

Scuola
democratica

 il Mulino

2-3-4-5 JUNE 2021

REINVENTING EDUCATION

second international conference

**Rethinking Higher Education at the time of Covid:
challenges, new perspectives, critical issues**

04/June/2021

Session Chairs

Stefania Capogna

Gregory Makrides

Erika Zuperkiene



DIGITAL TRANSFORMATION IN HIGHER EDUCATION: THE CHALLENGE OF A NEW GOVERNANCE

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UNIVERSITA' DEGLI STUDI ROMA TRE



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ECOLHE Empower Competences for Onlife Learning in HE

36 months

2020-09-01 | 2023-08-31

<http://ecolhe.eu/>



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ECOLHE objectives

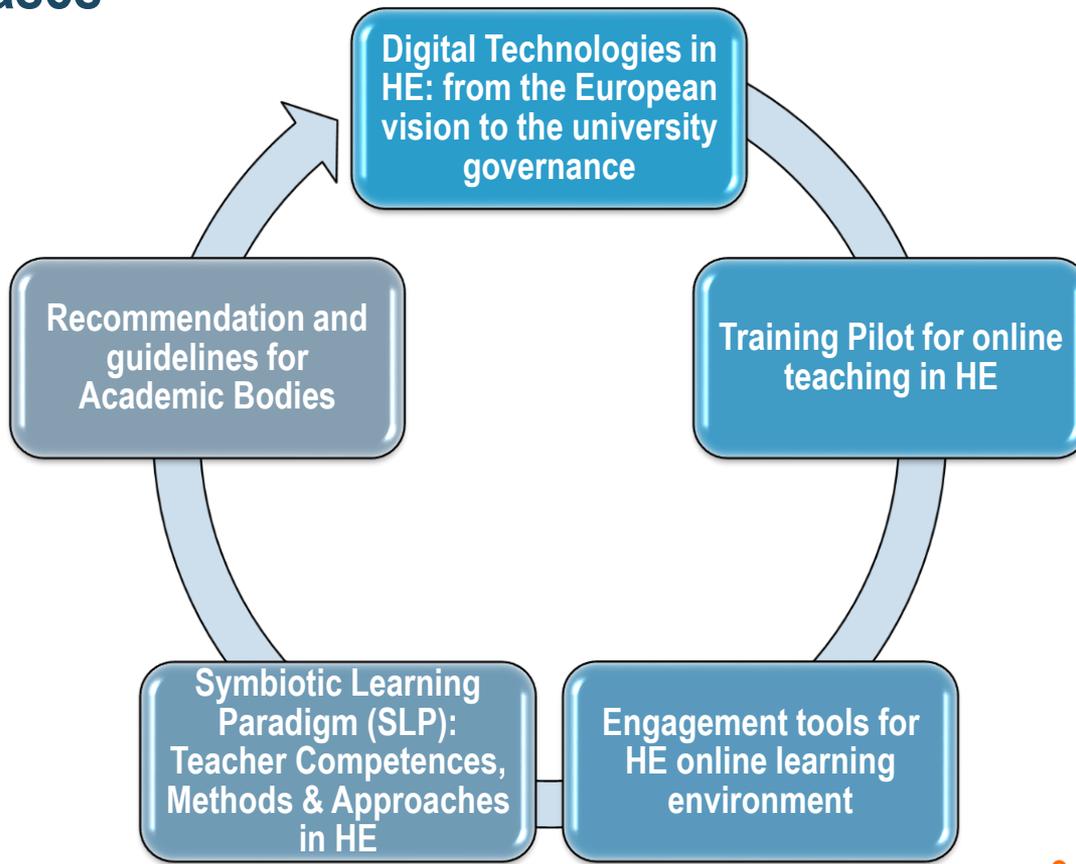
- overall framework of the online learning innovation processes in HE
 - support teachers and educators, promoting future and transferable skills
 - enhance and promote online quality relationships and e-learning standards
-
- ✓ to understand the way in which national policies have translated the European policies,
 - ✓ how universities have translated regulatory constraints in practice
 - ✓ with the intent to intercept useful suggestion for policy-makers, decision-makers and Academic Bodies
 - ✓ to build an EEHEA founded on teacher's professionalization and EQA



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ECOLHE phases



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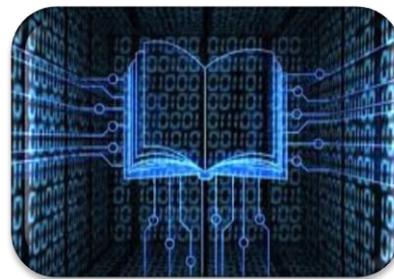
Digital Technologies in HE: from the European vision to the university governance. The scenario (1)



interactivity and connectivity / new languages and new ways of communicating



the future of work



technologies and digital transformation



learning society



key competences for lifelong learning



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Digital Technologies in HE: from the European vision to the university governance. The scenario (2)



March 2020

All changes...
a big revolution, first of all, a cultural revolution.

