



Funded by the
Erasmus+ Programme
of the European Union

Improving the quality of teaching in educational institutions through the introduction of new educational programs, modern pedagogy and smart-technologies in the educational process



Professor, Dr. Ebba
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ICDE, EDEN, EADTU, ISO, SIS
Swedish Association for
Distance Education

European University Association (EUA) is managing for the European Commission in partnership with the University of Barcelona (UB):
Centralised Support for Higher Education Reform Experts (HERE) in European Neighbourhood countries
technical assistance missions' (TAM)



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Improving the quality of teaching in educational institutions through the introduction of new educational programs, modern pedagogy and smart-technologies in the educational process (introduction of electronic modules and introduction of distance learning), the acquisition of digital skills and learning methods , the development of open educational resources



About
Professor, Dr.
Ebba
Ossiannilsson

- ◆ Independent Consultant and researcher
- ◆ Swedish Association for Distance Education
- ◆ Swedish Organization for e-competence
- ◆ Digital Skills and Jobs Coalition Sweden
- ◆ Open Education Europa Ambassador and Fellow
- ◆ SIS, SIS/TK 304 Quality Management (validation of individual competences)

- ◆ International Quality Reviewer ICDE; EADTU
- ◆ ICDE OER Advocacy Committee, Chair
- ◆ ICDE Ambassador for the global advocacy of OER
- ◆ ICDE QUALITY NETWORK
- ◆ ICDE Executive Committee
- ◆ EDEN, EC, EDEN SIG TEL QE, EDEN Fellow, EDEN Fellow council
- ◆ ISO/TC 176, Quality Management and quality assurance
- ◆ ISO Educational organizations -- Management systems for educational organizations -- Requirements with guidance for use, ISO 21001:2018
- ◆ ISO Future Concepts

Global challenges



Demography
Globalization
Digitalization



United Nations
Educational, Scientific and
Cultural Organization



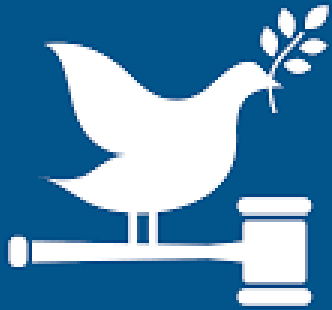
Education
2030

Key Features

- **Access:** *at least 12 years of free, publicly funded, quality primary and secondary education + quality education for out-of-school children*
- **Equity and inclusion:** *in access, participation, retention, completion and in learning outcomes*
- **Quality:** *leading to relevant, equitable and effective learning outcomes*
- **Lifelong Learning:** *learning begins at birth throughout life*
- **Gender Equality:** education for and as empowerment



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



10 REDUCED
INEQUALITIES



8 DECENT WORK AND
ECONOMIC GROWTH



Strengthening social justice to address
intersecting inequalities



About the initiative

UNESCO's Futures of Education initiative aims to rethink education and shape the future. The initiative is catalysing a global debate on how knowledge, education and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity.

Thinking together so we can act together

to make the futures we want.





- Online learning/training is not a simple matter of digitalising existing material and making it available online, but more fundamentally responding to the new opportunities and challenges made possible by digitalisation, and **SHIFTING FROM DIGITAL LEARNING TOWARDS LEARNING IN A DIGITAL WORLD**

(EU commissioner Ferrari, Brussels, June 2019)

Why we need both science and humanities for a Fourth Industrial Revolution education

SOCIAL, EMOTIONAL AND ETHICAL

- The 4th Industrial Revolution has an impact on how we live, work, communicate, integrate and interact with others, the environment and society. Of course, it also changes the way we learn



EDUCAUSE

BEFORE



A homogeneous society (business structure, culture) offered its members opportunities for social mobility and personal development. Employment relationships were stable, and productivity growth manifested itself as positive income development. The need for support is exceptional and occurs only occasionally.

TODAY



Heterogeneity is increasing: the economic structure is changing, cultural diversity is increasing, regions are becoming more diverse and the population is ageing. The need for support and guidance is increasing and diversifying.

