



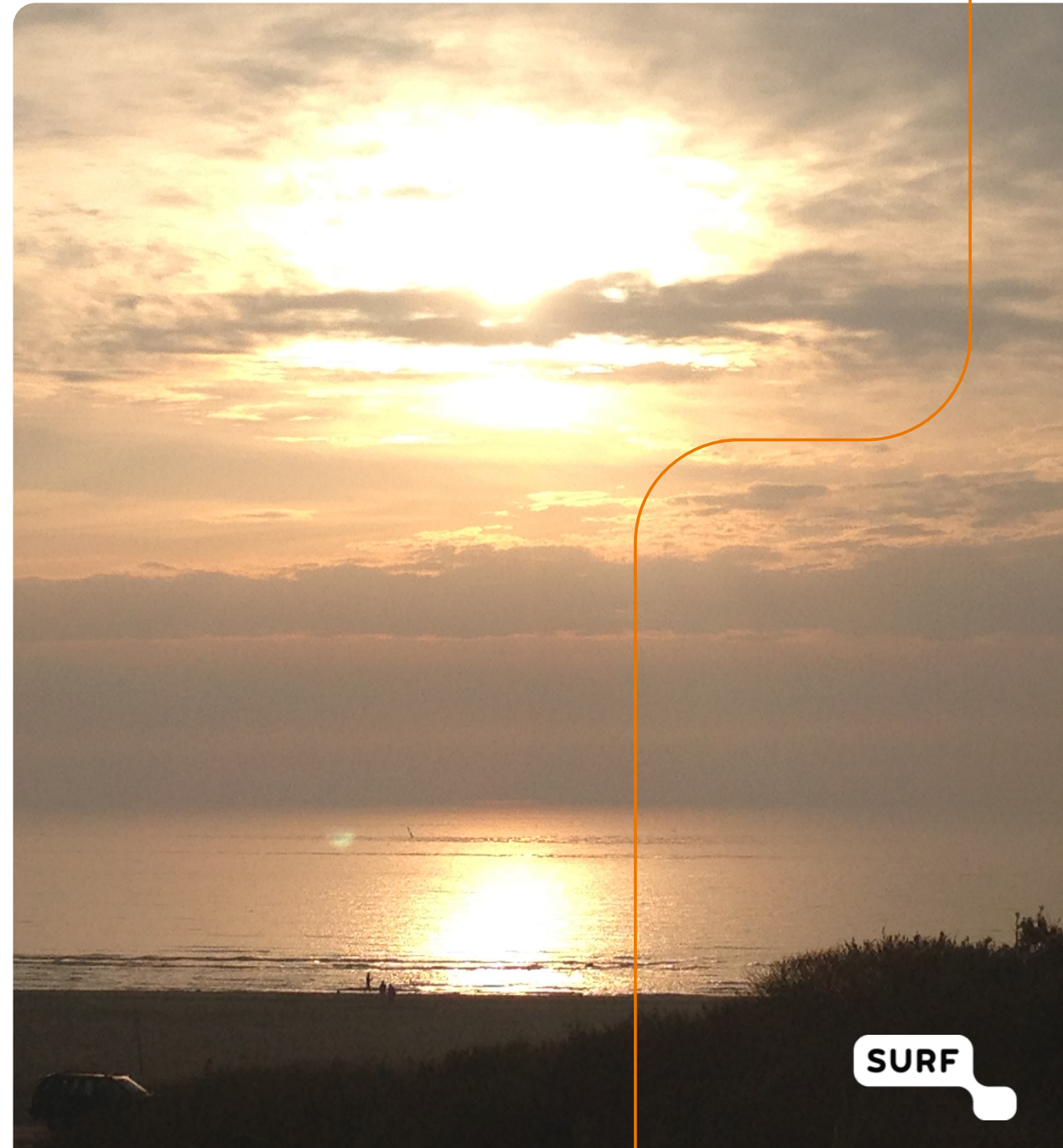
NRENs ARE VITAL TO THE FUTURE OF EDUCATION

Jet de Ranitz, CEO of SURF (NL)

SURF

On the agenda

- SURF & our viewpoint
 - Acceleration Plan for Innovation in Education with ICT
- Topics in Education
- Consequences for NRENs
- Rise to the occasion together?



