Hanken Digital Learning Policy

Current status and future outlook

Hanken Digital Learning Policy was written in 2017 after which digitalisation has become an integrated part of learning and teaching. This updated Hanken Digital Learning Policy focuses on learning and teaching and is supplemented with two appendixes, Appendix 1 on recommendation for teaching and learning on different levels and in different types of courses and Appendix 2 on learning technology.

The premise of *Hanken Digital Learning Policy* is to prepare Hanken for future demands of flexible learning opportunities and integrated processes on the national level and;

•To meet our vision of being an internationally highly regarded research-driven, stand-alone business school responding to global business and societal challenges innovatively and responsibly, and more concretely:

•To ensure Hanken's attractiveness

•To utilise digital possibilities

•To meet expectations on future skills

•To support teaching development and students' learning experience

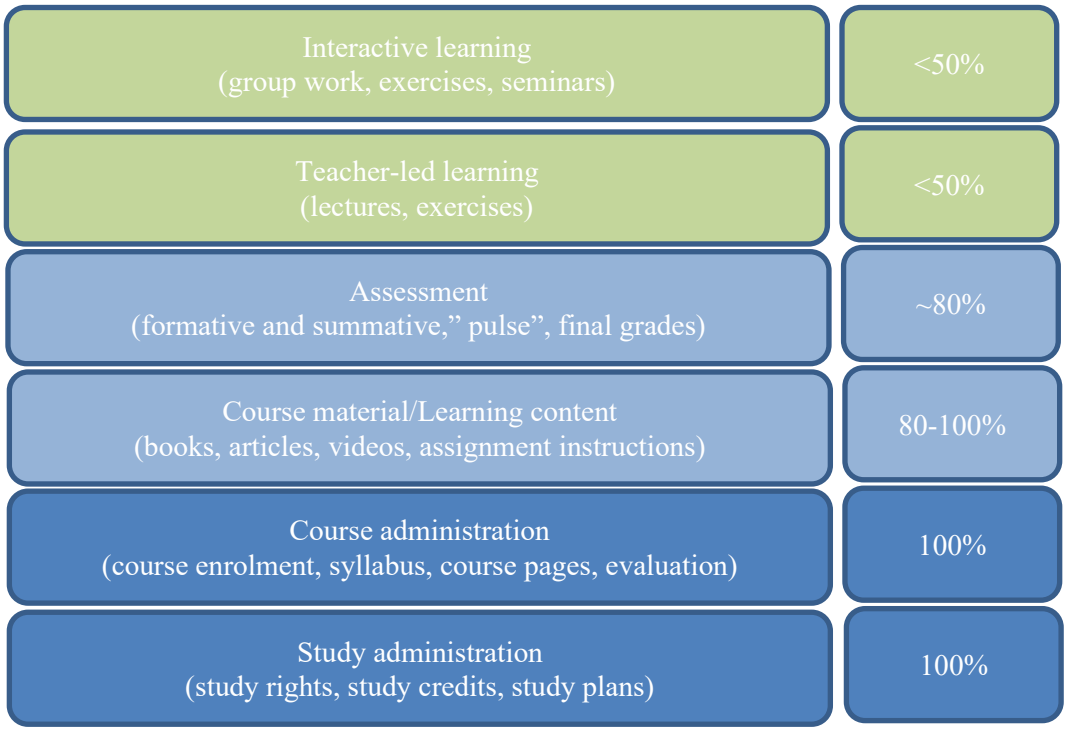
•To support graduate employability and graduation

Definition

Digital learning refers to the process of learning with an institutional practice that makes use of a broad range of technology-enhanced educational strategies, content, platforms, assessment, and course administration. It includes for example blended learning, flipped learning, personalized learning, and other strategies that rely on digital tools to a small or large degree. Definitions of these terms are provided at end of the document.

At Hanken digital learning is captured with six different levels within a teaching event going from more administrative steps towards learner-teacher interaction in class. The levels create an integrated whole with different demands and expectations for digitalization. The levels are illustrated in figure 1 and described in more detail below.

Figure: *Digital student learning experience at Hanken (proportion provided in digital format)*



The first level from the bottom refers to general Study Administration, meaning activities like study rights, study credits and study plans. The second level refers to Course specific Administration, like enrolment, syllabus, course pages and course evaluation. The first two levels (study administration and course administration) will be fully digital.

