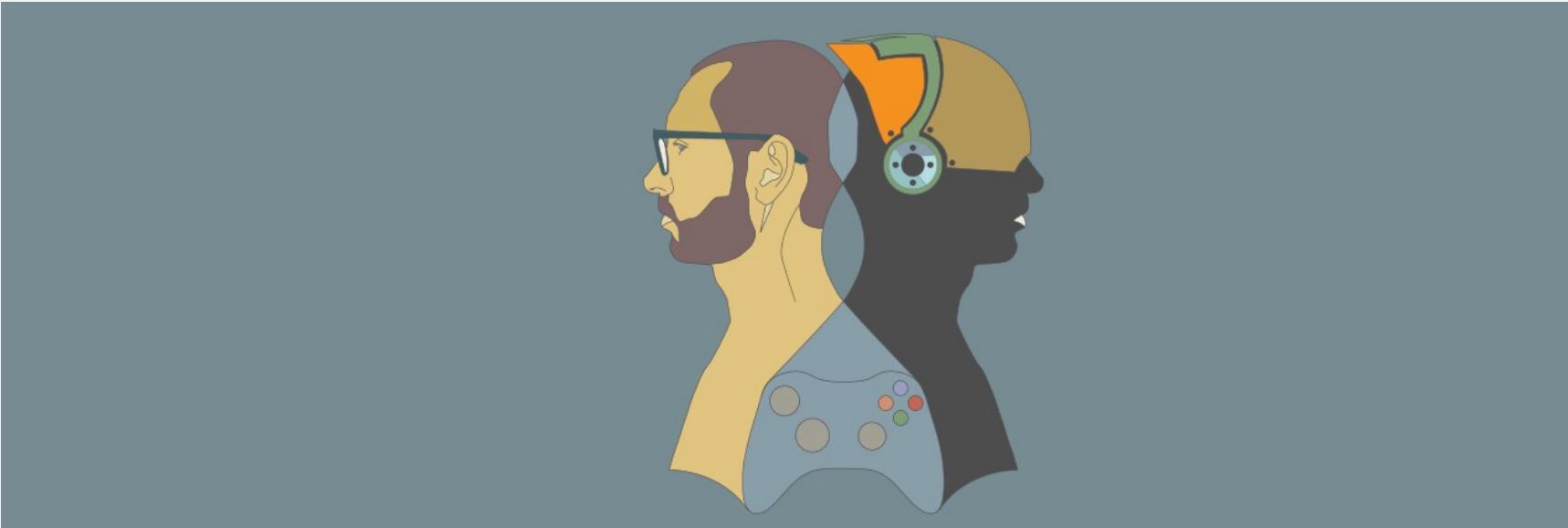


Totalisation of Finnish Higher Education and society, and connecting them to global data governance: One national digital service platform to rule them all

Digital Education Governance conference
25.5.2022

Dr Marko Teräs (PhD)
Social Sciences, Sociology
Tampere University, Finland



Background in short

Developer, educator, researcher in human-computer interaction, online learning, virtual environments, learning analytics, digitalization and datafication the past 15 years



