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 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

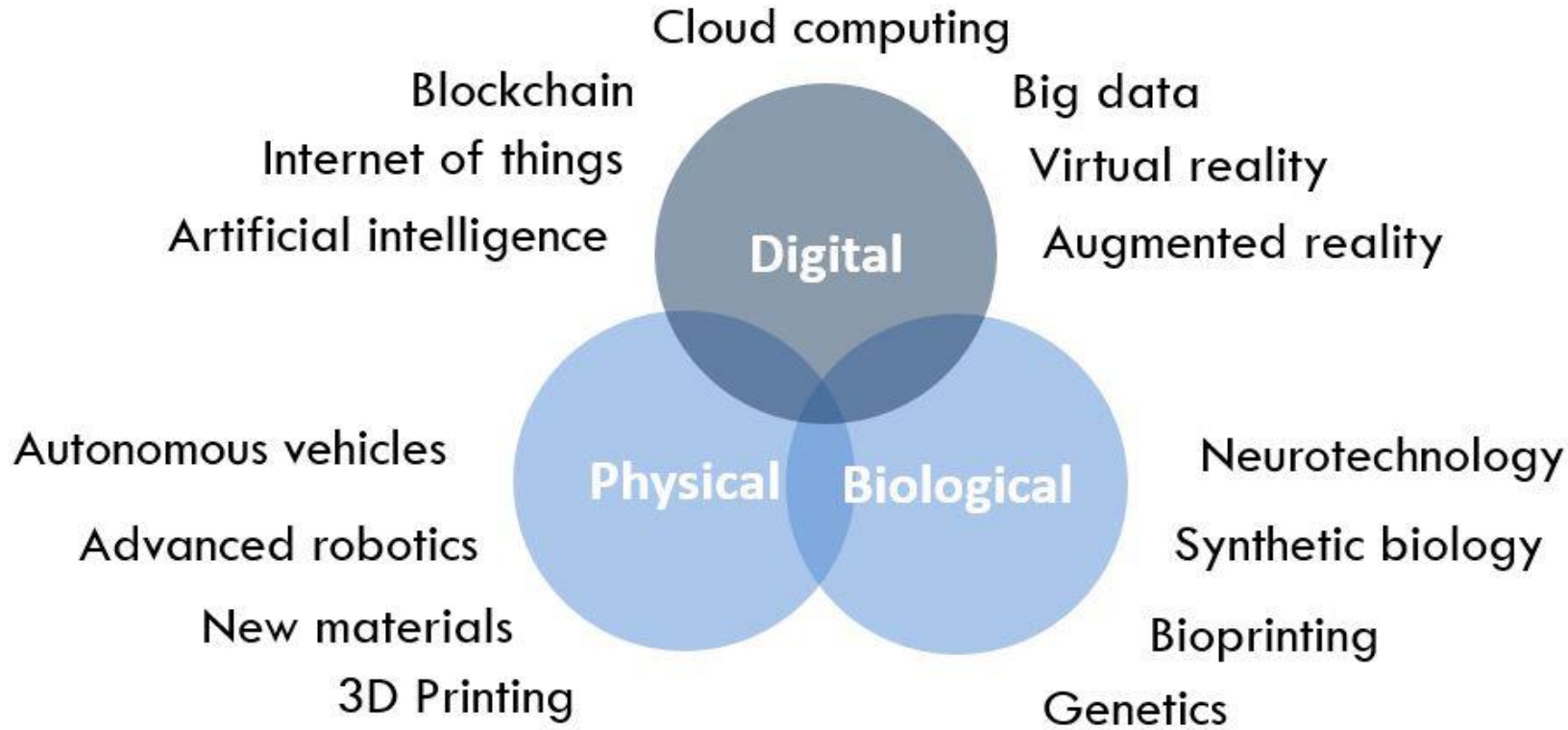
Funded by the Erasmus+ Programme of the European Union

- 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

informal learning spaces
(when does learning occur and who does monitor it?)

Figure 2: The cyber-physical world

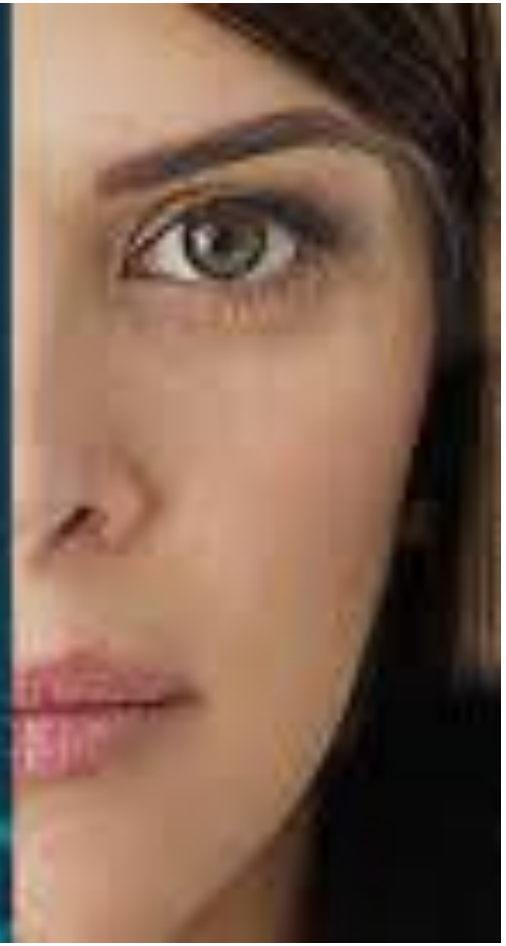


Source: John Grill Centre for Project Leadership and Silicon Valley Innovation Center

