LEADERSHIP SCHOOL

Preparing Higher Education leaders to become the change makers of the university of tomorrow

Benchmarking the Digital Difference

16/11/16 António Moreira Teixeira – Universidade Aberta / EDEN

Co-funded by the Erasmus+ Programme of the European Union

Table of contents

- The digital challenge
  - The pioneering institutions and the eLearning buble
  - A vsion of the future / a vsion for the future
  - The digital revolution and the NextGen of learners
- Transforming universities
  - Benchmarking: why and for what?
  - Trends and challenges for digital HEI
  - D- Transforming universities: the UAb case study
- AdUniversity for the network society
  - Looking ahead: universities +
  - Unbundling universities for the network society

UOC : the 1st online university

The eLearning bubble revisited

"**Universities won't survive**.
The **future is outside the** traditional **campus**,
outside the traditional classroom.
Distance learning is coming on fast."

Peter Drucker, 1997

A vision of the future?

"(The) last two decades has been dominated by one particular vision of the future, a vision of a global knowledge economy fuelled by international competition and sustained by digital networks. This vision has driven investment in new technologies, new approaches to teaching and learning, new education industries and massive school rebuilding programmes around the world.

This vision of the future, however, can no longer be considered either robust or desirable enough (..)."

Keri Facer, *Education, technology and social change*, 2011

A vision for the future

"As access to educational resources outside the school walls increases, as new tools for informal learning emerge, there are calls for the school to fragment itself into millions of personalized learning environments, to become an integral part of the homes, workplaces and streets of a learning city. **The future for the school, in some visions of the next two decades, is that it should disappear.**"

Keri Facer, *Education, technology and social change*, 2011

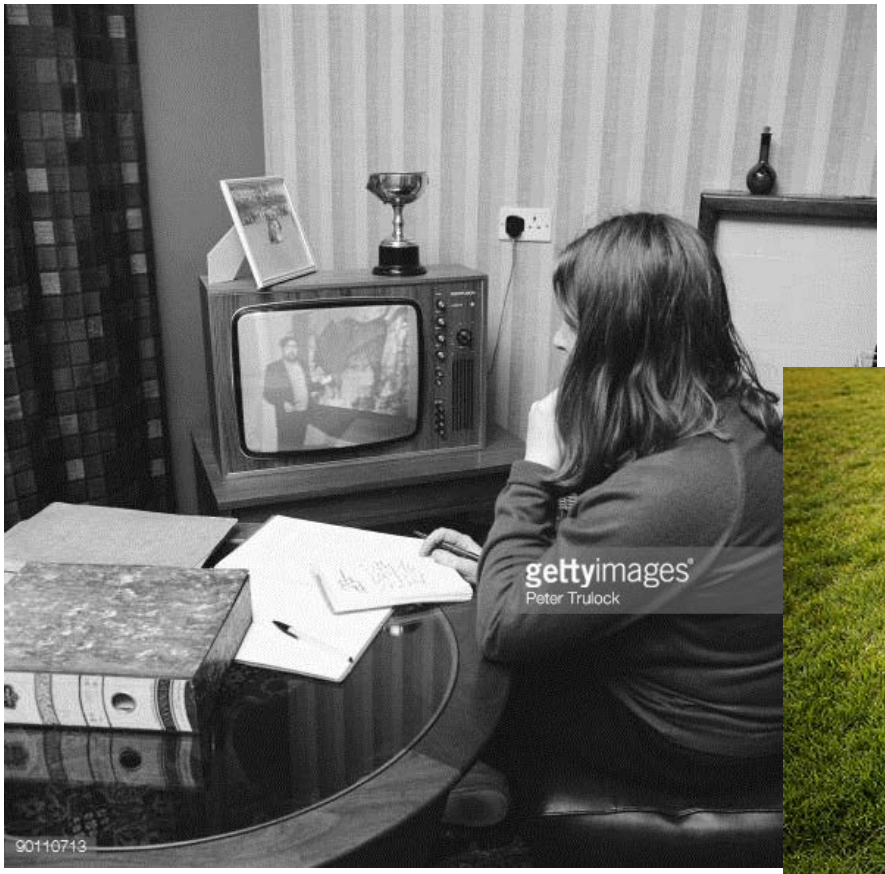
The digital revolution

http://figaro.fis.uc.pt/joanina/fotos/slide_1/pictures/picture-2.jpg

Digital technology has changed the way we produce, share, preserve and reuse knowledge

