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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

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

ICDE World Conference on Online Learning
The Dublin Declaration - 2019

Introduction

Set against the backdrop of Samhain, a Celtic tradition dating back thousands of years celebrating the changing of the seasons from light to dark, the 28th ICDE World Conference on Online Learning in Dublin brought together around 800 educators from 80 countries. Over five-days in November in 2019 the World Conference provided a timely opportunity to critique, 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 explored competing powerful change forces and different and contrasting preferred futures for online learning. From a rich tapestry of future discourses in Dublin, the following strands help to tease out and distil some of the key messages.

1. Shifting shapes

Online education is not a neat singular shape. There are a variety of forms of online education and greater understanding is still required of the contextual and societal contours and the influence of important cultural factors in supporting learning. Moreover, the boundaries between online, open, digital and traditional models of distance learning have become increasingly blurred—for better and for worse. Therefore, online and off-line education is not a simple duality between good and bad, old and new, public and private - such binary thinking fails to convey the complexity and rapidly shifting forms of online learning and education.

2. Shades of Openness

There is a sense in which Openness is the elixir, the new gold standard of education and research. However, openness can be opaque with many different meanings and challenges. A broad spectrum critique of open is continually required, so that a myriad of education and learning futures can emerge. A renewed commitment to open practices and social justice for transformative learning experiences was asserted in Dublin.

3. Sharpening the Shoots

Talk of openness also raises controversial questions about business models. Such questions

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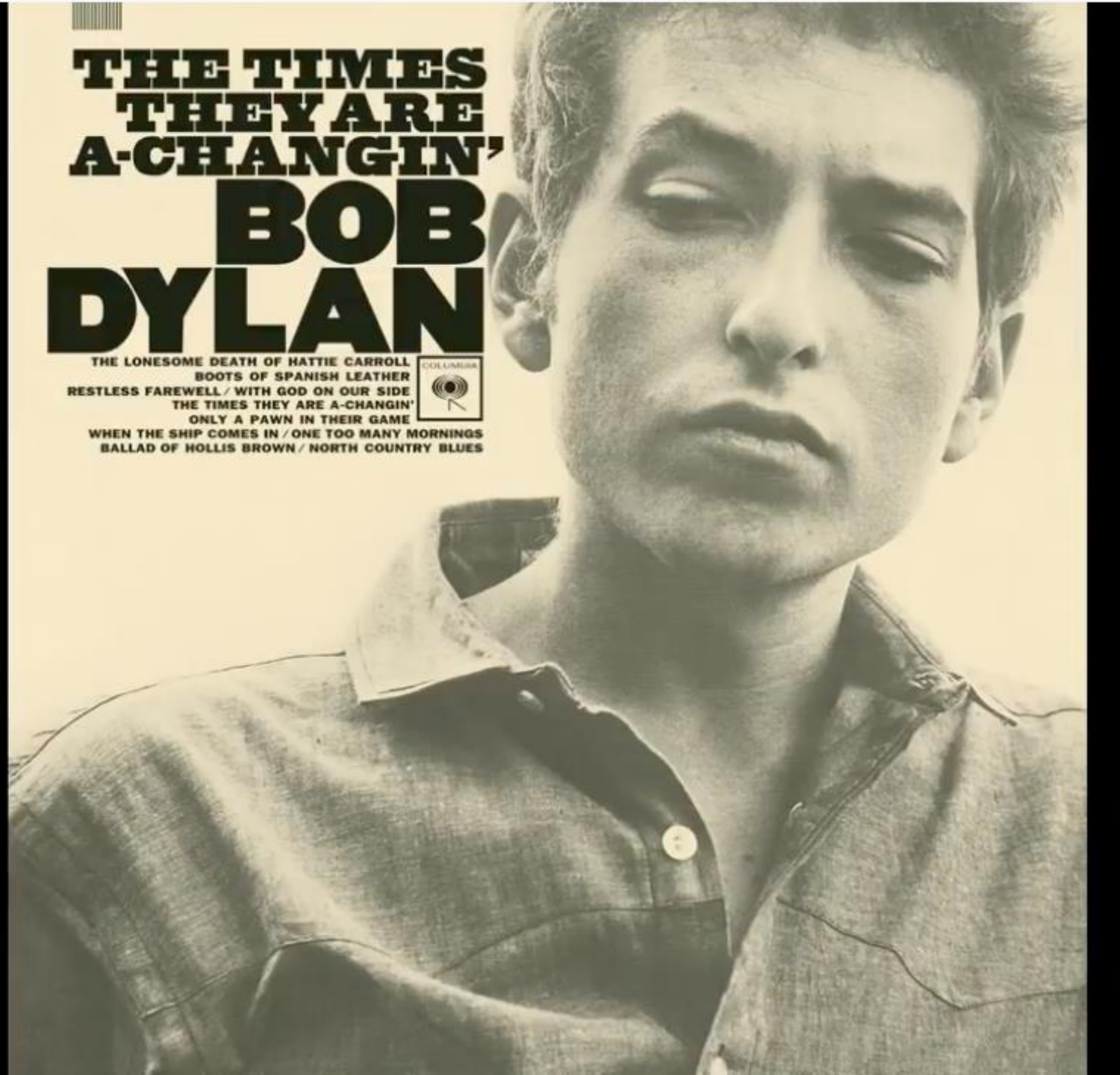
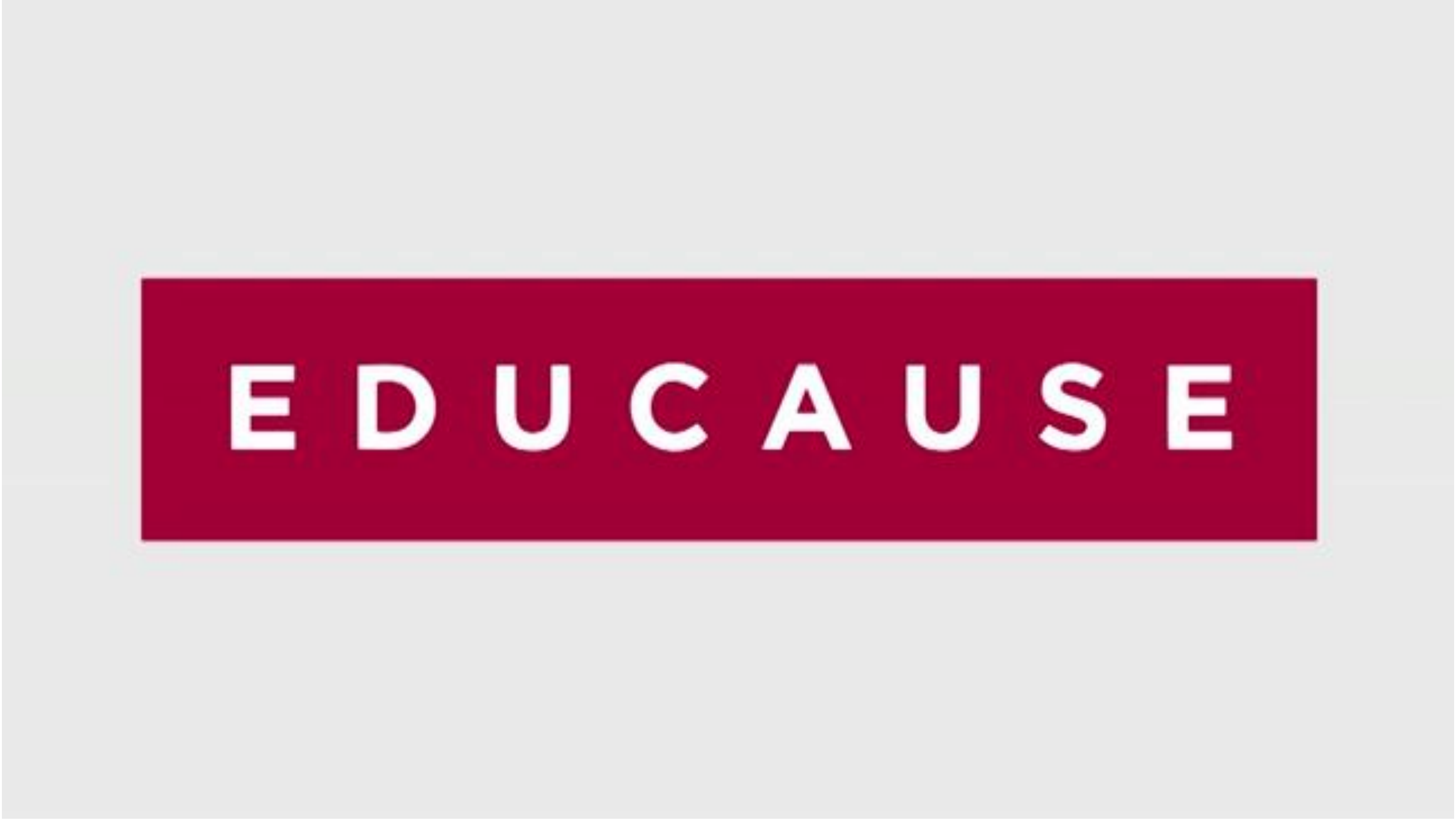

THE TIMES THEY ARE A-CHANGIN'
BOB DYLAN
THE LONESOME DEATH OF HATTIE CARROLL
BOOTS OF SPANISH LEATHER
RESTLESS FAREWELL / WITH GOD ON OUR SIDE
THE TIMES THEY ARE A-CHANGIN'
ONLY A PAWN IN THEIR GAME
WHEN THE SHIP COMES IN / ONE TOO MANY MORNINGS
BALLAD OF HOLLIS BROWN / NORTH COUNTRY BLUES
COLUMBIA



© Video - Educause Students of the Future. CC-BY

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

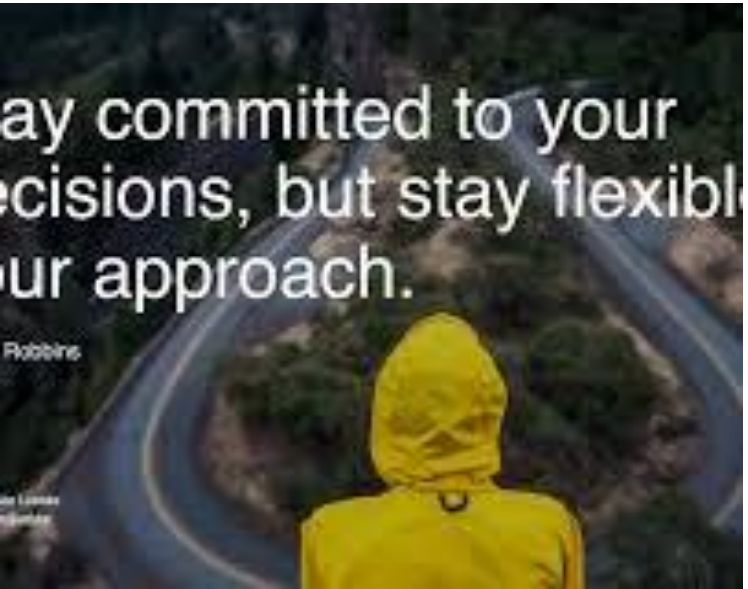
Diversity will be the new normal, and different communities and networks emerge. Creative destruction is changing regions, the economic structure and jobs. The need for support and guidance is individualised.

