



create
your
UNlverse

Students' expectations. Who knows what students need?

Results of the study "Create your UNlverse"

conducted by winnovation 2017

on behalf of the Austrian Council for Research and Technology Development and

Ludwig Boltzmann Gesellschaft

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Motivation and Objectives of the Study

Starting Points

Digital technologies, globalisation, demographic changes and other trends are challenging HEIs and policy makers to change established formats and designs of education.

One of the most remarkable changes we currently observe across sectors is a **role shift among individual and institutional actors: Users are gaining influence across systems and value chains.** Students act with more self-confidence and ask for new forms of participation and involvement.

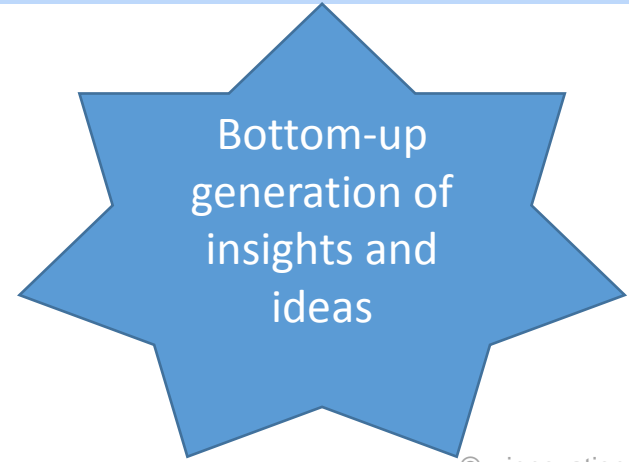
But who knows what students need? What are the ideas and expectations of HEI students in regard to their (digital) future?

There is clearly a **lack of user-centric knowledge** in HEIs and learning environments. Most studies and evaluations focus on the experts view. This could constitute a barrier for a successful digital transformation of HEIs.