http://a6.sphotos.ak.fbcdn.net/hphotos-ak-snc4/163413_479288597199_9445547199_5658562_8388607_n.jpg

The digital revolution



Digital technology has changed the way we work and communicate

http://farm6.static.flickr.com/5005/5324381127_65834c3427.jpg

The NextGen of learners

https://www.creativereview.co.uk/cr-blog/2016/february/amsterdams-lava-lab-on-using-technology-to-talk-to-millennials/

Benchmarking: why and for what?

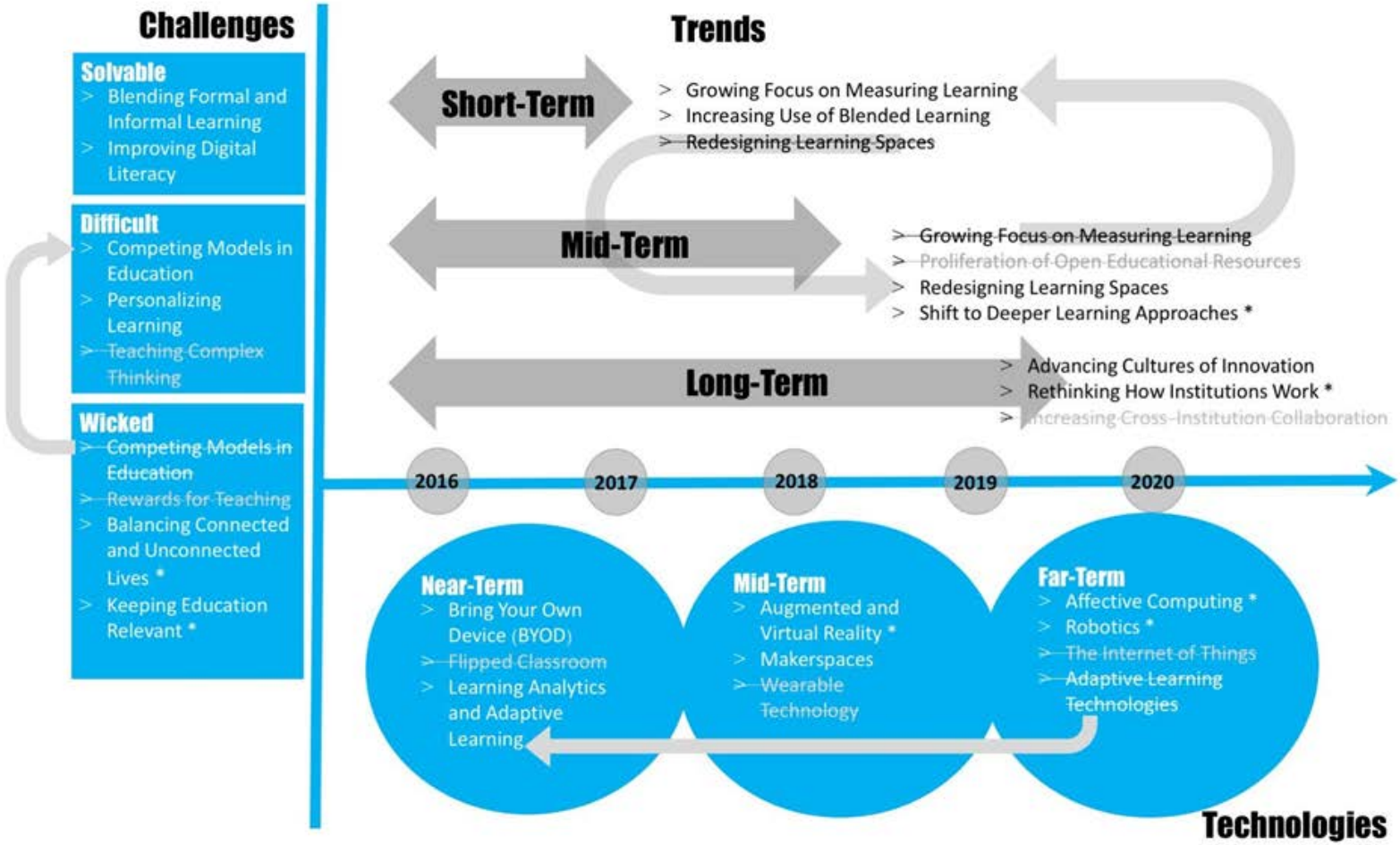
Benchmarking digital institutions may imply different goals

