O2-A6A – Guidelines for Leadership Schools: Annex

Leadership development for leaders of digital transformation in higher education in Europe: Appendices

Paul D. BACSICH

Sero Consulting Ltd, for D-TRANSFORM

Guidelines for Leadership Schools: Annex

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## Appendix 1 – Programme of Leadership School 1

This took place in Barcelona, 14-18 November 2016. The delegates are pictured below.



The programme given below is adapted from the one on the web at <http://symposium.uoc.edu/event_detail/5855/programme/1st-dtransform-digital-leadership-school.html>

#### Monday 14 November 2016

* 14:00 – 14:15

**Welcome and announcements**

Welcome: **Josep A. Planell** (UOC President)

Introduction: **Marta Aymerich** (UOC Vice-president)

* 14:15 – 14:30

**Elevator introductions of participants**

**Marta Aymerich** (UOC Vice-president)

* 14:30 – 15:30

**Opening Keynote**

**The opening up of education and the modernisation of higher education agenda in Europe**

Keynote Speaker: **Andreia Inamorato dos Santos** (IS Unit, European Commission)

Moderator: **Marta Aymerich** (UOC Vice-president)

* 15:30 – 16:00

**Refreshment break**

* 16:00 – 18:00

**Working Session**

**Millennials and strategies (profile, content consumers and cyberculture)**

Speakers: **Ismael Peña** (UOC), **Steve Wheeler** (Plymouth University), **Elena Neira** (Marketing, Social Networks and Technology Consultant)

* 18:00 – 18:30

**End of session**

* 18:30 – 19:00

**Cocktail Reception**

#### Tuesday 15 November 2016

* 09:00 – 09:15

**Newcomer introductions**

**Paul Bacsich** (SERO Consulting)

* 09:15 – 11:00

**Working Session**

**Digital libraries and digitally enabled study spaces: more than just a librarian’s issue?**

Speakers: **Ciro Lluerca**(UOC) and **Rosie Jones**(UKOU)

Moderator: **Núria Ferran**(UOC)

* 11:00 – 11:30

**Refreshment break**

* 11:30 – 13:00

**Working Session**

**Overcoming academic resistance to ICT-based teaching**

Speakers: **Roumiana Peytcheva-Forsyth**(Sofia University) and **András Benedek**(Budapest University of Technology and Economics)

Moderator: **Florence Ducreau**(AUNEGE)

* 13:00 – 14:00

**Lunch**

* 14:00 – 15:00

**Keynote**

**The Promise and the Reality of Analytics**

Keynote speaker: **Anne Boyer**(UL)

Moderator: **Paul Bacsich** (SERO Consulting)

* 15:00 – 15:15

**Refreshment break**

* 15:15 – 17:00

**Working Session**

**Learning analytics: Ready now to serve institutional needs?**

Speakers: **Jordi Conesa** (UOC), **Julià Minguillón** (UOC), **Azim Roussanaly**(UL), **Mark Nichols**(UKOU)

Moderator: **Paul Bacsich**(SERO Consulting)

* 17:00 – 17:30

**End of session**

#### Wednesday 16 November 2016

* 08:00 – 09:00

**Shuttle to UOC headquarters (Tibidabo)**

* 09:00 – 09:15

**Newcomer introductions**

**Susanna Sancassani**(Politecnico di Milano – METID)

* 09:15 – 11:00

**Working Session**

**New approaches to assessment**

Speakers: **Ana Elena Guerrero**(UOC), **Andrea Karpati** (ELTE University), **Albert Sangrà**(UOC)

Moderator: **Carles Sigalés**(UOC Vice-president)

* 11:00 – 11:30

**Refreshment break**

* 11:30 – 13:00

**Working Session**

**Benchmarking digital institutions**

Speakers: **Paul Bacsich**(SERO Consulting), **António Teixeira**(Universidade Aberta and former EDEN president)

* 13:00 – 14:00

**Lunch**

* 14:00 – 15:00

**Keynote**

**What can we learn from small innovative online HE providers?**

Speakers: **Michael Stewart**(The Interactive Design Institute), **Jordi Llonch**(Sharing Academy)

Moderator: **Susanna Sancassani**(Politecnico di Milano – METID)

* 15:00 – 15:30

**End of session**

* 16:00 – 18:00

**Social Activity: Barcelona Tour**

Departure from Tibidabo’s headquarters, visit to Sagrada Familia and arrival to the Silken Diagonal Hotel

