

Session 3 – Policy options to support Hungarian HEIs in enhancing the quality of their digital higher education offer

François Staring

Higher Education Policy, Policy Advice and Implementation (PAI),
Directorate for Education and Skills (EDU)

Tuesday 4 October 2022, Budapest, Hungary



In higher education systems across the EU and OECD, greater institutional autonomy is accompanied by greater institutional support

5

Current institutional supports are insufficient to foster a wider scope of responsibility for quality





Proposed reform?

5

Current institutional supports are insufficient to foster a wider scope of responsibility for quality



Reform Area 5: Expand supports to build institutional capacity to take wider responsibility for the quality enhancement of their (digital) provision



Three key questions to ask when developing institutional supports

What?

Policies



How?

Strategy setting and guidance

- Policies for quality assurance (ESG 1.1)



ESG

Key criterion in MAB accreditation of HEIs

Who?

The challenge? Identifying and aligning the wide variety of national level actors that bear responsibility for the management, support, delivery and quality assurance of higher education.

Infrastructure



Financial support and incentives

- Student-centred learning, teaching and assessment (ESG 1.3)
- (Student support and) learning resources (ESG 1.6)

People



Stakeholder capacity building

- Student-centred learning, teaching and assessment (ESG 1.3)
- Teaching staff (ESG 1.5)
- Student admission, progression, recognition and certification (ESG 1.4)
- Student support (and learning resources) (ESG 1.6)

Processes



Feedback and performance monitoring

- Programme design, approval, monitoring and review (ESG 1.2 and 1.9)
- Information management (ESG 1.7)
- Public information (ESG 1.8)
- Cyclical external quality assurance (ESG 1.10)

1

What are Key Areas of Support for Hungarian Higher Education Institutions?





1. Infrastructure

1 Developing and maintaining a high-quality digital education infrastructure (*linked to ESG 1.3 & 1.6*)

“The digital transformation is not a requirement that comes from inside [the institution] or the government. It is a driver that comes from society itself” (HE stakeholder interviews)

- Fast-moving educational technology (**EdTech**) landscape
- Limited **capacity to assess** digital infrastructure needs
- **Main challenges** facing HEIs
 - IT maintenance and interoperability
 - Data security and privacy



2 Assuring the quality of digital course content, design, delivery and assessment (*linked to ESG 1.3 & 1.6*)

“As a result of the COVID-10 pandemic, suddenly there were expectations for teachers to improve the quality of their pedagogical practices” (HE stakeholder interviews)

- Rapid emergence of **digital education content**, including OER and MOOCs
- **Hybrid course design** and **online assessment** emerged as one of the main challenges facing instructors
- **Digital pedagogy** has not been a priority for instructors to date





2. People

3 Supporting and incentivising staff professional development (*linked to ESG 1.3 & 1.5*)

“Due to the isolated development, general digital developments covering the whole higher education or a specific field, level or type of education have not been implemented” (Tolnai 2021)

- Staff professional development is **not mandatory** for higher education institutions and instructors
- Slow emergence of **staff professional development centres** in institutions
- **Staff performance assessment** often does not cover digital competencies
- Limited opportunities for **peer learning and collaboration** on digital teaching and learning



4 Preparing and supporting students for digital learning (*linked to ESG 1.4 & 1.6*)

“Learning about quality is best done through learners” (HE stakeholder interviews)

- It is **mandatory** to provide academic and pastoral support to students, and to conduct student feedback surveys
- There are **no specifications** on the if and how to embed digital learning in student support services
- The most **urgent support needs** for students include
 - Access to and effective use of digital tools and resources
 - Autonomous/self-directed learning skills
 - Online mental health and well-being
 - Inclusion of students with socio-economically disadvantaged background





3. Processes

5

Monitoring and evaluating the quality of digital learning (*linked to ESG 1.2 & 1.7-10*)

“Quality assurance measurement in higher education is mainly optimised for contact learning” (Tolnai 2021).

