Future-fit quality and qualifications: **Exploring Digital Transformation**

The DCU Futures experience

Dr. Blánaid White, Dean of Strategic Learning Innovation 18th October 2022



Bhaile Átha Cliath **Dublin City University** Rialtas na hÉireann Government of Ireland



Human Capital Initiative

Q2: How can Irish education providers respond to these trends to develop future-fit quality and qualifications?



Ollscoil Chathair Bhaile Átha Cliath Dublin City University

DCU Futures: a radical re-imagination of the curriculum

Dr. Blánaid White, Dean of Strategic Learning Innovation

Dr. Ciarán Dunne, Transversal Skills Directo



Dublin City University

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Human Capital Initiative

Our goals:

To prepare our students to thrive in an unscripted world defined by unprecedented technological and social change

To ensure that our higher education institution is future-capable when knowledge is no longer the highly valuable form of tradeable capital it once was

www.erikjo.com

The 4th Industrial Revolution is increasingly shaping all sectors, influencing our lives, careers, industries and societies

Career mobility is increasing – estimates that current graduates will change not jobs, but sector, an average 5 times

The nature of work and the workplace is changing, as are the skills being demanded by employers

Automation and A.I. are predicted to replace up to 800 million jobs by 2030 (McKinsey Global Institute Report, 2017)

Covid accelerated rather than created trends



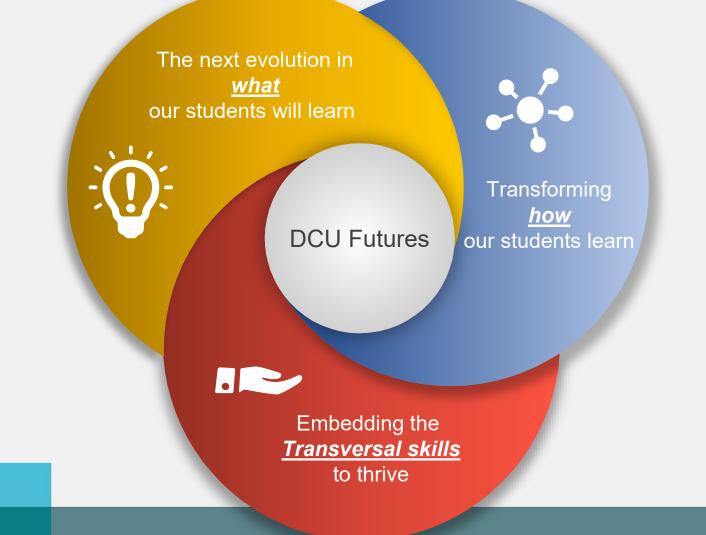
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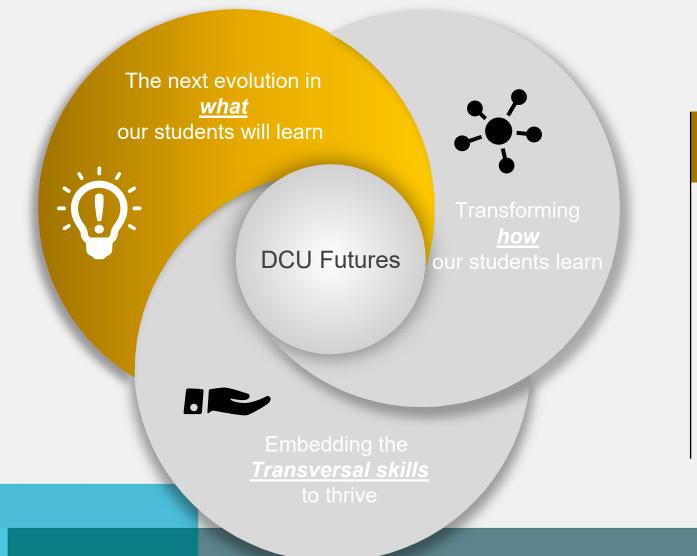


