

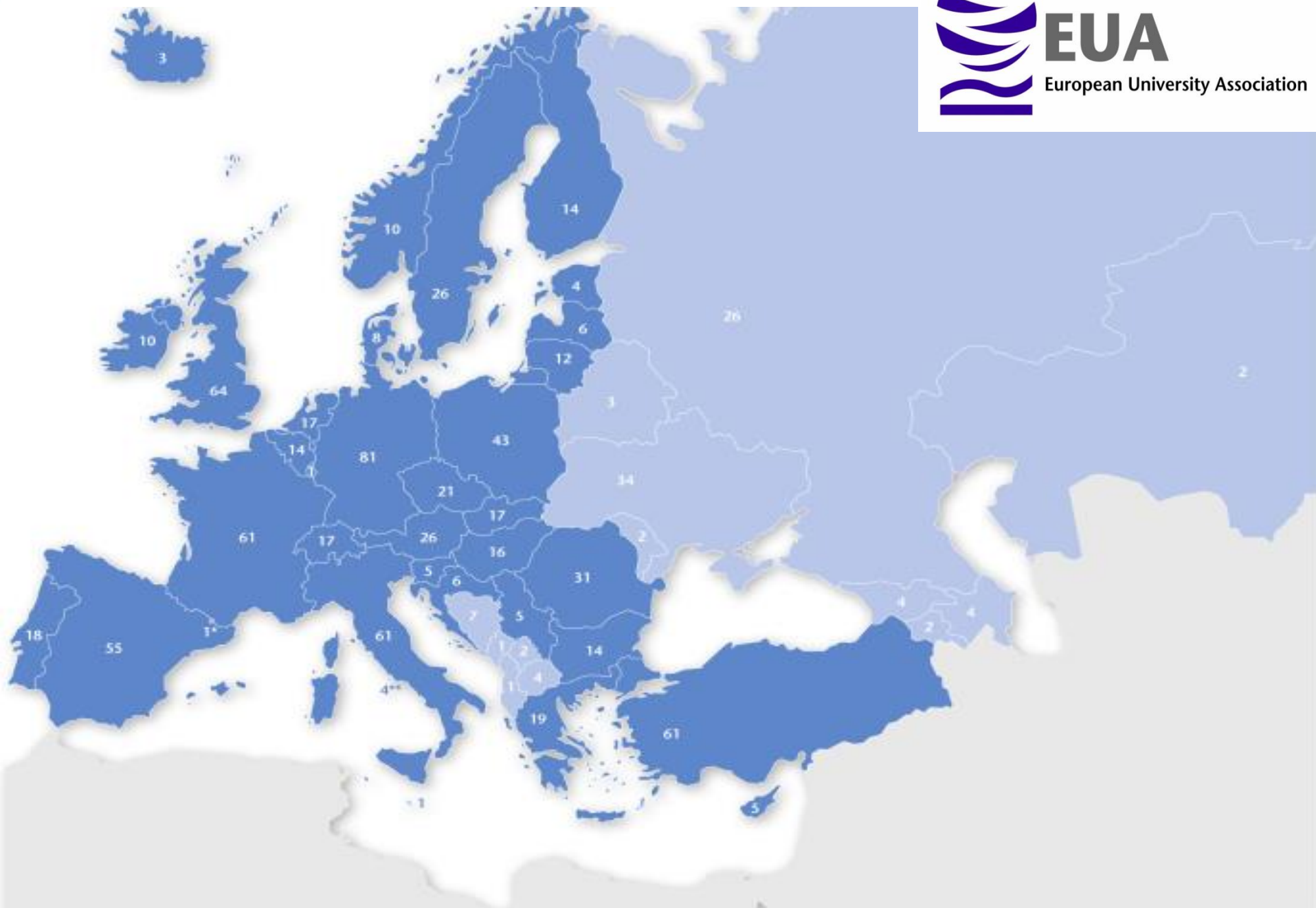
A light blue map of Europe is centered in the background of the slide. The map shows the outlines of the European continent, including the British Isles, Scandinavia, and the Mediterranean region.

