

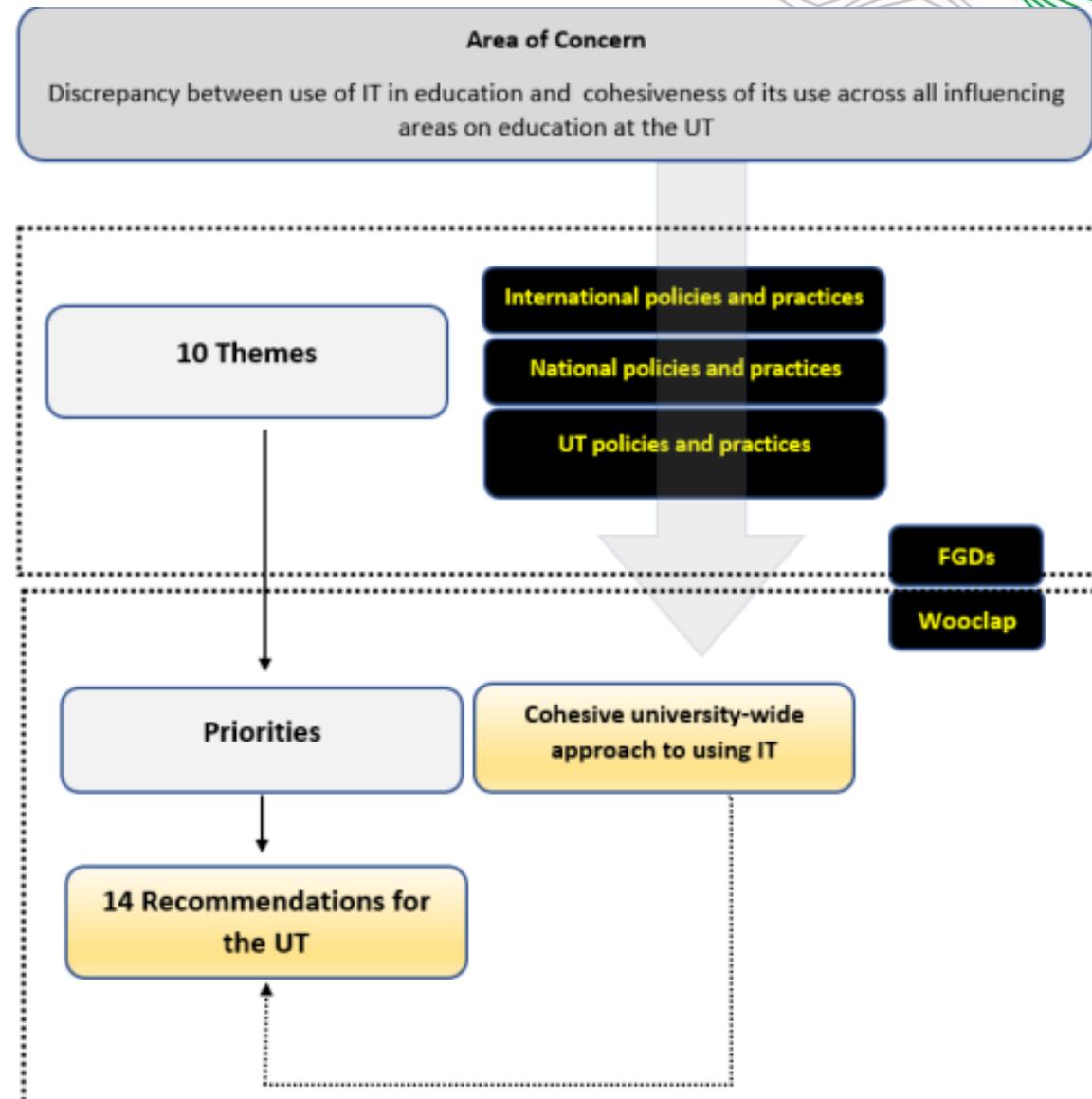
METHODS

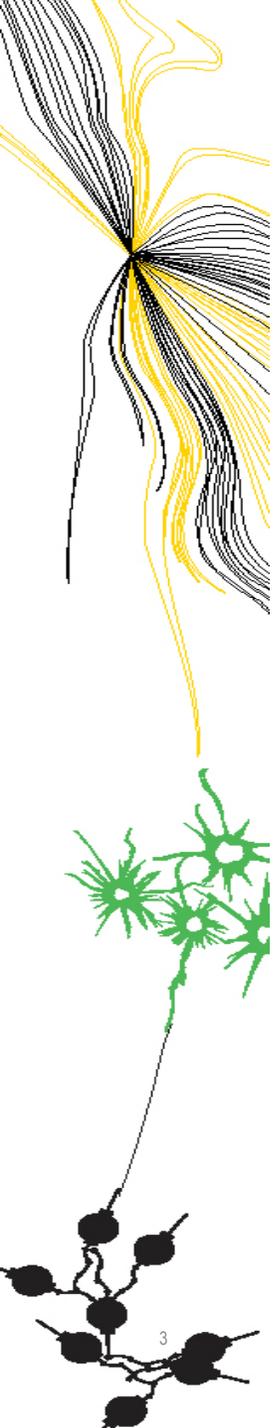
We analyzed external (national and international) and internal (UT) policy and practice documentation

