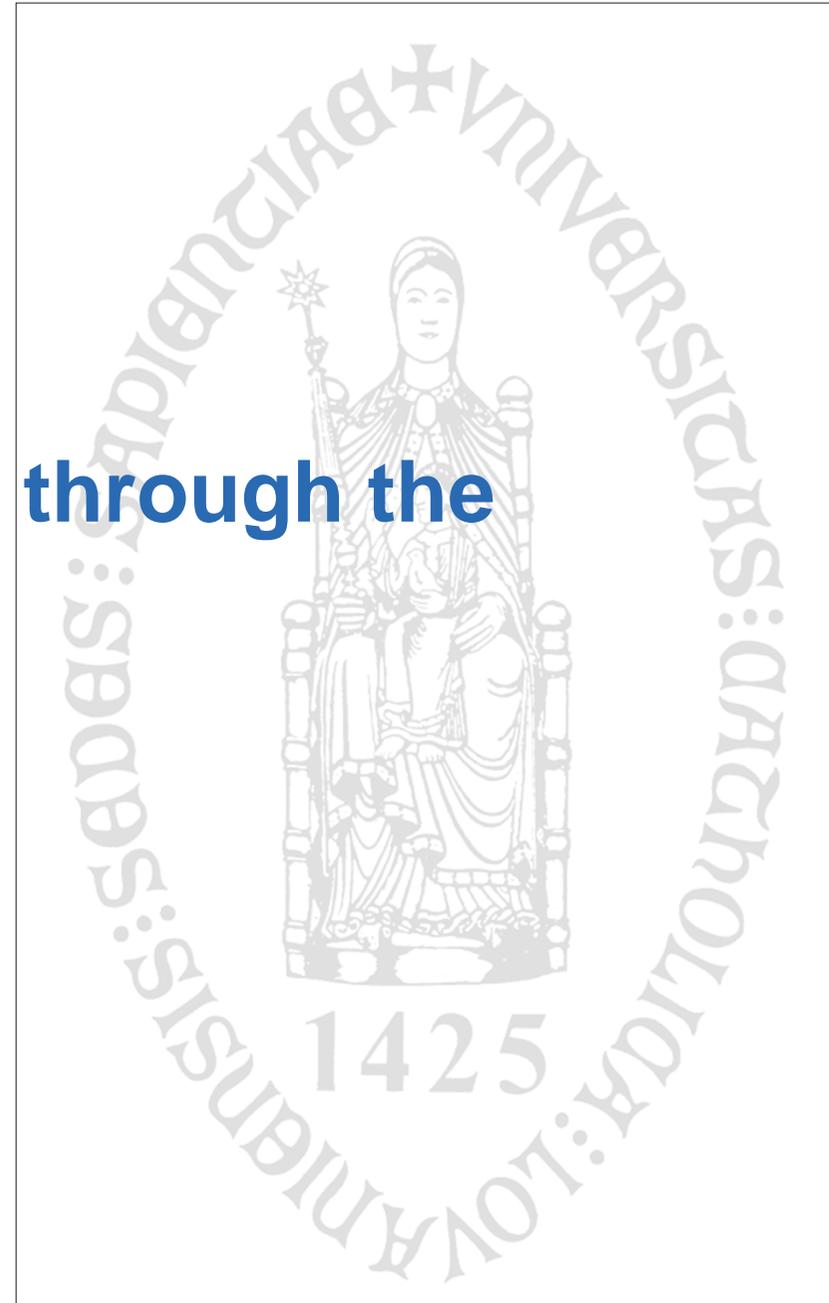# Will universities revive through the eLearning revolution?

Two students cases

Georges Van der Perre

-KVAB-project "Blended Learning"