E-learning in the European Higher Education Area

Michael Gaebel, EUA



EUA
European University Association



- 850 members in 47 European countries

MOOC catalyst

- 2012 arrival of MOOCs (“avalanche”, “tsunami”)
- Hype and hope for
 - ✓ game changer: affordable quality education for all
 - ✓ more quality & quantity at lower cost (economic crisis)
 - ✓ “a new business model”: global enterprise, or area of free learning?
- MOOCs controversial, but more interest than concern
- broad consensus on importance of ICT based learning
- Concern: “Europe stays behind ...”
- EC Communication “Opening up education ...”
- early 2013 first European MOOCs – MOOC platforms

An iceberg floating in the ocean. The visible tip is small and white against a blue sky with clouds. The submerged part is much larger and extends deep into the dark blue water. A semi-transparent text box is overlaid on the visible tip of the iceberg.

... how is Europe doing
on higher ed digital learning?

2013: no Data on e-learning in European HE

EUA publications

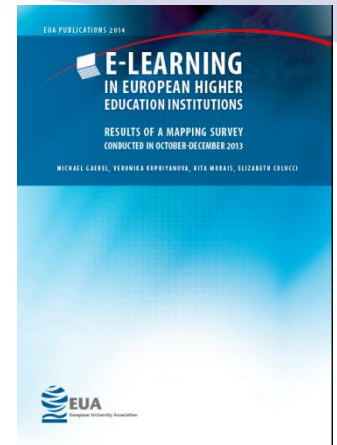
2013 + 2014: MOOCs in European HE

EL2014: *E-learning in European higher education institutions*

- Conducted Oct.-Dec. 2013
- **249 HEI from 39 European HE systems**
- Respondents: "those responsible for ICT-based learning"
 - Different type and use of e-learning (incl. MOOCs)
 - Impact on learning & on the institution

T2015: *TRENDS 2015 - Learning and Teaching in European Universities*

- Conducted in Jan.-April 2014
- **449 HEI from 47 European HE systems**
- Respondents: Rectors, vice-rectors, rectors' offices
 - Bologna Reforms, changing environments for European higher education, incl. e-learning



http://www.eua.be/Libraries/Publication/e-learning_survey.sflb.ashx



http://www.eua.be/Libraries/Publications_homepage_list/EUA_Trends_2015_web.sflb.ashx

Terminology

ICT based learning (= e-learning) generic expression for all learning based on ***information and communication technologies (ICT)***

on-line learning learning via the ***internet***

distance learning where teacher and student are ***not physically present in the same place***

Blended learning (also: hybrid learning)

Combining physical presence of student and teachers on campus with “content and instruction via digital and online media with some element of student control over time, place, path, or pace” (wikipedia)

