

Pathways of learning as the centre of higher education provision

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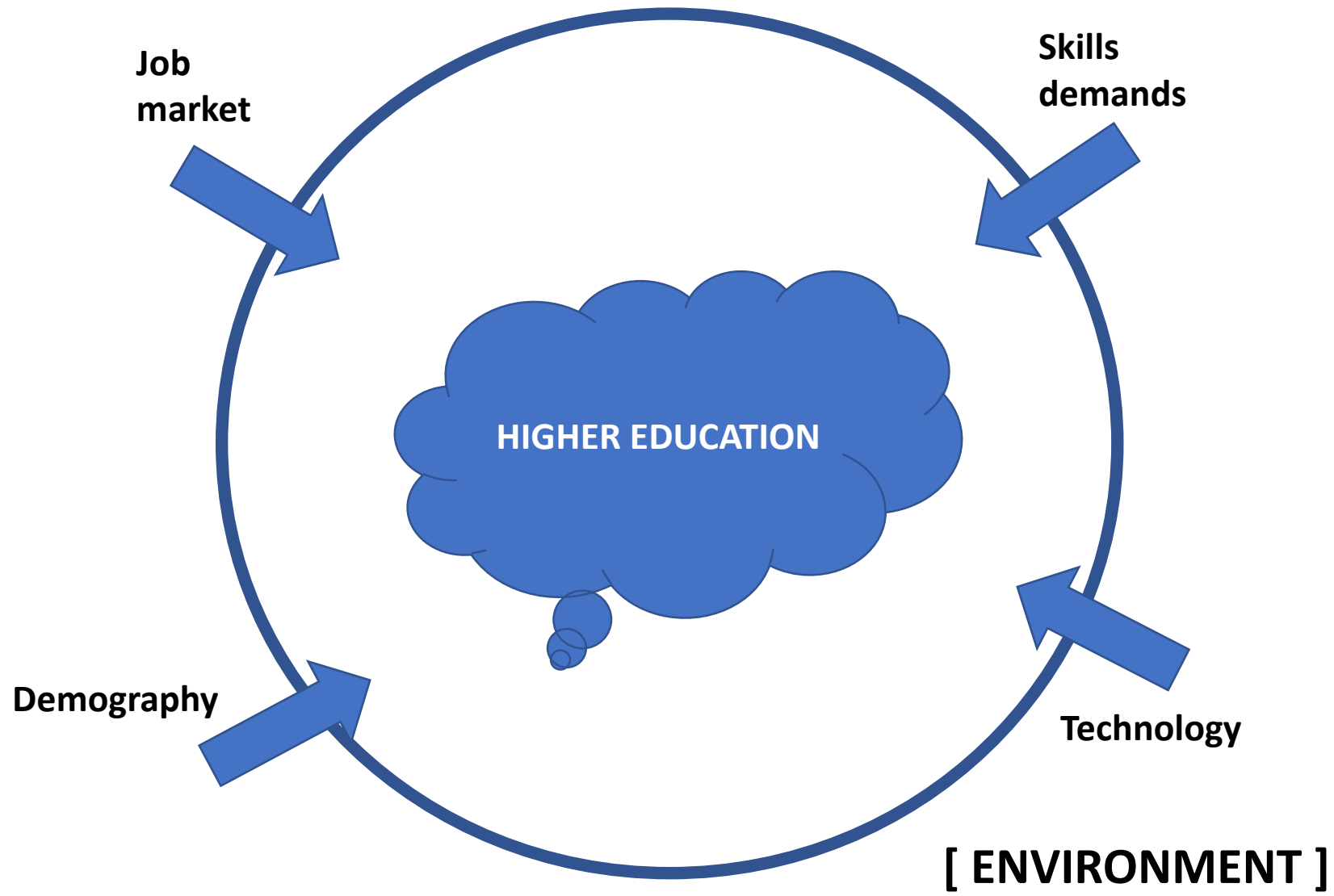
SORBONNE DECLARATION 1998

We are heading for a period of major change in education and working conditions, to a diversification of courses of professional careers with education and training throughout life becoming a clear obligation.

We owe our students, and our society at large, a higher education system in which they are given the best opportunities to seek and find their own area of excellence.