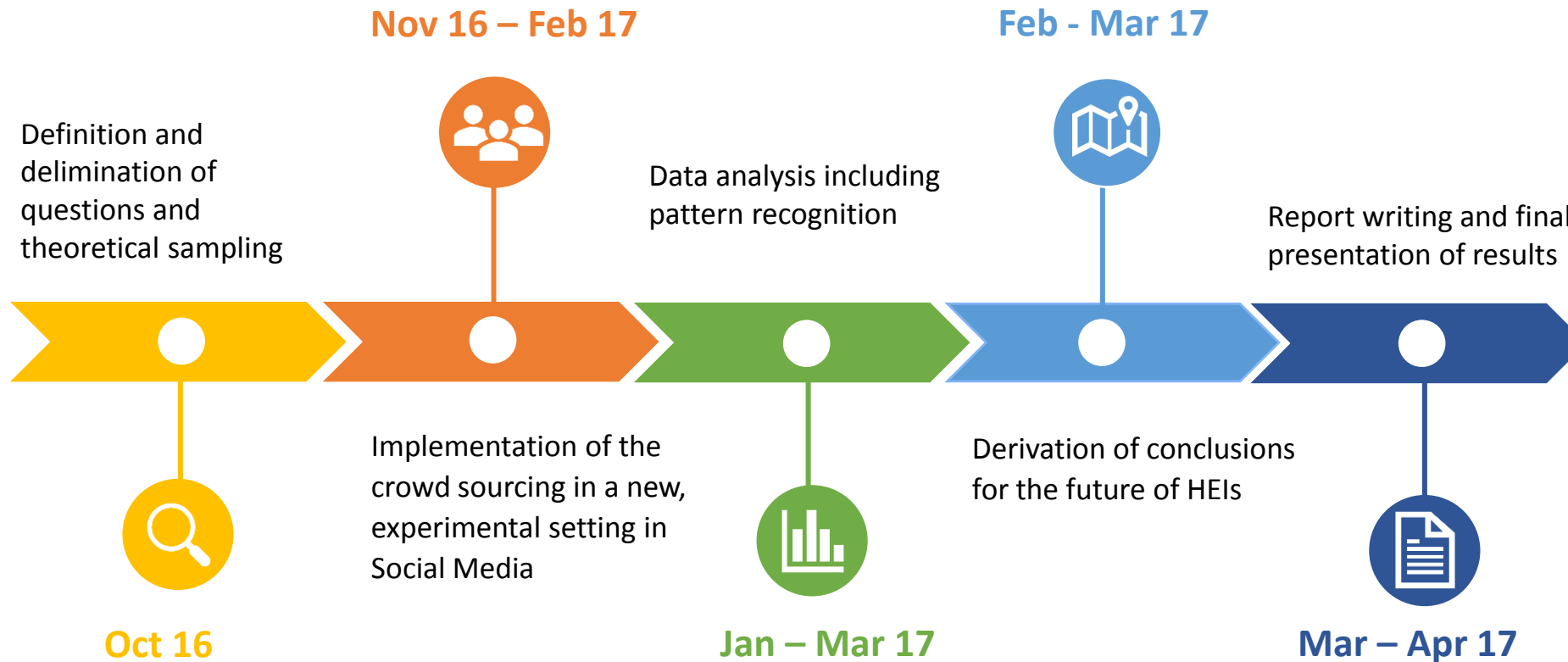
3 Goals

- 1. Capturing ideas and expectations of Austrian HEI students in regard to their future education by**
- 2. applying open innovation methods in a new, experimental study design and**
- 3. deriving conclusions, how HEIs and policy makers could better meet current and future student demands**



Study Design

- ▶ Combination of experimental crowd sourcing (using social media) and qualitative data analysis
- ▶ 5 project phases between Oct 2016 and Apr 2017



Recommendations for Tertiary Education

What we asked – 5 questions over a period of 14 weeks



**Q 1: How will universities operate in the future?
Will digital learning platforms – in manifold languages, especially in English – replace a real, physical campus?**



Q 2: Think outside the box: Which competencies should be imparted by universities in the future?



Q 3: How should the future university prepare you for your professional career?



Q 4: Imagine a unified access to universities in 2030: Should universities have the right to select students?



Q 5: Open theme – What should be changed in your studies already within a few years?

With 2.105 overall contributions, create your UNlverse turned out as one of the most successful crowd sourcings in Austria



... positive reactions from students, faculty, student associations, in blogs, etc.

Awareness

633 university teachers were contacted, 500 flyers distributed
 > 115.000 fans of multipliers and > 81.800 group members
 > **102.000 reached persons on Facebook**

Interest

> 1.200 page views on Facebook
 1.141 views of the survey

Desire

564 fans & 568 subscribers on Facebook

Engagement

> **8.700 interactions of contributors** on Facebook
67 teachers forwarded the survey to their students
35 Facebook pages shared questions / the survey on Facebook, 2 webpage contributions, 3 blog texts

Action

754 participants
2.042 contributions in the survey, 50 as comments, 13 as private messages on Facebook → on overall: 2.105 contributions

Loyalty

On average students answered 2,9 questions in the survey and 1,5 (via comments) resp. 1,1 (via private messages) on Facebook

Advocacy

7 students participated in a foto shooting in order to serve as testimonials on Facebook and shared the contribution on their private profile

Advantages of the applied method for HEIs and policy makers



OPENNESS

Asking for user-generated content instead of working with fixed hypotheses



SCOPE

Involving a broad range of students with diverse background in a short period of time



INTERACTIVENESS

Two-way communication instead of static one-way questionnaires



GAINING NOVEL INSIGHTS

Learning about new student needs in a credible way early on



DEEP LEARNING

HEIs will understand the motivation and backgrounds of students much better




BUILDING TRUST

Involving students by using their very own channels / peers increases commitment and trust



The results:
Expectations and ideas of students
in regard to the university of the future



The university of the future offers an inseparable blend of digital and analogous learning opportunities.

1

The physical campus does not disappear. On contrary, it gets a new, even more central and challenging functionality.