-KU Leuven
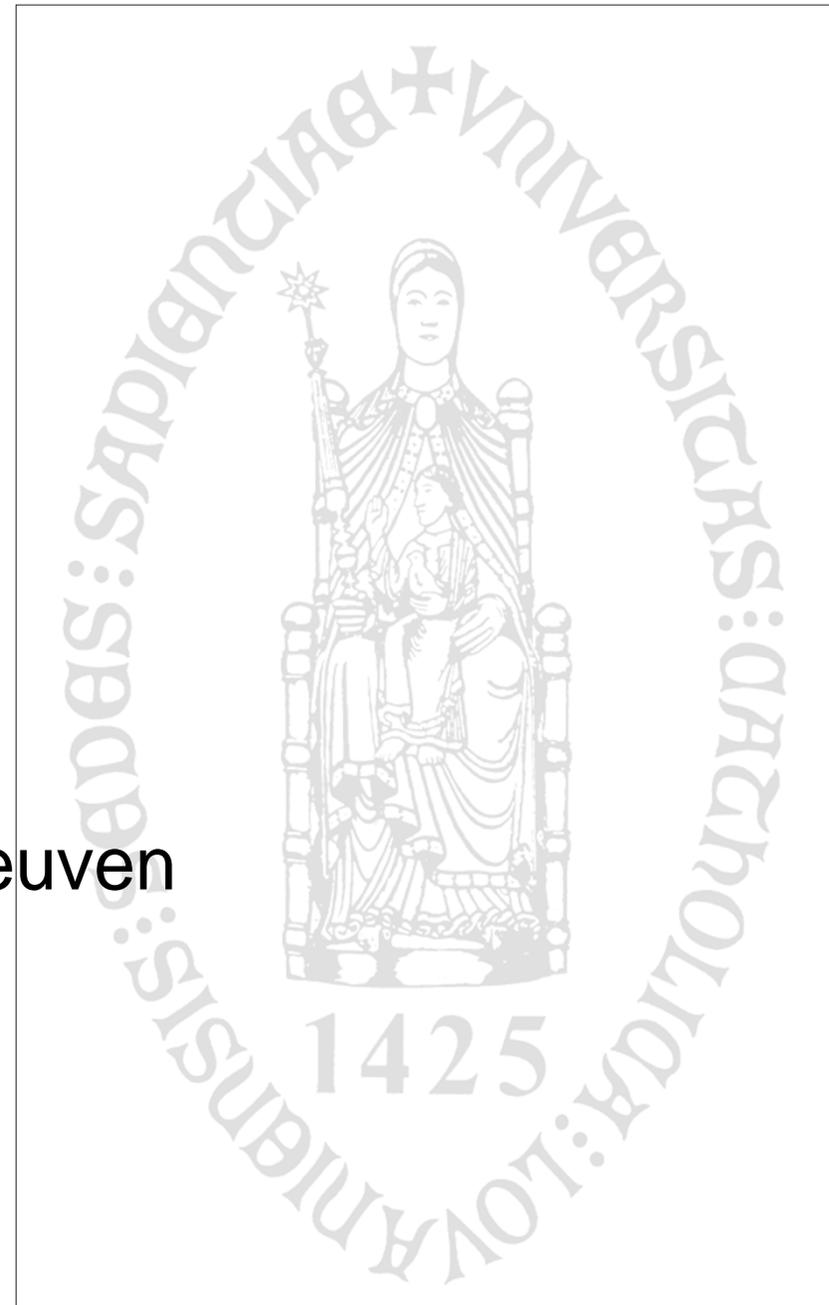
Case 1: Diana

Master student at the KU Leuven

Diana: a virtual Wanderstudent in the real Bologna space

- She enrolls as a master student at KU Leuven

- Automatically she enters an international digital network of universities, faculties, departments, professors, researchers, students

- She has access to online courses and learning resources of top professors and to international communities of learners (students) .

- Together with her study coach she designs her personal study track and submits it to the faculty in view of the acquisition of credentials (a diploma)

Components of Diana's study track

- courses : not just listening (co-creation of knowledge)

- mainly locally on campus but also globally online: MOOCs, SPOCs, and especially: COOCs in networks

- team assignments and projects

- her own **real** research and design projects

- one physical Erasmus experience

- several virtual mobility experiences

- thorough immersion in the **real** professional (industrial a.o.) world.

Diana: a virtual Wanderstudent in the real Bologna space

- Her teachers on campus as well as those online monitor her learning progress through classical exams and tests, assignments, peer assessments, advanced techniques of learning analytics.

- She builds a portfolio of credits and certificates.

- At the end (5 years) she submits and presents her portfolio to the diploma jury.

- KU Leuven awards her the diploma

- The portfolio can imply credentials from other universities or organisations

Questions on case 1

- **Does Diana (and her peer students) like this?**

I hope so.

- **Is it technically and logistically feasible?**

Yes!

- **Does it require an effort from the teachers?**

Yes, but no problem, they will take it if the goal is challenging and innovative.

Questions on case 1

- **Does it require an institutional reform?**

Yes. And that's the problem:

-is the university "makeable"?

