The Changing Landscape of European Higher Education

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Presentation Topics

1. Aims
2. Intended Learning Outcomes
3. European Higher Education Area Reforms
4. EC Report – New Modes of Learning and Teaching in Higher Education
5. Recommendations to the Policy Makers (Ministry Of Education and Culture, Evaluation Committee for Private Universities, Parliamentary Committee for Education)
1. Aims of the Presentation
Aims of the Presentation

- Explain the European Higher Education Area (EHEA) Reforms
- Address the Changing Landscape of European Higher Education
- Emphasize on the EC Recommendations to the Member States Concerned with Distance-Learning Education
- Highlight the Challenges Ahead for Higher Education in Cyprus
- Re-open the Discussion for Establishing Cyprus as an International Educational Centre
2. Intended Learning Outcomes of the Presentation
Intended LOs of the Presentation

Universities
- Commit in Adopting the EHEA Reforms
- Commit in Adopting New Teaching and Learning Methods and Promoting the Offering of Distance Learning (DL) and E-learning Education

Policy Makers (Ministry, ECPU, Parliament)
- Commit in Fully Supporting Universities Offering DL Education
- Commit in Establishing Cyprus as an International Centre of Higher Education through the Support of DL Education
3. European Higher Education Area Reforms
It's all about the student
University of Nicosia, Cyprus

'ECTS is all about the student,' Philippos Pouyioutas insists. He is the Vice-Rector of Academic Affairs at the University of Nicosia.

'It's about building a student-centred environment,' he says. 'About rethinking and re-engineering the academic curriculum and delivery methods for learning and assessment. Making programmes address labour needs and preparing students for industry positions. Improving the quality of study programmes and qualifications. Helping the accreditation of programmes. Enhancing the University's image and reputation. Making it well known internationally. Helping to recruit both local and international students, double and multiple degrees and promoting cross-border education.'

It has also helped to improve the content of the Diploma Supplement for graduates, by 'introducing the learning outcomes, skills, knowledge and competencies graduates have acquired during their studies. It is a statement for employers with a more accurate indication of the qualifications and achievements reached after the studies.'

ReProTool (www.reprotool.com) is an integrated online tool with a unique code for each student to access the Diploma Supplement. It is based on a series of principles agreed with the European Commission and ECTS Label. It allows students to verify their academic credits, gain recognition in their studies, and access their academic records. It also provides a means for students to pursue their own education plans and make necessary adjustments to their academic programmes.

The University of Nicosia has four faculties comprising more than 250 academic and research staff. They teach over 5,000 students, 20% of whom are from abroad. The university offers more than 65 programmes and has a strong reputation in fields such as law, information technology, psychology, and management.
European Higher Education Area Reforms (EHEAR)

- Empowering the student
- Learner (student) – centered learning
  - Active student participation in learning process
  - Teachers transform to educators and facilitators of the learning process
- Knowledge Triangle – Academia, Research, Business
  - Partnerships with local industry/business, government and municipality authorities
  - Applied research for the benefit of the society
European Higher Education Area Reforms (EHEAR)

- Active involvement of stakeholders (students, alumni, social actors) in designing, delivering and evaluating (including internal and external evaluation) programmes of studies
- Industry/business-oriented programmes
- Graduates that meet labour needs
- Inclusive/widening access to education
- Use of ICT in Education – preparing students to become e-citizens
- E-learning/Blended Learning, Flip Teaching modes of delivery – virtual mobility
European Higher Education Area Reforms (EHEAR)

- “New” Teaching/Learning Methods/Approaches
  - Problem Based Learning, Flip Teaching

- Internalization of Universities and Cross Border Education
  - Student and Staff Mobility
  - Joint/double/multiple degrees
  - Project co–operations and strategic partnerships
  - Campuses abroad
  - Franchised degrees

- Transparency/Comparability of Qualifications

- Informal and Non–formal Learning

- Emphasis on teaching
High Level Group on the
Modernisation
of Higher Education

REPORT TO THE EUROPEAN COMMISSION ON
Improving the quality
of teaching and learning in
Europe’s higher education institutions
JUNE 2013

Today’s (2013) Teacher

Today's (2014) Teacher

Tomorrow’s (2015) Teacher
4. EC Report – New Modes of Learning and Teaching in Higher Education
High Level Group on the Modernisation of Higher Education

REPORT TO THE EUROPEAN COMMISSION ON New modes of learning and teaching in higher education

OCTOBER 2014

Mary McAleese (Chair)

Mary McAleese was President of Ireland from 1997-2011. She graduated in law from Queen’s University, Belfast, in 1973 and was called to the Northern Ireland Bar in 1974. In 1975, she was appointed Reid Professor of criminal law, criminology and penal policy at Trinity College Dublin and in 1987, she returned to Queen’s to become director of the institute of professional legal studies. In 1994, she became the first female pro-vice chancellor of Queen’s University.

