

The Reshaping of Higher Education Landscape

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Introduction

In a fast changing world employers want qualifications (skills and competences) developed quickly and collaboratively and delivered flexibly. Recent research indicates the need for more soft skills to be included in course design (European Commission, 2016).

The level of quality of highly qualified workers HEIs has started to be called into question due to a mismatch between the acquired competencies of graduates during higher education and the real needs of employers in the dynamic market conditions of knowledge economies (Maassen, Olsen 2007). However, the purpose of HE is not only to produce highly qualified professionals for the labour market, and even less, to create so-called “Fachidioten”, which are experts in their limited professional field, but lacking social competence and an interdisciplinary view beyond their rim of the plate. It should rather lead to the development of (leading) personalities (Oerter et al., 2012),

Students also want more flexible and ‘personalised’ learning pathways. They expect to be able to learn and work anywhere with constant access to learning materials. The role of non-formal and learning outside institutions has been increasing. The HEIs will need to develop micro-credential and digital badges systems and offer students e-portfolios, which will contain also external experience and achievements.

Methods

This poster is based on the desk research studies for Czech Ministry of Education, Sports and Youth about digitalization, part times studies and competencies. The presentation also shows the results from Erasmus+ projects DASCHE (www.dasche.eu) and BEEHIVES (www.behives.de). The author has been the member of both projects’ teams

References

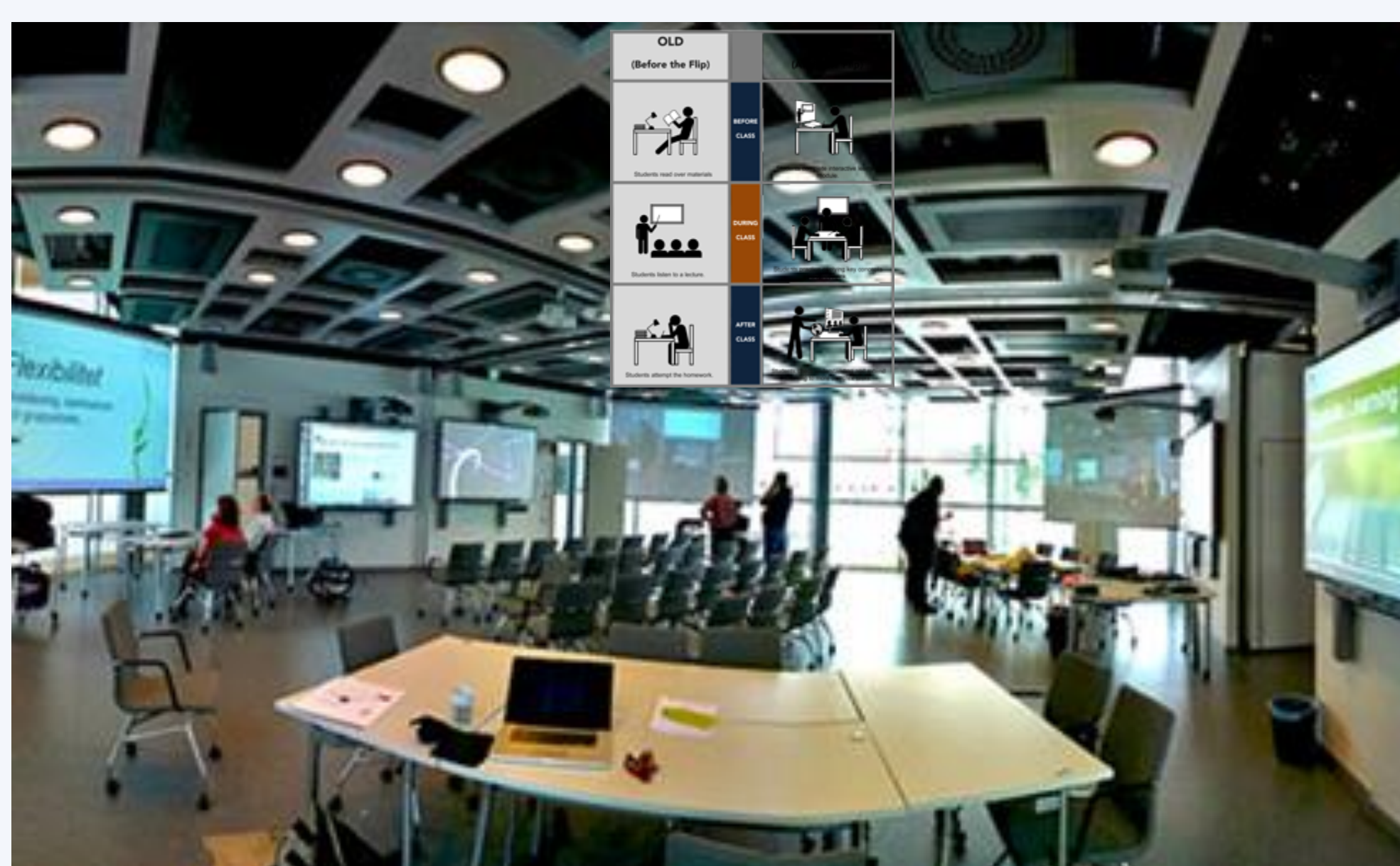
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Changes in Higher Education

