

# StrategyHack

## Digital Transformation Strategies

Media and Learning Association (MLA)

8 March 2023



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- Introduction

- Chloé Pété, MLA
- Mathy Vanbuel, ATiT/MLA
- and you...?

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- Introduction

- Chloé Pété, MLA
- Mathy Vanbuel, ATiT/MLA
- and you!
- Media and Learning Association



AV TECHNOLOGIES HIGHER EDUCATION

## How will avatar students and virtual twins learn in classrooms of the future?

by Zac Woolfitt, Inholland University, The Netherlands. Technology developments create new opportunities for teaching and...

📅 22 hours ago ⌚ 10 min read

MEDIA LITERACY

## Open the Box empowering a new generation of Italian teachers' Media Literacy

in the Box

📅 4 days ago ⌚ 5 min read

MEDIA LITERACY

## Ofcom's Toolkit for Evaluating Media Literacy Interventions

by Kate Morris, Ofcom, UK. What is evaluation, and why should charities and other organisations running projects focused on media literacy, care about it? This...

📅 4 days ago ⌚ 4 min read



MEDIA LITERACY

## Meriam's Online World: Promoting digital and media...

📅 4 days ago ⌚ 7 min read

ARTIFICIAL INTELLIGENCE HIGHER EDUCATION

SCIENTISTS

## AI and data use in education: the European Commission's ethical guidelines

by Maria Gikountouma, European Commission. Nowadays, Artificial...

📅 5 days ago ⌚ 4 min read



AR &amp; VR

143 posts



Artificial Intelligence

9 posts

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators



Welcome  
AV Technologies  
Media & Learning  
349 posts  
New members!



Welcome  
Higher Education  
Media & Learning  
630 posts  
New members!



### StrategyHack webinar: digital transformation strategies

8 Mar 2023



### MEDEA Awards 15th Edition submit your entry by 17 March...

17 Mar 2023



### Media literacy at the national and regional level supported by...

22 Mar 2023



### How to manage, archive, re-use large quantities of video...

30 Mar 2023



### Media literacy at the national and regional level supported by...

19 Apr 2023



### How medical doctors and developers collaborate to...

20 Apr 2023



### Video-based Resources for Schools



### AI in Higher Education: opportunities and threats



### Media & Learning 2023: 20-21 June in Leuven, Belgium

media-and-learning.eu

- 
- Introduction
  - Background of StrategyHack



Co-funded by the  
Erasmus+ Programme  
of the European Union



- 
- Introduction
  - Background of StrategyHack: legacy of EduHack

The EduHack online course aims at empowering university educators from every discipline who want to [learn how to produce digitally-supported learning experiences](#), with a focus on fostering collaborative learning and enhanced students engagement.

Individual users are welcome to browse (and use or remix) the EduHack course content and to learn from them. Universities that want to implement the EduHack online course and to certify the achievements of their participants are welcome to do so by using the [EduHack Toolbox](#), and by [joining the EduHack Network](#).

### Digital Resources



- ▶ Search for Open Educational Resources (OER)
- ▶ Modify existing digital content by using Wikis
- ▶ Create digital educational resources
- ▶ Curate and organise digital resources
- ▶ Apply open licenses to your resources

### Teaching and Assessment



- ▶ Design your own eLearning intervention
- ▶ Implement ICT-supported collaborative learning
- ▶ Guide and support students through e-moderation
- ▶ Foster knowledge co-creation among students
- ▶ Create and select video resources for your teaching
- ▶ Use games to improve learners engagement

### Empowering Learners



- ▶ Critically evaluate online tools
- ▶ Discover the cost of "free" commercial social media platforms
- ▶ Appreciate opportunities and risks of personalization in learning
- ▶ Check technical accessibility of platforms and resources

**EduHack/course**  
**spot.link.ck.eu**



# CREATE DIGITAL EDUCATIONAL RESOURCES

READ



WATCH



DO



RESOURCES



## READ

These days many universities have eLearning offices and specialists - often called learning technologists or instructional designers - whose role is to support academics in the use of digital technologies, the creation of online content and, more generally, design of technology-enhanced learning experiences. The creation of online resources usually takes place in the context of Virtual Learning Environments (also known as Learning Management Systems).

