Norwegian Agency for Digital Learning in Higher Education

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at Koninklijke Vlaamse Academie van België
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Where is the Norwegian Agency for Digital Learning in Higher Education?

What is the Norwegian Agency for Digital Learning in Higher Education?

Located in Tromsø

- Norwegian Agency for Digital Learning in Higher Education
- Established and funded by the Ministry of Education and Research
- Work with and for all universities in Norway

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Strategic Aims

- Opening the access to higher education
- Opening institutions of higher education to a better understanding of the needs of society and working life
- Opening universities and colleges to more flexible modes of teaching and learning by stimulating the creative and competent use of ICT.
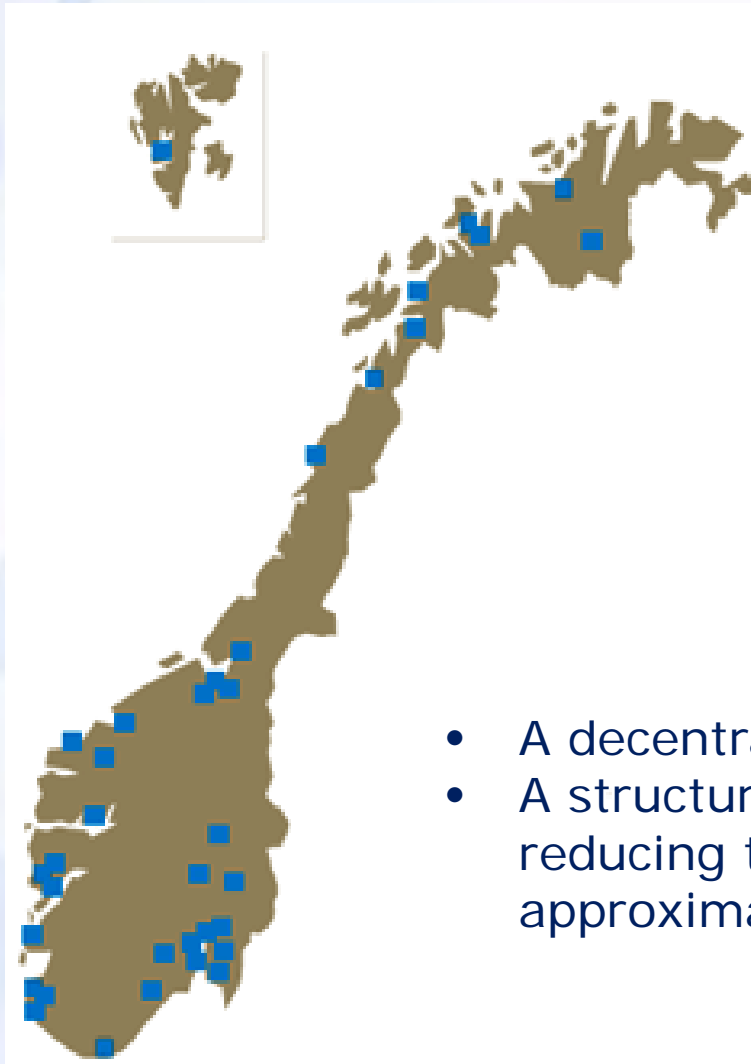
Status of ICT in Norwegian HE

- Modern technology infrastructure in place in most schools and HEIs
- 7 % of total number of students in HE are enrolled in online distance studies
- Need for unifying ICT policy of HEIs
- An Expert Group appointed by the Minister of Education and Reseach is going to present an IT-strategy for HE 1. of July 2016

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The Norwegian Educational system

- Broad access to higher education
- No tuition fees in Norway
- Educational support and funding of higher education via public grant schemes
- Few private donations/gifts to higher education
- State-run higher education institutions – with some exceptions
- Decentralized access to higher education

- A decentralized higher education sector
- A structural reform in 2015 – 2016 is reducing the number of HE instiutions by approximaly 50 %

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Government initiatives in HE

- National it-strategy for infrastructure and for use of IT in HE
- **Investment in intercampus infrastructure through 5-year eCampus-program**
- White paper about *New Digital Learning Methods in Higher Education - MOOCs for Norway*
- Promote development and best use of technology through the project unit *Norwegian Agency for Digital Learning in Higher Education* (Norgesuniversitetet)

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eCampus

- The eCampus programme is the Ministry of Education and Research's national signature programme
- The purpose of eCampus is to build technological infrastructure with a joint overall architecture
- The programme aims to help ensure that state university colleges and universities establish good practices and apply solutions for technology enhanced learning and education
- Another objective for eCampus is to implement simple, good ICT solutions that support large-scale online learning

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Official Norwegian Reports NOU 2014:5

MOOCs for Norway

New digital learning methods in higher education

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Mandate for MOICs for Norway

- 11 member Commission appointed by the Norwegian Government
- The Commission shall:
  - Inquire into the possibilities and challenges that accompany the development of MOOCs and similar offers
  - Provide Norwegian authorities and educational institutions with information on how they shall relate to this development

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The structure

- Overview of the development – in Norway and internationally. What are the driving forces?
- Limited to higher education
- Key questions:
  - financing of higher education, educational grants and loans
  - accreditation and quality assurance
  - quality in higher education and research based education
  - lifelong learning/continuing and further education
  - cooperation between institutions and division of labor
  - cooperation with business and working life

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The definition of MOOC

The comitee uses a wide definition emphasising the overall common features of MOOC and similar provisions.

