Launch of IUA Digital Learning Project

DigCompEdu & OpenEdu & IUA
Finding the synergies between these frameworks to enhance teaching practices in higher education

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The European Commission's science and knowledge service
Joint Research Centre

Irish Universities Association,IUA Dublin
7 November 2019

European Commission

European Commission Joint Research Centre (JRC)

- Internal service of the European Commission for Science and Research

- Mission: to give support to the European Union to gather evidence from scientific research

- Provides services to more than 20 political departments of the European Commission

Petten

Geel

Brussels

Karlsruhe

Seville

Ispra

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Reports on Professional Development of academics

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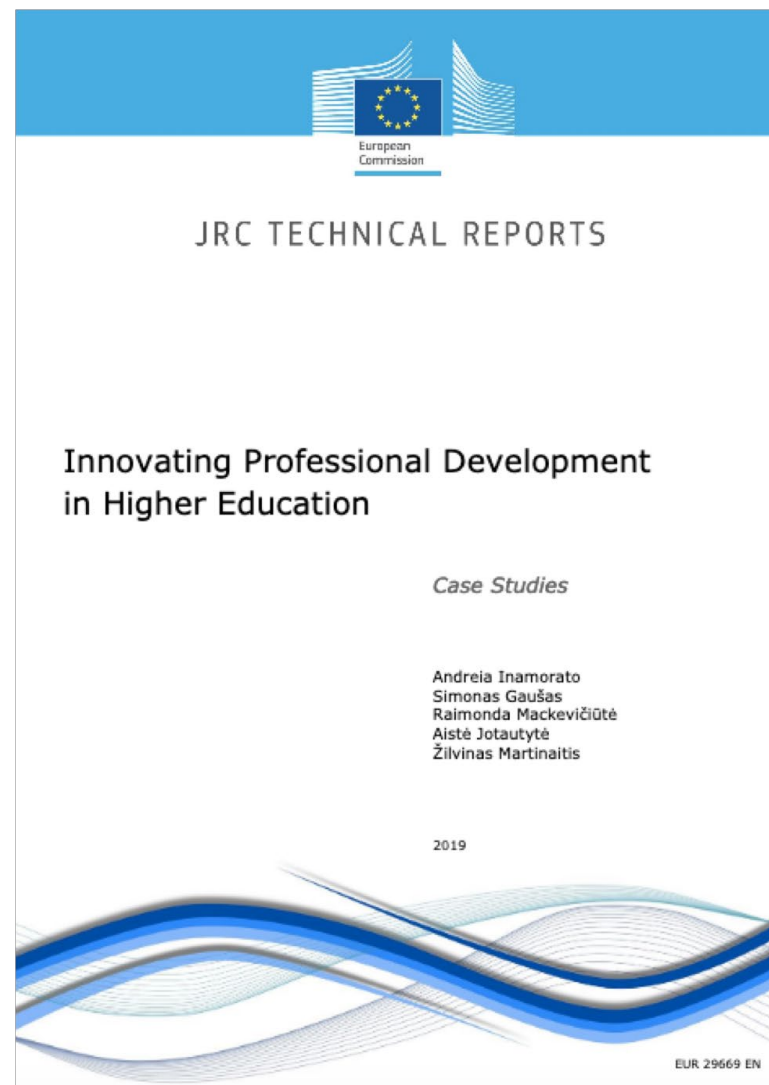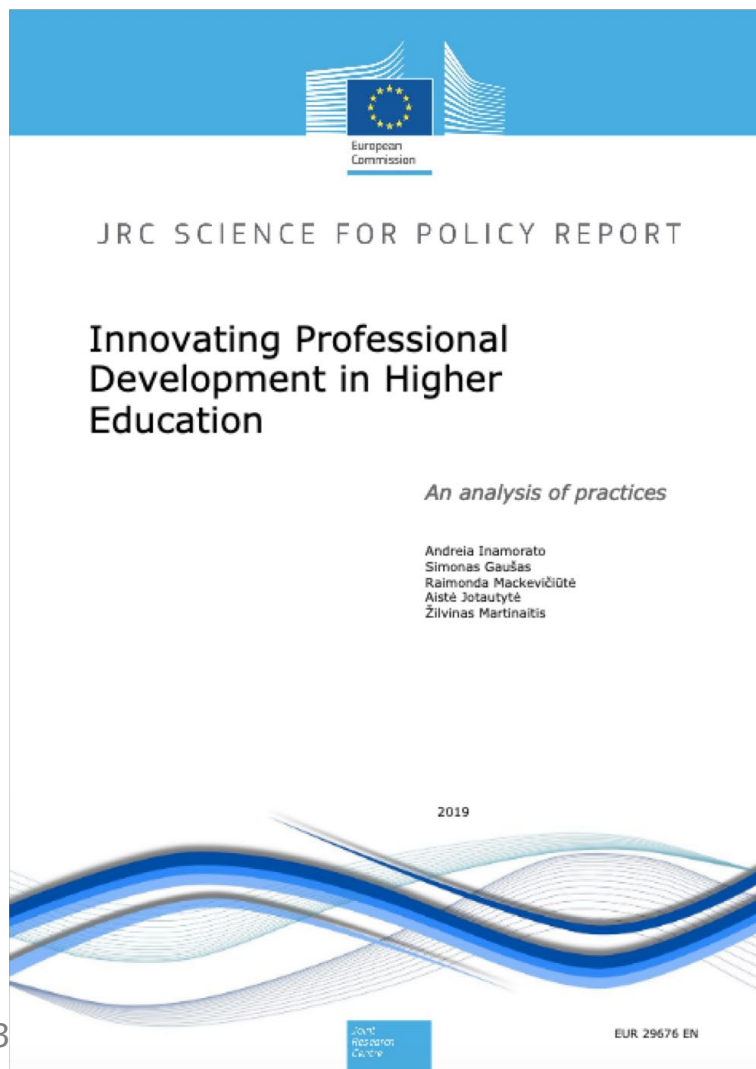
11 cases on innovative PD practices in the EU

