



UNIVERSITÀ
DI PAVIA

Strumenti tecnologici a disposizione della didattica

Workshop Innovare la Didattica Universitaria
Metodologie Strategie Tecnologie



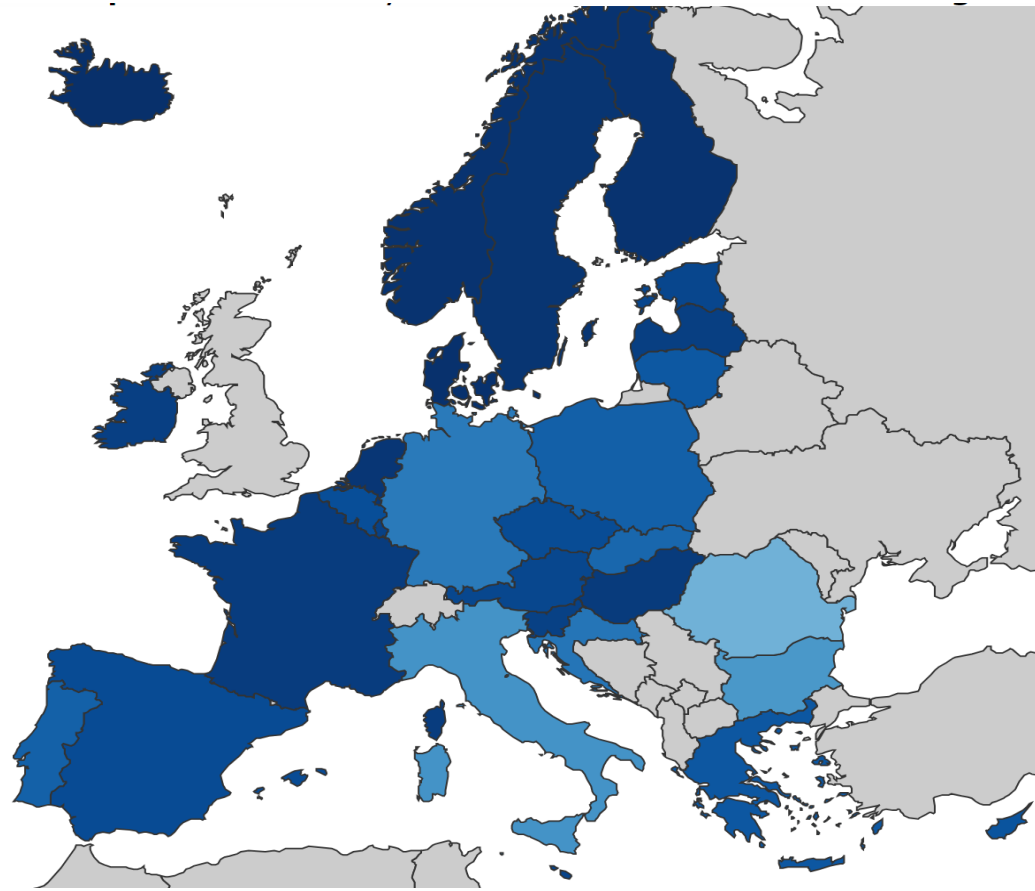
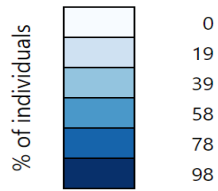
UNIVERSITÀ DI PAVIA

Elena Caldirola

Discussione

- **A che punto siamo in questo contesto come UNIPV?**
- **Che cosa c'è adesso in Ateneo?**
- **Dove vogliamo arrivare nel breve periodo?**
- **E dove ci immaginiamo nel medio- lungo termine?**





Individuals interacting online with public authorities, last 12 months
Individuals with high formal education

Indicator group

eGovernment

Indicator

Citizens' use of eGovernment services, last 12 months

Period

2021

Breakdown

high education level

Unit of measure

% of individuals

Select the countries

All selected



HE and DIGITAL - EUROPE

- Digital Education Action Plan 2021 – 2027
- European Universities Alliances
- European Strategy For Universities
- Erasmus Blended Intensive Programme
- REPORT – Coimbra Group



Coimbra Group Report on Universities' response to the Covid-19 crisis (December 2021)

1. Teaching and Learning
2. Internationalisation
Strategy + Mobility
3. Development Cooperation
4. Doctoral Studies
5. Research
6. Career Services and
Employability
7. University Cultural Heritage
8. Equality, Diversity, Inclusion

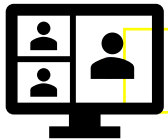
Main horizontal issues across the 8 dimensions explored in the report:





Teaching & Learning: Main challenges

- **Flexibility and willingness to adapt** to new learning and teaching environments



Widespread use of blended teaching and learning solutions

- **Continuous professional development**
- **Internationalisation** of the curricula
- **Human resource dimension:** leadership, collegial discussions between teachers in (inter-)departmental meetings, supportive teachers-students interactions, etc.