* 19:30 – 22:30

**Social Dinner**

Museu Nacional d’Art de Catalunya (MNAC) – fee required

(Shuttle from Silken Diagonal Hotel)

#### Thursday 17 November 2016

* 09:00 – 09:15

**Newcomer introductions**

**András Szücs**(EDEN)

* 09:15 – 11:00

**Keynote**

**Universities disrupted**

Speaker: **Vijay Kumar**(MIT)

Moderator: **Josep A. Planell**(UOC President)

Open Discussion

* 11:00 – 11:30

**Refreshment break**

* 11:30 – 13:00

**Keynote**

**European universities disrupted**

Speaker: **Ryan Craig** (University Ventures)

Moderator: **Josep A. Planell** (UOC President)

Open Discussion

* 13:00 – 14:00

**Lunch**

* 14:00 – 15:30

**Coffee-talk:**

**Making strategy for universities in the 21st century: the new game before the game**

Speaker: **Jean-Philippe Denis**(Université Paris Sud / Saclay)

* 15:30 – 16:30

**Working Session**

**The MOOCs panel**

Speakers:**Anne Boyer**(UL), **Manel Jiménez**(UPF), **Hannes Klöpper**(Iversity)

Moderators: **Ada Giannatelli** (Politecnico di Milano – METID) and **Denés Zarka** (BME)

* 16:30 – 18:00

**Working Session**

**Business models for opening up education**

Speakers: **Rajay Naik** (Keypath), **Paul Bacsich** (SERO Consulting), **Susanna Sancassani** (Politecnico di Milano – METID)

Moderators: **Teresa Sancho** (UOC) and **András Szücs** (EDEN)

* 18:00 – 18:30

**End of session**

#### Friday 18 November 2016

* 09:00 – 09:15

**Newcomer introductions**

**Denés Zarka**(BME)

* 09:15 – 11:00

**Working Session**

**Strategies for HE in the national context**

Speaker: **Susanna Sancassani** (Politecnico di Milano – METID)

* 11:00 – 11:30

**Refreshment break**

* 11:30 – 12:30

**Keynote**

**RRI in the strategy for the HE digital transformation**

Speaker: **Ignasi López-Verdeguer** (RRI Tools – La Caixa Foundation)

Moderator: **Pastora Martínez Samper** (UOC Vice-president)

* 12:30 – 13:00

**Keynote**

**Strategies for HE digital transformation**

Speaker:**François Taddei**(Center for Research and Interdisciplinarity)

* 13:00 – 13:30

**Closing the 1st Leadership School**

Speakers: **Françoise Thibault** (FMSH vice-president) and **Marta Aymerich** (UOC Vice-president)

* 13:30 – 15:00

**Buffet lunch**

* 15:00 – 15:15

**End**

## Appendix 2 – Programme of Leadership School 2

This was a five-day event which took place in France on 19-23 May in Nancy – including over the weekend. Some of the delegates can be seen below relaxing in Place Stanislas.



The programme is on the next two pages (in landscape format).





## Appendix 3 – Programme of MOOC

This description is taken from <https://www.pok.polimi.it/courses/course-v1:Polimi+DTransform101+2017_M5/about>

#### Course description

With society, universities and labour market becoming more and more reliant on technology, it is important for higher education leaders to leverage the power of digital resources in order to find a strategy for change.

This MOOC is therefore aimed at raising awareness of digital resources, and especially OER and MOOCs, as a strategic factor for university transformation, with a special focus on teaching and learning processes.

In addition to that, the course promotes executive reflection on hands-on challenges and offers networking opportunities in a non-formal context.

The target audiences of the MOOC are: university rectors, vice-rectors, rector’s delegates for e-learning, rector’s delegates for university third mission, deans of faculties, directors of operational units in higher education institutions and anybody interested in the digital strategy of universities.

#### Course Information

The course is organised into 7 weeks; each week is devoted to a specific topic:

WEEK 1 – Universities disrupted

WEEK 2 – Models for opening up education

WEEK 3 – OER and MOOCs as innovation drivers

WEEK 4 – Academic libraries and learning spaces

WEEK 5 – Assessment and credits

WEEK 6 – Learning analytics

WEEK 7 – Overcoming academic resistance to ICT-enhanced teaching

Classes Start: May 15, 2017

Classes End: September 3, 2017

Estimated Effort: 1-2 hours/week

Language: English

The MOOC explores the new positioning of universities in the digital age along with some selected innovation fronts that entered the higher education discourse. Each week we will have a theme, and we’ll learn about it through video interviews with visionaries and practitioners from diverse organisations. You may cherry-pick the content most beneficial to you, or you may follow the suggested learning path and engage in individual or collaborative activities, sharing your thoughts with the other MOOC participants in the course forum.

