

DIGIVISIO

**Digivisio webinar
14.6.2022**

www.digivisio2030.fi/en

Building a future for learning

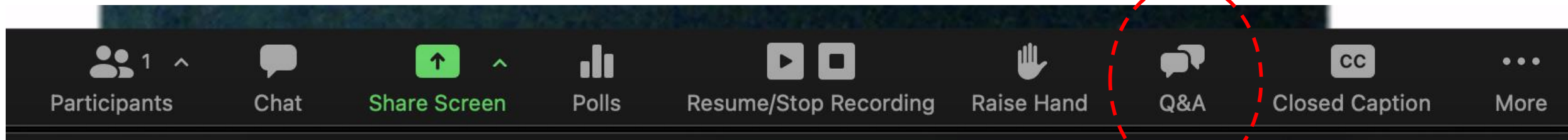
Digivisio 2030





Programme:

- Continuous and Flexible Learning Tray -
The first implementation of Digivisio,
Programme Manager Sakari Heikkilä
- E-learning and digital pedagogy in
Digivisio 2030, Programme Manager
Tuula Heide
- Q&A
- Closing words



The image shows a horizontal toolbar for a Zoom meeting. The toolbar is dark grey and contains several icons and labels. From left to right, the items are: 'Participants' with a person icon and '1' next to it; 'Chat' with a speech bubble icon; 'Share Screen' with a green square icon containing an upward arrow and the text 'Share Screen' in green; 'Polls' with a bar chart icon; 'Resume/Stop Recording' with a play button and a square icon; 'Raise Hand' with a hand icon; 'Q&A' with a speech bubble icon, which is highlighted by a red dashed circle; 'Closed Caption' with a 'CC' icon; and 'More' with a three-dot menu icon.

Participants 1 ^

Chat

Share Screen ^

Polls

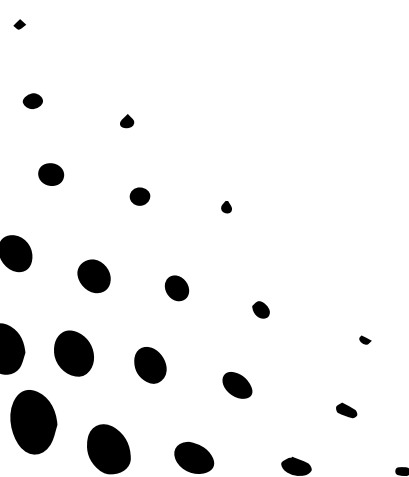
Resume/Stop Recording

Raise Hand

Q&A

Closed Caption

More



Continuous and Flexible Learning Tray - The first implementation of Digivisio

Sakari Heikkilä

Programme Manager



DIGIVISIO

Everyone is a learner

Continuous learning is lifelong learning that focuses on the needs of the working life

Flexible learning takes the individual needs and motivations of learners into account and enables freedom of choice



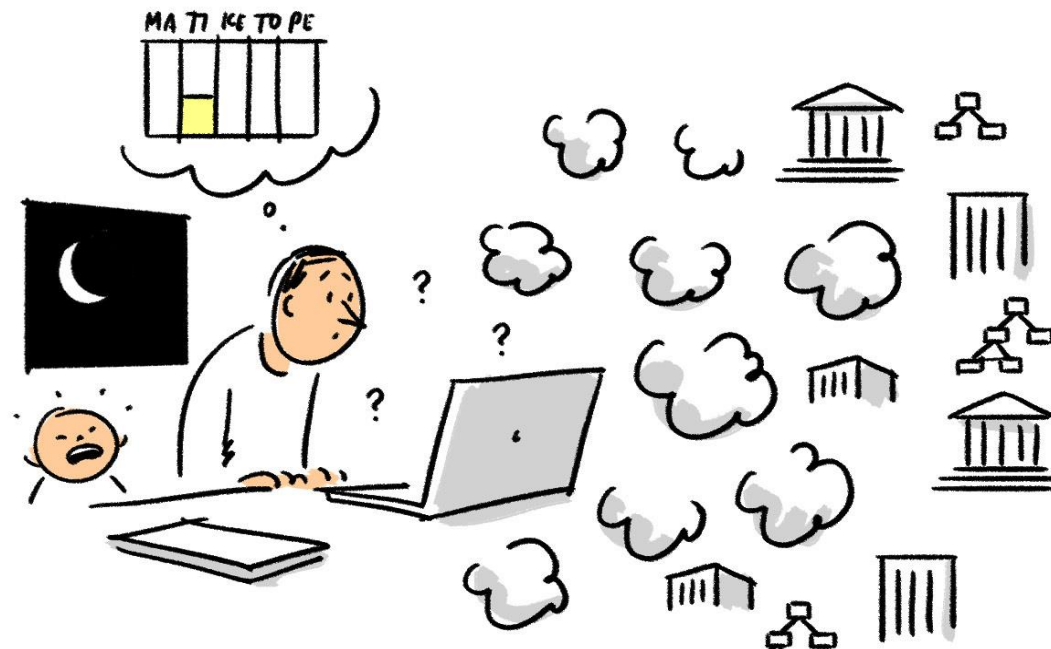
Learners find the current situation challenging

I would like to strengthen my expertise in marketing. I must be able to study despite my work and hectic everyday life.

Where can I find a course that suits my needs?

I've found lots of options through search engines.

Should I choose a course offered by a private provider or a higher education institution? Which one fits my schedule?



Google opiskele markkinointi etänä

Kalkki Kuvahaku Ostokset Kartat Videot Lisää Työkalut

Noin 41 900 tulosta (0,41 sekuntia)

Mainos - <https://www oulu.fi/>
Hae kauppatieteelliseen - Oulun yliopisto - Yhteishaku 16.3.-30.3
 AACSB-akreditoitu kansainvälinen kauppatieteiden korkeakoulu. Hae 16.3.–30.3.2022. Oppiaineet: rahoitus, laskentatoimi, markkinointi, taloustiede, kv- liiketoiminnan joht.

Mainos - <https://www helbus.fi/>
University of Northampton - Suorita opinnot jopa 12 kk:ssa
 MBA-tutkinto - Lue mitä maisteriohjelmassa opiskelu sinulle antaa, mitä se sinulta vaatii! Koko- tai osa-aikaisesti opiskellen? Ehdi vielä hakea inspiroivaan...
 Tee testi - Maisteriohjelman kuvaus - Aikataulut

Mainos - <https://www rastorinst.fi/>
Markkinoinnin ja viestinnän koulutukset verkossa/etänä Rastor
 Löydät sopivia kursseja sekä vasta-alkajille että markkinoinnin ammattilaisille. Lunastat paikkasi alalla, jolla pysyvää on vain muutos! Kaikki koulutukset etänä. Uudistu urallasi.
 Pyhäjärvenkatu 5, 3. kerros, Tampere - Avoinna tänään - 8.00–16.00

Mainos - <https://www schoolofsales.fi/>
Myyntikoulutus - Myyntikoulutukset - schoolofsales.fi
 Myynnin koulutusta sekä työelämässä oleville että työmarkkinoille tuleville. Saat valmentajakesei kaikki parhaat myynnin osajat, vain meillä! Tutustu koulutuksiin.
 Tulevat koulutukset - Blogi - Kouluttajat - Tulevat tapahtumat

<https://www rastorinst.fi/> koulutukset koulutusalat
Markkinoinnin ja viestinnän koulutukset - Rastor-instituutti
 Aloita opiskelu – nyt myös joustavasti etänä! Markkinoinnin ja viestinnän koulutukset. Markkinointia, viestintää vai digiä? Löydä oma koulutuksesi!

