Setting priorities within digital education policy

Recommendations from institutional practice

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Today's agenda

➢ Welcome address

➢ Policy aims in the OpenU project
  ➢ A brief introduction to policy experimentation in the EHEA
  ➢ OpenU and its policy cluster aims
  ➢ Method and policy-practice feedback loops

➢ Country specific priorities: Where are we now?
  ➢ Latvia
  ➢ France
  ➢ Portugal
  ➢ Belgium – Flemish Community
  ➢ Germany
  ➢ Changing perspective: Erasmus Student Network

➢ National and European policy recommendations
  ➢ Overview of OpenU policy cluster recommendations
  ➢ Over to you

➢ Open discussion

Digitalisation in the European context

Education and Training 2020
"Strategic guidelines for European cooperation on the level of higher education" (2014)
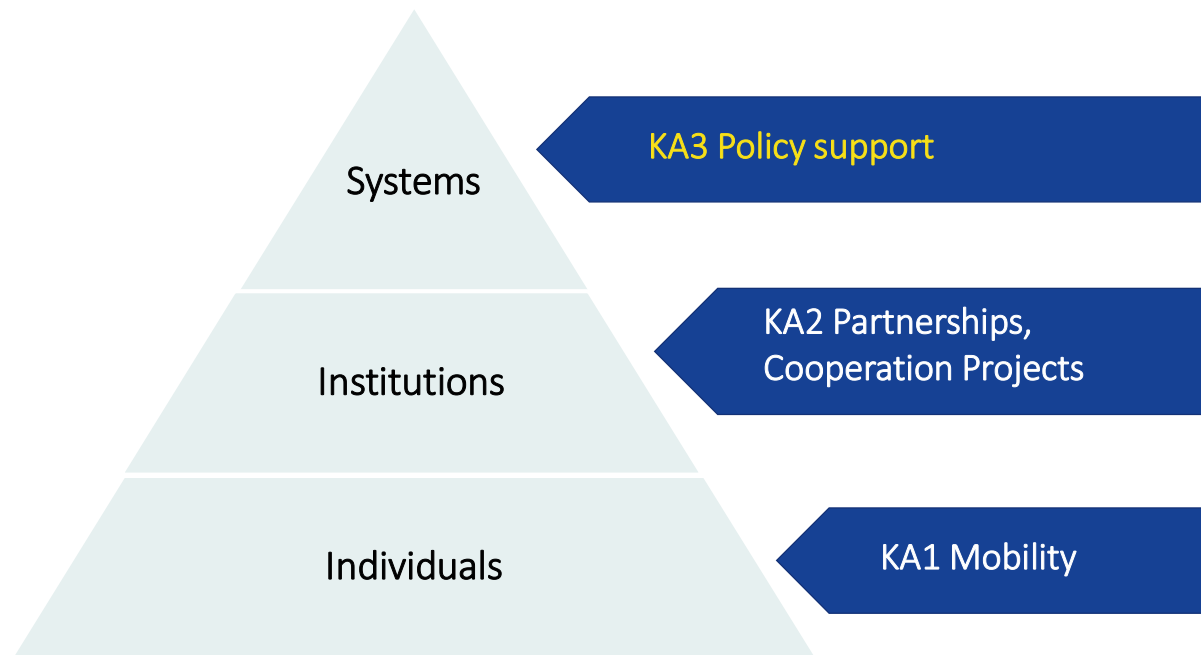
Digital Education Action Plan (2020)

New Agenda for European higher education (2017)

European Universities Initiative (2019)

Achieving the European Education Area by 2025 (Sep. 2020)

3

Erasmus+ Policy Support: Impact

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           /  \
          /    \
  Systems/      \  ►  KA3 Policy support
        /_____\
       /          \
      /Institutions\  ►  KA2 Partnerships,
     /              \     Cooperation Projects
    /_____\
   /                  \
  /    Individuals     \  ►  KA1 Mobility
 /_____\
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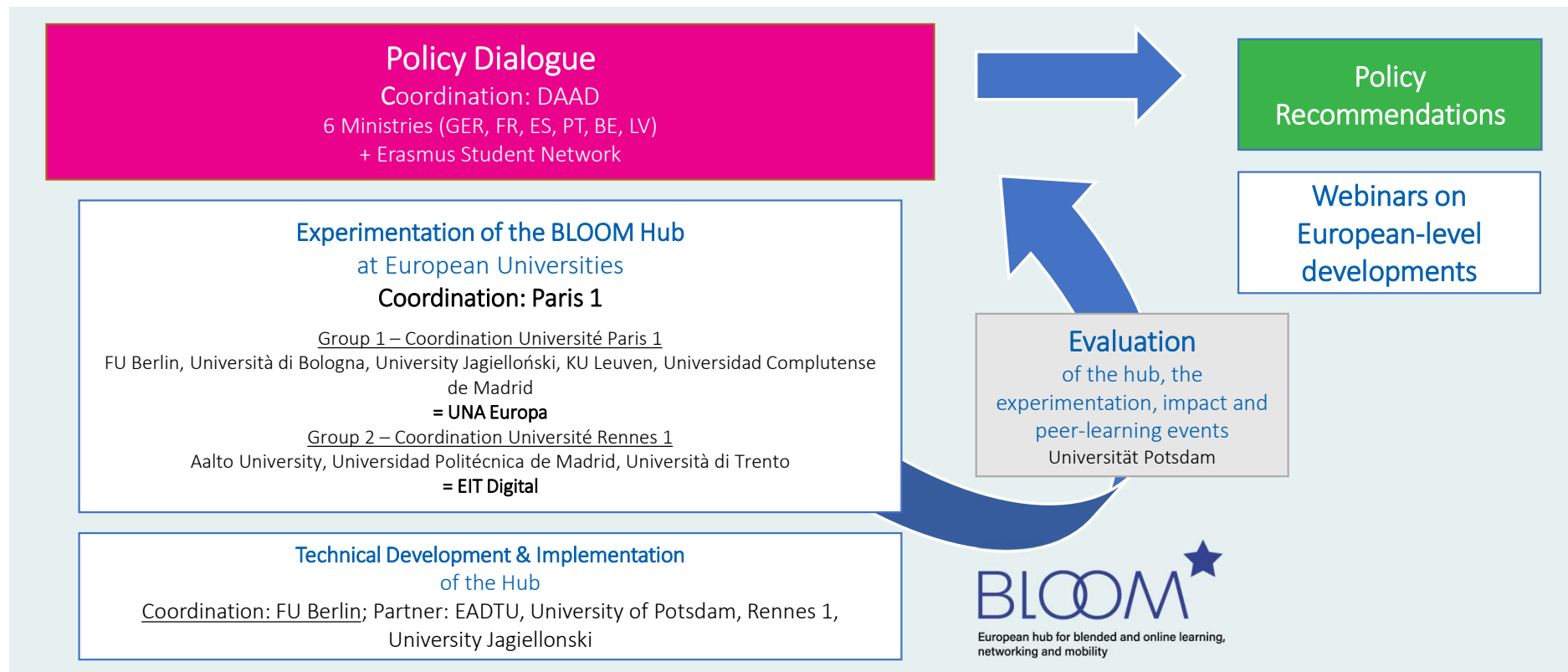
*KA = Key Action

