Looking Inside Digital Higher Education – a self-assessment guide for institutions

14 February 2023, 10.00–11.00 CET

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

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eua EUROPEAN UNIVERSITY ASSOCIATION

Join the conversation!
3 ways of interacting

CHAT

Greetings

Technical issues

Other remarks

Q&A

Questions to
the speakers

POLLS

Share your opinion

with the speakers

ENJOY THE WEBINAR..

Presentation of the project and inventory report "Developing a high-performance digital education ecosystem: institutional self-assessment instruments"

Michael Gaebel, European University Association, Belgium

About the project

- **Three-year project: January 2020–December 2022 (extended to April 2023)**

- **Objective**
  - Strengthening strategic approaches for digitally enhanced learning & teaching (DELT) at European HEIs
  - Encouraging self-reflection and capacity building

Partnership of 5 institutions
- European University Association (EUA)
- Dublin City University, Ireland (DCU)
- Baden-Württemberg Cooperative State University, Germany (DHBW)
- Vytautas Magnus University, Lithuania (VMU)
- University of Jyväskylä, Finland (JYU)

Associate partners
- Irish Universities Association (IUA)
- European Distance and E-learning Network (EDEN Digital Learning Europe)
- European Association of Institutions in Higher Education (EURASHE)

Project outputs 2020-2023

2020/21 **Survey report: Digitally Enhanced Learning and Teaching at European** higher education institutions (48 countries – 368 HEI)

2021-23 - 2 rounds of **Thematic Peer Groups**

on digitally enhanced learning and teaching

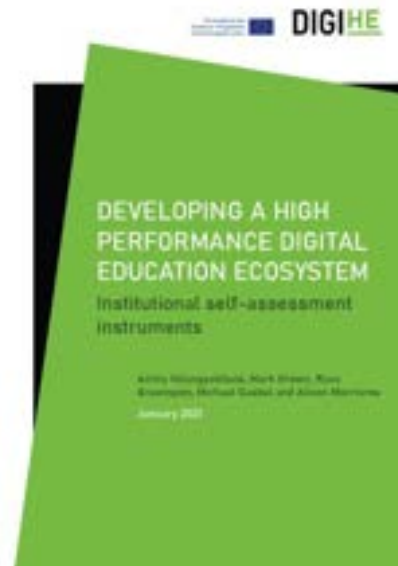2020/21 **Inventory Report:** Developing a High Performance Digital Ecoystem

2021-22 **workshop series** on institutional self-reflection on digitally enhanced learning and teaching

2023 - **MOOC** on institutional self-assessment of digitally enhanced learning and teaching
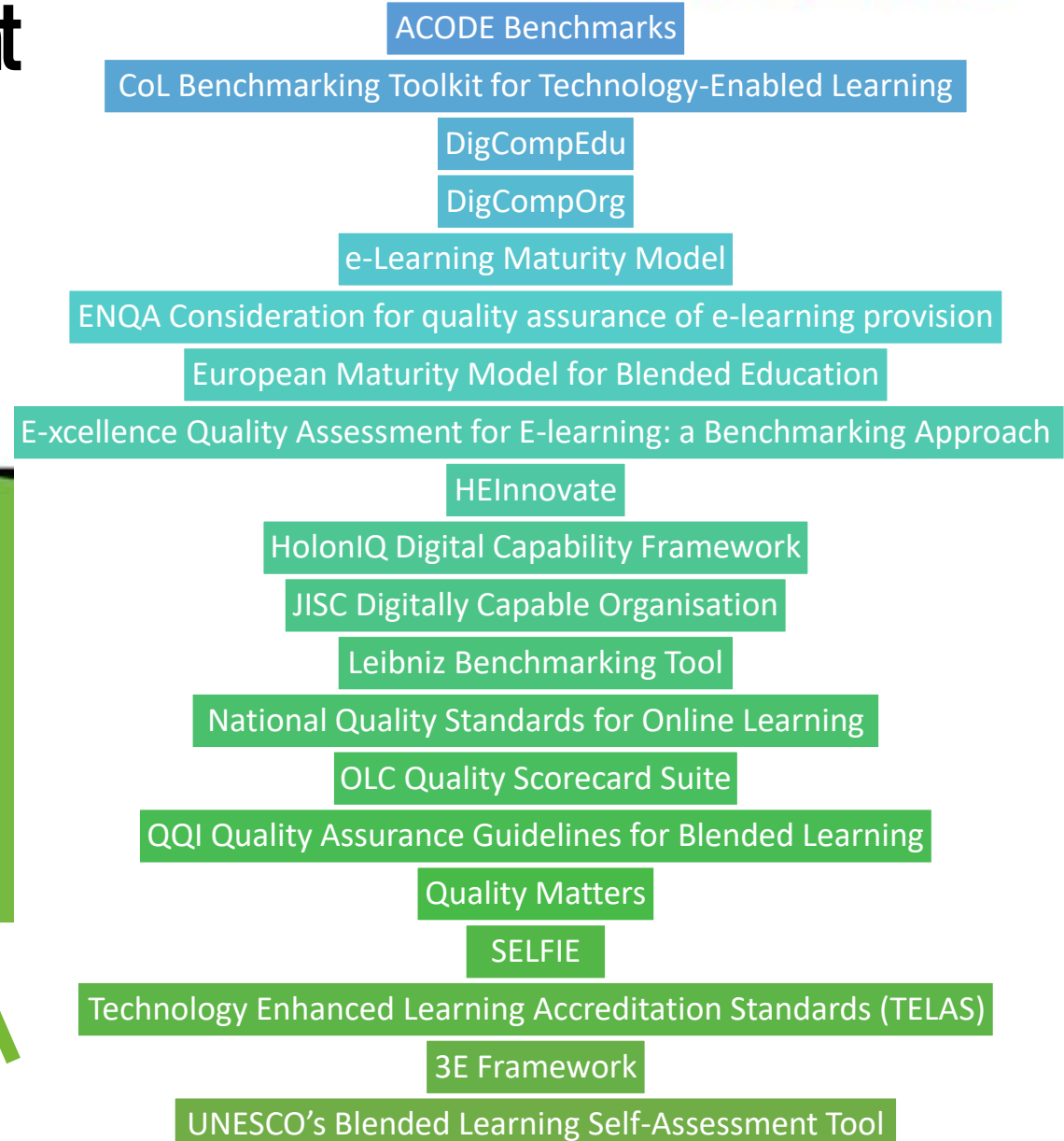
Desk research on self-assessment instruments

- Led by VMU and EUA

- 23 instruments reviewed between May and September 2020

- Each instrument – 2 reviewers

- Purpose, features, resources needed, conditions to be fulfilled, theoretical perspective, examples of use, target group
  - But also: strengths & limitations

- Not all evident from the information provided by the creators

Inventory report published in January 2021

ACODE Benchmarks

CoL Benchmarking Toolkit for Technology-Enabled Learning

DigCompEdu

DigCompOrg

e-Learning Maturity Model

ENQA Consideration for quality assurance of e-learning provision

European Maturity Model for Blended Education

E-xcellence Quality Assessment for E-learning: a Benchmarking Approach

HEInnovate

HolonIQ Digital Capability Framework

JISC Digitally Capable Organisation

Leibniz Benchmarking Tool

National Quality Standards for Online Learning

OLC Quality Scorecard Suite

QQI Quality Assurance Guidelines for Blended Learning

Quality Matters

SELFIE

Technology Enhanced Learning Accreditation Standards (TELAS)

3E Framework

UNESCO's Blended Learning Self-Assessment Tool

Since the publication of the inventory...

