

A photograph of three people standing in a row against a solid yellow background. On the left is a man with long black hair and a goatee, wearing a white t-shirt. In the center is a woman with dark curly hair, wearing a bright green turtleneck sweater, with her eyes closed and a joyful expression. On the right is an older woman with long grey hair, wearing a dark top, looking towards the right. The overall mood is positive and inclusive.

**DIGIVISIO**

**Digivisio webinar**

**14.3.2023**

[www.digivisio2030.fi/en](http://www.digivisio2030.fi/en)

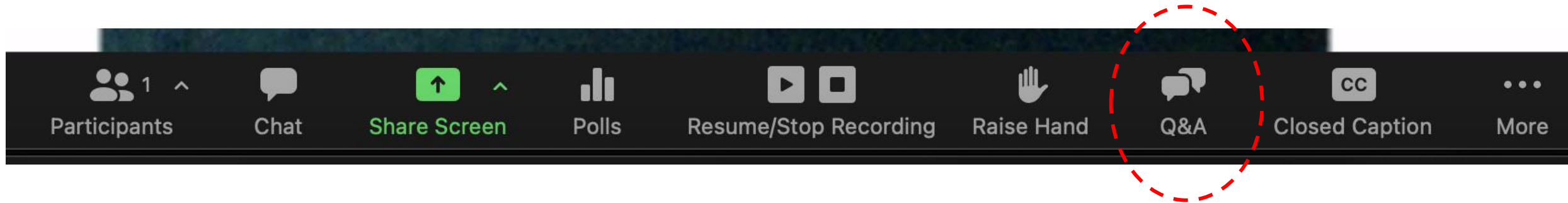
Building a future for learning

**Digivisio 2030**

## Programme:

- Where are we now, and our 2023 targets  
Programme Manager Sakari Heikkilä
- The vision for the future of e-learning  
Coordinator Sini Hakala
- Pilots in Digivisio 2030, and HEIs in 2.0 pilot  
Project Manager Eeva Tuori-Pastila
- Q&A
- Closing words

