Digital Learning & Inclusion

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

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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?
Message 1: Let’s discuss the principle

• What is the aim of inclusion?
  • Justice?
  • Equality?
  • Excellence?
  • Prosperity?
  • Student Success?
  • Equal Opportunities?

• 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 Inclusion
Message 3

New dimensions?
subject
individual
development-related
skills

Areas with high
degrees of change

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

Organization/
environment
individual
organization-related
skills

I → myself

Management of Structures → Enabling Culture

Organization/
environment
individual
organization-related
skills

I → world

Requirements → Self-organization

Application → Development

I → object

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.

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.

The “My-University” Scenario
Students build their own personalized curriculum.

Multi-institutional pathways
Higher education increasingly becomes a multi-institutional study experience.

The Networked multi-institutional scenario

Personalization of academic learning

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

The Lifelong Higher Learning Scenario
NextNormal – The Podcast

In cooperation with the European Students’ Union

Listen to the students’ voice
www.next-normal.eu
InclusiPHE
Inclusive Engagement of Non-Traditional Students in Professional Higher Education
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