A Manifesto for a New Digital Deal

Towards a human-centric digitalisation

#DigitalManifesto

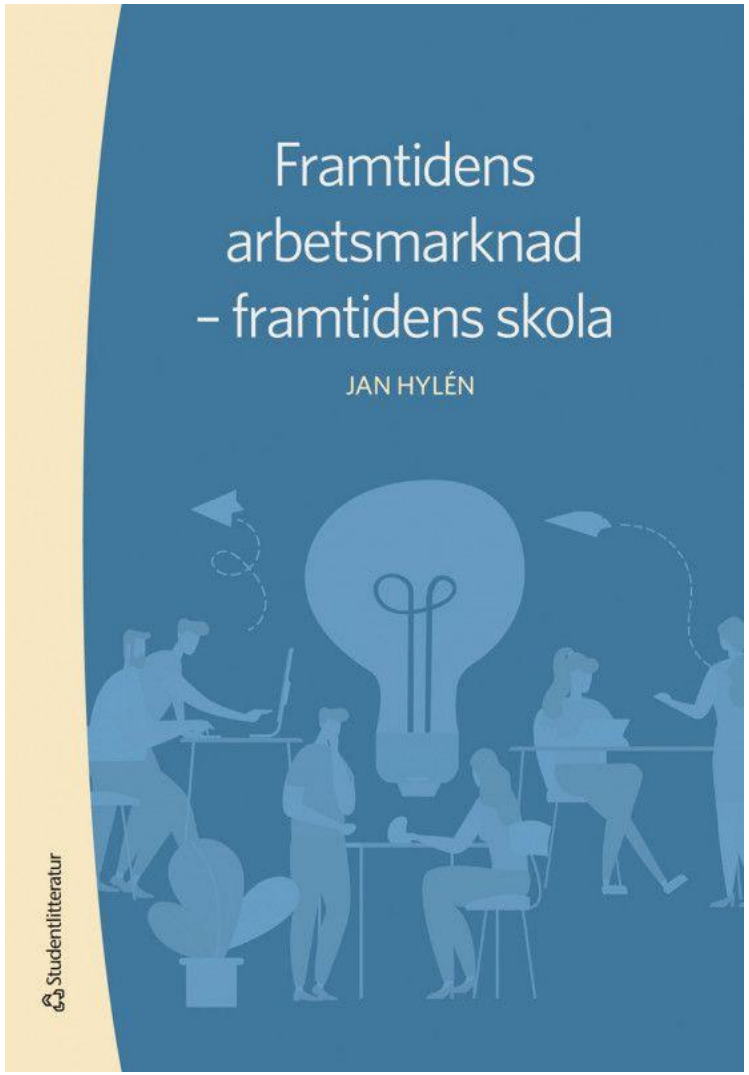


Digital Policy Lab
We believe it's people who give purpose
to technology, not the other way
around

Measuring the Digital Transformation

A ROADMAP FOR THE FUTURE

OECD



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

BLOCKCHAIN:

TRANSFORMING THE FUTURE OF EDUCATION INDUSTRY

Transforming Online Learning With Artificial Intelligence

PUBLICATIONS

Higher Education and the Revolution of Learning Analytics

Authors: Anne Boyer / Geoffray Bonnin

October 2016

PUBLICATIONS

Student success in open, distance and e-learning

Authors: Alan Tait

April 2015

PUBLICATIONS

The Present and Future of Alternative Digital Credentials (ADCs)

Authors: Report of the ICDE Working Group

January 2019

PUBLICATIONS

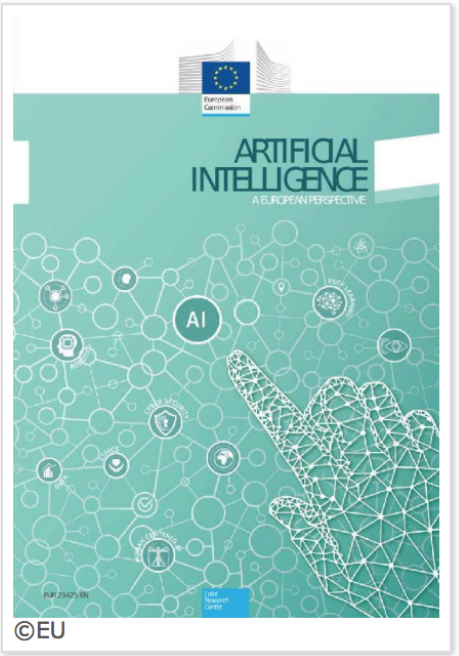
Models for online, open, flexible and technology enhanced higher education across the globe – a comparative analysis

Authors: Dominic Orr / Martin Weller /Rob Farrow

April 2018

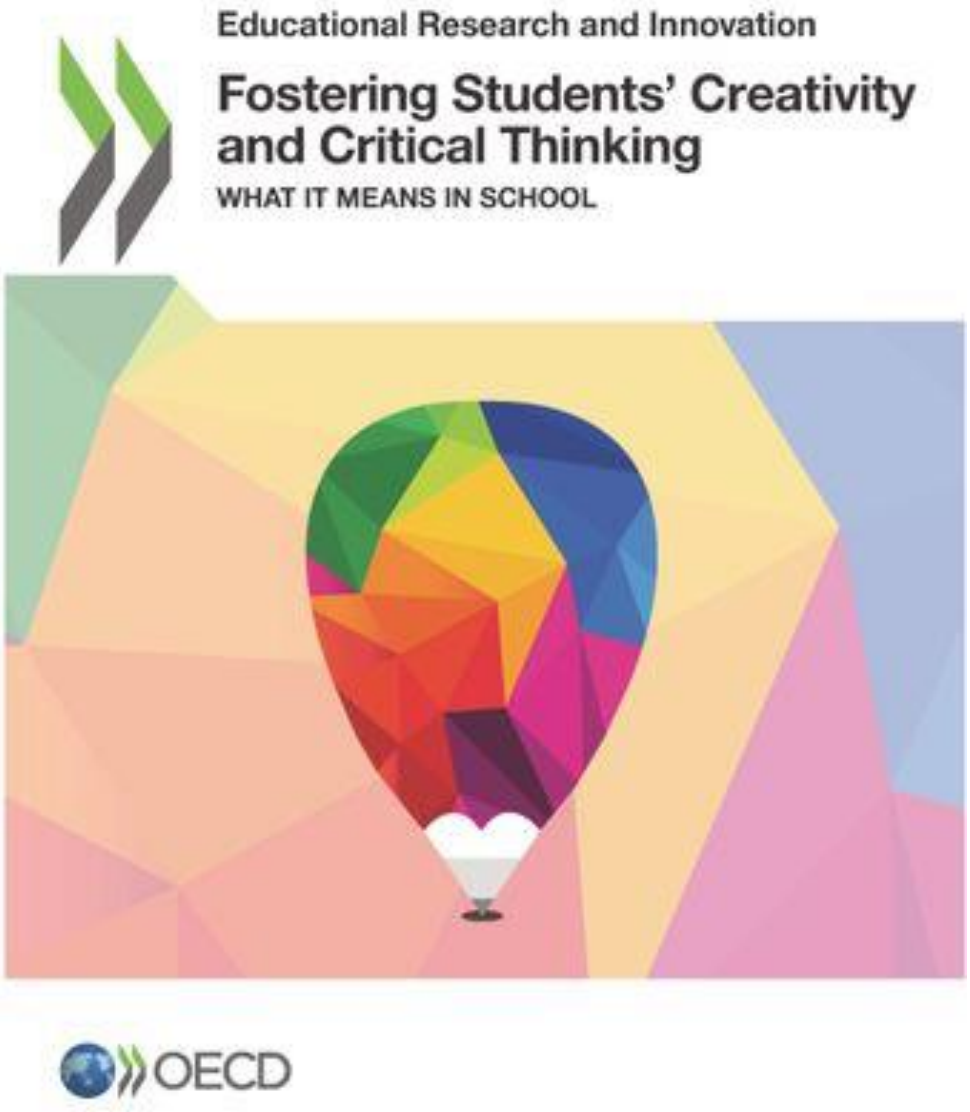
Artificial Intelligence: A European Perspective

