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



Professor, Dr. Ebba Ossiannilsson

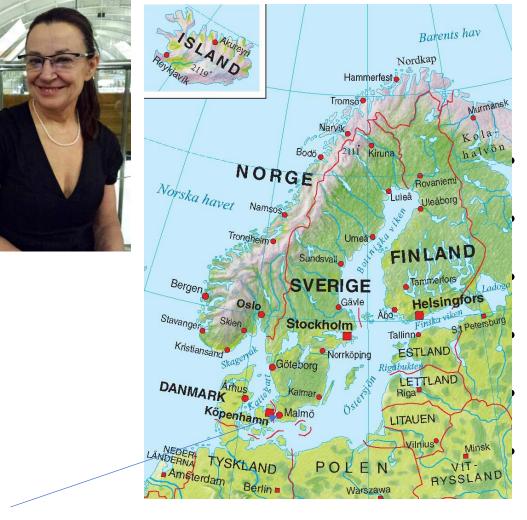
ICDE, EDEN, EADTU, ISO, SIS Swedish Association for Distance Education

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)

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



Funded by the Erasmus+ Programme of the European Union



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 competenses)

- 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

Modern Pedagogy, OER/OEP/OEC and Smart Technology



QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



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the oublin oeclassion - 2019

Increduction

celebracing the changing of the seasons from light to the season from the se on Online learning in Oublin brought cozether Around Five-DAYS in november in 2019 the World Conference provision learning in and ar the key massing of the key m critically reflect on and celebrate the many and varied facets of online education. Framed by the overarching theme of transforming lives and Societies, the Discussions in Dublin Online education is not a near singular shape. There are a variety of for explored competing powerful change forces and Differenceanto concrasting preparate pursures cual FOR ONLINE LEARNINS. FROM A RICH CAPESCRY OF FUCURE DISCONDENSION DE CONCOURS AND CHE INFLUENCE OF INFORMAC ELEARNING AND DESCARE LARNING HAVE help to cease out and discil some of the key messate as a simple duality between soon and bar, oto and hew, public

1. Shipping shapes

Online education is not a near singular shape. The Research however, openees can be opagie with many difference meanings and EDUCATION AND SREATER UNDERSTANDING IS STILL REQUIRED AND AND STREATER LOSSING DO DE LE CALLE concours and the influence of important cultural pactors in supporting learning. Moreover, the boundaries between online, open, Disical and tradicional models of Discance Learning have become increasingly blurred-for beccer and for unerested and the influence of commercial porces but business movels are eoucacion is not a simple oualicy between 3000 And batemioletace prover and between any strength and between more so enumerication might serve to unlock the so-called into might of undering access to eoucacion such binary chinking pails to convey the complexity LEARNING AND EDUCATION.

2. Shares or Openness

There is a sense in which Openness is the elixin, the children by the state of a measure of the state of the research. however, openness can be opaque with many distinction between roomal and incorrection of the point is evid broad spectrum critique of open is continually required, that the there of mutation of beducation and learning fucures can emerge. A renewed commitment open practices and social justice for transformative learning experiences was asserted in Oublin.

3. Sharpening the Shoots

Calk or openness also maises concrevensial guestions about business models. Such guestions

Incronuction

Sec against the backtorop of Samhain, a Celtic tradicion bacing back thousands of years Sec against the backorop of Samhain, a Celtic tradition of the seasons reprint the backorop of Samhain, a Celtic tradition of the seasons reprint to backorop of Samhain, a Celtic tradition of the seasons reprint to backorop sources from So contraines. Over Spin the every scheme, or Gransporting Lives and Sovieties, the discussion of the connection contrasting preprior and contrasting preprint preprior and contrasting preprior and contrasting preprin

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o privace such binary chinking pails to convey the complexity and mapiply shipting por s or online LEARNINS AND EDUCACION.

2. Shapes or Openness

There is a sense in which Openness is the elixir, the new gold standard of d ucation and Allenses. A teacion ano the mood with a enhance of the second o AND implementation that support the goals of Lipe-Long Learning and education for all.