- Perhaps the area where most development is needed in Hungary
- Main challenges
 - **Diversification** of data collection and evaluation methods
 - *Administrative data collection*: not adapted to digitalisation
 - *Surveys*: no systematic focus on digital learning
 - *Interviews and focus groups*: the value of qualitative stakeholder feedback
 - Institution or faculty-wide **self-evaluation** in general, and for digital learning specifically, is not common
 - External **benchmarking and peer learning** on digital higher education remains limited
 - **Learning analytics** and its potential to gather in-depth and real-time feedback on student performance is insufficiently exploited



2

How can Hungary Expand Supports to Build Institutional Capacity to Take Wider Responsibility for the Quality Enhancement of their (Digital) Provision?





1. Digital education infrastructure purchase, maintenance and use

Option 1 – (Financial) support for the purchase of digital education infrastructure

Continue strengthening investments in institutions' digital infrastructure to support the further development of digital higher education.

- > Investments in digital backbone of institutions
- > Joint procurement services

How?

- > In collaboration with the sector, identify priority areas for further development and investment



Option 2 – Support for the effective maintenance and use of digital tools and resources

Support institutions with the day-to-day maintenance and use of digital tools and resources.

- > Central network maintenance
- > Expert advice and training

How?

- > Reflect on the role of KIFÜ and other national bodies to support HEIs with digital infrastructure management and use



Potential model(s) for Hungary

> Option 1 – (Financial) supports



Hungary: development of the BackBONE++



UK: eight HEI consortia to support joint procurement of digital resources

> Option 2 – Guide and support



Lithuania: centralised hosting services and network connectivity provided by NREN



International frameworks: quality assurance of OER and online assessment



UK: Jisc guidance on how to use learning analytics



2. Staff professional development



Option 1 – Make the provision of staff training a mandatory requirement for HEIs

Introduce changes in national regulation to incentivise staff professional development by HEIs, including for digital teaching and learning.

- > Make the provision of staff CPD, including for digital learning, a mandatory requirement for HEIs
- > Develop national framework for staff and student competencies, including digital skills

How?

- > Revise national regulation



Option 2 – Provide opportunities for national and international peer learning and CPD

Provide opportunities for national and/or international peer learning and best practice sharing.

- > Dedicated national centre tasked with the organisation and QA of CPD, including for digital learning
- > Develop (online) platforms and tools to support peer learning and best practice sharing

How?

- > Build on training and tools already developed by national bodies and individual HEIs



Potential model(s) for Hungary

> Option 1 – Regulation on CPD



France: mandatory CPD for HE staff since 2018



Netherlands: collaboration between HEIs for national instructor qualification

> Option 2 – National support for peer learning and CPD



Ireland: National Forum for the Enhancement of Teaching and Learning



France: non-compulsory MOOC for HE staff



UK: QA of institutional CPD courses by AdvanceHE



3. Feedback and performance management



Option 1 – Develop a regular national (student) survey on the quality of digital learning

Introduce a national survey on the quality of teaching and learning in higher education, including a focus on digital teaching and students.

Why?

- > Inform institutional strategy
- > Streamline institutional monitoring and data collection
- > Support inter-institutional benchmarking and peer learning

How?

- > Build on existing ad hoc surveys



Option 2 – Adapt national administrative data systems to digitalisation

Reflect online, hybrid and blended education in national administrative data collection and tracking systems.

Why?

- > Inform institutional strategy
- > Streamline institutional monitoring and data collection
- > Support inter-institutional benchmarking and peer learning

How?

- > Develop FIR and DPR data systems



Potential model(s) for Hungary

> Option 1 – National (student) survey on the quality of T&L



Ireland: National survey on institutions' digital infrastructure (2016)



UK: Annual national student survey on the quality of digital teaching and learning since 2017/2018

> Option 2 – National monitoring



New Zealand: Single Data Return (SDR) system



United States: Integrated Postsecondary Data System (IPEDS)

3

Who are the Actors that are Best Placed to Provide the Variety of Institutional Supports Required?