Next, the third level from the bottom is Learning Content, like books, articles, videos, and assignment instructions. On this level, the strive is to have electronic access to all learning content, but as it is not always possible with copyrighted material, we do not demand fully digital learning content. The same applies for fourth level, Assessment. Digitalisation in assessment refers to electronic submission of formative assessment like student assignments, electronic forms of summative assessment like e-exams, and grades, feedback and pulse surveys, which are to be administered in electronic format. However, paper and oral exams do not need to be digital as long as grades from these are administered digitally.

On the top two levels, digitalisation is an enhancement but not the primary area for development. Teacher-led Learning includes pre-recorded lectures and reading material but also in-class lectures, which may be streamed or recorded for later use. On the top level, in Interactive Learning the primary focus is on in-class interaction through group work and discussions between the educator(s) and the students. On the top two levels, digitalisation will be a blend of digital and face-to-face activities depending on what is pedagogically appropriate for the course and group in ques-

tion. Digitalisation in teaching is adapted to different levels and types of courses considering the needs of different student groups, such as the first-year students and the basic courses in economic sciences. The levels in teaching are detailed in Appendix 1.

Teaching and learning at Hanken and minimum standards for digitalisation in teaching and learning

Teaching at Hanken is characterized by the following qualities

- Our (learning) culture is non-hierarchical and based on Nordic values.
  Educators are encouraged to be available for students, to listen to their concerns, and to transparently share the reasons/logic of course assignments and assessment. Students feel that their learning and well-being is important for the educators, that they study in a safe learning environment, and they are provided with sufficient understanding of how the competence goals, course assignments and assessment support their learning. The learning culture at Hanken has positive effects on student motivation and course completion rates.
- Studying at Hanken builds students' analytical skills, critical thinking skill, and motivates to collaborative peer-learning
  Learning outcomes, course design and assessment criteria support the development of students' analytical skills and critical thinking skills. The structure and design of courses and assessment support collaborative peer-learning amongst the students. Assessment is based on learning outcomes.
- Studying at Hanken builds on students' interpersonal and international networks.
  Student networks are facilitated by group work and collaboration in the course design. We strive to have mixed groups so that students from different majors and study programs and exchange students get to work with each other. We ensure a safe learning environment for all students. Collaboration between the two study locations is built in to each major. Collaboration with external parties widens students' networks to cover also alumni, corporate partners and societal actors.
- Learning content is based on state-of-the-art research and societal and corporate relevance
  All education is research-based, which means that current research is incorporated in teaching that is built on analytical and critical reflection and scientific work process. Societal and corporate relevance is incorporated in course design, as case study assignments, guest lecture visits, or in the format of a deeper problem-based collaboration.

In addition, all teaching and learning at Hanken uses digital learning to a minimum level, which includes:

- Course content, course syllabus and communication to students are openly and transparently shared on Hanken's selected Learning Management System which is Moodle.

- All student assignments are submitted electronically on Moodle to ensure student rights in the case of technical issues and streamline grading. Email must not be used for submissions and hard-copy submissions can only be used as an additional form to the electronic.
- Course assessment criteria are openly and transparently shared on Moodle and educators are encouraged to develop and share evaluation rubrics.
- Course grades are provided in a GDPR compliant way, e.g. by using Moodle gradebook or Sisu, so that each student can only access their own grade. No public lists that display the student number and their grade are allowed.

Connection to strategy

Hanken Digital Learning Policy connects with goals and targets in the *Teaching and Learning* sub strategy.

Hanken is offering a high-quality research-based education that enhances global competences and has corporate world relevance. Hanken's push to be in the forefront of using more efficient teaching and learning methods centres on providing students with a next generation digital learning environment and developing curricula for an optimal blend of face-to-face and online learning.

- High quality **digital learning environments** supply students with a broad range of opportunities to interact and engage with knowledge and learning resources, provided by educators and peers. They are dynamic and fast-paced, and free students and educators largely from constraints of time and place.
- Flexible, **blended learning design** creatively utilises face-to-face and digital tools to enhance student involvement, learning and assessment. Teaching activities are focused on the needs of the learners and allows educators to make better use of face-to-face time with students.
- Digital technology promotes **openness and transparency** of teaching and learning materials, continuous development and modernisation as well as inspires to do new things.
- Digital learning solutions at Hanken follow the principle of **next generation digital learning environment**, which builds on an integrated technological ecosystem built from a student-centred design that enhances individual learning paths. This is described in more detail in the appendix 2.
- Building an integrated technological ecosystem improves learning analytics, learning journey, provides opportunities for better student guidance and individualized learning paths. It also frees up educators' time by reducing manual labour related to course administration. However, harvesting these benefits requires a mind shift. New processes need to be learned and built up. Educators are expected to meet more external demands outside of their expertise, such as accessibility requirements. **Sufficient resources and time need to be allocated** for training and support.