In order to create digital resources you do not need to be a programmer or use complicated platforms. On the contrary, no matter which subject matters you teach, and whether you have access to support or not, there are many tools and applications allowing you to create engaging resources that may facilitate learning for your students.



## WATCH



Area: Digital Resources

- Search for Open Educational Resources (OER)
- Modify existing digital content by using Wikis
- **Create digital educational resources**
- Curate and organise digital resources
- Apply open licenses to your resources

Area: Teaching

Area: Assessment

Area: Empowering Learners

# EduHack Evaluation Conclusions

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- Short bytes work well for practitioners (< 60 mins)
- Need to involve management at all levels in order to gain credibility and impact
- Need for peer support

# StrategyHack Vision

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- Build on experiences during the Covid crisis
- Strengthen capacities of mid-level institutional leaders in HE
- Promote sustainable models of digital education
- Accelerate the digital transformation in HE

# Confidence in the ability to:

(56 responses)



	Not at all confident	Somewhat confident	Very confident	I don't know / N/A
Implement new business models for digital education	11%	52%	30%	7%
Embed digital transformation in the HEI's strategy	5%	52%	38%	5%
Design online/blended/hybrid delivery teaching and learning models	4%	50%	39%	7%
Work with stakeholders for the implementation of digital transformation processes	7%	39%	46%	7%
Build the digital capacity of teaching staff	7%	45%	45%	4%
Develop online content and open educational resources	4%	48%	41%	7%
Implement online assessment	13%	34%	46%	7%
Integrate information and processes to benefit from big data opportunities	16%	50%	23%	11%
Innovate credentialing and certification	21%	50%	23%	4%
Face security and privacy challenges	27%	48%	16%	9%
Choose the best tech solutions for learning delivery	13%	46%	36%	5%
Choose the best tech solutions for knowledge management	16%	45%	34%	5%
Choose the best tech solutions for accreditation and credentialing	25%	46%	25%	4%

- 
- Introduction
  - Background of StrategyHack
  - The StrategyHack Online Course Programme

# StrategyHack Capacity Building Course

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1. Self-learning, challenge- and practice-based, modular
2. 5 dimensions of change
  - pedagogical,
  - organisational,
  - technological,
  - economic & political and
  - institutional change)
3. Each containing 3 to 5 micro-modules addressing specific topics
4. Available for free online in English, Spanish, Italian

# Status

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- 25 modules in an eLearning platform (*~75 studyhours*)
- peer reviewed
- piloted by test panel
- Adopted by real users
- Applied in Hackathons with user communities

# 1. Digital Teaching and Learning Foundations

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1. How to support Digital Education competence evaluation for academics and students
2. Understanding implications of digital teaching
3. How to prepare students for remote/online learning
4. How to design meaningful and effective digital assessment and feedback



## 2. Organizational transformation foundations

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1. How to define a strategy
2. How to encourage academics to embrace change and new academic practices
3. How to improve copyright literacy and the reuse and production of OER
4. How to enable safe location-independent work
5. How to face security and privacy challenges

## 3. Technology change foundations

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1. How to map the EdTech ecosystem of your institution
2. How to decide which tools to support and what to not support
3. HR development and maintaining staff competences
4. How to ensure access to your content
5. How to use data to support strategic decisions

## 4. Economic and political change foundations

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1. How to analyse costs
2. How to get nearer to the employment market
3. How to tackle access to suitable equipment

## 5. Institutional change foundations

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1. How to include alternative, innovative, open credentials
2. How to use digital technologies to support internationalisation of the curriculum
3. How to reimagine the Universities' Social Responsibility in a digital world

# Your turn... self learning

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- Go to: <https://strategyhack.eu/project-outputs/>

# Your turn... self learning

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- Go to: <https://strategyhack.eu/project-outputs/>
- Under Output 1: select your language version (self learning)



## OUTPUT 1- CAPACITY BUILDING COURSE ON DIGITAL EDUCATION STRATEGIES

This course is designed around a set of 15-20 digital management skills, grouped around 5 dimensions of change (pedagogical, organisational, technological, economic & political and Institutional change). A micro-module will be designed to acquire each skill by following a challenge-based approach that will instruct participants by giving the opportunity to practice and develop the required skill. The course takes a self-directed, free-flowing approach, to allow participants to personalise their own learning pathways based on their specific needs.