MOOCs – Massive Open Online Courses

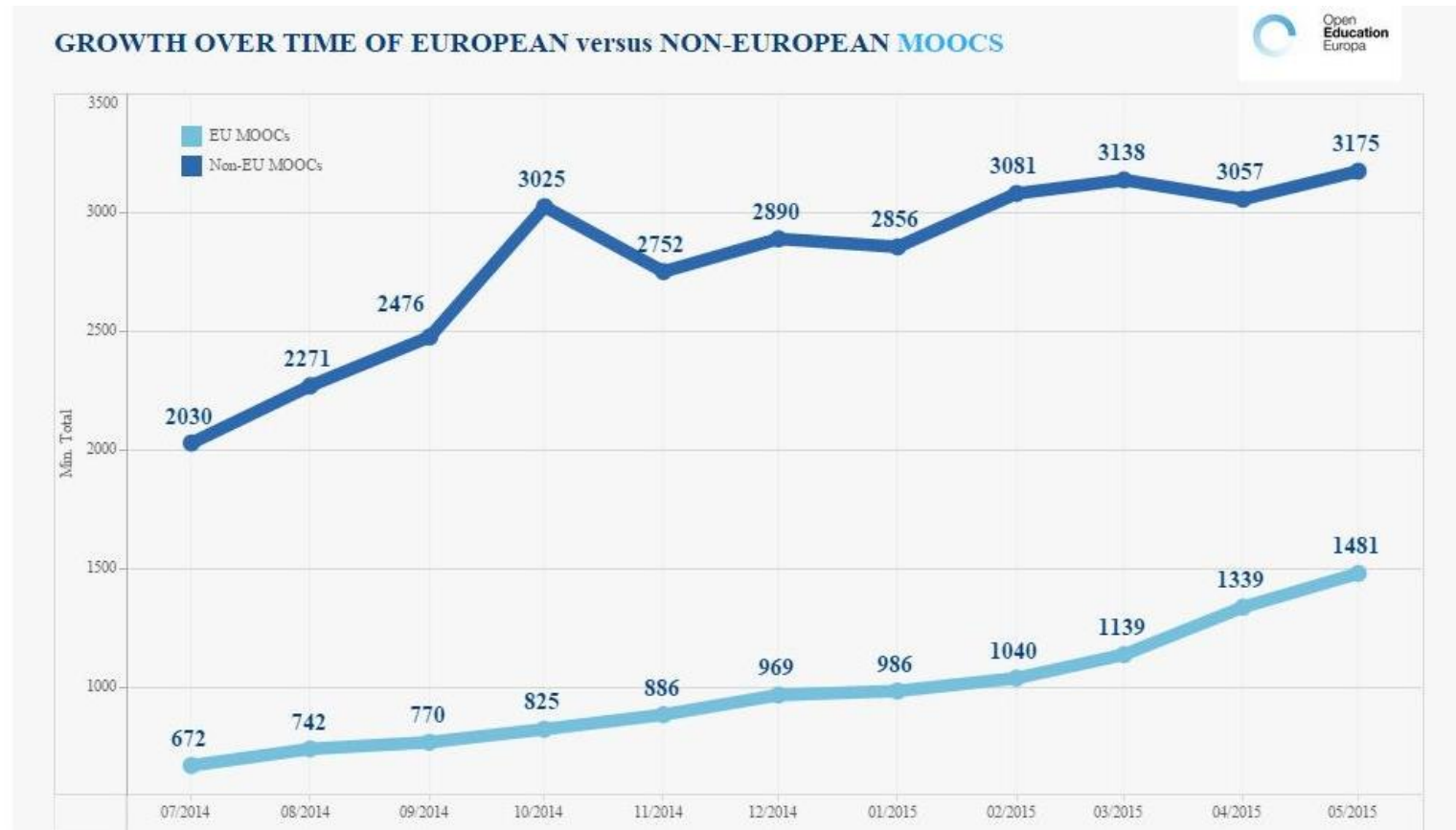
variety of technologies and tools to support learning in different contexts

Different types of e-learning in use

Country differences? Types of institutions?

	EL 2014	T2015
blended learning	91%	74%
on line provision	82%	75%
on line degree programmes	39%	36%
joint online learning courses with other universities	40%	34%
MOOCs	12%	22%

Growth in MOOCs



http://www.openeducationeuropa.eu/en/european_scoreboard_moocs

How it is used

- replacing lectures by recordings – or online modules
- guided self-study modules – using classroom for teacher / peer interaction (flipped classroom)
- online/blended peer study groups
- replacing courses by online courses
- full degree courses
- modularised study offer (with option to accumulate into a master – continued professional development)
- pooling courses (rare disciplines)
- Using MOOCs for
 - ✓ attracting new students (free to try)
 - ✓ replacing on-campus teaching
 - ✓ reaching out to communities
- Online examinations – virtual labs – student research projects

