Digivisio 2030
Building the future of learning
2.2.2022
Digivisio 2030

strengthens the role of the teacher as a developer of quality content for teaching and a facilitator of world-class learning experiences.

enables the learners to learn more easily and flexibly, thus accumulating the needed expertise for a constantly changing world.

ensures that higher education standards rise and Finns’ access to employment improves – both in Finland and abroad.
### Origin
Implementation program of the Ministry of Education and Culture’s education and research vision for 2030

### Shared vision
Unifi and Arene propose a shared vision for digitalizing higher education

### Shared commitment
All Finnish higher education institutions are committed to the shared vision and have signed a consortium agreement

### Steering
- **General assembly of all higher education institutions**
- **Steering group**
  - Coordinated by Aalto University and Metropolia University of Applied Sciences

### Execution
Phases 1 and 2 take place in 2021–2024, phase 3 in 2025–2030

### Funding, Phase 1
44 million € (through various public instruments)
Key drivers of change and their effect on higher education

**Drivers of change**
- Global supply and competition in higher education
- Technological development
- Evolution of working life: new professions, branching and extending careers
- Increasingly competitive skill market
- Increasing individual responsibility for competence
- Accelerating change and increasing importance of innovations and constant development
- Consumerization, servitization, and demand for ease
- Business models: platform economy
- Increasing volume and openness of information
- Climate change
- Demographic change

**Effects on higher education**
- Increasing importance of networks and ecosystems
- Mobility of Finnish learners and attracting international learners
- Learning for the desired job or competence, precise learning, increasing importance of continuous learning
- Learning dividing into smaller, shorter and more focused parts and intertwining with work
- Individual expectations for learning and higher education, learning as a service
- Self-learning and self-service
- Changes in the roles of the learner and the teacher, new skill requirements
- Digitalization: blended learning, digital first, increasing volume of data and AI-based solutions, automatization and knowledge-driven management
The objective is to create, as mutual and stakeholder cooperation:

1. A national digital service platform that
   a) enables the compatibility of digital services between higher education institutions,
   b) provides a “my data” service for the learner and integrates the accumulation of the learner’s competence before and after the higher education in the learning and career path, and
   c) improves the compatibility of the actors’ IT services and lowers the threshold for utilizing national solutions.

2. Guidance based on digital pedagogics, the learner’s path and shared data, which
   a) supports studies and student well-being regardless of time and place and in an accessible way,
   b) introduces AI solutions to aid the guidance, and
   c) places the learner’s benefit at the centre of development.

3. Support for change management for higher education institutions, so that we can
   a) introduce the national digital service platform,
   b) digitize student administration processes and admission to higher education institutions,
   c) support the evolution of higher education institutions into open communities managed by information, and
   d) make data available for individuals and the society.
Digivisio’s operational target state for 2030

• Each learner has one identity. All education uses a shared authentication service.

• The learner can use the higher education institutions’ open e-learning offerings.

• The national My Data portal provides the learner with access to their lifetime personal learning and competence-related information. The information provides a basis for guidance, identification of competence and, if desired, job-seeking.

• Shared data pools. The data models have been agreed on, and the information can be used by private, public and foreign actors.
Finland has an internationally esteemed open learning ecosystem that widely benefits society as a whole.
Why is this something to tackle?

Turbulence pulling in many directions

"Learners’ expectations are high and competition for experts grows"

Polarisation is tearing up the field of learning

What is the direction we choose together?

New era of learning

"Learners can select from a wide range of higher education institutions and their courses to tailor study modules that are suitable and useful for them."

Continuous learning and increasing competence are a natural part of society

"The journey to Digivison requires broader thinking and cooperation that breaks through institutional boundaries"
Digivisio 2030 system layers

Application layer
- Digivisio joint services
- Applications developed by higher education institutions
- Third-party applications

Platform
- Interfaces (external)
- Interfaces (internal)
- Licensing
- Ecosystem management, defining ground rules and revenue models, maintenance
- Identity management
- Enabling joint and individual services based on the data with joint ground rules

Data pools
- Learner’s data (not yet defined)
- Digivisio service data
- Data from higher education institutions’ systems
- Data from other public administration systems
- Data from private actors’ systems

A JURIDICAL PERSON PROVIDING DIGIVISIO SERVICES ACTS AS THE OPERATOR

LEARNER’S DATA
DIGIVISIO SERVICE DATA
DATA FROM HIGHER EDUCATION INSTITUTIONS’ SYSTEMS
DATA FROM OTHER PUBLIC ADMINISTRATION SYSTEMS
DATA FROM PRIVATE ACTORS’ SYSTEMS
Platform for continuous and flexible learning is the first outcome of Digivisio

The learner can easily find and access the offerings relevant to their needs.