The Future
NEXT EXIT

WELCOME TO THE
FUTURE
ENJOY THE RIDE

COMMITTED

NEVER
MAYBE
SOMETIMES
USUALLY
100%
COMMITTED


ay committed to your
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Robbins

PASSION LED US HERE

Are You Simpl
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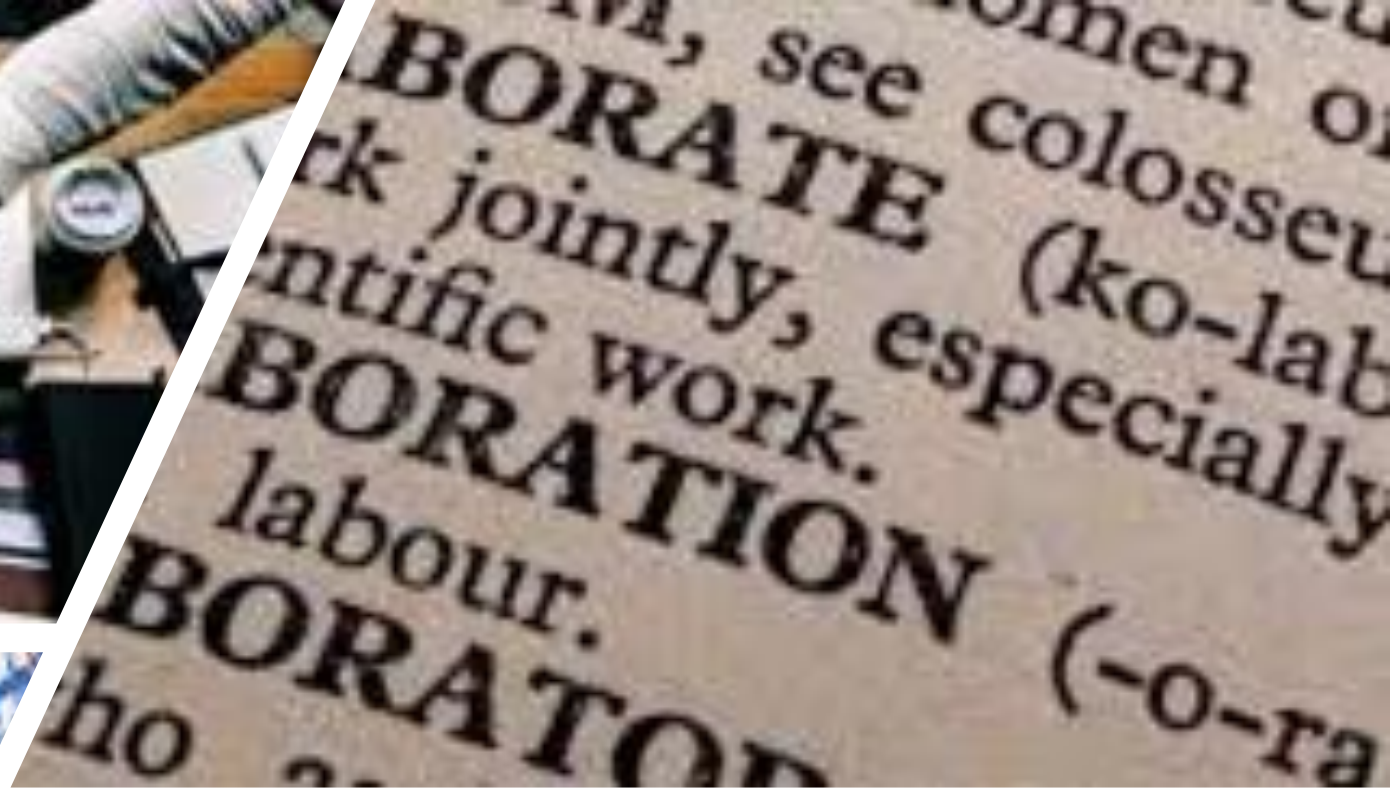
BORATE
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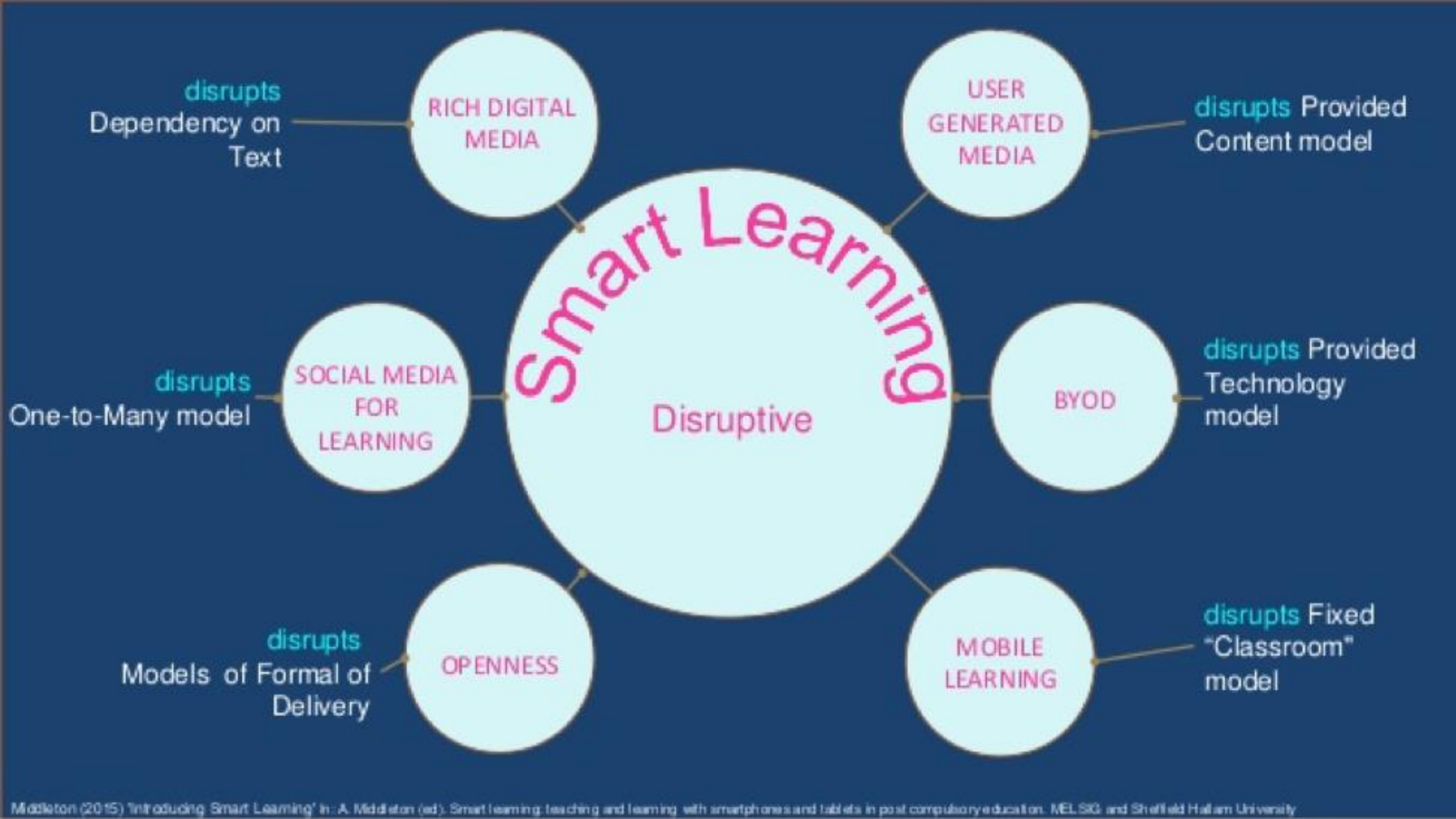
BORATION
labour.
BORATOR

TEAMWORK

Engagement



Middleton (2015) 'Introducing Smart Learning' in: A. Middleton (ed): Smart learning: teaching and learning with smartphones and tablets in post compulsory education. MELSIG and Sheffield Hallam University

Photo R Sejersen 2019

Self-Directed Learning	Self-Determined Learning
Andragogical	Heutagogical
Content Focused	Process Focused
Instructor / Learner Coordinated	Learner Directed
Single-Loop Learning	Double-Loop Learning
Linear Learning Design	Non-Linear Learning Design
Competency Development	Capability Development

Inspired by Dr. Jackie Gerstein

Robert Schuetz

Self-Determination Theory (SDT)