“History of Thucydides” philological, historical, social aspects

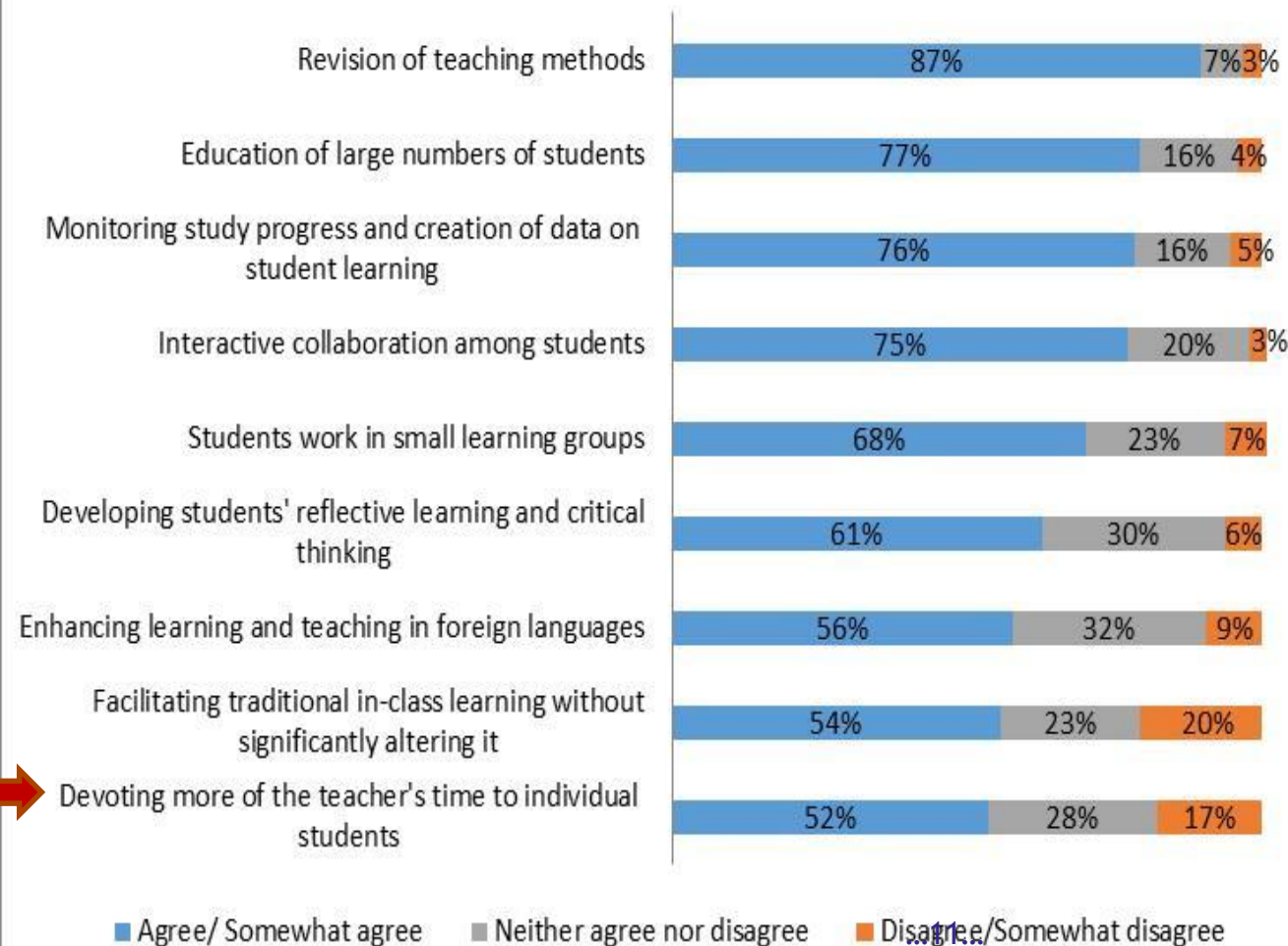
- International Consortium: USA, Brazil, France, Germany, Croatia, Bulgaria, Georgia
- 8 Universities and 1 Research Center
- 3 hours per week (2 hours by local lecturers - 1 hour online by lecturer from a partner institution);
- GoogleHangout; physical and virtual (skype, social media) working groups
- 5 ECTS, 45 contact hours, 80 hours independent work

*Courtesy to **Irine Darchia, TSU/MES, Georgia***

<http://www.dh.uni-leipzig.de/wo/wokshops-seminars/sunoikisis-dc-2015/>

Benefits of e-learning

Perceived benefits of e-learning



- Positive
- Revision of teaching methods
- Monitoring learning progress
- Educating large numbers students
- But: flipped classroom?