<https://www etaopiskelu.fi/> koulutushaku markkinoi...
Markkinointi / Myynti - markkinointikoulutus, myyntikoulutus ...
 Markkinoinnin etä- ja verkko opinnot. Mikäli et halua muuttaa kotipaikkakunnattasi tai et löydä sinulle sopivaa koulutusohjelmaa, on markkinoinnin etäopiskelu ...

Ihmiset kysyvät myös

Miten opiskella markkinointia? ▾

Missä voi opiskella viestintää? ▾

Onko markkinointi viestintää? ▾

Mitä on sähköinen markkinointi? ▾

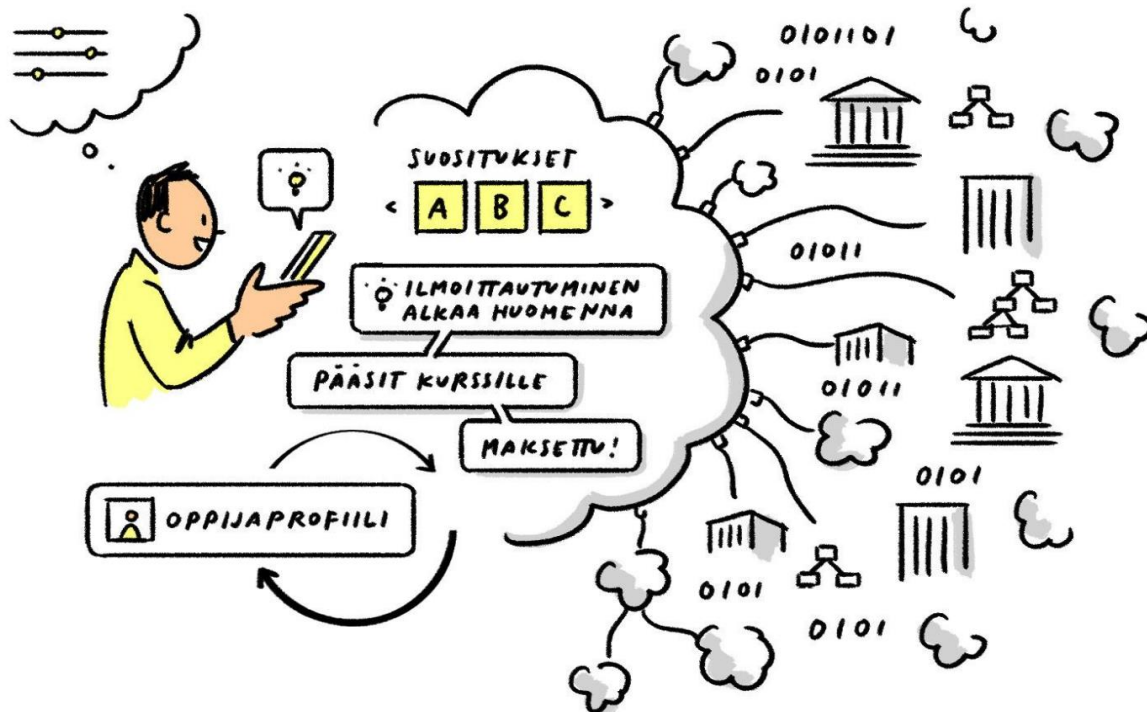
Education offering listed in one location makes it easier to find and register for an education that suits your life situation and needs

DIGIVISIO

All offered education "under one roof".

One address where I can browse, compare and eventually decide which education is right for me.

If I wish, I can focus on the education of a certain higher education institute and I can also easily access the school's website.



Tarjotin

Etusivu Sisällöt Korkeakoulut

Kirjautu ulos

Ostoskori

Etsi korkeakoulujen tarjonnasta

Etsi nimellä HAE

Suodata

Aihe	Sisällön tyyppi	Sijainti	Korkeakoulu
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Toteutustapa	Taso	Hinta	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

5400 sisältöä

<p>Korkeakoulu ABC</p> <p>MIKROYRITTÄJYYS YRITTÄJYYS</p> <h3>Digitaalinen myynti ja markkinointi mikroyrityksissä</h3> <p>Korkeakoulu ABC</p> <p>Mikroyrittäjät ja yrittäjyydestä kiinnostuneet, yritysneuvojat, freelancerit ja muut yritysten asiantuntija- ja kehittämistehtävissä toimivat, aluekehittämisen asiantuntijat.</p> <p>Verko-opetus 8.11.2021 - 31.12.2021 5 op 75 €</p> <p>ILMOITTAUDU</p>	<p>Korkeakoulu ABC</p> <p>MIKROYRITTÄJYYS YRITTÄJYYS</p> <h3>Digitaalinen myynti ja markkinointi mikroyrityksissä</h3> <p>Korkeakoulu ABC</p> <p>Mikroyrittäjät ja yrittäjyydestä kiinnostuneet, yritysneuvojat, freelancerit ja muut yritysten asiantuntija- ja kehittämistehtävissä toimivat, aluekehittämisen asiantuntijat.</p> <p>Verko-opetus 8.11.2021 - 31.12.2021 5 op 75 €</p> <p>ILMOITTAUDU</p>
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Digivisio services and technical solutions

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The continuous and flexible learning tray retrieves and presents the educational offering from the data platform, enables comparison and selection, and displays the transaction to the learner.

Educational offering enables the presentation and comparison of the offering

Identity management enables authentication via the learner's national, user-centric identity.

My Data enables a personalized service experience and transactions by tapping into the learner's existing knowledge and supplementing it in the process.

AI-based guidance services form the tray's recommendation engine to promote the alignment of supply and demand.

Joint application and registration services improve the implementation of conversions: uniform display of the registration process and payment options for the learner, attaching oneself to an institution or cross-institutional studies.

A user interface that brings the services together in one place and presents the offering

Key elements of the tray: identification, personalization, guidance and registration

The data platform collects the data required by the continuous and flexible learning tray from source systems and returns updated information to them. Data stored on the platform can also be used by other actors and software.

Source systems describe the offering and store the master data

A joint knowledge base retrieves data from source systems where transactions are stored and where data is returned or redirected for different uses.

Learners

Objective

The learner knows where to find educational offerings that correspond with competence needs

In practice

- An AI-based service that helps to identify competence needs based on one's own goals, prior learning and the competence needs of working life.
- The learner finds possible learner paths in one service and can easily compare them.
- Comparison and selection are supported by intelligent recommendations based on the learner's existing knowledge and labour market data.