OpenU was granted through E+ 2014-2020
Factsheet of the new Erasmus+ programm generation 2021-2027: Erasmus+ 2021-2027 - Publications Office of the EU (europa.eu)

OpenU Project: Erasmus+ European Policy Experimentation

Policy Dialogue
Coordination: DAAD
6 Ministries (GER, FR, ES, PT, BE, LV)
+ Erasmus Student Network

Experimentation of the BLOOM Hub
at European Universities
Coordination: Paris 1

Group 1 – Coordination Université Paris 1
FU Berlin, Università di Bologna, University Jagielloński, KU Leuven, Universidad Complutense de Madrid
= UNA Europa
Group 2 – Coordination Université Rennes 1
Aalto University, Universidad Politécnica de Madrid, Università di Trento
= EIT Digital

Technical Development & Implementation
of the Hub
Coordination: FU Berlin; Partner: EADTU, University of Potsdam, Rennes 1, University Jagiellonski

Policy Recommendations

Webinars on European-level developments

Evaluation
of the hub, the experimentation, impact and peer-learning events
Universität Potsdam

BLOOM
European hub for blended and online learning, networking and mobility

Experimentation: Main focus in OpenU

DEVELOPMENT OF **MULTIPLE DEGREES** AND DIGITAL SOLUTIONS (MOOCS, MICRO-MASTERS, ETC.)

IDENTIFICATION, CREATION AND MANAGEMENT OF **MOBILITY WINDOWS** (E.G., THEMATIC MODULES OR COURSES, CO-CREATED BY DIFFERENT UNIVERSITIES, FOR ORGANIZED VIRTUAL, BLENDED, OR PHYSICAL MOBILITY FLOWS)

DESIGN AND MANAGEMENT OF **BLENDED LEARNING**

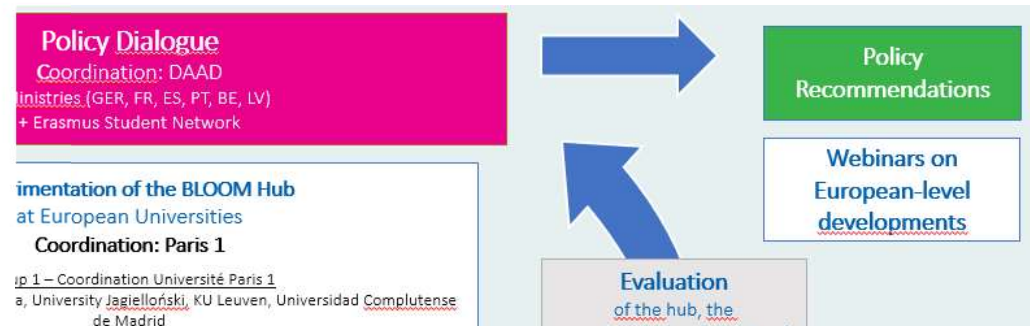DEVELOPMENT OF **ONLINE COOPERATION** (E.G., ONLINE EDUCATIONAL ACTIVITIES DEVELOPED BY UNIVERSITIES)

INTEGRATION OF THE OPENU HUB WITH UNIVERSITY DIGITAL INFRASTRUCTURE

CHANGE MANAGEMENT FOR UNIVERSITY LEADERSHIP IN A DIGITAL WORLD – RAISING AWARENESS ON THE ADDED VALUE OF THE HUB

Our Policy Cluster aims

Policy Dialogue
Coordination: DAAD
inistries (GER, FR, ES, PT, BE, LV)
+ Erasmus Student Network

imentation of the BLOOM Hub
at European Universities
Coordination: Paris 1

p 1 – Coordination Université Paris 1
a, University Jagielloński, KU Leuven, Universidad Complutense
de Madrid

Policy Recommendations

Webinars on European-level developments

Evaluation
of the hub, the

OpenU Policy Cluster (Work Package 1)

German Federal Ministry of Education and Research

German Academic Exchange Service (DAAD)

- Vlaamse Gemeenshap, **Belgium**
- Ministerio de Educación, Cultura y Deporte, **Spain**
- Ministère de l'Enseignement supérieur et de la Recherche, **France**
- Lr Izglitibas un Zinatnes Ministrija, **Latvia**
- Ministério da Educação e Ciência, **Portugal**
- Erasmus Student Network AISBL, **Belgium**

WP1: Aims and objectives

- Conducting the policy dialogue regarding the experimentation activities and evaluating the relevance of the project results in the **context of European and national policies.**

- Ensuring evidence-based policy making by formulating policy recommendations on the regional, national and European implementation of the OpenU hub.

Our Policy Clusters Mission

Work Package 1 (WP1) focuses on conducting **the policy dialogue as a process** that continues throughout the project's lifetime. Committed to **open and transparent communication** with all OpenU project partners, the Policy Cluster is fully dedicated to **help steer the project's policy experimentation process**: with recommendations based on the evaluations of the experimentation as well as on **experience from the Policy Cluster partners' respective national contexts**, and with a view to facilitate the implementation of innovative policies and achieve systemic impact.