DCU Futures: a radical re-imagining of undergraduate education

in response to, and anticipation of, a rapidly changing world



DCU Futures: a radical re-imagination of the curriculum



New areas of study

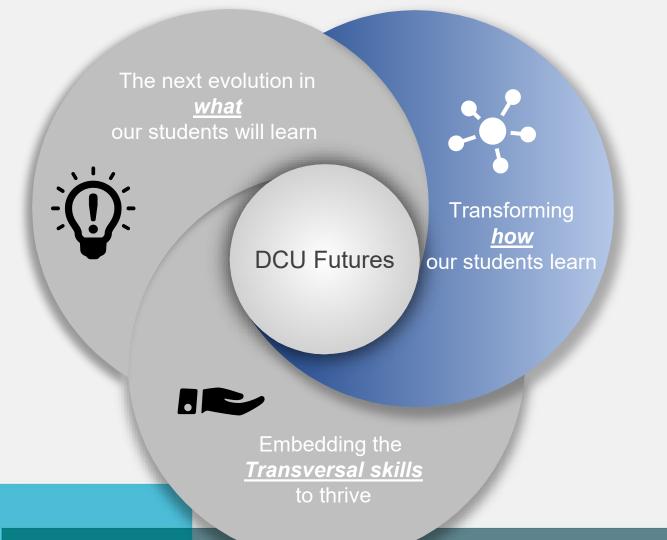
Data/Technology Infused World

Zero Carbon Economy

Sustainable Society

Employable graduates with human-centric discipline skills

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Innovative Pedagogy & Assessment

Challenge Based Learning

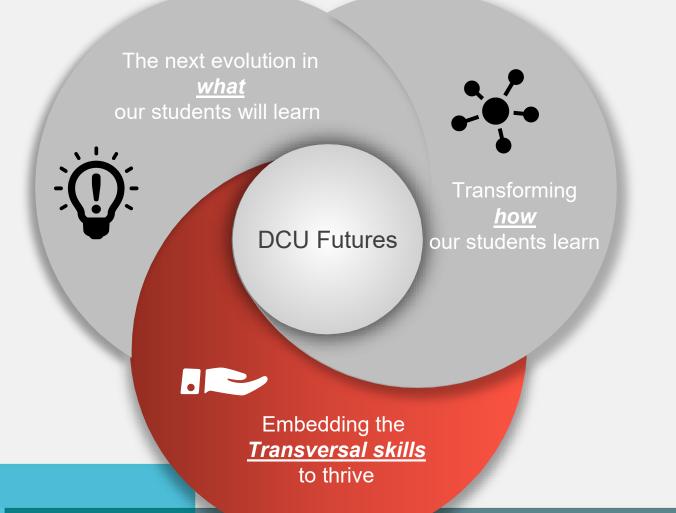
Engagement with Industry

Immersive Learning Experience

Online Learning

Virtual Laboratories

DCU Futures: a radical re-imagination of the curriculum



Transversal Skills Pathway

Responding to the increase in career mobility, the value of inter-disciplinarity, and the need for eminently employable graduates who can operate effectively across multiple domains and differentiate themselves from automation and A.I. Continual understanding of emerging skills needs – ongoing conversations with industry

Building flexibility into our approval processes for new and revised programmes

Increasing staff capacity to teach innovatively, embedding challenge based learning

Having ongoing curriculum renewal at the heart of our institutional strategy

DCU Futures

Increasing teaching support, dedicated learning designers & learning technologists

Building in systematic flexibility in our programmes, enabling us to respond to emerging needs

Explicitly designing-in robust transversal skills development in all our programmes Q3: What are some of the key lessons for Irish education providers in their efforts to harness the potential of digital transformation?



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Digitalisation in terms of modalities

Modes of learning in higher education

Online learning may be

In-person

Students learn in the

classroom, lab, lecture

theatre, workshop, studio

or other place-based

learning space on campus.

Hybrid

Students have some learning online AND also attend in-person synchronous classes.

Students learning is physically removed from a campus. Usually this is online, but can also incl. synchronous or asynchronous. physical resources. Learning (Online may be called remote can be synchronous or learning or extended campus.) asynchronous.

Distance

Blended

Students learn in-person on campus through a blend of digital learning activities (using tech) and other placebased class activities. The activities are usually synchronous, but may also include asynchronous pre-class tasks e.g. flipped learning.

HyFlex

Students have the flexibility to choose to attend in-person or join online. Learning is usually synchronous and both groups learn together at the same time. A third asynchronous group option to learn may be added.

Self-directed

ALL students engage in additional independent learning activities e.g. class prep, research, wider reading, practise, groupwork, revision, assessment, using feedback, co/extracurricular activities.





Moving beyond modalities

No longer initiating the conversation in terms of of synchronous/asynchronous, online, blended, hyflex, etc ABC learning design framework – go back to curriculum Defining attribute for online is "active", not "transmission" Engagement does not automatically trigger assessment (a hangover from covid?) Scheduled, meaningful synchronous academic presence in modules Conversation is much broader than online/face-to-face, inste

assessment principles



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ORIGINAL ARTICLES



An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy

