

The future of higher education in Europe

Transition to flexible, innovative and mobile learning and teaching pathways?

Impuls 1: The learners' view

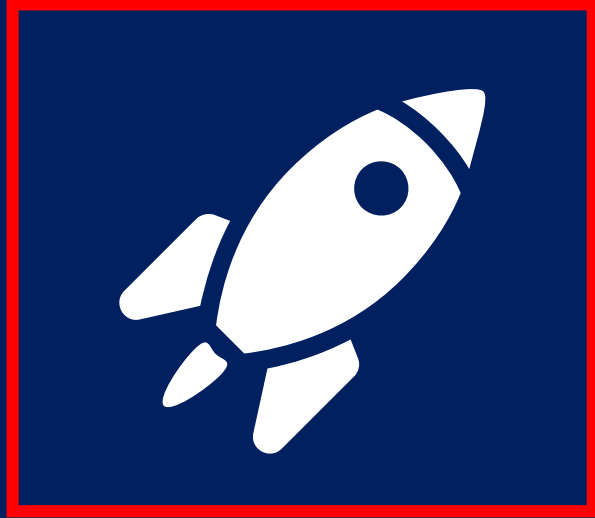
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Photo by [Chris Gray](#) on [Unsplash](#)



Digitalisation in combination with globalisation is making the world figuratively ‘spin faster’.

Higher education is part of this world. For this reason, it is both affected by the environment it works in, and it can have effects on the world around it.

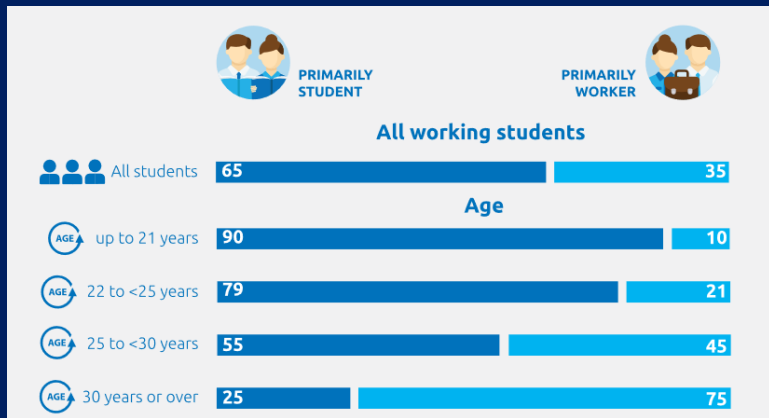
SORBONNE DECLARATION 1998

We are heading for a period of major change in education and working conditions, to a diversification of courses of professional careers with education and training throughout life becoming a clear obligation.

We owe our students, and our society at large, a higher education system in which they are given the best opportunities to seek and find their own area of excellence.



What do we know about our students?



51% of students in Europe work

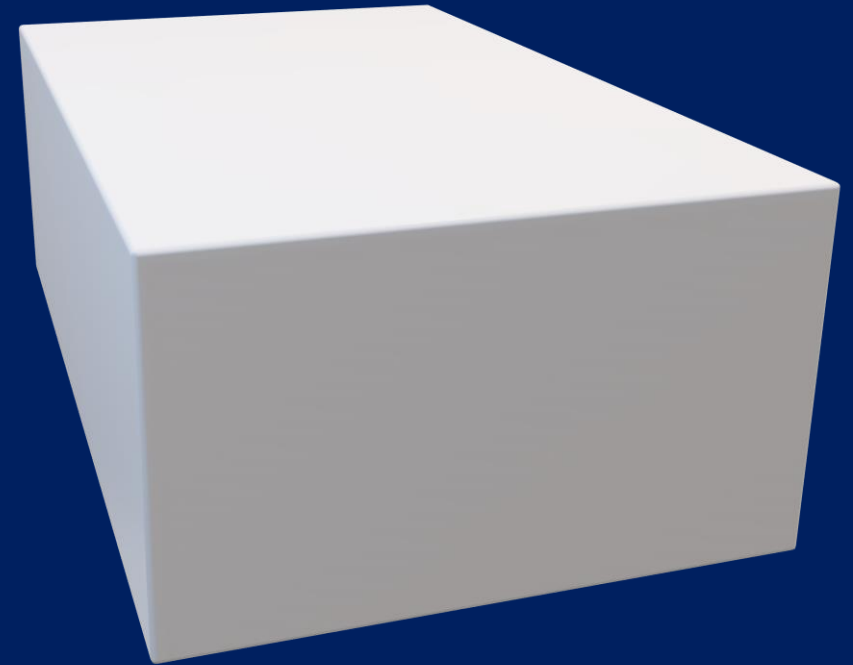
Two-thirds of students, who work alongside their studies also consider themselves primarily students

But one-third of students, who work alongside their studies consider themselves primarily workers, then students

Masevičiūtė, K., Šaukeckienė, V., & Ozolinčiūtė, E. (2018). Combining studies and paid jobs - Thematic review. Retrieved from http://www.eurostudent.eu/download_files/documents/TR_paid_jobs.pdf

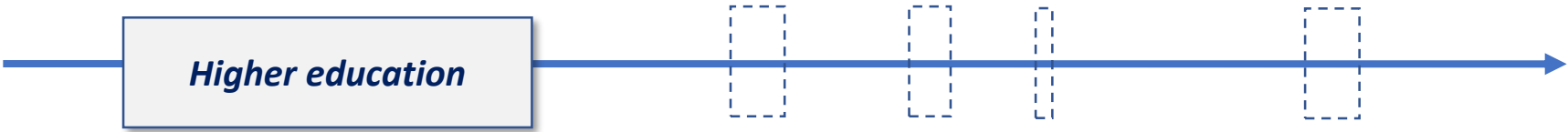
But I would argue that higher education is broadly shaped by 2 limitations:

- **the difference between being 'in' and being 'out' of a higher education institution**, i.e. mainstream higher education erects high administrative hurdles to entering a full learning programme
- **the linearity of learning**, i.e. the general idea that the foundational blocks of learning continue sequentially until a full programme of BA & even MA course is completed



4 learning pathways through higher ed – AHEAD Foresight report

Model 1 - Tamagotchi (Status quo plus)



Model 2 - Jenga



Model 3 - Lego set



Model 4 - Transformers



Tamagotchi: *Higher ed for a good start in life*

- A closed ecosystem built around the student

Job market

Didactics

Technology

Organisation



Jenga: *Higher ed as a solid fundament for further development*

- Providers offer a foundation of knowledge and competence which is extended by learners through shorter study blocks in their further learning pathway.

Job market

Didactics

Technology

Organisation



Lego: *Higher ed as building blocks*

- The course of study is not completed as a compact, long unit, but consists of individually combined modules of different sizes.

Job market

Didactics

Technology

Organisation



Transformer: *Higher ed as chance for transformation*

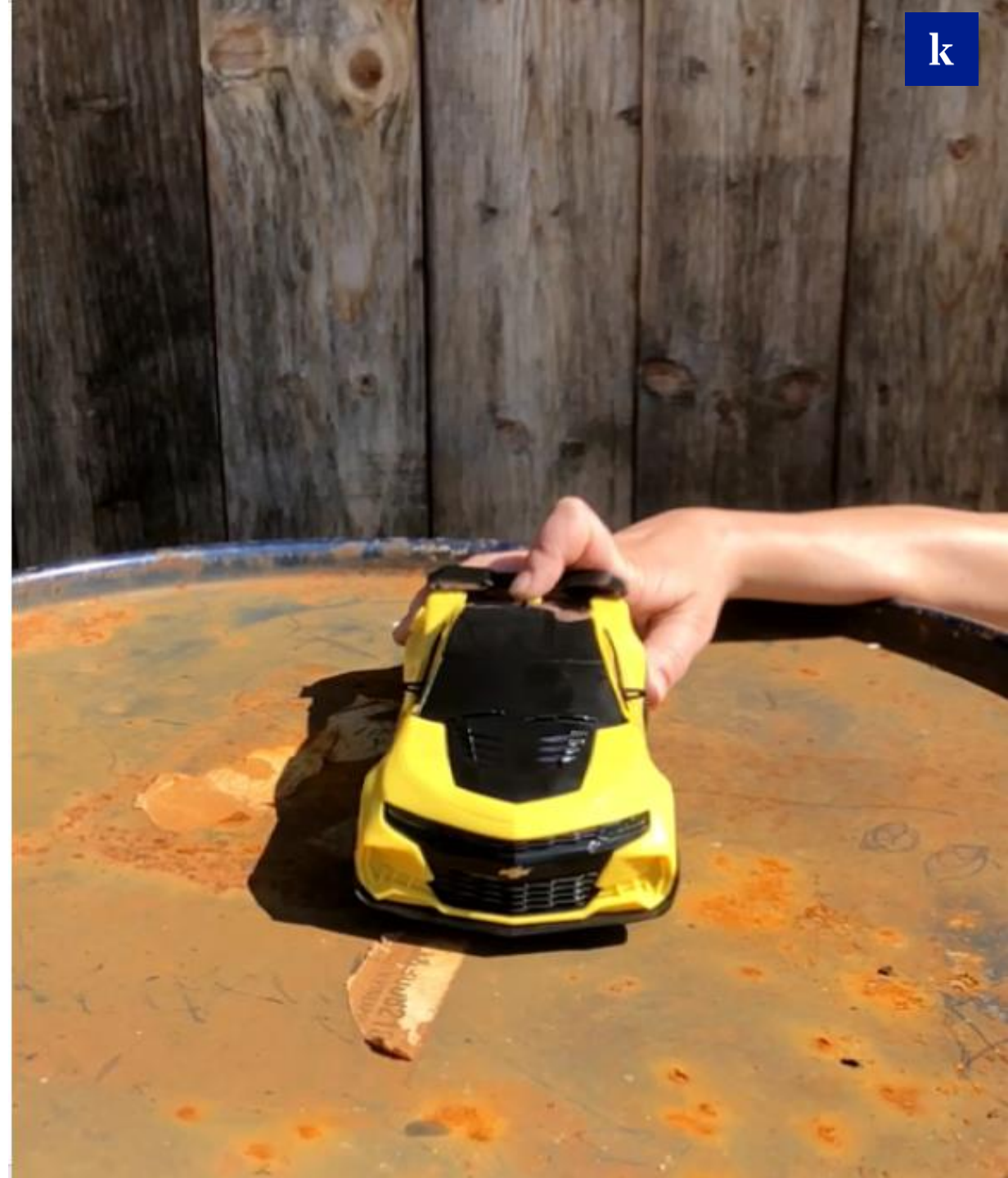
- The students in this model do not transfer directly to higher ed as school leavers, but have already acquired their own professional identity and life experience, which contribute to their studies.

Job market

Didactics

Technology

Organisation



Homework for system change



1. Learner guidance and support
2. Collaboration between learning providers
3. Collaboration between learning providers and representatives of the labour market
4. Recognition of learning and skills acquisition
5. Quality assurance
6. Institutional funding
7. Student financial support
8. (...)

Background



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