IN THE FUTURE

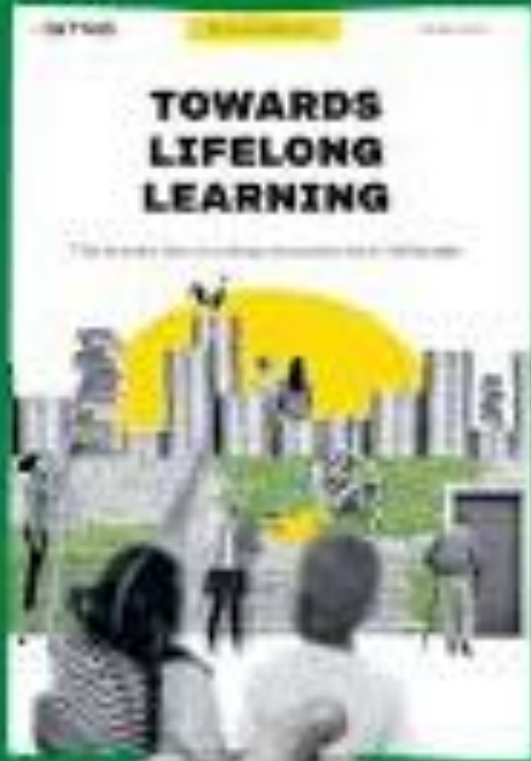


Diversity will be the new normal, and different communities and networks emerge. Creative destruction is changing regions, the economic structure and jobs. The need for support and guidance is individualised.



Automation. Globalization. Climate change and ever higher demands on technical expertise. Conditions in the labor market are changing rapidly - and thus the knowledge and skills required to get a job. It also means that the school has to change. Jan Hylén, SE

OUR THESES DEFINING THE AIM FOR LIFELONG LEARNING



2. General knowledge, basic skills and competence are the foundations of well-being

3. Competence improves working life and working life improves competence

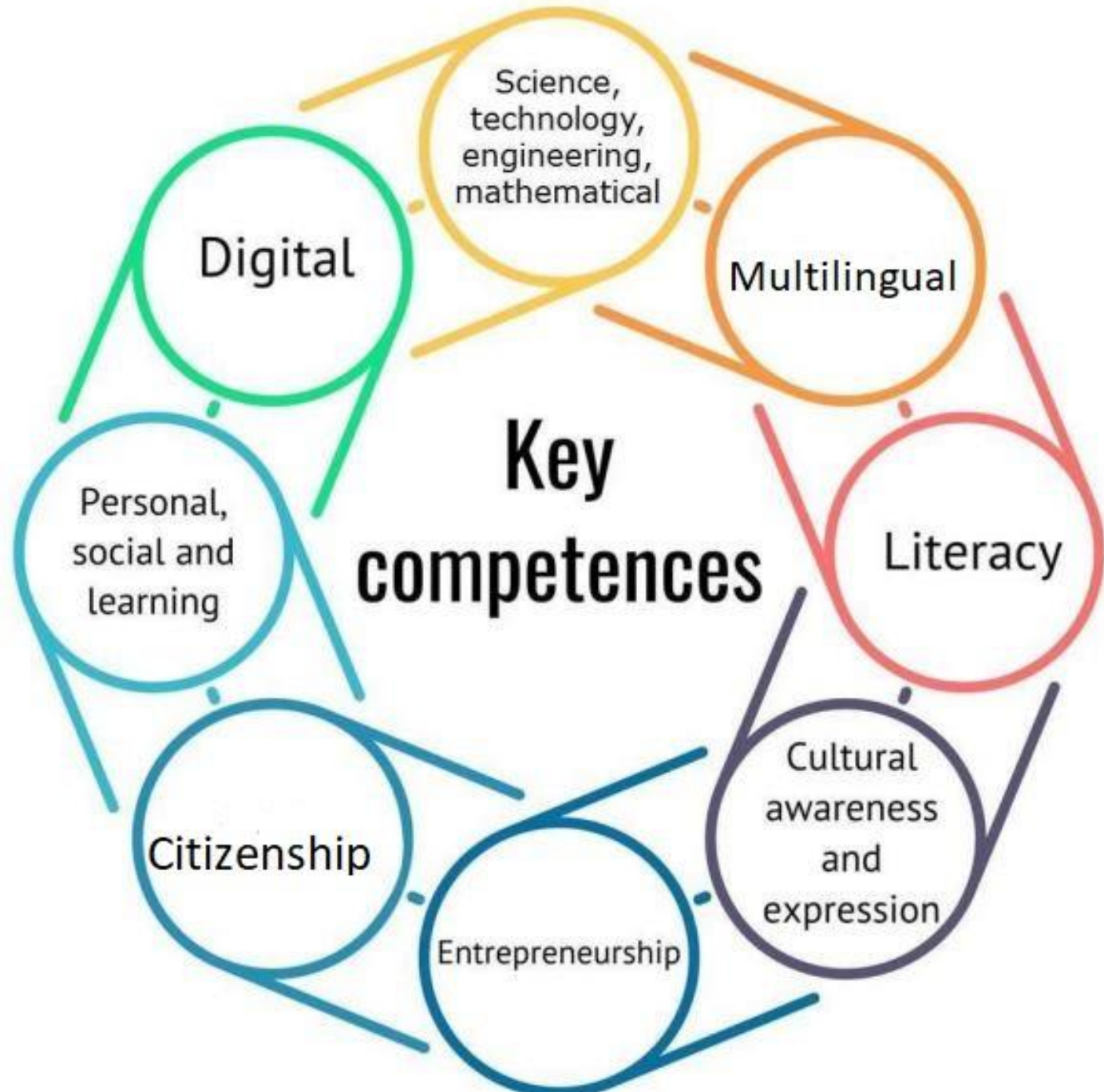
1. Everyone learns throughout their life