Higher education institutions

Objective

The educational offering reaches a wider public and is more effectively targeted

In practice

- A new joint channel for presenting the offering will be opened for higher education institutions
- A new view shared by higher education institutions for presenting and sharing educational offerings
- E-learning offerings can be more easily found
- Analytics helps in the planning and targeting of offerings



Society

Objective

To support innovation and enhance Finland's competitiveness

In practice

- The provision of studies can be targeted at the needs of society and the labour market
- Topical and tailored educational offering responds directly to the needs of employers
- National data resources for continuous learning will be made available to individuals and society



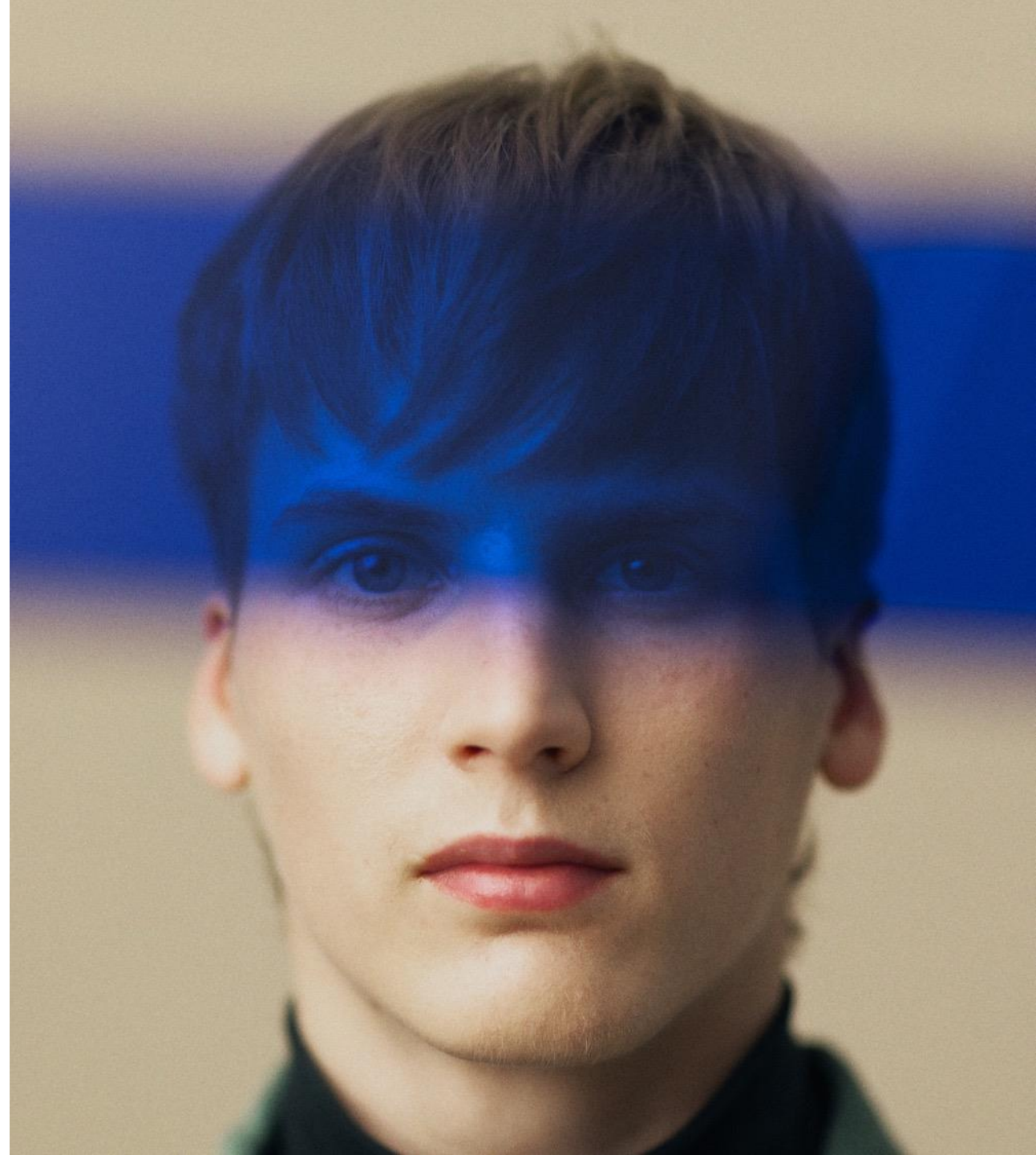
Companies

Objective

To create new business opportunities

In practice

- Enabling an ecosystem for companies, on top of which new services will be developed
- Co-design and open data



Phased release schedule

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Piloting with higher education institutions

Piloting with higher education institutions

Piloting with higher education institutions

Piloting with higher education institutions

Q1/2023

Q3/2023

Q1/2024

Q3/2024

Technical release component 1.0

Technical release component 2.0

Technical release component 3.0

Technical release component 4.0

Offering: Non-formal educational offering (“other offering”, “other content”)

Education provider: higher education institutions

Hypothesis on the offering categories:

- Podcasts
- Open learning materials
- Open video materials
- Public lectures
- Webinars
- Development of RDI projects
- Micro courses
- MOOCs (?)

Offering: Formal educational offering

Education provider: higher education institutions

Hypothesis on the offering categories:

- Open university of applied sciences studies
- Open university studies
- Educational offering produced in cooperation by higher education institutions (by contract or in a project)

Offering: Non-formal educational offering (“other offering”, “other content”)

Education provider: ecosystem operators (hypothesis)

Hypothesis on the offering categories depends on the end results of the ecosystem model

