

ICOFE

Open University of Hong Kong

**Shaping Innovative and Inclusive
Learning Communities:
*lessons from European experience***

Workshop

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Understanding linkage

- Critical role of partnerships, linkage and strategic joint ventures in contemporary higher education
- Opportunities and challenges in such undertakings
- Defining desired outcomes
- Changing role of the University in global operation
- Operating internationally - three key issues:
 - strategic planning
 - business model of partnership
 - importance of capacity building
- What do we need and how do we get there?

Partnerships

- Partnership characterized universities from the beginning
- Linkage for shared common interest
- Research strategy often demands partnership
- Student and faculty exchange
- Pervasive change now driving this
- Education and learning and economies of scale
- Innovation and technology
- Need for quality linkage
- European dimensions

Globalized impact on Higher Education

- Pressure of comparative league tables
- Competition for resources
- Outsourcing, amalgamation and rationalization
- Spread of knowledge economy
- Student and faculty mobility
- Recruitment of graduate students
- Impact of ICT - distance learning, access and MOOCs
- Linkage to industry and enterprise

The Innovation Mantra

- Innovation supporting learning
- Innovation supporting work
- Re-evaluation of traditional methods and structures
- Changing needs and creativity
- Responding to impact of globalization
- Change without changing - 'innovation with precedents'
- Facing new realities - using evidence, connecting issues, thinking outside the box

Activity 1

Define innovation

Indicate at least 3 ways in which innovation is critical to learning and educational systems

Give an agreed example of innovation

Innovative sustainable education

- Learner centered
- Competence driven
- Community focused
- Pervasive technological presence
- International cooperation
- Learning process (application modes)
- Individual value (humanistic approach)
- Curiosity

Activity 2

Define creativity

Why should creativity be important to education?

How can creativity be developed?

EU Contexts

European Union

BASIC STATISTICS ON EUROPEAN COUNTRIES

EU Member States

Country	Area (km²)	Pop. (millions)	Pop. density (per km²)	Pop. growth (1990-2000)	Pop. growth (2000-2005)	Pop. growth (2005-2010)	Pop. growth (2010-2015)	Pop. growth (2015-2020)
Austria	83,859	8.5	101	0.1	0.1	0.1	0.1	0.1
Belgium	30,528	10.5	344	0.1	0.1	0.1	0.1	0.1
Bulgaria	110,910	7.5	67	0.1	0.1	0.1	0.1	0.1
Croatia	56,542	4.5	79	0.1	0.1	0.1	0.1	0.1
Cyprus	9,251	0.8	85	0.1	0.1	0.1	0.1	0.1
Czech Republic	78,867	10.5	133	0.1	0.1	0.1	0.1	0.1
Denmark	43,094	5.5	127	0.1	0.1	0.1	0.1	0.1
Estonia	45,248	1.3	29	0.1	0.1	0.1	0.1	0.1
Finland	143,903	5.3	37	0.1	0.1	0.1	0.1	0.1
France	643,801	65.5	102	0.1	0.1	0.1	0.1	0.1
Germany	357,021	82.5	231	0.1	0.1	0.1	0.1	0.1
Greece	131,957	11.5	87	0.1	0.1	0.1	0.1	0.1
Hungary	93,030	10.5	113	0.1	0.1	0.1	0.1	0.1
Ireland	70,273	4.5	64	0.1	0.1	0.1	0.1	0.1
Italy	301,338	60.5	201	0.1	0.1	0.1	0.1	0.1
Latvia	64,589	1.3	20	0.1	0.1	0.1	0.1	0.1
Lithuania	62,686	3.5	56	0.1	0.1	0.1	0.1	0.1
Luxembourg	2,586	0.5	193	0.1	0.1	0.1	0.1	0.1
Netherlands	41,526	16.5	397	0.1	0.1	0.1	0.1	0.1
Poland	312,685	38.5	123	0.1	0.1	0.1	0.1	0.1
Portugal	92,090	10.5	114	0.1	0.1	0.1	0.1	0.1
Romania	238,391	21.5	90	0.1	0.1	0.1	0.1	0.1
Slovakia	49,035	5.5	112	0.1	0.1	0.1	0.1	0.1
Slovenia	20,273	2.1	103	0.1	0.1	0.1	0.1	0.1
Spain	505,992	45.5	90	0.1	0.1	0.1	0.1	0.1
Sweden	449,964	9.5	21	0.1	0.1	0.1	0.1	0.1
Switzerland	41,284	7.5	181	0.1	0.1	0.1	0.1	0.1
Turkey	783,562	72.5	92	0.1	0.1	0.1	0.1	0.1
Ukraine	603,628	46.5	77	0.1	0.1	0.1	0.1	0.1
United Kingdom	244,820	61.5	251	0.1	0.1	0.1	0.1	0.1

