

*EMPOWERing European universities in their transition
to online and flexible education*

**European Summit on Open and Flexible Higher
Education**

Brussels

2 April 2014

Anja Oskamp

President EADTU

Rector Open Universiteit Netherlands

Summit October 2013

- Open and flexible higher education 25 will become vital
- EADTU members have experience and knowledge
- EADTU members are willing to share
- They welcome the Open Up Education initiative
- They will meet once a year in Brussels

The context

- Worldwide there is a growing need for education, including adult learning
- Policy makers see online learning as means to cope with this growing need
- Policy makers see online learning as means to reduce costs
- Increase access to technology and internationalisation offer new perspectives

Higher education 2.0

- Online learning \neq campus learning
- Online teaching \neq campus teaching
- Online teaching and mass teaching ask for adapted pedagogical models
- Adult learning asks for specific programs

Role of EADTU

- EADTU members have
 - Experience with distance teaching
 - Experience with adult learning
 - Experience with online teaching
 - Have adapted pedagogical models
 - Perform dedicated research to distance teaching
- EADTU should take a lead

Open and flexible / distance education in Europe

Open universities:

- The Open University, Milton Keynes
- UNED, Madrid
- UOC, Barcelona
- Universidade Aberta, Lisbon
- Fernuniversitaet, Hagen
- Open Universiteit Heerlen
- Open University Cyprus, Limassol
- Uninettuno, Rome
- Hellenic Open University
- Anadolu University, Eskisehir
- MESI, Moscow

Conventional Universities organising open and flexible education

- [Akademia Górniczo-Hutnicza \(AGH\), Akademia Górniczo-Hutnicza \(AGH\), Poland](#)
- [Consorzio NETTUNO, Italy](#)
- [Czech Association of the Distance Teaching Universities \(CADUV\), Czech Republic](#)
- [Danish Association of Open Universities \(AU-DK/ DAOU\), Denmark](#)
- [Distance Education Centre of Latvia, Latvia](#)
- [Fédération Interuniversitaire d'Education à Distance \(FIED\), France](#)
- [Lithuanian National Distance Education Association \(NDEA\)](#)
- [OSCAIL, Ireland](#)
- [JKU / Zentrum für Fernstudien, Austria](#)
- [Polish Virtual University / Polski Uniwersytet Wirtualny \(PUW\), Poland](#)
- [Slovakian Association for Distance Higher Education, Slovakia](#)
- [Studiecentrum Open Hoger Onderwijs \(StOHO\), Belgium](#)
- [The University of London \(External system\), United Kingdom](#)
- [Zentrum für Fernstudien Schweiz \(FS\), Switzerland](#)

Drafting an action programme...

EMPOWERING UNIVERSITIES

Documents European Commission

Higher Education Modernisation Agenda

High Level Group on Quality and Excellence of Teaching

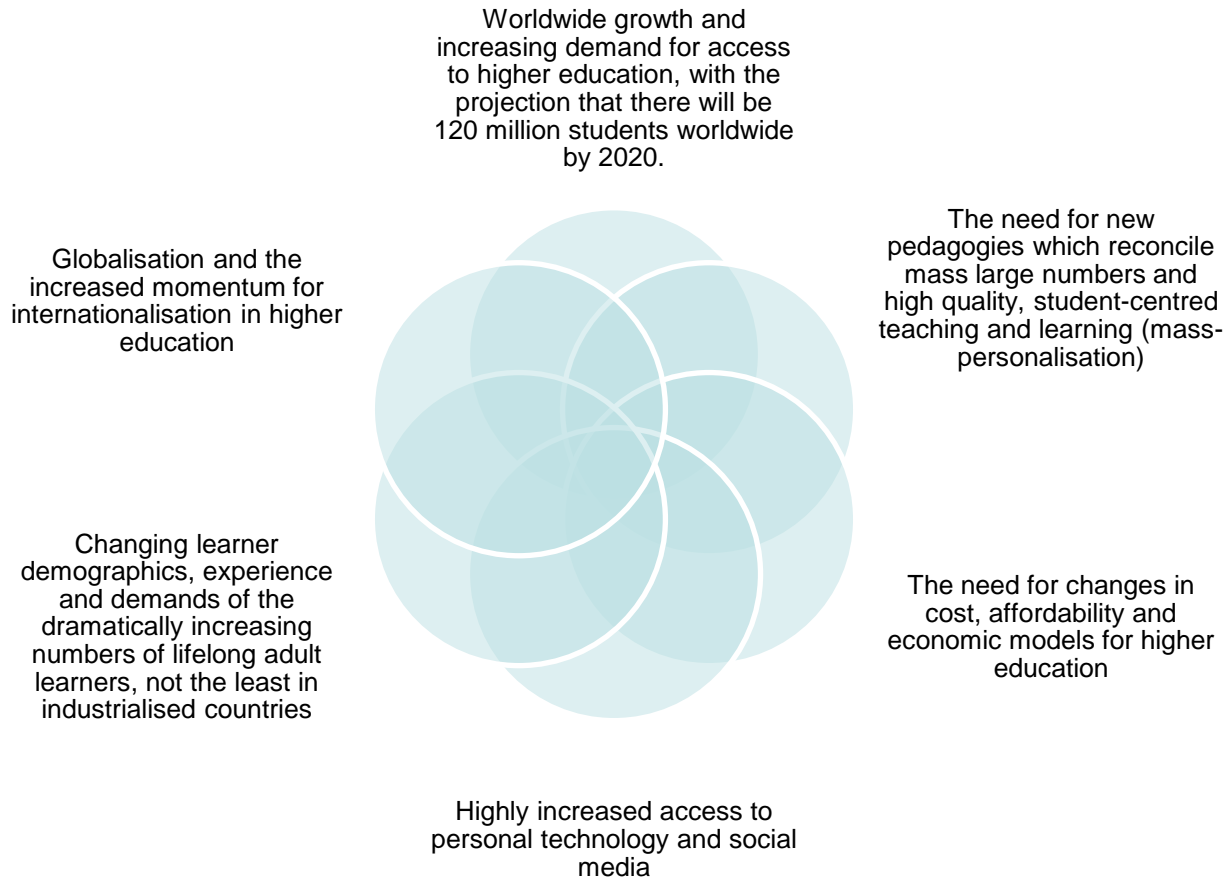
University-Business Dialogue and Co-operation