- More instruments, guidelines and reviews have been developed/undertaken since the inventory report was published
  - QAA Toolkit for enhancing quality in a digital environment – 2020
  - Guidelines for Quality Assurance for Online Learning Providers in Malta – 2021
  - Review of Digital Learning Wales – 2021
  - Benchmarking Framework for Online, Open, Smart and Technology-Enhanced Higher Education – 2021
  - Blended Learning Review – Office for Students, UK 2022
  - KM Quality Seal – 2022

What are self-assessment instruments for?

✓ **Key themes:**
- ✓ Policy & governance,
- ✓ Funding
- ✓ Infrastructure
- ✓ curriculum & assessment,
- ✓ staff & student support
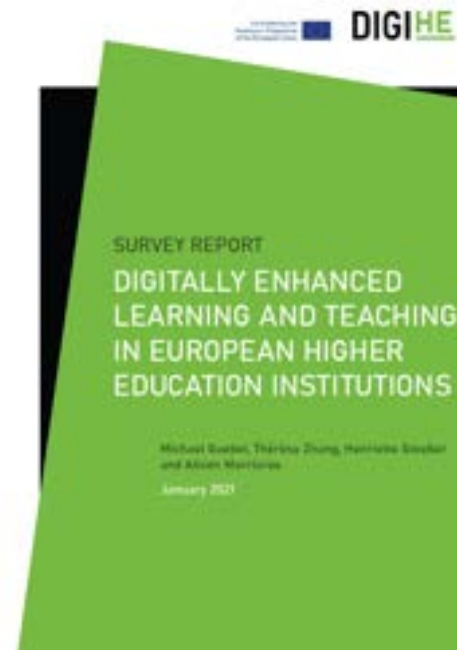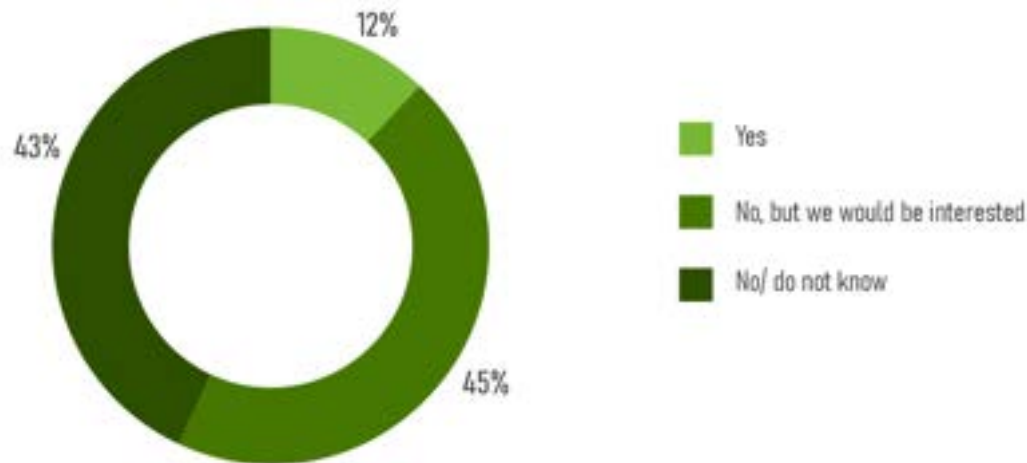- ✓ QA
- ✓ Many others...

✓ **What do they do**
- ✓ Data collection and evidence
- ✓ Share ideas & concerns, lessons learned, identification of challenges and opportunities
- ✓ Facilitate structured conversations on how to reframe institutional strategies
- ✓ Potential for sharing and benchmarking results with similar institutions to stimulate discussion and change

✓ **Depending on the purpose and the nature of the instrument:**
- ✓ Support strategy development and enhancement
- ✓ A first reflection on DELT
- ✓ support to internal/external review
- ✓ Develop guidance, identify good practice
- ✓ Provision of feedback/a score – or not (some are purely frameworks)

Are self-assessment instruments being widely used?