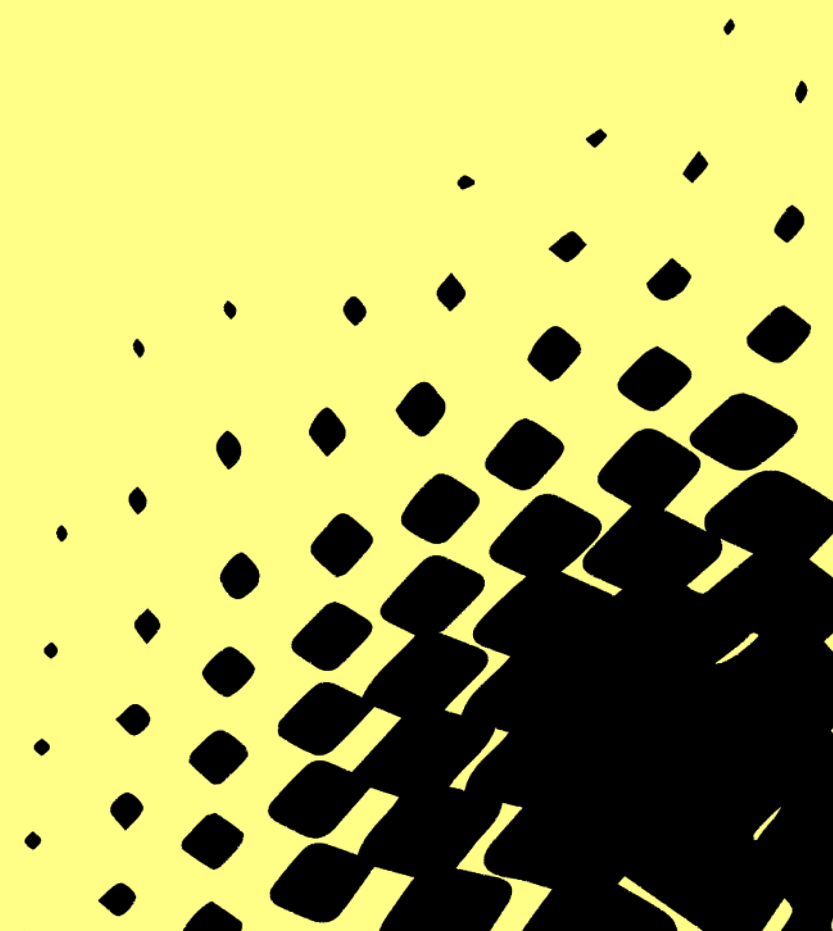
Offering: Formal educational offering

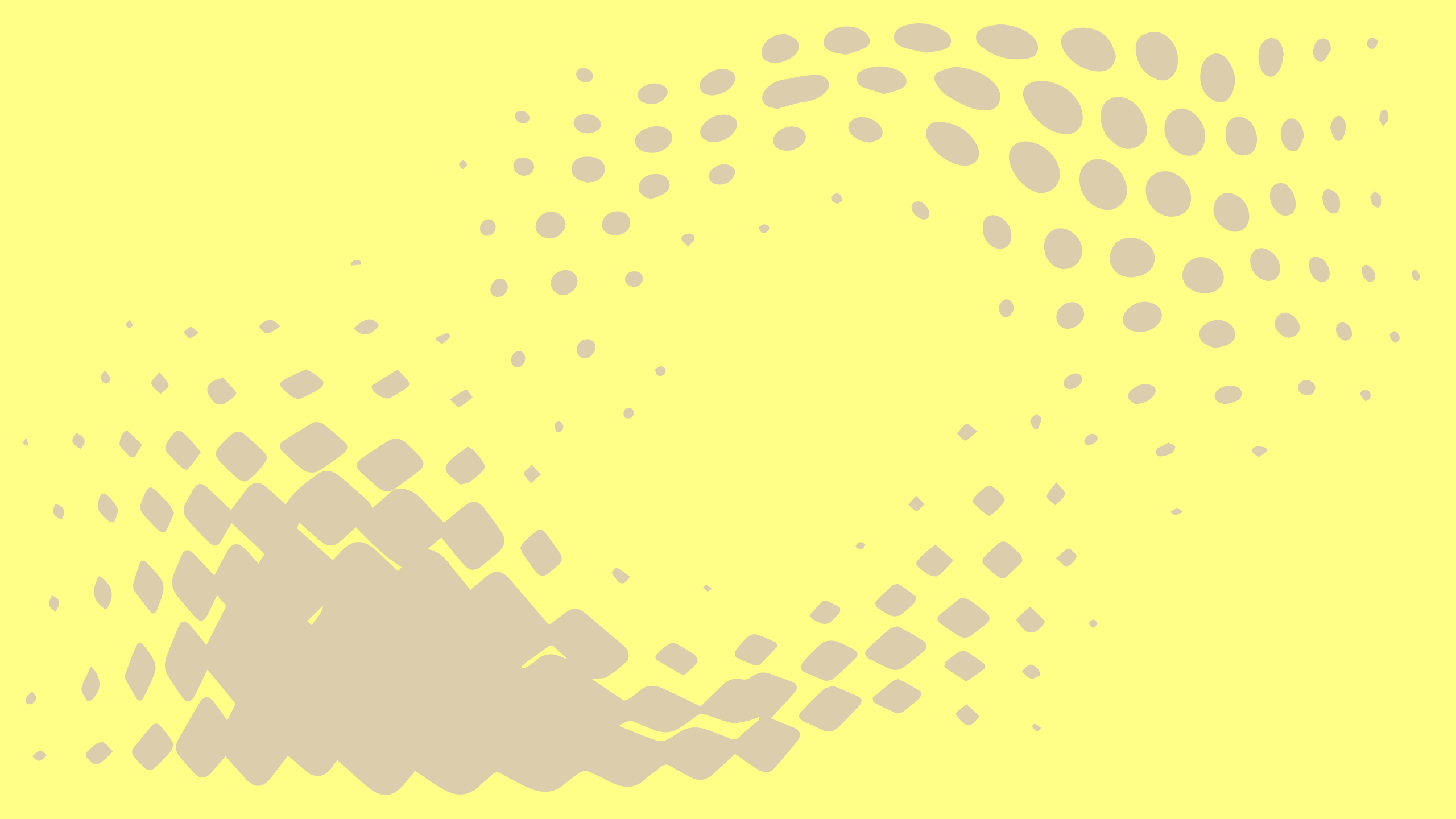
Education provider: higher education institutions

Hypothesis on the offering categories:

- Cross-institutional studies
- Continuing education and commissioned training
- Specialisation studies

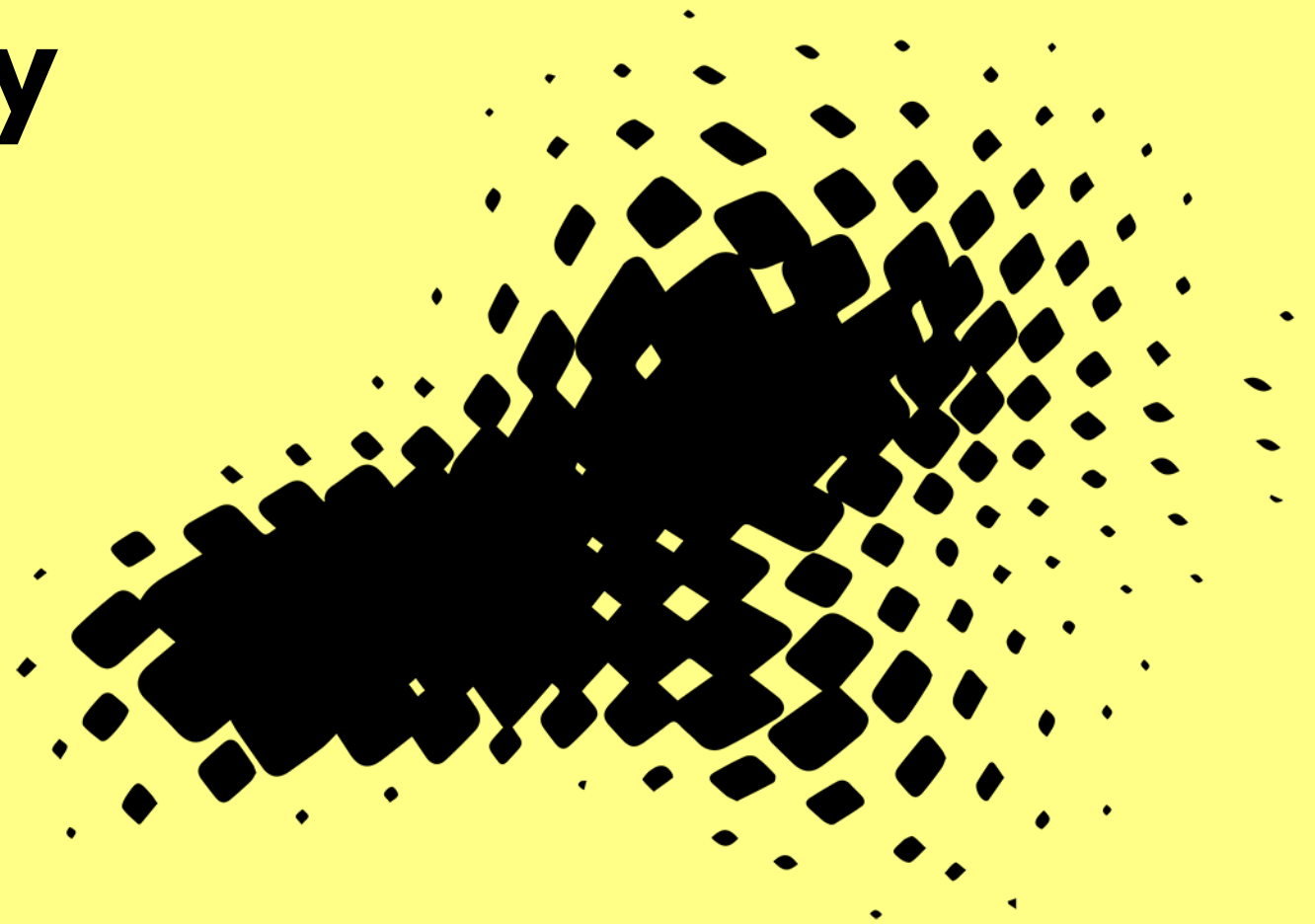
// We want to build the future of learning – a future which benefits higher education providers, learners and the whole of society.