Please use the following links to access the different versions of the course:

[English version](#) | [Spanish version](#) | [Italian version](#)



## OUTPUT 2- PEER-LEARNING METHODOLOGY FOR DIGITALIZATION STRATEGY IMPROVEMENT

We will describe a problem-based methodology for Institutional leaders to cooperate within and across institutions to solve specific strategy problems. Inspired by coaching, design methodologies and hackathon events, we will design intensive online events, with participants over several sessions identifying a problem, sharing best practice on potential solutions, and then working in small groups to propose solutions. Each event will address a challenge such as "How do I conduct assessment remotely and securely for my institution? How do I map staff's digital competence? How do I address accessibility challenges in my department online?" and aim for institutional leaders to leave the event with a set of concrete ideas to try and implement within their institution. We will:

- develop the methodological handbook to run these digital leadership development events;
- run six events, focusing on different areas of priority,
- publish the 'hacked' institutional strategy proposals via the project's website, to inform other actors on insights gained.

Working spaces: [English version](#) | [Spanish version](#) | [Italian version](#)



## OUTPUT 3- MODEL MANAGEMENT SYSTEM FOR DIGITAL EDUCATION

This will consist of a strategy-guidance document, that will give institutional leaders a map to build their institutional strategies and cover:

- Leadership documents to integrate digital learning into the institution's identity
- Strategic approaches to manage risk and sustainability
- Methodologies to manage resources efficiently
- Tools and techniques to tackle the most challenging operational activities in digital education

Current Status

NOT ENROLLED

Price

Free

Get Started

Login to Enroll



# StrategyHack

## Hacking Institutional Strategies for Rapidly Deployed Digital Education

The **StrategyHack** project intends to strengthen the capacities of mid-level institutional leaders in higher education to promote more sustainable models of digital education, focusing on accelerating the digital transformation within higher education whilst promoting and nourishing high quality personalised digital environments.

**StrategyHack** is an initiative built on the experience gained in the **EduHack** project and is supported by the Erasmus + Programme of the European Union. This project is run by Politecnico di Torino – POLITO , Universidad Internacional de La Rioja – UNIR , Coventry University, Knowledge Innovation Centre – KIC, Association Européenne D'institutions D'enseignement Supérieur – EURASHE and, Media and Learning Association – MEDEA.

Therefore, **StrategyHack** supports the priorities of the European Commission's Digital Education Action Plan and focuses on capacity building on mid-level institutional leaders since a resilient transformation requires strengthening the connecting tissue between the high-level management strategy level and the digital-pedagogy level which these personnel provide. We intend to:

- accelerate digital transformation of staff, programmes and institutional processes within Higher Education.
- promote and nourish high quality self-directed personalised learning environments with a strong digital component.

Leading online made to generations of digital learners during the COVID crisis and design these to promote more sustainable models of digital education



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- accelerate digital transformation of staff, programmes and institutional processes within Higher Education.
- promote and nourish high quality self-directed personalised learning environments with a strong digital component.
- lock in gains made to perceptions of digital learning during the COVID crisis and using these to promote more sustainable models of digital education.

## COURSE CONTENT

[Expand All](#)

 1. Pedagogical Change  
4 Topics 4 Quizzes

[Expand](#)

 2. Organisational Change  
5 Topics 5 Quizzes

[Expand](#)

 3. Technology Change  
5 Topics 5 Quizzes

[Expand](#)

 4. Economic and Political Change  
3 Topics 3 Quizzes

[Expand](#)

 5. Institutional Change  
3 Topics 3 Quizzes

[Expand](#)

1. Pedagogical Change  
4 Topics 4 Quizzes Expand

2. Organisational Change  
5 Topics 5 Quizzes Collapse

**Lesson Content** 40% Complete | 2/5 Steps

Module 2.1: How to define a Strategy

 Module 2.1: Assessment

Module 2.2: How to encourage academics to embrace change and new academic practices

 Module 2.2: Assessment

Module 2.3: Improving intellectual property right literacy and production and reuse of OER

 Module 2.3: Assessment

Module 2.4: How to enable safe location-independent work.