Our Policy Cluster Roadmap

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POLICY RECOMMENDATIONS national & European strategies to support the BLOOM Hub

Final Conference, November 2022 BRUSSELS

Web Seminar I: QA of Online Education, February 2021

Web Seminars III, IV, V, VI Sept. 2021 –Nov. 2022

Web Seminar II: QA of European Universities, July 2021

Policy Dialogue Event, September, GERMANY

Stocktaking Survey: Policy Cluster's Priorities

Policy Dialogue Event, June 2022 SPAIN

February 2019 Kick-Off in Paris

Policy Dialogue Event, Jan/Feb 2022 FRANCE

Policy Dialogue Event, October 2021 BELGIUM / Flemish Community

Policy Dialogue Event, May 2021 *virtual*, PORTUGAL

Policy Dialogue Event, July 2020 *virtual*, FRANCE

POLICY RECOMMENDATIONS for the implementation of the BLOOM Hub regarding priority topics addressed at Policy Dialogue events

Policy Dialogue Event, July 2019 Riga, LATVIA

OpenU – Closing Event
Methods and policy-practice feedback loops

Ulrike Lucke & Firas Al Laban

Evaluation process
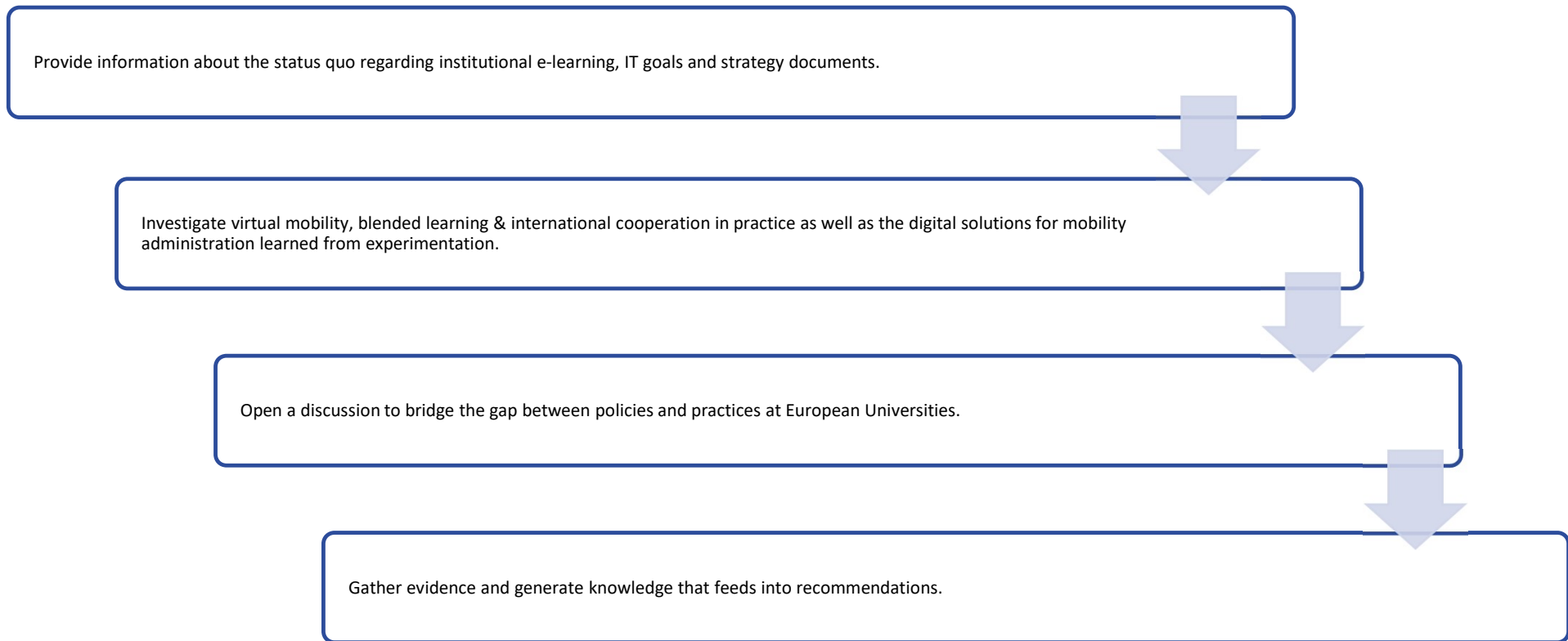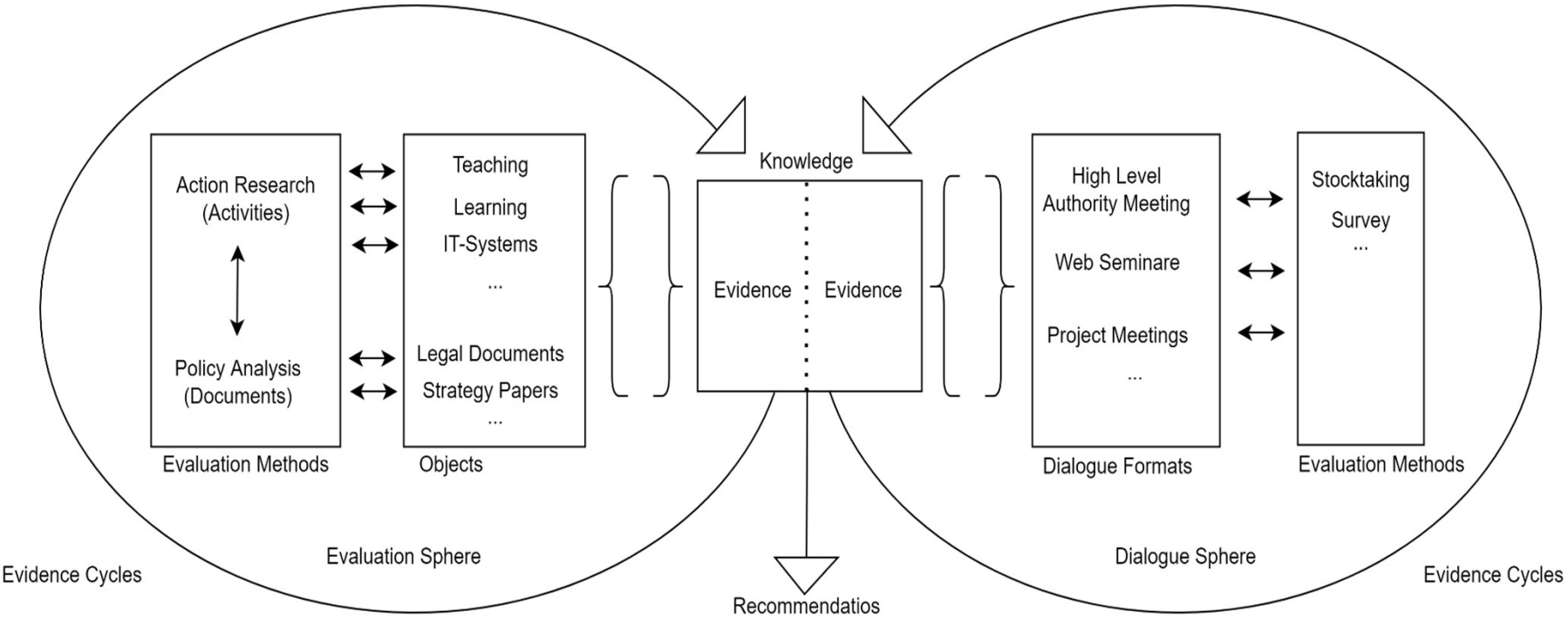
Provide information about the status quo regarding institutional e-learning, IT goals and strategy documents.