Digivisio 2030: Digital Pedagogy

Tuula Heide
Programme Manager



High quality digital pedagogy has a key role in Digivisio 2030

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Achieved in 2021–2022

- Cooperation with pedagogy networks
- Conceptualizing a national pedagogical site
- Competence development and studios/training for teachers and support staff (ongoing)
- Preliminary studies:
 - Recommendations for ways to advance the ability to study and to prevent dropping out
 - Competence development for teachers and support staff

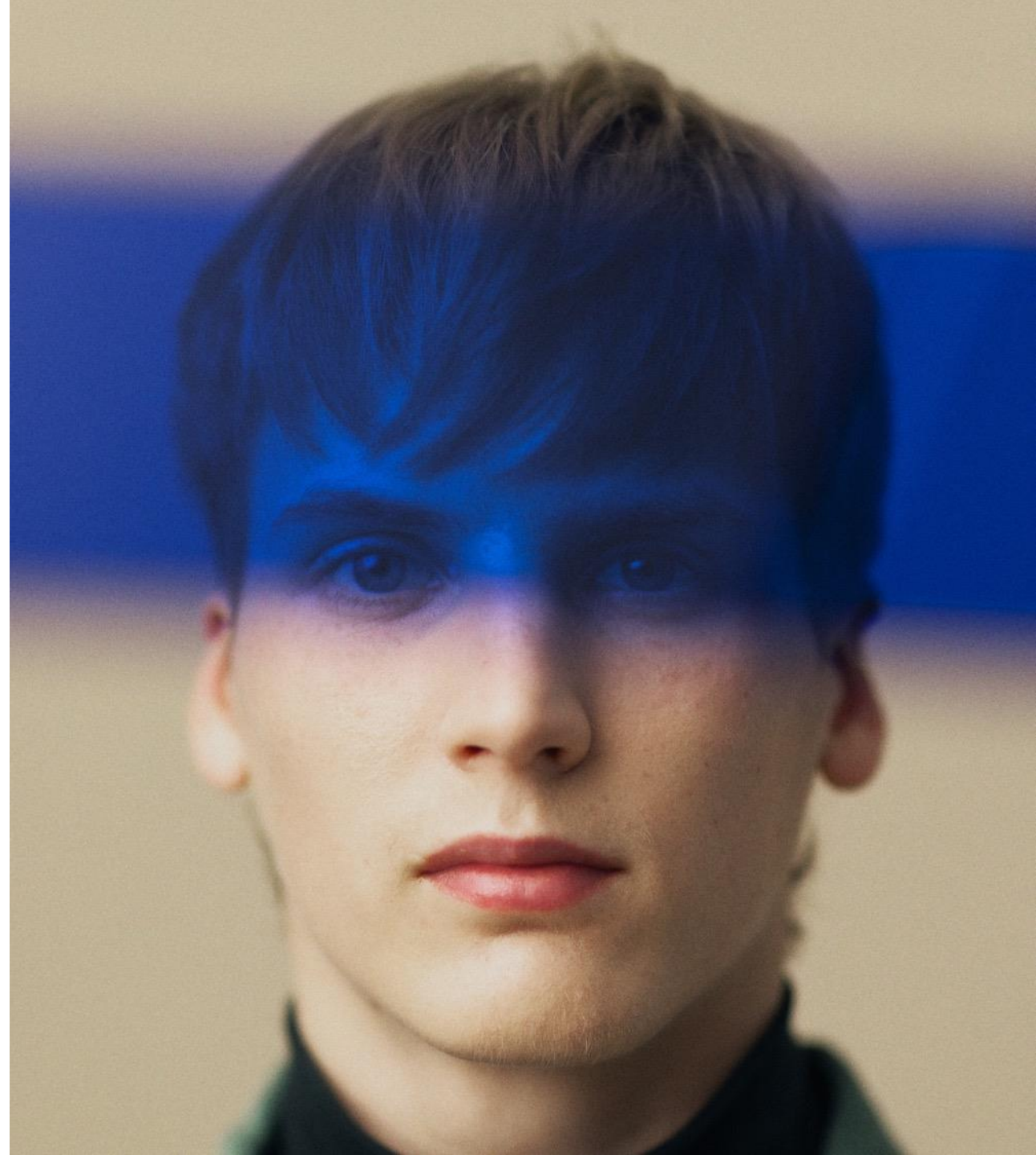
Coming in 2022 and to be continued

1. Prospect for digital pedagogy
2. Criteria for high quality online teaching
3. International benchmarking
4. High-quality means for assessing learning
5. Measures to promote the ability to study
6. Competence development
7. Workshop series:
 1. AI-based learner guidance
 2. Joint rules in digital pedagogy
8. Cooperation in the HEIs' pedagogy
9. Modularity and curriculum development
10. Student selection and entrance examinations
11. Learning platform collaboration
12. Learning analytics

Competence development and studios in 2022

- 20.9. 14–15.30 Open learning practices
- 31.10. 12–12.30 High quality online learning (mixture of Finnish and Swedish, material in Finnish)
- 23.11. 9–10.30 The game book of modularity
- 12.12. 10–11.30 Assessment methods and micro-credentials

The recordings will be subtitled in Finnish and English.