Objectives

1. Prepare for future demands in a gradual and well-planned manner to ensure time for the organization's adaption and learning

Hanken is part of a significant digitalisation project for higher-education institutes in Finland called Digivisio 2030. The future model of flexible learning opportunities and the (shared) technological infrastructure that enables it, will affect also educators and study administrators. Hanken, as an organisation should undertake systematic but gradual development projects in digitalisation in order to prepare technologies and processes, but most importantly, the people for the near future. Development steps need to be identified and prioritized accordingly.

2. Ensure that curriculum planning, student services and faculty services are updated to meet the new challenges and opportunities of digitalisation

   Well-designed online teaching offers improved arrangements for student learning on both study locations. It provides potential for higher quality and more consistent learning experience for all students, regardless of where they are located, and increase the number of courses offered. Yet, online teaching can also contribute negatively to student well-being, be too demanding and stressful when students' self-regulation is not supported in the course design or contribute to students' isolation and lack of motivation. Therefore, the curriculum at Hanken is designed with a good balance between online and in-class courses and student well-being is a central consideration in the planning of online learning with, for example, engaging course design, interaction, and iterative feedback.

   Furthermore, faculty well-being is also a concern. As the demands for educators' skills and pedagogical approach develop, work-time allocation and resources need to account for these changes and provide sufficient time for training

3. Develop support resources for educators in their professional development, as well as increase peer-to-peer knowledge transfer

   The learning purpose for using digital solutions is not clear for everyone. The educators need support to redesign their courses, modify their approach to teaching and to use new digital applications. There must be low barriers to learn new things. This requires the provision of advice and assistance on curriculum design and staff development in the use of new technology in teaching. Guidance and examples of good practice on the effective, critical and ethical use of ICT for teaching, learning and assessment should be circulated and discussed by support staff and educators.

4. Develop Hanken's Next Generation Digital Learning Environment and the educators' knowledge in how to use it for enhanced classroom experiences

   Blended teaching also requires well-designed flexible learning spaces and a continuous process of experimentation with new digital applications that support innovation in teaching and learning. The IT infrastructure needs to be reliable and perform well under the load of learning and teaching activities.

Implications on teaching

The educators are responsible for meeting the minimum requirements that enable full digitalisation on the Study Administration and Course Administration levels.

- Understand the reasons for minimum requirements. Participate in meetings and workshops where these matters are discussed and sign up for weekly letters from Teaching lab.
- Use Moodle course pages.
- Use and publish grades in a GDPR compliant way.

Learning content & Assessment

- Ensure that courses pages are designed in an accessible and learner-friendly way.
- Make learning material available digitally. Exceptions are made for licensed material, like books and case studies, which are not available digitally. Prioritize digitally available material always when possible.
- Make assessment criteria and processes transparent for the students.
- Decide when to use digitally enhanced assessment (blind peer-review, online rubrics, automatic grading)

Designing & planning blended learning

- Identify the learning objectives.
- Decide upon the most appropriate activities to achieve the learning objectives.
- Decide what is best face-to-face and what is best online.
- Decide how to assess these activities (formative, summative).
- Choose the most appropriate technology.

Professional development for the educators

- Participate in professional development in order to prepare for future demands.
- Use support services when needed. Even though the educators are responsible for these requirements on their courses, they are not experts on matters like accessibility or most appropriate learning technology. Support needs to be provided.

Implications on support services and administration:

- Teaching Lab operates as the primary support for the educators. Therefore, Teaching Lab operations need to consider and cover educators teaching and learning activities as a whole. This includes pedagogical training, support for development of teaching and learning, support for digitalisation and design of teaching and learning, finances for developing teaching and learning and evaluation and awarding of teaching and learning.
- The Library supports educators in choosing and accessing digital course material, raises awareness of copyright issues, supports in question regarding data management, formatting and information retrieval.
- Office of Study affairs, Computer centre and Library develop their functions and collaboration to meet the increased need for support and assistance. Including centralized support for the students in using the digital learning environment.
- Computer center develops Hanken's Next Generation Digital Learning Environment with the support of the Study office.
- The departments reserve enough time and recourses for course development and professional development in the faculty working plans.