EU Candidate Countries

Country	Area (km²)	Pop. (millions)	Pop. density (per km²)	Pop. growth (1990-2000)	Pop. growth (2000-2005)	Pop. growth (2005-2010)	Pop. growth (2010-2015)	Pop. growth (2015-2020)
Albania	28,748	3.5	122	0.1	0.1	0.1	0.1	0.1
Bosnia and Herzegovina	51,129	3.5	68	0.1	0.1	0.1	0.1	0.1
Bulgaria	110,910	7.5	67	0.1	0.1	0.1	0.1	0.1
Croatia	56,542	4.5	79	0.1	0.1	0.1	0.1	0.1
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KEY
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Contours of modern Europe

- From common market to Union
- Economic powerhouse: the social model
- Free movement of labour
- Diversity, complexity and danger zones
- The impact of globalization
- Triumph of neo-liberalism: the end of growth

Europe and Learning Support

- Part of integration strategy since outset
- Designed to address labour market needs
- EU has no competence in national education
- Structural funds: address imbalances
- Form of redistributive financial tool

EU thematic Objectives (2014-20)

- Research and innovation
- Competitiveness for SMEs
- Employment and labour mobility support
- Social inclusion and combating poverty
- Education, skills and lifelong learning
- Institutional capacity building.



Key Structural Funds

- European Regional Development Fund
- European Social Fund
- European Maritime and Fisheries Fund
- All have key overarching strategic objectives
- Shared responsibility with Member States

ESF in Operation

- Accounts for 10% of entire EU budget
- Operates in 7 year cycle (current 2007-13)
- Lisbon Agenda (2000)
 - Innovation
 - Entrepreneurship
 - Adaptability
 - Equal Opportunities

Additional Funding

- Community Initiatives (operated by EACEA)
- NOW - addressing needs of women in the labour force
- HORIZON and INTEGRA - addressing needs of citizens with disabilities
- Leonardo da Vinci - vocational training
- ADAPT - enhancing change, upskilling and learning in workplaces
- EQUAL (2001-07).

Framework Programmes for RTD

- Advanced ICT support
- Innovation and sustainable research
- Budget of FP7 (2007-13): €50,5 billion
- Budget of FP8 (2014-20): over €80 billion

Europe 2020

The five key priorities now are:

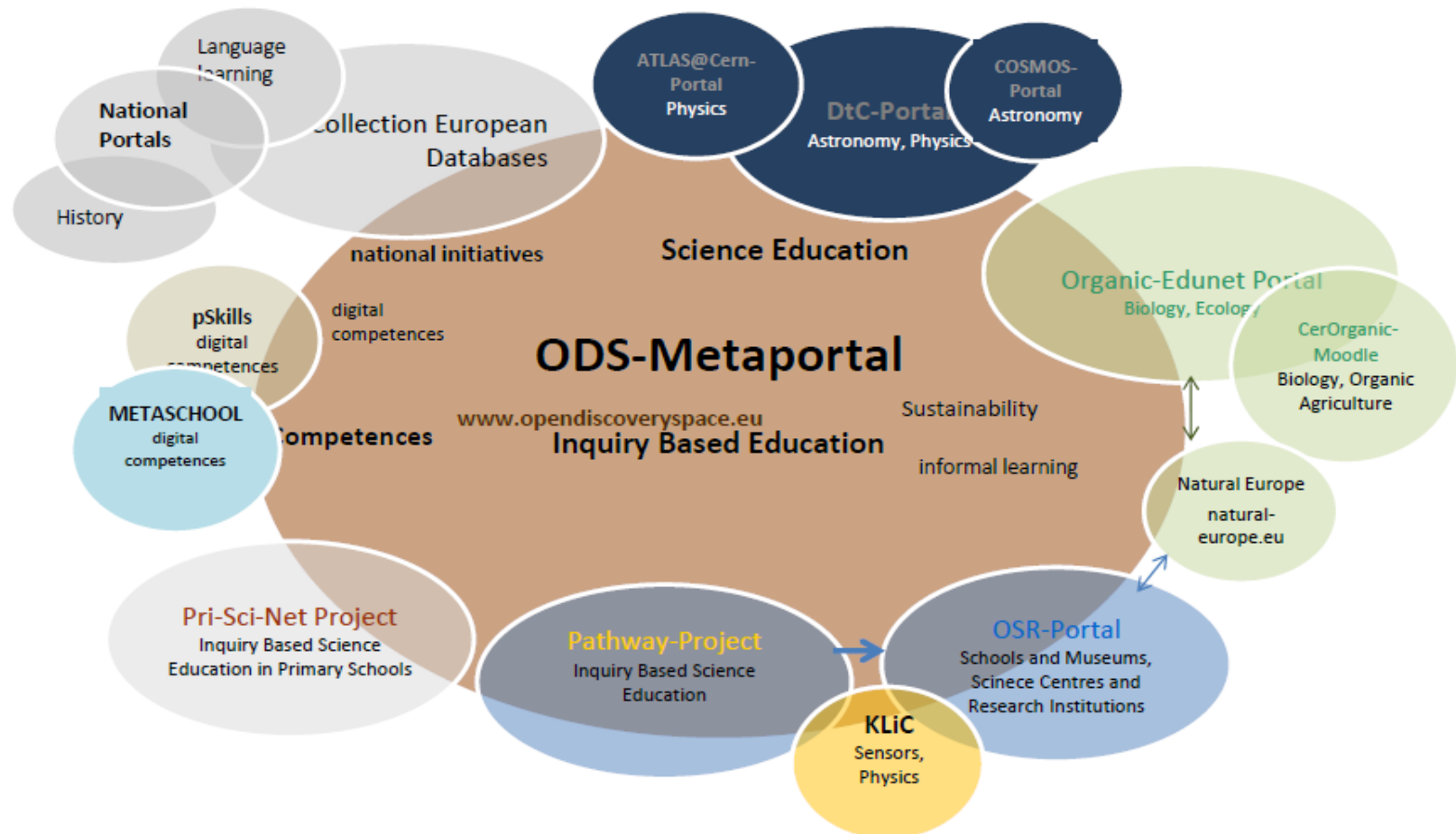
- *Raising the employment rate of adults*
- *Improved investment in research and development*
- *Reduction in greenhouse gas emissions*
- *Reduction of early school leaving and increased rates of completed third level education*
- *Reduction of poverty levels by 25%.*



Open Discovery Space

Largest single project ever funded by the European Union
Creation of a vast digital repository of OERs

Project relationships and synergies



Themes of UDL



1. **Inclusive learning environments** (assistive technologies/interventions, mobile environments, access, ergonomics)
2. **Resources** (educational resources, development of inclusive school, accessible educational resources, Universal Design of Online Courses)
3. **Teachers' and school leaders' competences** (curriculum design, applying UDL to Lesson Design, inclusive teaching strategies - game based approaches, independent living principles)
4. **Examination of barriers and identification of opportunities** (learning difficulties/needs of students - learning styles, barriers/challenges in classrooms of all types, UD policy and legislation, raising awareness)

Researching innovation

- *Creanova* - EU Project (2008 - 2011)
- Innovation and creativity in learning
- Towards definitions and impact
- Link to regional development
- Applied studies and test cases
- *Discovering Vision*
- *Embedding Vision*





Supporting teachers' and parents' partnerships through social-networking technologies

The project aims to improve teachers' and school leaders' knowledge and understanding of effective parental engagement and enable them to develop skills that will strengthen and improve the role of parents in schooling. This will be achieved through use of state-of-the-art ICT networking tools. These technologies will benefit teachers and parents by enabling them to connect to education services, resources and collaborative learning support activities.