Preliminary studies in 2022

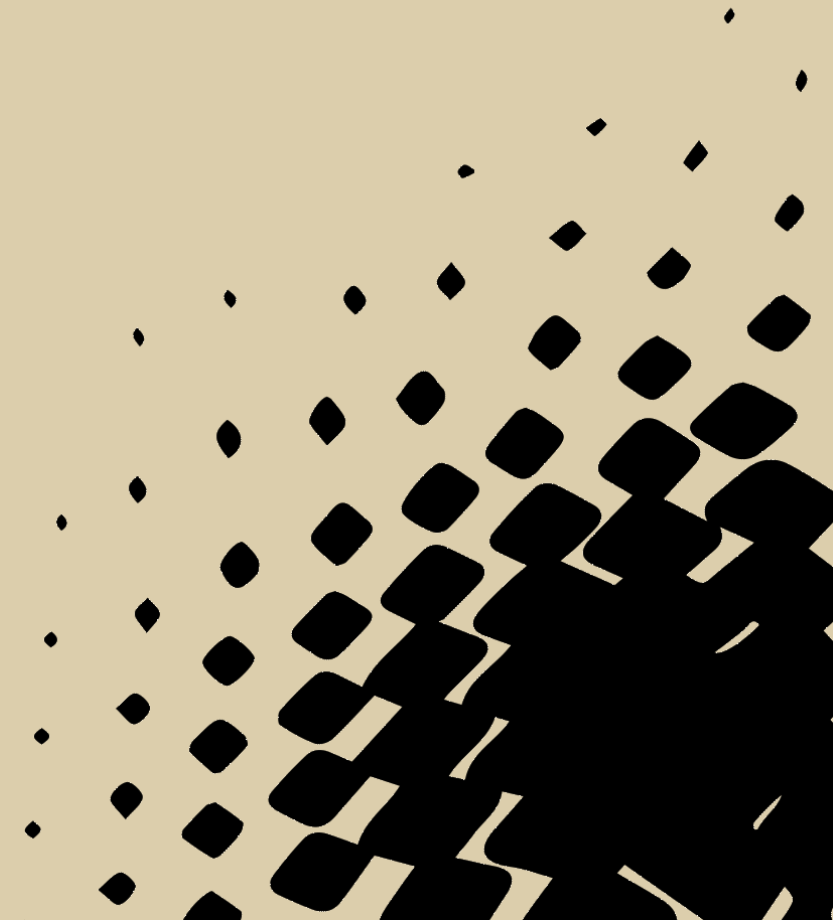
Recommendations for ways to advance the ability to study and to prevent dropping out

- <https://wiki.eduuni.fi/x/gxE5E>

Competence development for teachers and support staff

- <https://wiki.eduuni.fi/x/nxE5E>

**Recommendations
for ways to advance
the ability to study
and to prevent
dropping out**



Recommendations to advance the abilities to study /1

Recommendation	What?	Responsible	Coordination
Information of wellbeing in studies	To increase the understanding of engagement in studies and learning and how to maintain it.	Projects of wellbeing in studies	Digivisio 2030 -programme
Support forum of learning ability	Students can contact the forum and HEIs answer the question collaboratively	Projects of well-being in studies	Digivisio 2030 -programme
Developing study skills	Open educational resources available in aoe.fi -portal	HEIs	
Digital learning badges	Substance- and degree specific badge definitions. Learning outcomes → learning badges → accreditation of work experience (aoe.fi)	HEIs	Divisisio 2030 -programme
Developing digital skills	Annual conference of digital skills and future thinking	HEIs collaborate with other events of flexible learning	Divisisio 2030 -programme

Recommendations to advance the abilities to study /2

Recommendation	What?	Responsible	Coordination
Student exchange and cultural digital skills	Training in cultural issues and study in cultures for participants of student exchange programs.	3-4 HEIs changing annually	Digivisio 2030 -programme
Evaluation criteria of MOOCs	Online forum that collects evaluation criteria of MOOCs and user experiences	MOOC users (teachers and students)	Digivisio 2030 -programme
Promotion of social skills in digital environments	Thematic year of communication skill. Good communication skills are studied in all learning modes including amongst others "Digivisio Netiquette" piskellaan		Digivisio 2030 -programme
Development of peer support	Models of peer support suitable for different stages of studies	HEIs, subject associations, Student Unions etc.	
Encouragement for peer tutoring	Peer tutoring to support and promote studies → study credits	HEIs	

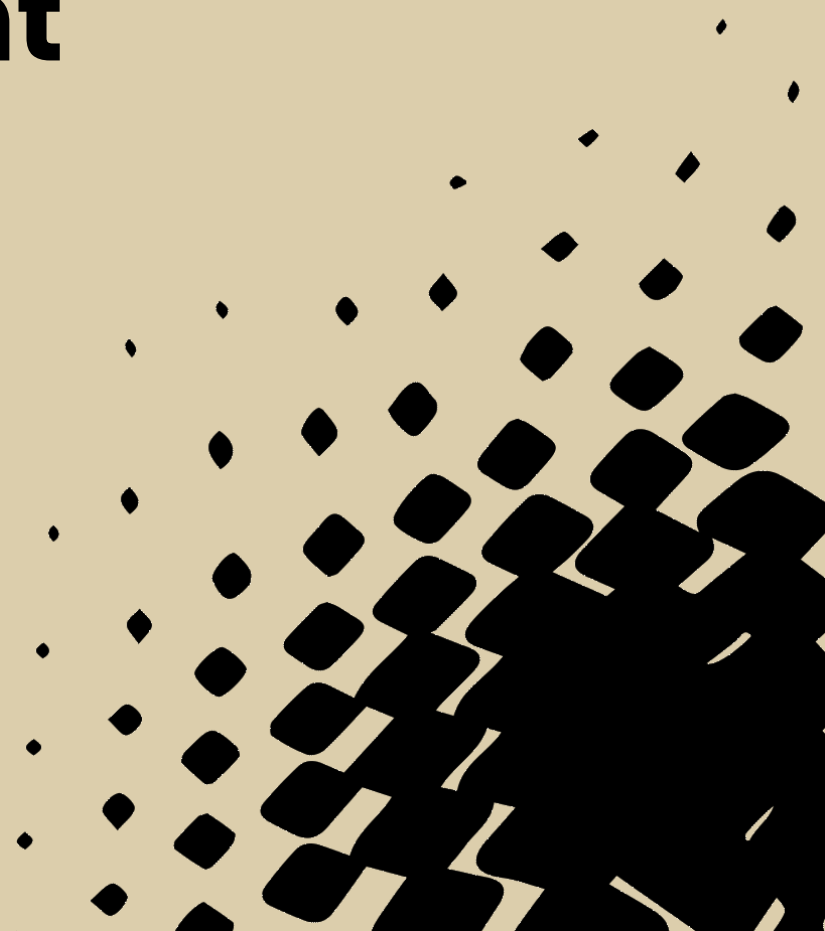
Recommendations to advance the abilities to study /3

Recommendation	What?	Responsible	Coordination
Pedagogical models to support communities	Collaborative projects that pilot different pedagogical models scalable to other contexts. Research of the pilots.	HEIs, possible with additional funding	Digivisio 2030 -programme
Visualization of Individual Learning Plan	Development of visualizations in Individual Learning Plans together with database interface (for example. LMS and learning analytics)	HEIs, students	Digivisio 2030 -programme
Strengthening of the supervision of pro gradu- and final projects	Selected HEIs establish a competence development project to strengthen the supervision	HEIs	
Back to studies -groups	Support groups to engage the participants to finalize their studies and other supporting activities	HEIs	
Career counselling	HEIs organize career counselling connected to Individual Learning Plans	HEI Career counsellors and teachers	

Recommendations to advance the abilities to study /4

Recommendation	What?	Responsible	Coordination
Development of learning analytics	Learning analytics for monitoring and development of abilities to study.	HEIs	Digivisio 2030 -programme
Real time communication with students	Development of mobile services that enable communication with students in real time	HEIs	
Diversification of learning environments and flexible use of campus rooms	Participative Learning design to see learning environments that enable support for different learners. Common development projects.	HEIs	
Studification and credit transfer	Common decisions how to promote studification and credit transfer	HEIs	
Increase the effectiveness of working with stakeholders	At first stage the recognition of stakeholders that promote streamline of studies	HEIs	

**Competence development
for teachers and
support staff – a
preliminary study**



Why and to whom competence development in e-learning?