Agneta Bladh

Dr Bladh chairs the governing board of the Jönköping School of Health Sciences and Stockholm University library board. She is also a member of Uppsala University governing board, the board of Oslo and Akershus College of Applied Science (Norway) and a board preparing the merger between two universities in Norway. Dr Bladh is a member of the Danish Accreditation Council and the advisory board of the Swedish Higher Education Authority. Dr Bladh was rector of the University of Kalmarsudd, Sweden, from February 2004 to December 2009. From 1998 to 2004, she served as state secretary at the Swedish Ministry of Education and Science, responsible for higher education and research, and from 1995 to 1998, was director general at the National Agency for Higher Education. Agneta Bladh holds a PhD in political science from Stockholm University (1988).

Christian Bode

Christian Bode was secretary general of the German Academic Exchange Service for 20 years (1990-2010). He was educated in law and received his PhD from the University of Bonn in 1971. Between 1972 and 1982, he held different senior positions in the federal Ministry of Education and Science. From 1982 to 1990 he was secretary general of the German Rectors’ Conference. He was one of the founders of the Academic Cooperation Association in Brussels and served as its vice president several times.

Christian Bode has published widely on all aspects of higher education policy, with a focus on international cooperation between universities. He is a member of several administrative boards of universities in Germany and abroad (Munich, Berlin, Maastricht, Shanghai) and professional societies.

Jan Muehlfelt

Jan Muehlfelt is chairman of Microsoft Corporation in Europe. Over nearly 20 years with Microsoft, he has served in various positions, including in its Czech/Slovak subsidiary from 1993 to 2000, and was responsible for central and eastern Europe in 2000-05. He served as vice president of Microsoft’s public sector team in 2005 and vice president of Corporate & Government Strategy in 2006, for Europe, the Middle East and Africa. Mr Muehlfelt is a vice-chair of the Academy of Business in Society, a board member of Junior Achievement, co-chairman of the European e-Skills Association and a member of the board of the student organisation AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) and the advisory body of Ofvum, a company that specialises in analysis and consulting on technology. He has served on various advisory boards for several European governments on information technology, national competitiveness and education. He also represents Microsoft on the Transatlantic Business Dialogue and is an advisor on different projects for the World Economic Forum, the Organisation for Economic Cooperation and Development (OECD) and European Policy Centre. He is also a board member of the Czech National Museum and member of the Leaders’ Council of the International Business Leaders Forum. He graduated from the Czech Technical University and later completed executive development programs at Wharton, the London School of Economics and Harvard.

Tea Petrin

Tea Petrin is professor in the faculty of economics at the University of Ljubljana, Slovenia, where she is also the head of the entrepreneurship academic unit. She is a member of the university senate. Ms Petrin was a visiting professor at the University of Massachusetts at Amherst and at the Haas School of Business, UC Berkeley. She was also a Fulbright professor at the Institute of International Studies at UC Berkeley and at the Centre for Industrial Competitiveness in the University of Massachusetts Lowell. She is a renowned expert in entrepreneurship and innovation policies, and regional development programmes. From 1999-2004, she was Slovenia’s Minister of Economy. From 2004-2008, she was Slovenian ambassador to the Netherlands, and has been her country’s representative on the European Small Business Council and a member of International Small Business Council. She is vice-president of the board of advisors of the Competitiveness Institute, a member of the academic advisory board of the European Forum of Entrepreneurship Research and a member of the board of the Academic Research Network. She chaired the cluster policy group at the European Commission’s Directorate General for Enterprise and Industry (2009-2010), was a member of the synergies expert group at the European Commission’s Directorate General for Research (2010-2011) and has been a member of the United Nations’ committee for development policy since January 2013.

