

## **Learning and Teaching Reimagined: A Global Perspective**

### **Abstract**

For years, the higher education sector has been preparing for a more blended, online approach to teaching and learning. The COVID-19 pandemic has not only accelerated this process, but enabled the sector to take stock, rapidly and flexibly, of how we deliver education.

This has been at the institutional and national level. Jisc, the UK's NREN has worked with our sector to explore 'Learning and Teaching Reimagined: a new dawn for higher education' published in November 2020. We are now looking through a global lens; EUNIS21 is a timely opportunity to share learnings, and create a more collaborative global approach.

### **Learning and Teaching Reimagined: A global perspective**

For what has seemed like years, the higher education sector has been readying itself for a more blended, online approach to teaching and learning. The impact of the COVID-19 pandemic has been to not only accelerate this process, but to enable the sector to take stock, in a rapid and flexible way, of how we deliver education.

Jisc's flagship 'Learning and Teaching Reimagined: a new dawn for higher education' report is the result of a five-month higher education initiative to understand the response to COVID-19 and explore the future of digital learning and teaching. The report provides university leaders with inspiration on what the future might hold, guidance on how to get there and practical tools to develop your plans. The Learning and Teaching Reimagined programme will continue this work, additionally through a global lens. Our initial engagement with international partners has been positive and Jisc is looking to see how we can have a mutual learning experience with and collaborations with other countries across the world.

The initiative, in conjunction with UK sector bodies Universities UK, Emerge Education and Advance HE involved high levels of engagement with more than 1,000 sector leaders, staff and students through webinars, roundtables, consultations, focus groups, surveys, interviews and case studies.

Through this programme we have explored the experience of 2020 and changing aspirations of the nature and shape of learning and teaching for the future, through three horizons:

- Short term: understanding 2020. The current (2020) rapid transition to technology-enhanced learning and support as a consequence of the COVID-19 pandemic
- Medium term: preparing for strategic change. University ambitions and support for transition to a sustainable plan in academic year 2021/2022
- Long term: inspired by the future. Developing a vision for the future with the academic year 2030/2031 in mind

This presentation will highlight the findings of the programme to date, from the perspectives of students, lecturers and university leaders. Students explained that they prefer blended learning, like convenience, saving time and easy access course materials. Lecturers believe blended learning brings opportunities to improve educational outcomes, and leaders believe a blended approach enables anytime, anywhere, anypace learning. The strategic shift from lecturer-led to student led learning, delivering flexible teaching, efficiencies through to personalised and adaptive learning, inclusivity and accessibility is underpinned by the digital and data ecosystem. The vision is that in 2030, higher education is attractive to all students, seamlessly spans the physical and virtual worlds and is of the highest academic quality.

Our next steps, as Jisc and as the UK is to bridge the gap between 2020 and 2030, and beyond (Education 4.0) enabling and delivering this vision not only for the UK, but globally. This has been, to date, at the institutional and national level. Jisc, as the UK's NREN, is taking

a leading role, enhancing and extending this initiative with a global perspective. We have initiated discussions with sector bodies and institutions in the United States, Australia and across Europe and wish to extend this further. EUNIS21 is a timely opportunity to share our learnings, as well as create a more collaborative and global approach.