4. Finland's success is based on competence





Transforming Online Learning With Artificial Intelligence



EDUCATION NEEDS TO AIM TO DO
MORE THAN TO PREPARE YOUNG
PEOPLE FOR THE WORLD OF WORK

IT NEEDS TO EQUIP STUDENTS
WITH THE SKILLS THEY NEED TO
BECOME ACTIVE, RESPONSIBLE
AND ENGAGED CITIZENS

WHAT'S THE ROLE OF
EDUCATION





5.1.3 Pedagogy

Openness in pedagogy refers to the use of technologies to broaden pedagogical approaches and make the range of teaching and learning practices more transparent, sharable and visible.

Opening up pedagogical practices is about developing the design for learning so that it widens participation and collaboration between all involved. Pedagogical approaches with an emphasis on the learner are very suitable for open education. The goal is to open up the range of pedagogical practices via ICTs in order to enhance the effectiveness of learning design and increase students' involvement and collaboration. It is also about making pedagogical practices visible, transparent and accessible, by making available the rationale for learning design, the assessments and learning outcomes. It also enables learners to design their own learning path by offering them a wide choice of learning resources.

5.1.2 Content

Content in open education refers to materials for teaching and learning, and research outputs, which are free of charge and available to all.

Content in open education encompasses texts of all sorts, textbooks, course materials, pictures, games, podcasts, video-lectures, software, data, research papers and outputs, and any other type of educational material that conveys information and can be used for teaching and learning. It can be open licensed, in the public domain or copyrighted but still 'gratis' and accessible by everyone without restrictions. It consists of two types of content: open educational resources (OER) and free of charge content.

An OER is content that is 'libre' (openly-licensed content) and at the same time 'gratis' (free of charge). There are different types of OER (e.g. fully licensed or licensed with restrictions). Content in the public domain is also in this category. One of the benefits of using an OER for teaching and learning is that it reduces the possibilities of users infringing copyright. At the same time, it grants greater permissions in the use of content, such as adaptation, translation, remix, reuse and redistribution, depending on the type of license applied to the content. OER can have different granularity, varying from a learning object (e.g. a picture with a specific teaching purpose) to a full course (e.g. a MOOC or an open - libre and gratis - online course).

Free-of-charge content refers to content that is 'gratis' but remains copyrighted. The user does not pay to access it, but at the same time cannot reuse, adapt, or share it without seeking permission from the copyright holder. Free-of-charge content can have different granularity, varying from a learning object to a full course (e.g. a MOOC or an open (gratis) online course). It should, whenever appropriate, be fully licensed to become an OER, which would give the user more permissions in handling the content.