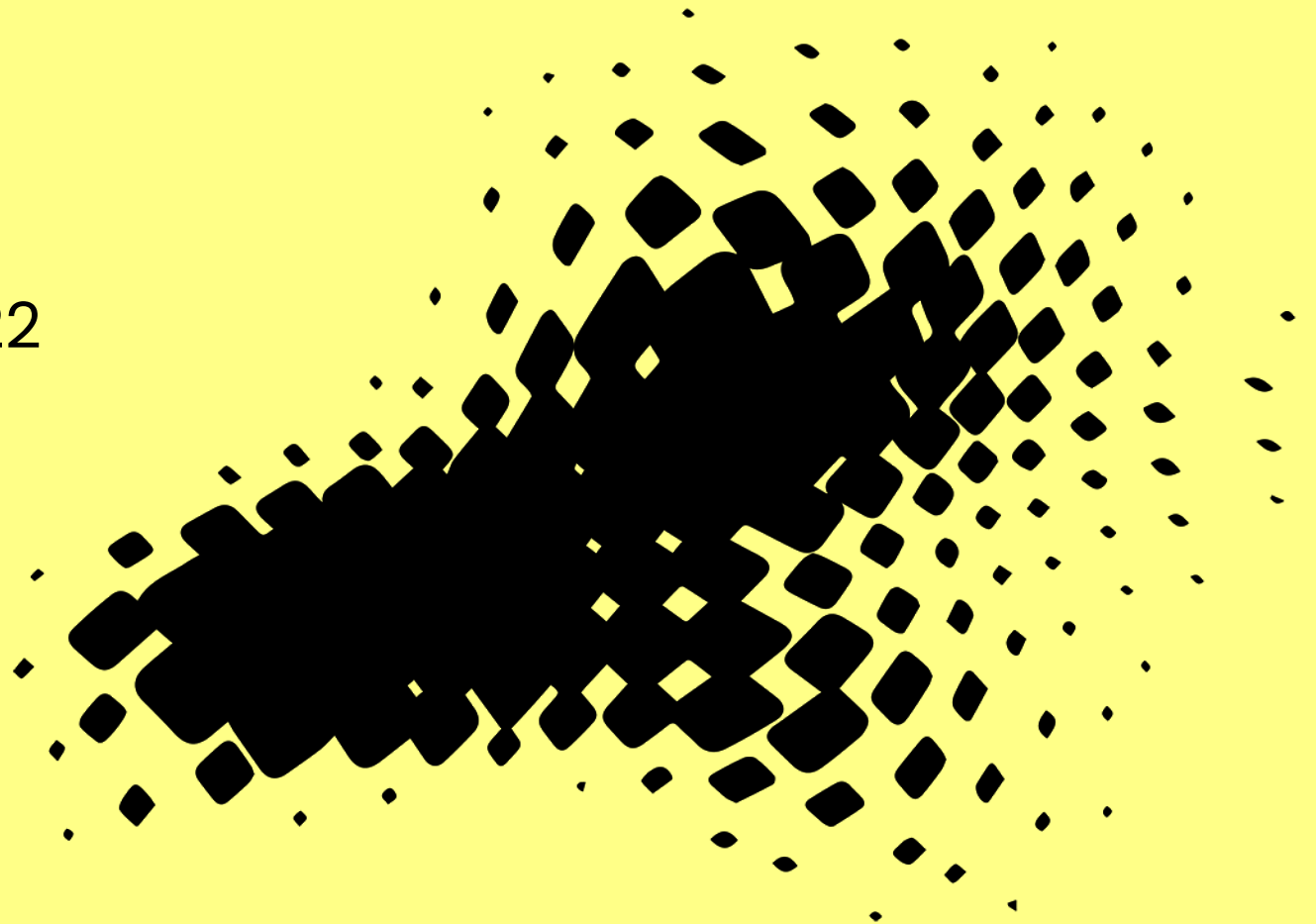




# Digivisio 2030 Action Plan for 2023

Approved by the General  
Assembly on 22 November 2022

Webinar 14.3.2023  
Sakari Heikkilä  
Program Manager



## **Action plan 2023: Priorities**

1. Progress of the development and piloting of the Digivisio service (Continuous and flexible learning tray) and functional partnerships with key development partners.
2. Progress of change work at higher education institutions and internal commitment within higher education institutions.
3. Building a readiness for scalability.
4. Specifying the consortium's long-term goals, ensuring commitment, planning organisation and funding.

## **Goals 2023**

1. The Continuous and Flexible Learning Tray will be developed and the pilots will be completed according to the publication plan. Higher education institutions will commit to common rules regarding the service. Cooperation with partners will be goal-oriented.
2. Operational models, processes and tools related to the Tray will be built in schedule and fulfil the requirements set by higher education institutions.
3. Decisions related to the long-term goals and organisation of the consortium have been made. Planning of the program's next phase (2025-2028) and the funding for the Digivisio services in the production phase has been initiated.
4. Higher education institutions have progressed towards change and they are ready to deploy the first scalable version of the Tray. The change management programme supports change at higher education institutions.
5. The cooperation model between higher education institutions and the project office runs smoothly and the efficiency of work at the project office is continuously improved.

# PUBLICATION PLAN

LAUNCH Q3-Q4/24

PREPARATION AND LAUNCH OF HIGHER EDUCATION INSTITUTIONS' PROGRAMMES OF CHANGE, PREPARING FOR DEPLOYMENTS

DEPLOYMENTS AT OTHER HIGHER  
EDUCATION INSTITUTIONS Q3-  
Q4/24

PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q2/23-Q2/24

PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q3/22-Q3/23

PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q4/23-Q4/24

Q1/2023

Q1/2024

Q3/2024

Technical Release Component 1.0

Technical Release Component 2.0

Technical Release  
Component 3.0

...

USER INTERFACE AND ONLINE SERVICE FOR  
LEARNERS

## Presentation, filtering and comparison of offering

- Events, open materials and recordings
- Thematic approach and meaningful filters for learners

## Hyperlink based registrations

- Migration to content or offer in an online service outside the Tray

## Presentation, filtering and comparison of offering

- Open university of applied sciences and university studies
- Jointly produced modules

## Identification of learners in the service and personal learning

- Display of verified higher education attainments and study rights
- Shows of interest in individual offer

## Registration with education offered

- Linking registration information to the learner's profile and the HEI's information systems

## Recommendation functionalities

- Based on interest expressed by the learner

## Presentation, filtering and comparison of offering (TO BE SPECIFIED)

- Specialisation training
- Separate studies
- Preparatory education for immigrants

## Registration with education offered

- Payment option at registration

## My learning

- Viewing of registration and payment history
- Display of study attainments completed elsewhere
- Micro learning badges (?)

## Recommendation functionalities

- Based on interest expressed by the learner and their educational history, and other users and labour market information (?)

MANAGEMENT  
APPLICATION

- Identification of HEI representatives
- Adding, editing and deleting the offer
- Analytics describing usage data

- Searches in offer of education through the interface
- Enriching and combining the offer of education
- Analytics describing offer and usage data
- Rules as part of managing the offer

- Processing of registration data through the interface
- Payment administration
- Analytics describing registration data
- Interfaces to support knowledge-based management

# Roadmap 2021–2024 (1.2)

## 2021

- Learner's user path described
- Target architecture described
- Needs for legislative changes identified
- Current projects and systems analysed
- Functional specifications of the Digivisio 2030 services completed
- First two limited Digivisio 2030 deployments decided
- Necessary measures have been outlined based on the legal persons' report
- Higher education institutions and the Ministry of Education and Culture are committed to a shared vision
- Financing, project and resourcing planned
- Development and management model attached