Who am I? Quick intro

SURF is 50 years old and recently merged its companies into 1

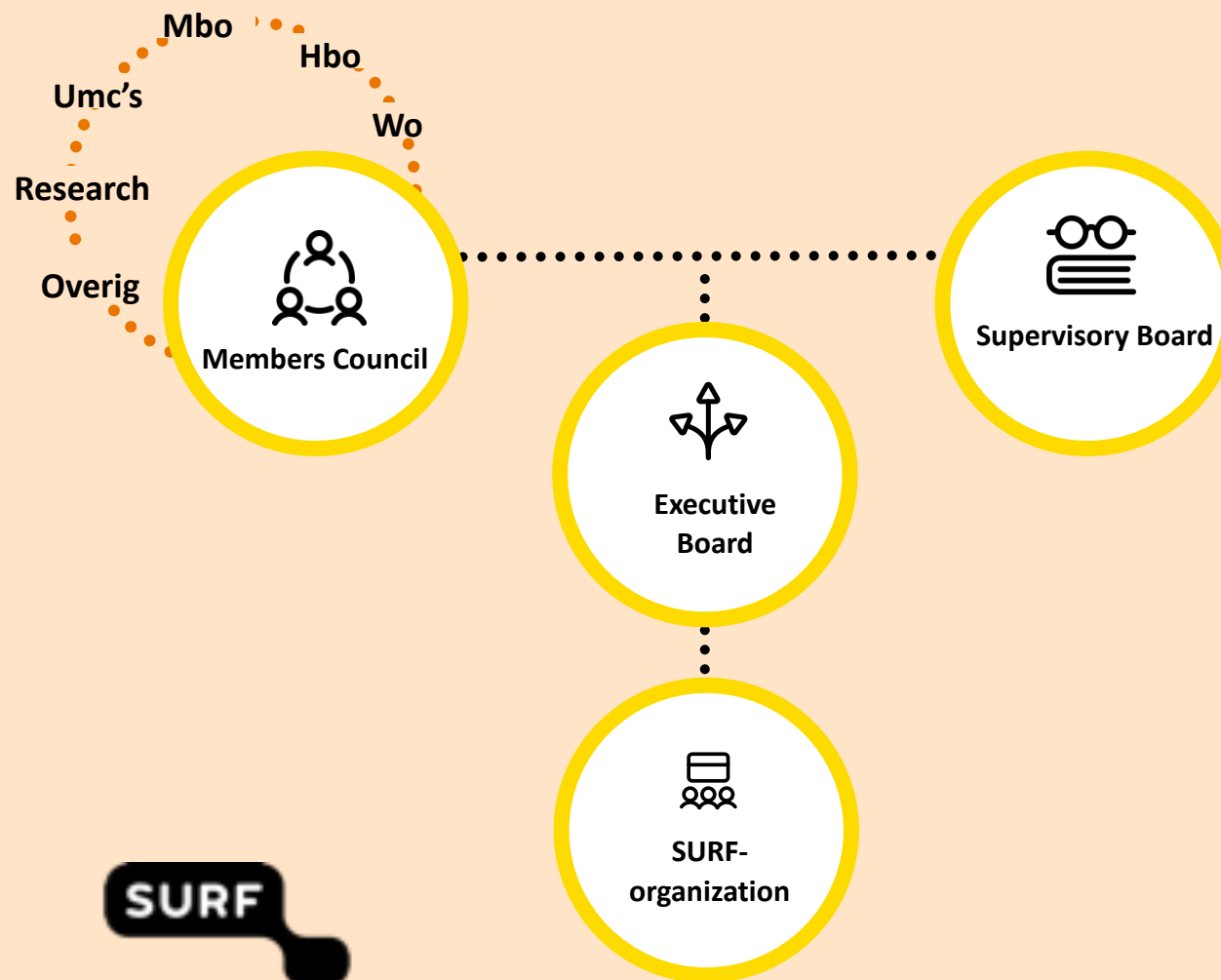
SURFnet, SURFmarket and SURFsara are now *SURF bv*

We are a cooperative: members own & decide

Universities (research & applied sciences), vocational education & research institutes

Since 2020 we have a new Executive Board

I serve as the CEO; I have a history in universities as Board Chair (CEO)



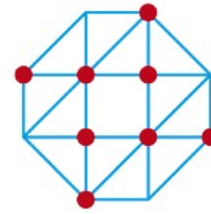
Complex challenges require a new approach