Abstract:
We are only at the beginning of a rapid period of transformation of our economy and society due to the convergence of many digital technologies. Artificial Intelligence (AI) is central to this change and offers major opportunities to improve our lives. The recent developments in AI are the result of increased processing power, improvements in algorithms and the exponential growth in the volume and variety of digital data. Many applications of AI have started entering into our every-day lives, from machine translations, to image recognition, and music generation, and are increasingly deployed in industry, government, and commerce. Connected and autonomous vehicles, and AI-supported medical diagnostics are areas of application that will soon be commonplace. There is strong global competition on AI among the US, China, and Europe. The US leads for now but China is catching up fast and aims to lead by 2030. For the EU, it is not so much a question of winning or losing a race but of finding the way of embracing the opportunities offered by AI in a way that is human-centred, ethical, secure, and true to our core values. The EU Member States and the European Commission are developing coordinated national and European

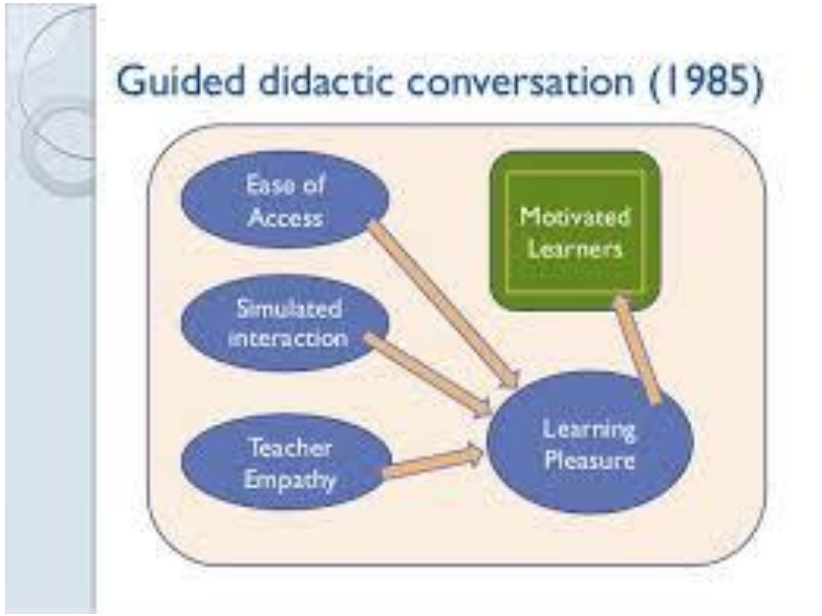


©EU

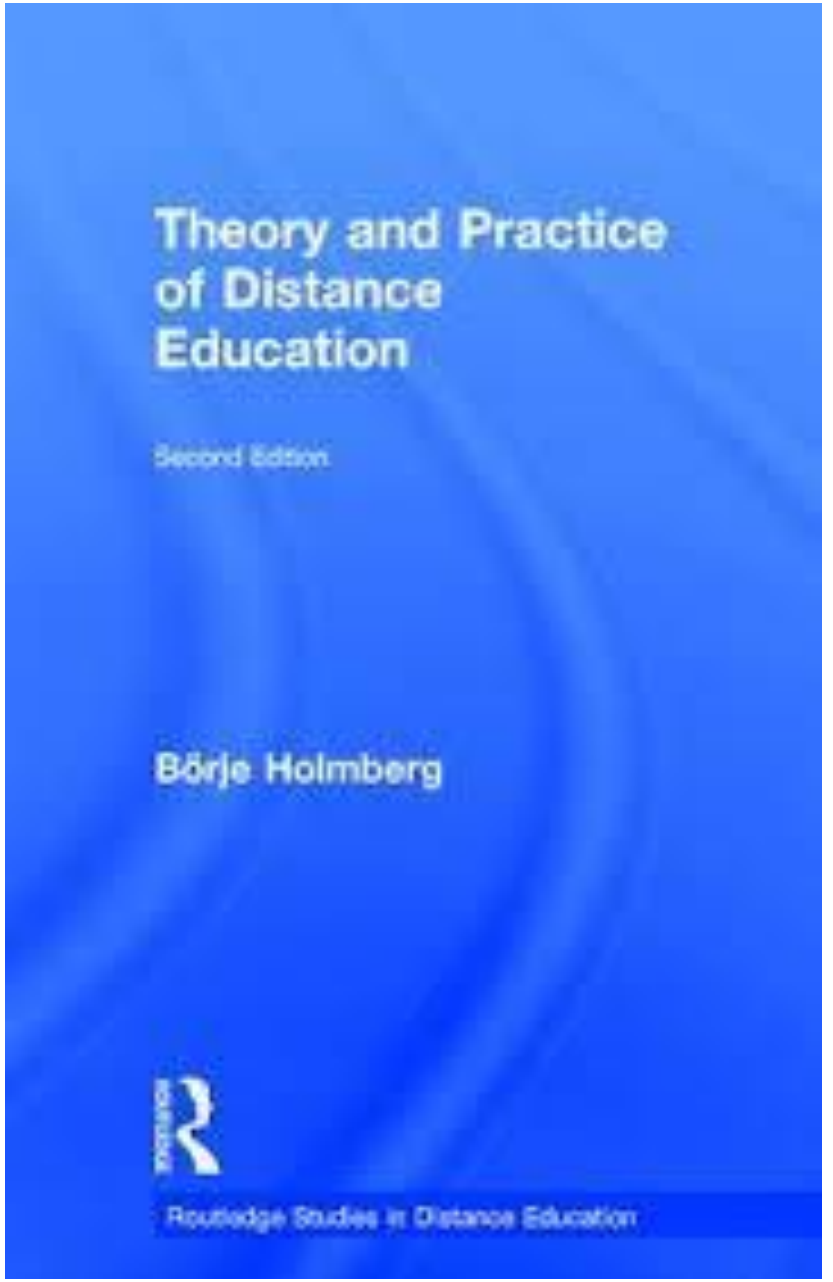
PASSION LED US HERE



Creativity and critical thinking are key skills for complex, globalised and increasingly digitalised economies and societies. While teachers and education policy makers consider creativity and critical thinking as important learning goals, it is still unclear to many what it means to develop these skills in a school/edcuational settings.


