



Digitalisation in University Continuing Education

Technology, content and pedagogy

Some remarks to conclude



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Concluding remarks

- First agree on what kind of world we want to develop, then agree on what kind of education is more adequate to do it
- Digitalisation of information (open content) vs construction of knowledge (open learning)
- Equity is not equality, if we want to reach the SDGs, we need to rethink education towards equity -> social responsibility of universities and of programmes themselves
- « it takes two to tango » said one participant, teacher & learner should commit together towards learning, even more true in CE, and digitalisation is a way to support this

- In digitalisation, we move from content-centered approach to a context-centered approach
in CE, we moved from teacher-centered to learner-centered
How to combine the two?
- Potential risk from competitors: « everybody can do it »?
Experts of education in question, uberisation of education
- Teachers should take a digital course themselves, taking the role of the learners and find their ways = immersion in digital
- The diversity of insitutions is reflected in the different ways they develop digitalisation. And it should stay that way.

- Quality should be seen as a roadmap towards improvement, several models were presented to do this process
- Student data are the « new black », but what to do with that, with which protection of students' privacy?
- Some think Digital should support the nice part of life, the social interactions, some think digital is part of social life nowadays
- Digital natives is a concept we should not use anymore...

- The crossed view session showed once again that a pedagogical approach is a required step when designing a digital course: WHO WHAT and HOW?
- To meet the high need of extra resources to build digital courses, could mutualisation of resources be an answer?
- The need for sharing experiences and reflection on the topic is still present

**Thank you
for your active participation!**

Bon voyage!



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