- Digitalization is **everywhere & disruptive**
 - ICT is now moving into the core business of universities and affects how we educate and how we do research
 - It also affects everything else: all the professions members teach to the students, as well as all the topics they research: it's a game of double jeopardy!
- The great societal challenges (that education and research want to help solve) are complex and require **international and cross-disciplinary collaboration**



The Dutch Acceleration Plan

- **Co-creation of relevant stakeholders**
 - Teachers, students and experts
 - Support of Board members & Ministry
 - SURF, Association of universities in NL (VSNU), Association of universities of applied sciences in NL (VH)
- Overall aim: **enhance quality** of education with ICT for students, faculty and staff
 - Develop & learn together (reduce cost)
 - Develop skills & practice in use of ICT

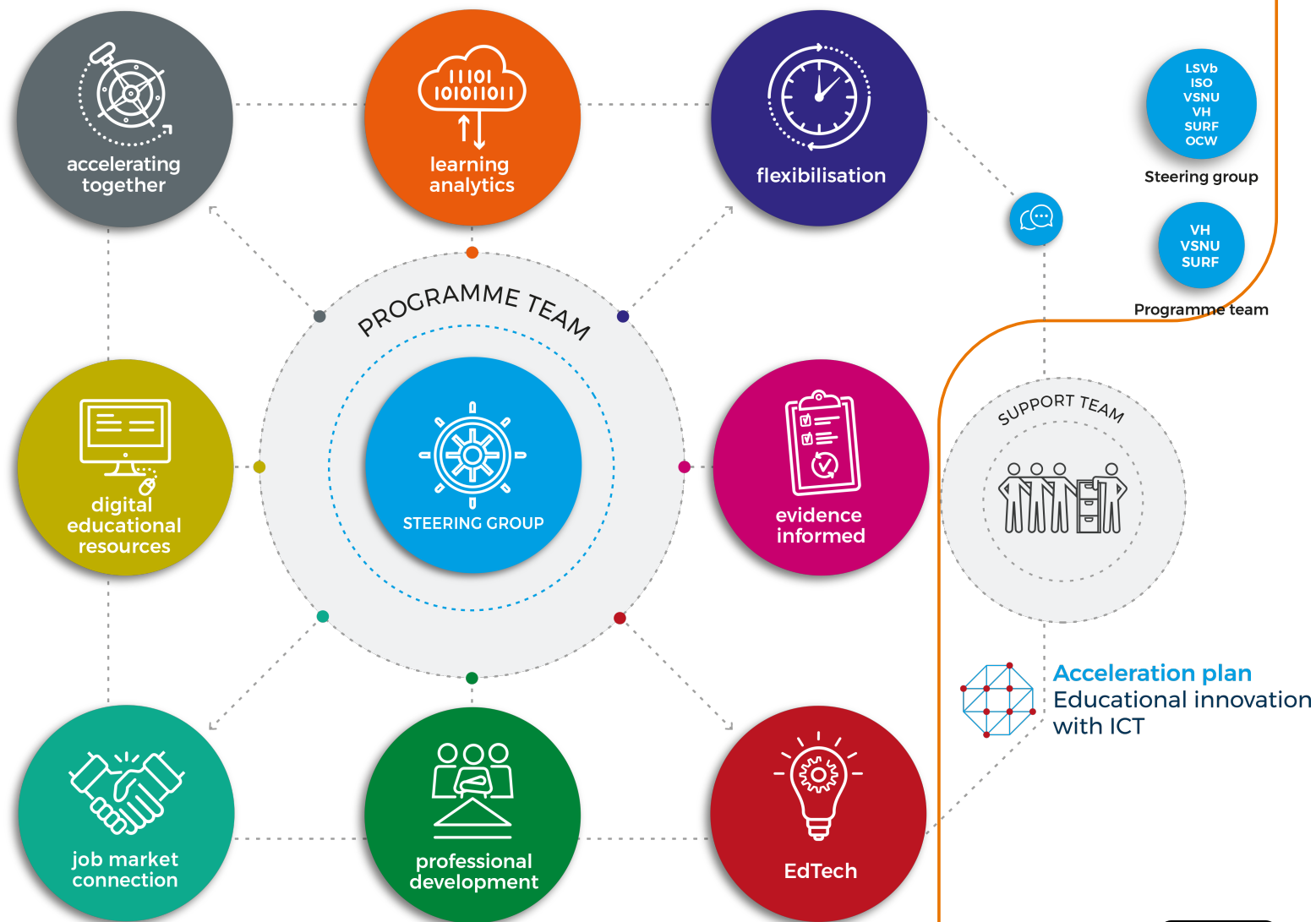


Acceleration plan
Educational innovation
with ICT



Main objectives

1. Improve **job market** connection
2. Facilitate **mobility**
3. Provide & use **open educational resources**
4. Improve quality through **data driven & evidence informed** interventions



