

Critical approaches to the 'digital transformation' of higher education

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of EDINBURGH



CENTRE FOR RESEARCH
IN DIGITAL EDUCATION

Digital at the core: A 2030 strategy framework for university leaders

October 2020



Technical partner:

salesforce.org

Jisc

Universities UK

emerge
education



DIGITAL EDUCATION ACTION PLAN

2021-2027

Resetting education and
training for the digital age

September 2020

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

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

• structure, connectivity and digital equipment
• digital capacity planning and
management, including effective and up-to-date
national capabilities
• competent and confident educators
education & training staff
• quality content, user-friendly tools
• platforms, respecting privacy and
standards

• strategic dialogue with Member States
• successful digital education
• relations for online/distance learning
• tertiary education

• open Digital Education Content
• check feasibility of a European
• to share certified online resources
platforms

• 4Schools initiative and
• uptake of EU support
• access and digital tools like

• on artificial intelligence
• teaching and learning and
• research & innovation activities

• right/for/for Europe

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

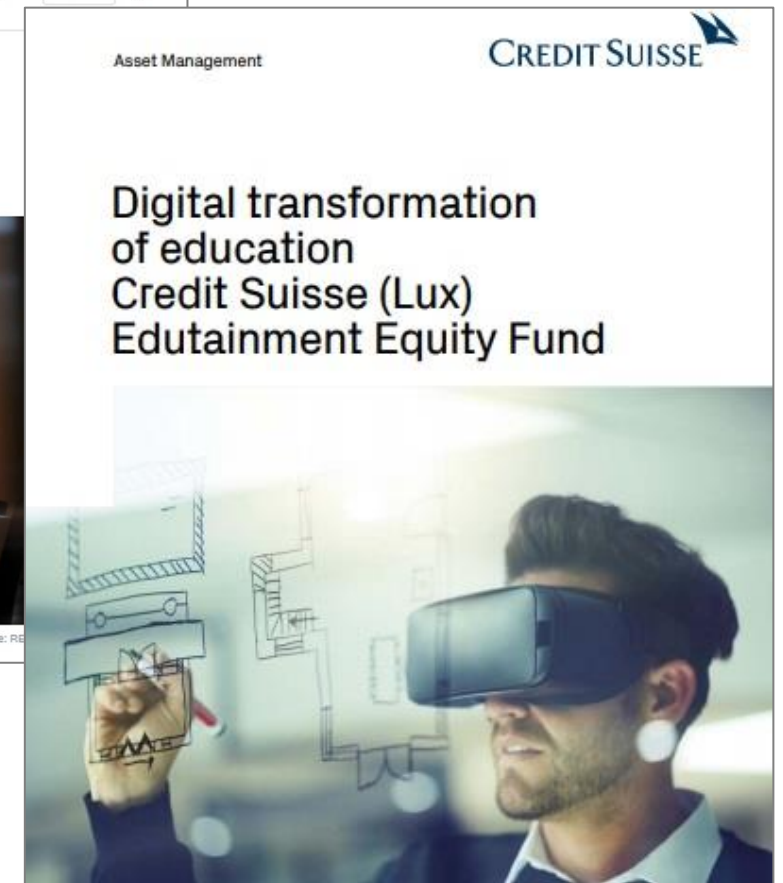
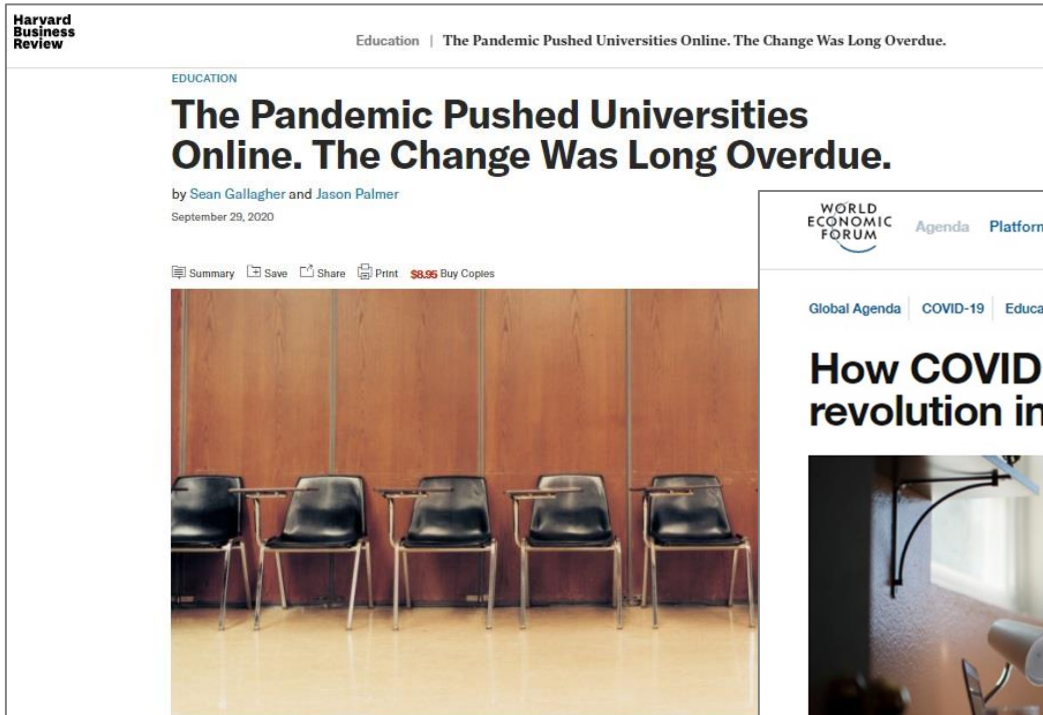
ACTIONS TO TAKE

