

EUNIS E-Learning Task Force workshop report: Operating in a digital framework

Aristotle University Thessaloniki, Greece, 7th June 2016

The workshop coincided with the launch of some new European Commission resources to support higher education institutions improve their learning and teaching practice through more innovative use of digital technologies. Participants had the opportunity to hear about a new European framework and discuss how they might apply it in practice. We also shared updates on learning innovations in a number of different countries.

You can find links to all of the presentations on this page.

Panagiotis Kampylis, Research fellow at the European Commission's Joint Research Centre, Institute for Prospective Technological Studies (JRC-IPTS): Innovating education through the use of digital technologies and resources: Support frameworks for Higher Education institutions

Pan talked about the current situation in Europe where over 90% of jobs require digital skills yet almost half of the workforce do not possess the required skill levels. He noted about the important role that education providers have to play and the importance of them being open to new ways of doing things including fully embracing the digital era. Indeed one of the ET 2020 working groups focuses on the modernisation of higher education.

Opening up education was one of the main themes of the presentation and Pan showed that open education can take many forms. He introduced the framework shown below which has since been launched and is available on the European Commission Joint Research Centre website. Link to the [framework](#)

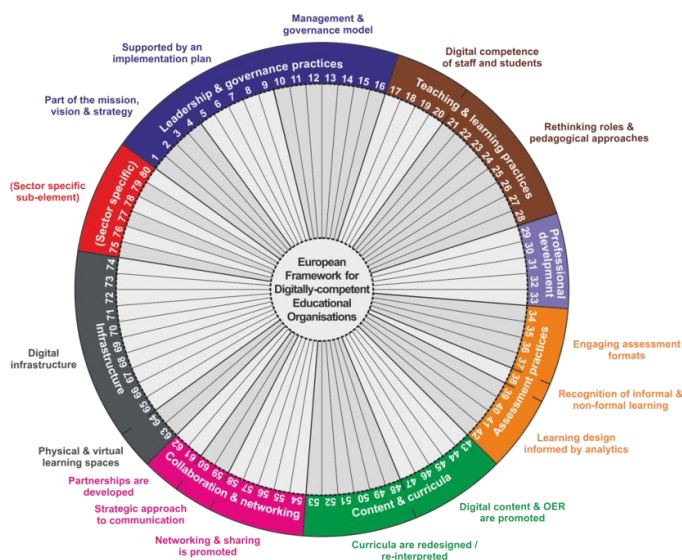


MOOCs represent one aspect of open education and are currently receiving a lot of publicity and interest. The European commission has a project to better understand the impact that MOOCs are having and participation in the [MOOC Knowledge](#) project is actively welcomed.

The commission has also undertaken some [case studies](#) on openness in education. These cover five countries including a mix of approaches.

The presentation also includes links to resources on open approaches to the recognition of non-formal learning and some policy recommendations on moving forward with open learning.

Finally, Pan introduced us to digital competence frameworks for both [citizens](#) (i.e. lifelong learners) and [educational organisations](#) (shown below).



Link to full [presentation](#) by **Panagiotis Kampylis**

Yves Epelboin, UPMC-Sorbonne Universités: MOOCs in Europe

Yves provided some facts and figures on MOOCs in Europe looking at numbers of courses by country and by provider. He also provided some figures on costs attempting to look at what kind of student numbers need to be achieved before online learning (whether fully open or not) becomes more cost-effective than traditional forms of delivery.

Link to [presentation](#) by **Yves Epelboin**

You can find a full paper by Yves Epelboin on the business models underpinning MOOC development on page 298 of the book of [Congress proceedings](#) for EUNIS 2016. Please be aware this is a large volume so it may take some time to download.

Thrasylvoulos Tsiatsos, Aristotle University Thessaloniki: Learning and teaching using ICT in Greece & at AUTH

Thrasylvoulos fully understands the European Commission's concerns about the digital capability of its citizens because Greece has one of the lowest rates of digital skills in the EU. Addressing this is a particular challenge in the current economic climate because Greece has also seen a 36% drop in funding for education from 2009-2015.