Increased use of information technology changes the role of the IT organisation and, consequently, the **related decision-making model** should reflect this change (Kähkipuro, 2018).



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Observing complex organizations. Universities between digital transformation and organizational change

The question is not whether we need to change, but rather how to drive the change.

Organizations are increasingly characterized as learning organizations, subject to requests, which transform their distinctive traits (Cocoza, 2014).

Complex organizations - mainly large organizations - differ from small ones for the type, variety and articulation of the socio-technical relationships that constitute them (Barnard, 1938).

A global rethink of the education model and the idea of digital innovation to be pursued (Capogna, Cianfriglia, Cocoza, 2020).

ICT are not just tools but social forces that increasingly influence who we are, how we socialize, our metaphysics, our agency (Floridi, 2014).





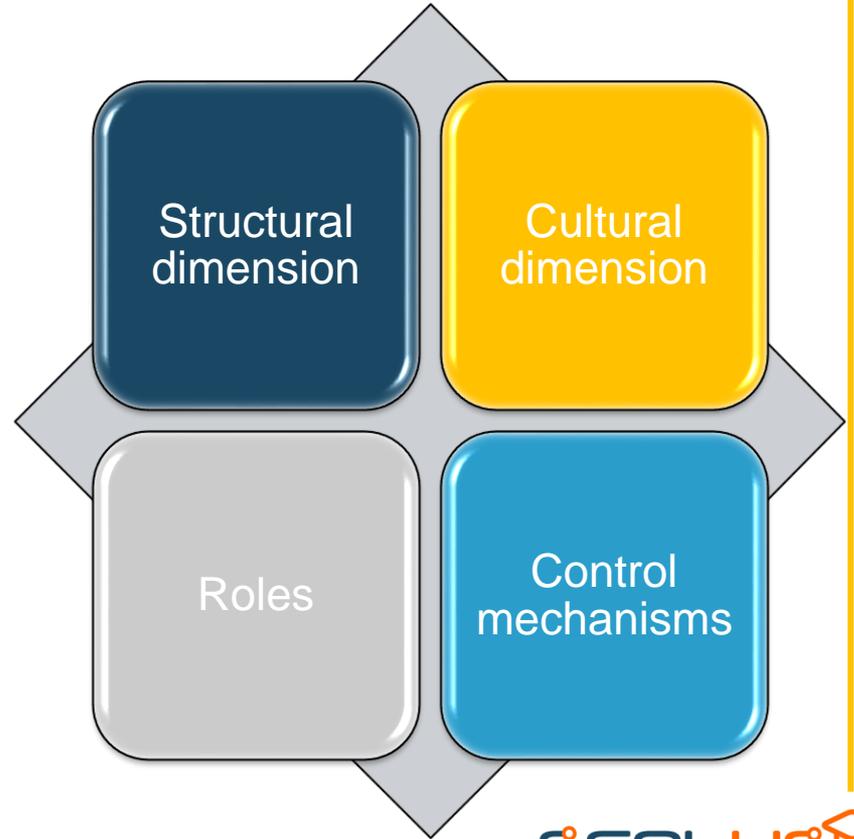
A organisational analysis of University

Considering the digital transformation and organizational changes, we try to observe Universities as **complex organizations**.

We are interested in understanding how the digital transformation influences/changes University, through a **procedural scheme for organizational analysis** (Cocoza, 2014).

Universities

- from "exclusive owners" of knowledge
- to organizers, enhancers and promoters of widespread knowledge in society and the world of economy (Palumbo & Proietti, 2019).





Some first findings

- *Digital is an increasingly transversal dimension in University life.*
- *The infrastructure/tools were there, but they were not used.*
- *A huge training need is emerging.*





Some first new questions



- *Which mixed didactics for the future?*
- *How much and how will the digital transformation at the University contribute to extending the entitlement to lifelong learning?*
- *What will remain after the Pandemic?*



Recovery And Resilience Plan

#NEXTGENERATIONITALIA



EDUCATION AND RESEARCH
30,88 miliardi dal PNRR
+ 1,93 mld da React-EU
+ 1 miliardo dal fondo
complementare

<https://www.fasi.biz/it/notizie/strategie/22519-recovery-fund-recovery-plan-piano-ripresa-resilienza.html>



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