2

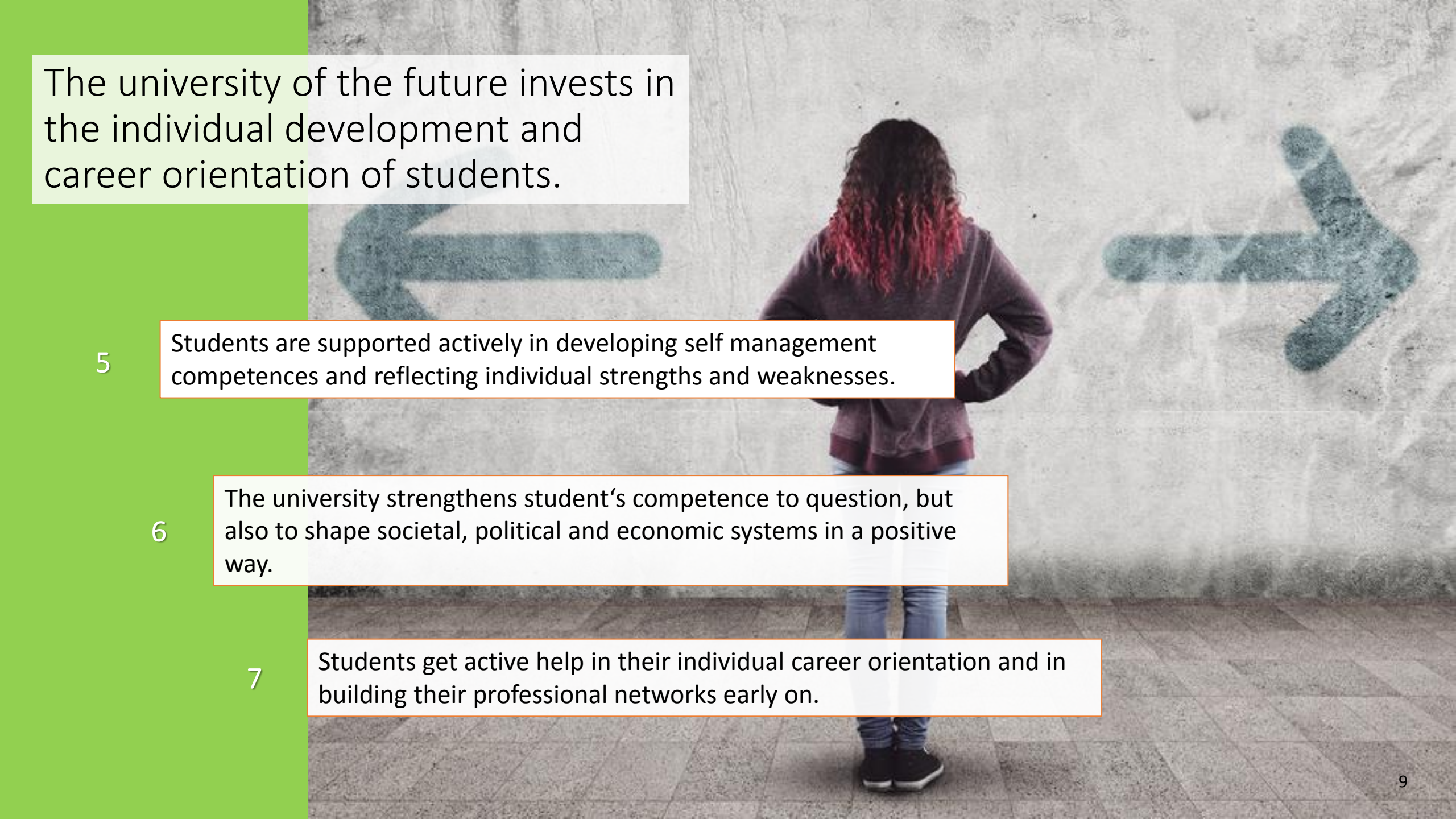
Social learning will become central. An intensive and perment exchange between peers and their teaching faculty takes place.

3

The university of the future supports individual learning paths based on the heterogeneous needs of students on all levels.

4

Experience-based learning and real world cases are cornerstones of future teaching.



The university of the future invests in the individual development and career orientation of students.

5

Students are supported actively in developing self management competences and reflecting individual strengths and weaknesses.

6

The university strengthens student's competence to question, but also to shape societal, political and economic systems in a positive way.

7

Students get active help in their individual career orientation and in building their professional networks early on.

The university of the future fosters intensively the building of teamwork and problem solving competences among students.

8

Students learn continuously how to communicate with diverse target groups and in diverse cultural contexts.

9

Cooperation and collaboration in heterogeneous teams is an integral part of all study programs.