Covid19 digitalized education 100%

■ Positive effects

- Adoption of ICT tools increased enormously
- Continuity was safeguarded
- Some students even performed better
- Boost for innovation with ICT and for learning together (active community sharing)

■ Negative effects

- Existing barriers increased: many students could not connect and became literally invisible
- Lack of engagement and connection
- Lack of pedagogy and didactical skills for ICTedu

■ Conclusion: this was NOT what we call digital education. Our goals remain equally urgent



Successful examples – flexible education (facilitate mobility & better tuning to job market)

1 Student path AT YOUR OWN PACE

The student is enrolled in a specific programme at an institution and can complete the programme at their own pace. They can combine their studies with other significant activities, such as a job, a start-up, management tasks, or caring for family members.



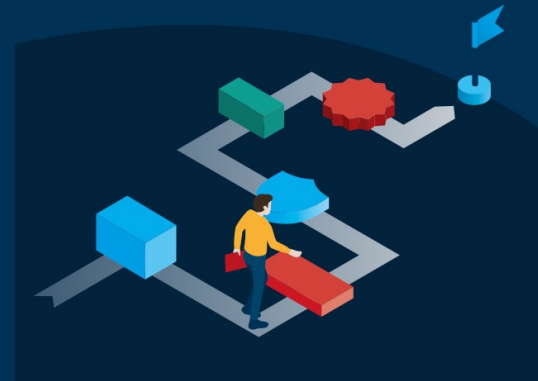
2 Student path OFF THE BEATEN TRACK

This student path fosters mobility across educational and institutional boundaries to maximise the student's control over the progress of their study programme. Students can follow a (substantial) part of their programme in another course of study, faculty or institution without any practical obstacles. Mobility between universities of applied sciences and research universities can be an explicit part of this.



3 Student path MYDIPLOMA

The 'MyDiploma' path abandons the idea of a predefined degree programme. The form and content of the programme are determined by the student's needs, unlike the conventional approach. Working in short cycles, the student composes their own programme based on their ongoing personal and professional development, under the supervision of the educational institution.