Guided didactic conversation (1985)
Ease of Access
Motivated Learners
Simulated interaction
Learning Pleasure
Teacher Empathy

PARAGONS OF ONLINE EDUCATION
Börje Holmberg
Pioneer and advocate of distance education, Sweden


Theory and Practice of Distance Education
Second Edition
Börje Holmberg
Routledge Studies in Distance Education

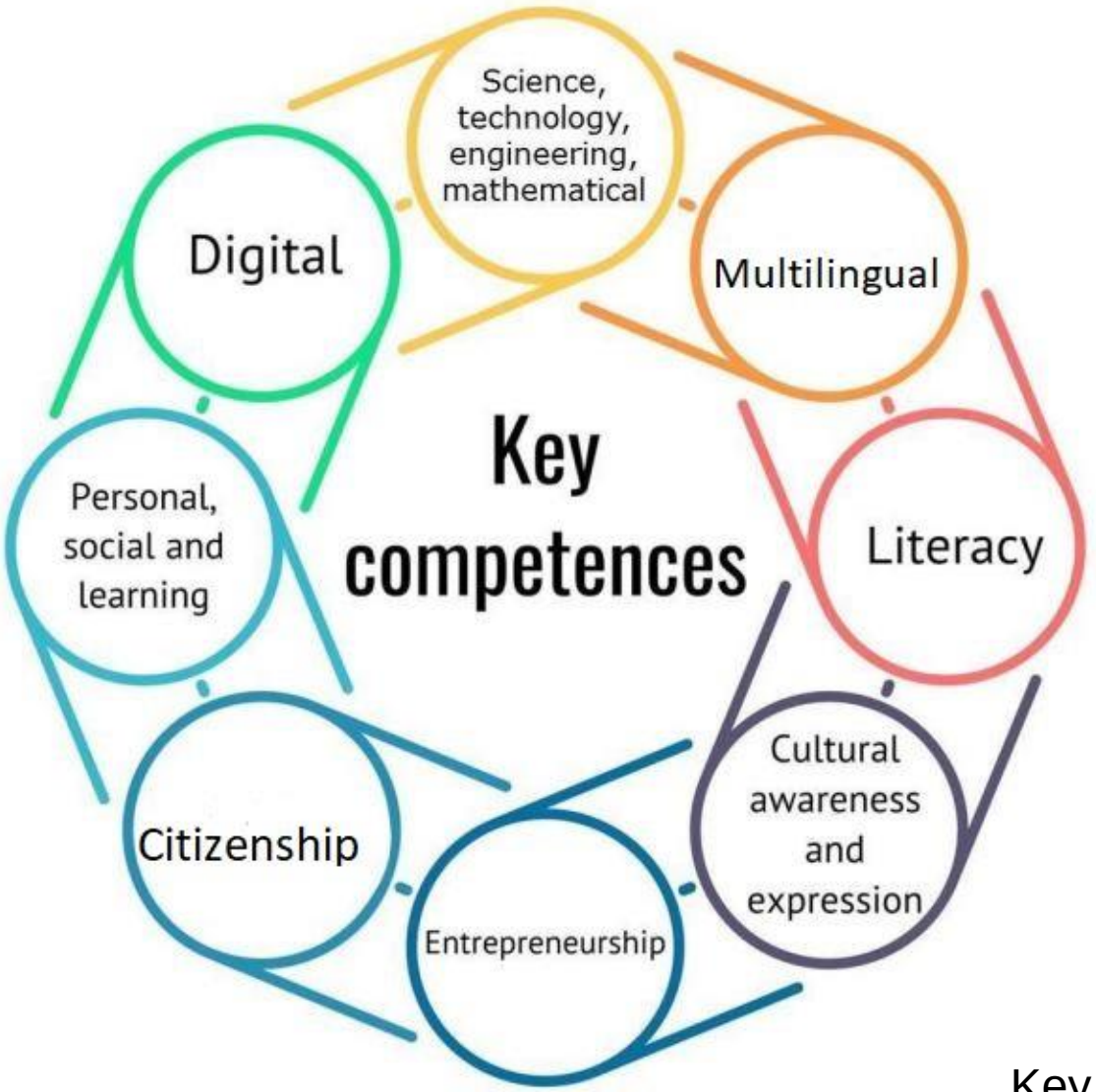
OUR THESES DEFINING THE AIM FOR LIFELONG L