Institutional motivation for e-learning

	T2015
Flexible learning	24%
Increase effectiveness of classroom time	20%
More learning opportunities for students off campus	18%
More learning opportunities for students on campus	13%
Internationalisation	9%

Low degree of mainstreaming

- 53% use it **institution-wide** (other: in some departments, by individual teachers)
- 28% involve **most or all students** ($\geq 75\%$ of students)
- 22% e-learning in **all disciplines**
- Reasons?
 - Funding, disciplinary differences, governance system ...
 - Under development, still testing ...

E-learning management and organisation (EL2014)

Leadership attention & responsibility

- chief information officer, vice-rector information systems, advisor to the president on digital developments etc.
- 2nd most important development (after internationalisation)

Infrastructure & services

- Digital library access, computerrooms, wifi,
- student services, staff enhancement, 80%: senior leadership responsibility

75%: coordination mechanism for e-learning

- strategy development: 52% have one, 26% are developing it
- 40%: e-learning centers - upgraded, new functions?

Quality assurance

- Quality assurance for e-learning emerging
 - ✓ Internal QA: **29% have it – 35% discuss it**
 - ✓ External QA: **23% have it – 28% discuss it**



Concluding remarks

Summary: Trends toward ICT

- Emerging trends - experimentation
- pervasive technology (cannot ignore - smartphones etc.) – general digitalisation
- top priority for institutions & their leadership
- coincides with growing attention to teaching & learning
- Questions the “teaching monopol” – promotes diverse pedagogics and provision models

Focus on the educational mission

■ Focus on teaching

- ✓ Quality of teaching - outcomes
- ✓ research on learning and teaching
- ✓ Learning goals
- ✓ chance for student centred learning?
- ✓ cost & effectiveness

■ Changing teaching profession

- ✓ a changed role: from “knowledge provider” to “learning coach” - teaching a collaborative effort
- ✓ professionalisation – staff development
- ✓ star teachers - teaching professionals
- ✓ better parity of esteem with research? Career development

Impacting the institutional mission

- Internationalisation?
- LLL? Further Ed./Continued Professional Development - industry collaboration?
- Outreach/ community work? Different student profiles: “learners”
- Diversity of provision - partnerships with for-profit industry?
- What is a HE degree? Unbundeling?
- ???

How to enhance ICT based learning?

- Why? But also: experimenting
- Exploration: what works, what does not? Impacts?
- Research: poor evidence base, no longitudinal data – several studies on the way
- Institutional case studies - exchange of institutional experience (strategies, governance)
- QA to adapt – revised ESG
- Consideration of learning & teaching and quality important
 - ✓ E-learning ≠ learning innovation
 - ✓ not a remedy for all challenges in higher education
 - ✓ technically feasible ≠ pedagogically, societally and economically useful or desirable
- National and European policy levels
 - ✓ support – incentives
 - ✓ dialogue with institutions
 - ✓ remove obstacles, enable integration of e-learning

Bologna Process: Yerevan Communiqué 2015



47 European countries agree:

- **Enhancing the quality and relevance of learning and teaching** is the main mission of the EHEA. We will encourage and support higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and **in fully exploiting the potential benefits of digital technologies for learning and teaching.**

EUA annual conference:

Bricks and clicks for Europe: building a successful digital campus

Hosted by the National University of Ireland, Galway, Ireland

7 - 8 April 2016



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www.eua.be

2 year Master

- ✓ **1 year MOOC learning – free online programme**
- ✓ **1 year fee-based study at MIT**

October 7, 2015 by [Andy Thomason](#)

    [Comments \(1\)](#)

MIT Unveils 'MicroMaster's,' Allowing Students to Get Half Their Degree From MOOCs

The Massachusetts Institute of Technology will begin allowing students to earn half of a master's degree through online courses, then cap it off with a single semester on the campus. The university's president, L. Rafael Reif, announced the pilot program on Wednesday.