- License agreements for educators' online materials are made.

Previous targets 2017-2020

1. All course information and teaching material is possible to access online. **Reached**
2. At least 50% of courses offered by Hanken is in blended delivery mode by 2020. This target is defined as courses including a substantial component of online learning. **Reached**
3. At least 10% of courses offered by Hanken is in online mode by 2020. **Reached**
4. A few selected MOOCs are produced for various cooperative projects. **Reached**, Hanken had 4 running MOOCS with over 10 000 annual learners in total by the end of 2020.

Suggested targets for 2022-2025

1. All course pages designed in a way that meets accessibility requirements and support student learning and self-regulation.
2. Increase the number of educators with pedagogical training. In minimum, all Hanken (tenure-track) faculty have completed internal teaching portal within the first year of their employment.
3. Increase student engagement in course feedback and institutionalize educator's response to student feedback.

Vocabulary and definitions:

blended learning: Learning design that combines both in class and online elements. For example, students may work on an assignment online before class, which is discussed during next time in the physical class meeting.

flipped learning: Learning design or instructional strategy in which students work with familiarize themselves with theory or instructions before class and apply this knowledge through problem-solving assignments during class.

personalized learning: Providing students opportunities to personalize their learning experience e.g. through options for different learning needs and interests (more/les advanced), options of different cases or topics to work with, or options in different modes or methods of participation (group/individual, online/in-class)

teaching event: Mainly used as a synonym for a course ("implementation" in Sisu) but can also refer to a standalone lecture or other form of event that relates to teaching and learning.

Appendix 1 Digitalisation of teaching and learning on different levels

Minimum level of digitalisation = Active teaching and learning takes place in the classroom. Course pages are used for passive information sharing and material depository. The course follows a *classroom course* design.

In Moodle

- Course syllabus
- Communication
- Lecture material (pre- or post-lecture)
- Assignment instructions and submission
- Assessment criteria, rubrics

In the classroom

- Lectures
- Exercises
- Interaction

Examination

- Appropriate method chosen by the educator: paper exam, e-exam, home e-exam (moodle), term paper, group work or other examination format.
- Grades are displayed in a GDPR compliant way using e.g., Moodle or Exam feedback and gradebook systems.

Suitable for:

Suitable for most types of courses but recommended primarily for small groups that put emphasis on classroom activities and discussions like doctoral courses or smaller bachelor and master's level courses where the students are already familiar with each other. Fosters student interaction and networking with each other only if the lecturer emphasises this in the classroom activities.

Medium level of digitalisation = Teacher-led learning in the classroom is enhanced by online activities that the students engage with during, in between, or after class. The course can follow a *blended learning design*, in which the online activities make up an essential part of the student's learning activities or the course can follow a *classroom design*, in which the online material is offered as additional material that students can use for self-study and examination prep.

In Moodle

- Course syllabus

- Communication
- Lecture material (pre- or post-lecture)
- Assignment instructions and submission
- Assessment criteria, rubrics
- Additional learning material, such as videos, games (quizzes, flashcards), interactive activities (chat/forum discussion, leave a comment/opinion, co-create mind maps/blogs/portfolios/posters)

In the classroom

- Lectures
- Exercises
- Interaction
- Interaction with and discussion about the additional online activities
- Classroom sessions can be live streamed or recorded to offer students access to the lecture remotely or afterwards.

Examination

- Appropriate method chosen by the teacher: paper exam, e-exam, home e-exam (Moodle), term paper, group work or other examination format.
- Grades are displayed in a GDPR compliant way using e.g., Moodle or Exam feedback and gradebook systems.
- Peer-review, activity, and engagement with online activities can be part of the examination.

Suitable for:

Suitable for all courses except for self-study courses and online courses. The variety of learning activities supports student learning and engagement and can be used to generate interaction and contact between the students. Recommended for first year basic courses, first courses in specialisations and modules, language courses and other courses where both interaction between students and asynchronous access to learning content are essential for learning.

High level of digitalisation= Student-led learning takes primarily place online. Self-paced online learning may be enhanced with synchronous/face-to-face sessions online or in the classroom, where students come together to reflect or improve on the work they have done online. The course follows *blended learning* or *online course* design.