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

3.
Competence improves
working life and working life
improves competence

1.
Everyone
learns
throughout
their life

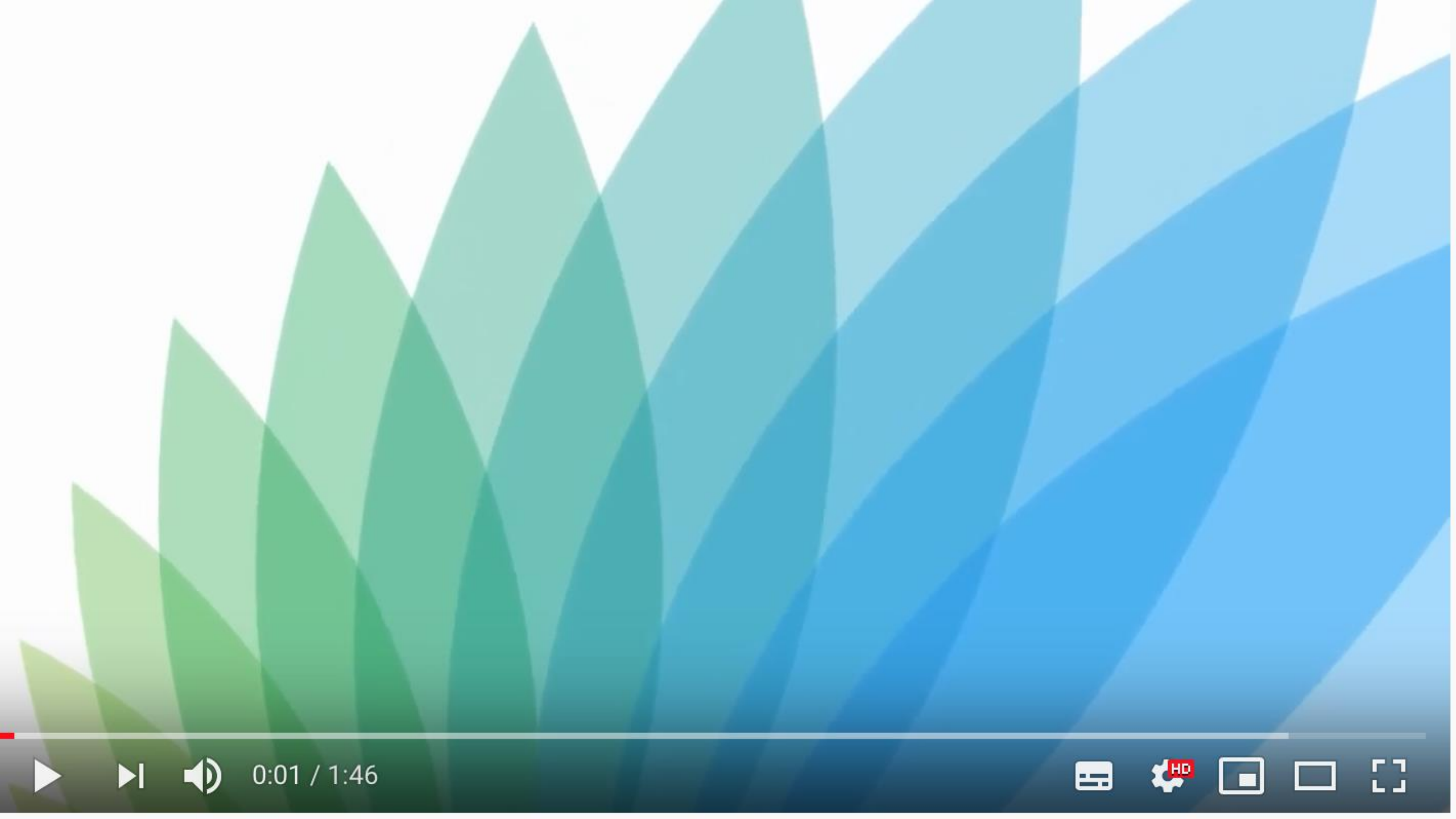
4.
Finland's success is
based on competence



Key skills for lifelong learning (EU):

SITRA FI emphasises even other essential basic skills with a view to LLL, p 34

- Efficacy, thinking skills
- Community skills and the ability to take care of one’s functional ability and work ability.
- Thinking skills are part of the transversal competence that a pupil needs in the management, use and application of information and in the creation of new knowledge, problem-solving, logical thinking and decision-making.


0:01 / 1:46
HD

Learning and Skills for the Digital Era

Learning and skills are key contributors to society and the economy. As modern societies and economies are changing due to, amongst others, globalisation and technological progress, a fundamental transformation of education and training (E&T) throughout Europe is required to deliver the knowledge and skills needed for growth, employment and participation in society.

This forms an important part of the Europe 2020 agenda and its various flagships and policy initiatives.

JRC research in this area started in 2005 and is focused on how to make better use of ICT for rethinking learning, for innovating education and training and for addressing new skills requirements (e.g. digital competence) to generate growth, employment and social inclusion. More than 20 major studies have been undertaken and more than 100 different publications released.

Related Publications

Non-cognitive civic outcomes: How can education contribute? European evidence from the ICCS 2016 study

Evidence of Innovative Assessment: Literature Review and Case Studies

The semicircular flow of the data economy

The changing nature of work and skills in the digital age

Blockchain Now And Tomorrow

More >

European Commission

JRC SCIENCE FOR POLICY REPORT

DigComp 2.0: The Digital Competence Framework for Citizens

Update Phase 1: The Conceptual Reference Model

Riina Vuorikari, Yves Punie, Stephanie Carretero, Lieve Van den Brande

2016

EUR 27948 EN

Joint Research Centre

Digital Competence Framework for Educators (DigCompEdu)

Download your copy of the framework here!

Related Publications

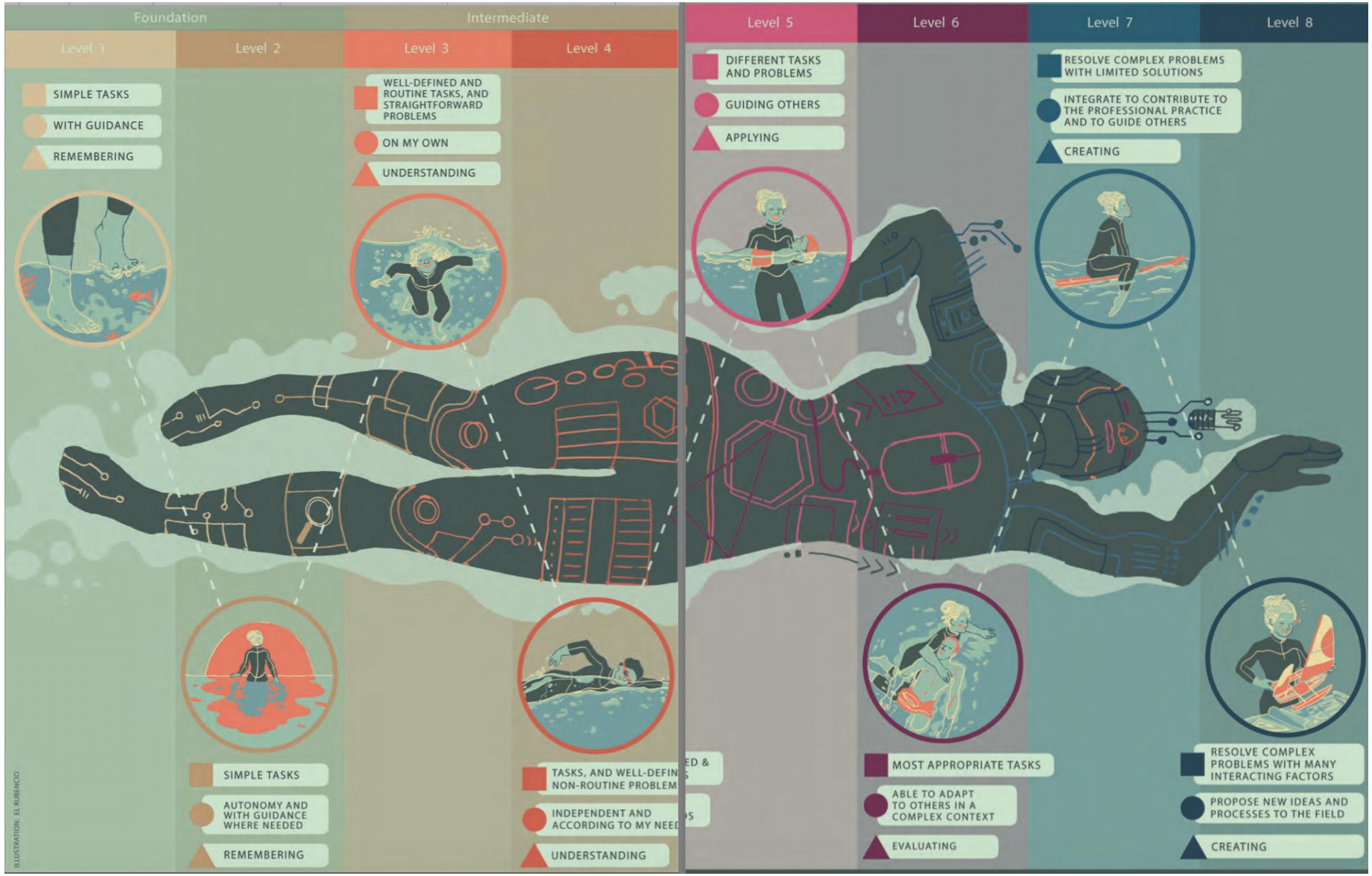
Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (DIGCOMPEDU)