Alessandro Schiesaro

Alessandro Schiesaro is professor of Latin literature at the University of Rome-Sapienza and director of the Sapienza School of Advanced Studies. After studying in Pisa, Berkeley and Oxford, Alessandro Schiesaro lectured in the United States, including as professor of classics at Princeton, and in the United Kingdom as professor of Latin at King’s College London. Since 2008 he has chaired the technical secretariat of the Italian Ministry for Universities and Research.
“There is enormous potential for widening access to higher education and increasing the diversity of the student population. Online technologies provide opportunities to learn anywhere, anytime and from anyone. This flexibility is essential for non-traditional learners and will enable a shift change in the engagement of higher education institutions in lifelong learning and continuing professional development. This will provide an important tool to governments in ensuring a diversity of provision within higher education systems to meet the needs of all learners. It also provides a platform for reaching international markets and complements existing developments in cross-border education.” Extract from Executive Summary.

“Our message is clear. While accepting that higher education institutions and, more particularly, teaching staff are the main actors in delivering these pedagogical changes, it is the responsibility of public authorities to create the environment and incentive for action. The European Union also has an important role to play.” Extract from Executive Summary.
“Worldwide demand for higher education is expected to grow **exponentially** from 100 million students currently to 250+ million by 2025….

.. a considerable portion of this growth is coming from adult and returning learners - a complex cohort, most of whom will study whilst also working ….

.. There has been a shift in the concept of and attitude towards distance education. **Increasingly, people are opting to study online**….. “Extract from Introduction.
“.. These actions reflect a growing realisation of the potential impact that new, innovative modes and technologies can have on the quality and reach of our higher education offering. Ignoring them is not an option, nor is a wait-and-see approach ……

This report builds on the action lines in the Commission Communication and provides guidance to the European Commission, Member States and institutions on ways to respond to these challenges, and more fully embrace and make better use of the potential of these developments for European higher education”

Extract from Introduction.
“.. We can no longer rely on ever more international students travelling to Europe, as more and more local educational opportunities open up. Online provision and open access to education resources provide a means for reaching this ever-increasing worldwide audience, and for enhancing global visibility and reputation. It can also provide a cost-effective complement to international campuses and “flying faculty”, and can allow the internationalisation of education without the same risks of brain drain.”

Extract from Introduction.

“Europe has been **slow** to embrace the potential for higher education offered by new modes of learning and teaching. While there are pockets of innovative activity emerging, in general there remains a degree of **conservatism** and a **lack of leadership and vision** across Member States at both at **national** and **institutional** level. Too often, these new developments are viewed as small-scale experiments or optional additions to the normal business of higher education institutions.”

*Extract from Introduction.*

“Yet there is a clear lack of comprehensive national strategies in the vast majority of EU countries. This is simply not good enough for it belies an inertia and lack of ambition which future generations will not thank any of us for. Policy-makers need to shift into a higher gear.

The development of a national vision and framework on how new modes of learning and teaching will be used to support high level policy goals for the higher education system is an essential first step in delivering the change that is required across Europe.”

Extract from Introduction.

“Authorities should not seek to be overly prescriptive, or to try to “pick winners”, but instead the aim should be to develop conditions that encourage and embrace innovation, and generate real momentum. Europe has the chance to become a centre of gravity in higher education innovation using these new tools and technologies. More importantly, Europe needs to establish its credentials as an innovator in this sector.”

Extract from Introduction.

RECOMMENDATION 1

The European Commission should support Member States in developing and implementing comprehensive national frameworks for diversifying provision and integrating new modes of learning and teaching across the higher education system. It should promote mutual learning on key aspects including skills development, infrastructures, legal frameworks, quality assurance, and funding, in particular by exploiting the potential of the Erasmus+ programme.
“The German Forum for Higher Education in the Digital Age, initiated in 2014 and funded by the Federal Ministry, is an independent national platform for the promotion of digital learning and teaching in German universities. From innovation in teaching and learning to questions of governance and policies, six expert groups work on different subjects along the scope of e-learning, in order to discuss crucial questions, and develop benchmarks and a recommended course of action. The Forum particularly aims to increase the visibility of digital teaching and learning in public and to promote open discourse on the subject.”

Example from Recommendation 1.