Investigate virtual mobility, blended learning & international cooperation in practice as well as the digital solutions for mobility administration learned from experimentation.

Open a discussion to bridge the gap between policies and practices at European Universities.

Gather evidence and generate knowledge that feeds into recommendations.

Feedback Loops

Evaluation methods (pre-design)

Interviews

Status quo (pre-design questionnaire)

CIO office staff and central IT staff

Teaching staff and international relations office staff

Administrators of student and staff mobility

e-learning service units and faculty staff

Strategic Documents Analysis

Dedicated strategy and vision for the implementation of virtual mobility

The relevant strategic elements regarding e-learning, virtual mobility, digital services and infrastructure

The objectives of blended learning and international cooperation

The quality of blended learning and virtual mobility assured

Second evaluation phase

Contact information

PART 0

Educational designer / teacher (participated in OpenU experimentation)

P I: General questions about the 2nd experimentation

P II: The impacts of the experimentation

Universities administration / CIO offices, International cooperation office and IT specialists

P I: General questions about BI, VM & International cooperation

P II: The impact of the experimentation on the universities

Part I & Part II

Part III IMPLEMENTATION OUTCOMES

Policy and good practice

- Translating the university policies and strategies (Top – down)

- Feeding policies from the experimentation results institutionally and regionally

- Cooperation with the TrainDL project

Horizontal and vertical gaps of policies and good practices
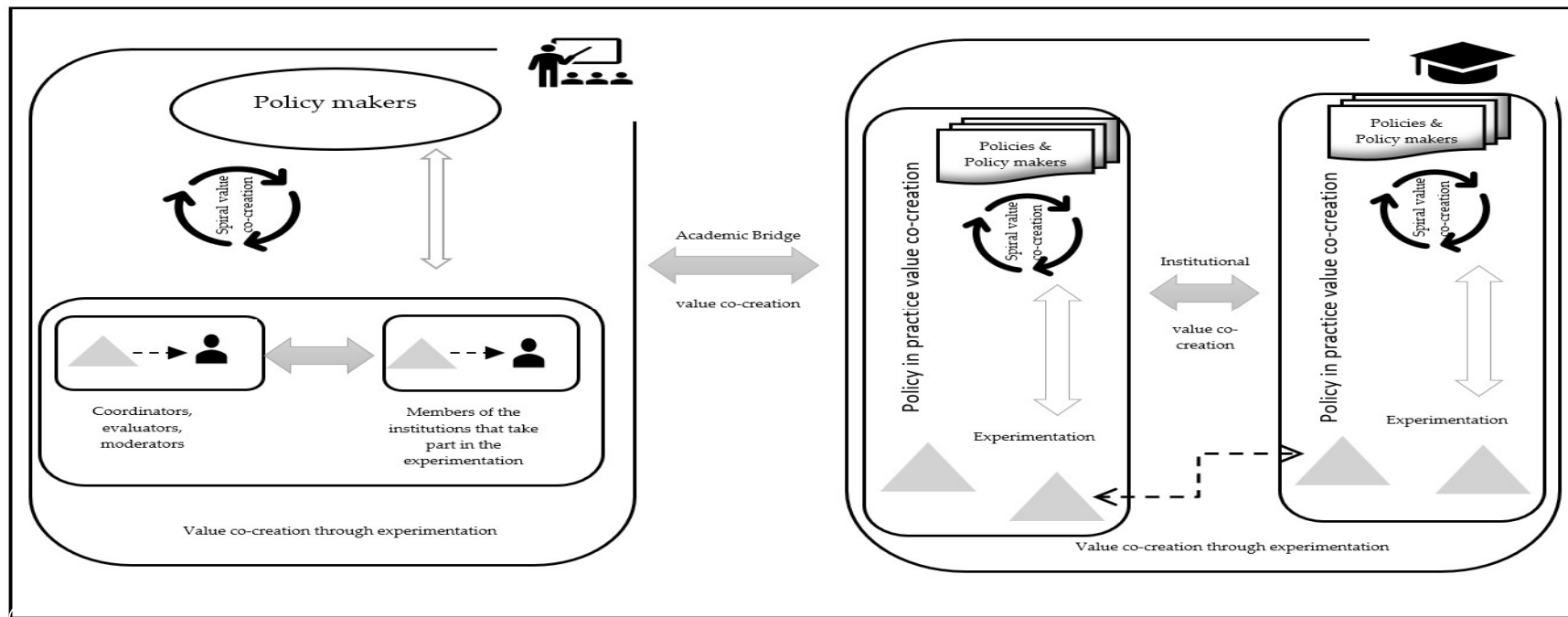
Value co-creation model between partners in tertiary and secondary education

Thank you!