- Why?
 - Doing things together is resource wise
 - Enables the sharing of common support materials and good practices
- To whom?
 - Teaching and support service staff, teacher students, guidance staff
 - All higher education institution
 - Training courses from basics to advanced level

Competence development for teachers and support staff

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National offering (Digivision)

- Events and coaching sessions open to all
- Networking, sharing of expertise
- Topical, evidence-based information and support materials and general principles on the national e-learning portal
- Testing of competence, a list of available badges
- Micro courses to support different learning processes
- Support staff's competence development

Innovative partnership – learning
(Töytäri et al., 2016)

Individual higher education institution's offering

- Individual higher education institution's coaching sessions (existing; new themes and materials)
- Learning themes and materials obtained through Digivision
- National Digipeda portal as a source of shared support materials, general principles and networking
- Support persons as distributors of up-to-date information in higher education institutions
- Identification and recognition of competence (incl. badges)

Collegial and team learning
(Töytäri et al., 2016)

Teacher's personal development

- Teacher's own-initiative competence development
- Open materials
- Coaching provided by the teacher's HEI
- Materials obtained through national offering, events
- E-learning portal
- Field-specific materials and coaching
- Demonstrations of competence (incl. badges)

Individual learning
(Töytäri et al., 2016)

10% formal learning through workshops, e-learning, literature or courses

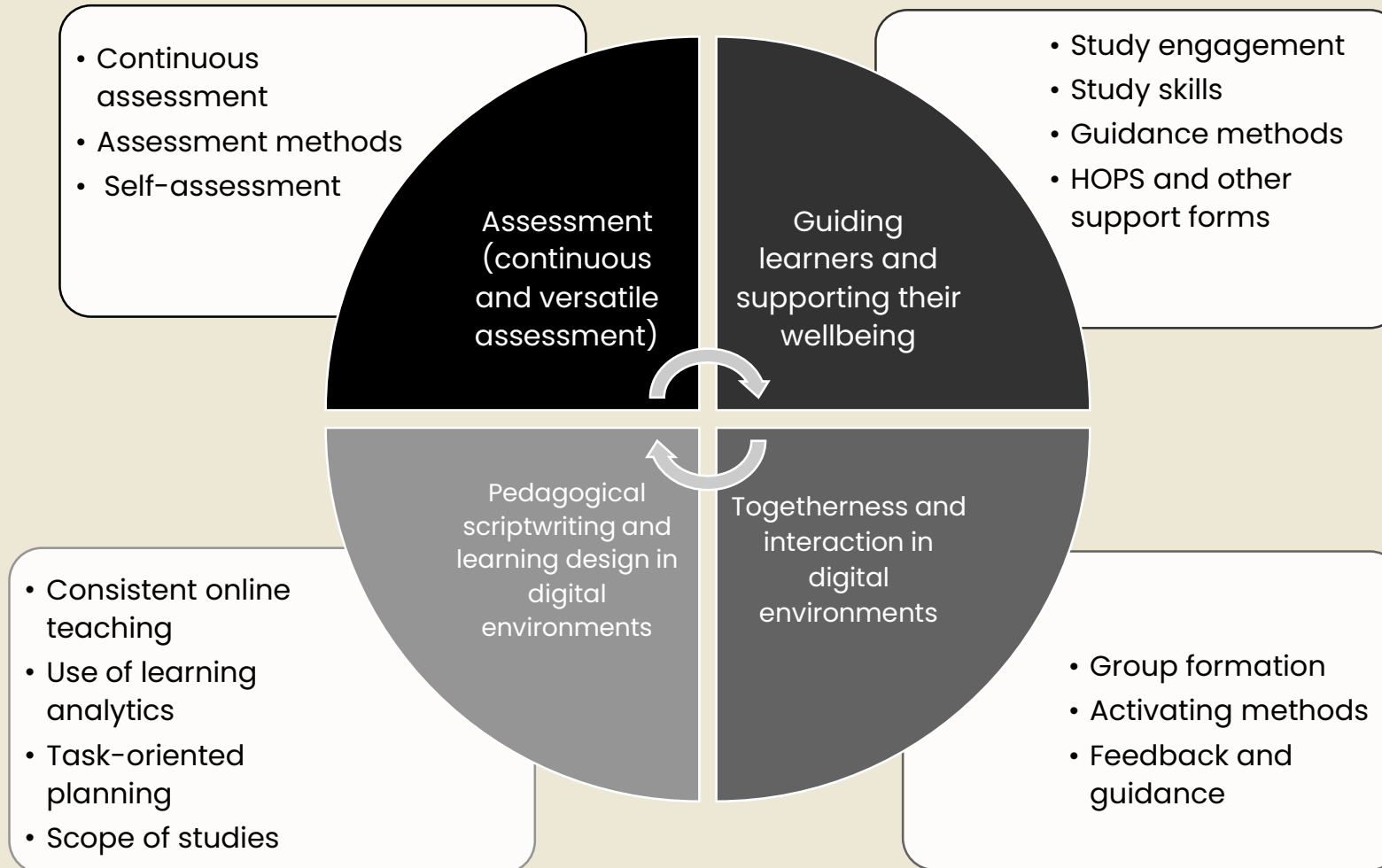
20% through peer mentoring, team work, performance reviews, job shadowing or feedback

70% through taking on different new tasks, participating in projects and development groups and tackling new challenges

Four training programmes to be planned through co-design and engagement of other higher education institutions

