

**Insights** from  
**Academic Software's**  
experience with three  
Belgian **universities**

# No going back?

The rise of hybrid and flexible learning



**60%**

US undergraduate students enrolled in at least one distance course



**84%**

European universities offer blended learning



**46%**

European universities offer fully online courses

US Department of Education (2021); European Universities Association, 2021

**Digital technologies** have become integral to almost **every subject area** in tertiary education.



# Hybrid and flexible (Hyflex) =

**Choice** of digital tools

Work **on campus** and **off**

Study, work and research **across groups, classes and universities**

# ICT requirements to support hyperflex configurations

- Works well for **both online and in-person** students
- **Reliable, scalable,** and **secure**
- Works well with a **wide range of devices**
- **Technical support** to ensure that students and staff can access and use the technology effectively



## The **challenges: silo-ed responses**

- **Uneven** access to technology
- **Lack of standardisation** or integration in security measures
- **Different** device and operating system ecosystems
- Data **blindspots**
- **Diversity** of processes
- **Uncertainty** for end-users in where they can obtain support



# Three Belgian universities



# Objectives

- Incorporating a **range of industry-standard software** and digital tools into curricula
- Instituting **BYOD**
- Digital literacy
- Digital **learning communities**





## The **Academic Software** solution

- **One-platform** solution to **serve equally** all students and staff
- Standardisation and **integration** of security measures
- **Centralised** dashboarding of data
- Works **equally** with all devices
- One contact point for **end-user support**



# Results

**Balance** between  
user experience **and**  
effective IT  
management

**Fewer** points of  
failure / silo-ing

**Achieving strategic  
goals of digital  
transformation**

Thank **you**

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