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Dr. Firas Al Laban

University of Potsdam

Department of Computer Science

Complex Multimedia Application Architectures

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National Policy Priorities

- **Latvia** (July 2019): Higher Education Reforms in Latvia in the face of the digital transformation

- **France** (July 2020): Open Educational Resources (OER) and Flexible Study Paths

- **Portugal** (May 2021): Inclusive (digital) higher education

- **Belgium** (October 2021): Micro-credentials and their link to the OpenU project

- **France** (March 2022): Pedagogical Innovation and evidence-based approaches to policy

- **Germany** (September 2022): Technical integration of digital infrastructures in HEI networks

Policy Priorities in France

- <u>A common philosophy</u> following 3 main key values:
  - Free access to HE
  - Freedom of learning and equality
  - Enhancing citizenship
- One main difficulty --> the <u>massification</u> of HE
- <u>Digitalization</u> is a means to face this issue
- Our mission is to provide <u>funding and resources</u>

Policy Priorities in France

We have been funding several innovative projects:

- Digital Thematic Universities
- National MOOC Platform
- Self-assessment platforms
- Campus Connecté
- Flexible learning paths
- Hybrid learning
- DemoES for "Demonstrators in HE"

Policy Priorities in France

Recommendations from the HLAM France 1

- Increasing students and staff mobility

- Fostering blended learning, flexibilization and customisation

- Decreasing failure and reorientation rates

- The recommended approach to achieving above-named recommendations:
    - to build on existing solutions on national and transnational levels
    - common standards, interoperability, accessibility and quality-assurance

Policy Priorities in France

Recommendations from the HLAM France 2

- Put the evidence-based approach at the heart of OpenU project

- Involve high-level public authorities not only to share national perspective but also to design an evidence-based experimentation

- The critical point: production and analysis of relevant indicators for monitoring and evaluating success

Policy Priorities in France

Final recommendations

It is not the END of OpenU project but a new START

- BLOOM adoption by users --> UX
- Valuable knowledge stemming from OpenU project should be appropriated, owned and further echoed by relevant stakeholders.

Policy Priorities in Latvia

The First Policy Dialogue was held on July 8, 2019 in Riga

Latvia presented ongoing and planned reforms in higher education, work toward the development of the New Skills Strategy and preparation of a study on digitalization level and practices at HE institutions and language technologies and localization services by Tilde

We discussed the good practices in digital teaching and learning, digital skills, internationalization through digitalization, virtual exchange and blended mobility and more

Policy Priorities in Latvia
Recommendations of the First Policy Dialogue in Riga

- While respecting the three spheres of mobility, cooperation as well as teaching and learning, students and their needs should be put at the centre in the adaptation of the hub (**"Student-focused approach"**).

- **Digitalisation of administrative processes** to enhance efficiency (paperless / seamless processes) and raise the number of mobilities and exchanges. Close connection to European developments, such as Erasmus Without Paper shall be ensured while respecting the national status quo, perspective and challenges of International Offices and administrative staff.

- **Inter-operability and connectivity of systems, platforms and hubs to link** European and national developments, to avoid doubling and ensure the efficient usage of resources.

- **Internationalisation**: Implementing the BLOOM hub includes not only digitalisation but also internationalisation. The potential of strategically interlinking the processes to foster digital internationalisation shall be adapted to foster international exchange, make it more inclusive and strengthen local and international collaboration.

- **Evidence-based policy-making** by including the institutional perspectives, scientific outcomes and evaluation results in policy guidelines. It shall be closely connected to the exchange and interlinkage between different policy levels (national and European)

- **European added value**: In terms of transnational cooperation activities who are together striving for innovative solutions, European added value should be assured next to national value. Strengthening the competitiveness of the **European Higher Education Area**, European exchanges, cooperation and identity.

- **Quality Assurance**: Providing teaching and learning opportunities while respecting and adapting standards and guidelines to stimulate exchange and recognition of learning outcomes. An international standard according to established practices and technical requirements shall be adapted and/or further developed according to the usage of hubs.

Policy Priorities in Latvia

Policy document "Education Development Guidelines for 2021- 2027" underlines **digitalization as a horizontal priority**

- Acquisition of digital skills and competencies for everyone and at a high proficiency level for academic and research staff;

- Offer study programmes/ courses in the digital environment;

- Use digital solutions for more effective administrative processes and management;

- Develop a system of lifelong learning (incl. the acquisition of digital skills and competencies for different groups of people)

Policy Priorities in Latvia

Digital transformation is addressed under the Recovery and Resilience funds and other funds programmes:

- the training of academic staff was organised in cooperation with the University of Buffalo (USA) as an outsourced service;

- acquisition of digital skills in all study programmes and of high-level digital skills in certain fields;

- establishment of a common service centre for higher education and research institutions;

- special attention to STEM studies, offering adaptive learning courses for a variety of students and programming courses, incl. teachers' preparation (programmes are under development)

Policy Priorities in Latvia

Internationalisation of higher education for raising competitiveness and improving the quality of HE

- Mobility of students and academic staff, esp. within the EU programme Erasmus+

- Participation in the EU programmes, esp. the European Universities initiative

- Promote different international cooperation platforms at various levels

Policy Priorities in Portugal

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Policy Dialogue, May 2021, virtual: **Inclusive (online) higher education**

- National policy perspective
  - Specific actions on inclusion: INCoDe.2030
  - Support of inclusive and digital formats of mobility and cooperation: Erasmus+ Education and Training National Agency
- Perspectives from practice
  - Inclusive approach at the Universidade Aberta (UAb)
  - Individualised learning paths and micro-credentials: European University Alliance ECIU
  - Stimulating digital literacy and promoting Open Access: NAU platform
  - Reflections on inclusion and digital teaching & learning: Portuguese umbrella organisation of local students' unions FAIRe

Policy Priorities in Portugal

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Conclusions

- Flexibilization and personalisation of learning paths to cater to the needs of all learners

- Flexible support services mindful of different life situations

- Virtual and blended mobility formats without replacing physical mobility

- Student-centred funding opportunities in the field of "innovation in teaching & learning"

- Being mindful of the digital gap

- Addressing unresolved questions on common standards for micro-credentials to take a prominent role in opening up (higher) education to include new learners

- Taking a participatory approach to shaping the (digital and international) campus in an open, inclusive way is the way forward

Policy Priorities in Portugal

Recommendations

OpenU project	BLOOM hub
More research – as in the OpenU project's experimentation – into the change in pedagogy that goes hand in hand with online and blended formats of education and mobility. This evidence can form the basis for **future-oriented policies**.	Feature relevant resources, such as links to: - the _Inclusive Mobility platform_ (targeting HEIs, NAs and Ministries of Education) or to - the _SIEM project_
	work with low bandwidth connections
	multi-lingual approach

Policy Priorities in Belgium - Flemish Community

Policy Dialogue, October 2021, virtual: Micro-credentials and the link to the OpenU project

National perspective

- In Flanders, higher education (HE) decrees do not mention micro-credentials as such. However, the Flemish system provides flexible learning that can be compared to current conceptions of 'micro-credentials' on 3 levels:

    - **All regular HE programmes are flexible programmes** since 2004/05

    - In **post-graduate education**, offers of min. 20 ECTS are used to provide further professional development, specialisation or broadening of competences.