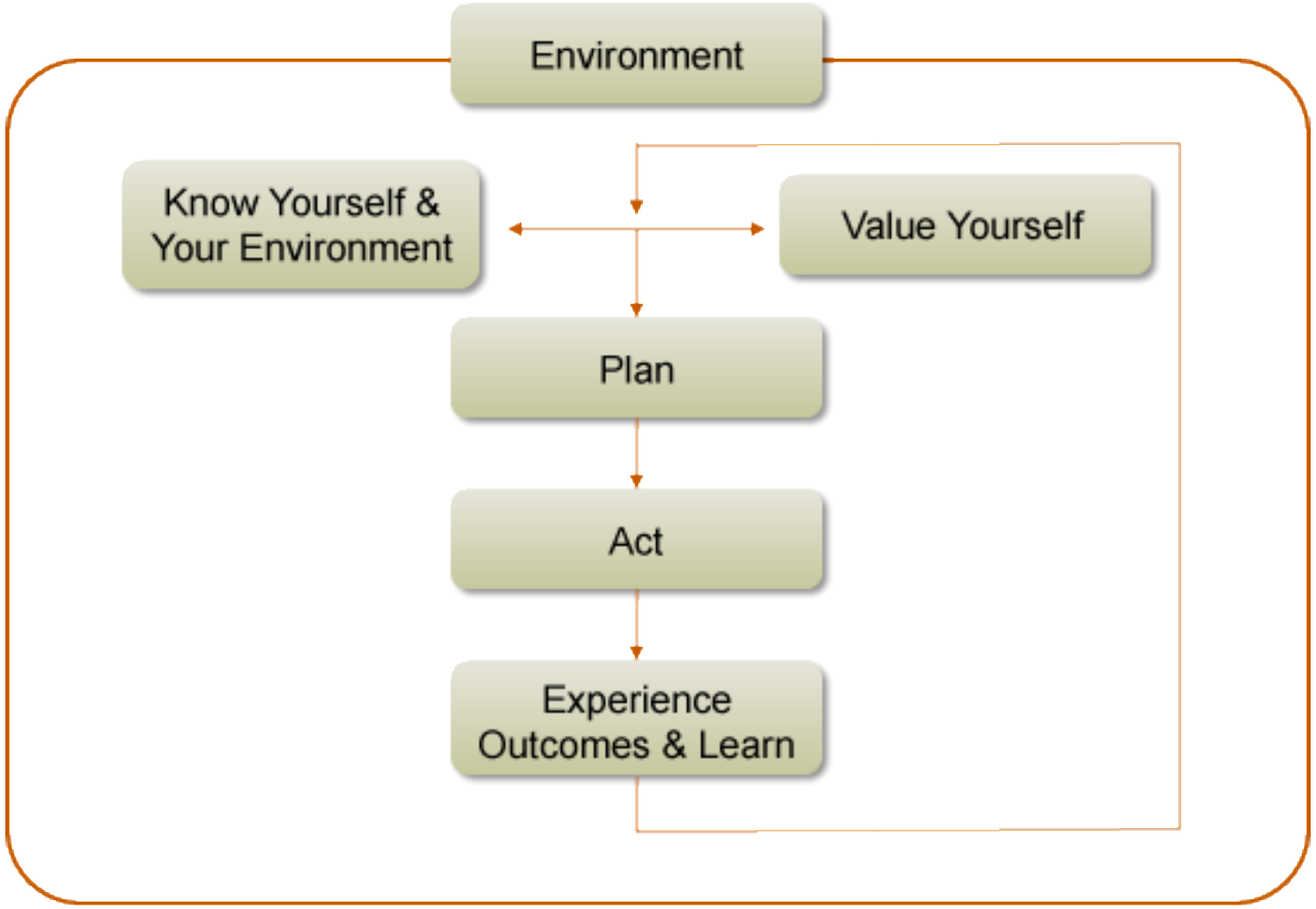
one of the theories of **Human Motivation**

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.**

fppt.com

Model of Self-Determination



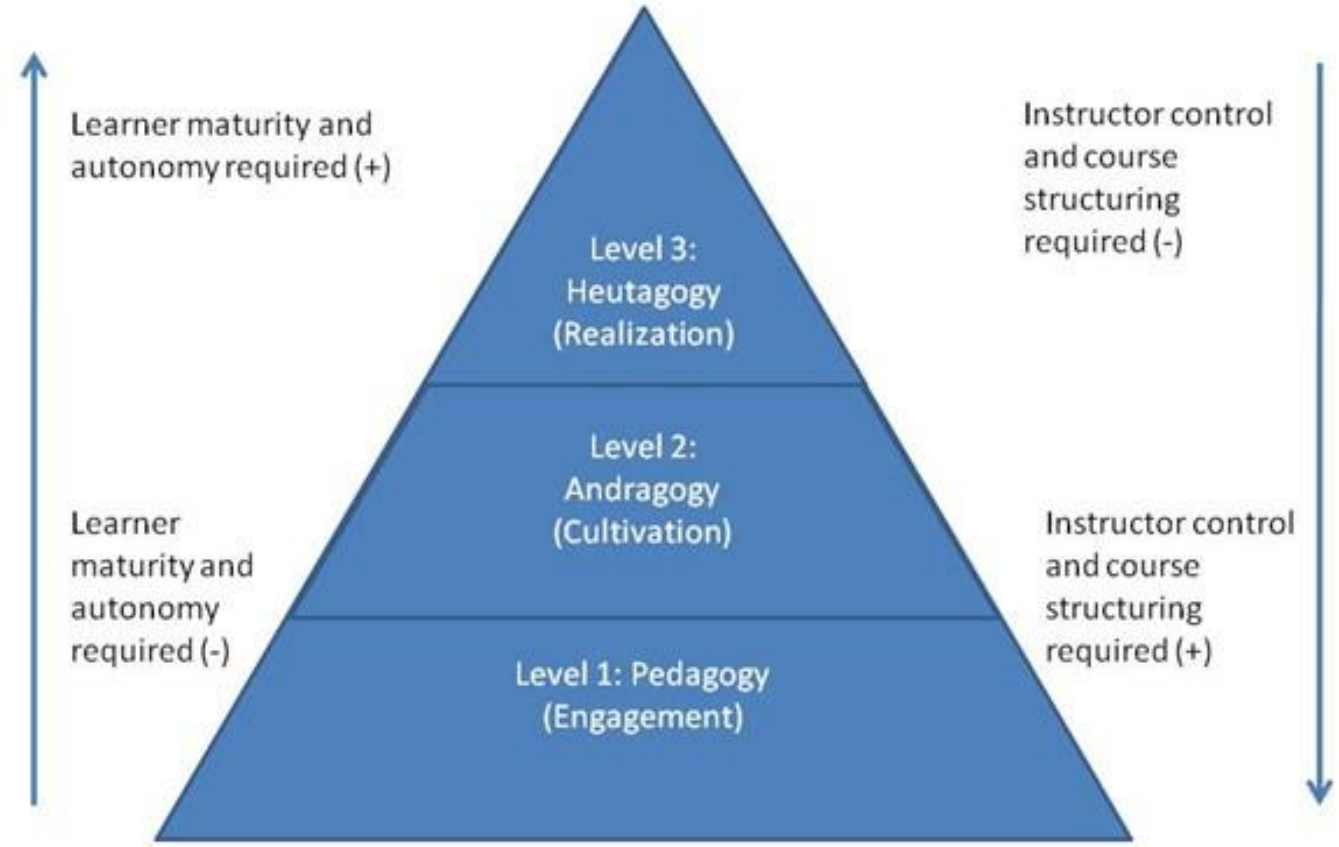
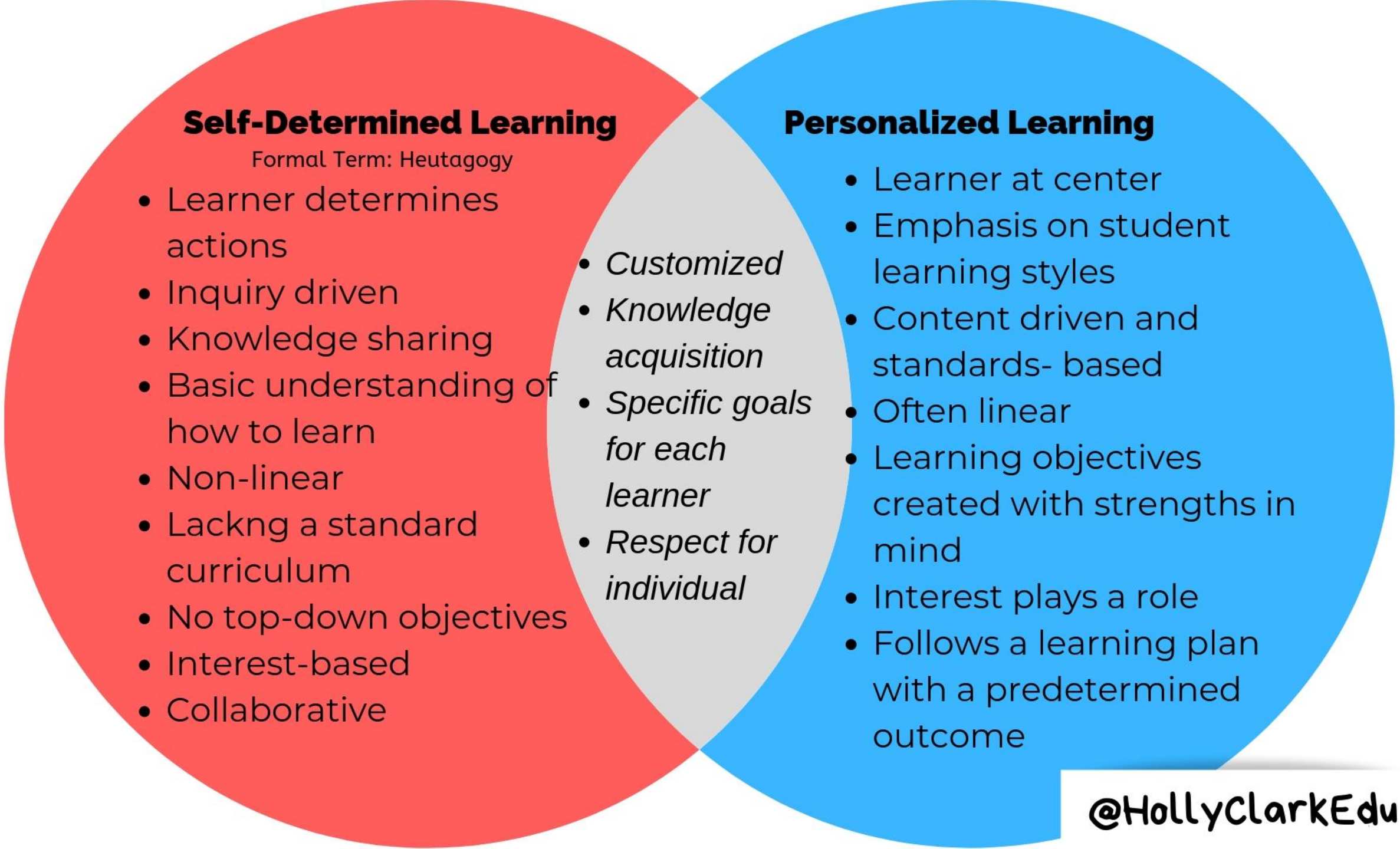
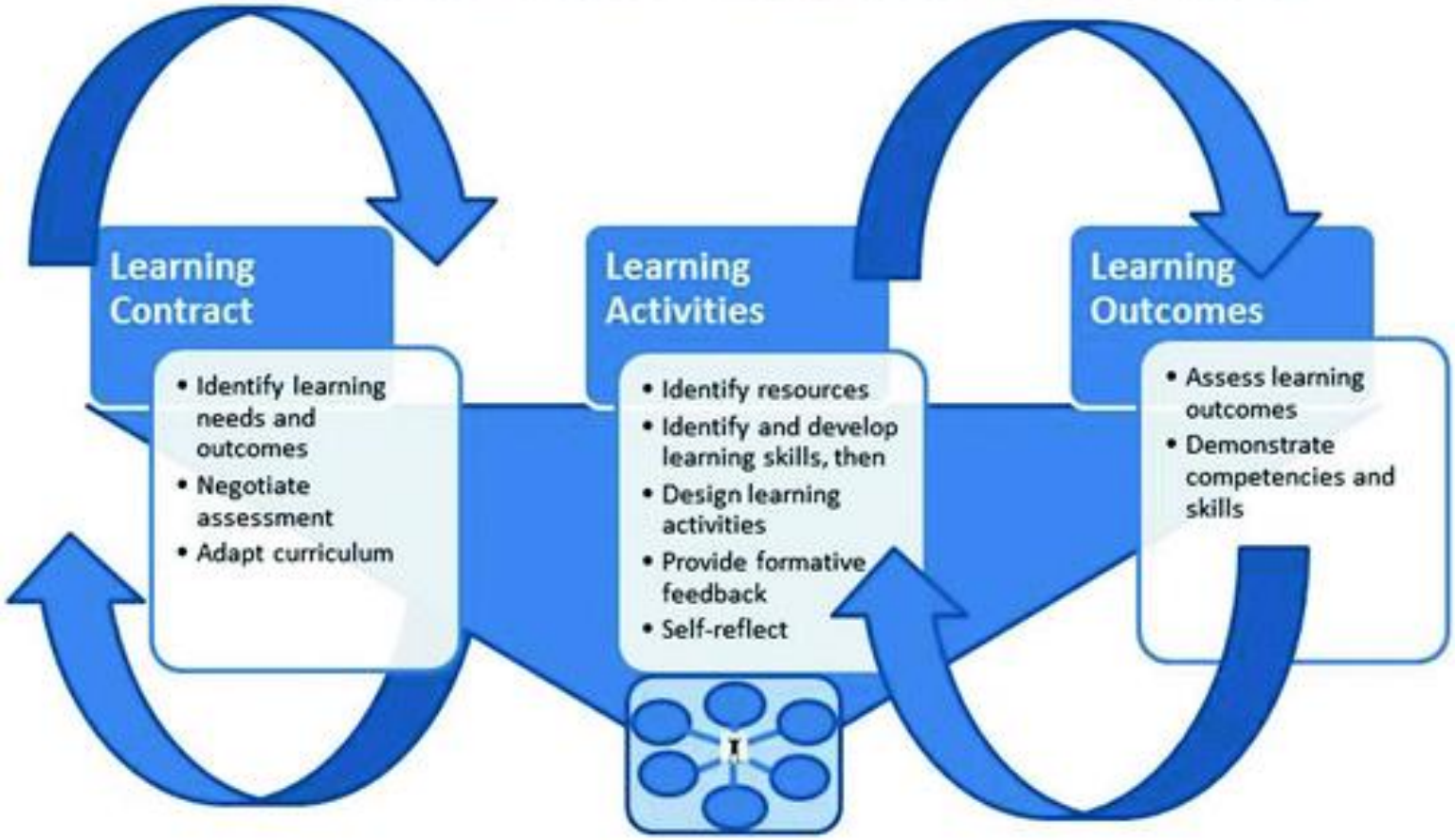