Wide range of actors can play a role in supporting institutions

Licensing, administration,
admissions, information,
graduate tracking



OKTATÁSI
HIVATAL

Interests of HEI
leadership



Magyar Rektori Konferencia

Ministry of Culture
and Innovation (KIM)



ÍRÁS ÉS TECHNIKAI
MINISZTERIUM

International mobility and
cooperation programmes, staff
professional development



TEMPUS PUBLIC FOUNDATION

Student interests



DOKTORANDUSZOK
ORSZÁGOS
SZÖVETSÉGE



HÖÖK

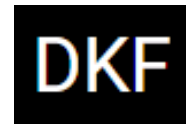


HEIs

Digital higher education



digitális jólét
program



Academic excellence



HUNGARIAN
ACADEMY
OF SCIENCES

MMA
HUNGARIAN
ACADEMY
OF ARTS

Business interests



HUNGARIAN
CHAMBER
OF COMMERCE
AND INDUSTRY

National Research and
Education Network (NREN)



Doctoral education





Potential role for MAB

Build on existing good practice and expertise in Hungary

Option 1 – Add digitalisation lens to already existing supports

- > Set up a **Standing Expert Committee on Digital Higher Education**, composed of national and international experts to ensure continuous dialogue with the higher education sector on key quality issues related to digital education
- > Identify and disseminate national and international examples of best practice on digital learning through the **Hungarian Accreditation Review**
- > Facilitate **training and peer learning activities** on the quality assurance of digital higher education, involving national and international experts

Option 2 – Expand existing support offer for institutions

- > (Coordinate) the development of **guidelines and/or a self-assessment tool** for HEIs, instructors and/or students, tailored to the needs of Hungarian HEIs and informed by international standards and practices
- > Carry out **thematic analysis** (e.g., transversal analysis of institutional accreditation reports) to identify common challenges and best practices for the QA digital teaching and learning in Hungary
- > Actively disseminate good practices through an **online good practice database** on MAB's website to support the development of a true "QA community" in Hungary

Potential model(s) for Hungary

- > **Digital expertise**
 **Australia:** *Register of External Expertise*
- > **Training and peer learning**
 **Spain:** internal QA training
- > **Thematic analysis**
 **Estonia:** thematic analysis of digital learning (2020)
- > **Good practice website**
 **Australia:** Online Learning Good Practice website
- > **Guidelines and tools**
 **Hungary:** Handbook on digital HE (2020)



Potential model: Handbook on *Educational Technology in Higher Education – Methodological Consideration* (2020)

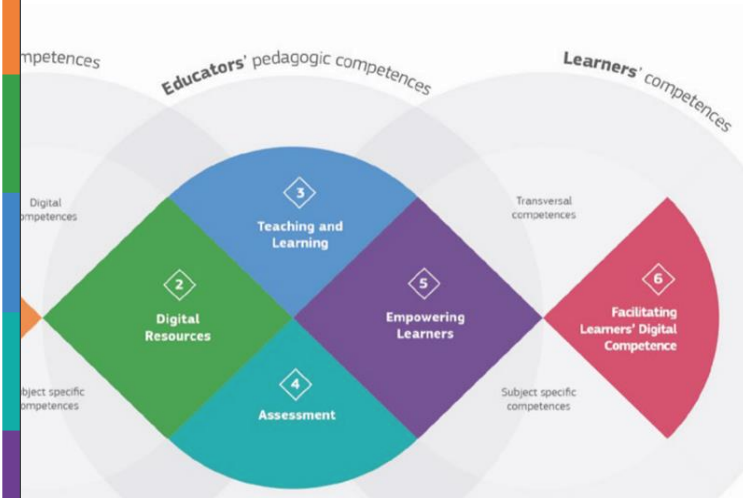
Available in Hungarian and
English

Following EU's DigCompOrg
Framework (2017)

Az oktatásinformatika módszertana a felsőoktatásban

Dringó-Horváth Ida
Dombi Judit
Hülber László
Menyhei Zsófia
M. Pintér Tibor
Papp-Danka Adrienn

Károli Gáspár Református Egyetem IKT Kutatóközpontja
Budapest, 2020





Questions for discussion

1

What are the main support needs of Hungarian higher education institutions to improve their quality management practices for digital higher education?

2

How should Hungary support institutions to build their capacity for the quality enhancement of digital teaching and learning?

3

Who are the actors that are best placed to provide the variety of institutional supports required?