Higher education's challenges from outside



4 QUALITY
EDUCATION

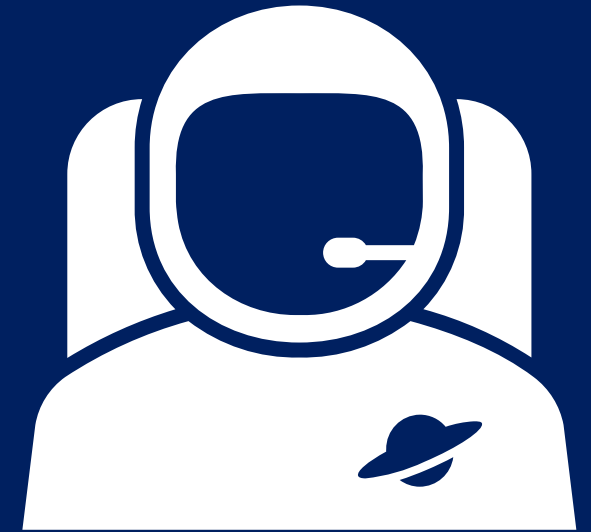


My vision for higher (or tertiary) education :

To ensure that all members of society participate in higher education at some point in their lifetime.

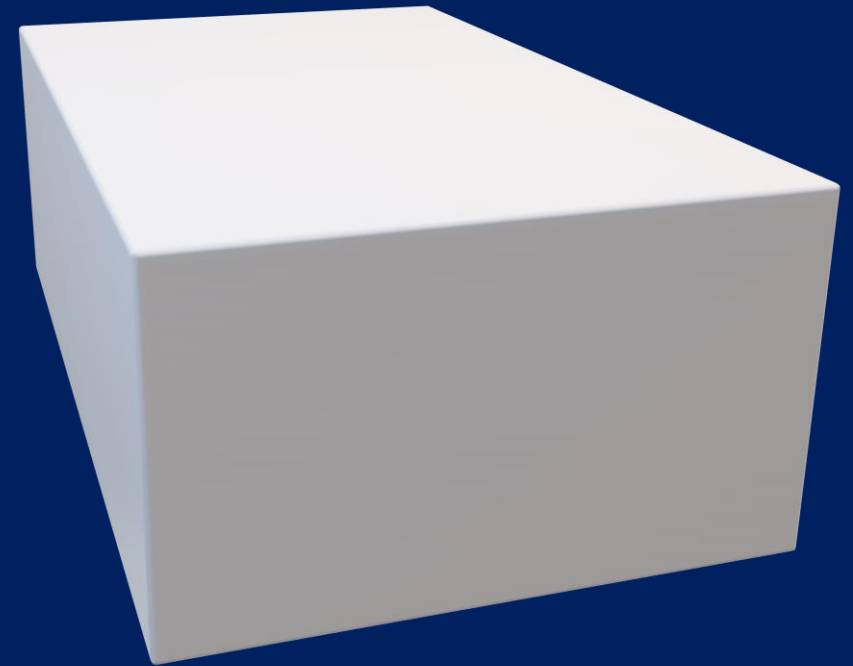
Major **goals** for higher education

1. Study programmes need to ***reflect on and react to*** the developments in society and the labour market
2. Learners need to acquire ***new skills and competences***, which enable them to fully benefit from the 'digital dividends' of technology
3. Higher education institutions should be a place to consider and even ***practice future social reform***, which can truly harness the benefits of digitalisation for all
4. The opportunities of digitalisation for creating ***new learning spaces*** should be harnessed to improve the accessibility and quality of educational provision

