

# Changing Pedagogical Landscapes

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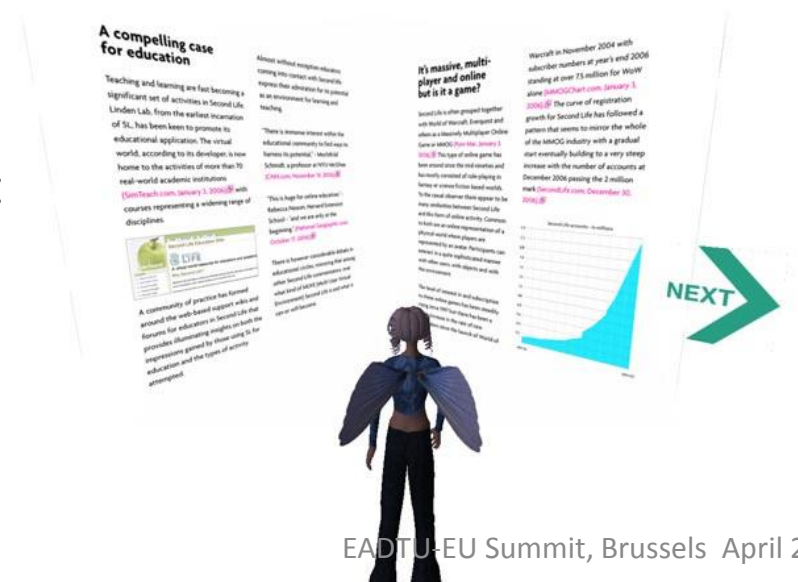
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# The Changing Higher Education Landscape

- ❑ Worldwide changes – Europe, US, Australia, India, China.....
- ❑ Fees vs costs vs prices | financial transparency for teaching
- ❑ Online degrees/courses from anywhere, esp 2<sup>nd</sup> cycle (Masters)
- ❑ Blended learning in campus-based courses
- ❑ New providers of HE in country and online
- ❑ Open-ness as a valued attribute in teaching & research
- ❑ Mobile everything
- ❑ Social AND solo learning/assessment
- ❑ Graduate attributes/employability



# The Un-changing Higher Education Landscape

- ❑ Durability of existing pedagogies
- ❑ Faculty skillset / student skillset
- ❑ Less student enthusiasm for radical change than the hype implies
- ❑ Risk of action by individual universities is high
- ❑ Lack of incentives / actual barriers (financial | legal | regulatory |...)
- ❑ Inter-locked curricula
- ❑ Physical estate
- ❑ Lack of burning platform



Zemsky, "Checklist for Change", 2013

# Driving change in higher education

## Possible governmental actions to stimulate real change in HE through technology

- Remove barriers
- Incentivise directly (eg €s) or indirectly (eg as prerequisite of funding)
- Promote (eg speeches)
- Praise or shame (eg monitor and publish)

## **BUT**

- What future is the aim? (=describe to HE sector)
- Why is that the aim? (=efficiency, effectiveness, widening access, 21stC skills)
- How will progress be measured? (=risk of perverse incentives)

Information technology has been extremely consequential in higher education over the last 25 years, but principally in “output enhancing” ways that do not show up in the usual measures of either productivity or cost per student.

William G Bowen, Tanner Lecture,  
Stanford University, October 2012

# The “Changing Pedagogical Landscapes” Study - 1

- ❑ The study = Changing Pedagogical Landscapes (EAC-10-2013)
- ❑ The team = Brussels Education Service, EADTU, UK Open University, Universitat Politècnica de Catalunya, University of Edinburgh
- ❑ [www.changingpedagogicallandscapes.eu](http://www.changingpedagogicallandscapes.eu)
- ❑ The timescales = Jan 2014 – June 2015