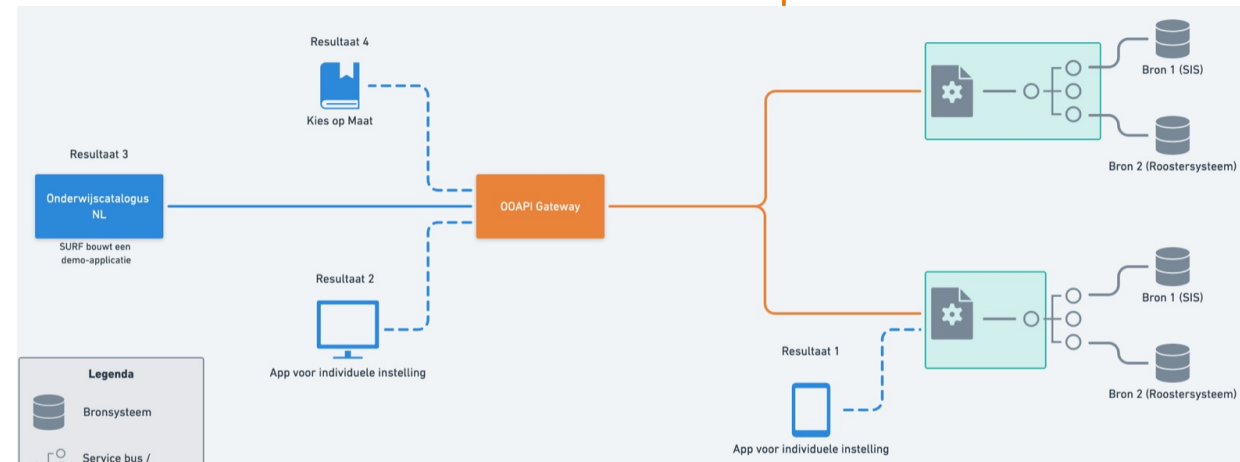
4 Student path MODULAR LEARNING

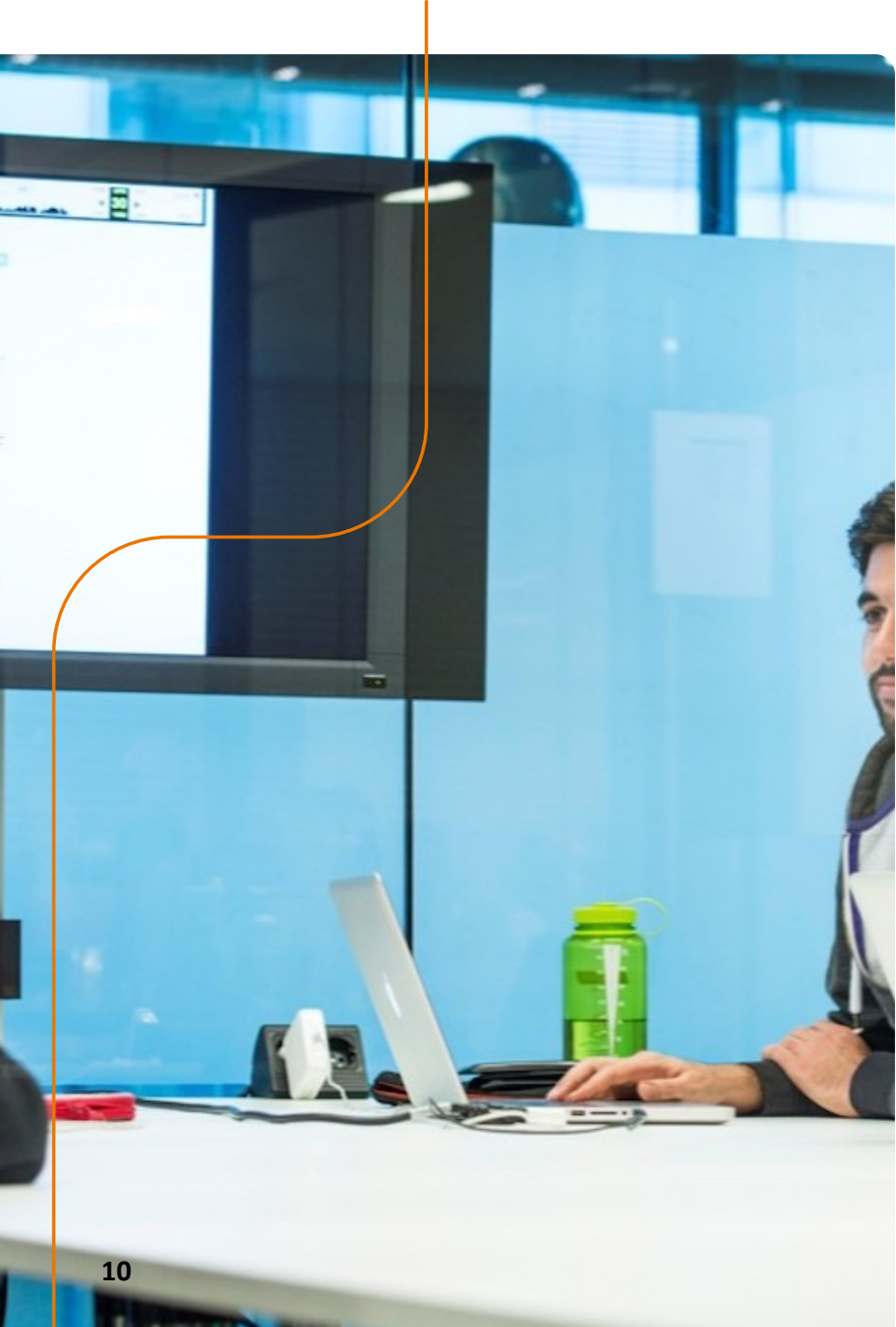
The student signs up for modules instead of a full programme. These modules can also be part of a regular programme to ensure the necessary level. For example, if a diploma is desired, the courses could culminate in a thesis module connecting all of the modules together.