Online/digital assessment: increased workloads for teachers and students and difficulties in assessing some skills and competencies with available digital tools

- **Capitalise on successful experiences** and sharing of good online and remote teaching, learning and assessment practices



Scrutinise + disseminate innovative approaches (e.g. **inverted and flipped classrooms pedagogies**) developed during the pandemic



Devote special attention to **online or digital pedagogy through further reflection and research**, in line with advances in technology-enhanced environments

- **Invest in continuous development of teachers and support staff**
- **Increase** number of teachers and support staff to the benefit of the quality of teaching, learning and assessment activities
- Reflect on **recent assessment practices** (may uncover more **feasible, less expensive, and less stressful** alternatives)



Teaching & Learning: Recommendations

- **Address sensitive issues related to student and staff well-being** in universities' institutional decisions, regulations and practices. Workload of both teachers and students should be realistically evaluated and acknowledged
- **Foster equality and inclusion for students and teachers** in terms of access to critical resources for vulnerable students, teachers, and support staff at universities, as well as access to meaningful learning and professional development programmes, are areas worth of further exploration



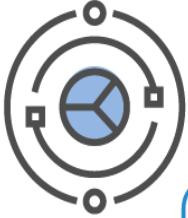
Further support **internationalisation at home** and virtual exchange in diverse contexts and through various actions



Teaching & Learning: Recommendations

- Balance **teaching and research in universities' strategic priorities**, as well as community involvement
- **Support teaching excellence** with similar schemes and rewards as the ones in place for outstanding achievements in research
- **Support + recognise research in teaching, learning and assessment in higher education.** Scrutinise recent advances and innovative approaches, test them in different cultural and academic contexts, and eventually sustainably embed them into teaching practices
- Recognise teaching innovations in **career development** pathways

The Digital Education Action Plan (2021-2027) has **two strategic priorities**:



1

To foster a high-performing digital education ecosystem, we need:

- **infrastructure, connectivity and digital equipment**
- **effective digital capacity planning and development**, including effective and up-to-date organisational capabilities
- **digitally-competent and -confident educators and education & training staff**
- **high-quality content, user-friendly tools and secure platforms**, respecting privacy and ethical standards



2

To enhance digital skills and competences for the digital age:

- support **the provision of basic digital skills and competences** from an early age:
 - ▶ digital literacy, including management of information overload and recognising disinformation
 - ▶ computing education
 - ▶ good knowledge and understanding of data-intensive technologies, such as AI
- **boost advanced digital skills**: enhancing the number of digital specialists and of girls and women in digital studies and careers



- ✔ Launch a **Strategic dialogue with Member States** to facilitate successful digital education
- Make recommendations for **online/distance learning** in primary & secondary education
- Develop a **European Digital Education Content Framework** and check feasibility of a **European exchange platform** to share certified online resources and link existing platforms
- Launch a **Connectivity4Schools** initiative and encourage **Member States** uptake of EU support for broadband, internet access and digital tools like **SELFIE for Teachers**
- Develop **ethical guidelines on artificial intelligence (AI) and data usage** in teaching and learning and support-related research & innovation activities through Horizon Europe.



ACTIONS TO TAKE

- Develop **common guidelines to foster digital literacy** and **fight disinformation**
- Include AI and digital skills in the **European Digital Competence Framework**; support the development of **AI learning resources** for education & training providers
- Develop a **European Digital Skills Certificate** recognised by governments, employers and other stakeholders across Europe
- Make recommendations **on improving digital skills provision** and introduce an **EU target for student digital competence**
- Promote advanced digital skills development; scale up **Digital Opportunity traineeships** and encourage **female participation in STEM**



European
Commission

EUROPEAN
UNIVERSITIES

Erasmus+

EUROPEAN UNIVERSITIES

*A key pillar of
the European
Education Area*

41
ALLIANCES

More than 280
HIGHER EDUCATION INSTITUTIONS

Up to **€ 5 million** from Erasmus+
Up to **€ 2 million** from Horizon 2020
per alliance

27
MEMBER STATES + Iceland, Norway,
Serbia and Turkey + United Kingdom



WHY EUROPEAN UNIVERSITIES?

Demand for highly skilled people is increasing; by 2025, half of all jobs will require high-level qualifications. The COVID-19 pandemic has suddenly accelerated the **digital transformation** of higher education institutions. Yet, much more needs to be done for deep **technological and structural changes to the benefit of learning and teaching**, allowing for more inclusion and flexible learning approaches.