## 2022

- Close participation of learners
- Target architecture described and conceptual model drafted
- Implementation of Digivisio 2030 services launched and key integrations defined
- Identity management MVP prototype completed
- Policies and decisions related to continuous services have been made
- Service deployment model defined
- Ecosystem model described
- Digital pedagogy cooperation: Vision for the future of digital pedagogy 2030 defined, closer cooperation between developer networks, training launched, rules for joint offering defined
- Promoting the need to amend legislation and common interpretations
- Change management programme launched
- Select elements of key project work have been included in the project
- Consortium working and decision-making model established
- Stakeholder forum activities established
- Quality management integrated in all project activities
- Tools required for project work in use

## 2023

- The first versions of the Digivisio 2030 services launched and continuous services operate according to the service level defined by higher education institutions
  - Minimum implementation of identity management piloted in pilot higher education institutions (2023)
  - Release component 1.0 of the Tray (2023) and rules
- The Tray contains modules produced jointly by higher education institutions
- Policies on the functions of course offering and applying for education in relation with higher education institutions' systems have been created
- Digital pedagogy rules for joint learning used in the joint offering of higher education institutions
- Utilising modularity in course offering appropriately, supporting the learner's study path.
- The change management programme provides support for the introduction of Digivisio 2030 services and the change work of higher education institutions and offers support to higher education institutions through peer networking.
- Policies related to learning platform cooperation have been drafted
- The plan for future project funding and for the funding of continuous services is ready
- Organisation of the consortium in the long term has been solved through a legal person

## 2024

- The first versions of the Digivisio 2030 services launched and continuous services operate according to the service level defined by higher education institutions
  - Release components 2.0 and 3.0 of the Tray (2024)
  - Implementation of identity management in extensive production use (2024)
- Ensuring future funding for the project
- Digivisio legal person in operational readiness
- Launch of the Tray service

## 2025 – To be specified as part of the clarification of the target scenario

- Study offering and learner information in one place
- Seamless processes and services have been implemented
- The ecosystem creates significant added value through learning and teaching data
- Value flow of degree studies



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# A vision for the future of e-learning

Digivisio 2030 webinar 14.3.2023  
Sini Hakala



## 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.

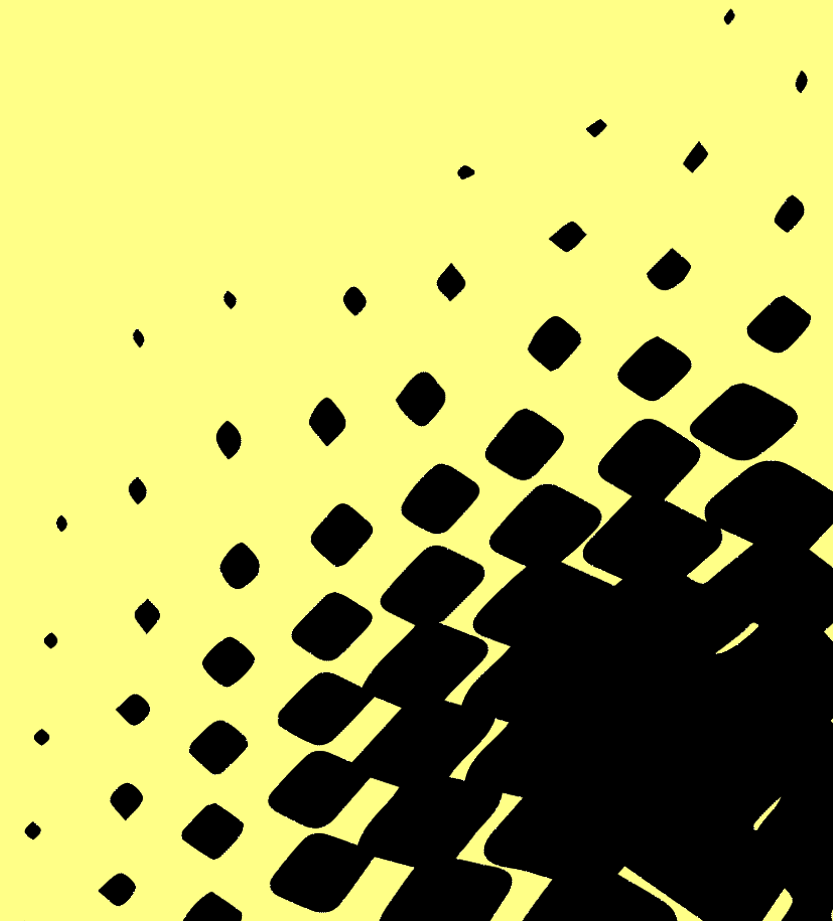
We need to continuously improve pedagogical arrangements and practices.