Figure 2. Progression from pedagogy to andragogy then to heutagogy (based on Canning, 2010, p. 63).


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
• 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
@HollyClarkEdu

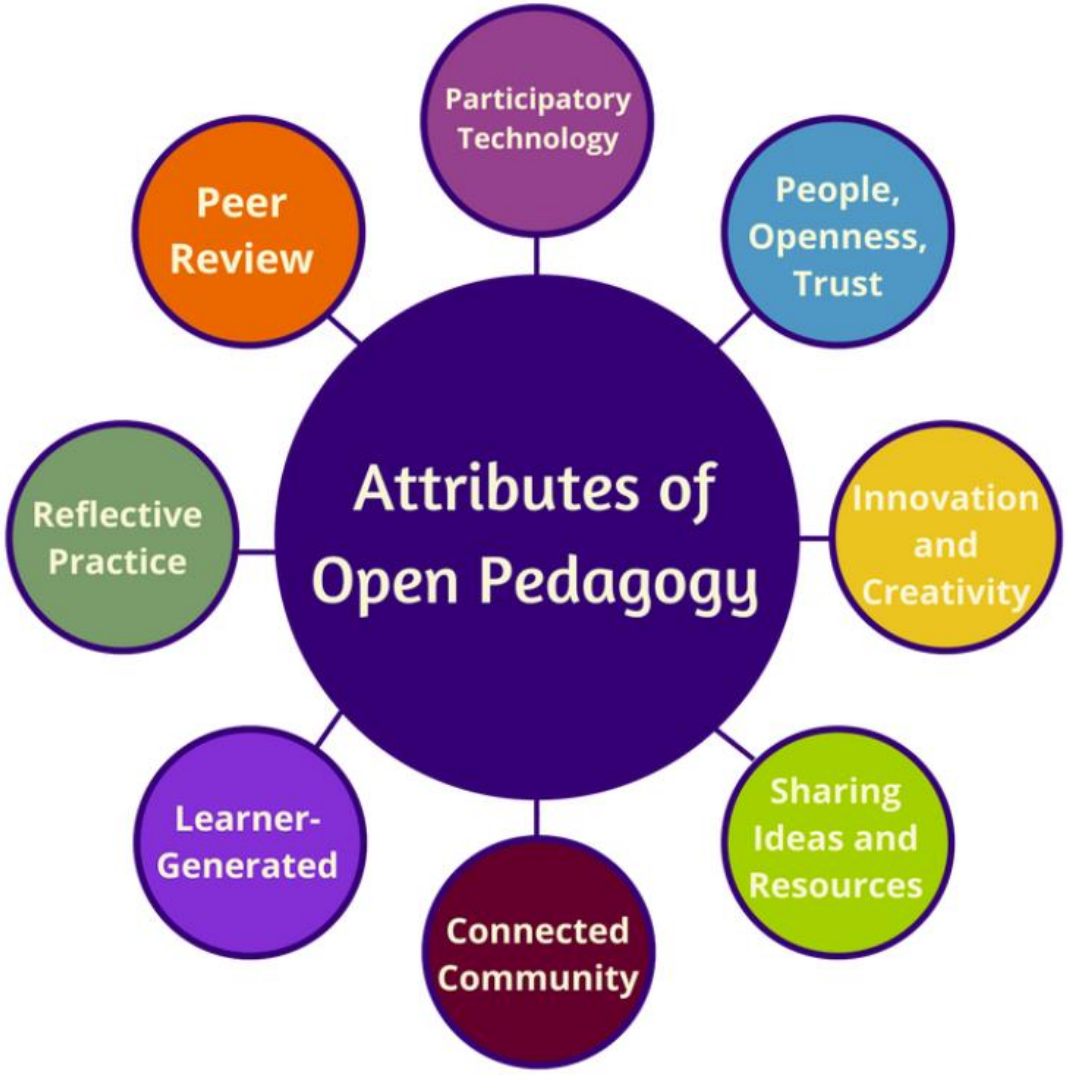
HEUTAGOGIC DESIGN PROCESS



Capable, creative, self-determined learners