The fast-changing labour market and societal transitions require higher education institutions to provide students, staff and researchers with the skills they need to navigate the **twin green and digital transition and build a resilient society**. Beyond their core tasks of **teaching, research and innovation**, universities are key actors in Europe, able

to address big societal challenges, become true **engines of development for cities and regions** and promote **civic engagement**. The **transformation of our universities** needs to be accelerated so young people are prepared for the jobs of tomorrow in a fast-changing society, and future generations are empowered to find solutions to big societal challenges that Europe and the world are facing.

This requires a much deeper level of cooperation between universities. With its European Universities initiative, the European Commission aims at fostering **excellence, innovation and inclusion** in higher education across Europe, accelerating the transformation of higher education institutions into the **universities of the future with structural, systemic and sustainable impact**.

WHAT ARE EUROPEAN UNIVERSITIES?

European Universities are **ambitious transnational alliances of higher education institutions** developing long-term structural and strategic cooperation.

Key criteria

Minimum of **3 higher education institutions**, from **3 EU Member States** or other Erasmus programme countries.

Key cooperation principles

➡ Alliances need a **joint long-term strategy** for education with, where possible, links to research and innovation to drive systemic, structural and sustainable impact at all levels of their institutions

➡ Alliances must create a **European inter-university 'campus'**, where:

- students, staff and researchers enjoy **seamless mobility** (physical, virtual or blended) to study, train, teach, do research, work or share services at cooperating partner institutions
- **transdisciplinary and transnational teams** of students, academics and external stakeholders tackle big issues facing Europe (such as climate protection, democracy, health, big data, migration)

WHAT ARE EUROPEAN UNIVERSITIES?

- students can design their own **flexible curricula**, leading to a European Degree
- **practical and/or work-based experience** is provided to foster an entrepreneurial mind-set and develop civic engagement
- the student body reflects the social, economic and cultural **diversity** of the population
- ➡ Cooperating partners should come from **different parts of Europe**



Il sito nazionale del Programma europeo per l'istruzione, la formazione, la gioventù e lo sport



Il Programma ▾ Istruzione scolastica ▾ Formazione professionale ▾ Istruzione superiore ▾ Gioventù ▾ Educazione degli adulti ▾ Sport

Istruzione superiore

Erasmus+ contribuisce alla formazione dello spazio europeo dell'istruzione, allo sviluppo di programmi di studio transnazionali e transdisciplinari, a metodi innovativi di apprendimento e di insegnamento. Promuove le possibilità di impiego, l'inclusione sociale, l'innovazione e la sostenibilità ambientale in Europa e oltre, offrendo a tutti gli studenti la possibilità di studiare o di formarsi all'estero



Erasmus+ per l'istruzione superiore Accredитamento **Mobilità ▾** Progetti di Cooperazione ▾ Erasmus going digital ▾ Jean Monnet Esiti Dati Risorse e strumenti Contatti

Qualità della mobilità Mobilità studenti e neo laureati Mobilità staff Mobilità extra UE **Blended Intensive Programmes** Online Linguistic Support Inclusione

The Commission, in close cooperation with the stakeholders and the Member States, will:

- ▶ Provide support to **transnational cooperation to develop the digital skills and competences** of students of all ages, staff and researchers, in line with the Digital Education Action Plan.
- ▶ Through the Digital Europe Programme, provide support to **specialised education and training programmes** in cutting-edge digital technologies and for **multi-disciplinary courses** in **artificial intelligence, cybersecurity, microelectronics and high performance computing**.
- ▶ As a follow up to a feasibility study conducted in the context of the Digital Education Action Plan, support the launch and rollout of a targeted **European platform to promote cooperation between higher education institutions**, compatible with the European Open Science Cloud (EOSC) and interoperable with other European standards.

- ▶ As part of the Erasmus+ Jean Monnet activities, support dedicated measures to **recognise at EU level the efforts of universities driving the digital transformation** across the EU
- ▶ Lead universities in **co-developing guidelines and principles** for allowing **mutual access to services** and enabling **seamless knowledge and data exchange**, reflecting the need for interoperability and openness.

In addition to the above, the Commission calls on Member States:

- ▶ To support the **development of digital skills** of students of all ages, staff and researchers, the **digital capacity of universities**, as well as the key role of universities for innovation and new digital technologies, and universities to lead in digital transition.

Indicator

DESI Stacked

DESI Period

2022

Digital Economy and Society Index, by Main Dimensions of the DESI

Legend

- Human Capital
- Connectivity
- Integration of Digital Tec...
- Digital Public Services