Use of self-assessment and/or benchmarking tools for digitalisation

12%

43%

45%

- Yes
- No, but we would be interested
- No/ do not know

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SURVEY REPORT
DIGITALLY ENHANCED
LEARNING AND TEACHING
IN EUROPEAN HIGHER
EDUCATION INSTITUTIONS

Survey on digitally enhanced learning and teaching at European higher education institutions Q17: Has your institution used any self-assessment and/or benchmarking tools for digitalisation? N=367

- Limited uptake among higher education professionals – 12%
- Limited awareness of such instruments
- Lack of staff or financial resources?
- Lack of time?
- Lack of know-how when it comes to interpreting results?

Findings from project's three-part workshop series on self-assessment "Developing a high-performance digital education ecosystem"

Alison Morrisroe, European University Association, Belgium

"Developing a high-performance digital education ecosystem" : three-part workshop series

- Workshop one – 19 October 2021: Strategy and organisational culture

- Workshop two – 24 May 2022: Institutional self-assessment

- Workshop three – 14 November 2022: Assessment of institutional approaches and ambitions beyond the pandemic
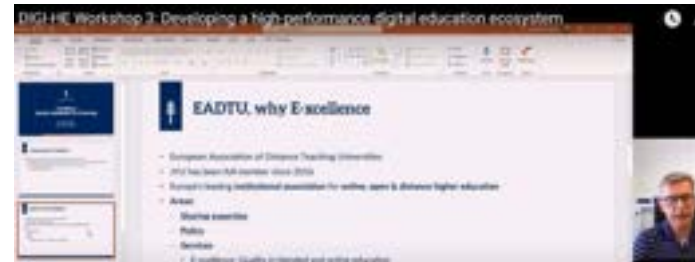
Pre-recorded presentations made by DCU, VMU and JYU on their experiences with self-assessment instruments

Benefits of using self-assessment instruments

- Take stock of where the institution stands in terms of DELT through *a structured approach*

- Potential to align such a self-assessment exercise with QA processes as it gives the process status and credibility

- Brings together various strands of the university community, who might not meet regularly
  - Leadership, QA professionals, teaching staff, support staff, administrative staff, international office, alumni and current students.

- Having a common goal can be motivating and boost staff buy-in regarding the development of DELT within the institution

- Potential for sharing with other institutions, or an external assessment, as a follow-up

Considerations for using self-assessment instruments

- Why do you want to carry out such an assessment in the first place
  - Does it relate to other reviews? (QA)

- Which instrument / approach
  - Choices to be made
  - Instruments might not cover the all areas that the institution wishes to explore
  - Terminology used by these self-assessment instruments may not align with your language

- How
  - Involve major stakeholders within the institution
  - Significant human resources required
  - Costs, also as some instruments are fee-paying
  - Time-consuming – taking on average up to six months

- Outcome
  - Clear results?
  - Importance of follow-up

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DEVELOPING A HIGH
PERFORMANCE DIGITAL
EDUCATION ECOSYSTEM
Institutional self-assessment
instruments

Sign up for the "Institutional self-assessment guide: Looking Inside Digital Higher Education" MOOC

Workshop series: Developing a high-performance digital education ecosystem

- 18 out of 31 intended to conduct self-assessments after the workshop

- 8 out of 12 will use one of the tools/frameworks we presented

- 8 out of 31 would like to conduct a self-assessment but face institutional challenges

"Yes, I want to look further into assessment instruments as a strategy to raise awareness and involve more people in the discussion of the future of learning at my institution. I also want to look up some initiatives that were mentioned in the discussions."

Presentation of "Looking Inside Digital Higher Education: A Self-Assessment Guide"

Mairéad Nc Giolla Mhichíl, Dublin City University, Ireland

Inside Digital Higher Education: Self-Assessment Guide for Educators

Learn how to respond to the changing digital learning landscape and gain the skills needed for self-assessment in education.