In Moodle

- Course syllabus
- Communication
- Lecture material (pre- or post-lecture)
- Assignment instructions and submission
- Assessment criteria, rubrics

- Complete learning modules including pre-recorded video lectures and/or written guides for reading materials with accompanying assignments and activities for each learning module. (A module can comprise of e.g. weekly or thematic/topic-wise activities and materials)
- Student progress in the course and study time management is supported and directed with pre-set opening and closing times for modules, activities and resources. Activity completion marks help the student to follow their progress, and notifications or emails remind and re-engage the student with the course content and deadlines.

In the online or physical classroom

- Q&A with the teacher
- Group work, collaboration
- Interaction with and discussion about the online activities
- MS Teams can be used to set up a virtual classroom that allows for both synchronous and asynchronous interaction.

Examination

- Appropriate method chosen by the teacher: e-exam, home e-exam (moodle), term paper, group work or other examination format.
- Grades are displayed in a GDPR compliant way using e.g., Moodle or Exam feedback and gradebook systems.
- Peer-review, activity, and engagement with online activities can be part of the examination.

Suitable for:

Suitable for self-study courses, online courses, courses in conjunction with a MOOC and international online collaboration courses.

--

Definition and examples of hybrid teaching

By **hybrid mode of delivery** we mean here *when in-class tuition is offered to at least some extent but the course can also be completed remotely.*

In hybrid mode of delivery, the in-person learners and the online learners are usually different individuals, while in **blended learning** the same individuals usually learn both in person and online.

Hybrid teaching is both a question of place (Online vs. Classroom) and a question of time (synchronous vs. asynchronous). **Synchronous teaching** (scheduled) is preferred for better student engagement. **Asynchronous teaching** is a great tool for freeing up time for discussion, exercises, and group work in the synchronous teaching (in classroom or online). Sensitive groups of students (the younger, the ones with less study skills, with personal struggles/motivation issues, or with learning disabilities) struggle in asynchronous teaching because it requires more self-regulation from the students. These groups and their needs should be prioritized in teaching design.

Recommendations:

- Scheduled synchronous teaching is preferred (Hybrid 1, hybrid 2 or Blended) for student engagement and time management

- Co-hosts for all hybrid 1 and hybrid 2 courses so that teacher can focus on teaching.
- Hybrid 3 (classroom is recorded, no live stream) is recommended if Co-hosts are not available.
- Async online course design should be avoided with groups of students that need facilitation with their studies (like first- and second-year students). Async can be complemented with scheduled study groups, Q&A session with pre-defined agenda/topic (students find it hard to ask question if there is just an open floor)
- Students need to be informed when they are recorded or live streamed

The tables below provide an overview of different hybrid teaching options, their pros and cons, and the possible/suitable tools for each option.

Updated 1.4.2022/Mikaela Krohn

	Classroom	Online	Pros and cons	Available technology
Hybrid sync. 1	• Teacher • some students • a co-host physically in the classroom but focussed on the online students.	• some students • (Co-host) • (if the co-host is only online, they will interact only with the students online. If the co-host is physically in the classroom, they can help online students to interact with in-class activities)	+ Scheduled + classroom engagement - Heavy on the teacher without a co-host	• Live stream through Teams, administered by the teacher. Possibility to connect Teams recordings to Moodle with new video service Panopto • Teacher's own computer or classroom's computer both connect automatically with classroom camera and microphones (instructions) • Wooclap for interactive activities both in class and at home. • Later option for pre-scheduled automatic live stream through new video service Panopto (not yet in fall semester 2021)
Hybrid sync. 2	• Some students • Co-host • (opens the door, connects the classroom tech to the meeting and facilitates in-class activities like student questions)	• Teacher (at home) • some students	+ covid-safe for teacher + scheduled + classroom engagement, if the co-host takes care of this + Easy communication with students in the classroom due to new ceiling microphones - Teacher's engagement is not as easy and "smooth" as when physically present - Co-host has an important role, more senior than Master's student	• Live stream through Teams, administered by the teacher or the co-host. Possibility to connect Teams recordings to Moodle with new video service Panopto • Classroom's computer connects automatically with classroom camera and microphones. Co-host logs in in the classroom. • Wooclap for interactive activities both in class and at home.
Hybrid 3 async	• Teacher • Most students	Recordings of lectures Self-study material	+ teacher can focus on one media (in-class teaching) only.	• Recording through Teams or Panopto, administered by the teacher. Possibility to connect Teams