Under the program, any online student who completes the first semester's worth of courses in MIT's supply-chain-management master's program, earning good grades and passing a "comprehensive proctored examination," will have a leg up in gaining admission to complete the program in a single semester on the campus.

Specific practice experience: remote labs etc.

Royal College of Surgeons – Ireland

Virtual Patient

- interactive computer simulation
- allows students take the role of a health care professional

Virtual Patient 1: Professionalism

Virtual Patient 2: Professionalism and Child Abuse

Continued education - third mission

- University of Balamand, Lebanon
- *“to encourage and facilitate the continued development of the community through the offering of courses that address the need of non-traditional student body in terms of developing their professional skills, promoting their personal hobbies and personal interests.”*
- Theology courses for diaspora community
 - CBB (Cursos Bíblicos del Balamand) since September 2005
 - SOFIA (Seminario Ortodoxo de Formación para Iberoamérica) since March 2013
- Network of study centers in the parishes.
- Both programs are approved by UCC (Curriculum Committee) and UC (University Council)

Innovation & technology - and their impact



Live forms on planet Earth "are so amazingly primitive that they still think digital watches are a pretty neat idea"

Douglas Adams, The hitchhiker's guide to the Galaxy - 1979

Are we the only ones who do not know?

Alan Rusbridger, outgoing editor of The Guardian, about the new publishing deal on “Instant Articles” with Facebook:

"That's either the most brilliant, inspired thing to be doing or it's a pact with the devil. We don't know at the moment. At the moment, I think we have to be in the phase of experimenting with everything. If it doesn't work out, it doesn't work out."

(Politico Morning Tech – 21 May 2015)