Components for flexible education

- Policy on microcredentialing
 - High potential for use in Life Long Learning
 - Agreeing on standards for description of microcredentials
 - Quality assurance
- ICT-infrastructure for studentmobility
 - Exchange of educational data (OOAPI)
 - EduBadges: digital certificates
 - Identity that can be used across institutions (EduID)

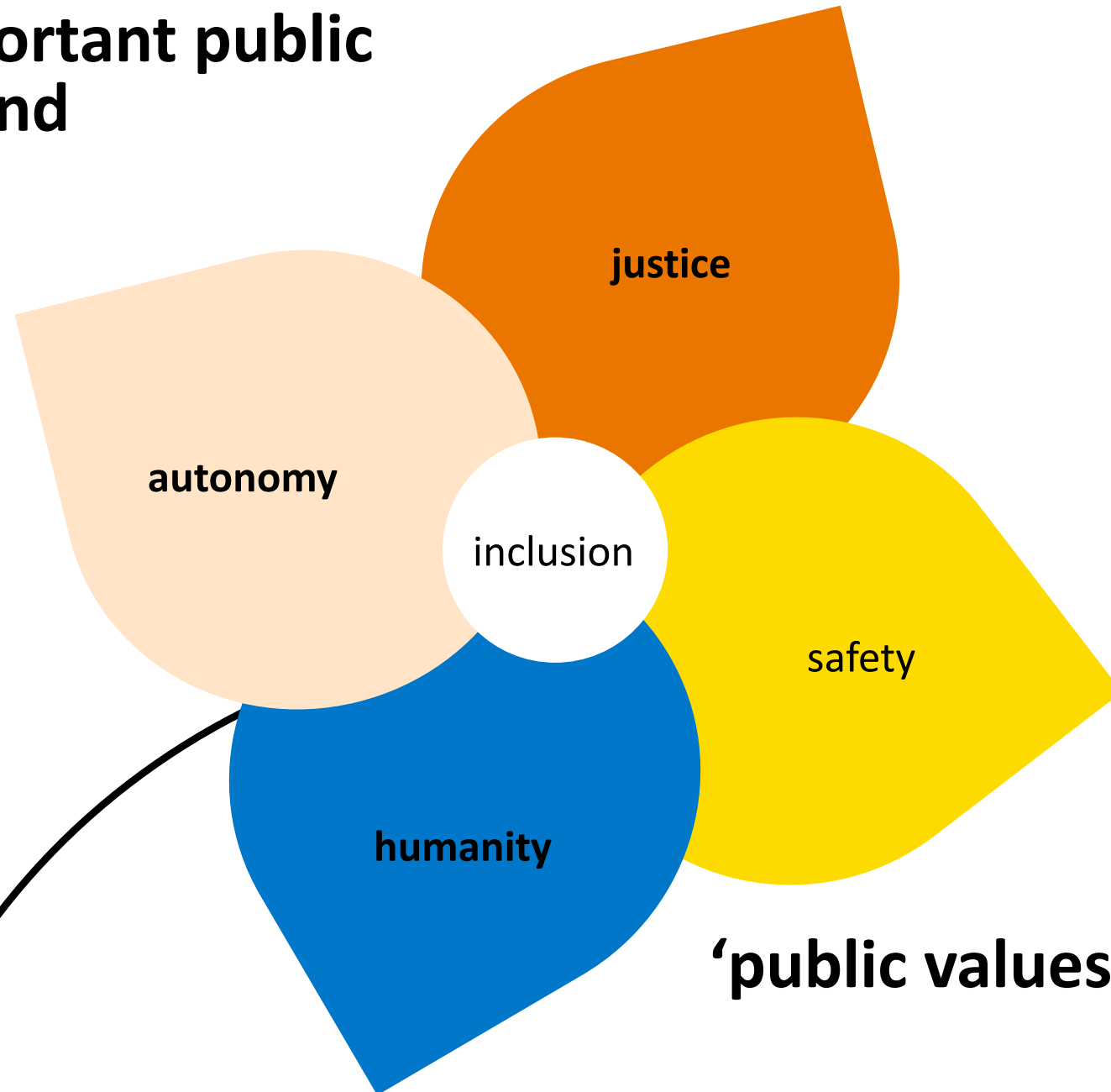




So how does this affect us as NREN?