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**

- Pedagogical skills are continuously developed as part of every teacher's professional competence
- We support learning-to learn skills
- We encourage cooperation between higher education institutions
- We use appropriate digital solutions
- Always act based on knowledge



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**What will change?**



*What will change*

## 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.

*What will change*

## **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.



*What will change*

## 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.



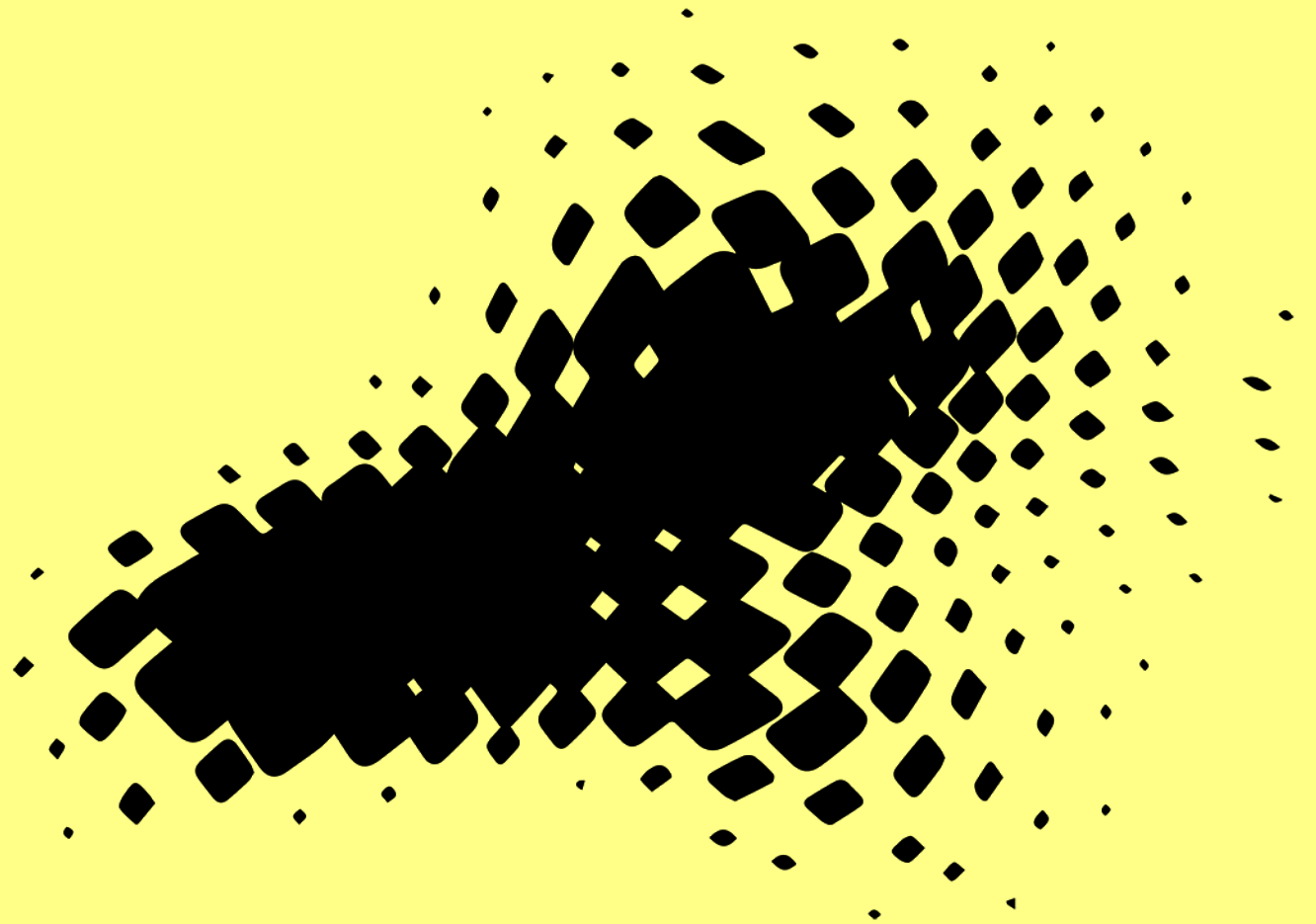
# DIGIVISIO

**Thank  
you!**

# Piloting and co-development in Digivisio 2030

14.3.2023

Eeva Tuori-Pastila





## Piloting

A way to try out different designs and early ideas, and to test the functionality of near-ready solutions.

The aim is to reduce uncertainty before plans are implemented and solutions rolled out more widely, and to support HEIs in implementing change.

## PREPARATION AND LAUNCH OF HIGHER EDUCATION INSTITUTIONS' CHANGE PROGRAMMES

DEPLOYMENTS AT OTHER HIGHER  
EDUCATION INSTITUTIONS ~ Q3-  
Q4/24 -

## PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q2/23-Q2/24

## PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q3/22-Q3/23

## PILOTING WITH HIGHER EDUCATION INSTITUTIONS Q4/23-Q4/24

Q1/2023

Q1/2024

Q3/2024

**Technical Release Component 1.0**

*Offering is brought to the common platform, displaying and comparing it at a single location are enabled. Data starts to accumulate.*

**Technical Release Component 2.0**

*Building interfaces, joint description of the offer and enrichment of information. Learners are identified, and data concerning them can be collected. Individual guidance and recommendations can be launched.*