    - HEI are free to offer Lifelong Learning courses (lecture series, professional training, specific courses, ...). There is no governmental funding and consequently also no binding legislation.

- A current **policy initiative** taken with Recovery and Resilience Facility (RRF) funding, the "**Higher Education Advancement Fund**", includes the further development of lifelong learning (LLL) in Flemish higher education on short- and long-term => development of a shared vision on LLL.

Policy Priorities in Belgium - Flemish Community

Institutional perspective

- Recently, higher education institutions started to offer **micro-degrees**, either as a combination of courses from regular degree programmes or as a combination of courses or parts of non-regular degree programmes or as a combination of both. The term micro-degree is not officially defined nor recognised in Flanders.

Recommendations

- Learners' needs should be put at the centre.

- Featuring state-of-the-art IT solutions and user-friendly design is central to ensure the uptake of the BLOOM hub in university alliances.

- Continue exchanges between HEIs and between policymakers, support awareness of existing tools, frameworks, and guidelines (e.g., also by resources shared on the BLOOM hub), and ensure that the current uncertainty around micro-credentials is used as room for critical discussion and experimentation.

- Share EADTU's guidelines for HEIs for the design and development of joint micro-credential courses and micro-credential programmes via the project's networks and the BLOOM hub.

Policy Priorities in Belgium - Flemish Community

Conclusions

- A common understanding of micro-credentials is crucial.

- In national contexts, clear legal frameworks are necessary, but should allow for flexibility and innovative use of micro-credentials on the side of the HEI.

- To be taken up successfully, micro-credentials need to be complimentary with the existing higher education system and provide added value.

- Focusing on the added value of HEIs' micro-credentials as a service to society: providing academic skills, inter-/disciplinary insights, access to higher education for new target groups.

- Shareable, verifiable digital credentials for micro-credentials provided by HEI are necessary to compete with other providers on the global education market.

- Streamlining solutions to student data portability and creating links to initiatives, such as Europass Digital Credentials for Learning and the European Student Card Initiative, to increase learners' ownership of their learning, achievements, and progress (and their data).

Policy Priorities in Germany

Overall Digitalisation Strategy of the German Government with respect to (higher) education supported by

- Infrastructure approach to create interoperable system for cooperation

- Initiative toward open education

Policy Priorities in Germany

Fostering internationalization by creating new offerings and removing obstacles:

- provide infrastructure and technical solutions for the administration of international mobility, workflows for academic recognition

- use technological innovation for more visibility of offerings in the international education sector

- integrate new teaching and learning formats into curricula

- strategically strengthen international collaboration and innovation in teaching and learning

- understanding that recognition practices remain complex

Changing perspectives: Erasmus Student Network

Overview of OpenU policy cluster recommendations

Adressing three spheres

LEARNING

MOBILITY

COOPERATION
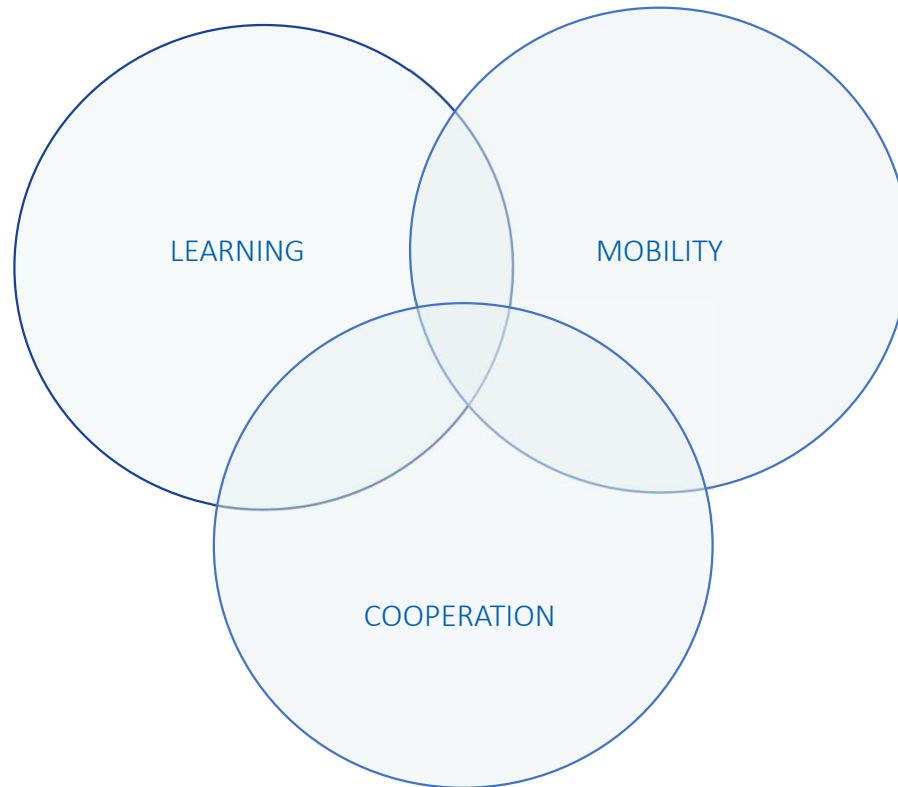
Addressing different levels

- Institutional practices (local and regional strategies)

- Institutional policies (regional strategy)

- National and EU-wide Regulatory frameworks (national and European Strategies)

- Infrastructure Requirements and Future-proofing

Overview of OpenU policy cluster recommendations

How to support the **OpenU project aims** and the **BLOOM hub**:

- Guiding principles

- Administration

- Curricula

- Skills & Competencies

- Technology

Guiding Principles

- State-of-the-art IT solutions

- User-friendly design

- Student-focused approach

- Multi-lingual approach

- Work evidence based

- Continue exchange and enable long-term collaboration

Resulting recommendations on "Digital infrastructures for international collaboration in European Higher Education: Institutional practice meets national and EU policy"

Institutional practices

- Existing system (landscapes) at an institution are often not fully networked. A modelling of the overarching system landscapes (interfaces, data flows, workflows) is necessary for inter-institutional interoperability. (e.g. links between Content Management systems and Learning Management systems)

- Learning management systems and shared teaching-learning platforms must be able to connect with various interfaces.