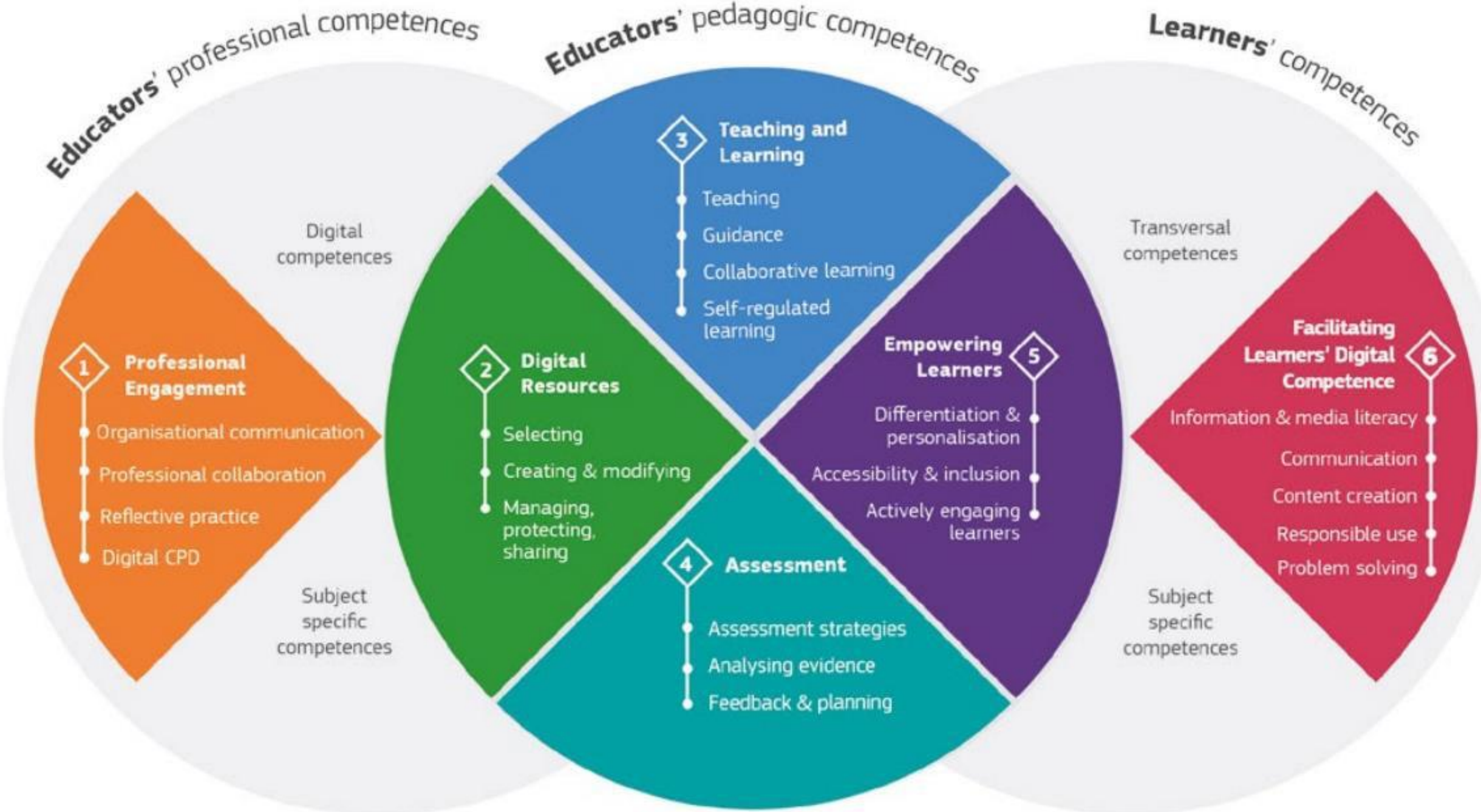
DigComp into Action: Get inspired make it happen. A user guide to the European Digital Competence Framework

European Framework for the Digital Competence of Educators: DigCompEdu

Abstract:

DigComp 2.1 is a further development of the Digital Competence Framework for Citizens. Based on the reference conceptual model published in DigComp 2.0, we present now 8 proficiency levels and examples of use applied to the learning and employment field.