We identified thematic overlaps and used these as guiding for testing the UT's perspectives on using IT in educational delivery

We created a set of assumptions that we discussed in FGDs with UT stakeholders

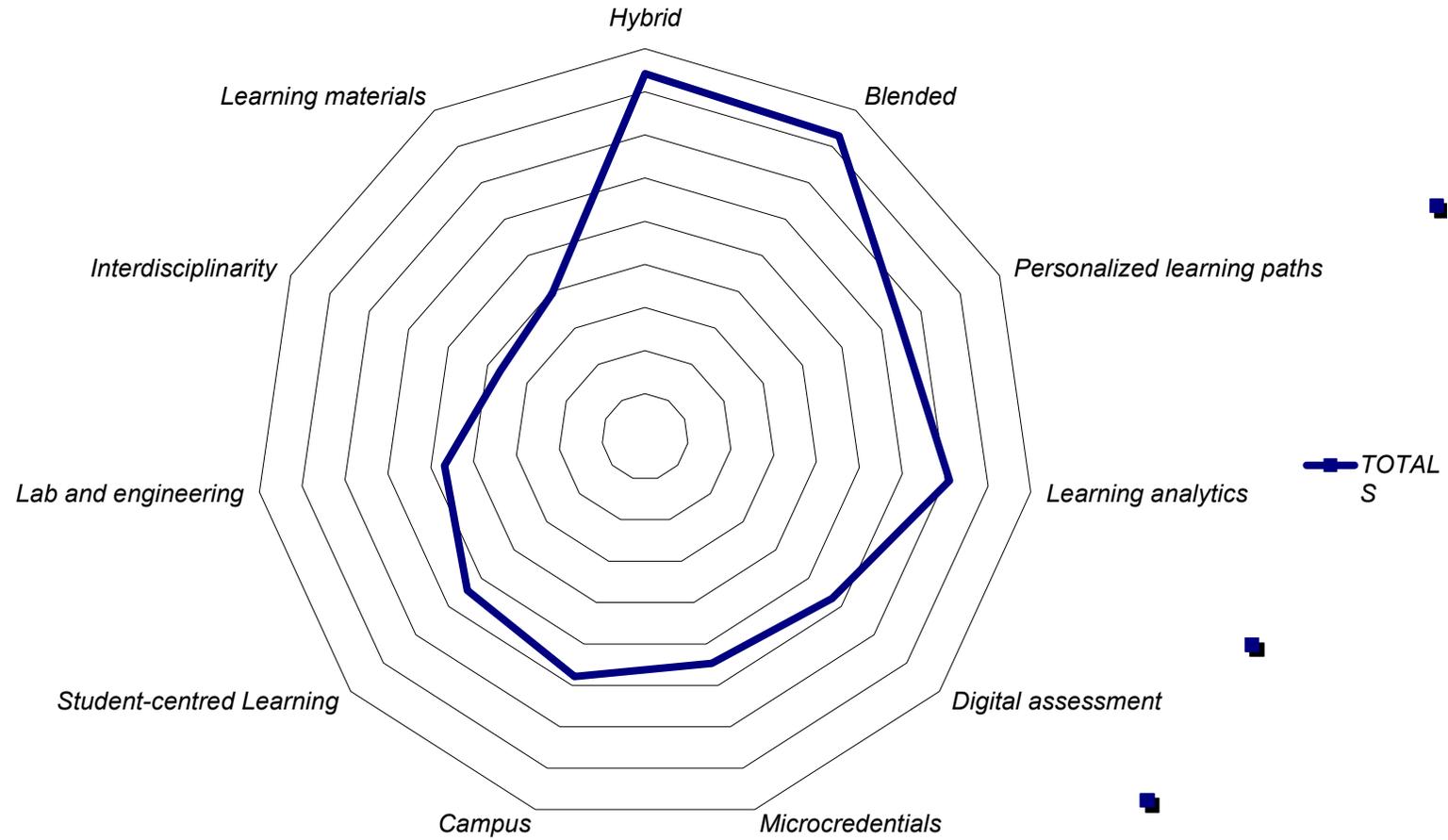
We conducted Wooclap surveys with stakeholders to discuss the most relevant assumptions