Except where otherwise specified, the D-TRANSFORM MOOC is released under a Creative Commons Creative Commons Attribution-ShareAlike 4.0 International licence.

#### Evaluation

Quizzes aimed at assessing knowledge and understanding are not available, because they are not relevant to this discussion-based MOOC.

Upon the completion of a reflective quiz at the end of the course, you will achieve a *statement of participation* issued by the D-TRANSFORM consortium.

The D-TRANSFORM MOOC is not credit eligible.

## Appendix 4 – Project Outputs of most relevance to Leaders

This is edited from <http://www.dtransform.eu/resources/>

The reports of most relevance are:

* [O1-A1 Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom](http://www.dtransform.eu/resources/guidelines-and-reports/#O1-A1)
* [O1-A2 Business models for opening up education – Sustainability of MOOCs, OER and related online education approaches in higher education in Europe](http://www.dtransform.eu/resources/guidelines-and-reports/#O1-A2)
* [O1-A3 Open Educational Resource, a lever for digital transition of higher education?](http://www.dtransform.eu/resources/guidelines-and-reports/#O1-A3)
* [O1-A4 Guidelines for governance of HE institutions](http://www.dtransform.eu/resources/guidelines-and-reports/#O1-A4)

### A4.1 Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom

*January 2016 by the D-TRANSFORM partnership*

The project team has produced a series of surveys about digital transformation of higher education in Europe providing:

* the state-of the art on national policies
* the analysis of business models
* the implementation of Open Educational resources

The surveys are included in a final report making recommendations for university governance concerning e-learning as a lever of transformation of higher education in Europe. The 1st survey focuses on a comparative analysis of national policies for university digital transformation, implemented since the beginning of the 21st century. The main outcome of the survey is that no generalization is possible. . While all policies can be categorized within the general trends of the digital transformation, the dynamic of each higher education system puts different actors at the centre, according to the general logics of the systems. The challenge is then to produce conclusions that allow each partner country to engage in a transformation adapted to its own national context.

* [DOWNLOAD the English version](http://www.dtransform.eu/wp-content/uploads/2016/07/O1_A1_Eng.pdf) (pdf)
* [DOWNLOAD the French version](http://www.dtransform.eu/wp-content/uploads/2016/01/O1-A1French.pdf) (pdf)

### A4.2 Business models for opening up education – Sustainability of MOOCs, OER and related online education approaches in higher education in Europe

*April 2016 by the D-TRANSFORM partnership*

This D-TRANSFORM report is designed to provide guidance for senior managers in higher education institutions, mainly in four Member States of the EU – France, Italy, Spain and UK – when they come to consider whether to deploy MOOCs and related approaches, and how to justify such decisions in terms of business models and strategic relevance. There is a focus on public sector institutions, but the full range of university provision is considered, including the open universities and innovative private providers of higher education.

In order to give the work the widest possible relevance to Europe, three other European countries are looked at (Hungary, Ireland and Belgium Francophone Community) and guidelines given so that readers can research information for their countries in order to create relevant business models.

The report looks in detail at business models for US-based MOOC aggregators such as Udacity and Coursera, but with the focus on lessons that can be adapted for the European scene. This differs in several ways from the US, including on accreditation issues. It also draws insights from the range of OER, MOOC and online learning developments across Europe. The report aims to be up to date with MOOC developments until March 2016. Many interesting developments have only fully come to light in the last few months.

* [DOWNLOAD](http://www.dtransform.eu/wp-content/uploads/2016/04/O1-A2Business-models-edition-1-final.pdf) the report (English version)

### A4.3 Open Educational Resource, a lever for digital transition of higher education?

*April 2016 by the D-TRANSFORM partnership*

Easy access to educational content for the largest number is deeply rooted in our European history. The question of freely available digital open educational resources (OER) has nonetheless been a particular point of focus in the last ten years for various countries and also for international institutions, particularly in Europe. The production and diffusion of these resources have taken different aspects. They have either taken the form of “reservoirs” of educational resources whose location and access need to be facilitated, or the form of structured and rhythmic training modules comprised of classes, exercises, discussion forums, and evaluations, as is the case with on line education programs and MOOC. Whatever the form, two principles underlie this process: education for all as it is defended by UNESCO and “free”, “open”, “collaborative”, “coproduction” practices etc. carried by the web world for the sake of greater agility and global efficiency.