Cases:

- *- Dublin City University: The Sipping Point (Ireland)*
- *- Finland: University pedagogical support – UNIPS*
- *- U4Network (Ghent, Groningen, Gottingen, Upsala)*
- *- University Teaching Qualification (14 NL univ)*
- *EADTU: Empower Online Learning Leadership Academy*
- *D-Transform (EU co-funded) senior leadership*

- *- Pompeu Fabra: support for MOOC production (Spain)*
- *- LSE Teaching and Learning Centre (online resources)*
- *- King's College London Technology Enhanced Learning in Health Education (iTEL) (UK)*
- *- ENUCE (Estonian Network for University Continuing Education)*
- *iMotion (EU co-funded) staffmobility.eu*

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Main obstacles to PD in higher education

Academics' reluctance to move away from traditional teaching practices;

Lack of formal requirements or incentives for PD in HEIs;

Lack of time: imbalance between research and teaching;

Lack of capacity & follow-up: Expertise and capacity needed to run effective PD programmes.

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Key messages from innovating PD

- New, bottom-up and informal models of "professional learning" can remove the known barriers of traditional PD forms. They seem to work but there is a need for more evidence on impact.

- However, they are not very known by traditional PD providers and within HEIs

- Many examples are outside of "official" PD provision with no accreditation or support mechanisms

- HEIs should consider multiple and more diversified offers for PD activities, with central coordination

- Education authorities should incentivise various forms of professional (peer) learning and work towards offering them to all teachers as part of accredited offering.