- Courses that are online
- Courses that are massive, scalable as regards to the number of participants
- Courses that are accessible and open, anyone can sign up
- Courses in a wide sense of the definition

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Recommendations (examples)

Based on a positive overall view of the potential of MOOC, the main recommendations are connected to the following areas:

- Establishing a National support system;
- Develop national «pedagogical think tank»,
- Systematically documentation of best practice,
- Development of practical guidelines,
- Inplementing quality criteria in the national assurance system
- Establishing a national advice-system regarding juridical, tecnological and organisational matters
- Establishing a national research center on learning analytics

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Our Strategic Priorities

- ICT as a tool for quality of education
- Technology supported higher education for the work force
- Digital examination and evaluation
- Active learners through ICT
- Best practice in ICT supported education
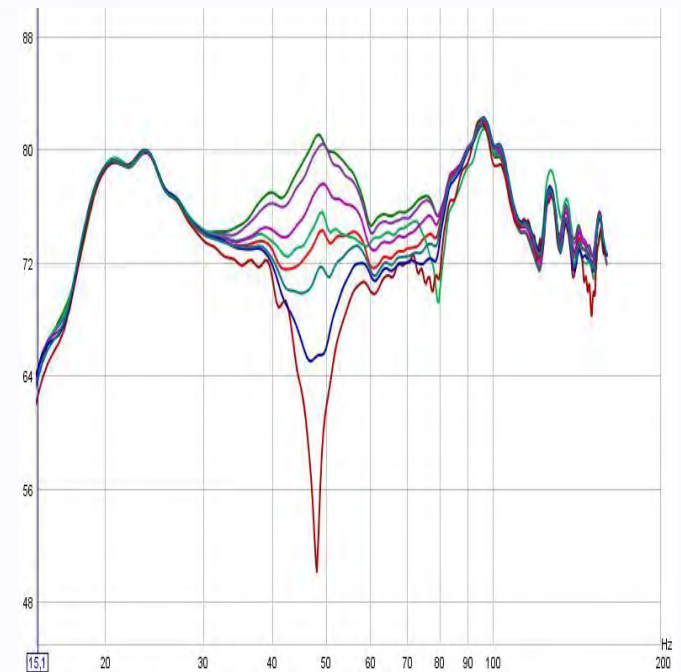
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Main tasks

- project funding
- generating and sharing knowledge in the field of lifelong, flexible and ICT-supported learning, for example **IPR advice**
- doing analysis, surveys, evaluations and publishing reports on important issues, for example the **the groups of national experts, ICT Monitor**,
- passing on free of charge information about courses and lifelong learning opportunities on the web
- being a policy advisor for the Ministry
- arranging seminars and conferences
- cooperating with other important and similar organizations

Monitoring the use of ICT in Norwegian HEIs

- Use of ICT in higher education in Norway
- Monitoring the field; 2009, 2011 and 2014
- Information and knowledge about the field for further strategies and actions
- Premises for further research

Major findings

- use and development among students and faculty

- Student's use of computers has increased, from 3.1 hours per week in 2011 to 4 hours in 2014. (Facebook, Twitter, Instagram, Google Docs, EtherPad and such)
- Subject-specific digital tools and learning resources uses more
- Faculty members uses mostly ebooks/ejournals and web-based document management
- Both faculty and students use more picture, sound and film/video software
- Very little material is produced for sharing (only 5% publish blogs or wikis connected to teaching-related projects)
- Major differences in LMS usage among the various educational institutions
- Individual faculty members decide how often and in what ways LMS is integrated into everyday teaching and learning

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Major findings

- Teaching, facilitation and organization

- Nine out of ten *faculty members* continue to engage in traditional on-campus instruction,
- Only 4 out of 10 feel that the use of digital tools in the classroom contributes to improved learning.
- Faculties do not incorporate the use of digital tools into academic plans, course descriptions and work requirements
- The majority (79 %) of administrators agree that faculty should decide whether it is relevant to use digital tools in teaching their specific subjects

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Major findings
- Students

- *Students* are open to technology that adds to their level of comfort, e.g. easier access to academic materials/video,
- They are positive to the idea that technology eases the flow of information and allows for greater collaboration
- Nine out of ten students feel that technology provides important tools for the daily study routine
- They expect more than they get
- … only half of them believe that digital tools aid in learning subject matter.