Brussels Education Services

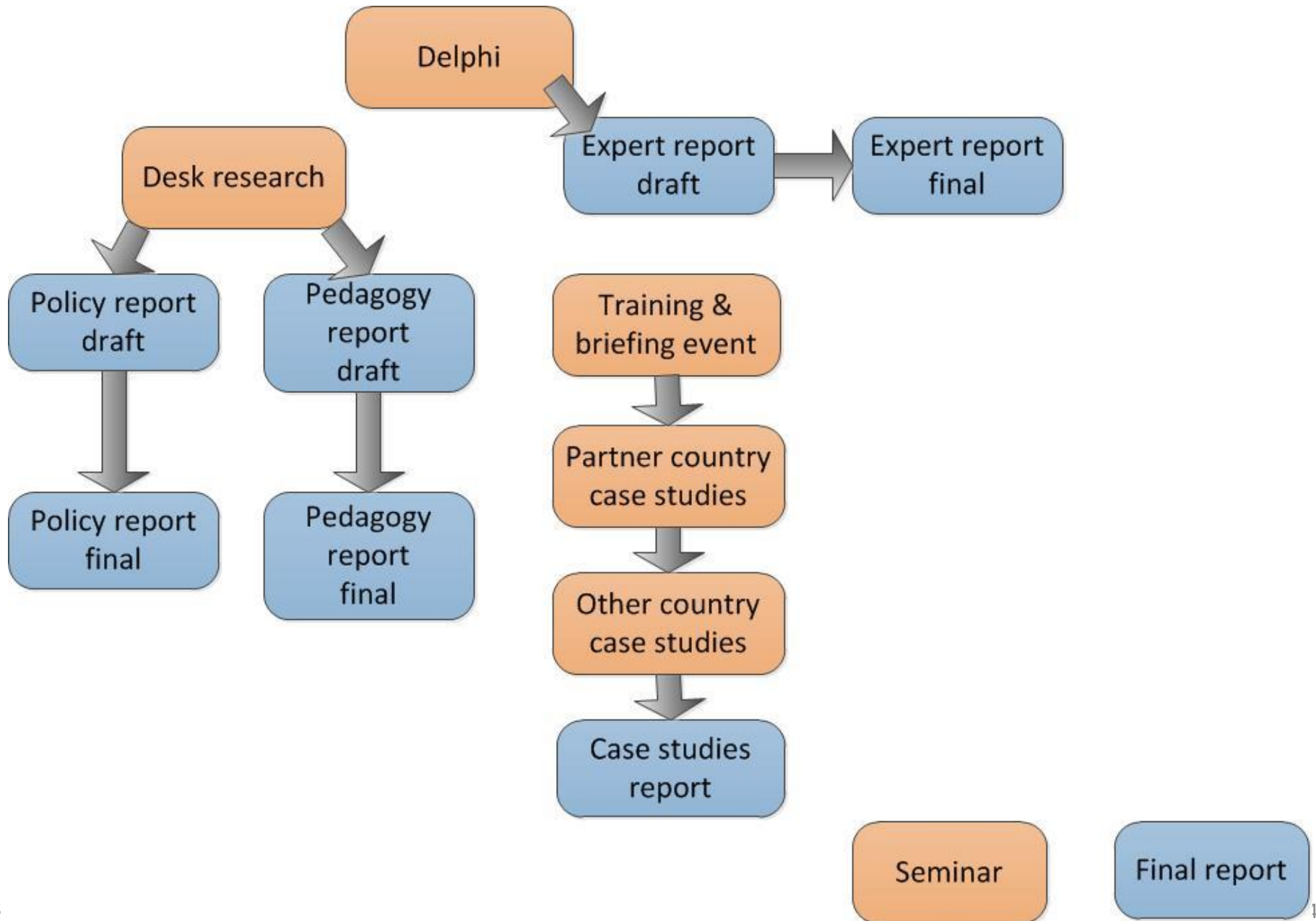


# The “Changing Pedagogical Landscapes” Study - 2

## Our research questions:

- **To identify the implications for pedagogy** in established higher education institutions of the most significant practices and trends in new modes of teaching and learning.
- **To complete an overview of what government-led strategies, policies and measures** exist in the countries included in the study to foster an increased use of ICT in the higher education teaching and learning process and the key aims of these
- **To assess where the main barriers and pinch points exist** to the effective exploitation of new learning methodologies with a particular emphasis of formal higher education frameworks of accreditation, funding, quality assurance, assessment and certification.
- **To formulate recommendations for policy makers** at the level of higher education systems on how to promote and harness new modes of teaching and learning to improve quality and relevance and how formal frameworks can empower and incentivise higher education institutions to exploit their potential.

# The “Changing Pedagogical Landscapes” Study - 3





# The “Changing Pedagogical Landscapes” Study - 4

**Delphi - to agree with our wide pool of experts, statements that define:**

- ❑ What HE would look like if technology were really embedded and pedagogies had changed (scenarios)
- ❑ Why we might wish to embed technology in teaching & learning (outcomes)
- ❑ What metrics might be observed over time to measure progress in embedding and change



## FUTURES

Market consolidation (driven by University rankings, removal of registration quotas, volume delivery on MOOC model...) has resulted in more students at fewer universities -- rise of mega universities with transnational campuses.

A mixed model exists within most universities, in which a large amount of traditional teaching will take place as in 2014 but alongside this is large-scale use of technology and re-designed curricula. This might be whole faculties or schools or subject areas, or might be at Masters level but not at Bachelor level.

## OUTCOMES

The same number of teachers in the system are able to teach more students in the same time and to the same quality (ie knowledge, skills etc levels)

The same number of teachers in the system are able to teach the same number of students to the same quality but much faster, ie time to graduation reduced

## MEASURES

Enough universities offer enough courses at a distance that location is no barrier to student access to HE at first and second degree levels. Flexibility of location (place) but also flexibility of time (pace, start date).

HEI's have an e-learning strategy that is widely understood and integrated into the overall strategies for institutional development and quality improvement

# The “Changing Pedagogical Landscapes” Study - 5

## Case studies

- 8 countries (France, Germany, Lithuania, Netherlands, Norway, Poland, Spain, UK)
- Government & HE agencies (QA, HE metrics, IT support etc)
- 2 universities with significant change/potential of different ‘types’
  
- The main purpose of the case studies is to **gain a more comprehensive understanding** of the extent to which government strategies and higher education regulatory, accreditation, funding, quality assurance, assessment and certification **frameworks support or hinder** new modes of learning and, in particular, the increased use of technology in the teaching and learning process.

# The “Changing Pedagogical Landscapes” Study - 6

We are seeking examples of major change initiatives in European universities that are targeted on large-scale embedding of technology and modifying pedagogies across all subjects

Please let us know if you would be interested in participating by emailing Noelia Cantero ([cantero@eduser.eu](mailto:cantero@eduser.eu))