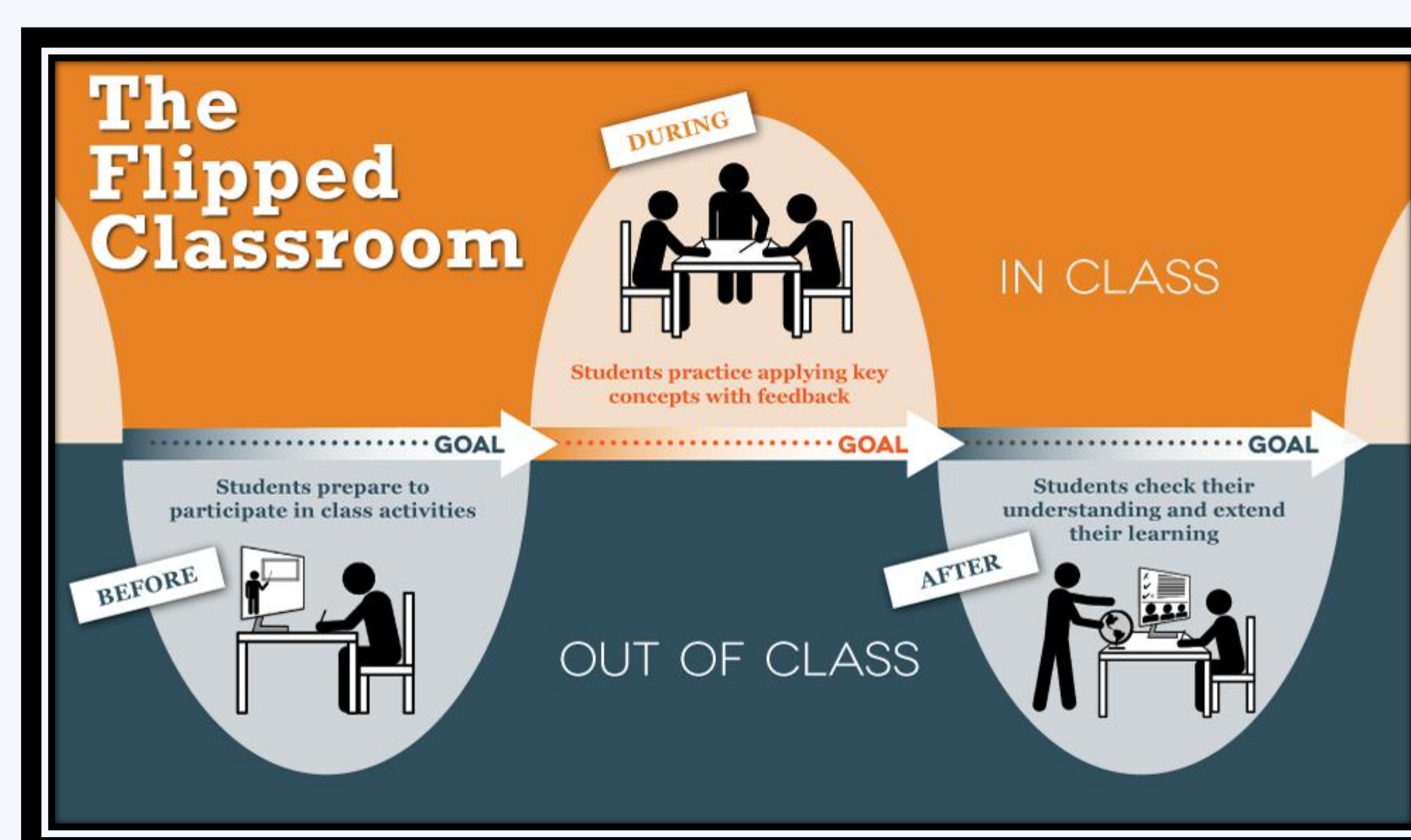
The higher education becomes more and more digitalized. 10% of HEIs in the USA provides the education only online and 71% uses blended-learning. 54% of U.S. HEIs already implemented flipped classroom and 25% considers its implementation. (Becker et al 2018).

The digitalization of education does not only mean to have digital infrastructure, but also physical learning spaces have to be more flexible. Redesigning of learning space means to build flexible (with mobile furniture) and hybrid classrooms (half classroom/half lab). These spaces will be connected to Virtual and Augmented Reality. (Becker et al 2018).

The education programme have to be more flexible and modularized.



Example of flexible classroom at University of Upsala. Source: <https://mp.uu.se/web/info/undervisa/e-larande/laborativ-larosal>



Source: <https://facultyinnovate.utexas.edu/flipped-classroom>

Learning Analytics

The wearable gadgets, cameras in each classroom and a lot of sensors (from furniture to pens) will bring Big Data to learning process in HE. (Becker et al 2018).

HEIs will make their decisions on deeper data-driven approach. the learning process will be adapted for each student based on learning analytics. Thanks to learning analytics, HEIs will be able to provide learning personalized for each students and adapted the learning for needs of each student nearly in time. (Lang et al. 2017)

The HEIs will have to employed or hire data-miners, who will help them find relevant data. The HEIs will also need to hire data protection specialist. (Lang et al. 2017)



Source: <https://www.dailyvedas.com/wearable-gadgets-of-2015/>

Conclusion

The HEIs will not just be tertiary institutions but the highly valued institutions for life long learning. Also non-traditional students will be benefit from modularization and digitalization of study programmes. The traditional admission approach will change. The admission process will be more open and student would be admit to long programme after successful finishing of some massive online course (MOOC). Last but not least HEIs will make their decisions on data-driven approach, the learning process will be adapted for each student based on learning analytics.

If HEIs will want to survive they will have to show more effort in student centre-learning approach and implemented described tools and approaches.