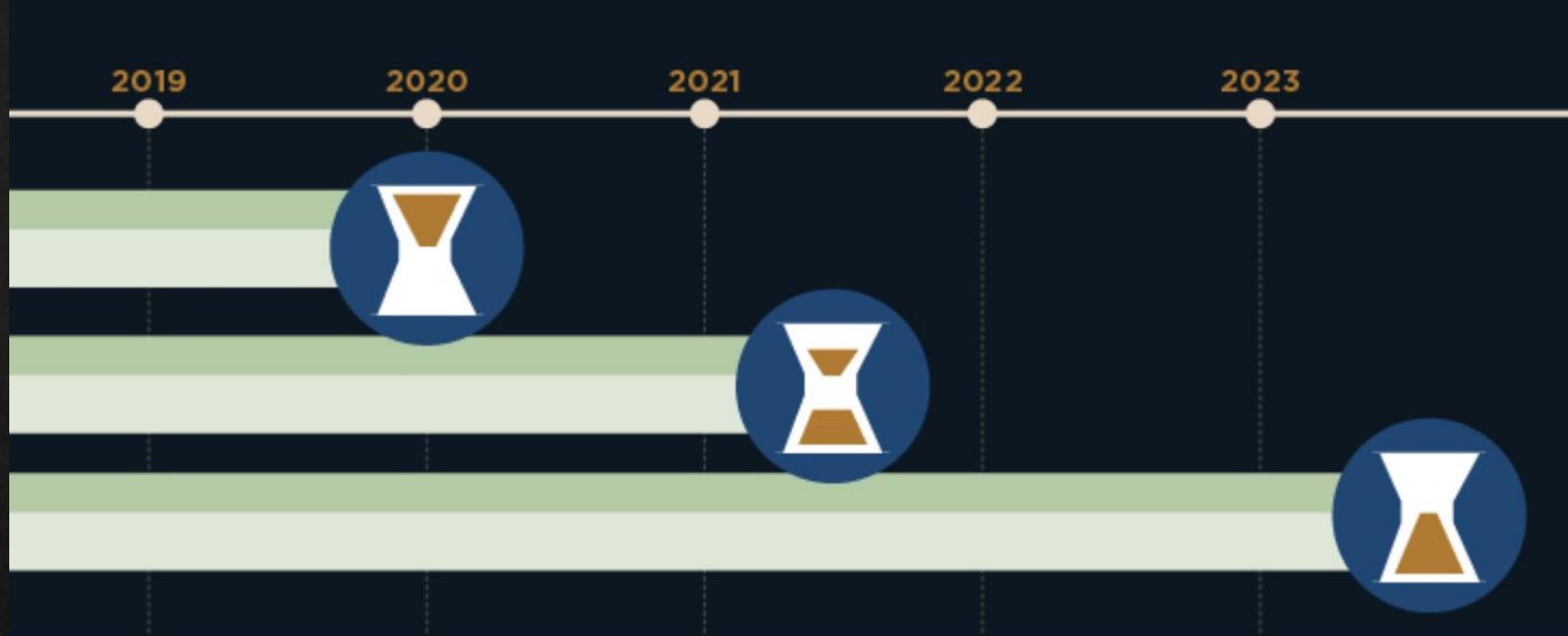
The Changing Pedagogical Landscape

In search of patterns in policies and practices of new
modes of teaching and learning

Horizon Report | 2019 Higher Education Edition



This report profiles six key trends, six significant challenges, and six important developments in educational technology as ranked by an expert panel of leaders from across the higher education landscape.



Short-Term—*Driving technology adoption in higher education for the next one to two years*

- Redesigning Learning Spaces
- Blended Learning Designs

Mid-Term—*Driving technology adoption in higher education for the next three to five years*

- Advancing Cultures of Innovation
- Growing Focus on Measuring Learning

Long-Term—*Driving technology adoption in higher education for five or more years*

- Rethinking How Institutions Work
- Modularized and Disaggregated Degrees

SUPPORTING LEARNING
EXCELLENCE

through Micro-Credentia
lling in Higher
Education



SUPPORTING LEARNING EXCELLENCE

through Micro-Credentialling in Higher Education

MicroHE aims to *provide the most comprehensive policy analysis yet conducted of the impact of modularisation, unbundling and micro-credentialing in European Higher Education*, and will address the challenges described above by:

- **gathering the state of the art in micro-credentialing in European Higher Education today**, by organizing the first European survey on micro-credentials in HE, surveying at least 70 institutions across the continent, with the aim of understanding the current level of provision, the types of micro-credentials offered and future trends in provision of micro-credentials
- **forecasting the impacts of continued modularisation of Higher Education on HE Institutions** by using forward-scanning techniques, specifically through the use of DELPHI methodology
- **examining the adequacy of European recognition instruments** for micro-credentials, in particular ECTS, the diploma supplement and qualification frameworks
- **proposing a ‘credit supplement’** to give detailed information about micro-credentials in a way compatible with ECTS, the diploma supplement and qualification frameworks
- **proposing a meta-data standard and developing an online clearinghouse** to facilitate recognition, transfer and portability of micro-credentials in Europe.