4. Sunsecs and breakingoaus

A key theme emerging from Oublin was that traditional face-to-face belivery movels should no longer be viewer as the regault or baseline of erucation and lifelong learning. inteer, new AND emersing models of online learning challenge conception enceo bu che ein posicion



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© Video - Educause <u>Students of the Future</u>. CC-BY





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.



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.



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.







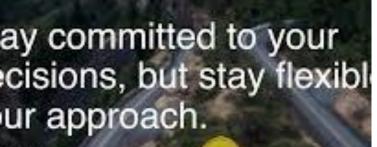












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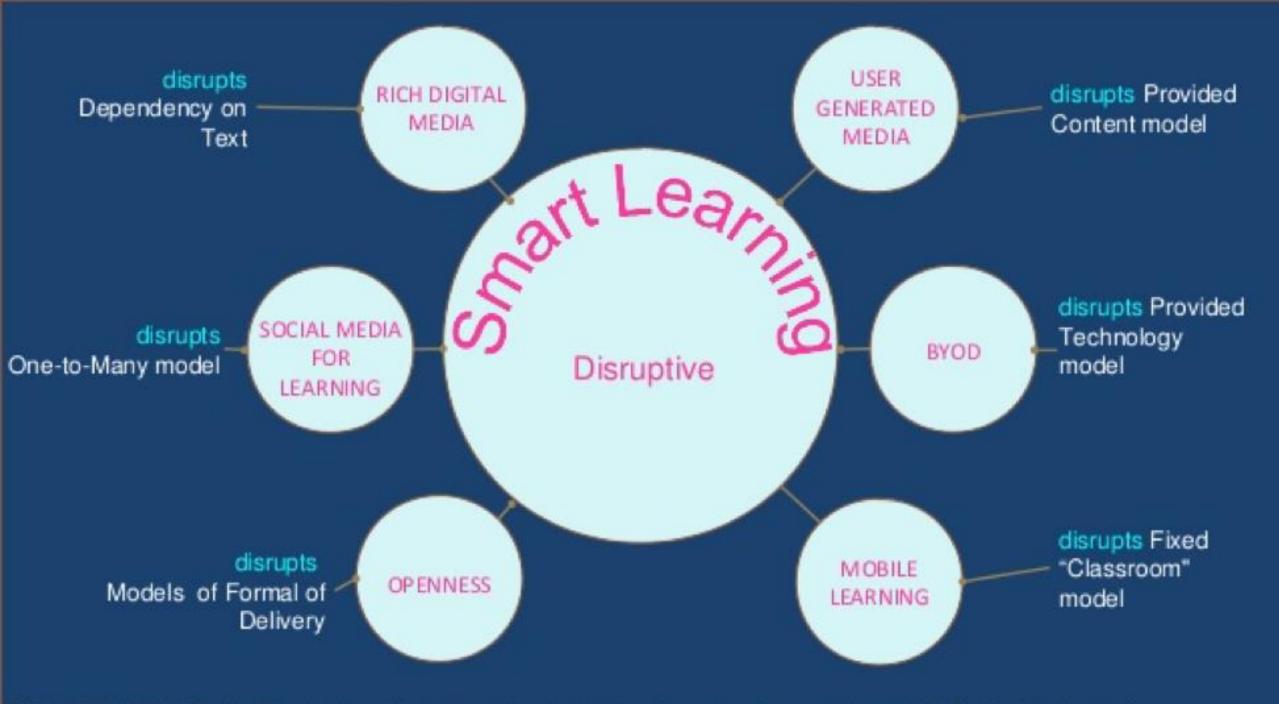
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Engagement



Modeleton (2015) "Introducing Smart Learning" in: A. Middleton (ed). Smart learning teaching and learning with smartphones and tablets in post compulsory education. NEL SIG and Shelf eld Halliam University



Self-Directed Learning

Andragogical Content Focused Instructor / Learner Coordinated Single-Loop Learning Linear Learning Design Competency Development

Inserved for Dr. Justice German

Self-Determined Learning Heutagogical Process Focused Learner Directed Double-Loop Learning Non-Linear Learning Design Capability Development

Fachert Schutte

Self-Determination Theory (SDT)