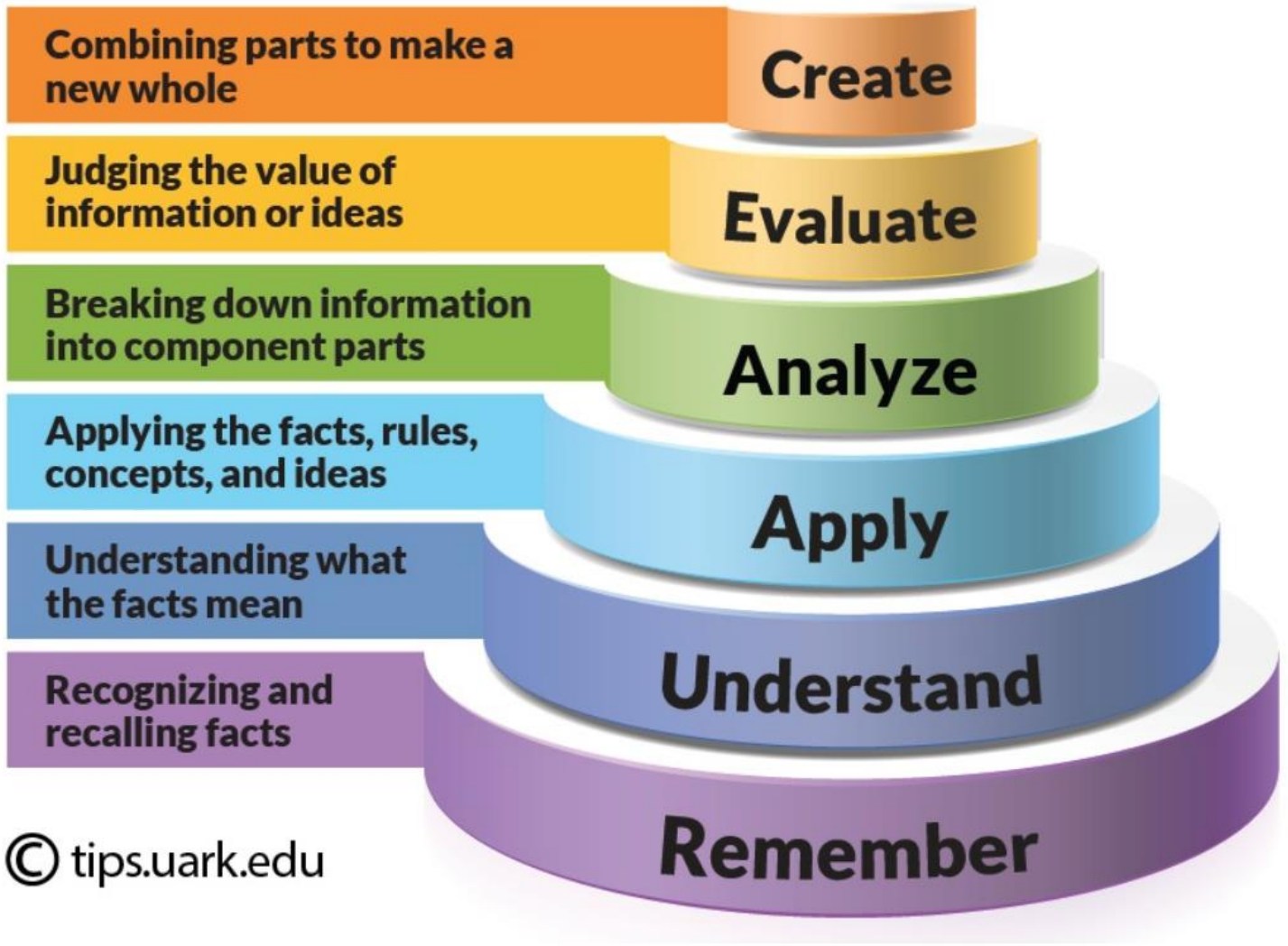
Inamorata dos Santos et al, JRC, 2016

Increase Success By Increasing Inclusion



- Open Pedagogy Notebook
- The Open Faculty Patchbook

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



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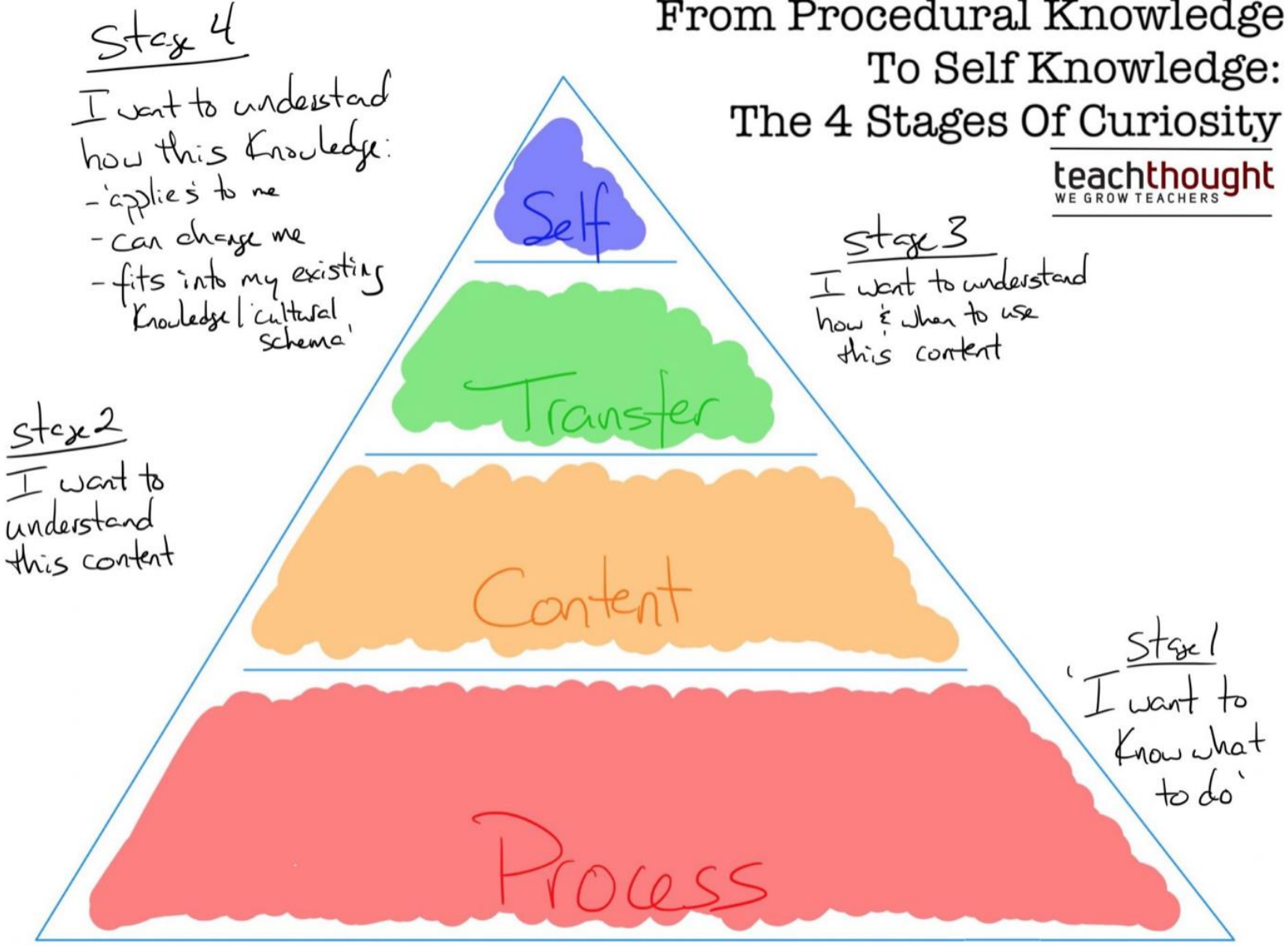
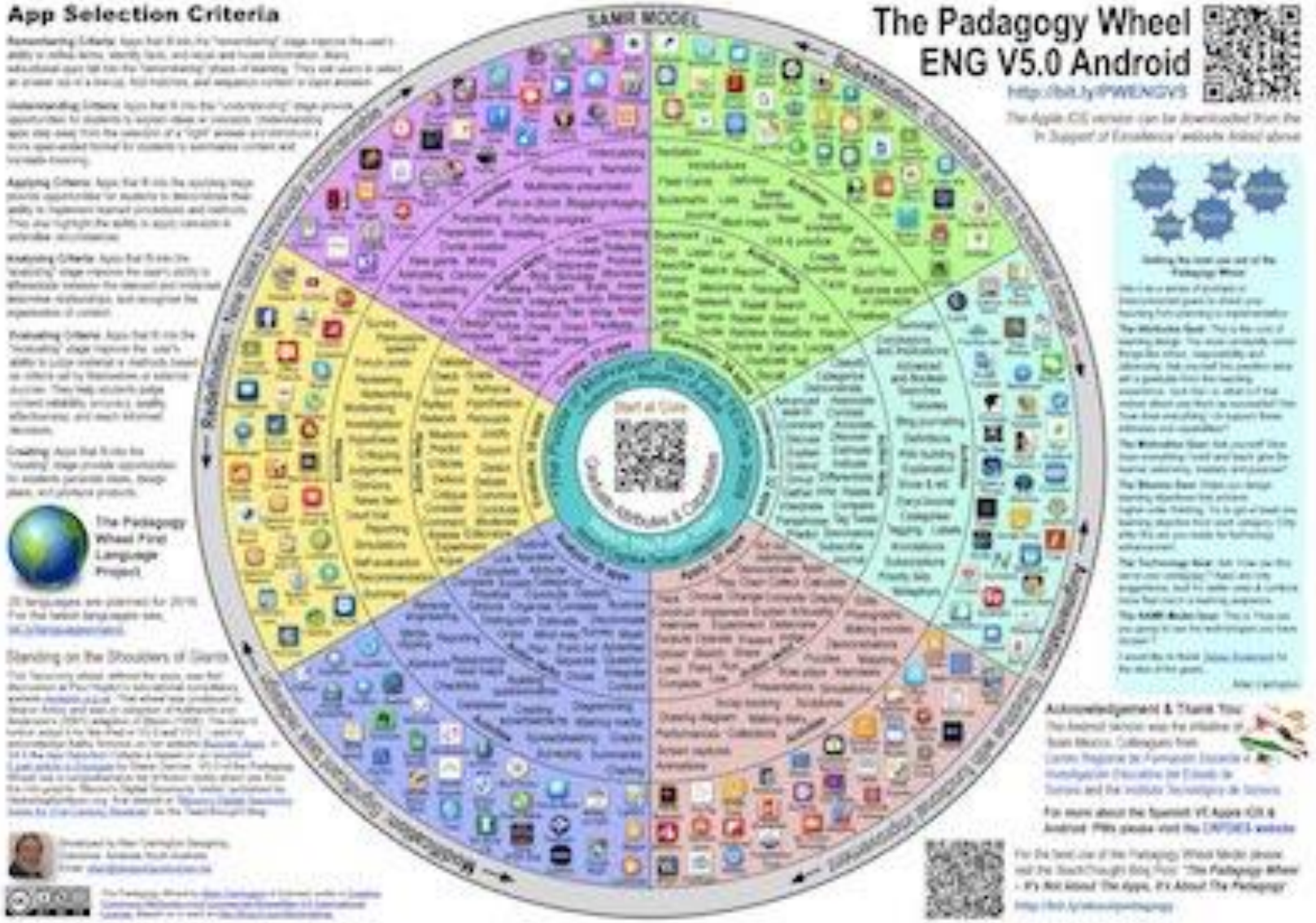