Foundation
Intermediate
Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
SIMPLE TASKS
WITH GUIDANCE
REMEMBERING
WELL-DEFINED AND ROUTINE TASKS, AND STRAIGHTFORWARD PROBLEMS
ON MY OWN
UNDERSTANDING
DIFFERENT TASKS AND PROBLEMS
GUIDING OTHERS
APPLYING
RESOLVE COMPLEX PROBLEMS WITH LIMITED SOLUTIONS
INTEGRATE TO CONTRIBUTE TO THE PROFESSIONAL PRACTICE AND TO GUIDE OTHERS
CREATING
SIMPLE TASKS
AUTONOMY AND WITH GUIDANCE WHERE NEEDED
REMEMBERING
TASKS, AND WELL-DEFIN
NON-ROUTINE PROBLEM
INDEPENDENT AND ACCORDING TO MY NEE
UNDERSTANDING
MOST APPROPRIATE TASKS
ABLE TO ADAPT TO OTHERS IN A COMPLEX CONTEXT
EVALUATING
RESOLVE COMPLEX PROBLEMS WITH MANY INTERACTING FACTORS
PROPOSE NEW IDEAS AND PROCESSES TO THE FIELD
CREATING
ILLUSTRATION: EL RUBENCIO


Educators' professional competences
Educators' pedagogic competences
Learners' competences
Digital competences
Subject specific competences
Transversal competences
Subject specific competences
1 Professional Engagement
Organisational communication
Professional collaboration
Reflective practice
Digital CPD
2 Digital Resources
Selecting
Creating & modifying
Managing, protecting, sharing
3 Teaching and Learning
Teaching
Guidance
Collaborative learning
Self-regulated learning
4 Assessment
Assessment strategies
Analysing evidence
Feedback & planning
5 Empowering Learners
Differentiation & personalisation
Accessibility & inclusion
Actively engaging learners
6 Facilitating Learners' Digital Competence
Information & media literacy
Communication
Content creation
Responsible use
Problem solving