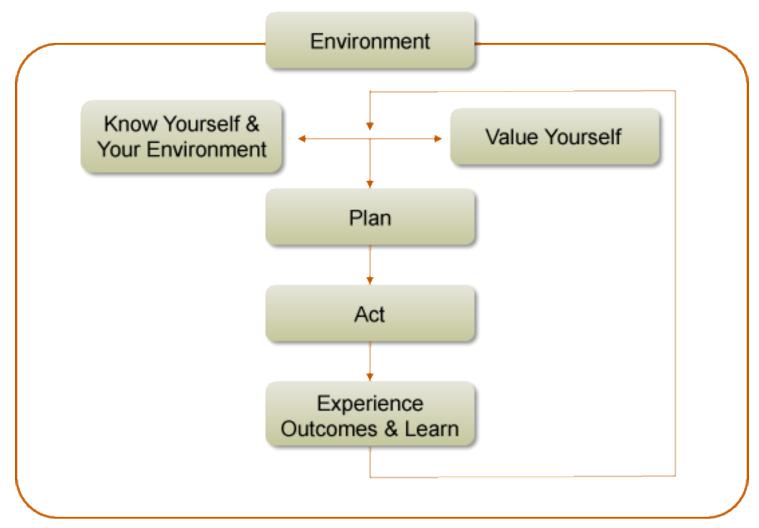
one of the theories of Human Motivation

Motivation is a process that starts with a physiological or psychological need that activates a behavior or a drive that is aimed at a goal.

The central premise of the theory is that individuals have **innate tendencies towards personal growth** and **vitality** that are **either satisfied or thwarted by their immediate environment.**

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Model of Self-Determination



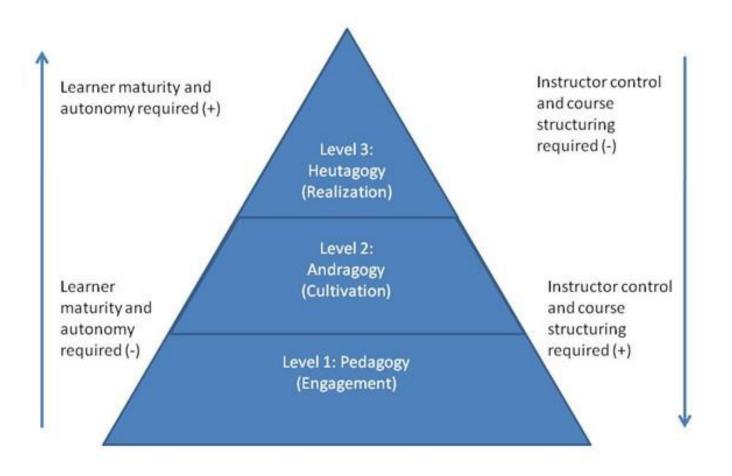


Figure 2. Progression from pedagogy to andragogy then to heutagogy (based on Canning, 2010, p. 63).

Self-Determined Learning

Formal Term: Heutagogy

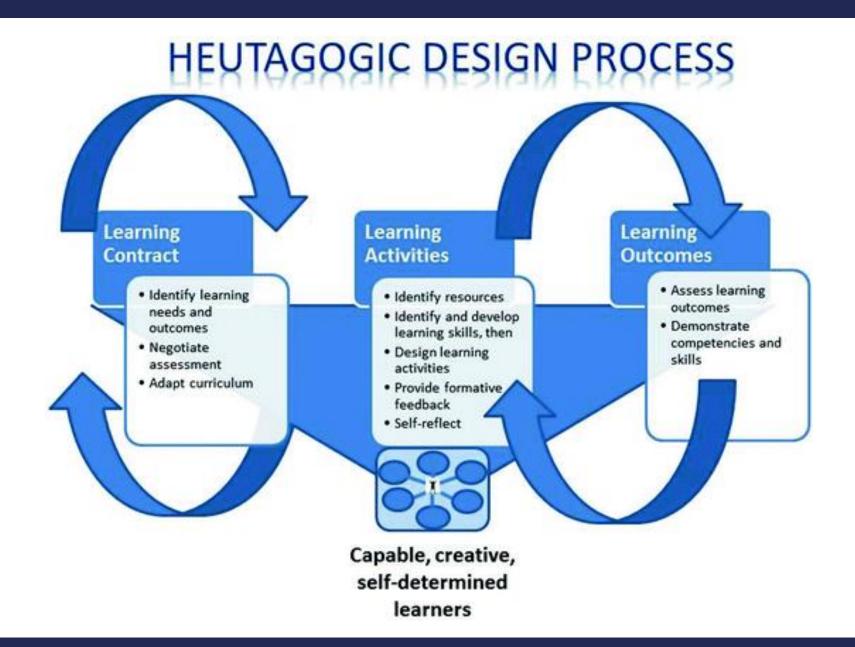
- Learner determines actions
- Inquiry driven
- Knowledge sharing
- Basic understanding of how to learn
- Non-linear
- Lackng a standard curriculum
- No top-down objectives
- Interest-based
- Collaborative