1. Infrastructure is not enough anymore
2. ICT is part of education and research strategy
 - We need to be part of the strategic debate
 - Influence choices by presenting technological opportunities & solutions
 - Explore with institutions (students, faculty and staff) what they need & adapt thereto
3. New technical spaces to fill: IoT, AI, data, etc.
4. As well as new ways of collaborating with members and other stakeholders (co-create)

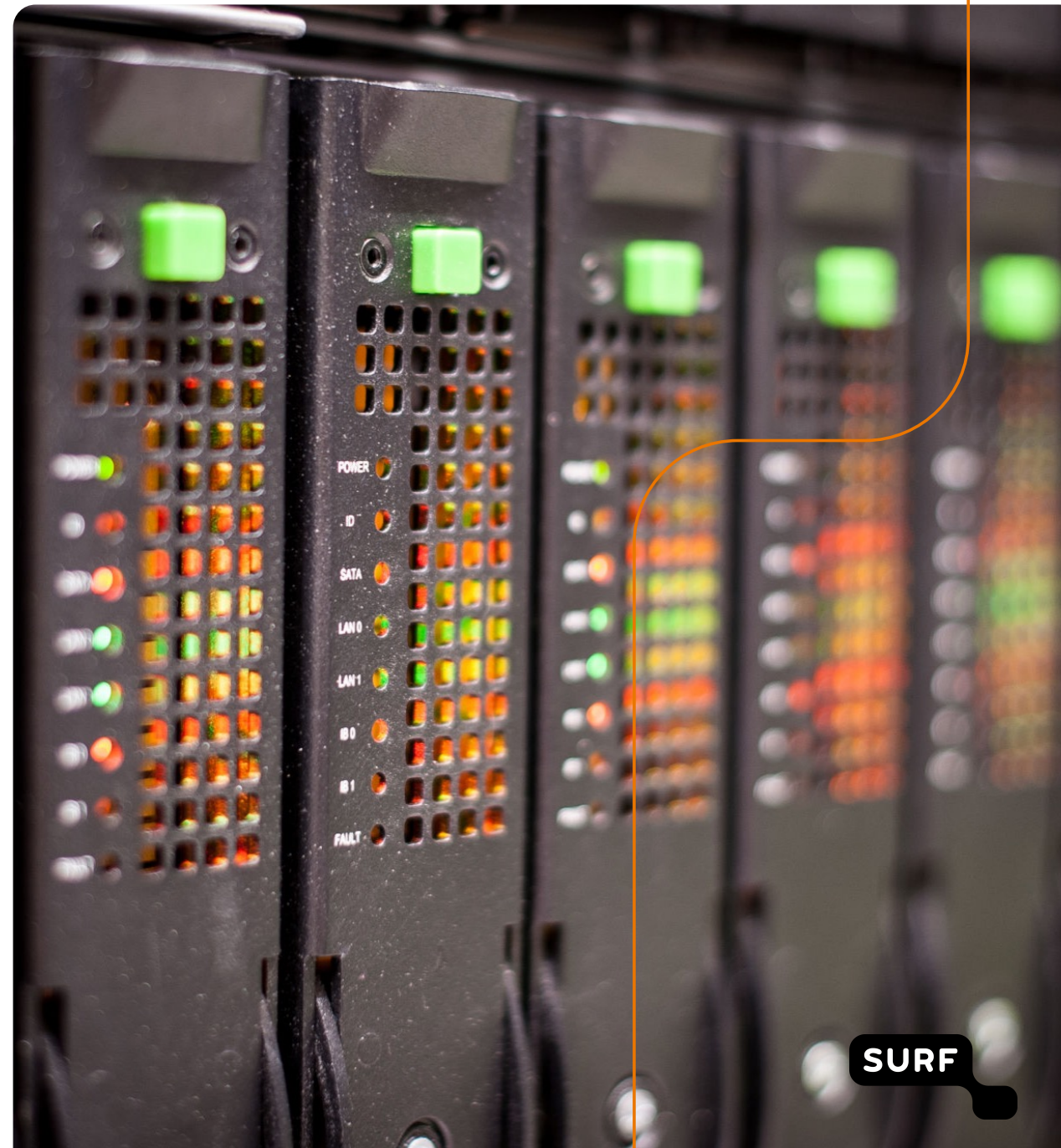
There are important public values to defend



See: value framework SURF and Kennisnet

Who are better placed than us?

- Higher ed needs to collaborate internationally to **reap the profits** of digitalization as well as **defend itself against threats**.
- We as NRENs already have this collaboration
 - We have the knowledge
 - We have trust and build on that
 - Together, we also have capability
- You do the math!



QUESTIONS?

THANK YOU!

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Driving innovation together

SURF