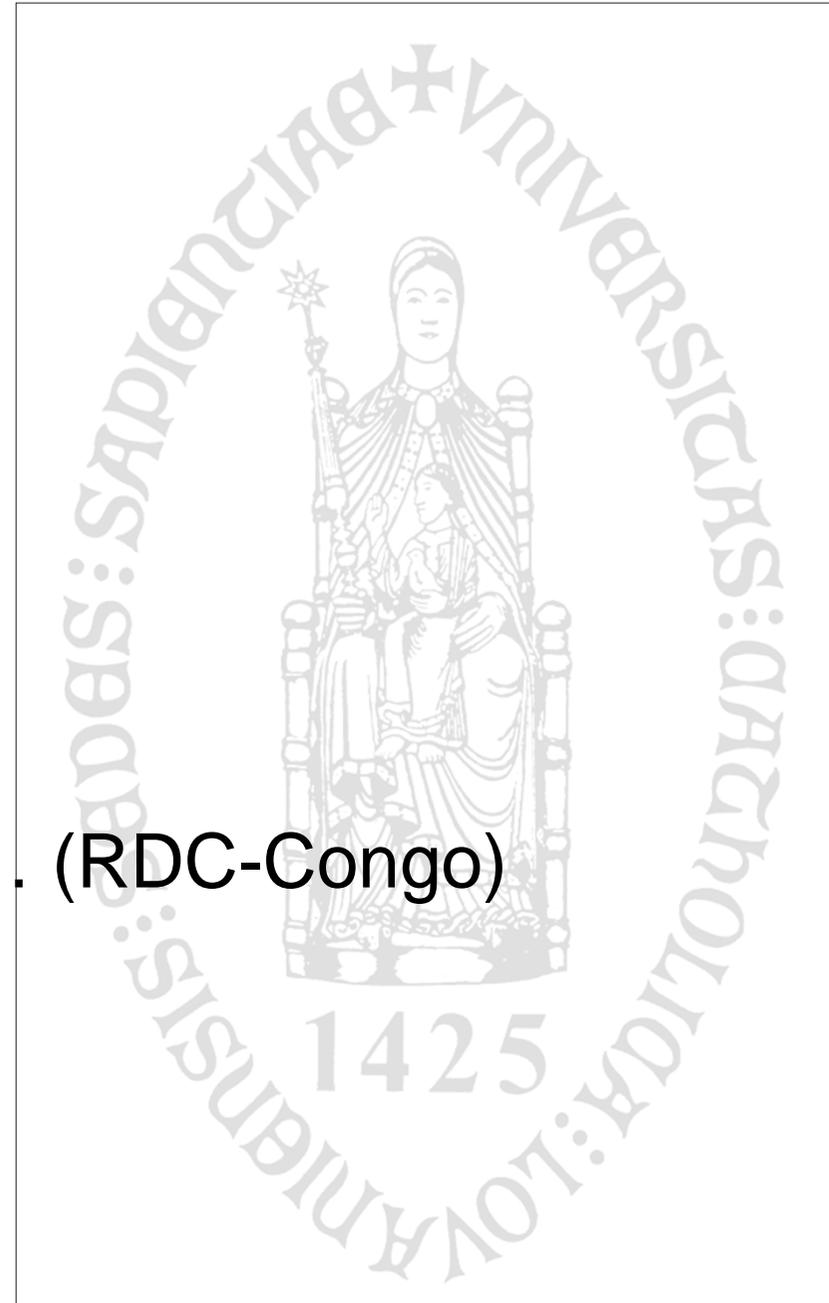-who makes it?

-where are the professors in 2014 ?

(anxiously writing papers for A1 journals and project proposals instead of rethinking the university)

Case 2: Pierre

Student at the Uni…. or IS… (RDC-Congo)

Pierre's study track

- For a number of courses there is no professor. For some of them he has Belgian guest professors teaching a semester course in two weeks.

- His professors get old, he is not sure that their contents are updated

- For some courses the lecture theatres are overcrowded

- His professors teach courses at several institutions and have to travel hundreds of kilometers on bad roads

- It is all chalk and talk, passive listening and very little coursebooks….

- But he is a talented and ambitious youngster

MOOCs and blended learning for Pierre

- MOOCs fill the holes in his study track

(*MOOCs for Africa program: EPFL with UCL and others*)

- Blended learning allows him to learn actively

(*The UniversiTIC program of ARES and VLIR-UOS: strand SCIENTIC*)

- Perhaps he will meet Diana in a learning network?

The Congolese SCIENTIC delegates are here today