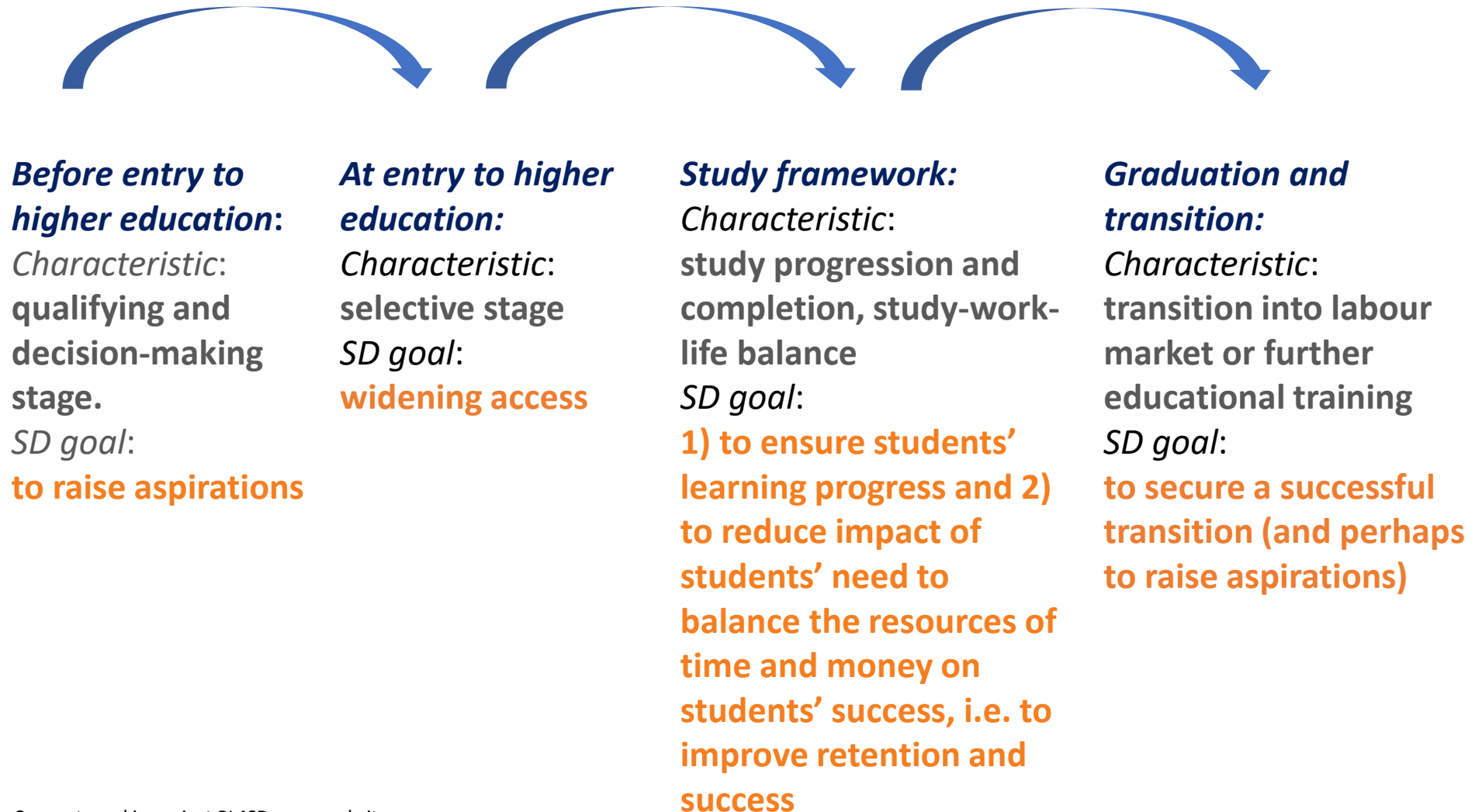


Higher education is broadly shaped by 2 limitations:

- **the difference between being 'in' and being 'out' of a higher education institution**, i.e. mainstream higher education erects high administrative hurdles to entering a full learning programme
- **the linearity of learning**, i.e. the general idea that the foundational blocks of learning continue sequentially until a full programme of BA & even MA course is completed



Four phases of participative equity



Go to www.menti.com and use the code **72 73 93**



Interruption during your educational pathway

Mentimeter

0

(Almost) no interruption
- went straight through

0

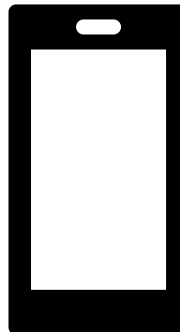
Not more than 1 year
interruption

0

Between 1 and 2 year
interruption

0

An interruption longer
than 2 years



4 learning pathways through higher ed – AHEAD Foresight report

Model 1 - Tamagotchi (Status quo plus)



Model 2 - Jenga



Model 3 - Lego set



Model 4 - Transformers



For the full report see:
<http://bit.ly/AHEADreport>

The report is in German, but has an English executive summary (*English language full version to follow shortly*)



Tamagotchi: *Higher ed for a good start in life*

- A closed ecosystem built around the student

Job market

Didactics

Technology

Organisation



Jenga: *Higher ed as a solid fundament for further development*

- Providers offer a foundation of knowledge and competence which is extended by learners through shorter study blocks in their further learning pathway.

Job market

Didactics

Technology

Organisation



Lego: *Higher ed as building blocks*

- The course of study is not completed as a compact, long unit, but consists of individually combined modules of different sizes.