Opening Up Education

Rethinking Education

International Education

Challenges for higher education



High quality new modes of teaching and learning will transform the higher education sector in the next decade

Two systemic needs

- We need *innovation in the mainstream of higher education*, which includes teaching and learning and staff development, but also new organizational models for course and curriculum design as well as overarching institutional frameworks and strategies
- We need *open and flexible part time higher education for adult students European-wide*, including more demand-oriented and modular multi-stage degree education, continuing professional education and informal education channels.

Expertise in the EADTU membership

Innovative pedagogies for student-centered teaching and learning: curriculum and course design, tuition, assessment; the design of OERs and MOOCs; learning communities and learning networks; examinations and certification

Institutional management and organisation for scalable online education on and off campus; international collaborative education; university-business education; informal education (MOOCs, OER, open media,...)

Marketing of online education to reach new target groups

Scalable business models for on campus and off campus education

Main objectives

- to better exploit the potential of ICTs to enhance ***the quality of teaching and learning*** through new pedagogical scenarios affecting the learning process, the learning experience and attainment levels
- to develop ***institutional strategies, organisational and business models for different application areas***: on campus education for mainstream students, open and flexible education for students off campus (individual study programmes, part time learners, working students,...), multi-campus and transnational education (collaborative curricula and online/blended mobility), non-degree education (continuous professional development, short courses, university-business collaboration, etc.) and new forms of open higher education (OERs, MOOCs)
- to ***involve and commit national/regional governments and stakeholders*** to promote and stimulate new modes of teaching and learning in higher education in a lifelong learning perspective in order to respond to the needs of society and employers

Outcomes

A group of institutions that have become more flexible and responsive to the needs of a diverse range of students, regions and employers