- Lear
- Customized
- Knowledge acquisition
- Specific goals for each learner
- Respect for individual

Personalized Learning

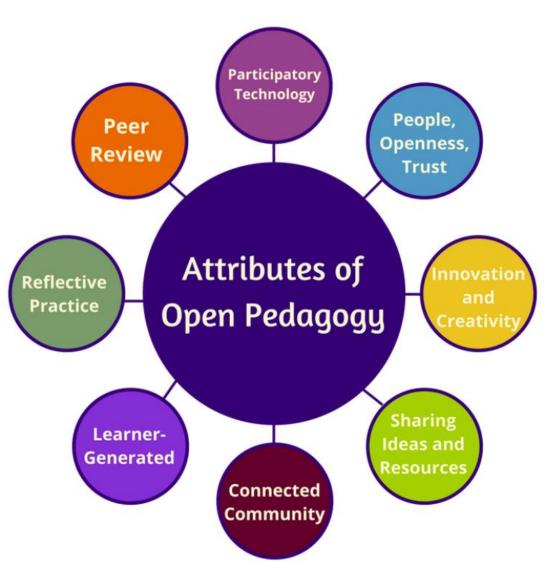
- Learner at center
- Emphasis on student learning styles
- Content driven and standards- based
 - Often linear
- Learning objectives created with strengths in mind
- Interest plays a role
- Follows a learning plan with a predetermined outcome

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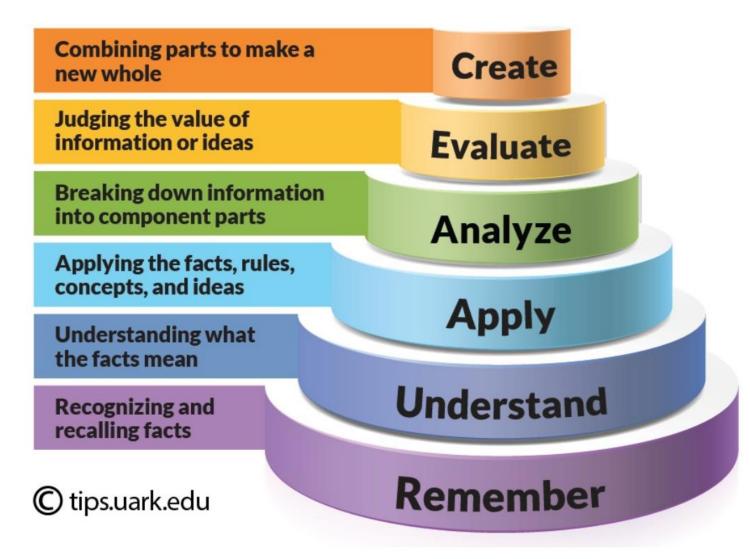