LANGO

LANGO aims to reduce language communication barriers through specific use of new smart phone technologies. The project has developed a language-learning tool which requires a little effort on the part of learners. LANGO users will be able to learn language - literally on the go, at any time and any place on flexible web-based and mobile learning platforms.



NELLIP

1. Identification and description of examples of best practice in planning and implementing language learning initiatives that have received the European Language Label.
2. Development of guidelines on how to plan, implement, manage, exploit and create network between language learning quality initiatives based on maximizing best practice developed within the framework of European language labeled projects and initiatives.
3. Organization of workshops to test and exploit project results and European language labeled initiatives and projects.



CAREM

School based activities using collaborative art making

Fostering inclusion and rights

Combatting marginalization

Promoting European citizenship



UEmploy

- Disability Focus
- Training with Employers
- Digital portfolios and web tools
- Selection of employment consultants
- International focus
- Methodology of insertion

U●Employ

www.uemploy.eu

FIESTA

- Professional network – transnational and innovative
- Key stakeholders – education, health and social services
- Multidisciplinary learning approach
- Learning and support requirements for pupils with special needs
- Focus on inclusion, integration and rights
- Concentration on periods of transition



The FIESTA network (Facilitating Inclusive Education and Supporting the Transition Agenda) has been approved by the European Commission under the Lifelong Learning Programme (project no. 517748-LIP-1-2011-1-IE-COMENIUS-CNW).

Activity 3

How do you define 'inclusion'?

Why is inclusion important?

How can inclusion be implemented in our education systems?

Trajectories of inclusion

- Youth and mass unemployment
- Demographics: ageing and life expectancy
- Women and labor market participation
- Immigration, cultural and religious difference
- Disability
- Conflict, stress, anomie
- Urbanization, dissent and democratic deficits

Meaningful inclusion

- Inclusion changes both sides – the act of mainstreaming is to change the mainstream not the 'excluded'
- From objects to subjects
- Narratives of adaptation and discovery
- From target group to citizen
- Critical role of teachers
- Inclusion and the dialectic of rights

The academic crisis - from Freire to Juncker

How can one not be in exile working in academia, especially if one refuses the cliques, mediocrity, hysterical forms of resentment, backbiting and the endless production of irrelevant research? These spaces have become **dead zones of the imagination** mixed with a kind of brutalizing defense of their own decaying postures and search for status. Leadership in too many departments is empty, disempowering and utterly rudderless, lacking any vision or sense of social responsibility.

Henry Giroux, McMaster University. 2014

Authentic global learning

- Creating shared meaning in uncertain times
- Providing support and inclusion
- Valuing difference as a critical advantage
- Maintaining creative evidence
- Demonstrating research capacity
- Breaking out of boundaries
- Learning: emancipatory not a supply chain
- Shaping futures not reacting to them

Anticipating the future

- Excellence goes beyond mechanical quality measurement systems
- Critical role of diversity and equality approaches
- Gender and inclusion - the centrality of women
- Demographics and youth intervention
- Competitiveness and sustainability
- Education as business or a place apart?
- Offering critical space and alternative perspectives

Future directions

- Training of trainers
- Multilingualism
- Developing skills – competence transmission
- Developing attitudes – securing motivation
- Developing buy-in – loyalty and commitment
- Autonomous learning
- Risk taking
- Review, evaluation and research

Crisis impact: system change



Conclusions

- Education at a crossroads: both structure and process
- Planetary focus is on mobility, skills and innovation
- EU Funding offers significant opportunities
- EU funding is not a substitute but a supplement
- The non-finance resources offer as much if not more
- Transnational action is the only viable method in a globalized world
- All rests on vision and passion for community needs
- Innovative learning demands imagination and vision

謝謝

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