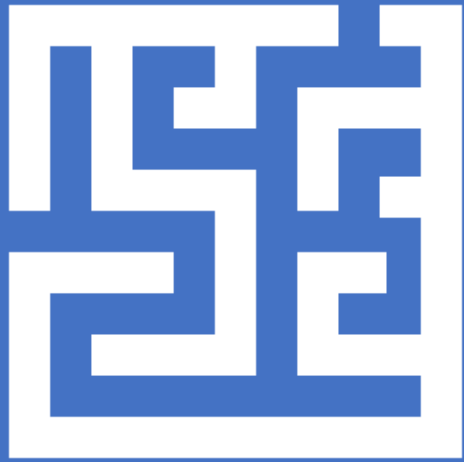




Bologna Digital

Actively Shaping the Digital Transformation
in European Higher Education

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Alexander Knoth (German Academic Exchange Service / DAAD,
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A strategic integration of digitalisation into higher education policy and practice remains hard to find

This is for two main reasons:

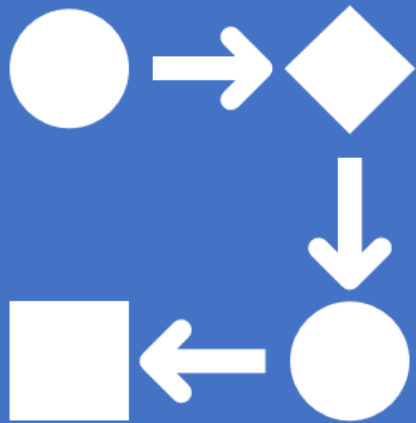
- 1) digitalisation seen as a technical innovation, not a social innovation
- 2) higher education is a multi-layered system, where all layers must be following the same objectives



Digitalisation has been a hot topic in policy and the media for the last few years

At its most ambitious it should involve: “The ***transformation of all sectors*** of our economy, government and society based on the large-scale adoption of existing and emerging digital technologies.” (Randall, Berlina, Teräs, & Rinne, 2018).

But what are the answers to ‘why’ and ‘how’?



From goal conflict and practice ambiguity to integrative practice

To move forward, we need to follow the approach to ‘policy spaces’ by Matland (1995):

Policy goal conflict - this tends to be high as it is not yet agreed what central objectives should be pursued through digitally enhanced higher education

Ambiguity of practice - on where and how to use digitalisation also tends to be high, and this has led to many individual experiments, projects and small-scale initiatives



Hochschulforum
Digitalisierung

WHITE PAPER | MAY 2019

Bologna Digital 2020

White Paper on Digitalisation in the
European Higher Education Area

Florian Rampelt · Dominic Orr · Alexander Knoth

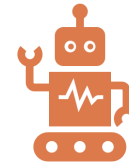
BOLOGNA DIGITAL 2020 – White Paper

- Starts with a vision:
- *in 2030*, university and colleges of higher education offer courses of study that are much **more flexible and offer different learning pathways** recognising the diversity of the student population. They are central institutions of **lifelong learning, on-campus and on digital platforms**. The university will be a **networked and open institution** in 2030, which cooperates much more closely with other universities and with its community and jointly develops and provides educational programmes.
- *The aim of this white paper is to provide a basis for further public discourse on the how to harness the digitisation of higher education in the European Higher Education Area (EHEA) to reach this goal.*

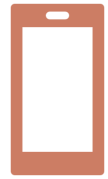
BOLOGNA DIGITAL 2020 – Focal points



**More Proactive
Preparation,
Admission and
Transition**



**Skills for the
(Digital) Future**



**New Mobility
Patterns: Virtual
Exchange and
Blended Mobility**



**Recognition of
(Prior) Learning**



Quality assurance



**Strategies for
Teaching and
Learning in the
Digital Age**

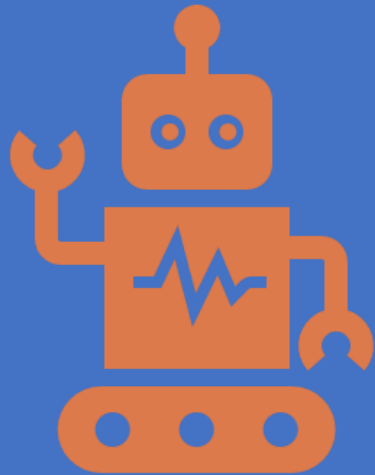
More Proactive Preparation, Admission and Transition



Recommendations for Collaboration in the EHEA

- HEIs are encouraged to **provide online induction courses** for their study programmes to make them open for all students (e.g. as MOOCs), allowing new students to be better informed and better prepared for their studies.
- HEIs are encouraged to **invest in digital technology** such as learning analytics and chatbots for information, guidance and support of new and potential students in alignment with data security standards. Different HEIs could focus on support mechanisms for specific target groups and **pool the resulting resources for all**, e. g. through open-licenced materials and services (open educational resources).
- Member states and the European Commission are invited to **provide funding for such digital solutions** to open up higher education and to help ensure study success for non-traditional learners. Such solutions should be openly licenced and encourage sharing and repurposing of materials and software, which are developed collaboratively by higher education institutions and their members.

