

VISION - A NEW VISION FOR TEACHING AND LEARNING

The ongoing digital transformation has shown the importance of rethinking and revamping our physical learning landscape. The future is becoming more and more hybrid, facilitating blended learning experiences that need to bring together physical and virtual spaces and methods.

The VISION project, a Knowledge Alliance funded by Erasmus+, was designed to map the future landscape of learning for CEI (Creativity, Entrepreneurship and Innovation) based on the impressions collected from 130 stakeholders interviewed across the globe. These stakeholders included policy makers, representatives of Higher Education Institutions (HEIs), educators, tech start-up founders, regulatory bodies, think tanks and students. The aim was to build on the collective intelligence when it comes to the future of learning, as well as identify the challenges and opportunities as perceived by these experts and the examples of successful initiatives or approaches currently in place.

To achieve this goal, the inquiries were structured around the main concerns regarding teaching and training CEI, namely:

- The social impact and relevance,
- Mismatches in line with future industry needs,
- Digital transformation and the role of technologies in re-shaping work and learning.

Using the tools and forward-looking methodologies, VISION consortium partners were invited to take part in ten online workshops. This led to the identification of eleven critical shifts currently underway in education that are particularly significant for teaching and training creativity, innovation and entrepreneurship.

The project coordinators, Olga Kokshagina and Kyriaki Papageorgiou, on the results obtained say: "We think that our results for the future of CEI in terms of shifts enable a better understanding of challenges that different organisations and individuals face when implementing CEI training activities; point to concrete elements that beneficiaries can direct attention to and improve with a view to the future and provide best practices from HEIs, edtechs and corporates in terms of teaching and coaching CEI".

DISCOVERING NEW LEARNING LANDSCAPES

Combining insights from 130 interviews conducted within the framework of the EU-funded VISION project, and first-hand observations of CERN's CBI programme, certain ongoing shifts in the educational landscape were identified. These shifts foster a more immersive, experiential and challenge-based learning. Among them:

- From traditional classrooms and lecture halls to flexible spaces and the real world, rethinking the spaces designed for students to sit still and listen to a professor transmitting information

What are Erasmus+ Knowledge Alliances?

This initiative of the European Commission supported 2014 – 2020 158 international collaborations between partners from higher education institutions and businesses. Still, it is open to any sector and involves a wide range of stakeholders on all levels. These consortia bring their particular expertise together, amplifying innovation across their fields through collaboration by developing new and multidisciplinary teaching & learning approaches, providing entrepreneurial mindsets and relevant skills to participants, and stimulating knowledge exchange.

The fields of action are broad and include current topics such as ICT, (green) economy and sustainable energy, education, life sciences, societal challenges, etc.

In the end, the results of KAs strengthen Europe's innovation capacity in the form of novel curricula and study programs, open educational and e-learning resources, accelerators, hubs and start-ups, new products and prototypes.

- From disciplinary-centred knowledge transmission to challenge-based learning, incorporating real-life challenges into the work of HEIs. This increases motivation, sense of responsibility and better prepares students for life and work;
- From learning alone to learning collaboratively, by creating assignments that require teamwork and collaboration, in order to generate collective knowledge
- From writing papers and taking exams to making and building prototypes
- From lecturers to coaches and learning facilitators, rethinking the roles and future trajectories of university professors and reskilling them.

“Our results aim to help different organisations to reflect in terms of how they are positioned across practical shifts and identify different tools and methods that can be used”.

These five shifts are interconnected and help moving towards a more impactful, relevant, and human-centred learning environment.

A VARIETY OF PROJECTS

The VISION project runs from 2019 for two consecutive years and has already led to short articles in the media. Among them *Digital Overload* in **The Conversation**; *Shifts in the higher education systems* in **The Times Higher Education**. The work of the Knowledge Alliance led also to conference publications, workshops and webinars. Finally, the project partners are currently working on the open access book entitled “*Envisioning the Future of learning creativity, Innovation and entrepreneurship*”.

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For further information on the Alliance, please consult the following links:

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DIRECT IMPRESSIONS - Q&As with VISION and the project coordinators Olga Kokshagina and Kyriaki Papageorgiou.

How (and in what moment of your lives) did you develop the idea for VISION?

The VISION project was born as a direct reflection and continuation of our work around practices of learning and research impact in the HEI sector. Different partners brought their unique experiences and reflections on what the future of learning should look like in connection to several thematic areas: future of work and industry 4.0; social impact and digital transformation. For example, Kyriaki employed her experience at Esade with a multi-disciplinary challenge-driven innovation initiative in collaboration with CERN to think about how the paradigms of learning were being reinvented. Olga was involved in several challenge-based learning initiatives through her work at STIM, a French consultancy firm. Working with different corporate firms and HEIs, she realised that practices for teaching and coaching for CIE are crucial but very fragmented and fluctuated in terms of quality and outcomes.

These reflections inspired us to design VISION so that we could further explore these questions alongside 130 experts around the world and generate insights that would be provocative but also practical and useful, for us and everyone interested in the future of learning for CIE. We see VISION as a steppingstone for our future work in terms of teaching and learning.

What was one of the most challenging moments of VISION?

VISION was designed as a very collaborative and bottom-up project where different partners were involved in conducting interviews and participating in the workshops to identify the most important and valuable insights. Putting all the interviews together and distilling the ideas collected was a challenging process. Here is where the expertise of two VISION consortia partners, Future agenda/Tim Jones and Ideascloud/Michelle Brocco, became absolutely critical for moving the project forward.

Another challenge which is undoubtedly common to many projects is to find the right formats for outputs, present them in an accessible and impactful way without losing the attention to detail, capture the most valuable findings, and acknowledge the work of other organisations in the space.

From your point of view, how is the project contributing to the beneficiaries' real lives and activities? Could you provide examples?

We think that our results for the future of CIE in terms of shifts 1) enable a better understanding of challenges that different organisations and individuals face when implementing CIE training activities; 2) point to concrete elements that beneficiaries can direct attention to and improve with a view to the future and 3) provide best practices from HEIs, edtechs and corporates in terms of teaching and coaching CIE. Furthermore, our results aim to help different organisations to reflect in terms of how they are positioned across practical shifts and identify different tools and methods that can be used. These elements will be captured in the open access book.

And what was the most rewarding moment?

So far, the most rewarding moments relate to very positive feedback from targeted beneficiaries: HEIs, policy makers and teachers. We have organised several workshops to present the intermediary results: the turnout and inputs were fantastic with multiple follow-ups from people willing to contribute and stay in touch with Vision.

Did you use of HEInnovate? If yes, in which context?

We tried the HEInnovate tool in the context of VISION as a resource to reflect on some of the shifts in terms of the future of learning for CIE. Overall, we found that the HEInnovate is particularly useful as it provides specific parameters against which HEIs can self-assess, at an institutional level, the extent to which they are entrepreneurial and innovative.