**Technical Release Component 3.0**

*Learners can see their attainments, and labour market and competence data are tapped to give recommendations.*

## SERVICES OFFERED TO THE LEARNER

**Display, filtering and comparison of the offer**

- Events, open material and recordings
- Thematic approach and meaningful filters for learners

**Hyperlink-based registrations**

- Migration to content or offer in an online service outside the Tray

**Display, filtering and comparison of the offer**

- Open university of applied sciences and university studies
- Entities produced in cooperation between higher education institutions

**Identification of learners in the service and personal learning**

- Display of verified higher education attainments and study rights
- Shows of interest in individual offer

**Registration with education offered**

- Linking registration information to the learner's profile and the HEI's information systems

**Recommendation functionalities**

- Based on interest expressed by the learner

**Display, filtering and comparison of the offer**

- Specialisation training
- Separate studies
- Preparatory education for immigrants

**Registration with education offered**

- Payment option at registration

**My Learning**

- Viewing of registration and payment history
- Display of study attainments completed elsewhere
- Micro-learning badges (?)

**Recommendation functionalities**

- Based on learners' expressed interest, education history, competence and labour market data

SERVICES OFFERED  
TO HIGHER  
EDUCATION  
INSTITUTIONS

- Identification of HEI representatives
- Adding, editing and deleting the offer
- Multilingual support for text content
- Analytics describing usage data

- Searches in offer of education through the interface
- Enriching and combining the offer of education
- Analytics describing offer and usage data
- Rules as part of managing the offer

- Processing of registration data through the interface
- Payment administration
- Analytics describing registration data
- Interfaces and raw data available to support knowledge-based management





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## **HEIs in the first pilots**

### **The User-centred Identity Management Solution pilot**

- Satakunta University of Applied Sciences
- Vaasa University of Applied Sciences
- University of Helsinki
- Tampere University Foundation

### **The Continuous and Flexible Learning Tray, technical release component 1.0**

- Savonia University of Applied Sciences (together with UEF and Karelia)
- South-Eastern Finland University of Applied Sciences
- Humak University of Applied Sciences
- Aalto University

## Pilot 2.0 of the Continuous and Flexible Learning Tray

At the turn of the year, the application process for the technical release component pilot 2.0 of the continuous and flexible learning tray, was carried out. The pilot has two focus areas:

### 1. TRAY DEVELOPMENT

#### Educational offering:

- open university of applied sciences and university studies
- jointly produced modules

### 2. INTERNAL DEVELOPMENT

#### Production of digitally supported courses on offer

#### The aim of the pilot is

- co-development
- producing scalable solutions and lessons learned, and
- piloting to build the functionality of the technical release component 2.0 of the Tray, and to develop the content required for the service

**Four HEIs or consortia or networks of HEIs were selected for the pilot.**

#### **A diverse selection of higher education institutions was sought for the pilot:**

- geographical location
- size of the institution
- education/disciplines
- principles
- open curricula and jointly produced modules
- student information system (Peppi/Sisu)

#### **The selected higher education institutions, consortia or networks were required to:**

- offerings suitable for the pilot
- motivation for the pilot
- the use of a suitable student information system
- resources and skills needed for the pilot
- a commitment to the common rules of the tray

# Priorities for the technical release component pilot 2.0

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The evaluation of the applications was carried out in a holistic way to ensure the greatest benefit for the development of the service. The following priorities describe the priorities for the co-development and piloting of the technical release component 2.0. Among the proposed pilot HEIs, it has been possible to identify strengths and lessons learned from the past related to each of these priorities, which can be used during the co-development process at an early stage of the pilot.

## **1. Technical development of the Tray**

- Integrations with Peppi and Sisu (taking into account the differences in the instances): bringing the offer to the information platform
- Description and manual enrichment of the offer (taking into account multilingualism)
- Enrolment processing
- Common rules

## **2. Production of digitally supported learning offerings**

- Internal development in higher education institutions: pedagogical support and new ways of producing offerings
- End-to-end learner experience: transition and consistency of experience from the provider to the learning environments of the higher education institution

## **3. Co-produced content by higher education institutions**

- Forms of cooperation between higher education institutions, division of responsibilities and agreements
- The learner experience
- Data management, description data and enrolment processes

## **4. Knowledge-based management and developing offering**

- Data, data processing and using it to develop services
- Learner's own data, recommendations, labour market connection and data from the offering
- Suitably serving different learners, including under-represented groups

# HEIs selected for the technical release component pilot 2.0

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**The General Assembly selected the pilot HEIs** at its meeting on 15 February 2023.

The piloting of the technical release component 2.0 of the continuous and flexible learning tray will be implemented in the following higher education institutions:

- JAMK University of Applied Sciences
- Turku University of Applied Sciences
- FiTech network university (Aalto University, University of Eastern Finland, University of Jyväskylä, LUT University, University of Oulu, Tampere University, University of Turku, University of Vaasa and Åbo Akademi University)
- The Lapland University Consortium LUC

In addition, the network formed by the University of Eastern Finland, Kajaani University of Applied Sciences, Karelia University of Applied Sciences and Savonia University of Applied Sciences will have the opportunity to continue from pilot 1.0 to pilot 2.0 without funding for a pilot coordinator. This will test the transition of higher education institutions between the pilots.