10

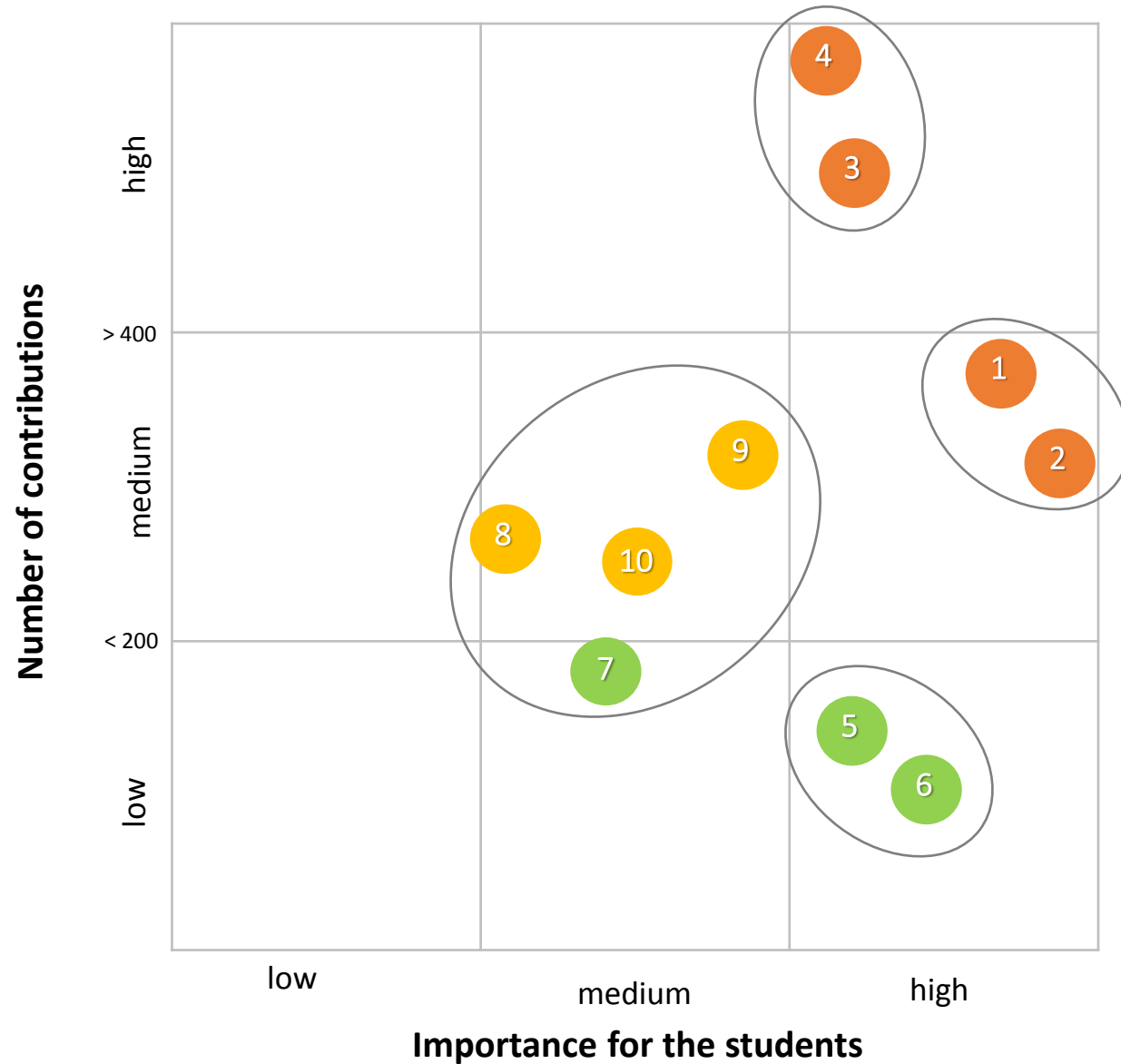
The university of the future offers space and freedom for a joint development of new solutions, for experimentation and independent, entrepreneurial thinking.



The university of the future applies fair and transparent student application and selection processes based on individual motivation and capacity.

Importance of expectations

Prioritization of the 10 categories





Recommendations for policy makers

1. **Foster a more intensive collaboration of universities on a national and international level:** There is a lot of potential for mutual learning between university institutions but also for joint learning platforms. Why can existing high-quality digital course material (videos, MOOCs) not be shared on a regional or even international level, in order to free up resources for other purposes?