Major findings

- Administrators

- *Administrators* have an important role in working to implement the use of digital tools/media in teaching
- Administrators' perception of their role is not in line with faculty's interpretation of their role when it comes to the level of involvement they need to provide in order to promote the use of digital tools
- Discrepancy between the expectations of administrators and the faculty members' own impressions of their role.
- Need for clarification of the various roles of administrators and faculty in facilitating the use of digital tools

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Major findings
- Lone riders

- Two concurrent and sometimes reinforcing factors that affect the work of implementing the use of digital tools in higher education
- The faculty enjoys a great degree of freedom in choosing technology and deciding how it will be used for teaching.
  - the work of implementing digital tools is largely driven by "lone riders"
- Institutions should avoid depending on "lone riders" to stimulate positive development in the field
- Financial incentives are of little consequence when it comes to using digital tools in the classroom

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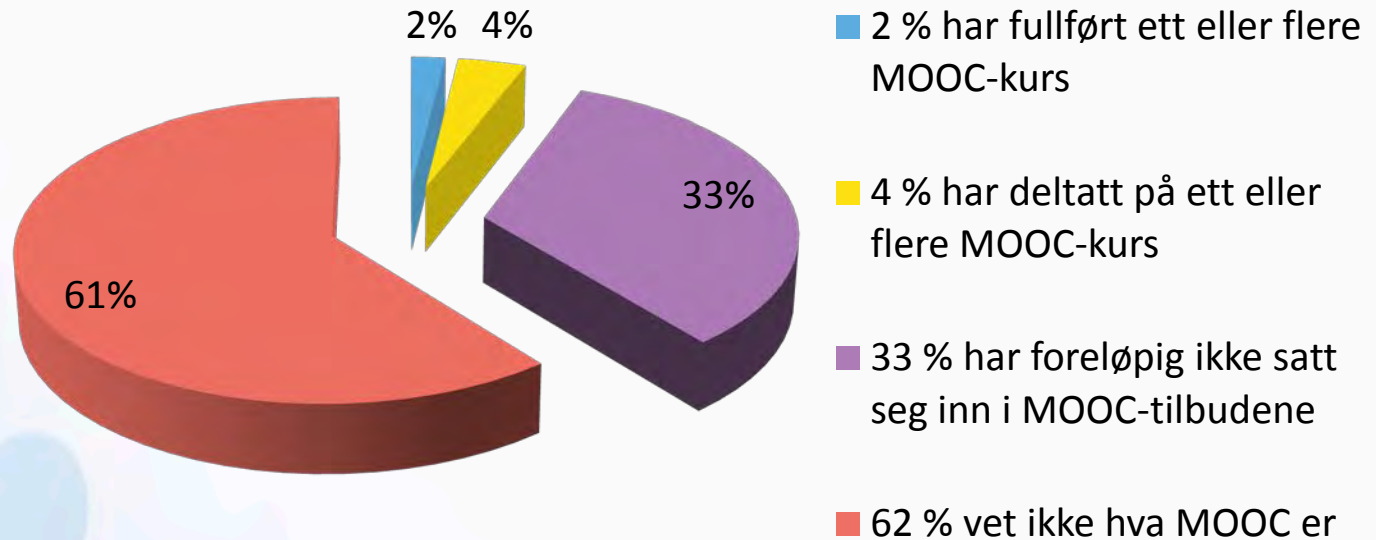
Major findings
- Lone riders

- Substantial increase in the number of administrators who say that competence-building for faculty is included in strategic planning to further integrate the use of digital tools
- Institutions see a need for increased competence and feel that more weight should be placed on better equipping faculty to use technological «innovations» in the field.
- Faculty are requesting more structured training programs in «hybrid competence».
- Students prefer to receive training from their own teachers and would like the training to take place as an integrated part of normal classroom teaching.
- Educational leadership, employment politics, incentives and competence-building programs should lay the foundation for technology to contribute to quality development.

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Participation in MOOC?

The students:

- 2 % har fullført ett eller flere MOOC-kurs
- 4 % har deltatt på ett eller flere MOOC-kurs
- 33 % har foreløpig ikke satt seg inn i MOOC-tilbudene
- 62 % vet ikke hva MOOC er

2% 4%

33%

61%

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The teachers **and MOOC:**

	Teachers %
I have participated on one or several MOOCs	8
I consider taking a MOOC this year	6
I have adviced the students to take a MOOC	2
I consider developing a MOOC	8
I still haven't examined the market for MOOCs	81

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The largest challenges

- In a systematic way, stimulate and enhance the development and use of digitally enhanced learning methods in Norwegian HEIs
- Stimulate the leaders and managers at the Norwegian HEIs to take a strategic grip on the development
- Create synergy between the existing organizations and agencies.
- We need a better national coordination and dissemination of knowledge in a better organized network
- Building digital/pedagogical competence at all levels

Our network in Norway

- NOKUT (Norwegian Agency for Quality Assurance in Education)
- UHR (The Norwegian Association of Higher Education Institutions)
- The Norwegian Centre for ICT in Education (Development of digital literacy in Norwegian schools)
- BIBSYS (Offering library systems, archive systems and platforms for learning technology)
- eCampus (national programme providing ICT infrastructure to HEIs)

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Our network in Europe

- We are member of the following internationally oriented organizations:
- European Association of Distance Teaching Universities (EADTU)
- International Council for Open and Distance Education (ICDE)
- European Distance Education Network (EDEN)
- Research and Education Network (REN)

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