OpenCred Study commissioned by the Institute for

Prospective Technological Studies within the Joint

Research Centre of the European Commission).



JRC SCIENCE FOR POLICY REPORT

Opening up Education

A Support Framework for Higher Education Institutions

Andréia Inamorato dos Santos
Yves Punie
Jonatan Castaño Muñoz

2016

EUR 27938 EN

Joint Research Centre - JRC

The JRC (Seville) is the in-house science service of the European Commission. Our main goal is to support policy making in Europe via **research evidence**. We have over 100 policy reports published in the field of **education**, to include reports on **Open Education**, area in which we locate our **blockchain** study.



It can be downloaded from: <http://ec.europa.eu/jrc>



JRC SCIENCE FOR POLICY REPORT

OpenCases: Case Studies on Openness in Education

Miguel Ángel Gómez, Andrés Inamorato dos Santos, Felipe Nascimben, Paul Basich, Javiero Arenas, Stefania Aceto, Daniel Burgos, Yves Punie

2016

EUR 28018 EN

Upcoming reports: OpenEdu Policies



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European Commission



JRC SCIENCE FOR POLICY REPORT

Developing Computational Thinking in Compulsory Education

Implications for policy and practice

Andrés Inamorato dos Santos, Felipe Nascimben, Paul Basich, Javiero Arenas, Stefania Aceto, Daniel Burgos, Yves Punie

2016

EUR 28018 EN



JRC TECHNICAL REPORTS

Policy Approaches to Open Education

Case Studies from 28 EU Member States (OpenEdu Policies)

Andrés Inamorato dos Santos, Felipe Nascimben, Paul Basich, Javiero Arenas, Stefania Aceto, Daniel Burgos, Yves Punie

JRC
2017

EUR 28776 EN



JRC SCIENCE FOR POLICY REPORT

Research Evidence on the Use of Learning Analytics

Implications for Education Policy

Editor:
Rita Frondone,
Jonatan Castaño Muñoz

Authors and contributors:
Belén Fernández, Imke Barden, Doug Clark, Helen Cooper, Carme Melero, Anna Mollinedo, Sara Soriano, and Thomas Ullrich. From the Open University and Rita Frondone from the JRC

2016

EUR 28018 EN



JRC SCIENCE FOR POLICY REPORT

How are Higher Education Institutions Dealing with Openness?

A Survey of Practices, Beliefs, and Strategies in Five European Countries

Andrés Inamorato dos Santos, Felipe Nascimben, Paul Basich, Javiero Arenas

2016

EUR 28018 EN



JRC SCIENCE FOR POLICY REPORT

Makerspaces for Education and Training

Exploring future implications for Europe

Andrés Inamorato dos Santos, Felipe Nascimben, Paul Basich, Javiero Arenas, Stefania Aceto, Daniel Burgos, Yves Punie

JRC

EUR 28018 EN



Skills for Industry Strategy

Online Training

Promoting Opportunities for
the Workforce in Europe

FINAL REPORT

Written by PwC
June 2019





The Triple Helix

- Tri-lateral network interaction model between **university**, **business** and **government**
- The aim is to 'innovate the innovation'

Who will shape the education agenda in the future?

The university?

The government/municipalities?

Corporations?

Individuals?

AND THE GAP



Your
Questions

CARING IS SHARING,
SHARING IS CARING



Funded by the
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ICDE OER
ADVOCACY COMMITTEE



Open
Educational
Resources

ational
urces

A COMMITTEE FOR THE GLOBAL ADVOCACY OF OER.

My Footprints

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Ossiannilsson QOOL (quality
in open online learning)
Consultancy

E-learning, blended learning, open, online
learning, OERs, MOOCs and TEL specialist
with focus on quality



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ICDE, Quality Network
ICDE OER Advocacy Committee

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 <https://delicious.com/ossiannilsson>