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A vision for the future of e-learning

November 2022

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Background and objectives

- High-quality pedagogy plays a key role in promoting the goals of Digivisio

The vision work was carried out in cooperation with higher education institutions, utilising existing networks. The vision for the future of e-learning does not bring any costs for the higher education institutions.

Objectives of the vision work in e-learning:

- Provide guidelines for developing the tray and the joint offering while preserving the autonomy of higher education institutions in developing e-learning

- Build a shared aim for higher education institutions to develop e-learning and pave the way for the development of e-learning in the Digivisio programme

- Create a shared understanding of what kind of e-learning would support the learner in achieving the Digivisio goals

Pedagogy is alive and constantly developing, which is why a shared vision is needed for consistent development.

Learning and teaching must interact with the surrounding world to meet its challenges.

Pedagogy will continue to be the cornerstone of higher education institutions' activities.
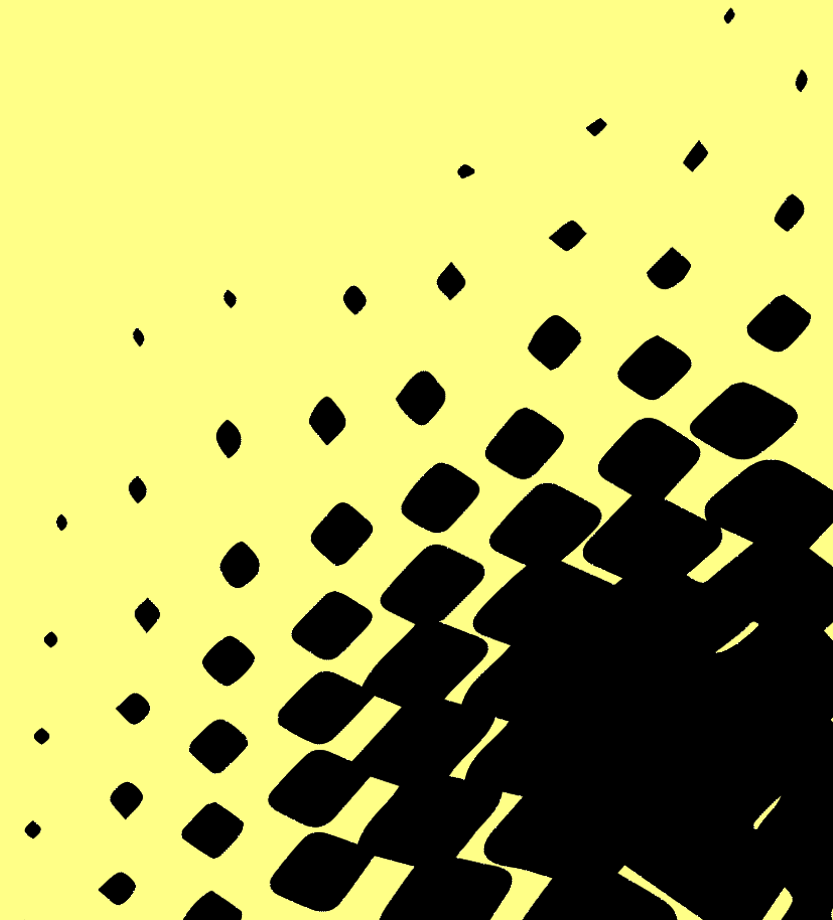
They need to update their arrangements and operating methods – and in the future, this should be done with a continuous improvement mindset.

The development of future pedagogy will be realised through shared information and views in close cooperation between higher education institutions.

A vision for the future of e-learning as part of the Digivisio 2030 programme

The world's best higher education pedagogy is meaningful and functional, as it **evolves with time**, **builds on everyday life** and **meets the needs of different learners.**

This **will be developed in interaction within the higher education community**. The satisfaction of learners and staff is a sign of success.