- Co-Use: Technical infrastructures could be set up and used across universities. IT applications can be acquired and introduced jointly. Then corresponding training courses can also be offered across the universities.

- Link Development and Teaching and Research: Universities that are particularly ambitious with regard to digitisation should not only use innovative infrastructures and technologies for teaching and learning, but also support their development and testing through appropriate research and link this to their university and research profile. In this way, they can achieve a qualitative leap not only in terms of infrastructure and technology, but also institutionally.

- Establish communication structures between the central and decentralized providers of IT infrastructure and services and their users across universities.

Institutional practices

- Ensure that all experimenters are aware of the applicable policy framework, that they explicitly relate their experiments to these policies. (Project feedback, Experimentation Cluster, early feedback loops, iterative approach)

- Establishing a shared database and resources that contain the evidence and best practices for educational reform.

- Create institutional strategies that include digitalisation especially with an internationalisation focus, these must be phrased in clear language to include experimenters.

- Define future goals clearly and make existing or potential risk areas transparent with the help of evaluated gains/losses/assessments.

- Use the European Maturity model of blended education and guidelines (EMBED) to ensure mature policy making based on research, sound theories and best practices.

- Support and award the academic and teaching staff to be part of the digital switch.

Institutional policies (regional strategy)

- Virtual mobility activities and virtual mobility scenarios have increased in some universities. Virtual mobility is at the core of the digitalization strategic plan in some case studies. In many cases they consider virtual mobility not just as an alternative for those who cannot take part in physical mobility programmes.

- Offer more ECTS credit courses and include these in the strategic vision from international partners as a step to build the core of cooperated infrastructure between partners through online learning experiences and systematic recognition and accreditations.

- Extend virtual mobility activities to a wide range of students at European university alliances, as this provides exchange between students and/or teachers to develop an international consciousness and competencies.

- Local government should finance inter-university infrastucture solutions due to cost-effectiveness and possible standard-setting.

- Structures being developed at universities should be designed to be compatible with a national and European digital HE area, recommendations and regulatory frameworks (such as SDG, eIDAS) should be taken into account.

Institutional policies (regional strategy)

- Create and strengthen existing alliances between institutions to promote knowledge-building and peer exchange, also cooperate with cross-sectoral partners (e.g. labour market).

- Be more attentive to the experimentations that interpret the institutional and regional policies as a good practitioners.

- Systematically evaluate new policies and strategic measures. This can help to ensure that institutional policies are immediately relevant and closely oriented towards institutional practices. Establish internal Quality Assurance processes.

- Offer training possibilities for teaching staff and content creators, thus ensuring accessibility and professionalisation.

National and EU-wide Regulatory frameworks (national and European Strategies)

- Promote intergovernmental and cross-sectoral collaboration by strengthening existing support structures, support HEIs by offering sufficient resources.

- Audit the adequacy of (supra-)national legal frameworks // change in legal frameworks.

- Cross-border interoperability requires political support and governmental resources, which involve all stakeholder communities and include the individual learner in the decision-making process on development.

- Plan investments and long-term funding mechanisms to support cross-university cooperation and collaborative solutions.

- In preparation of funding programmes set up principles for cooperation: sharing resources, develop joint programmes, use common infrastructure.

National and EU-wide Regulatory frameworks (national and European Strategies)

- Adjust Quality Assurance systems or give guidance on how to use current QA systems to adapt to digital and blended higher education environments.

- Activate echo systems at different levels in a systematic way such as schools, industries, and governmental dimensions to guarantee interconnectivity and to bridge different educational levels, nationally and regionally.

- Boost evidence-based culture in education through systematic evaluation programs. Develop a framework to generate independent evidence and renew it for a long-term and systematic evaluation process.

- Define a standard criterion of digitalisation infrastructure in EHEA to accelerate credit online courses and build trusted cooperation between partners.

Infrastructure Requirements and Future-proofing

- Establish a transnational infrastructure that links the existing infrastructures and resources via a meta-search engine.

- Publish digital developments on public domain, documented transparently and include open APIs for further development.

- Adhere to principles digital development (e.g. Use Open Standards, Open Data, Open Source, and Open Innovation, Design with the user, design for scale).

- Ensure digital inclusion by implementing solutions for accessibility in the digital space (universal design).

- Optimisation of search engines for EU funding and tender opportunities.

- A decentralized higher education system might benefit from a shift towards a kind of "hard policy making" making use of mandatory goals and obligatory control of results. For HEIs, this must be addressed by institutional policy makers in local strategy processes. However, a participatory approach should be considered to involve relevant stakeholders and not move the loss in policy translations one level further.

Infrastructure Requirements and Future-proofing

- Reduce the disconnect between what central educational support services would like to implement and what academic and teaching staff can and would like to provide.

- On top of physical digital infrastructure, integrate the technical equipment within advanced knowledge in the form of best practices of the operant and operand resources to boost the interculturally as well as the institutional competencies at the different levels.

- Provide infrastructure (technical solutions for the administration of international mobility) and workflows for academic recognition .

- Define common criteria for digital infrastructure and assure quality as part of partnership agreements.

- Include access to IT equipment and support for students. Rethink the physical digital infrastructure.