The digital schools project aims to improve the low levels of information and communications technology available in schools both to enhance learning and to improve the efficiency of management and administration. The Greek school network service now provides safe Internet connectivity in all primary and secondary schools along with other services such as authentication, email lists, teleconferencing and a learning platform.

Greek universities are embracing technology much more rapidly and all universities are involved in some form of online learning. Unsurprisingly, given the economic climate, free and/or open source products are widely used. The presentation provides links to many of the facilities provided via the Greek academic network (GUNET) including an open access repository of learning resources, a course management system and a web based videoconferencing system. Greece has also embraced the MOOC ideology and most Greek HEIs offer courses open to the public through the Greek open courses programme.

Aristotle University Thessaloniki is at the forefront of developing innovative practice in learning and teaching and the presentation provides links to examples of game-based learning, adaptive and intelligent learning environments, 3D virtual learning spaces and interaction analysis tools.

Link to [presentation](#) by [Thrasylvoulos Tsiatsos](#)

You can find out more about the Greek universities open courses programme in a paper on page 313 of the book of [Congress proceedings](#) for EUNIS 2016. Please be aware this is a large volume so it may take some time to download.

Thierry Koscielniak, Paris Descartes University: France national snapshot, top 10 innovations in pedagogy

Thierry gave a highly interactive presentation where participants were invited to connect their own devices and take a whirlwind tour through a range of innovations. You can find links to all of the top 10 in the presentation:

1. Flipped classrooms
2. Interactive lectures
3. Fab labs
4. Learning labs
5. Design thinking
6. Telepresence
7. BYOD (bring your own device)
8. Virtual and augmented realities
9. Gamification
10. Simulations in health sciences

Link to [presentation](#) by [Thierry Koscielniak](#)

Freddy Barstad, Norwegian University of Science and Technology: Norway national snapshot

Freddy noted that, as well as improving learning and teaching, there are many other drivers promoting better use of technology in Norwegian universities including: institutional mergers, new legal requirements, equality issues, drive for self-service, Bologna process and shared use of data across the sector. He talked through a range of initiatives to improve technical infrastructure and highlighted the particular example of a drive towards digital assessment where a national task force has reviewed the whole assessment process to look at where manual activities can be digitised.

Link to [presentation](#) by [Freddy Barstad](#)

You can find out more about the outcomes of the national project and a link to the report on ICT infrastructure for digital assessment [here](#).

Anna Pacholak, University of Warsaw: Centre for open and multimedia education

Following on the theme of open education, Anna provided a short case study on how the Centre for open and multimedia education at the University of Warsaw has implemented a range of online learning initiatives over a number of years to improve learning and widening participation in higher education. Integration with the student management system and automatic transfer of marks has

increased the appeal of e-courses for staff. 'Massive' courses have been developed for high volume areas of first-year study. The performances of technology have been exploited to good effect in foreign language teaching. Open courses in a range of subjects are offered to the general public and good educational practice is shared in an open access online journal.

Link to [presentation](#) by **Anna Pacholak**

Gill Ferrell, Jisc: Current Developments in Learning & Teaching in UK HE

In common with many of the other speakers, Gill talked about a general move to improve the digital capability of both staff and students in higher education and introduced a digital capability framework for the UK. She gave examples of a range of other hot topics at the moment and included links to resources that are freely available for use by EUNIS members. She also outlined plans for a new learning analytics service that Jisc will be delivering for further and higher education over the course of the next year.

- Guide to [Transforming assessment and feedback with technology](#)
- [Social media toolkit](#) for higher education
- [Learning spaces toolkit](#) for higher education

Link to [presentation](#) by **Gill Ferrell**

You can find out more about delivering business benefit through effective use of social media in a paper by Gill Ferrell on page 154 of the book of [Congress proceedings](#) for EUNIS 2016. Please be aware this is a large volume so it may take some time to download.