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https://www.futurelearn.com/courses/inside-digital-higher-education-a-self-assessment-guide

⧗ Duration	⏱ Weekly study	⊕ 100% online	⤢ Unlimited subscription
2 weeks	**3 hours**	How it works	€239.99 €169.99 for one year
			Learn more

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Goals

- Highlight project outputs

- Share institutional & practitioner experiences

- Encourage the building of a community of professionals across the globe

What will you achieve?

By the end of the course, you'll be able to...

- ✓ Debate the increasing focus on digital education in the evolving higher education landscape

- ✓ Reflect on the role and strategic positioning of digital education in your institution

- ✓ Explain how higher education institutions can develop effective strategies to support and harness the potential of digital education

- ✓ Compare different digital education self-assessment tools and frameworks available to institutions

- ✓ Develop a future roadmap for institutional self-assessment and the continuous improvement of digital education

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Course Outline

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WEEK 1

Exploring Your Context

We examine and analyse the wider questions of digital transformation.

Planning for Change

We consider how you can plan for change in your local context, as well as the role of organisational culture.

WEEK 2

Assessing Self-Assessment

We analyse the types of self-assessment tools which are available.

Learning from Institutional Experience

We examine four case studies which present valuable evidence for contextualising self-assessment.
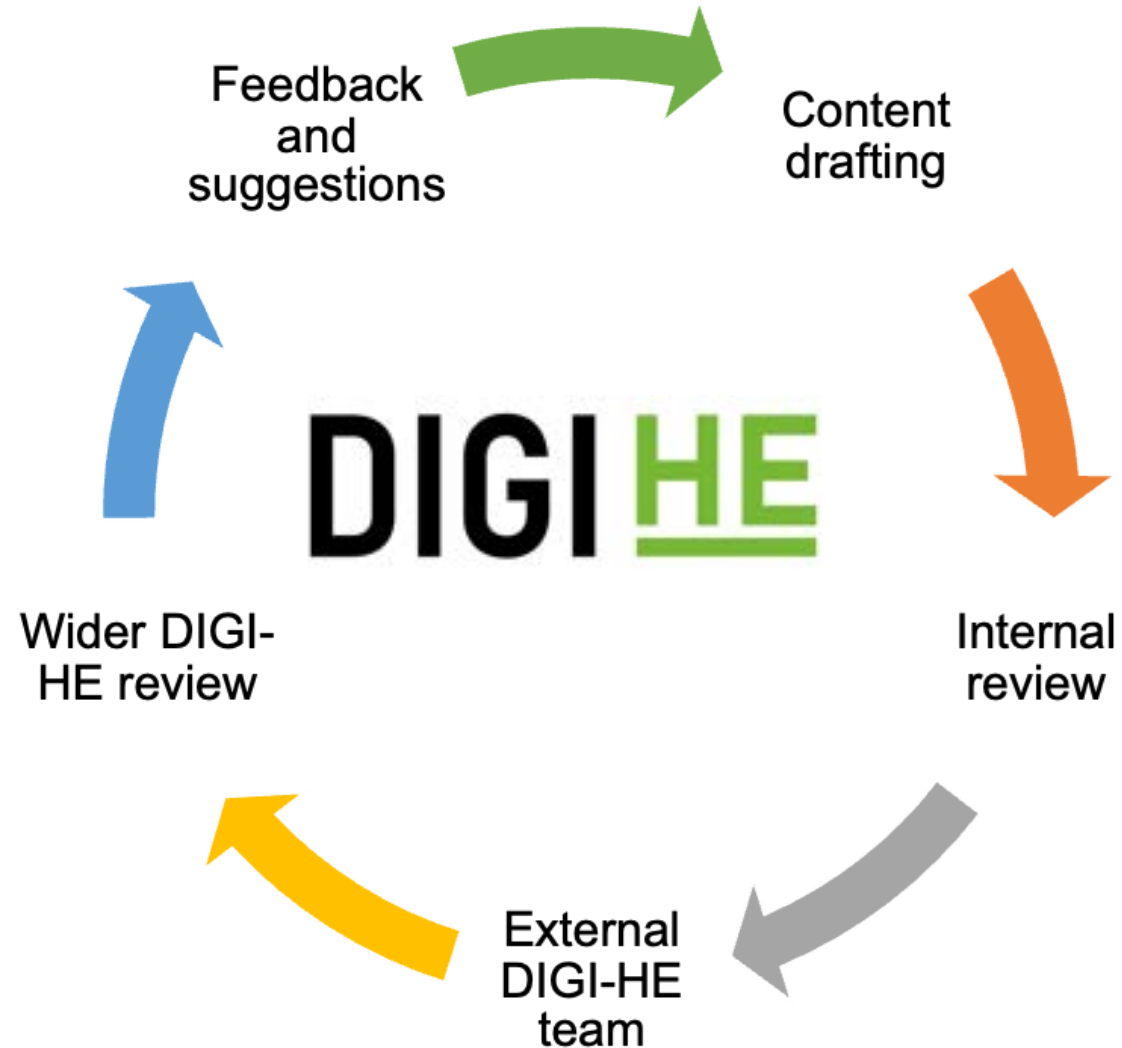
Taking Action and Ensuring Impact