Comparative/Scorecard: How do we measure up with a digital university?
It involves measuring the performance of your university's operations against that of others who are references in the field. It has been described as "the practice of being humble enough to admit that someone else is better at something, and wise enough to try and learn how to match and even surpass them at it."

Process/Best Practices: How can we improve applying the lessons from a digital university?
"Benchmarking means finding out who is the best in an area, studying how they work, and adopting the best practices that are suitable to your own organization."
Dew, J. & Nearing, M (2004), Continuous Quality Improvement in Higher Education

The two approaches are compatible and complement each other.

Trends and challenges for D-HEI



http://blog.aace.org/files/2016/02/Horizon.jpg

Transforming universities for what?

D-transformed institutions should be more *open*, *transparent* and *flexible*. Better adjusted to the **changing landscape**.

EPFL Rolex Learning Centre

https://www.japlusu.com/sites/default/files/styles/slideshow/public/JA00013276_61212_atari.jpg

D-Transforming a university

If Quality is what can differentiate, Innovation is how we can create a difference.

The Innovation in Distance Learning Strategy (2006-10) set a clear and measurable goal: to transform UAb into one of the first three fully virtual European universities by 2010.

The plan established three major goals:

- **To re-qualify UAb as a reference institution;**
- **To dematerialize all administrative, learning and research activities;**
- **To introduce new innovative services for informal learning.**

Six strategic areas of intervention were selected:

- **Quality upgrade of course delivery;**
- **Improvement of university interface and communication system;**
- **Differentiation of services on offer;**
- **Expansion of links with alumni network and the community;**
- **Promotion of applied research and development;**
- **Globalization.**

D-Transforming a university

Goals were translated into over twenty innovation projects with different scopes and sizes, which by their interdependence allowed the rapid dissemination and cultural consolidation of virtual learning in UAb more than any individual projects could aim.

A critical factor in the strategy was the fact its actions directly involved over 20% of UAb's faculty and tutor staff and 10% of its administrative and technical staff.

The design and international validation of a virtual Pedagogical Model played an inductive role of institutional transformation. To borrow from Badley's (2000) expression, this was a succinct model of good University teaching which powerfully conveyed the main requirements for quality virtual learning anywhere and which included a built-in respect for diversity and otherness. This instrument came to actually embody a new identity for the university.

The most complex challenge was however the compulsory formal training program of all teachers and tutors. It was designed as a 4 ECTS intensive and immersive collaborative learning experience, reproducing the main features of the model.

D-Transforming a university

Year	2006	2007				2008				2009				2010
Quarter	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st
Improvement of Pedagogic Quality														
Improvement of the Interface Systems														
Diversification of Services														
Re-identification of the Academic Community														
Reconnection with Society														
Internationalization of R&D in ODL														

A successful learning experience

UAb completed a full transition from paper-based distance learning to a fully online education in just three years.