- 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

‘Digital transformation’
promises many benefits,
and also presents new
risks and challenges

Higher education sector
in Europe needs
powerful, critical,
research-informed and
purpose-driven
approaches to use of
digital technologies for
innovative education

Industry-led digital transformation



\$74B Online Degree Market in 2025, up from \$36B in 2019

Pre COVID-19, the online degree market was one of the fastest-growing segments of global higher education. A \$74B Online Degree Market in 2025 sounds like a lot, but not compared to Global Higher Education, today a \$2.2T global industry. Online Degrees would still represent less than 4% of the Global Higher Education Market at these levels.

Higher Education

MOOCs

Online Learning

OPM

United States

 1 May 2020

Global Online Higher Education

Growing from \$36B in 2019
at 14% to \$74B in 2025



Global Higher Education

Growing from \$2.2T in 2019
at 2% to \$2.5T in 2025



Global OPM Market



Google's Plan to Disrupt the College Degree Is Exactly What the Higher Education Market Needs

A quick look at Google's model shows why colleges should be worried.

Monday, August 24, 2020



The education and technology industries and investors seek to capitalize on market growth via digital transformation of HE

Industry focus on digital transformation reflects economic assumptions that HE can be 'valued' in terms of employability and earnings

Aims to disrupt, out-compete and replace rather than support and nourish HE, e.g. affordable, quick-ROI, job-relevant credentials and career certificates from corporate training suppliers

Digital transformation as technological solutionism



Higher Education Digital Capability Framework

An open-source capability framework for higher education. 4 dimensions, 16 domains and 70+ capabilities.

Framework

All

Dimensions

Domains

Capabilities

Sort

Original

Name

Number

DEMAND AND DISCOVERY (DD)				LEARNING DESIGN (LD)				LEARNER EXPERIENCE (LX)				WORK & LIFELONG LEARNING (WL)			
PRODUCT & SERVICE DESIGN	MARKETING PROCESSES	STUDENT RECRUIT.	ENROLMENT MGMT	CURRIC. DESIGN	DIGITAL CONTENT & C'WARE	SUBJECT MATTER EXPERTISE	TEACHING STRATEGIES	ACADEMIC ADMIN.	LEARNING & ACADEMIC EXPERIENCE	STUDENT LIFE	ASSESS. & VERIFY	WORK INTEGRATED LEARNING	CAREER PLANNING & PLACEMENT	INDUSTRY & BUSINESS ENGAGE.	ALUMNI & CONTINUING EDUCATION
1.01	2.01	3.01	4.01	5.01	6.01	7.01	8.01	9.01	10.01	11.01	12.01	13.01	14.01	15.01	16.01
MARKET INSIGHTS & TRENDS	STUDENT CRM	RECRUIT. EVENTS	COURSE SELECTION & GUIDANCE	PROGRAM DESIGN	DIGITAL CONTENT CREATION	FACULTY EXPERTISE & SPECIALISMS	LEARNER NEEDS & ANALYTICS	FACULTY DVP	STUDENT PORTAL & LMS	ONBOARDING & ORIENTATION	TESTS & EXAMS	JOB SKILLS BUILDING	SKILLS EVALUATION	INDUSTRY PSHIPS	CONTINUING EDUCATION
1.02	2.02	3.02	4.02	5.02	6.02	7.02	8.02	9.02	10.02	11.02	12.02	13.02	14.02	15.02	16.02
CUSTOMER NEEDS	COMMS & CAMPAIGN MGMT	CHANNEL PSHIPS	APPLICATION & ADMISSIONS	LEARNING ENVIRON. & PLATFORMS	IMMERSION, SIMULATION & LAB	SOURCING & MANAGING EXPERTISE	EXPERIENT. LEARNING	FACULTY MGMT & SUPPORT	SYNCH. LEARNING	WELLBEING & MENTAL HEALTH	PORTFOLIOS	WORKPLACE SIMULATION & PROJECTS	CAREER PLANNING SERVICES	INDUSTRY ASSOC.	INDUSTRY MENTORING
1.03	2.03	3.03	4.03	5.03	6.03	7.03	8.03	9.03	10.03	11.03	12.03	13.03	14.03	15.03	16.03
COMPETITOR & ALTS.	MARKETING AUTOMATION	SCHOOLS & COMMUNITY OUTREACH	RECOGNISE PRIOR LEARNING	LEARNING DELIVERY MODES	OER & CONTENT LICENSING	SPECIALIST INDUSTRY PARTNERS	PERSONAL & ADAPTIVE LEARNING	TIMETABLING & SCHEDULE MGMT	ASYNCH. LEARNING	STUDENT CLUBS & SOCIETIES	ASSESSMENT FEEDBACK	INTERNSHIPS & PLACEMENTS	CAREER & RECRUIT. EVENTS	CUSTOMISED PROGRAMS (B2B)	ALUMNI ENGAGE.
1.04	2.04	3.04	4.04	5.04	6.04		8.04	9.04	10.04	11.04	12.04	13.04	14.04	15.04	
PRODUCT & BRAND STRATEGY	SOCIAL MEDIA	S'SHIP PROGRAMS	TUITION FINANCING	ASSESS. & ACCRED.	MANAGING INTEGRATED CONTENT		DESIGNING GROUP WORK	RETENTION & LEARNING SUPPORT	INTERACTIVE LEARNING	VOLUNTEER & STUDENT L'SHIP	PEER & GROUP ASSESS.	STUDENT WORK	JOB APPLICATION SUPPORT	EDUCATION AS BENEFIT	
1.05		3.05		5.05				9.05	10.05	11.05	12.05	13.05	14.05		
NEW BUSINESS MODELS		B2B RECRUIT. & PSHIPS		CURRICULUM QUALITY MGMT				REGULATORY COMPLIANCE	LEARNING RESOURCES	STUDENT VOICE & SURVEYS	BADGING & CREDENTIALS	ENTSHIP & STARTUPS	JOB FINDING & GRADUATE PLACEMENT		
									10.06	11.06	12.06				