From Procedural Knowledge To Self Knowledge: The 4 Stages Of Curiosity by **Terry Heick**

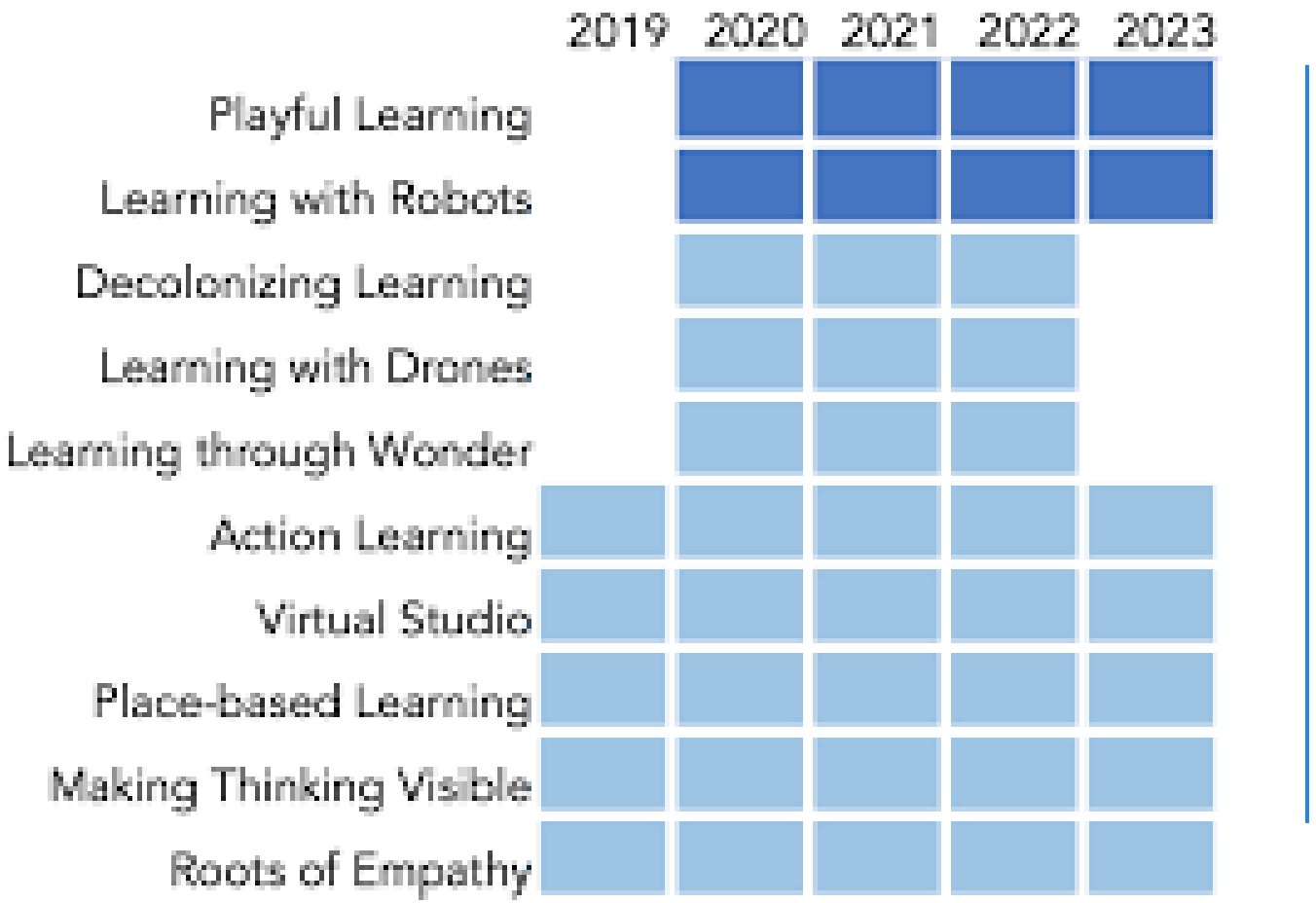
6 POWERFUL STRATEGIES FOR DEEPER LEARNING IN YOUR CLASSROOM

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


App Selection Criteria
SAMR MODEL
The Padagogy Wheel
ENG V5.0 Android
http://bit.ly/PWENGV5
The Padagogy Wheel First Language Project
Standing on the Shoulders of Giants
Acknowledgement & Thank You

Themes

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


2019
2020
2021
2022
2023
Playful Learning
Learning with Robots
Decolonizing Learning
Learning with Drones
Learning through Wonder
Action Learning
Virtual Studio
Place-based Learning
Making Thinking Visible
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

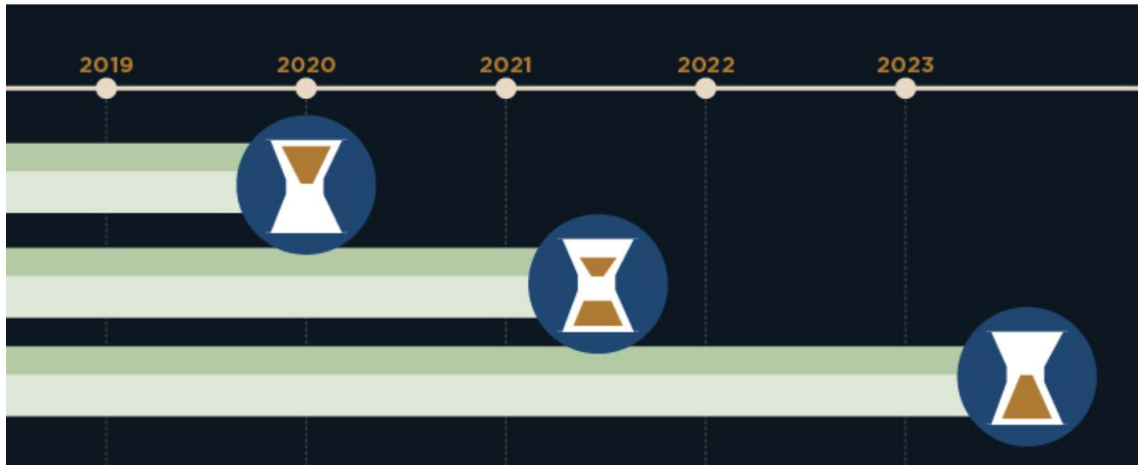
Mid-Term—*Driving technology adoption in higher education for the next three to five years*

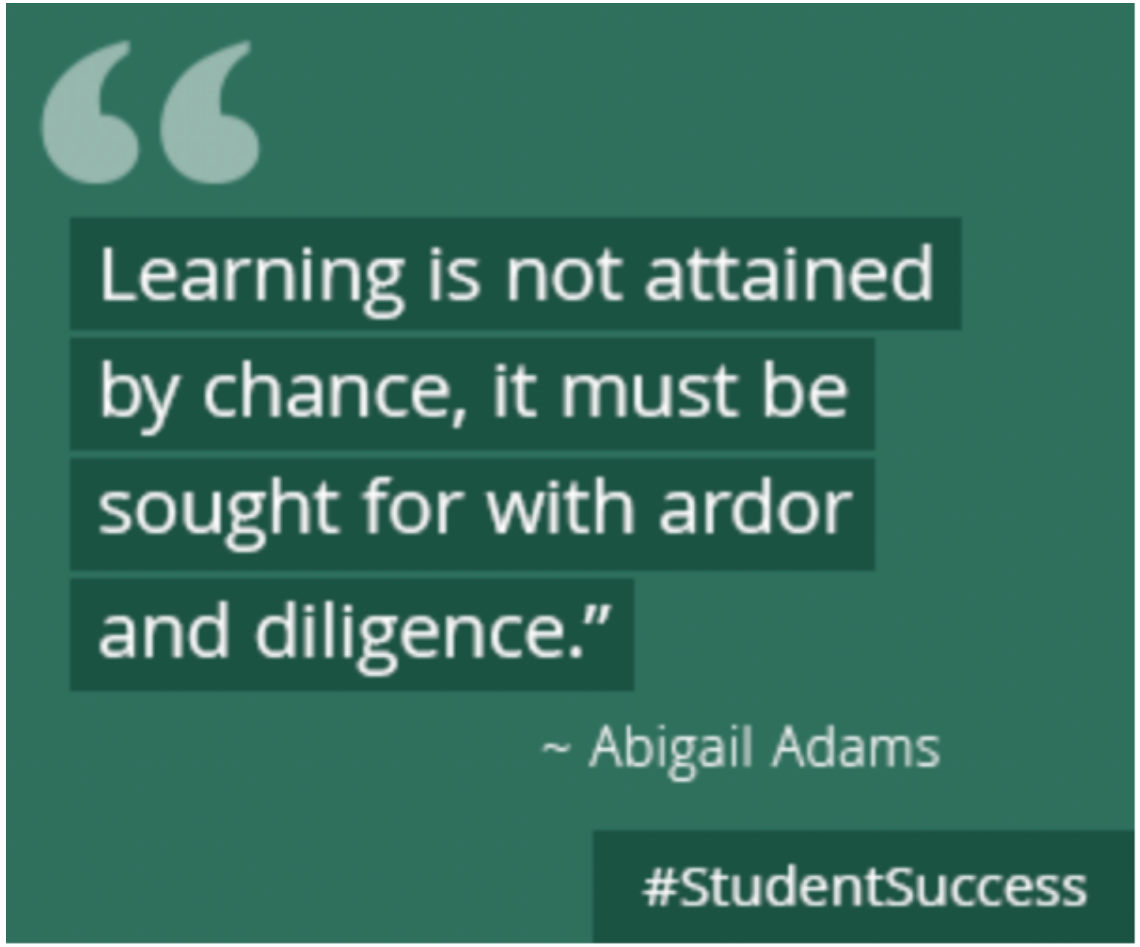
- Advancing Cultures of Innovation
- Growing Focus on Measuring Learning