Increase Success By Increasing Inclusion

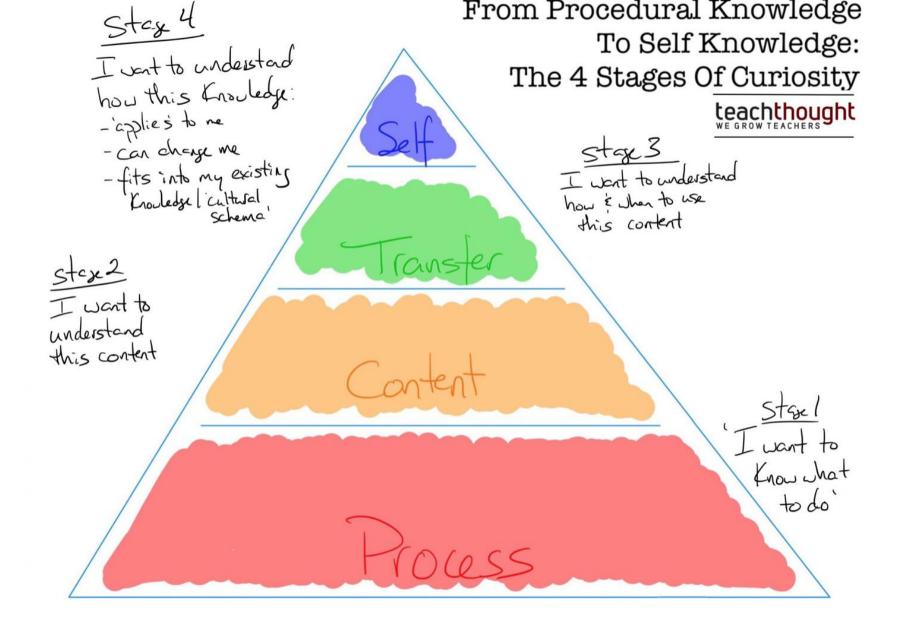


- <u>Open Pedagogy</u> <u>Notebook</u>
- <u>The Open Faculty</u> <u>Patchbook</u>

"Attributes of Open Pedagogy" by Helen Graves for <u>Online Network of Educators (Links to an external site.</u>) is licensed



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From Procedural Knowledge To Self Knowledge: The 4 Stages Of Curiosity by Terry Heick

6 POWERFUL STRATEGIES FOR Deeper learning in your classroom

Connect: Create a Community of Learners
 Empower: Activate Students to Lead Their Own Learning
 Contextualize: Use Human Themes
 Reach: Network Beyond School Walls
 Inspire: Personalize The Learning
 Wire: Make Technology the Servant, Not the Master

App Selection Criteria

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Innovating Pedagogy 2019

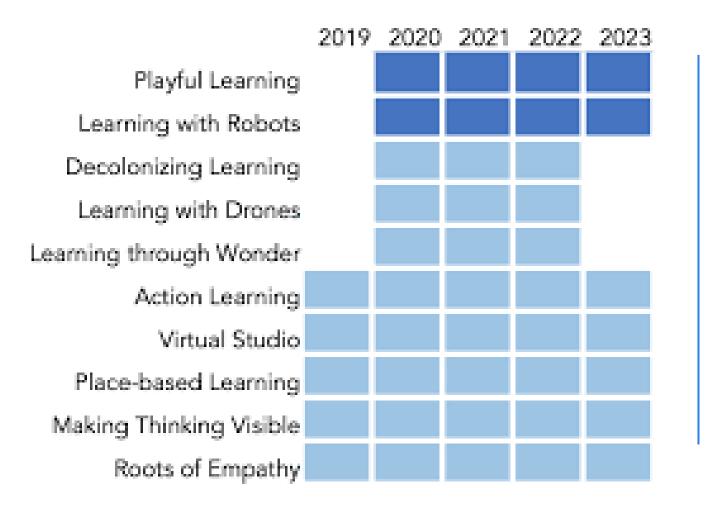
Exploring new forms of loss/barg, learning and essessment, to guide educators and policy makers

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Open University Instantion Report 7

Themes

- •Playful learning
- •Learning with robots
- •<u>Decolonising learning</u>
- •Drone-based learning
- •Learning through wonder
- •Action learning
- •<u>Virtual studios</u>
- •<u>Place-based learning</u>
- •<u>Making thinking visible</u>
- •Roots of Empathy





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.