 Module 2.4: Assessment

Module 2.5: How to face security and privacy challenges

 Module 2.5: Assessment



## MODULE 2.3: IMPROVING INTELLECTUAL PROPERTY RIGHT LITERACY AND PRODUCTION AND REUSE OF OER



LANDING THE CONCEPT



TAKE ACTION



TEST YOURSELF

### Landing the Concept

*'Only one thing is impossible for God: To find any sense in any copyright law on the planet.'*

(Mark Twain)

Intellectual property (IP) refers broadly to the creations of the human mind. The interests of innovators and creators are protected by law and give them legal rights over their creations, enabling them to earn recognition or financial benefit from what they invent or create. Under creations are understood literary, artistic and scientific works; artistic performances, phonograms and broadcasts; inventions and scientific discoveries; industrial designs and so on.

IP rights are safeguarded by Article 27 of the Universal Declaration of Human Rights, and they are translated in national legislation and regulation on a country by country basis, subject to more than 25 international treaties on IP administered by the World Intellectual Property Organisation, WIPO, a specialized agency of the United Nations.

4 Topics 4 Quizzes

### 2. Organisational Change

5 Topics 5 Quizzes

Module 2.1: How to define a Strategy

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Module 2.3: Improving intellectual property right literacy and production and reuse of OER

Module 2.4: How to enable safe location-independent work.

Module 2.5: How to face security and privacy challenges

### 3. Technology Change

5 Topics 5 Quizzes

### 4. Economic and Political Change

3 Topics 3 Quizzes

### 5. Institutional Change

3 Topics 3 Quizzes

# Your turn... peer learning

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- Go to: <https://strategyhack.eu/project-outputs/>
- Under Output 2: select your language version (peer learning)



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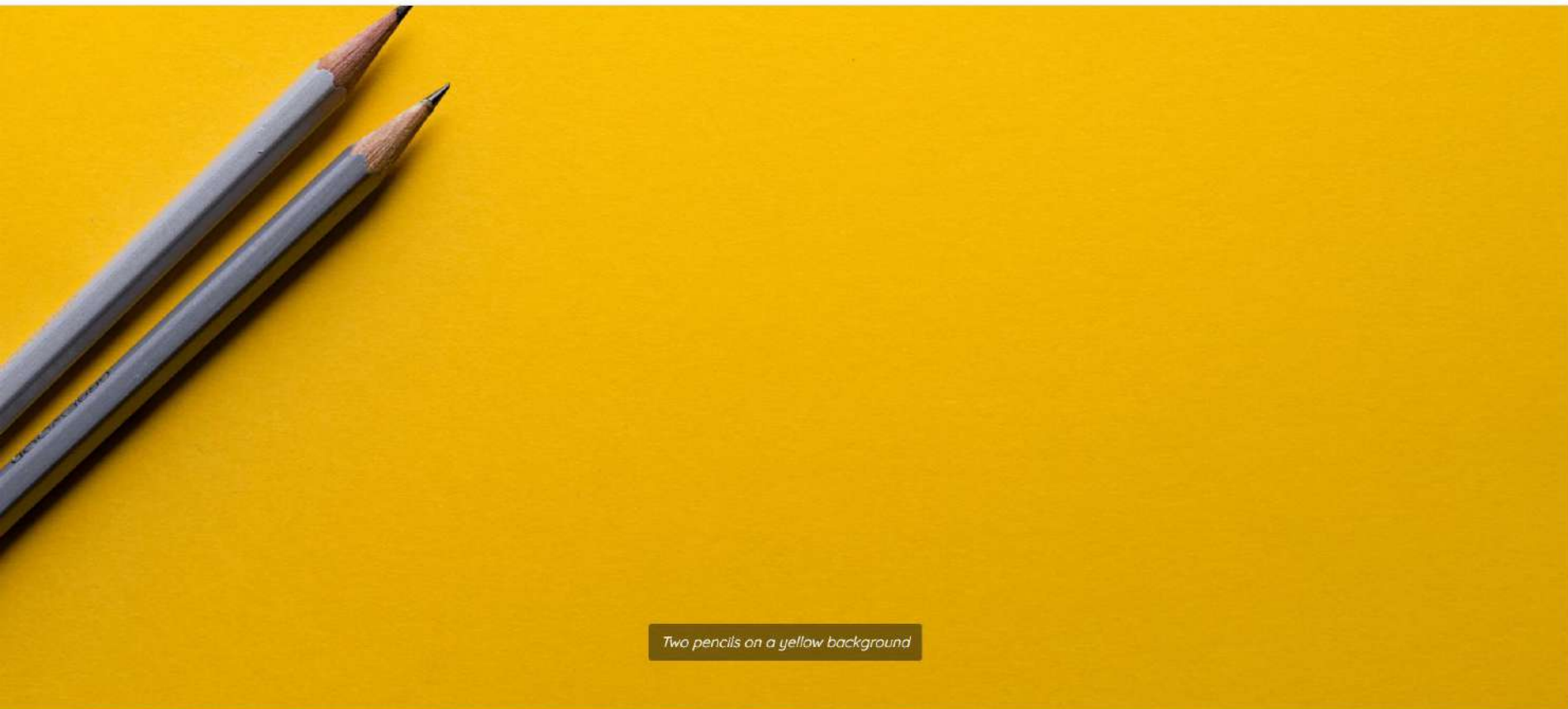
Working spaces: [English version](#) | [Spanish version](#) | [Italian version](#)