What do we mean by quality

Compliance and consumer protection

Quality enhancement and process improvements

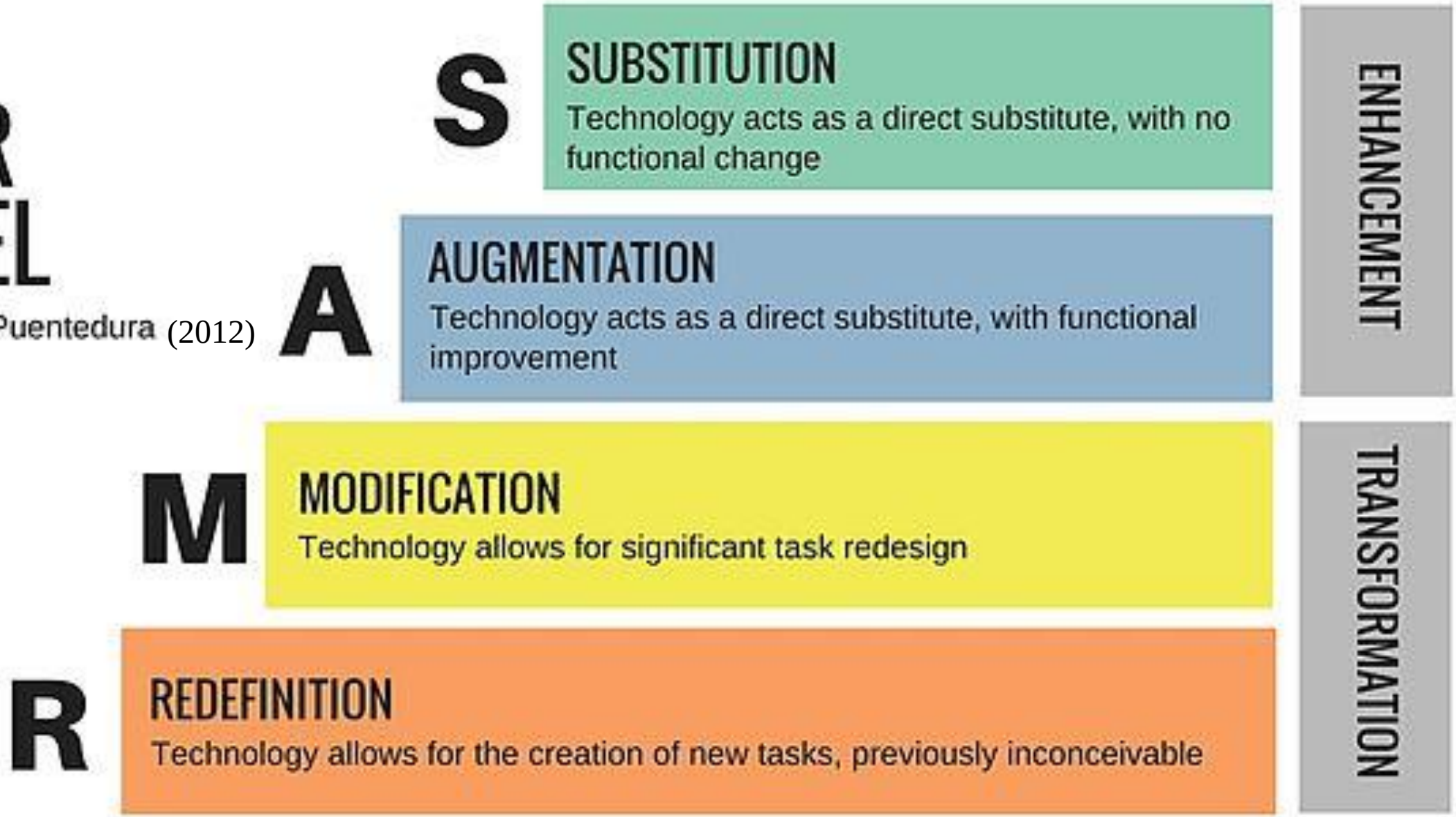
Reputation

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

The COMPLEX answer:
Quality, one size not fit all

THE SAMR MODEL

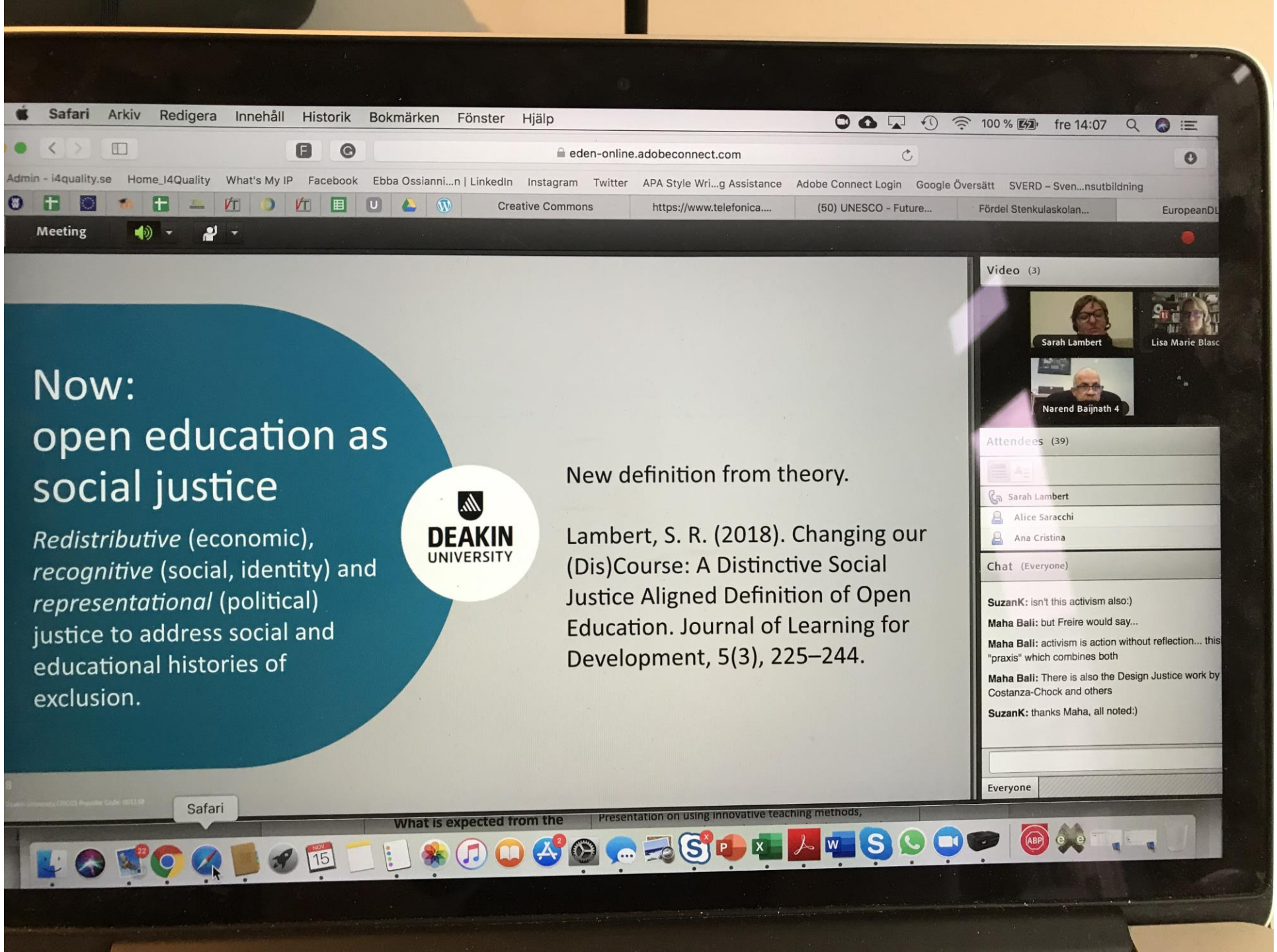
Dr. Ruben R. Puentedura (2012)



OER TIMELINE

Wikieducator

- 2002 The term coined UNESCO conf Paris
- 2007 First Public Declaration: Cape Town Declaration
- 2012 UNESCO Paris Declaration
- Cape Town Declaration 10+
- 2017 Ljubjana Declaration and Ministerial Statement
- 2019 UN UNESCO Recommendations


Safari Arkiv Redigera Innehåll Historik Bokmärken Fönster Hjälp
fre 14:07
eden-online.adobeconnect.com
Meeting
Now:
open education as social justice
Redistributive (economic), recognitive (social, identity) and representational (political) justice to address social and educational histories of exclusion.
DEAKIN UNIVERSITY
New definition from theory.
Lambert, S. R. (2018). Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education. Journal of Learning for Development, 5(3), 225–244.
Video (3)
Sarah Lambert
Lisa Marie Blasc
Narend Baijnath 4
Attendees (39)
Sarah Lambert
Alice Saracchi
Ana Cristina
Chat (Everyone)
SuzanK: isn't this activism also:)
Maha Bali: but Freire would say...
Maha Bali: activism is action without reflection... this "praxis" which combines both
Maha Bali: There is also the Design Justice work by Costanza-Chock and others
SuzanK: thanks Maha, all noted:)
Everyone
Safari
What is expected from the
Presentation on using innovative teaching methods,

SENSE
PRINCIPLES
WORTHINESS
MOTIVATION
FAITH
RESPONSIBILITY
HONESTY
INTEGRITY
VALUES
THEORY
EQUALITY
RESPECTABILITY
TREATMENT
SOCIAL
TRUTH
HYPOCRISY
ETHICS
CONVENTIONALITIES
AUTHENTICITY
MORALS
TRUST
RULES
ETIQUETTE
CHARACTER
PERFORMANCE
PHILOSOPHY
HONOR
FAIRNESS
CRITERIA
DECENCY
RESPECT
VIRTUE
STANDARDS
PURPOSE
ATTITUDE
ACCEPTANCE
INNOCENCE
FAIRNESS
CONDUCT

sharing, matching, networking learning

Over to you...

Two questions:

1. In your context, what is the vision of the future of Digital competences and smart learning?

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

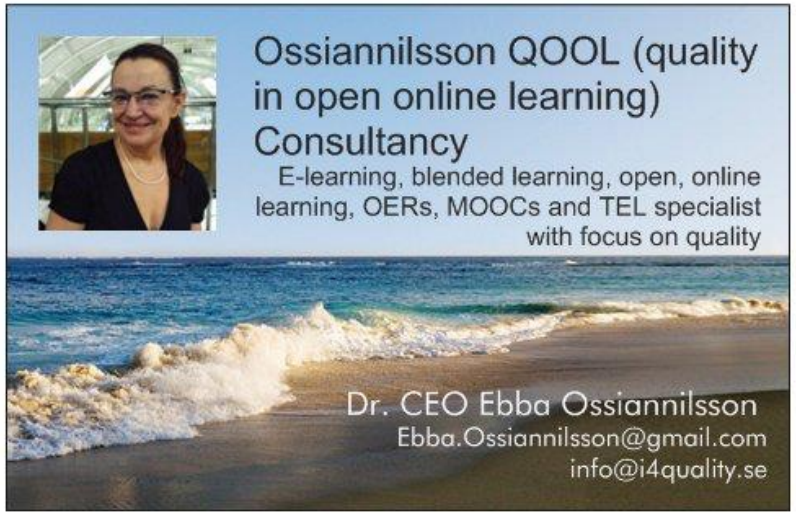
Open Educational Resources

A COMMITTEE FOR THE GLOBAL ADVOCACY OF OER.

My Footprints

www.i4quality.se

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



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

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Innovation for Quality Web, and Blog https://i4quality.se
https://delicious.com/ossiannilsson