- Establishing communication structures between the central and decentralized providers of IT infrastructure and services and their users across the universities.
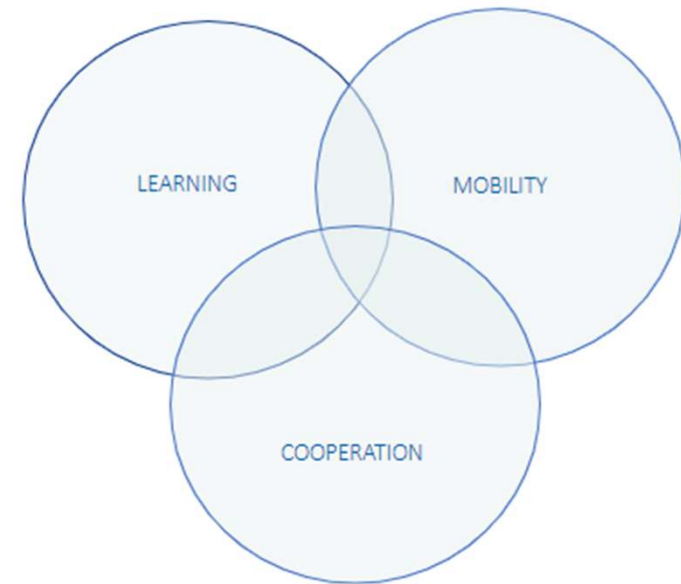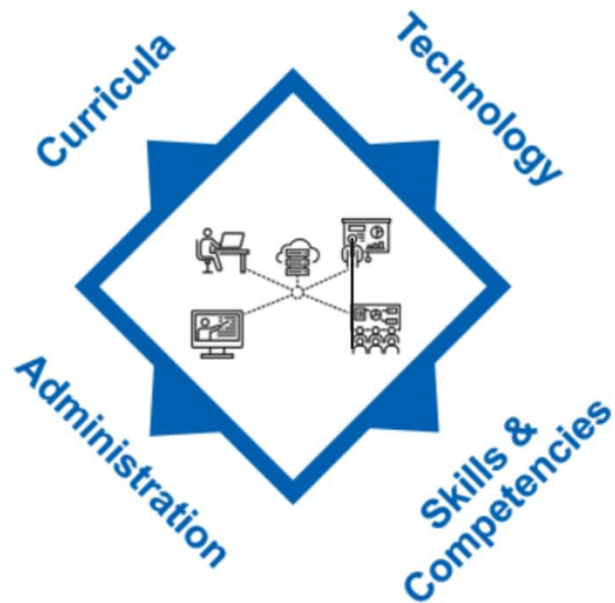
Overlapping governmental & thematic layers

European strategies

National strategies

Institutional / Regional strategies

Impact for the OpenU-Consortium and BLOOM Hub

- Communication measures for the BLOOM hub should be extended, not only towards the European Commission, but also to the ministries for education and research involved in the project and the Higher Education Institutions they represent. The technical components (BLOOM), pedagogical components (EADTU guidelines) and experimental component (experimentation results) are an added value and should be communicated to increase the user base.

- Make all knowledge generated by the OpenU project transparent and open source so it can constitute a basis for further initiatives and EU/national experimentation

- Once the functionalities are ready, the focus should shift to user-experience and a more user-friendly design.

- Disseminate the project results and the BLOOM hub as widely as possible.

- Provide simple guidelines and checklists through very plain language for educational designers.

- Create synergies with other existing projects and European universities alliances.

- Discuss issues of sustainability of the BLOOM hub with the European Commission. How should the BLOOM hub be used in future?

- Create design teams with all competencies included pedagogical, context knowledge and technical skills as well as the dimension of international and intercultural learning to curry the responsibilities of developing blended and online educational resources.

Administration

- Policy (macro) and strategy (meso) must meet institutional practice

- Provide infrastructure (technical solutions for the administration of international mobility) and workflows for academic recognition.

- Define common criteria for digital infrastructure and assure quality as part of partnership agreements.

- Reduce the disconnect between what central educational support services would like to implement and what academic and teaching staff can and would like to provide.

Technology/Infrastructure

- Consider issues of access and connectivity and enable functionality on low bandwidth connections.

- Establish a transnational infrastructure that links the existing infrastructures and resources via a meta-search engine.

- Co-Use: Technical infrastructures could be set up and used across universities. IT applications can be acquired and introduced jointly. Then corresponding training courses can also be offered across the universities.

- Publish digital developments on public domain, documented transparently and include open APIs for further development.

- Adhere to principles digital development (e.g. Use Open Standards, Open Data, Open Source, and Open Innovation, Design with the user, design for scale).

- Establishing communication structures between the central and decentralized providers of IT infrastructure and services and their users across the universities.

Curricula

- Adjust Quality Assurance systems or give guidance on how to use current QA systems to adapt to digital and blended higher education environments.

- Boost evidence-based culture in education through systematic evaluation programs. Develop a framework to generate independent evidence and renew it for a long-term and systematic evaluation process.

- Define a standard criterion of digitalisation infrastructure in EHEA to accelerate credit online courses and build trusted cooperation between partners

- Link Development and Teaching and Research: Universities that are particularly ambitious with regard to digitisation should not only use innovative infrastructures and technologies for teaching and learning, but also support their development and testing through appropriate research and link this to their university and research profile. In this way, they can achieve a qualitative leap not only in terms of infrastructure and technology, but also institutionally.

Skills and Competencies

- Support and award the academic and teaching staff to be part of the digital switch.

- Ensure that all experimenters are aware of the applicable policy framework, that they explicitly relate their experiments to these policies. (Project feedback, Experimentation Cluster, early feedback loops, iterative approach)

- Establishing a shared database and resources that contain the evidence and best practices for educational reform.

Bloom Hub and experimentation

- Extend communication measures to the ministries for education and research involved in the project and the Higher Education Institutions they represent: The technical components (BLOOM), pedagogical components (EADTU guidelines) and experimental component (experimentation results) are an added value and should be communicated to increase the user base.

- Make all knowledge generated by the OpenU project transparent and open source so it can constitute a basis for further initiatives and EU/national experimentation

- Once the functionalities are ready, the focus should shift to user-experience and a more user-friendly design. Create design teams with all competencies included pedagogical, context knowledge and technical skills as well as the dimension of international and intercultural learning to curry the responsibilities of developing blended and online educational resources.

- Provide simple guidelines and checklists through very plain language for educational designers.

- Create synergies with other existing projects and European universities alliances.

- Discuss issues of sustainability of the BLOOM hub – leveraging outcomes and enabling long term use of the infrastructure

Over to you!

Go to **www.menti.com** and use the code **8441 4729**

Contact information

OpenU Work Package 1

openU@daad.de

OpenU partners

The DAAD's role as Coordinator of the Policy Cluster

Coordination of the Policy dialogue/ Policy Cluster

- Coordination of the work of the policy cluster, including crossword with other Work packages

- Supporting the ministries with the organization and undertaking of Work meetings and conferences of the ministries of education in the policy cluster (High-Level-Authorities' Meetings/ HLAM)

- Organizing Web seminars regarding topics of European higher education policies

- Output of policy recommendations for the implementation of the BLOOM hub (on the EU level and national levels)

Co-creating the Platform

- Target Group: national ministries, open for European stakeholders
- With close connection to the Regional Office Brussels and the NA-DAAD

Member of the OpenU Steering Committee