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## General feedback about the applications

- **The number of applications received was positively surprising** and higher than expected. The quality of the applications was very high and showed the strong motivation of the HEIs to pilot the technical release component 2.0.
- **The possibility to offer different skills and resources** was seen as an important factor for the success of the pilot – there was some variation in resources between applicants.
- **Several applications raised themes that are central to the hypotheses of the 3.0 technical release component**, e.g. in terms of functionalities or categories of educational offerings. The programme office encourages to be active when the call for proposals for the technical release component pilot 3.0 is launched.
- The selection has taken into account **the overall representativeness of higher education institutions** in the Digivisio 2030 work.



# The pilot monitoring group

- **Objective:**

- The aim of the pilot monitoring group is to share information on the content, progress and findings of the pilots with all higher education institutions.

- **Composition:**

- Participation in the Monitoring Group is open to the change coordinators and operational contact persons of the higher education institutions.

- **Schedule of meetings:**

- The Pilot Monitoring Group will meet once per increment, i.e. approximately every three months.

- **The content of the meetings:**

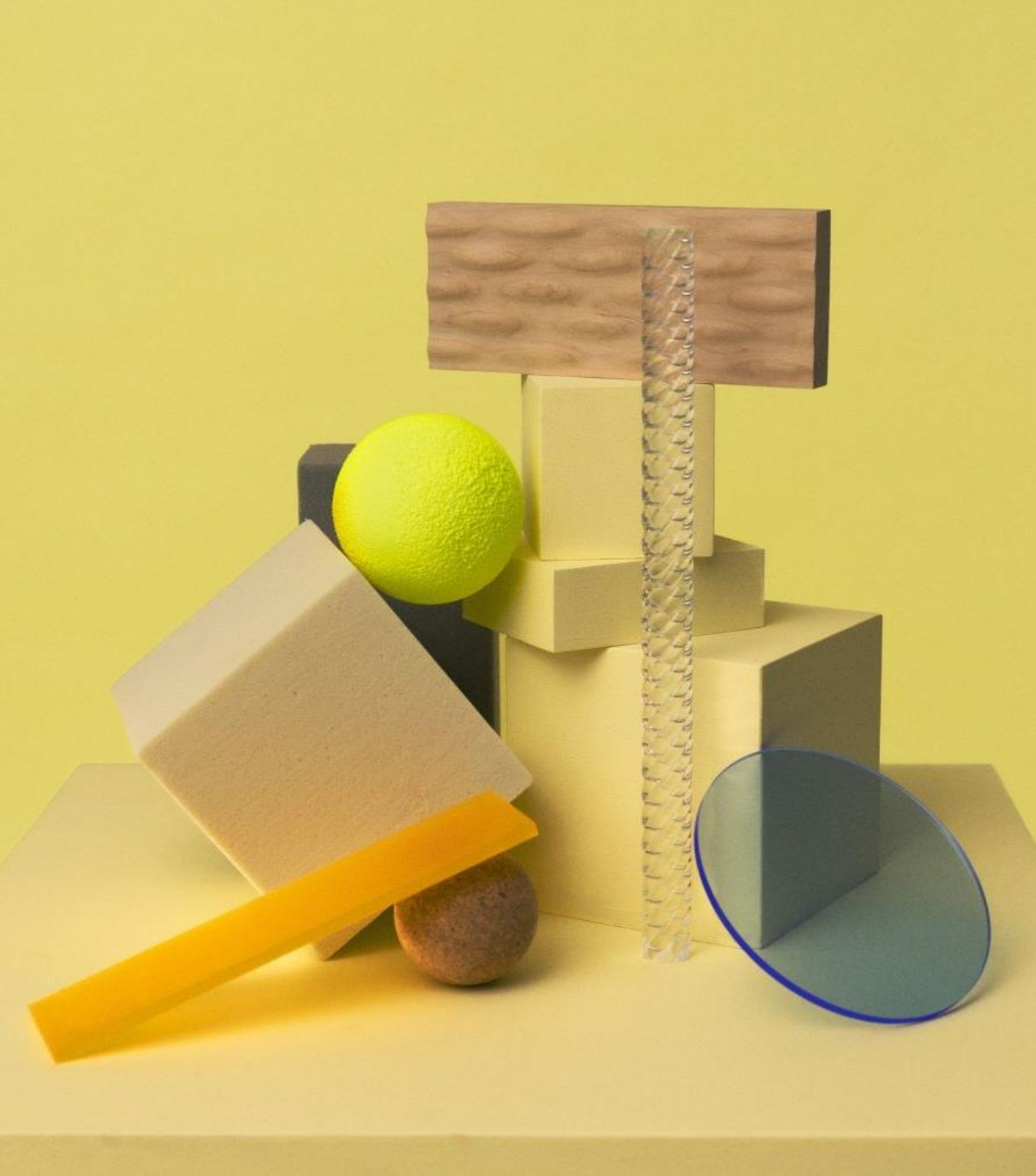
- The Monitoring Group meetings will review what progress has been made in each pilot over the past quarter.
- The HEIs can ask questions during the Monitoring Group meetings.