Technological solutionism defines atomized problems with isolated, quick-win technical fixes, rather than contextualized and complex issues requiring sectoral dialogue, long-term deliberation and strategy

Risks producing or entrenching inferior learning experiences, assessment routines and outcomes, e.g. individualized, performance-focused examinations over critical, collective and creative explorations of complex real-world challenges



HIGHER EDUCATION | MAY 11, 2020

The Coming Disruption Scott Galloway predicts a handful of elite cyborg universities will soon monopolize higher education.

By James D. Walsh

Photo-Illustration: Joe Darrow

Datafication, personalisation and surveillance

Teach-In **#AgainstSurveillance** A Fundraiser in Defence of Ian Linkletter

speakers

Maha Bali, Cory Doctorow, Benjamin Doxtdator

Chris Gilliard, sava sahari singh, Jesse Stommel,
and Audrey Watters

10-1 PST 1-4 EST 6-9 GMT
December 1st



Technology

Cheating-detection companies made millions during the pandemic. Now students are fighting back.

With remote proctors watching them take tests, some worry that even leaving for the bathroom will brand them as cheats.



The Washington Post · NEWSLETTERS

Coronavirus Updates

Get a recap of the day's most important developments delivered to your inbox every weekday.



Universities are using surveillance software to spy on students

With remote learning now the norm, universities are using surveillance software to keep tabs on students who are not engaging with their studies



By CHRIS STOKEL-WALKER

Thursday 15 October 2020

Excessive datafication of student performance as a form of surveillance and privacy invasion

Raises risk of reputational damage, legal action, and breaches of ethics and rights, and need for sector-wide data ethics frameworks and ethical procurement processes



Alternative manifestos for change

Sector-led, context-specific digital progression as an alternative to technoutopian images of digital transformation

Mobilise sector experts to restate the social, public and economic values and purposes of HE to European societies

Recruit expert groups in digital education to define the positive contribution of digital and online teaching and learning to the education universities provide students

codeactsineducation.wordpress.com

The Manifesto for Teaching Online

* Online can be the privileged mode. Distance is a positive principle, not a deficit. * Place is differently, not less, important online. * Text has been troubled: many modes matter in representing academic knowledge. * We should attend to the materialities of digital education. The social isn't the whole story. * Openness is neither neutral nor natural: it creates and depends on closures. * Can we stop talking about digital natives? * Digital education reshapes its subjects. The possibility of the "online version" is overstated. * There are many ways to get it right online. "Best practice" neglects context. * Distance is temporal, affective, political: not simply spatial. * Aesthetics matter: interface design shapes learning. * Massiveness is more than learning at scale: it also brings complexity and diversity. * Online teaching need not be complicit with the instrumentalization of education. * A digital assignment can live on. It can be iterative, public, risky, and multivoiced. * Remixing digital content redefines authorship. * Contact works in multiple ways. Face time is overvalued. * Online teaching should not be downgraded to "facilitation." * Assessment is an act of interpretation, not just measurement. * Algorithms and analytics recode education: pay attention! * A routine of plagiarism detection structures-in distrust. * Online courses are prone to cultures of surveillance. Visibility is a pedagogical and ethical issue. * Automation need not impoverish education: we welcome our new robot colleagues. * Don't succumb to campus envy: we are the campus.

Siân Bayne, Peter Evans, Rory Ewins, Jeremy Knox, James Lamb, Hamish Macleod, Clara O'Shea, Jen Ross, Philippa Sheail, and Christine Sinclair
illustrated by Kirsty Johnston