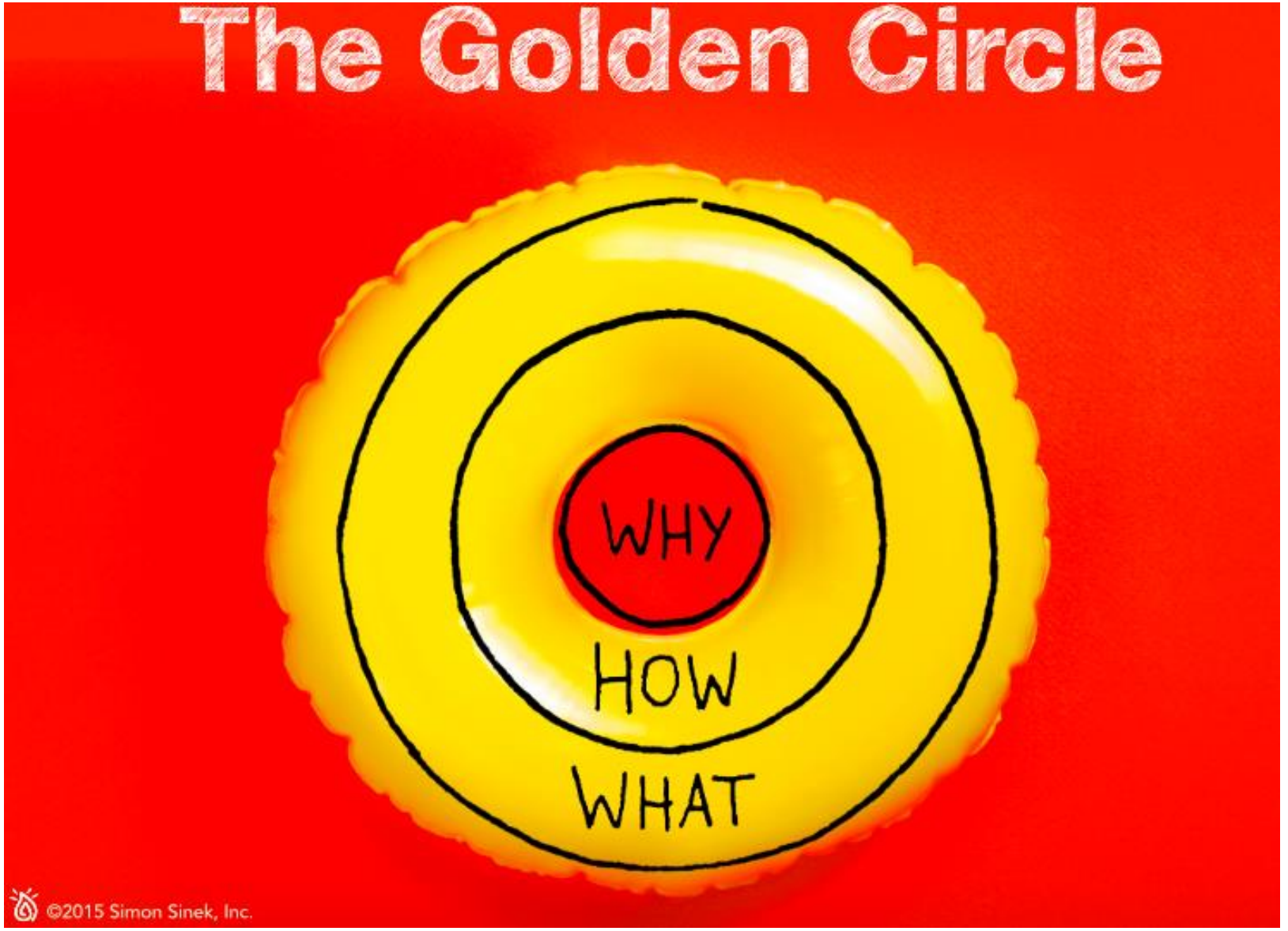
Long-Term—*Driving technology adoption in higher education for five or more years*

- Rethinking How Institutions Work
- Modularized and Disaggregated Degrees

Key Trends Accelerating Technology Adoption in Higher Education






The Golden Circle
WHY
HOW
WHAT
©2015 Simon Sinek, Inc.

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

Open
Educational
Resources

Open Education and OER
Slovenian case:
From Commitment to Action

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:

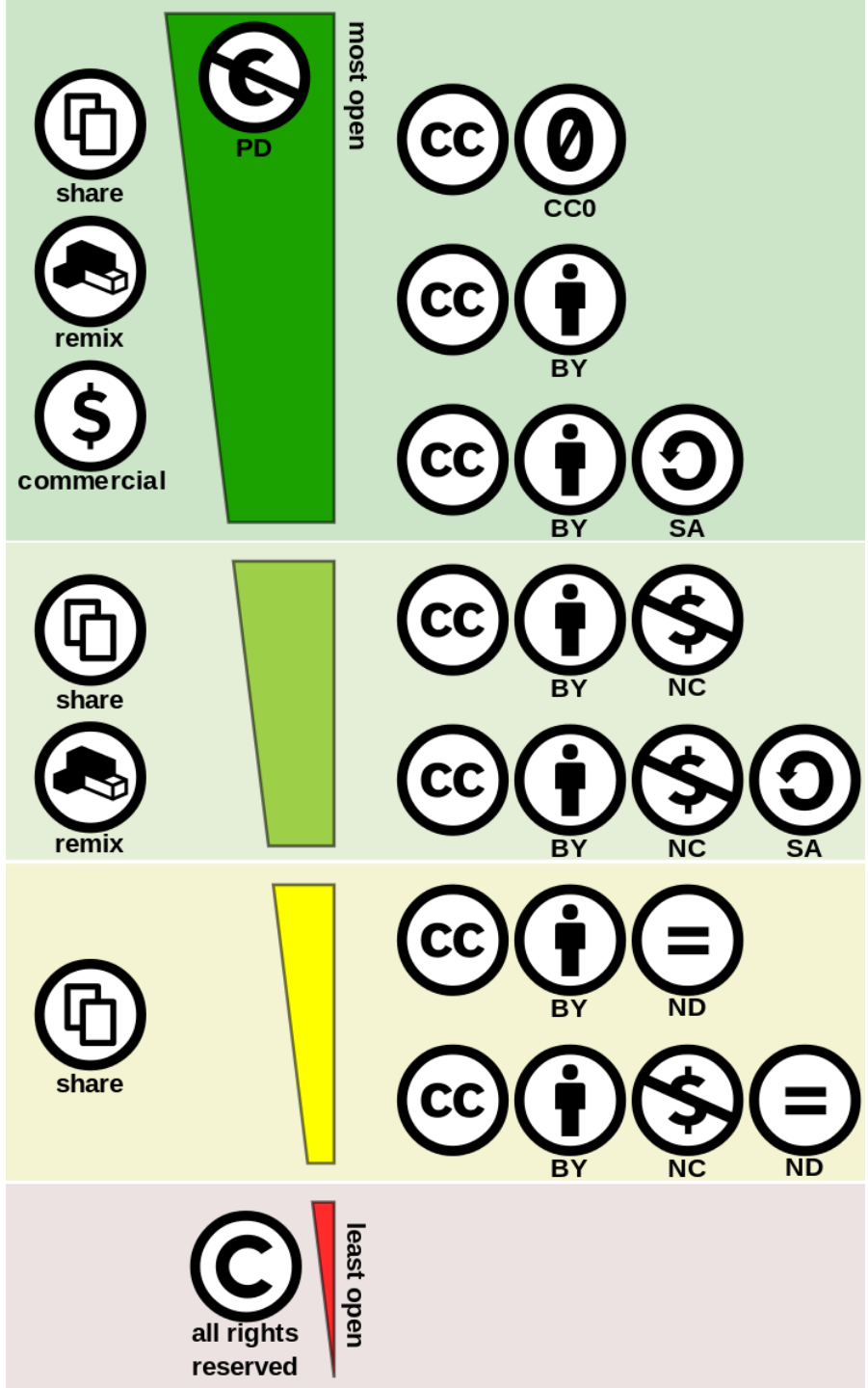
> Teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (2019).

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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FMA

SKILLS COMMONS
open for learning

europeana
think culture

Tribe of Noise

jamendo

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

PLOS

Open Educational Resources

OER ADVOCACY COMMITTEE

CAPE TOWN OPEN EDUCATION DECLARATION

10th ANNIVERSARY

Ten directions to move Open Education forward

Download booklet

Communicating Open

Taking the message of open education to the mainstream.

Get onboard

Empowering the Next Generation

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

Share your values

Connecting with Other Open Movements

Open education can grow stronger through collaboration with allied movements.

Open Education for Development

Unlocking new opportunities for education in support of development.

Open Pedagogy

Harnessing the power of open in teaching and learning practices.

Thinking Outside the Institution

Enabling everyone, everywhere, to learn anything.

Start now

Data and Analytics

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

Read more

Beyond the Textbook

Building the open learning materials of the future.

Go beyond

Opening Up Publicly Funded Resources

Publicly funded educational resources should be openly licensed by default.