The world's best higher education pedagogy

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Evolves with time

- pedagogy relevant to learners and the world of work evolves as the world changes
- E-learning is an integral part of pedagogy
- instead of a static operating model, the change aims for flexibility and adaptability

Builds on everyday life

- a change is underway and higher education institutions are already doing something at their own pace – they will be encouraged to continue like this in the future
- teachers' success is central to both learners and higher education institutions
- learners and teachers need more extensive support in their everyday lives

Meets the needs of different learners

- enables a study-driven lifestyle
- removes obstacles from the learning path
- information sharing between higher education institutions and their cooperation creates world-class offerings

Develops in interaction within the higher education community

- it is in the learner's interest that higher education institutions and teaching staff work in close cooperation, share information and coach each other
- the world's best pedagogy develops when pedagogical experts meet each other
- The continuous learning tray supports cooperation and collaboration between teachers.

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This is how we breathe life into our vision

- We continuously develop with the professional skills of teachers

- We support learning-to learn skills

- We encourage cooperation between higher education institutions

- We use appropriate digital solutions

- Always act based on knowledge

What will change?

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For learners

- I can learn different types of content in ways that suit me.
- I am guided towards suitable studies by search and recommendation functions, based on my profile.
- Digital solutions help to identify my competence needs and suitable learning environments.
- The continuous and flexible learning tray is superior because it ensures that I master the necessary information, displays contents as part of larger entities and recommends potential further steps for developing my competence.

- I can learn both in small everyday moments and understand broader entities that require more time to learn.
- Familiarisation with new content has been made easy, and the first steps are openly accessible online without even making the decision to study them and registering for courses. Beginning of studies has been made encouraging and registering is easy.
- I can learn the knowledge and skills needed alongside my work.
- I receive guidance and support for learning in a flexible manner and in ways that suit my needs and capabilities.

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For teachers and support services

- Team-based and communal learning in the planning and implementation of studies is a natural part of the processes of each higher education institution.
- Learning skills are integrated into teaching together with pedagogy and guidance experts.
- Accessibility, inclusion and equality of studies and contents are implemented in cooperation between teachers and support services.
- The development of teachers' competence has been integrated into the development of their work.

- Interaction methods and technologies will be developed and researched, and the best practices will be scaled into national recommendations and as part of the quality criteria for teaching.
- National quality criteria for online teaching are used as the basis for the contents of services that are developed jointly in Digivisio, such as continuous and flexible learning.
- Incentives for the development of pedagogical competence motivate teachers to progress on their career paths.

For higher education institutions

- Higher education pedagogy and e-learning have merged together in the planning, implementation and support services of studies.
- Nationally created rules are used as the basis for the new contents of services that are developed in Digivisio, such as continuous and flexible learning.
- Learning design is carried out in a communal manner with support services, and the contents of continuous learning are built simultaneously with the planning of study units.

- The continuous development of contents in new services developed in Digivisio, such as the continuous and flexible learning tray, exploits systematic use of learning analytics.
- Higher education institutions are profiled in the contents of the tray based on their own strategy and change programme.
- The joint development of higher education institutions is rewarding and meriting for teachers.
- There is close cooperation in the teaching of higher education pedagogy and the acquisition of qualifications.
- Actors outside higher education institutions produce and offer studies on the basis of the same rules as higher education institutions.

For learners

- Different contents in a manner that is flexible and suitable for the learner

- Access to learning-related information for life and services based on one's own profile

- Search and recommendation functions help to identify competence needs and guide students towards suitable studies and also their next steps

- Learning both in everyday life and as broader entities

- Beginning studies is easy and encouraging

- Guidance and support in a manner that suits one's needs and capabilities and is automated when appropriate

For teachers and support services

- Less manual work, more time for guidance and encounters

- Emphasis on creating learning content and learning experiences in their work

- Team-based approach and strengthening cooperation in the planning and implementation of studies

- Common operating models and quality criteria to support work also across the boundaries of higher education institutions

- Methods and technologies of interaction are developed and researched, the best practices will be scaled

- Developing pedagogical competence is an encouraging part of their work

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For higher education institutions

- Broader and more versatile set of learners, unrestricted by regional boundaries. Provision of advice and guidance.

- Making operations more efficient using data collected by the service, increasing data capabilities

- Increased amount of cooperation between higher education institutions, common rules and operating models

- Being profiled on the tray based on their own strengths

- National digital services save resources, not everything needs to be done alone

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Thank you!