As a result of the transition, student population increased dramatically in numbers (+ 40% in 4 years), age profile (more students in 25-35 years group without loosing in other groups) and region of recruitment (dramatic increase in Brazilian students).

Faculty and staff increased expertise in ODL and consolidated its perception of UAb's specific mission, core values and market positioning.

The secret of success was to scale up the transition process and speed up its timing.

Following Tidd, Bessant and Pavitt (2001), management successfully included:

- ***Using a strategic approach to innovation and the problem of its management*;**
- ***Developing and using effective implementation structures and mechanisms*;**
- ***Developing and amplifying an organizational context to support innovation*;**
- ***Creating and maintaining effective links with the exterior*.**

After the Change in Technology and Pedagogy

We NEED to Change Institutions

After Changing Tools and Methods

We NEED to Change our Culture

Looking ahead: universities+

How much Transparent can a HEI be?

Dissemination of Open Education Practices across HEI may imply a radical transformation of their organizational cultures:

- Scaling up of educational processes;
- De-regulation of teacher practice and introduction of team teaching;
- Increased introduction of automated processes;
- New forms and tools for learners assessment and accreditation;
- New business models focused on the sustainability of the knowledge system and low-cost and intensive education for all;
- Regulation of online education provision applying shared quality standards based on research and international best practices;
- A fair, morally defensible, international order in cross-border online education that can generate trust amongst all actors;
- A change of Academia traditional standards and forms of evaluation.

Looking ahead: universities+

How much Transparent can a HEI be?

Because Culture matters, globalizing HE practices must be pursued by multi-localizing teaching and learning, thus redesigning institutions by using a more open structure.

Openness in HEI should evolve to transparency of their organizational culture, processes and outcomes.
To open up Open Universities means to prepare them to be more flexible and innovative,
continuously adjusting to the changing landscape.

Unbundling universities

https://media.licdn.com/mpr/mpr/shrinknp_800_800/AAEAAQAAAAAAAATmAAAAJDg2MjFiNGY4LWNkNTMtNDUzYS1hOTBhLTE5OWI5ZTUwNWJmMA.jpg

Unbundling universities

Towards a Disaggregated Model of HEI Organization

How can Universities respond to the cultural challenge of opening up?

Based on Hagel and Brown (2005), Wiley (2009) suggests universities will have to rely on “dynamic specialization” strategies, committing to eliminating resources and activities that no longer differentiate them and concentrating on accelerating growth in what truly distinguish them in society, in order to be or remain successful.

Unbundling universities

Towards a Disaggregated Model of HEI Organization

Wiley identifies five critical functional areas in University organization which could be unbundled:

- Structuring and providing access to content,
- Tutoring and learning support services,
- Curating and providing access to research materials,
- Acting as a hub for social activities,
- Assessing learning and awarding degrees.

Wiley expects HEI will have to focus on developing truly world-class expertise in one or two of these functions and outsource the others.

Unbundling universities

Revised Typology for Public University Activity

(based on Wiley's model)

Functional Areas	To promote co-creation of knowledge, assuring the production of research materials openly accessible for all
	To provide structured scientific content in the format of courses, assuring their wide access and future potential reuse
	To assure tutoring and learning support services
	To assure evaluation, certification of learning outcomes and degree provision
	To assure the preservation of collective knowledge and scientific legacy through the setting up of sustainable repositories open to the community
	To act as broker for the social, economical and cultural development of the community

Unbundling universities

Introducing Continuous Change Management in HEI

Can a University be reassembled for different purposes throughout its lifespan? How can it be designed as a demountable structure, providing the possibility for it to be deconstructed and reorganized.

Indeed, current societal challenges calls for a University organizational model of continuous but ever more radical and rapid transformation. A new kind of University not only more responsive to external challenges, but more capable of reacting speedily, adjusting itself at an increasingly faster pace to its evolving identity.

This project has been funded with support from the Erasmus+ Programme of the European Commission. This site reflects only the views of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

http://www.dtransform.eu/