



Digital Learning & Inclusion

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8th ASEF Regional Conference on Higher Education
Outlook 2030: Inclusive and Diverse Higher Education
in Asia and Europe

Leading Questions

- (1) What is your take, how inclusive are the digital learning and teaching policies and practices currently, **what is the status quo?**
- (2) What **potential risks** do you foresee that could jeopardize greater inclusion in digital learning and teaching in the next 10 years?
- (3) What **opportunities, leverage points** do you see to promote inclusion in digital learning and teaching in the next 10 years?

160000

23000

421

11



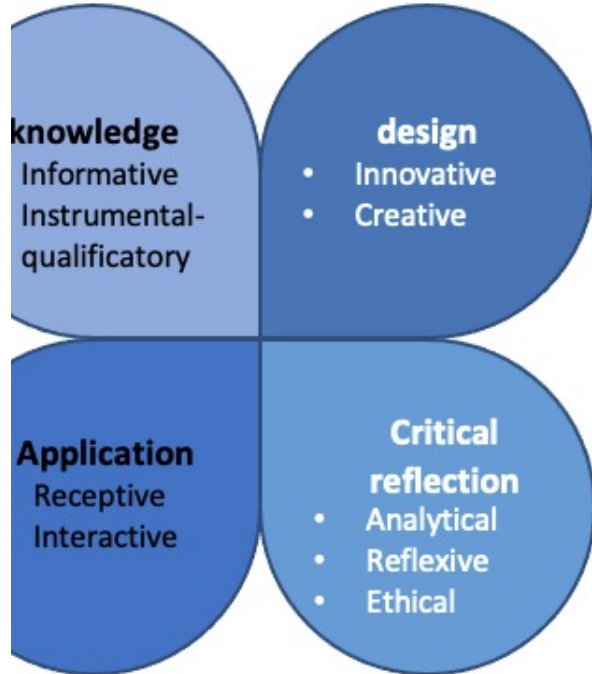
Message 1: Let's discuss the principle

- What is the aim of inclusion?
 - Justice?
 - Equality?
 - Excellence?
 - Prosperity?
 - Student Success?
 - Equal Opportunies?
- Bodieau: Mapping different territories of inclusion

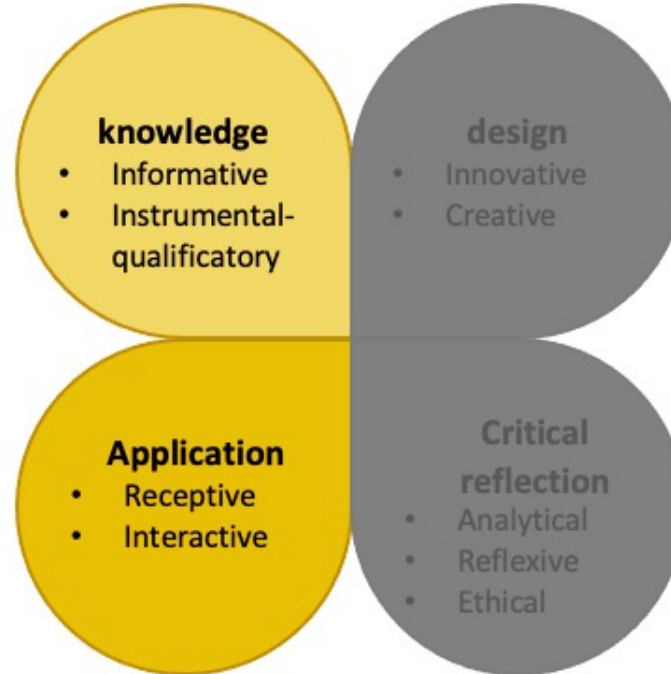
Message 2: Level

- Macrolevel
 - National/ regional Policy Making
- Mesolevel:
 - Institutions
 - Leadership
 - Institutional Policy
- Microlevel
 - Teaching/ Learning
 - Faculty
 - Dimensions of Inlcuison

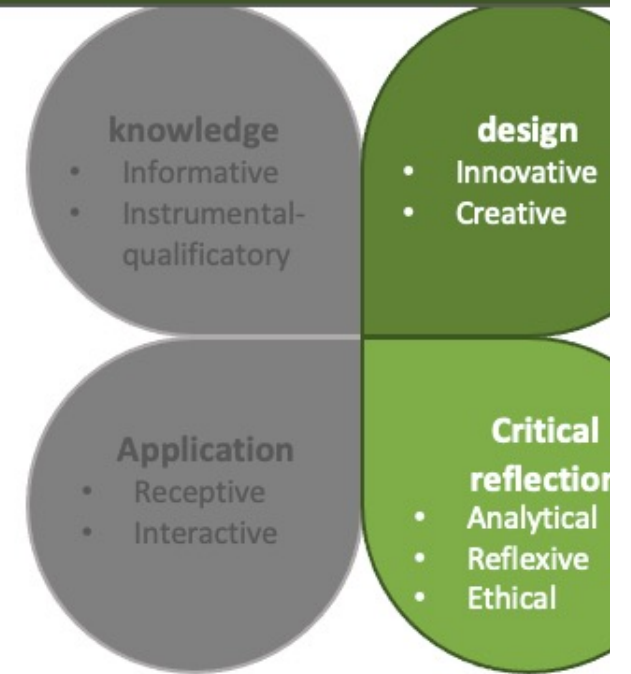
Competence dimensions



Competence Focus – so far



Competence Focus – Future



Message 3

New dimensions?