The media have reflected some great successes, even presenting MOOC as “the” lever for a radical transformation of educational patterns and for a better universal access to knowledge. Firm recommendations have been produced at national and international level, efforts to mutualise actions have been launched, OER are now included in the field of digital public policies (see our [Public Digital Policies in Higher Education – A comparative survey between Spain, France, Italy and the United Kingdom](http://www.dtransform.eu/public-digital-policies-in-higher-education-survey-report-available/)).

Has this mobilization around OER borne fruit in terms of a wider access to knowledge for all? Facing a dual trend of commoditisation and opening up of education at world level, are OER an instrument of domination or a tool of equal opportunities and diversity? Is the trend towards sharing maximum resources or rather towards a contextualized and private usage?

Furthermore, will the development of OER lead to innovation and transformation of our educational systems linked with the digital evolution of our economy, our society and our culture? What place should it consequently be given to mobilize and educate leaders of our systems and institutions?

The objective of this report is to answer these questions, focusing on two main areas:

* the first area will concern open education confronting the ideals of this concept with reality
* the second area will question observations and perspectives in terms of evolution of higher education and the role played by OER.

In order to give context to these issues, the present report will start with a reminder of historic and geographic perspectives related to OER and MOOC before providing a general background in terms of digital governance and digital services offered to teachers and students in the institutions studied.

The report is available in [English](http://www.dtransform.eu/wp-content/uploads/2016/04/Rapport-O1A3-Version-Anglaise.pdf) and in [French](http://www.dtransform.eu/wp-content/uploads/2016/04/Rapport-O1A3-Version-Franc%CC%A7aise.pdf).

### A4.4 Guidelines for governance of HE institutions

*November 2016 by the D-TRANSFORM partnership*

It has already been indicated on more than one occasion, that the digital culture of governing bodies is essential for a successful digital transition in education, because these governing bodies will define and drive the transformation strategies of their establishments. In particular, information about digital trends, gathering the most promising experimentations, knowledge of future users and their typical practices, in-depth awareness of the new demands of the professional world – these are all key factors for defining a strategic vision and developing an action plan to implement that vision.

The Guidelines for governance of HE institutions, as well as the previous reports, reveals the themes that are crucial, enabling enlightened governance that is suited to today’s challenges.

Download the report here (pdf):

* [ENGLISH version](http://www.dtransform.eu/wp-content/uploads/2016/11/GuideLinesAnne_UK.pdf" \t "_blank)
* [FRENCH version](http://www.dtransform.eu/wp-content/uploads/2016/11/GuideLinesAnne.pdf).

## Appendix 5 D-TRANSFORM MOOC: Data snapshot

*What can the first two months of delivery (15 May 2017 – 15 July 2017) tell us about the outcomes of the D-TRANSFORM MOOC?*

|  |  |
| --- | --- |
| comunicato stampa_dtransform-01 | The course is organised into 7 weeks and contains videos, infographics, resource materials, discussions in the forum, a reflective quiz.  The MOOC was launched in the context of the 2nd D-TRANSFORM Leadership School and is delivered on POK, the MOOC platform of Politecnico di Milano – Italy (<https://www.pok.polimi.it/courses/course-v1:Polimi+DTransform101+2017_M5/about>). |

##### Key figures

|  |  |
| --- | --- |
| 160 | enrolled users; the course is scalable to accommodate an unlimited number of participants |
|  |  |
| 19% | users that completed the final reflective quiz (aimed at obtaining the certificate of accomplishment) |
|  |  |
| 737 | visualizations of the external enrolment page (“about” page), with 2 minutes average time on the page |
|  |  |
| 37 | videos with about 1200 visualizations, mostly from Italy, Germany, United Kingdom and France, but also from Hungary and Spain and other countries |
|  |  |
| 50 | contributions in the forum (posts, responses and comments) |
|  |  |
| 30% | of participants have strategy and innovation responsibilities in higher education institutions; 54.7% of participants are 41 and over |