver online education and training</p> <p>Universities develop communication strategies on online CE/CPD and MOOCs in collaboration with social partners and social and cultural organisations to facilitate delivery and to promote uptake</p> <p>European coverage of online CE/CPD and MOOCs developed at universities.</p> <p>Where possible, exchange and re-use of online courses and MOOCs in distinct markets served by the platforms and in new markets in Europe (e.g. in Central and Eastern Europe)</p>
National higher education agencies (e.g. quality assurance agencies) <i>Priority outcomes</i> 1 2	EADTU sets up a dialogue with national higher education agencies regarding issues relevant to new modes of teaching and learning, e.g. quality (with QAAs and ENQA). Collaboration is integrated in new projects	EADTU members are partner in collaborations with QAAs, educational technology service providers (SURF,...)	

3 5 6 7 8 9			
Employers and employees <i>Priority outcomes</i> 1 2 3 5 6 7 8 9	<p>Social partners are not enough aware/informed on the potential of online/blended CE/CPD and MOOCs.</p> <p>No systematic view on sector needs, except possibly EIT KIC areas</p> <p>Some universities create a bond of trust with social partners.</p> <p>Sectoral funds are not familiar with regard to the needs of enterprises and the potential role of MOOCs and online CE/CPD.</p> <p>Not enough collaboration with employment services with regard to CE/CPD and MOOCs for the labour market (ENPES)</p>	<p>Social partners are involved in institutional policies and strategies on MOOCs and CE, CPD</p> <p>Social partners are involved in inter-institutional collaboration on MOOCs and CE/CPD</p> <p>Social partners are involved in communication strategies of universities and regions, cities</p> <p>Sectoral funds get aware of the need of a coherent policy for CE/CPD for SME's and the role of MOOCs</p> <p>EADTU and members collaborate systematically with employment services for needs analysis and training for the EU labour market</p>	<p>Social partners are involved in university divisions for continuing education/CPD and MOOCs</p> <p>Social partners collaborate with universities in developing communication strategies to learners and enterprises</p> <p>Social partners take CE/CPD on board in collective agreements and agreements with companies.</p> <p>Sectoral funds develop strategies and policies for CE/CPD and online training in cooperation with providers (HEIs and public employment services)</p>
National/regional social and cultural organisations (civil society) <i>Priority outcomes</i> 1 2	<p>National/regional social and cultural organisations are not enough aware/informed on online/blended CE/CPD and MOOCs, and their role in social, cultural and personal development of citizens.</p>	<p>Guidelines and institutional good practices on MOOCs and CE, CPD: social and cultural organisations are involved in institutional policies and strategies</p> <p>Social partners are involved in inter-institutional collaboration on CE/CPD and MOOCs</p> <p>Social partners are involved in communication strategies of universities and regions, cities</p>	<p>Social and cultural organisations collaborate with universities in developing communication strategies to learners and society at large</p> <p>Social and cultural organisations use online education and training and MOOCs for fulfilling their own missions</p>