See why

Copyright Reform for Education

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

Flip it

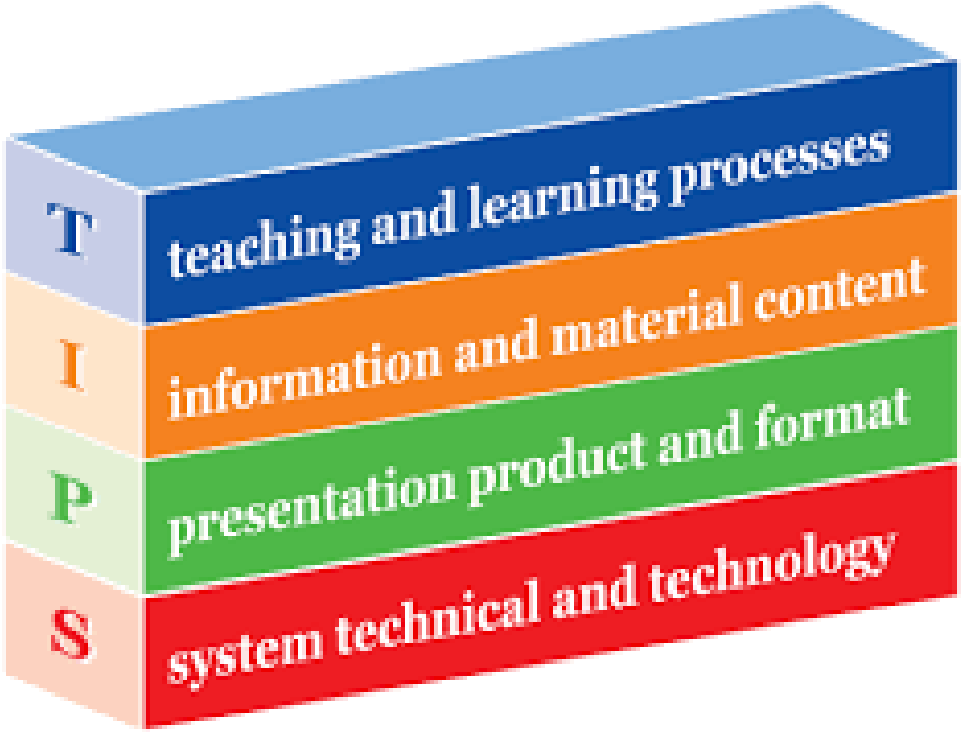
CPT +10

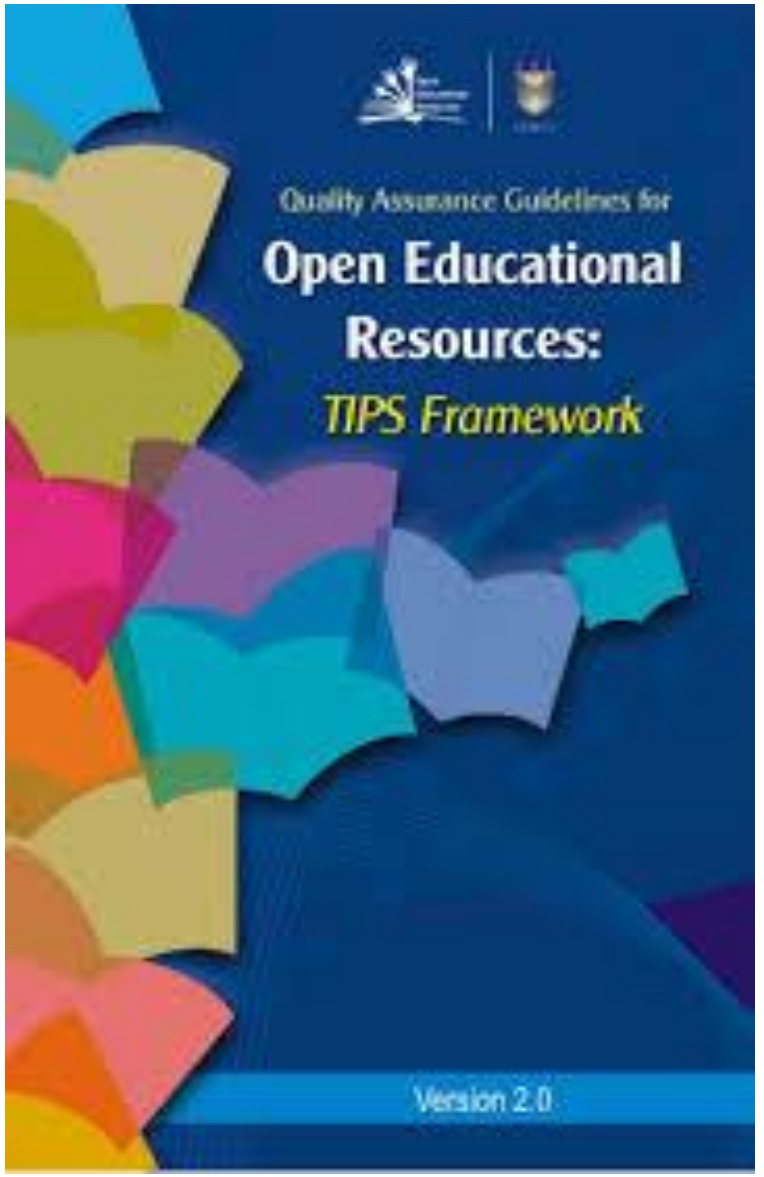
X Card

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

Submit an idea

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
Nurture	Nurture the creation of sustainability models for OER
Facilitate	Facilitate international co-operation


T
teaching and learning processes
I
information and material content
P
presentation product and format
S
system technical and technology


Quality Assurance Guidelines for
Open Educational Resources:
TIPS Framework
Version 2.0

TIPS Framework by CEMCA

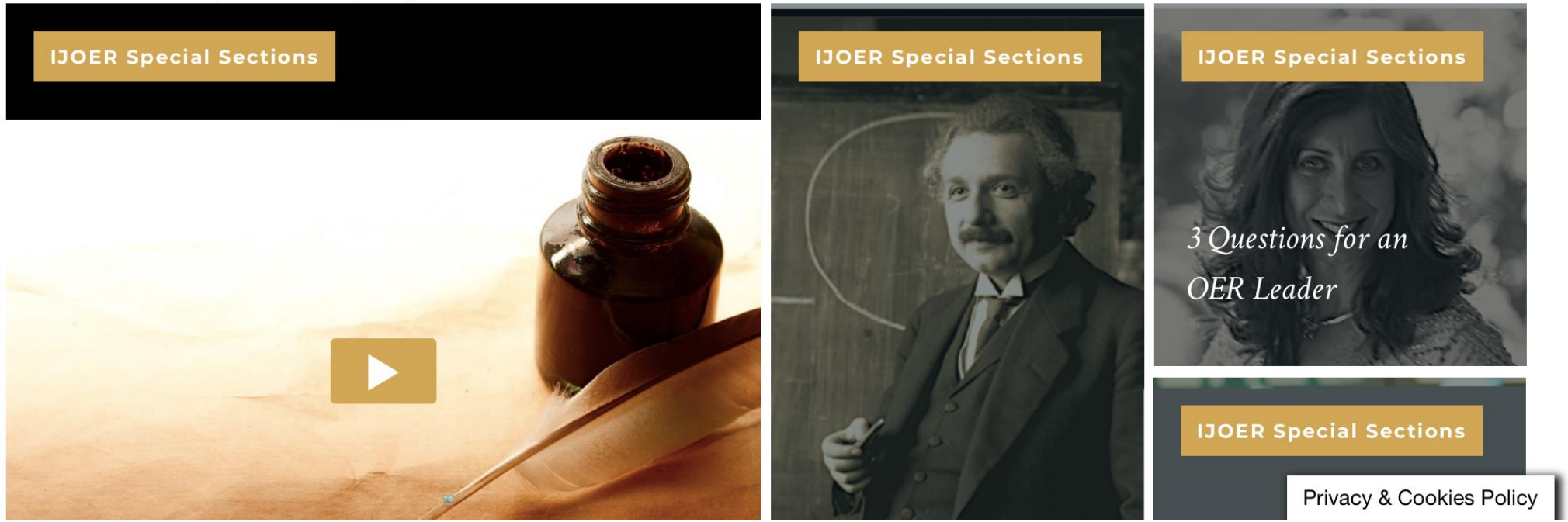
- Quality indicators of OER based on learning domains
  - Cognitive
  - Affective
  - Meta-cognitive
  - Environment &
  - Management Domain.

Guidelines on the development of open educational resources policies

Education 2030

The International Journal of
OPEN EDUCATIONAL RESOURCES

IJOER Volume 1, Issue 2 Spring/Summer 2019 ISSN 2641-5488



Over to you...

Two questions:

OER ADVOCACY COMMITTEE

1. 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

ICDE OER ADVOCACY COMMITTEE

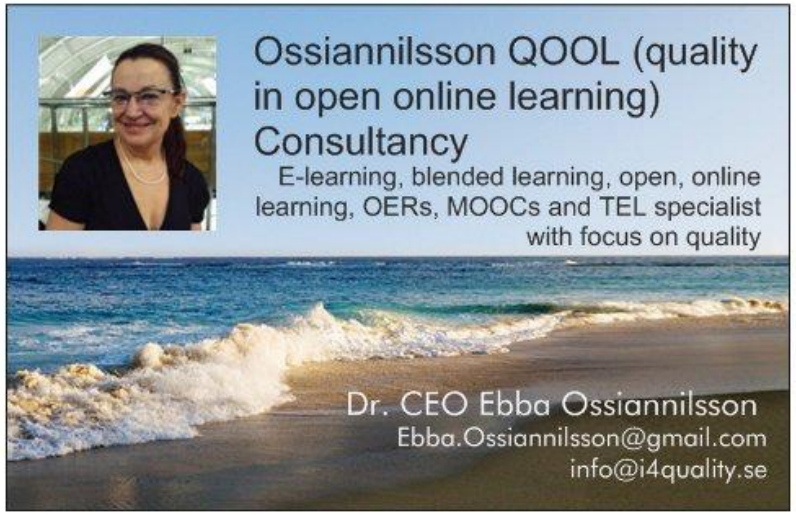
Open Educational Resources

A COMMITTEE FOR THE GLOBAL ADVOCACY OF OER.

My Footprints

www.i4quality.se

Ebba.Ossiannilsson@gmail.com
info@i4qulity.se



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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
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