Read full report: PDF | Other materials

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

- Redesigning Learning Spaces
- Blended Learning Designs

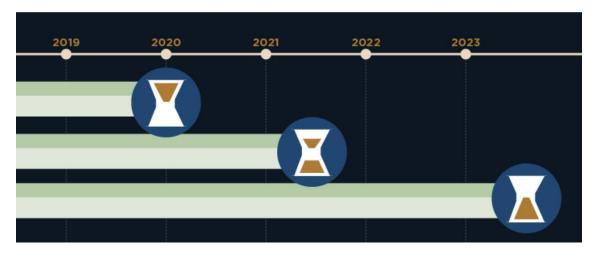
Mid-Term—*Driving technology adoption in higher education for the next three to five years*

- Advancing Cultures of Innovation
- Growing Focus on Measuring Learning

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

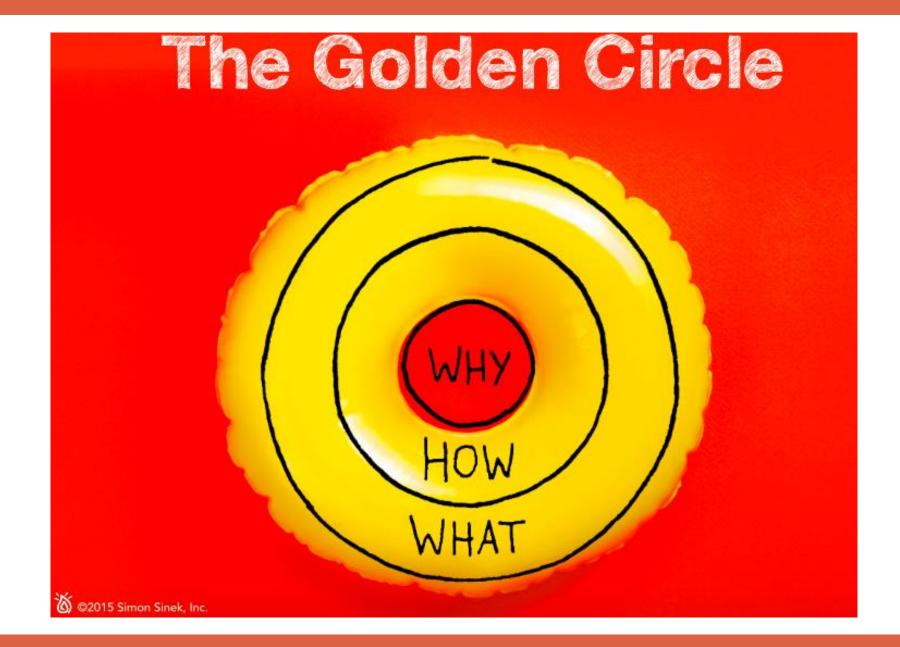
- Rethinking How Institutions Work
- Modularized and Disaggregated Degrees

Key Trends Accelerating Technology Adoption in Higher Education



Learning is not attained by chance, it must be sought for with ardor and diligence." ~ Abigail Adams

#StudentSuccess



Concepts to consider

- 1. Sense of presence
- 2. Emotional engagement
- 3. Other senses
- 4. Sense of time
- 5. In the right place at the right time
- 6. Immersive technologies
- 7. Storytelling
- 8. Flow
- 9. Absorbing the attention
- 10. Films, games, TV...





What do we mean by quality

Compliance and consumer protection Quality enhancement and process improvements Reputation



The SIMPLE answer: Quality is in the eye of the beholder

The COMPLEX answer: Quality, one size not fit all







Ministerial Statement 2nd World OER Congress, Ljubljana, Slovenia

- Recall the following UN Frameworks
- Reaffirm our commitment to the 2030 Agenda for Sustainable Development
- Recognize the UNESCO Paris OER Declaration 2012
- Whereas Open Educational Resources are defined as teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions
- Acknowledge that Open Educational Resources (OER) represent a strategic opportunity
- Recognize that in order for OER to reach its full transformative potential for supporting the realization of SDG 4, OER needs to be more integrally a part of educational policies and practices from early childhood education to post-secondary, technical vocational educational training, higher education, lifelong learning and teacher training. Mainstreaming OER-based content will depend upon quality international, national, regional assessments, leadership and commitment to openness and access of OER educational content by users, educators, institutions and governments, and also requires that other pre-conditions to quality education are in place.