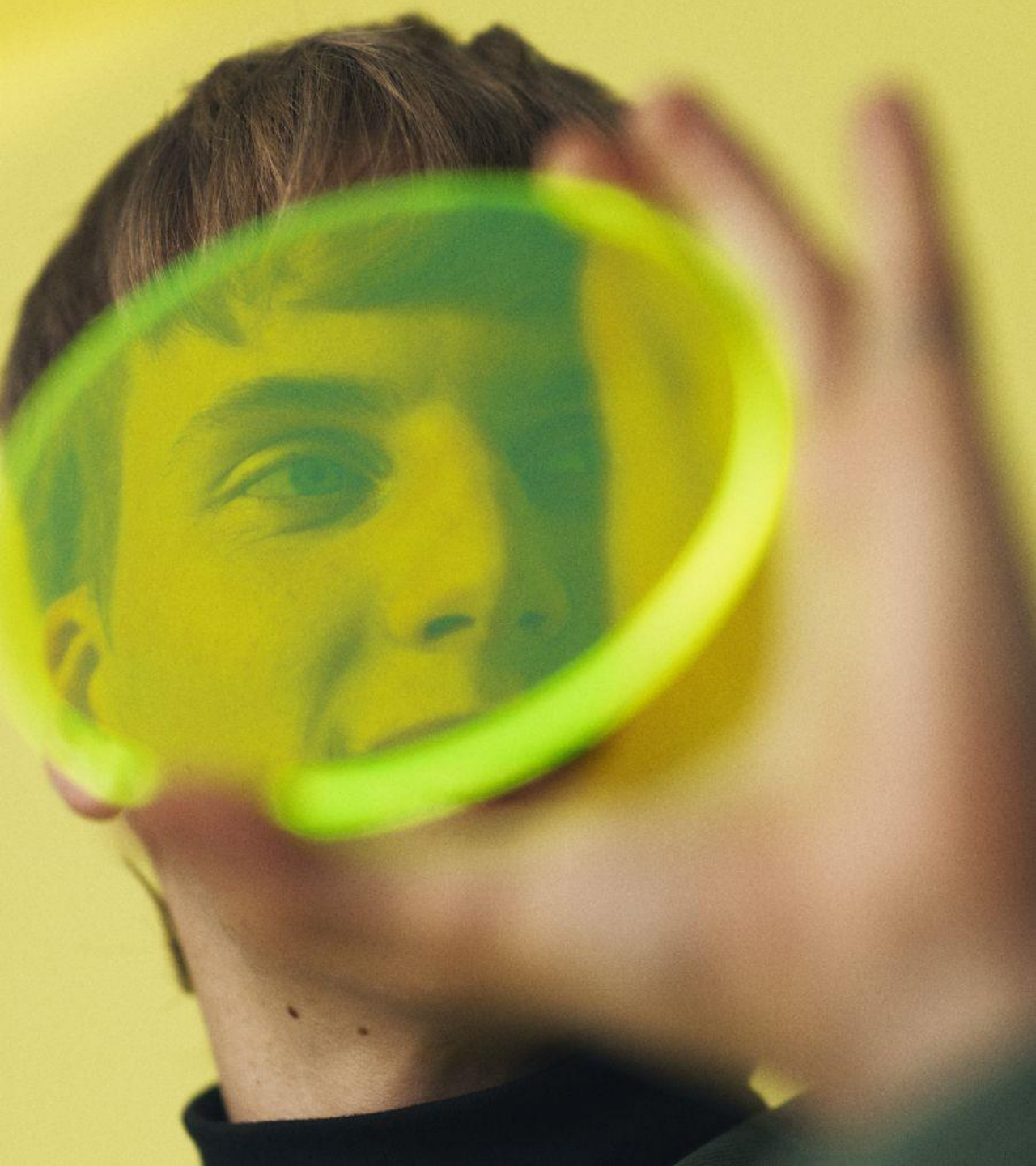
- **Other ways to monitor progress:**

- Under the new participatory model, the HEIs will have the opportunity to follow progress and achievements each quarter through a demo event, and the thematic groups, among others, will allow for close involvement in the definition work.