THEMES URGENCY OF DISCUSSING

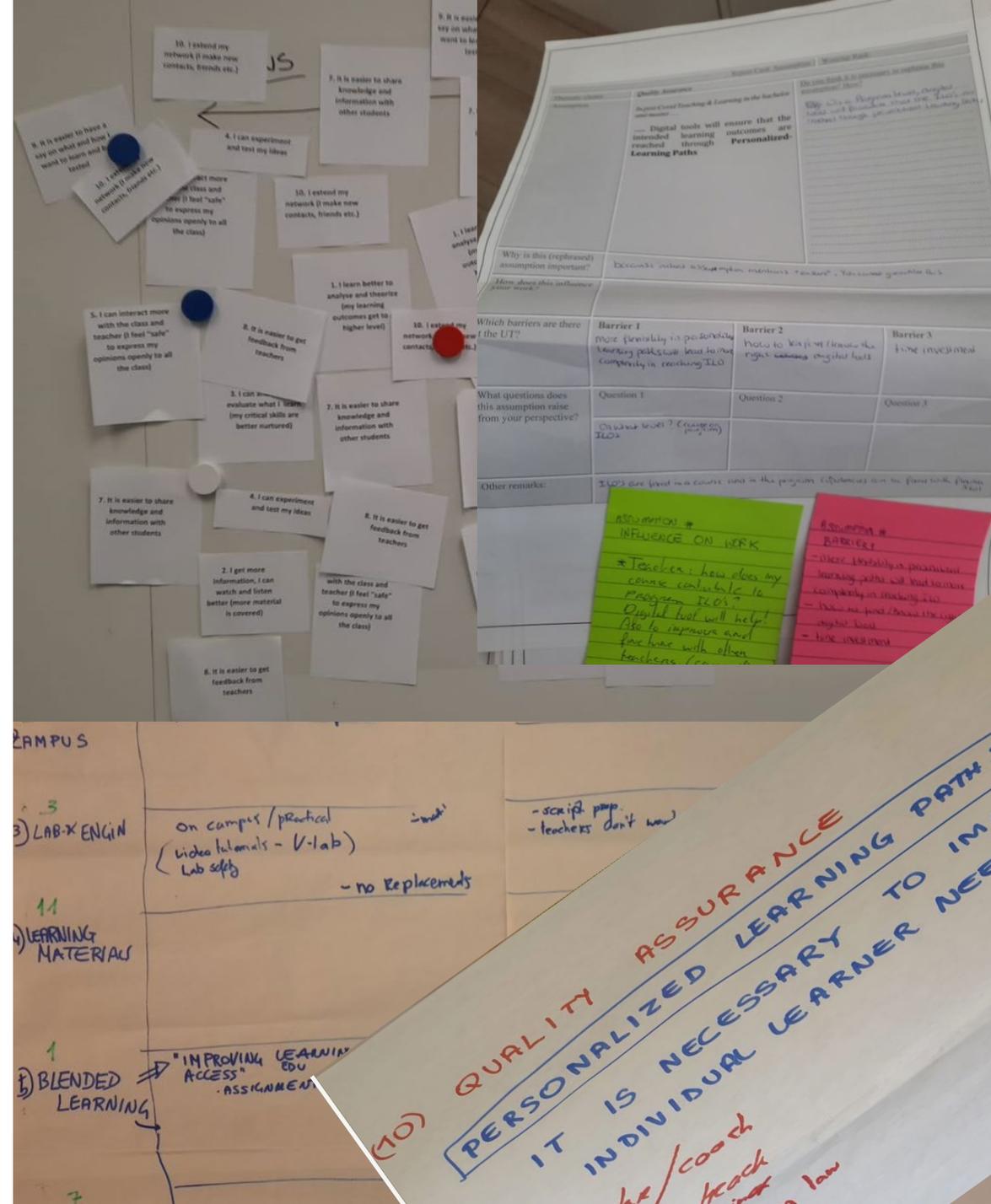
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FOCUS GROUP DISCUSSIONS

General consensus that:

- (i) the university campus will continue to play a crucial role in the learning experience we offer our students
- (ii) that we should proceed with blended learning and teaching
- (iii) progress very cautiously with hybrid only when a clear added value can be foreseen.



FINDINGS (1/3)

The findings describe the most relevant themes where IT is having an impact or will play a role in the years to come, and are based on global, national and institutional trends.