subject
individual
development-related
skills

1 → myself

2

3

Requirements → Self-organization

Application → Development

Knowledge

Design

Application

Criticism/
Reflection

1

Management of Structures → Enabling Culture

2

1 → world

3

2

1 → object

**Areas with high
degrees of change**

- 1 skills dimensions
- 2 relational structure
- 3 areas of action

**Organization/
environment**

individual
organization-related
skills

object
individual object-
related skills

The 'future skill' university scenario

An emerging focus on future skills radically changes the current definition of graduate attributes in higher education.



The "My-University" Scenario

Students build their own personalized curriculum

Baseline Scenario Today: Business as usual HE institutionally bound – students enroll in the institution in which they later also graduate from, usually directly after leaving high school. Pre-defined curricula and content for study in order to achieve pre-described learning outcomes, which are related to/ derived from a system of fixed professions. Study programs rooted in academic disciplines and schools.



Higher education increasingly becomes a multi-institutional study experience.



Higher education institutions turn towards providing offerings for lifelong higher learning services.

The Networked multi-institutional scenario

The Lifelong Higher Learning Scenario

About the Podcast

NextNormal – The Podcast

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In cooperation with the European
Students' Union



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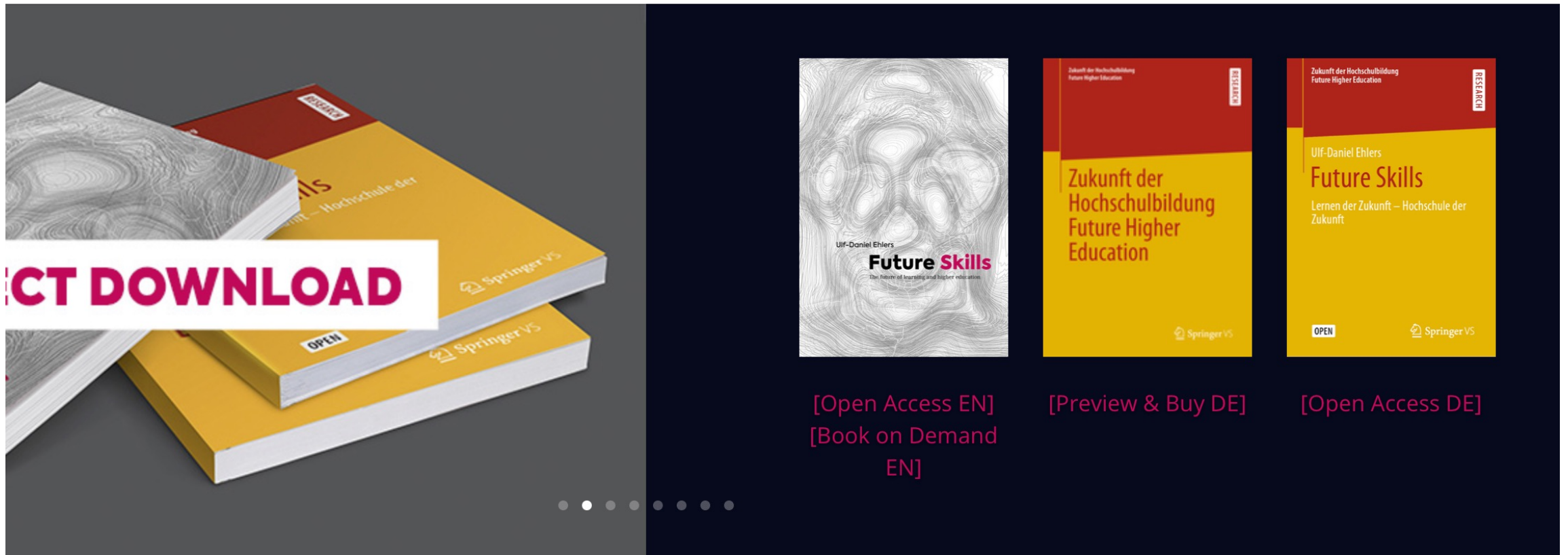
InclusiPHE

Inclusive Engagement of Non-Traditional
Students in Professional Higher Education



European Network for Catalysing
Open Resources in Education

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