Job market

Didactics

Technology

Organisation



Transformer: *Higher ed as chance for transformation*

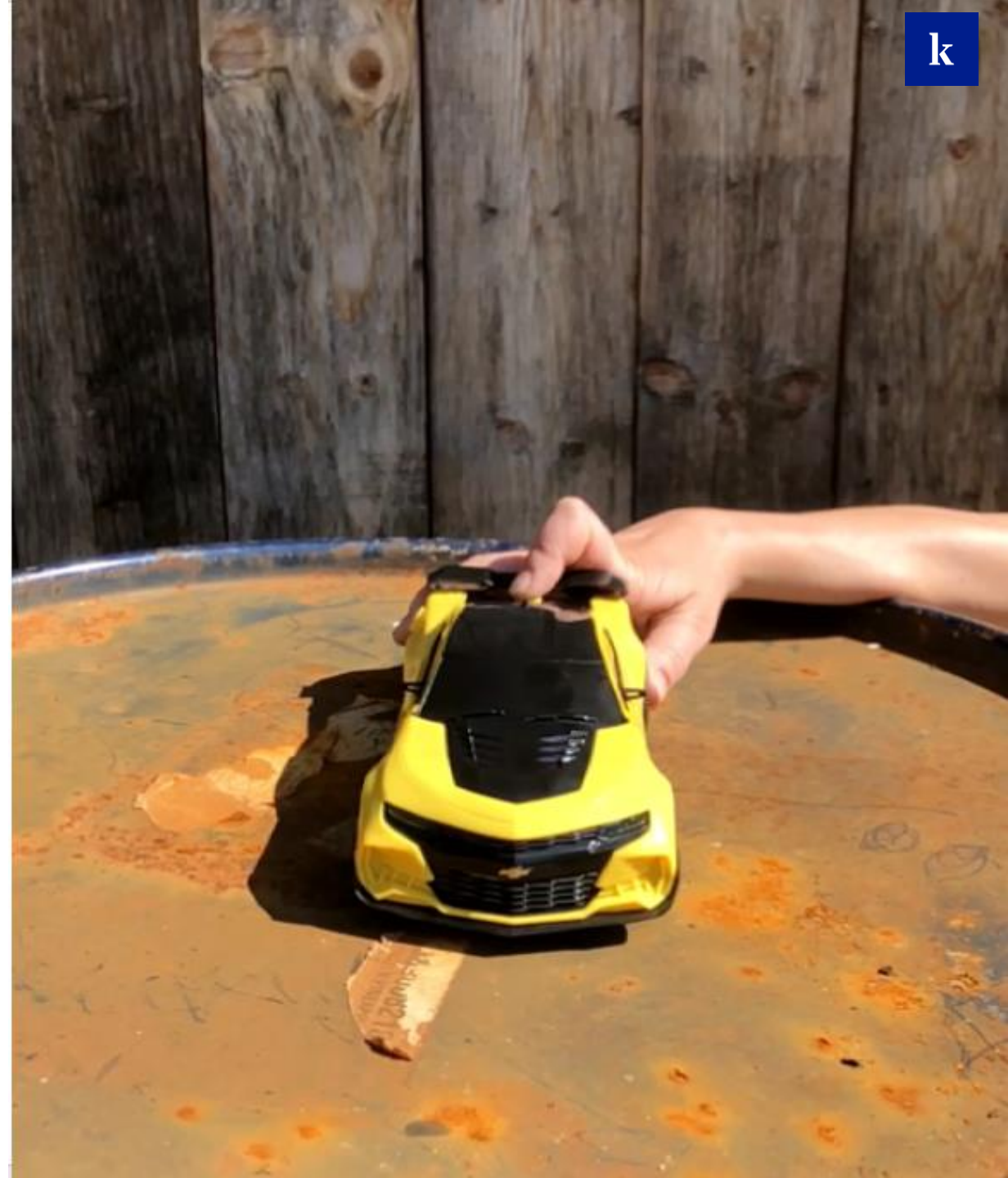
- The students in this model do not transfer directly to higher ed as school leavers, but have already acquired their own professional identity and life experience, which contribute to their studies.

Job market

Didactics

Technology

Organisation



For system change – where do we need to work?



1. Learner guidance and support
2. Collaboration between learning providers
3. Collaboration between learning providers and representatives of the labour market
4. Recognition of learning and skills acquisition
5. Quality assurance
6. Institutional funding
7. Student financial support
8. (...)

Background



Orr, D., Lübcke, M., Schmidt, P., Ebner, M., Wannemacher, K., Ebner, M., & Dohmen, D. (2019). AHEAD Internationales Horizon-Scanning: Trendanalyse zu einer Hochschullandschaft in 2030. Retrieved from https://hochschulforumdigitalisierung.de/sites/default/files/dateien/HFD_AP_Nr_42_AHEAD_WEB.pdf