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- Tools and techniques to tackle the most challenging operational activities in digital education



*Two pencils on a yellow background*



# YOUR STRATEGYHACK COURSE REFLECTION

**i** Compose or copy your post content below. You must first save and view once before it is stored in the system as a draft. After that, continue editing, saving, and viewing as much as needed. Remember to click "Publish Final" when you're done. If you include your email address, we can send you a link that will allow you to make changes later.

**STATUS:** New, not saved

## Your post title

*A good title is important! We suggest that you not just copy the Strategyhack course activity title here, but customize it to make it unique.*

## Your name

*Put it here if you have a handle (username) on Twitter or on LinkedIn. If you include a Twitter handle,*

- 
- Introduction
  - Background of StrategyHack
  - The StrategyHack Online Course Programme
  - Model Digital Transformation Strategies



# Digital transformation framework

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- Foundation for consistent and reliable processes
- Supports data-driven decision-making
- Promotes continuous improvement
- Ensures compliance with standards and regulations
- Enhances reputation

**Sustainable, integrated and accepted**

# Framework principles I

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- Focus on the learner
- Visionary leadership
- Involvement at all levels
- Process-oriented approach
- Evidence-base improvement
- ...

# Framework principles II

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- In relationship with institutional partners
- Socially responsible
- Inclusive, transparent, open, accountable
- Ethical and equitable
- Protecting and respecting data and privacy

# Exercise

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- Download the StrategyHack Framework (see chat)
- Select an area of change (row)
- Complete one entire row for a selected area: sub-area/topic regarding the ISO 21001-based dimensions

# ISO 21001 Educational organisation management systems

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7 dimensions:

Context of organisation, Leadership, Planning, Support, Doing/Operation, Performance evaluation, Improvement.