- Underscore that addressing these OER challenges should not be delayed, in view of the urgency for action to achieve SDG 4 'Quality Education'.
- Reaffirm that toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory.
- Welcome the Ljubljana OER Action Plan 2017 that calls for actions in the following areas to support the mainstreaming of OER: the capacity of users to access, re-use, and share OER; issues related to language and culture; safety and security of content ensuring inclusive and equitable access; changing business models to support digital transformation according to public funding and legal frameworks; and the development of supportive policy environments.
- Call on all educational stakeholders to implement the recommendations of the Ljubljana OER Action Plan 2017 to increased international collaboration in the area of OER through a dynamic coalition to expand and consolidate commitments to actions, strategies and legislation in this area.

Commonwealth of Learning:

Materials that may be freely accessed, reused, modified and shared to support teaching and learning at all levels of education (2017a, p.1).

Ljubljana Action Plan:

Teaching, learning and research materials in any medium - digital or otherwise - that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the framework of intellectual property rights as defined by relevant international conventions to respect the authorship of work. OER are a strategic opportunity to improve knowledge sharing, capacity building and universal access to quality learning and teaching resources. (UNESCO, 2017, p. 1).

William and Flora Hewlett Foundation:

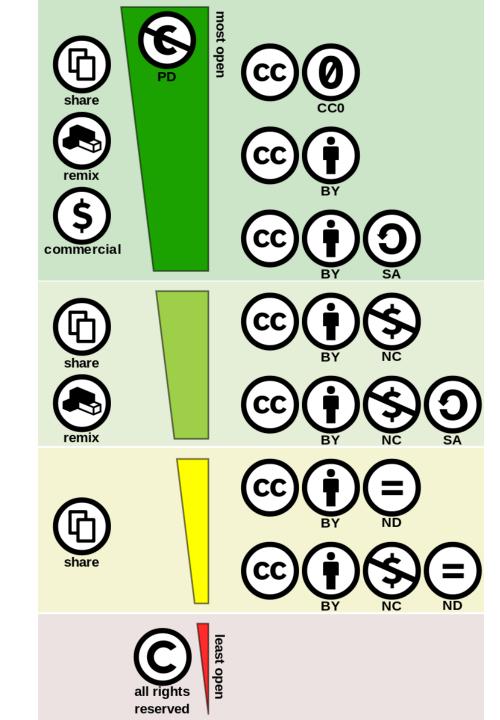
Teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (2019).

UNESCO definition, updated 27th May 2019:

Learning, teaching and research material in any format and medium that resides in the Public Domain or are under the copyright that has been released under an open license that permits no-cost access, reuse, repurpose, adaptation and redistribution by others (UNESCO, 2019).

In addition, the UNESCO definition of an **open license** was updated at the Special Intergovernmental Committee meeting in relation to a draft UNESCO recommendation concluded in Paris, May 2019. This updated definition is:

Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt, and redistribute educational materials.



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CAPE TOWN OPEN EDUCATION DECLARATION 10th ANNIVERSARY

Ten directions to move Open Education forward



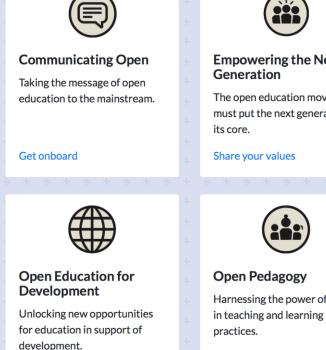


Download booklet



Connecting with Other Open Movements

Open education can grow stronger through collaboration with allied movements.





Empowering the Next Generation

The open education movement must put the next generation at its core.

Harnessing the power of open

Share your values

practices.



Thinking Outside the Institution

Enabling everyone, everywhere, to learn anything.

Start now



Opening Up Publicly Funded Resources

Publicly funded educational resources should be openly licensed by default.

See why



Data and Analytics

Exploring the intersection of open content, open data, and open learning.

Read more

Flip it



Copyright Reform for Education

Copyright reform and open education advocacy are two sides of the same coin.