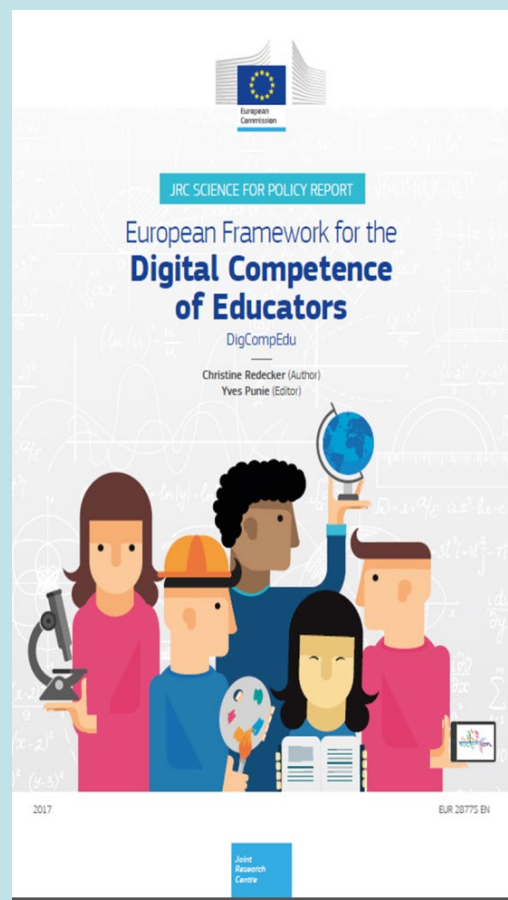- MOOCs are considered an successful mode of PD in HE

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(Digital) competence frameworks and PD for university lecturers

❖ Digital competence framework for educators (**DigCompEdu**) and an online tool for self-reflection **(Check-in Tool)** (2017/2019)

❖ Open Education framework **(OpenEdu)** and a checklist of practices for self-reflection **(OpenEdu Guidelines for Academics)** (2016/2019)

❖ National Professional Development Framework for All Staff who Teach in Higher Education (5 domains, formal and informal)

(National Forum for the Enhancement of Teaching and Learning in Higher Education – Ireland)

Ongoing initiative in Spain

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DigCompEdu Framework

- It describes what it means for an academic to be 'digitally competent'
- For all education sectors
- It covers 6 competence areas and 6 proficiency levels

- https://ec.europa.eu/jrc/en/digcompedu

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https://ec.europa.eu/jrc/en/digcompedu/self-assessment
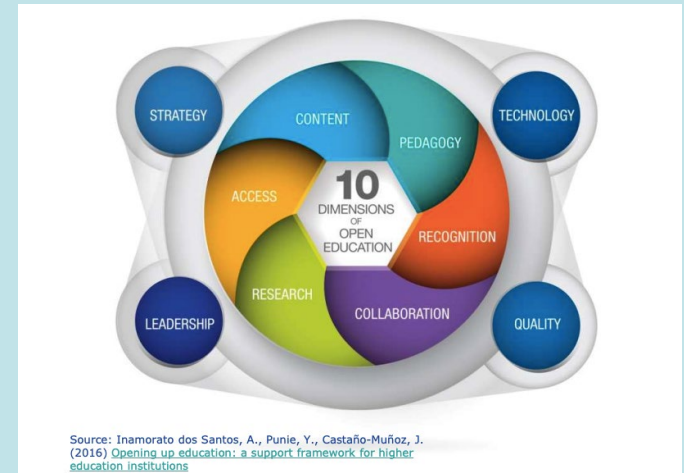
Open Education framework: OpenEdu

- It describes what open education is

- It focuses on higher education

- It presents 10 dimensions for action

Web:

- bit.ly/marco_openedu

- https://ec.europa.eu/jrc/en/open-education

Source: Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. (2016) Opening up education: a support framework for higher education institutions

Practical guidelines on OE for academics

Practical Guidelines on Open Education for Academics

Modernising higher education via open educational practices

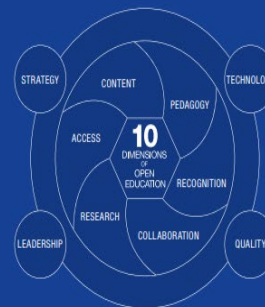(based on the OpenEdu Framework)

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2019

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Snapshot

Open Education

Open education is about a *set of practices* that together can lead higher education to be more inclusive, in line with societal changes, and also to be more innovative in terms of making the most effective use of teaching and educational resources, research and students' services. These practices are often referred to **as open educational practices**. In the context of the OpenEdu Framework they are presented within the context of the ten dimensions of open education. These ten dimensions interrelate to one another, and together contribute towards opening up education in a holistic way.

The 10 Dimensions of Open Education
OpenEdu Framework

STRATEGY CONTENT TECHNOLOGY
PEDAGOGY
ACCESS 10 DIMENSIONS OF OPEN EDUCATION RECOGNITION
RESEARCH
LEADERSHIP COLLABORATION QUALITY

Practical Guidelines on Open Education for Academics: Modernising Higher Education Practices
http://publications.jrc.ec.europa.eu/repository/handle/JRC115663

What is open education?