	(Lecture is recorded but not live-streamed. Synchronous teaching only in class) * *If Hanken is closed down same schedule can be moved to live Teams lectures.		+ material is still available for the students who were unable to attend - No interaction with at-home students - course can become a self-study course for some.	recordings to Moodle with new video service Panopto • Teacher's own computer or classroom's computer both connect automatically with classroom camera and microphones (instructions) • Wooclap for interactive activities in class • Asynchronous Wooclap or other activities in Moodle • Later option for pre-scheduled automatic recording through new video service Panopto (not yet in fall semester 2021)
Blended learning	• Teacher/co-host • Students Small group assignments and exercises in-class led by the teacher or co-host.	Pre-recorded theory lectures and self-study material Certain assignments and exercises can also be held in small groups online.	+ Best of both worlds - heavy to prepare. Blended design needs to be taken into consideration in course design and is not suitable for a quick change from classroom to online.	• Pre-recorded videos with Panopto, it is possible to insert videos from YouTube "inside" your own recording • Existing learning material from podcasts or video library Kanopy • Wooclap for interactive activities in class or asynchronously in Moodle • Moodle activities

For comparison asynchronous online teaching and synchronous in-class teaching is listed below.

Async online	No meetings in class	• Pre-recorded theory lectures and self-study material • Assignments (e.g., self-check quizzes)	+ flexibility +/- self-study course - requires a lot of self-regulation and self-management skills from students. **NOT FOR first- or second-year classes!**	• Pre-recorded videos with Panopto, it is possible to insert videos from YouTube "inside" your own recording • Existing learning material from podcasts or video library Kanopy • Wooclap asynchronously in Moodle • Moodle activities
Sync. in-class	• Teacher • Students (lectures, exercises, seminars etc.)	No online learning.	+ scheduled + classroom engagement - online tools are not used to support learning (especially formative tools) **NOT possible to use during a pandemic**	• Wooclap for interactive activities in class

Appendix 2 Technology

Digital learning services at Hanken

In accordance with Hanken's Digital Learning Policy, digital learning solutions at Hanken build on the principles of Next Generation Digital Learning Environment (NGDLE). A Next Generation Digital Learning Environment is an ecosystem of learning solutions with common standards that enables interoperability between components and tools, and a modularized customisation to fit different purposes. The six principles of NGDLE are (1) Interoperability and Integration, (2) Personalization, (3) Analytics, Advising, and Learning Assessment, (4) Collaboration, and (5) Accessibility and Universal Design. Any services, tools, and technologies that are part of the ecosystem need to follow these principles.

In NGDLE the different applications build a network around the central hubs, which are the key solutions. At Hanken the central hubs are Student information System Sisu and Learning management system Moodle. At the heart of NGDLE is a student-centred design that supports individual learning paths and ease-of-use. For the educators, NGDLE provides an easy-to-use toolbox from which to pick and choose the right tools for their specific course needs and smooth course administration.

Student Information System (SIS) – Sisu

Sisu is a comprehensive SIS system that caters to the needs of the educators, the students and the administration. Sisu provides a modernised user experience, which guides students study planning for the complete duration of their degrees, streamlines many administrative tasks and support educators. Sisu is the main source for student data for integrations, advising and learning analytics.

- Sisu enables interoperability and integration, personalization, analytics, advising, and collaboration.

Learning Management System (LMS) – Moodle

Learning Management System is the primary place for sharing of learning content, communication during courses, and submission of student assignments. Hanken's LMS is Moodle, which is a learning platform designed to provide educators, administrators, and learners with a single robust, secure and integrated system to create personalised learning environment.

- Moodle enables interoperability and integration, personalization, analytics and learning assessment, collaboration, accessibility and universal design.
- Moodle offers good set of built-in learner-centric learning and collaboration tools and integrations to a vast number of third-party applications.
- Planned integration between Sisu and Moodle streamline course administration.
    - automated creation of course pages based on course data from Sisu
    - automated access to course pages based on enrolment data from Sisu
    - Automated registration of course grades based on gradebook data from Moodle

Implication for IT and library

- Teaching and learning related services and applications should adhere to the principles of NGDLE.
- Investments in new services should prioritize applications that are interoperable with either Sisu or Moodle or both.
- Services that do not follow the above two requirements can be considered if they are well motivated or if they are not considered part of the digital learning environment. (I.e. if they are only used by administrators or faculty).

Exceptions

MOOCs

- MOOCs (Massive Open Online Courses) at Hanken refer to publicly and openly provided online courses on an international platform. Other types of online courses are regarded as online collaborations