We present the concrete principles that can help you develop actions for your context.

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Target Audience

- Managers

- Quality Assurance Officers

- Senior Educational Leaders

Development Cycle

Designed to…

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Provoke Discussion

Understand Context

Explore Exemplar Cases

Answer Key Questions

A Key Takeaway - The Toolkit

Building your Toolkit

0 comments

Over the coming steps, we will introduce several of the key criteria that you should examine and consider in your local context as regards to self-assessment.

Aspect	Key Questions
Purpose of DELT self-assessment	• Why should our institution do this? • What level of maturity have we reached at present?
Stakeholders in process	• Who are the key stakeholders within this process? • What are their motivations?
Operationalisation	• How would we go about a DELT self-assessment process? • What do we wish to improve? • How do we delineate the scope of the process?
Measures of success	• What would be evidence that we are improving in this domain? • Is this evidence capable of measurement? • Are there examples of comparable institutions which could be considered and used as benchmarks?
Reflective	• How do the results of this process feed into wider strategic imperatives? • What is our "end-point"? • What comes next?

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What we are learning…

Some interesting initial thoughts from our learners….

DCU

From an institutional perspective, what is the principle or most important outcome for your institution to invest in digital education?

Improving the student experience (45%)

Internationalising learning experiences (9%)

Building the digital capacity of staff (0%)

Future proofing your infrastructure (1%)

To prepare lifelong learning pathways (27%)

Fostering learner autonomy/criticality (0%)

Expanding institutional outreach (9%)

Are we playing catch-up?

I think many institutions will be playing catch up for a few years. We had **no choice** but to embrace digital education over the pandemic and we experienced the benefits. There's definitely **a willingness there now** to continue embedding learning technologies and not to return completely to pre-pandemic practices entirely. So, now organisations have to put the appropriate governance structures and resources in place to support and quality-assure this change, as it's happening. Interesting times. – Learner A.

Teachers as digital citizens, or immigrants?

I belong to a generation of teachers that used to work with cassettes and CD players. **So, I'm not a digital citizen; I'm an immigrant.** And we live in a digital teaching & learning world. That is the reason why I'm interested in studying this course. – Learner B.

Supporting instructors

I work as Quality coordinator at my university. Among many things, related or unrelated to digital learning, we are right now looking into how we can **improve our support to our teachers** on their way of learning or enhancing their digital education skills. – Learner C.

Image Credit – Everton Vila, Unsplash.com

Conclusions for wider discussion

- **Practitioner and research voices** are critical

- DELT processes are invariably **multi-dimensional**

- Success is (somewhat) in the **eye of the beholder**

- Must not be unduly segregated from wider practices – an "entangled" ([Fawns, 2022](#)) DELT?

Go raibh maith agaibh / Thank you!

Q&A

Thank you!

Please sign up for the MOOC!