## Launch of the pilot 2.0

- The selected pilot HEIs have been contacted, and initial discussions will take place in March in order to agree on practical arrangements.
- Piloting of common solutions for all higher education institutions regarding open university and university of applied sciences studies and jointly produced modules as well as the production of digitally supported study offerings **will start in Q2/2023**





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## **More information**

Project Manager for Piloting

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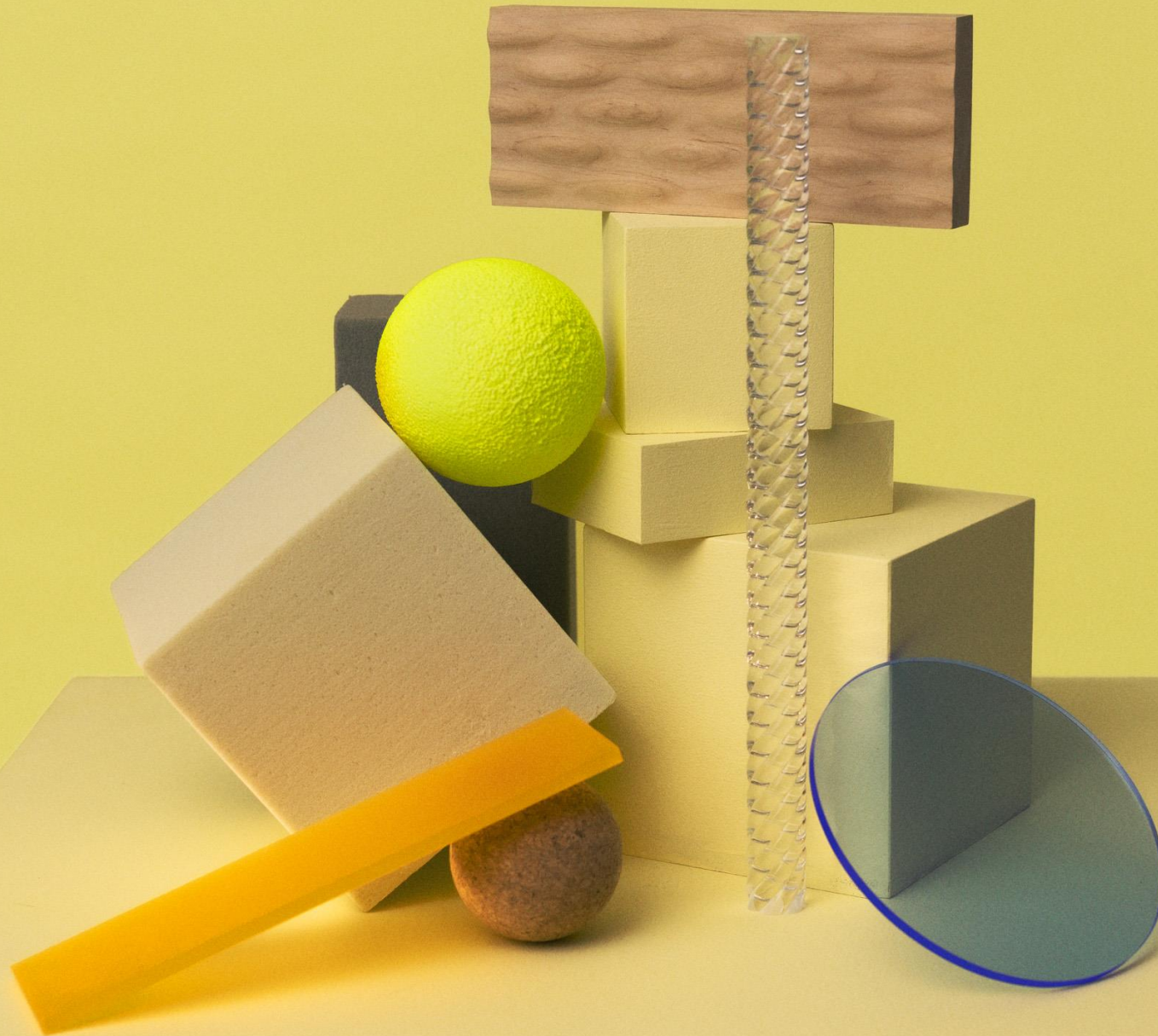
**Thank you!**





# Q&A

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## **Digivisio webinars 2023**

We will organize three Digivisio 2030 webinars in English this year.

- Tuesday 14th March 2 pm
- Tuesday 29th August 2 pm
- Tuesday 28th November 2 pm  
(GMT +2)



## Digivisio newsletter:

Sign up for the Digivisio 2030 project's newsletters to receive the latest news about the project's progress directly to your e-mail!

**[www.digivisio2030.fi/newsletters](http://www.digivisio2030.fi/newsletters)**



**Twitter:** @Digivisio2030



**LinkedIn:** Digivisio 2030





A photograph of three people lying on their backs on a bright yellow surface. At the top is a man with short brown hair, eyes closed, wearing a dark suit jacket and a white shirt. At the bottom left is a man with dark hair and a goatee, looking up at the camera, wearing a dark blue sweater. At the bottom right is a woman with dark curly hair, smiling at the camera, wearing a green top. The background is a solid yellow color.

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# Thank you!

**[www.digivisio2030.fi](http://www.digivisio2030.fi)**

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