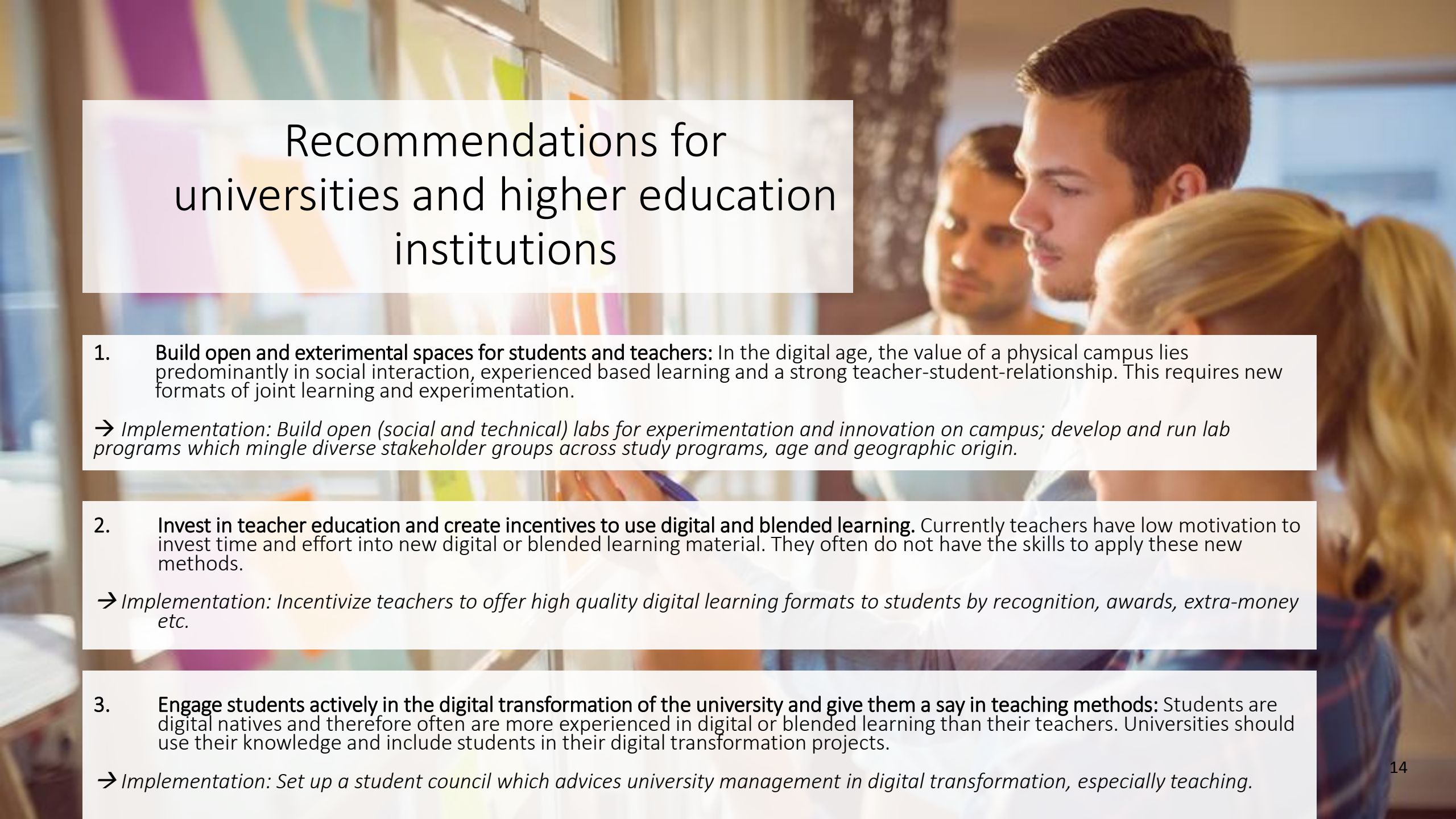
→ *Implementation: Collaboration across universities and higher education institutions, e.g. in teaching programs, could be part of performance contracts with universities and higher education institutions or incentivized by support programs/awards*

2. **Force management of universities and higher education institutions to seriously engage in the digital transformation with a focus on new learning and teaching forms.** Currently there is a huge gap between businesses and online educational offerings at the one side and HEIs at the other side in regard to the use of digital technologies. This poses the risk that publicly financed institutions lose reputation and students in the long-run.

→ *Implementation: The digital transformation with a focus on new learning and teaching forms should be mandatory in performance contracts with universities and higher education institutions.*

3. **Make student course evaluations and their online publication mandatory for all universities and higher education institutions.** Currently there is a lot of intransparency in regard to the quality and user-friendliness (→ reflecting heterogeneous student needs) of courses. Students are not able to pick and choose courses based on their needs.

→ *Implementation: The publication of course evaluation results (each semester) should be mandatory by law.*



Recommendations for universities and higher education institutions

1. **Build open and experimental spaces for students and teachers:** In the digital age, the value of a physical campus lies predominantly in social interaction, experienced based learning and a strong teacher-student-relationship. This requires new formats of joint learning and experimentation.

→ *Implementation: Build open (social and technical) labs for experimentation and innovation on campus; develop and run lab programs which mingle diverse stakeholder groups across study programs, age and geographic origin.*

2. **Invest in teacher education and create incentives to use digital and blended learning.** Currently teachers have low motivation to invest time and effort into new digital or blended learning material. They often do not have the skills to apply these new methods.

→ *Implementation: Incentivize teachers to offer high quality digital learning formats to students by recognition, awards, extra-money etc.*

3. **Engage students actively in the digital transformation of the university and give them a say in teaching methods:** Students are digital natives and therefore often are more experienced in digital or blended learning than their teachers. Universities should use their knowledge and include students in their digital transformation projects.

→ *Implementation: Set up a student council which advises university management in digital transformation, especially teaching.*

Thank you for your attention!

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