Findings:

1. Campus life will continue to add value to the learning experience
2. Technology-enhanced learning will continue to grow
3. The quality of blended learning will improve
4. Open Educational Resources (OER) will be increasingly common and used

FINDINGS (2/3)

The findings describe the most relevant themes where IT is having an impact or will play a role in the years to come, and are based on global, national and institutional trends.

Findings:

5. Student-centred learning will be strengthened
6. Interdisciplinarity will become increasingly important
7. Micro-credentials will be more in demand

FINDINGS (3/3)

The findings describe the most relevant themes where IT is having an impact or will play a role in the years to come, and are based on global, national and institutional trends.

Findings:

8. Assessment will change to become more efficient and fit for purpose
9. The role and use of learning analytics will gain prominence but slowly
10. Educational pathways will become more flexible

OVERVIEW THEMES & RECOMMENDATIONS

Findings	Recommendations		
<p>1) Campus life will continue to add value to the learning experience</p>	<ol style="list-style-type: none"> Carefully balance on campus and distance learning experiences, ensuring their respective quality is on par and the experience they offer complementary. Strengthen the social contribution of the campus to improving students' well-being (also in collaboration with student organizations). Introduce a code of conduct for students and teachers when participating in learning experiences whether on campus or off-campus and online. Where pre-recorded materials demonstrably contribute to the quality of education: install "Do it Yourself Studios" near lecturers' offices throughout the Faculty buildings on campus; request the e-learning and educational specialists to act as pro-active intermediaries between the video team and the lecturer Invest in more capacity for training staff on didactic and technical aspects of using IT in education. Support the redesign of educational practice to promote a solid campus experience in balance with effective (hybrid and) blended modalities 	<p>4) The quality of blended learning will improve</p> <p>5) Student-centred learning will be strengthened</p> <p>6) Interdisciplinarity will become increasingly important</p> <p>7) Micro-credentials will be more in demand</p> <p>8) Assessment will change to become more efficient and fit for purpose</p>	<p>8. The UT should invest more in transitioning to blended learning by removing barriers for lecturers who wish to offer programmes in blended form. Barriers may include time, equipment, quality of video equipment, teachers' capacity, the lack of sufficient support capacity, etc.</p> <p>9. Monitor the effects of IT on upholding the SCL aspects of the UT's education as we move towards more flexibility and more personalization of learning.</p> <p>10. Monitor the effect of using IT on maintaining and supporting the interdisciplinarity aspects of the UT's education as we move towards more flexibility and increased individualization of learning trajectories.</p> <p>11. By participating the development of the national Growth Fund, connect the UT's infrastructure with what the (inter)national higher education market demands to remain competitive</p> <p>12. Emphasize formative and programmatic assessment, and maximise the use of technology for summative assessment, thus gradually reducing the need for proctoring.</p>
<p>2) Technology-enhanced learning will continue to grow</p>	<ol style="list-style-type: none"> Critically assess the UT's taxonomy of IT-enabled T&L and ensure consistency across the UT in defining "hybrid" and "blended" learning and teaching" Pilot (hybrid) learning programmes where possible, considering the needs and capacities of Faculties. Where needed and useful, Faculties should receive central support where necessary to implement these pilots to ensure the (hybrid and) blended formats fully contribute to the UT's mission and digital transformation agenda. This might lead to stronger ties with the private sector, particularly with educational technology companies that can act as curriculum management facilitators (EdTechs). 	<p>9) The role and use of learning analytics will gain prominence but slowly</p> <p>10) Educational pathways will become more flexible</p>	<p>14. Assert the role and use of learning analytics by strengthening the collaboration between S&P's cluster Programme Management, Analytics & Monitoring/Business Insights (PAM/BI-studio, CELT and TELT, as well as the AID-E network (AI and Data use in Education).</p> <p>15. Develop a UT proposition on the use of Learning Analytics in order to reduce uncertainties and barriers thus facilitating pilots and their scaling up.</p> <p>16. By participating the development of the national Growth Fund, connect the UT's infrastructure with what the (inter)national higher education market demands to remain competitive. This might lead to stronger ties with the private sector, particularly with educational technology companies that can act as curriculum management facilitators (EdTechs).</p>
<p>3) Open Educational Resources (OER) will be increasingly common and used</p>	<ol style="list-style-type: none"> Promote the development of the GEO academy from the Faculty of ITC in the context of the 2023 expected call by the Growth Fund Education Digitalisation Impulse Programme, specifically in relation to the creation of a transformation hub on open learning materials in 2023. Embrace initiatives which explore the co-design of resources by staff from different universities. 		

THANKS

- What policy measures can we take to better balance on-campus and distance learning experiences?
- How do we remove barriers for teachers (time / capacity) to transform education into high-quality blended education?