- The learner is guided by an AI-based service that helps to identify competence requirements based on their goals, existing competence, and professional skills in demand on the job market.
- The learner can discover and compare the learning path options in one service.
- Comparing and selecting is supported by smart personal recommendations and job market data.

The higher education institutions’ offerings reach a wider audience and are targeted more efficiently.

- A new shared continuous learning platform.
- Increased service sales from improved status as providers of further research-based learning.
- Nationwide improved visibility of the e-learning offerings.
- Analytics and data for developing and targeting the offerings.

Agile responding to the needs of the society, supporting innovation and international competitiveness.

- Effective targeting of the offering to encourage continuous learning.
- Meeting the job market’s needs with up-to-date and tailored offerings.
- Communicating societal change and the needs of the job market to identify competence requirements.
- Accumulated national continuous learning data open for individual and public use.
Digivisio services and technical solutions

The continuous and flexible learning tray retrieves the education offering from the data platform and presents it, allows comparison and selection, and displays the transaction to the learner.

**The data platform** assembles the data required by the continuous and flexible learning tray from source systems and returns updated information to the systems. Data stored on the platform can also be used by other actors and software.

**Source systems** describe the offering and store the master data.

**Identity management** enables authentication via the learner’s national user-centric identity.

**My Data** enables a personalized service experience and transactions by tapping into the learner's existing knowledge and supplementing it in the process.

**AI-based guidance services** form the tray’s recommendation engine to improve the incidence of supply and demand.

**Joint application and registration services** improve the realization of conversions: unified display of the registration process and payment options for the learner, attaching oneself to an institution, or studying across institutions.

**Joint knowledge base** retrieves data from source systems where transactions are stored and where data is returned or redirected.

The tray’s essential features: authentication, personalization, guidance and registration.

Interface that assembles the services in one place and presents the offering.
Digivisio 2030 timeline

Definition phase

Technical development

Co-design and piloting (technical, operational, quality)

Implementation

Platform for continuous and flexible learning

Q1/2023
1.0 pilot
Identity management MVP

Q3/2023
2.0 pilot
Platform for continuous and flexible learning MVP: non-formal continuous learning

Q1/2024
3.0 pilot

Q3/2024
4.0 launch

Q1/2023
Q3/2023
Q1/2024
Q3/2024
The first Digivisio pilots

- Identity management MVP
  - User-centered identity
  - Service access management
  - Linking to higher education institutions’ identities

- Platform for continuous and flexible learning MVP: non-formal continuous learning
  - Identifying and bundling the offering as continuous learning services
  - Describing and presenting the data on the shared platform
  - Acknowledging the pedagogical point of view
Action plan 2022: priorities

1. Identify the initiative’s effect on how higher education institutions operate and describe it so that the institutions can start transforming internally.
2. Position the services developed in the initiative in the national service ecosystem and begin their implementation in a structurally learner-based way.
3. Higher education institutions are able to outline and commit to the themes required by the initiative.
4. Wide awareness of and commitment to the initiative in higher education communities and stakeholders.
Goals 2022

• Agile implementation of Digivisio 2030 services has started according to the service-specific plans approved by all parties, based on the joint enterprise architecture and concept model.
• The initiative’s effect on how higher education institutions operate and on other entities has been described, change management support program has been launched, and change agents in the institutions have been selected.
• Vision for the future of digital pedagogy 2030 has been prepared together and steps to achieve it have began.
• Continuous service policy has been approved by all parties.
• Higher education institutions’ joint policy for the themes required for making progress in the initiative defined.
• Digivisio 2030 is widely visible and engaging in higher education communities.
• The collaboration model between higher education institutions and with the project office works efficiently and the institutions contribute significantly to the development as co-executors.
• The project office’s tools enable financial monitoring, case management and archiving according to the project office agreement.
## Key decisions 2022

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<th>Q1</th>
<th>Q2</th>
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<th>Q4</th>
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<td>1/22</td>
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<td>Higher education institutions: signing up as pilot organizations</td>
<td>Identity management: approving the prototype and implementation</td>
<td>Acquiring the service implementation and committing to continuous expenses</td>
<td>Higher education institutions: appointing change coordinators</td>
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<td>Proposing experts for resource requests</td>
<td>Selecting the pilot institutions (identity management and publishing the continuous and flexible learning tray 1.0)</td>
<td>Approving the service management solution</td>
<td>Budget impact of Digivisio in higher education institutions in 2023</td>
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<td>Changes required for internal organization</td>
<td>Requirements of continuous service and decision to begin the procurement</td>
<td>The chosen pilot organizations: assigning the resources, making the pilot plan</td>
<td>Determining the initiative’s role in student admissions and redesigning entrance exams</td>
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The chosen pilot organizations: assigning the resources, making the pilot plan
Thank you!

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