Recommendation 2

The European Commission should prioritise support to higher education institutions under the Erasmus+ programme to enhance digital capacity and mainstream new modes of learning and teaching within the institution. Erasmus+ funding should also be made available to promote experimental partnering with specialist service providers.

“The Open Education Europa portal, established by the European Commission in September 2013, provides a pan-European gateway to free-to-use open educational resources. The materials available on the portal have grown dramatically since its launch and includes learning resources, courses and MOOCs. This has also proved a useful tool in capturing the pace of developments. There are now nearly 600 MOOCs available on the portal, a huge increase from just under 100 a year ago.”

Example from Recommendation 2.

RECOMMENDATION 3

The integration of digital technologies and pedagogies should form an integral element of higher education institutions’ strategies for teaching and learning. Clear goals and objectives should be defined and necessary organisational support structures (such as the European Academy of Teaching and Learning) established to drive implementation.
“Once again, **strategic vision and leadership** is needed to address these perceptions and to more fully engage staff in the potential offered by new modes of learning and teaching. **The integration of new technologies and pedagogies needs to be placed at the heart of institutions’ teaching and learning strategies, and they should become an integral component of everyday institutional business**”

Example from Recommendation 3.

RECOMMENDATION 4

National authorities should facilitate the development of a national competency framework for digital skills. This should be integrated into national professional development frameworks for higher education teachers.
“UNESCO, in partnership with Cisco, Intel, ISTE and Microsoft, has developed an ICT Competency Framework for Teachers detailing the competencies that teachers need to integrate ICT into their practice and professional development. Although this is designed for secondary teachers, it has the potential to be tailored for higher education.”

Example from Recommendation 4.

RECOMMENDATION 5

All staff teaching in higher education institutions should receive training in relevant digital technologies and pedagogies as part of initial training and continuous professional development.
“New technologies and associated pedagogies require a very different skill-set from more conventional teaching, and this can place additional pressures on teaching staff.”

Extract from Recommendation 5.

RECOMMENDATION 6

National funding frameworks should create incentives, especially in the context of new forms of performance-based funding, for higher education institutions to open up education, develop more flexible modes of delivery and diversify their student population.
“The current models of higher education funding and tuition fee regimes in many European countries do not promote the development of online-delivered programmes and, in some cases, act as a barrier.”

Extract from Recommendation 6.

National authorities should introduce dedicated funding to support efforts to integrate new modes of learning and teaching across higher education provision. Funding should encourage collaborative responses to infrastructural needs, pedagogical training and programme delivery.
“eCampus is a five year programme, funded by the Norwegian Ministry of Education, focusing on making technology available for the Norwegian higher education sector to make their teaching and research better, more effective and more available across organisational and geographical barriers. One of the areas that eCampus focuses on is lecture capture. The goal is to be able to record 40% of all lectures and make them available online by the end of the programme period (2017).”

Extract from Recommendation 7.

RECOMMENDATION 8

National and regional authorities should utilise opportunities under the European Structural and Investment Funds programme to support the development of necessary supporting infrastructures, technologies and repositories.

“Edinburgh University’s Distance Education Initiative is a cross-university strategy for the development of online distance learning courses. It involves a £5 million (€6 million) investment over five years. To date, 48 Masters and CPD accredited programmes have been developed, involving nearly 2,000 students. The aim is to have equal numbers of online and on-campus postgraduate students in 10 years.”

Extract from Recommendation 8.

RECOMMENDATION 9

Public authorities should develop guidelines for ensuring quality in open and online learning, and to promote excellence in the use of ICT in higher education provision.
“It is equally important that quality assurance procedures do not act as a barrier to the emergence of creative and innovative pedagogical developments and course design. In particular, requirements for individual programme accreditation sometimes create rigidities that do not encourage the timely adaptation of courses, including the introduction of novel approaches and pedagogies. In this regard it is promising to note from the European Commission’s recent progress report on quality assurance that there is an ongoing trend in external quality assurance, from the traditional focus on accreditation of individual programmes to the evaluation of the entire institution. This will allow for a much greater flexibility in course design and delivery, and the integration of emerging technologies and new pedagogies....”

Extract from Recommendation 9.

RECOMMENDATION 10

The European Commission should support cross-border initiatives to develop quality standards for open and online learning under the Erasmus+ programme.
“EADTU, in collaboration with ENQA and EFQUEL, is undertaking a project in “supporting quality in e-learning” which is seeking to promote excellence in the use of ICT in higher education. The project will examine various QA approaches for open and flexible learning.”