	A	B	C
1	<b>Introduction to the Strategy Matrix</b>		
2	Column A: Areas of digital transformation and subareas		
3	Columns B-I: Matrix Elements		
4			
5	<b>Areas of change</b>	<b>Context of organisation</b>	<b>Leadership</b>
6	<b>Pedagogical</b>		
7	Understanding and raising self-awareness of digital competence among educators and students	To clarify which potential factors can impact pedagogical area of digital processes and services of institution and in what way:	To clarify common vision of leadership role, responsibilities, tasks and relation to the policies:
8	Building capacity to effectively design and bring about digital education experiences	-Which technological, competitive, market, cultural, social, political, economic and environmental factors are impacting pedagogical processes and services?	- Who is responsible for pedagogical area? What is his/her role?
9	Preparing students to successfully engage in digital learning	- Is there any international, national, regional or local issue related to values, culture, knowledge and performance of the institutional	- Is identified leader also management member? What impact will this have on management decisions?
10	Designing meaningful and effective digital assessment and feedback		- How are roles, responsibilities of all relevant team members divided? - In what way is this area relevant for developing digital policies?
11			
12	<b>Organisational</b>		
13	How to define a Strategy	To clarify which potential factors can impact pedagogical area of digital processes and services of institution and in what way:	To clarify common vision of leadership role, responsibilities, tasks and relation to the policies:
14	How to encourage academics to embrace change and new academic practices	-Which technological, competitive, market, cultural, social, political, economic and environmental factors are impacting organisational processes and services?	- Who is responsible for organisational area? What is his/her role?
15	Improving intellectual property right literacy and production and reuse of OER	- Is there any international, national, regional or local issue related to values, culture, knowledge and performance of the institutional	- Is identified leader also management member? What impact will this have on management decisions?
16	How to enable safe location-independent work		- How are roles, responsibilities of all relevant team members divided?
17	How to face security and privacy challenges		- In what way is this area relevant for developing digital policies?

	A	B	C	D	E
1	<b>Introduction to the Strategy Model</b>		<b>Legend:</b>		
2	Column A: Areas of digital transformation and subareas		1- Sources of inputs - e.g. institutions, staff, leadership, internal digital system		
3	Column B: Call to action - tasks for institution to perform.		2- Inputs - e.g. beneficiary requirements, policies, procedures, data		
4	Columns C-J: Content to create strategies using		3- Activities - set of actions including responsibility and role division, resources needed, timeline and relationship with policies		
5			4- Outputs - e.g. products or services, beneficiary satisfaction, performance data		
6			5- Receivers of outputs - e.g. learners, institution, staff, leadership, labor market		
7					
8					
9	<b>Areas of change</b>	<b>Call to action</b>	<b>Sources of inputs</b>	<b>Inputs</b>	<b>Activities</b>
10	<b>Pedagogical</b>				
	Understanding and raising self-awareness of digital competence among educators and students	<i>To fill in: Apply the Strategy Matrix to fields where relevant, see example marked in blue.</i>	Reff. Action 1: Institution leader, staff (researcher), staff  Reff. Action 2: Institution leader, staff	Reff. Action 1: Staff competencies (knowledge, skills, attitudes)	Action 1: To prepare in deep competences Responsibility: Institution leader Timeline: 6 months, 2nd half Resources: staff capacity (internal) Policy related: Staff Action Plan  Action 2 Responsibility: Responsibility Timeline: Timeline Resources: Resources Policy related:
11					
12	Building capacity to effectively design and bring				
13	Preparing students to successfully engage in digital				
14	Designing meaningful and effective digital				
15					
16	<b>Organisational</b>				
17	How to define a Strategy	<i>To fill in: Apply the Strategy Matrix to fields where relevant, see example marked in blue.</i>			
18	How to encourage academics to embrace change				
19	Improving intellectual property right literacy and				
20	How to enable safe location-independent work				
21	How to face security and privacy challenges				

# Feedback time

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- Which areas did you select? And why?



# Feedback time

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- Was the StrategyHack framework helpful in guiding you in the analysis? How (not)?

# Feedback time

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- What elements are missing? Suggestions?

# Feedback time

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- Collect your frameworks in a week's time?
- Any immediate feedback?

Thank you for  
joining us today!

More information about the Media & Learning  
Association: [media-and-learning.eu](http://media-and-learning.eu)

Contact: [info@media-and-learning.eu](mailto:info@media-and-learning.eu)

Remember to sign up to our newsletter:  
[media-and-learning.eu/subscribe](http://media-and-learning.eu/subscribe)

**M**edia & **L**earning