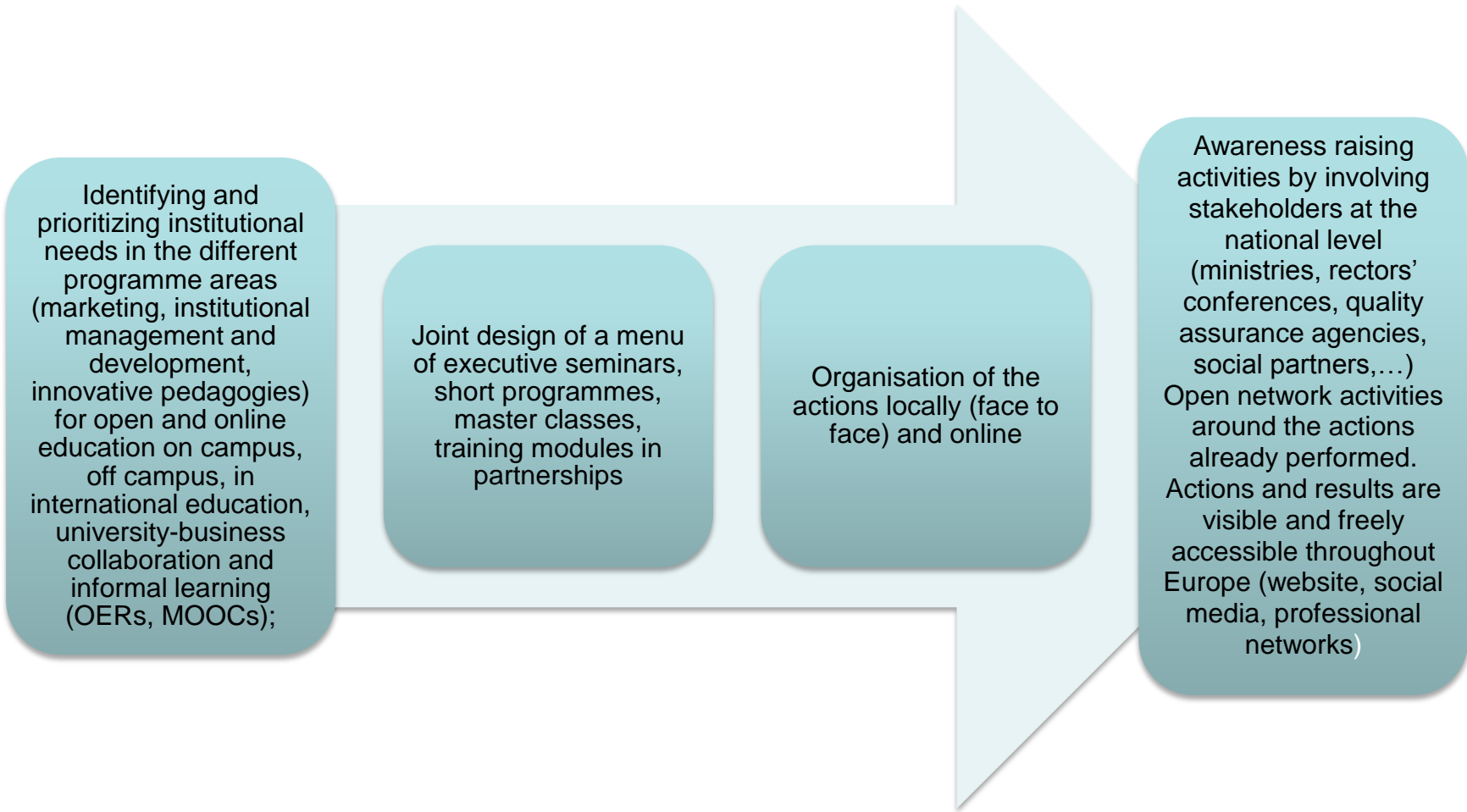
Innovative pedagogies which can be implemented in conventional universities and prospective views on their further development. This includes pedagogies in new areas like OERs and MOOCs.

A set of models which institutions and HE systems can use and adapt to become more flexible and responsive

A set of recommendations to policy makers and practitioners on how best to create the conditions for greater flexibility and responsiveness in higher education.

An open knowledge sharing network of organisations and institutions committed to the further development of flexible, responsive higher education

Empower activity programme



Related EADTU projects

- University Strategies and Business Models for Lifelong Learning (USBM)
- Quality Benchmarking in Online and Distance Education (E-xcellence)
- Networked Curricula (NetCu)
- Virtual Mobility (EPICS)
- Open Educational Resources (MORIL, OER-HE)
- University-Business Cooperation (OEI, CVBI)
- StudyPortals Distance Education (StudyPortals)

Thanks

Continuous contributions in the EADTU
team:

George Ubachs, Managing Director

Darco Jansen, Project Manager

Anja Oskamp, President EADTU

Musa Mishein, Vice-President EADTU

Piet Henderikx, Senior Advisor

References

- Geoffrey Boulton and Colin Lucas, What are universities for?, LERU position paper, september 2008, 18p.
- Sir John Daniel, Making sense of MOOCs: *Musings in a Maze of Myth, Paradox and Possibility*, research paper at Korea National Open University, september 2012, 26p.
- George Ubachs, Keith Williams, a.o., E-xcellence, EADTU September 2012, www.eadtu.eu/e-xcellencelabel
- Mike Sharples, Patrick McAndrew, Martin Weller, Rebecca Ferguson, Elizabeth FitzGerald, Tony Hirst, Yishay Mor, Mark Gaved, Denise Whitelock. *Innovative Pedagogy 2012. Open University Innovation Report 1*. Institute of Educational Technology, 2012, 38p.
- Mike Sharples, Patrick McAndrew, Martin Weller, Rebecca Ferguson, Elizabeth FitzGerald, Tony Hirst, Yishay Mor, Mark Gaved, *Innovative Pedagogy 2013, Open University Innovation Report 2*. Institute of Educational Technology, 2013, 38p.
- New Media Consortium, *Horizon Report, 2012 Higher Education Edition*, 38p.
- Will Swann, *Presidential Speech EADTU 2012 Conference*, Pafos, Cyprus, 6p.
- Frans van Vught, *University Profiles. International rankings, institutional maps and the need to discuss the structure of Dutch higher education*. Opening Academic year 2012/2013, Maastricht University, 3 september 2012, 41 p.
- Androulla Vassiliou (European Commissioner), *The role of open and flexible education in European higher education systems for 2020: new models, new markets, new media*, EADTU Conference, september 2012, Pafos, Cyprus, 11p.
- Piet Henderikx, *Onderwijsinnovatie, ICT en Internationalisering*, KU Leuven, 4 maart 2013