Extract from Recommendation 10.

RECOMMENDATION 11

Higher education institutions should ensure that quality assurance arrangements apply to all forms of credit-awarding provision in the institution. Institutions should use the quality assurance system to monitor retention rates and inform the development of appropriate supports.
“Significant efforts have been made under the Bologna Process to strengthen quality assurance procedures across the European Higher Education Area. As a result, national quality assurance regimes are coping well with ensuring the quality of on-campus, distance education and even transnational provisions leading to smooth accreditation and recognition of study programmes. These processes can therefore provide the appropriate mechanism for ensuring the quality of new ICT-based approaches within conventional provision (blended learning)”

Extract from Recommendation 11.

RECOMMENDATION 12

The European Commission and national authorities should encourage and incentivise higher education providers to award and recognise credits under the European Credit Transfer and Accumulation System for all forms of online courses. The current revision of the ECTS Guide should incorporate these principles.
“Iversity, a German-based MOOC platform, held its first MOOC exams in January 2014 leading to the award of ECTS credits by the partner HEI.

OpenupEd offers ECTS credit opportunities for more than half of its MOOCs, at the hosting university (for a fee).”

Extract from Recommendation 12.

RECOMMENDATION 13

Governments and higher education institutions should work towards full open access of educational resources.

In public tenders open licences should be a mandatory condition, so that content can be altered, reproduced and used elsewhere.

In publicly (co-)funded educational resources, the drive should be to make materials as widely available as possible.
“There are still questions, multiple barriers and legal uncertainties concerning open access policies and open educational resources, in relation to their use, modification and re-use.

Creative Commons licenses provide a simple, standardised way to arrange copyright by giving public permission to share and use educational material on conditions that can be tailored to specific needs.”

Extract from Recommendation 13.

RECOMMENDATION 14

Member States should ensure that legal frameworks allow higher education institutions to collect and analyse learning data. The full and informed consent of students must be a requirement and the data should only be used for educational purposes.
“We are conscious about different perceptions, cultures and legal traditions concerning data protection and privacy issues. The way Member States and higher education institutions use data for learning analytics will vary across the European Union and globally. We encourage the European Union and Member States to ensure that legal frameworks allow higher education institutions to make best use of these new possibilities for improving the quality of their offerings in full consent with their students. Ensuring that data is only used for educational purposes should be fundamental to these frameworks.”

Extract from Recommendation 14.

Online platforms should inform users about their privacy and data protection policy in a clear and understandable way. Individuals should always have the choice to anonymise their data.
“While respecting these legal safeguards for data protection and privacy, the advances in big data and data analytics are also creating opportunities for institutions to better understand the needs of students and develop more personalised learning pathways. These developing capabilities have the potential to transform the learning experience and enhance completion rates.”

Extract from Recommendation 15.

5. Recommendations to the Policy Makers

(Ministry of Education and Culture, Evaluation Committee for Private Universities, Parliamentary Committee for Education)
Recommendations to Policy Makers

1. Study Carefully the Report
2. Adopt the EC Recommendations – similarly to all other EC directives we will be judged by the EC (see delays in developing our NQF)
3. Set DL Education as a key strategic priority for Cyprus Higher Education
4. Set the Framework for Achieving the Aim of Converting Cyprus into an International Center of Higher Education
5. Form a Team of Experts (Ministry, ECPU, Universities) to:
   a. Develop a National Strategy for DL Education
   b. Oversee the Implementation of the Strategy
   c. Seek European Funding for Implementing the DL Education Strategy
   d. Eliminate all barriers to DL Education—conservatism, legal restrictions, bureaucratic processes
   e. Develop and implement flexible legislation and rules and regulations for the promotion of DL Education
   Support Universities offering DL Education
6. Follow the recommendation with regards Quality Assurance and the “revised” (May 2015) European Standards and Guidelines for Quality Assurance which shift the emphasis from programme evaluation/accreditation to institutional evaluation/accreditation and evaluation/accreditation of internal quality assurance systems

7. As per above provide institutional evaluation/accreditation to DL education providers and move away from programme evaluation/accreditation
Thank you!
Questions?
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