Enterprises <i>Priority outcomes</i> 1 2 3 5 6 7 8 9	<p>Employers and employees don't participate enough in knowledge networks/flows and in knowledge and skills development for innovation and entrepreneurship</p> <p>Innovative enterprises need trained workforce, but are not connected with university provisions</p> <p>Low level of awareness of enterprises with regard to the potential of online CE/CPD and MOOCs. Hence, the uptake is too slow</p> <p>Most SME's have weak HRD policies, training frameworks, weak training culture; SMEs lack funds for training</p>	<p>SME's and large enterprises participate in flexible online courses/SLP's and MOOCs according to their needs, incremental changes</p> <p>Distributed online and flexible courses (SLP's, MOOCs) support HRD policies</p>	<p>Universities and companies collaborate on the use of online CE/CPD and MOOCs for companies and their integration in HRD plans and training packages or learning environments in companies.</p> <p>Enterprises have policies and strategies and a long-term HRD plan for education and training in which online training and MOOCs play a role.</p> <p>Enterprises create a training environment connected to HEI's and public employment services, involving MOOCs and online education and training.</p>
Regions, cities <i>Priority outcomes</i> 1 2 3 5 6 7 8 9	<p>Online education and MOOCs are not yet integrated in educational policies in regions and cities</p> <p>Policies and strategies already in place in innovative regions (e.g. smart specialization) Other regions are not innovative or even deteriorating (e.g. brain drain)</p> <p>National/regional employment agencies map employment needs and are familiar with online training</p> <p>National/regional agencies for vocational training much oriented on unemployed and large companies, less on needs of SMEs</p>	<p>Regions and cities support projects, taking up CE/CPD and MOOCs, in collaboration with universities and public employment services</p>	<p>Regions integrate online CE/CPD and MOOCs in long-term regional development plans, involving universities and employment services</p>
Governments and regions <i>Priority outcomes</i> 1 7	<p>Openness and awareness of ministries to MOOCs and CE/CPD.</p> <p>Governmental policies stimulate SMEs, employment, education and training, economic</p>	<p>EADTU and members contribute at the regional and national level to awareness raising, the discourse on MOOCs and on continuous education, including recognition issues, influencing national strategies, university-business collaboration,</p>	<p>EMC promotes governments to develop explicit policies, strategies, programs for MOOCs, CE/CPD in collaboration with universities.</p> <p>Governments adopt frameworks for online</p>

8 9	<p>and industrial policy in many countries</p> <p>Many differences between countries, disparity in funding schemes</p>	<p>employment policy and the social dialogue</p> <p>Governments change discourse CE, CPD and online training.</p> <p>Governments start an awareness raising campaign and stimulate the development of blended and online education at least at the project level (project funding).</p> <p>Governments create an advisory group for blended and online education, including CE/CPD and MOOCs.</p> <p>Cooperation between EADTU members ministries and with HEIs and employment services is sought to develop a national strategy.</p>	<p>CE/CPD and MOOCs in HE systems, changing regulations, standards, resources.</p> <p>Governments create/support national support agencies and/or platforms for MOOCs and online CE/CPD</p>
<p>EU project coordinators, involved in blended, online and open education (e.g. strategic partnerships, EIT-KICs,...)</p> <p><i>Priority outcomes</i></p> <p>1 2 3 5 6 7 8 9</p>	<p>Expertise and project results are shared with EU project coordinators to create awareness on the benefits and of blended and online education and the opportunities they create for their projects</p> <p>A dialogue with these coordinators is set-up</p>	<p>More joint projects with experienced EU project leaders</p> <p>Project results are taken into account in new projects</p>	
<p>EU level university organisations: EUA, university networks (LERU, Coimbra Group,</p>	<p>EUA, EURASHE are open and aware on blended education, online CE/CPD and MOOCs</p> <p>A dialogue is started with the Bologna Follow Up</p>	<p>Joint projects</p> <p>EHEA Trends Reports comprise innovation and new modes of teaching and learning, MOOCs, CE/CPD</p>	

EAIU, Eden,...) <i>Priority outcomes</i> 1 2 3 5 6 7 8 9	Group, sharing expertise, project results and positions papers A dialogue with other networks is set up.	BFUG embraces role of blended learning, online CE/CPD and MOOCs in Bologna agenda. EUA, EURASHE collaborate with European Commission and BFUG on CE/CPD and MOOCs	
European institutions <i>Priority outcomes</i> 1 4 8 9	Openness and awareness of EC, EP and Council on MOOCs, CE/CPD and online education and training on the agenda of the Council Degree education, CE/CPD and open education/MOOCs are considered as three areas of provision in European higher education Advice ad position papers regarding EU policy for growth, employment, education and training Bonds of trust with the European Commission with regard to CE/CPD	Change of discourse of EC, EP, Council regarding blended and online learning provisions	European policy makers promote CE/CPD in national higher education systems as a large-scale provision for employment and personal and cultural development
Global organisations (UNESCO, OCDE, ICDE,...) <i>Priority outcomes</i> 1 2 3 5 6 7 8 9	UNESCO and OCDE get aware of the activities of EADTU and the contributions to blended degree education, online CE/CPD at scale and open education/MOOCs EADTU contributes to activities of UNESCO and OCDE, e.g. with regard to quality EADTU contributes to the activities of ICDE and the members.		