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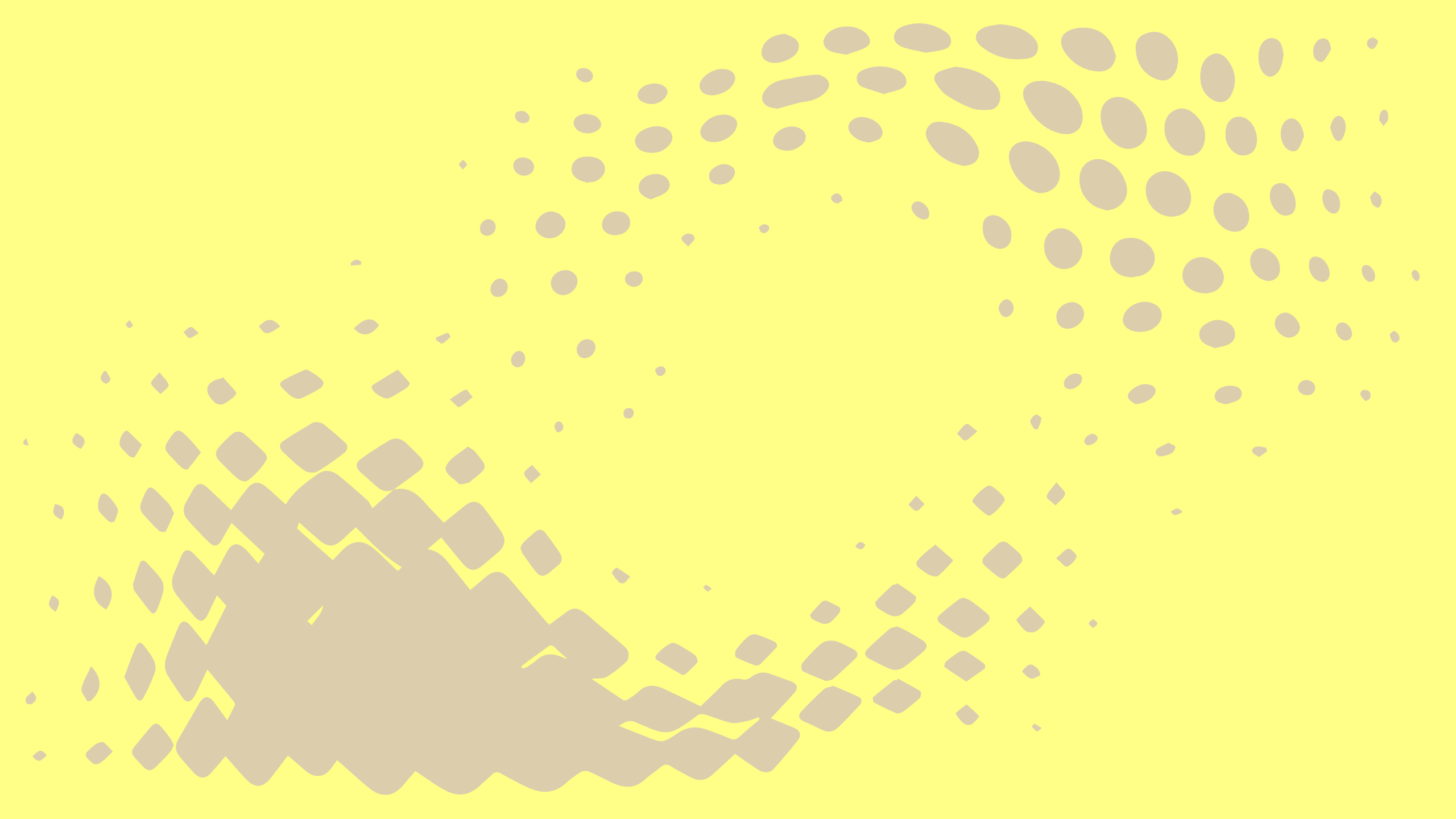
Co-design underpinned by service design principles



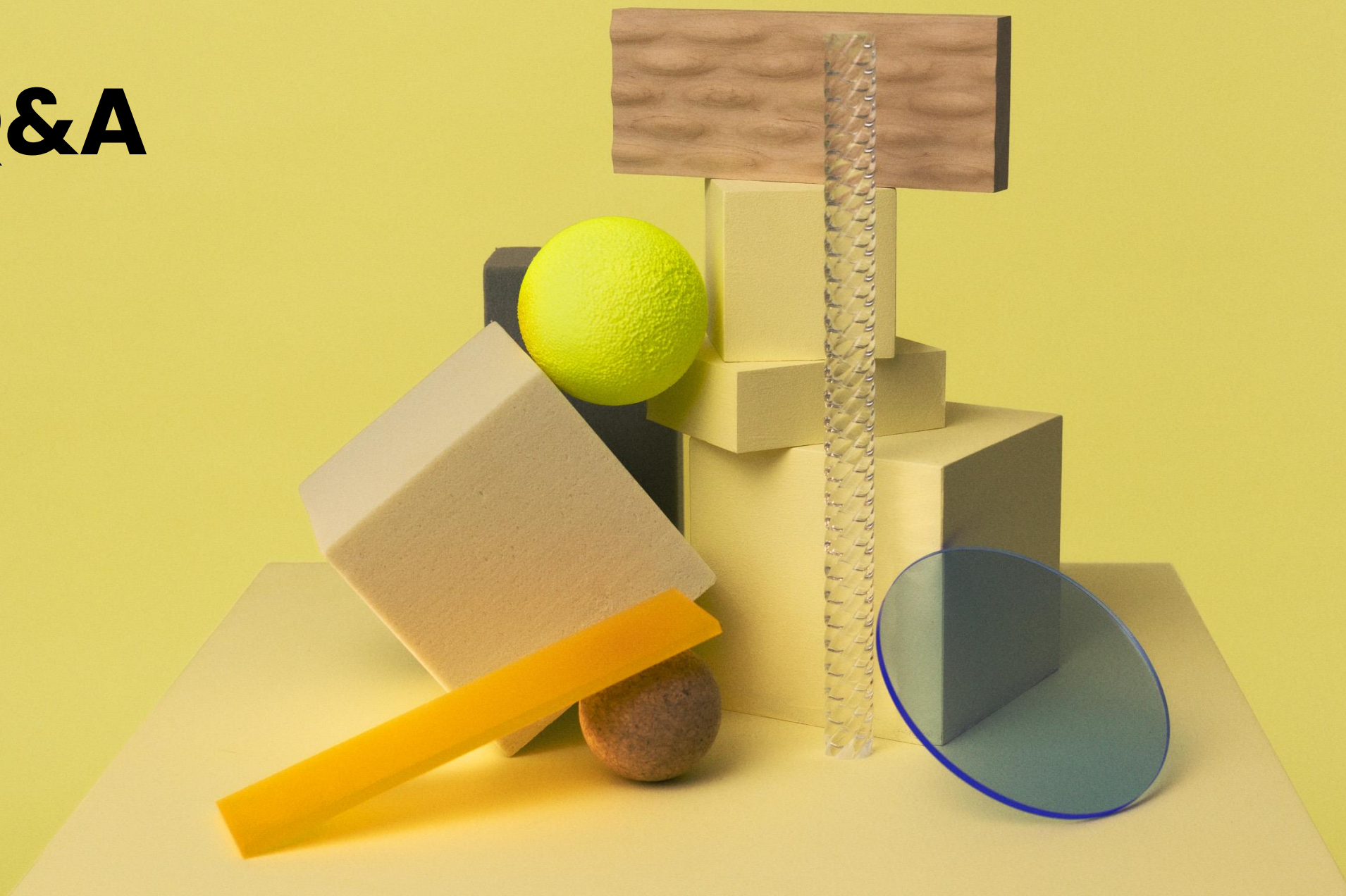
- Planning for the four themes will be launched in 2022, themes to be implemented in 2023.
- Training related to each theme will be planned by at minimum of two HEIs.
- Multilingualism will be addressed in materials, recordings and interaction.
- Competence demonstrations of applied competencies will be used in assessment, and digital learning badges will be awarded.

Principles for planning the training

- All implementations will produce self-study material packages/courses and an in-depth interactive section, in which guidance is delivered centrally or by higher education institutions.
- The implementations will also serve as an example of high-quality online implementations, modulation and micro learning.
- The competence development implementations will follow the guidelines for open learning and accessibility principles.
- Planning will be based on co-design
- All four implementations will participate in joint planning and peer evaluation while creating a uniform approach and operating methods
- The use of service design processes and a learner centred approach will serve as a backdrop for engaging higher education institutions.
- The co-development will be coordinated by the Digivisio 2030 project.



Q&A





Digivisio newsletter:

Sign up for the Digivisio 2030 project's newsletters to receive the latest news about the project's progress directly to your e-mail!

www.digivisio2030.fi/newsletters



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Thank you!

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