



## Message of Aarhus

OOFHEC Conference: “Blended and Online Learning. Changing the Pedagogical Landscape”

12 October 2018

### The changing pedagogical landscape

The Changing Pedagogical Landscape studies shows three areas of provision<sup>1</sup> in European universities:

- Degree programmes
- Continuous education and continuous professional development programs (short degrees)
- Open education, including MOOCs and open educational resources

Continuous education (CE), continuous professional development (CPD) and open education (OER, MOOCs) are cornerstones in *lifelong learning*.

They will grow faster, due to the needs of the labour market and of the knowledge society at large. The needs for lifelong learning become even more urgent as demographics of the active population<sup>2</sup> decline and careers become longer.

In large parts of Europe, the current active population doesn't attain qualification levels which match with requirements in the knowledge economy. The participation rates in higher education and in lifelong learning are still failing (ET2020 objectives, the EU Education and Training Monitor)<sup>3</sup>. This is even more the case for disadvantaged and migrant people.

### The digital agenda in the Bologna Process

In the Paris Communiqué (29<sup>th</sup> May 2018), digital education is considered as an opportunity to enhance tertiary education in any respects: “We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences... and remove regulatory obstacles to the provision of open and digital education. We call on the Bologna Follow Up Group (BFUG) to take the issue of digitalisation forward in the next working period”.

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<sup>1</sup> Haywood, J., Connelly, L., Henderikx, P., Weller, M. & Williams, K., *The changing pedagogical landscape – New ways of teaching and learning and their implications for higher education policy*, European Commission, Education and Culture, The EU Bookshop, 2015. See: <https://publications.europa.eu/en/publication-detail/-/publication/f43a8447-7948-11e5-86db-01aa75ed71a1>  
Henderikx, P., & Jansen, D. (2018). The Changing Pedagogical Landscape: In search of patterns in policies and practices of new modes of teaching and learning. Retrieved from <https://tinyurl.com/CPLreport2018>

<sup>2</sup> European employment indicators. See: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe\\_2020\\_indicators\\_-\\_employment](http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_employment)

<sup>3</sup> The Education and Training Monitor. See: [http://ec.europa.eu/education/policy/strategic-framework/et-monitor\\_en](http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en)



EADTU offers support to the BFUG and a dialogue with all stakeholders, based on the large experience and expertise of its members on each of the three areas of provisions, namely on blended degree education; short on line degree programs for continuous education and continuous professional development; and on MOOCs for the European labour market.

EADTU will also support the BFUG with a position paper on international collaborative programs and mobility.

### **Blended degree education**

Blended degree education will become mainstream in European universities. It can be defined as the deliberate integration of face to face and online components of education according to an educational design. A European maturity model for blended degree education, based on research and good practices, is built with university partners<sup>4</sup>.

### **Continuous education and continuous professional development through online short learning programs**

A sense of urgency in universities and governments is needed to raise qualifications for the economy of today and even more for the future<sup>5</sup>. Most university initiatives for CE/CPD are still not scalable and not flexible enough to face the ambitions of the EU and to respond to the needs of the economy and of society at large.

Digital continuous education and continuous professional development will upscale continuous education/CPD by online and flexible solutions. EADTU is working on a concept on online short learning programs. A qualification and recognition framework for short learning programs (credits, certificates, diplomas, ...) is needed, that fits to the European Qualification Framework, and will harmonize current diverging qualifications.

### **MOOCs for the European Labour Market**

Universities recognise that MOOCs are an increasingly important area of provision in the higher education system. MOOCs contribute to the digital innovation in higher education by sharing education with all citizens (*open education*); transferring and valorising innovative knowledge to enterprises (*continuing education, CPD*); integrating MOOCs as an enriching learning experience in blended degree education (*bachelor, master and postgraduate programs*).

Partners in the European MOOC platforms in the EMC (established in 2017, last year, during our Milton Keynes conference, with: Futurelearn, FUN, Miriadax, EduOpen, OpenupEd), and stakeholders in the world of work (public employment services, sectors, companies) will look how to structure a European

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<sup>4</sup> See: the European Maturity Model for Blended education, <https://embed.eadtu.eu/>

<sup>5</sup> See: The renewed higher education agenda, European Commission, 2017, <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:247:FIN>

This is also corresponding with two priorities of the Digital Education Action Plan of the European Commission.

See: [https://ec.europa.eu/education/policy/strategic-framework/education-technology\\_en](https://ec.europa.eu/education/policy/strategic-framework/education-technology_en)

See also; See analysis Eurostat. : [http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe\\_2020\\_indicators\\_-\\_employment](http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_employment)



market for continuous education/CPD through MOOCs and the university level short learning programs mentioned.

Partners are preparing a qualification and recognition framework for valorising MOOCs in universities and in the world of work, entering a world-wide discussion on nanodegrees, MicroMasters, credits for MOOCs, and other micro-credentials.

### **International course and program collaboration and mobility**

In the new Erasmus+ programme, the European Commission is promoting physical, blended and online mobility, e.g. by the proposal on “European universities” (European Summit 14/12/2017) and by the establishment of a European hub for innovation, international collaboration and mobility in higher education. In the new vision of the Commission, new flexible and joint curricula will be delivered and a majority of students will benefit from a mobility, be it physical, blended or online.

Since more than ten years, EADTU and other organisations have organized projects on these issues. Recently, EADTU has developed an international collaboration and mobility matrix, defining different types of collaboration and physical, blended and online mobility in a perspective of innovation. EADTU will come forward with an advice paper on international collaboration and mobility in different modes: face to face, blended and online.

### **The eU.University hub**

EADTU and the members plan to participate in the European eU.University hub for innovation, internationalization and mobility, which will be created by the European Commission, starting in 2019. With the experience and the expertise developed by its successive projects, EADTU and the members are able to contribute to a coherent and consistent educational framework for this hub, empowering European universities for innovation, collaboration and mobility and enabling European universities to experiment with new educational models and innovative pedagogies.

### **A continuous dialogue**

In all these areas, EADTU will develop policy recommendations at the institutional, governmental and European level, after a dialogue with all stakeholders. EADTU will offer continued support for universities at institutional and staff level in further innovating education.