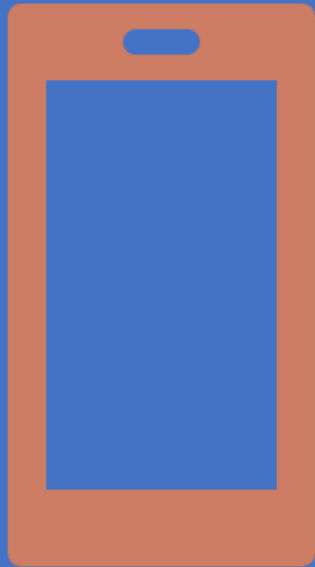
Skills for the (Digital) Future



Recommendations for Collaboration in the EHEA

- HEIs, policymakers and European stakeholders are encouraged to **jointly develop innovative and future-relevant curriculum frameworks** (Curriculum 4.0). These should be **aligned** with emerging European frameworks such as the Digital Competency Framework.
- HEIs are encouraged to ensure that new content is provided as **openly licenced materials** (i.e. as OER), which allow learning resources to be shared with other providers, who can adapt and repurpose them for their own needs.
- Member states and the European Commission are invited to provide **funding to substantially support training and (peer) exchange** for teachers and lecturers in higher education designing and implementing new digitally-enhanced learning environments around skills and competencies which take account of the demands from the labour market and of living in a digital age.

New Mobility Patterns: Virtual Exchange and Blended Mobility



Recommendations for Collaboration in the EHEA

- HEIs are encouraged to make better use of **virtual exchange and blended mobility** opportunities in addition to physical exchange programmes for students and staff. This can strengthen the incoming and outgoing mobility offer, enhance its quality, and help to ensure that learning outcomes are met and that experiences are open to a diverse group of participants.
- New modes of mobility and exchange should be **guided by clear objectives and learning outcomes** by which they can be judged. Member states and European stakeholders should work to clarify common goals and objectives of networked curricula, virtual exchange programmes and blended mobility schemes, so these can act as guidelines for HEIs.
- HEIs should provide **didactical and technical support** for lecturers and students in order to enable them to develop and participate successfully in virtual / blended exchange scenarios. Therefore, they should also make use of their **strategic networks** to mutually profit from each others competences and fields of teaching.

Recognition of (Prior) Learning



Recommendations for Collaboration in the EHEA

- HEIs are encouraged to discontinue paper-based admission processes and expand the use of **digital student data in order to inform, secure and speed up recognition** and admission processes.
- HEIs are encouraged to **collaboratively develop procedures** for the assessment and recognition of prior digital learning achieved through different forms of online education.
- HEIs are encouraged to make use of digital solutions (e.g. digital badges) to **ensure a more detailed documentation of the knowledge, skills, competences and experience** gained by students during their learning progress. This will build trust in and recognition of the full skill set and competency profiles gained by students.
- The European Commission and the Member states are encouraged to support standard setting for transparent, fair and non-discriminatory digital recognition management solutions (**GDPR, Groningen Declaration**)

Quality Assurance



Recommendations for Collaboration in the EHEA

- Member states and stakeholders are encouraged to **review external quality assurance** measures and to extend these to include appropriate procedures for new forms of digital learning. A joint initiative could be to develop a **European-wide label for high quality digital or blended learning** opportunities, which HEIs could apply for.
- HEIs are encouraged to review current **internal quality assurance** measures and to extend these to include appropriate procedures for new forms of digital learning.
- Member states, stakeholders and the European Commission are encouraged to consider the development of a **framework for online microcredentials**. This could be a 'Parallel track' in the Bologna structure that would complement or replace on-campus learning (e.g. within the structure of the European Universities Initiative).

Strategies for teaching and learning in the Digital Age



Recommendations for Collaboration in the EHEA

- HEIs are encouraged to make the use of digitally-enhanced **learning environments central to their institutional strategies** in order to enhance the learning experience and success of all learners they serve.
- HEIs are encouraged to use the benefits of **data-based feedback loops** to regularly review and improve their teaching and learning activities and support services (Plan-Do-Check-Act)
- Member states and the European Commission are encouraged to execute bottom-up analyses of strategic efforts on institutional and national level **to fully understand the breadth and depth of current activities** across Europe and beyond.
- European stakeholder organisations are encouraged to jointly develop Europe-wide **support mechanisms and a peer learning hub building** on current work regarding strategy development for teaching and learning from organisations such as EUA (European level), SURF (Netherlands) and HFD (Germany).