"Open education is a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects the two"

OpenEdu Framework   JRC 2016:1

Open Educational Practices:
a mindset shift towards openness

Open educational practices can lead to more inclusive education systems, but this requires a shift in mindset. Each individual academic can be more open in the way they produce and share knowledge, in the way they teach and assess students, and in collaborating with others. And the same is true of higher education institutions. By shifting their mindset and practices towards open educational practices, academics can start changing the landscape of higher education by prompting changes in their own institutions.

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Statements for self-reflection

1. I apply open educational practices in my teaching. ☐ Yes ☐ No	Open educational practices: You can change your pedagogical practices to embed openness at all possible levels. For example, you can share your lesson plans, assessment templates and learning design with other educators. In addition, you can share the recording of your lessons by using video or podcasts, in order to make your taught subject visible and accessible to all. You can creatively design course tasks that are collaborative and that require the involvement of peers whenever appropriate. You can create and reuse teaching materials as open educational resources (OER). You can also reuse other OER and redistribute them on the internet.
2. I know how to use a wide range of digital technologies to support the sharing of my teaching practices and open educational resources, as well as to apply a user-centred approach in my teaching. ☐ Yes ☐ No	Using digital technologies to support OEP: You are confident in using a wide range of digital technologies to enhance the potential for creating and sharing teaching practices and open educational resources. You can modify your usual practices as part of this openness, and share and access content in repositories and in different open learning environments whenever appropriate. Your teaching methods reflect an ongoing commitment to open education and to learner-centred approaches supported by digital technologies.
3. My institution promotes open learning support-services as part of its pool of open educational practices. ☐ Yes ☐ No	Institutional engagement: Promoting open learning policies and services. You act as an ambassador for your institution to promote open education policies that include all types of learning services for both registered and (open) lifelong learners, such as learning pathways design advice, open tutoring, open educational resources, assessment, MOOCs, open online courses, recognition of prior learning, and accreditation support. You advocate the importance for your institution to focus on the development of central services to both formally registered learners and (open) lifelong learners. You strive to create a support environment for your colleagues so as to help them understand and carry out OEP.

Core dimension: pedagogy

Core Dimension

Pedagogy
Open Educational Practices (OEP)

Open educational practices (OEP) make the range of different teaching and learning approaches more transparent, shareable and visible. OEP refers to specific teaching and learning practices that not only use OER but are also open to change, adaptations, sharing and collaboration.

Academics can learn from one another by looking at the ways their peers teach, or by having access to their educational resources and syllabi.

Learners benefit from a learner-centred approach, with the freedom to design learning paths that are suitable to them. In addition they are exposed to different teaching approaches, which create an education experience more conducive to learning.

Institutions benefit from improved teaching practices and the sharing of curricula, syllabi and open educational resources. This promotes collaboration between institutions and alternative continuous professional development practices.

Society benefits from being able to access courses and programmes offered by a variety of educational institutions, each one of them offered with a specific teaching approach and educational resources. This enables a richer, diverse and more inclusive education experience, open to all.

Practical Guidelines on Open Education for Academics:
Modernising Higher Education Practices
http://publications.jrc.ec.europa.eu/repository/handle/JRC115663

What can I do to promote OEP?

YOU CAN...

make use of digital technologies to share teaching practices, to create free and open online courses and MOOCs, and to make your content available in different repositories and open learning environments.

act as an ambassador for your institution to promote open education policies that include all types of learning services for both registered and (open) lifelong learners, such as learning pathways' design advice, open tutoring, open educational resources, assessment, MOOCs, free and open online courses, recognition of prior learning, and accreditation support.

create and reuse teaching materials, making them available as open educational resources (OER). You can share different types of OER, such as lesson plans, assessment templates and learning design with other educators. In addition, you can share the recording of your lessons by using video or podcasts, in order to make your taught subject visible and accessible to all.

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Bernard Shaw:

"The reasonable man adapts himself to the world; the unreasoable man persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man".

Thank you for your attention!

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