Submit an idea



Beyond the Textbook Building the open learning materials of the future.

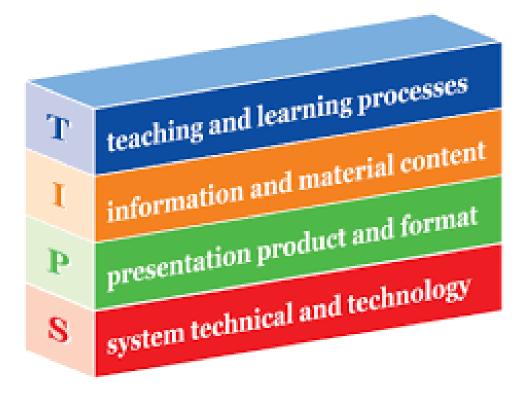
Go beyond

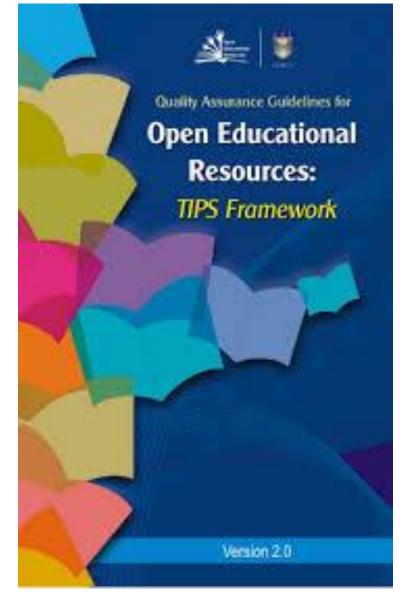


X Card

What's missing? We want your ideas for other directions to help move open education forward.

Open Educational Resources	Build	Build the capacity of stakeholders to find, re-use, create and share OER
	Develop	Develop supportive policy
	Ensure	Ensure inclusive and equitable access to quality OER
OER ADVOCACY COMMITTEE	Nurture	Nurture the creation of sustainability models for OER
	Facilitate	Facilitate international co-operation







TIPS Framework by CEMCA

- Quality indicators of OER based on learning domains
 - Cognitive
 - Affective
 - Meta-cognitive
 - Environment &
 - · Management Domain.



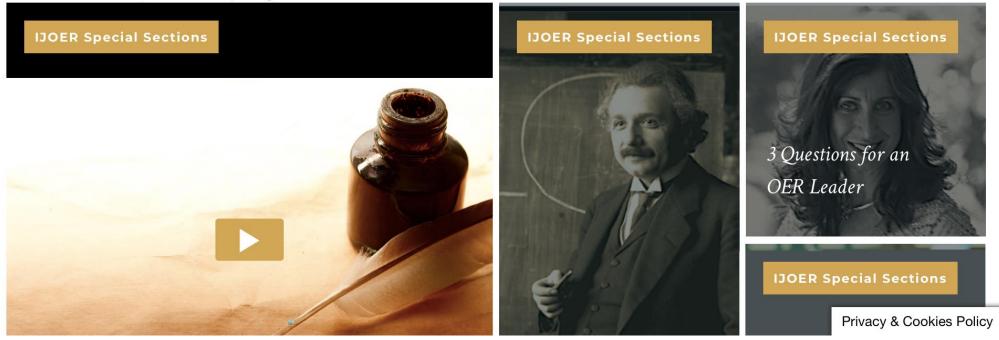






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Two questions:



 In your context, what is the vision of the future of Modern smart OER?

2. What do you need from others in order to succeed?

CARING IS SHARING, SHARING IS CARING



Funded by the Erasmus+ Programme of the European Union



My Footprints





Ossiannilsson QOOL (quality in open online learning) Consultancy E-learning, blended learning, open, online learning, OERs, MOOCs and TEL specialist



Vice President, The Swedish Association for Distance Education Vice President, The Swedish Association for e-Competence EDEN Fellow, EDEN NAP, EDEN EC Open Education Europa Fellow and Ambassador EADTU, Quality Reviewer, E-xcellence, OpenupEd ICDE, Quality Network ICDE OER Advocacy Committee