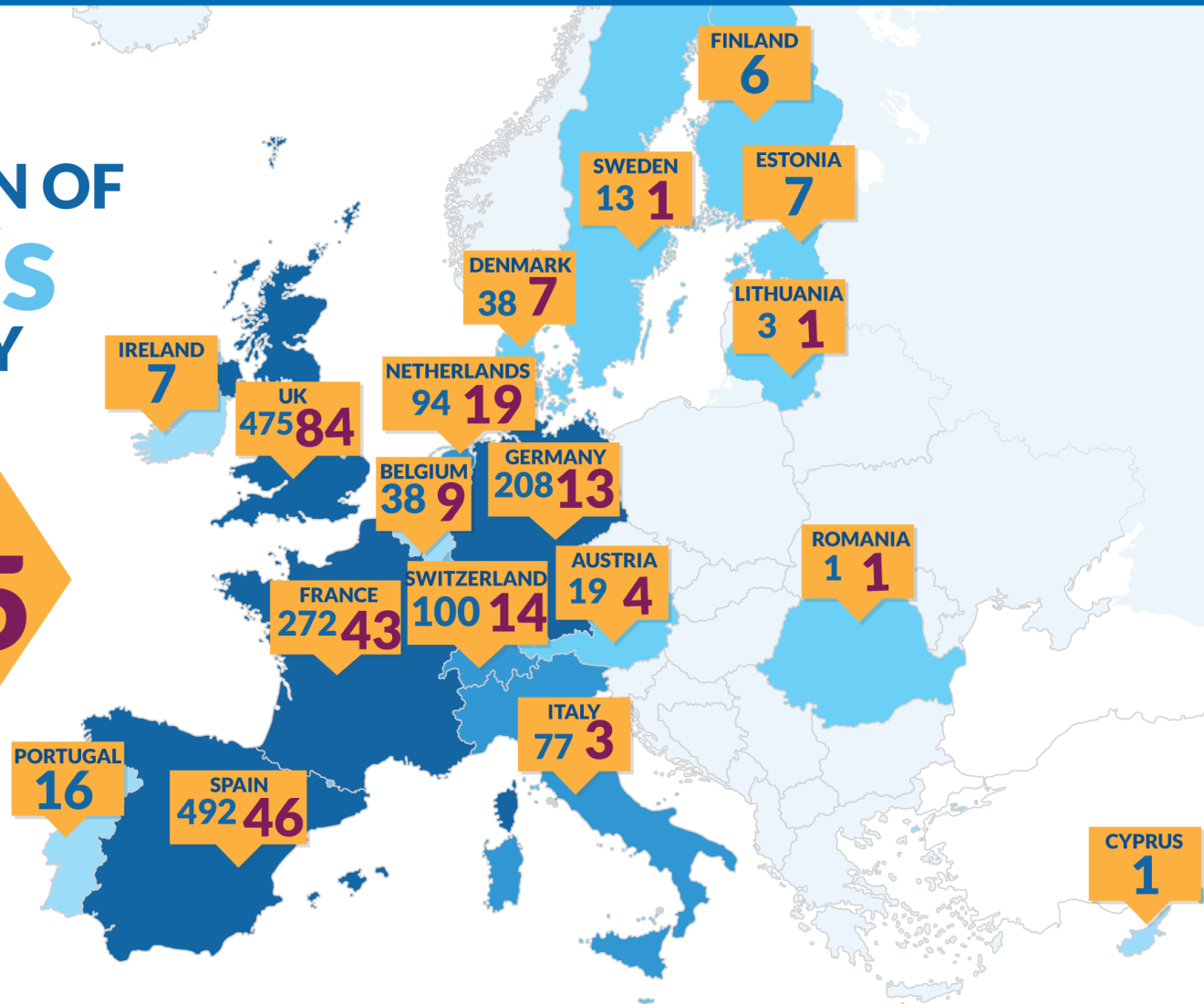
The EUROPEAN MOOCs SCOREBOARD

Last updated 01.09.2015

DISTRIBUTION OF MOOCs PER COUNTRY

EUROPEAN MOOCs
1867 **245**

- MOOCs in our database
- Upcoming MOOCs



“And the potential of digital technologies to transform learning and teaching has not yet been grasped everywhere.”

Tibor Narvacsics



The European Higher
Education Area *in 2015:*

Bologna Process

Implementation Report



- digital 1x
- e-learning 3x
- MOOCs p. 221f

http://bologna-yerevan2015.ehea.info/files/Bologna_2015_125dpi.pdf

What it could be about?

- **Can we use established European instruments?**
 - ✓ Credit award+ recognition; RPL
- **Collaboration**
 - ✓ Joint courses, shared courses
 - ✓ Collaboration on testing & exams?
- **Open education & open research?** (Research 2.0)
- **Legal framework:** Licensing, copy rights etc.?
- More **visibility** for “European MOOCs”?
- **Enhancing the annual EMOOCs?**
- **Strategic European projects?**
- **????**

US: millions of Dollars of venture capital invested in MOOCs

Patricia McGuire, President of Trinity College in Washington, D. C.

- *"The idea that this is going to stay free and these companies have the best, most altruistic motives is just not believable. ...
**Somebody is going to make a lot of money off of this. ...
Endorsing MOOCs is curious, since right now the costs for institutions to participate are relatively high and the net returns unclear at best.***

Cathy Davidson, professor of interdisciplinary studies, Duke University

- *"So far, MOOCs have stolen the show, as if they are the only innovation in town and as if for-profit companies are the only place to go for educational innovation. That is flatly untrue."*

"However, it is true that those making change often feel solitary within their departments, disciplines, or institutions".

A tale of two (or even more) worlds

US

- Low public contribution to HE costs
- Private HE
- High tuition fees
- Different mechanism for widening participation
- Strong pressure on institutional leadership
- Worry to be left behind or replaced

Europe

- Predominantly publicly funded HE
- Private HE in adult-learning
- Low to no tuition
- publicly funded loans and grants
- National ministries “neutral”
- MOOCs to enhance traditional HE – not to replace it
- Worry to miss out internationally



Learning innovation

- ☐ ICT based learning
- ☐ Teaching methods

...33...