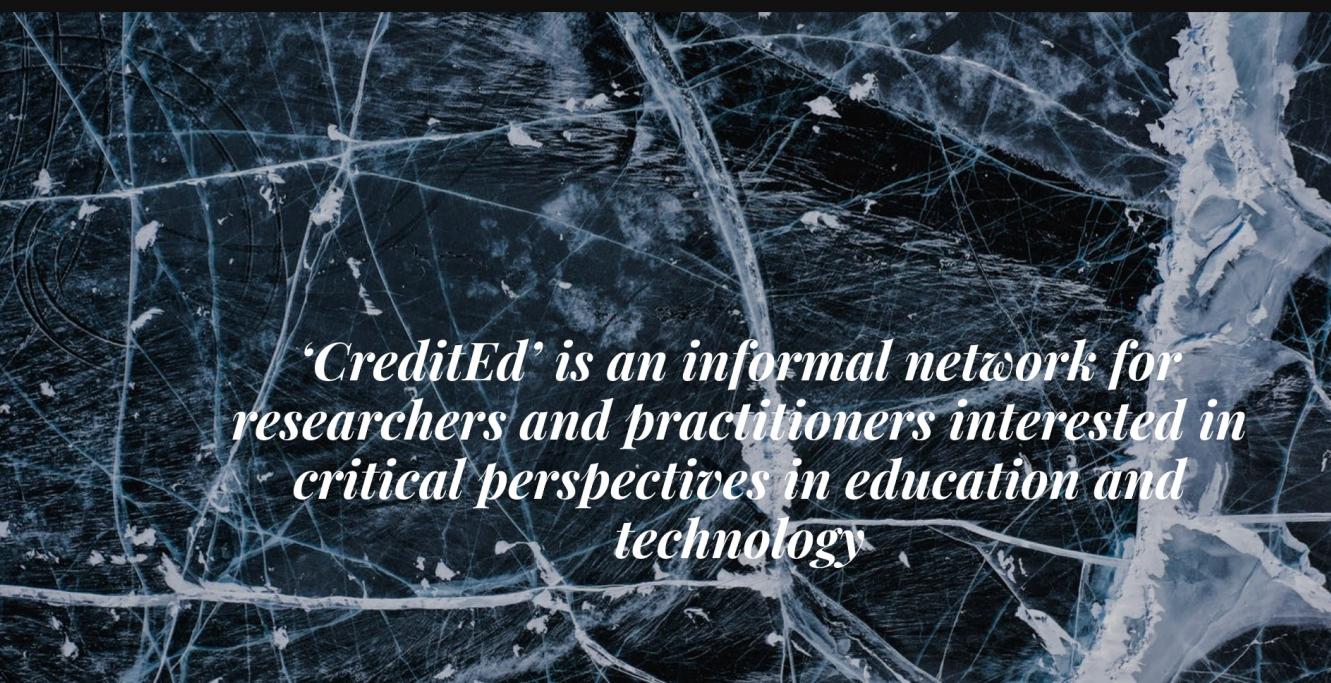


Current research project

- “Speculative social science fiction of digitalization in higher education: Towards a humanized digital future”
- Funded by the Academy of Finland
- More at <https://carde.group>



Home . B



CARDE (Critical Applied Research of Digitalization in Education) research group.

<https://carde.group>

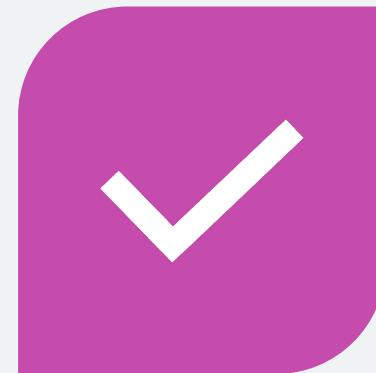
CreditEd network. An informal network for researchers and practitioners interested in critical perspectives in education and technology.

<https://creditednetwork.wordpress.com>

Presentation structure



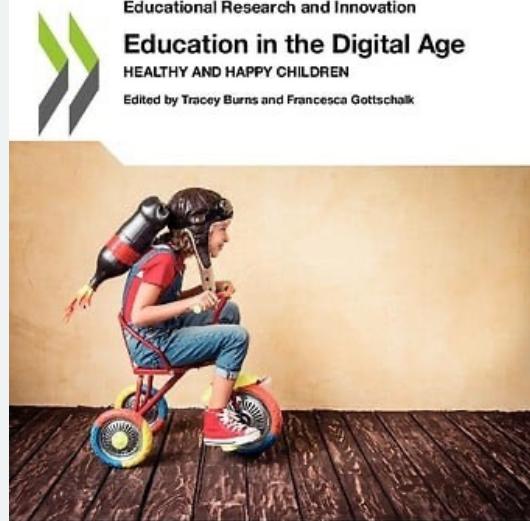
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UTOPIAS



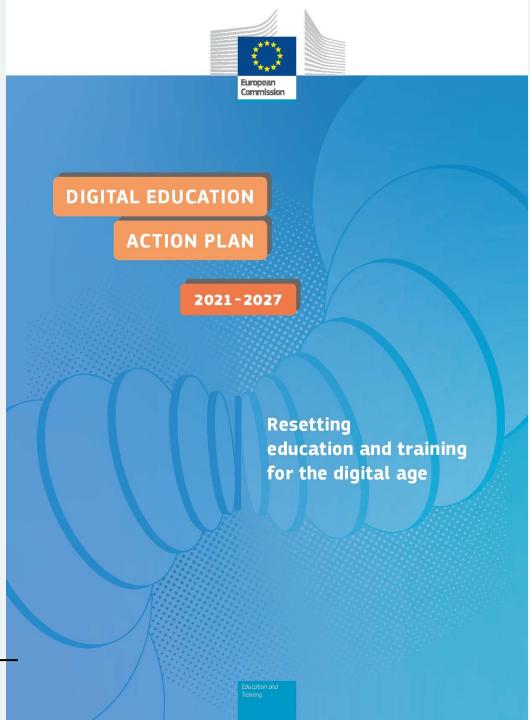
DIGIVISIO 2030



SOME GENERAL
PROBLEMATIZATIONS



OECD



OECD



Future visions

WORLD ECONOMIC FORUM
COMMITTED TO IMPROVING THE STATE OF THE WORLD

Platform for Shaping the Future of the New Economy and Society

Schools of the Future

Defining New Models of Education for the Fourth Industrial Revolution

January 2020



OPEUTUS-JA KULTTUURIMINISTERIÖ / EN / AREAS OF EXPERTISE / HIGHER EDUCATION AND RESEARCH
/ POLICY AND DEVELOPMENT IN HIGHER EDUCATION AND SCIENCE / VISION 2030

Higher education and research

Higher education institutions and science agencies

Policy and development in higher education and science

International strategy for higher education and research

Steering, financing and agreements

Higher education and degrees

Science and research

Statistics

Vision for higher education and research in 2030

The vision for the Finnish higher education and research in 2030 was drawn up in cooperation with higher education institutions and other stakeholders and was published in October 2017.

NB: This project has ended and the webpage will no longer be updated.

The purpose was to formulate a future scenario which enables the development of a high-quality, effective and internationally competitive higher education system in Finland by the year 2030.

In the course of this work, different alternatives and models for improving the Finnish higher education system were examined and their impacts and feasibility assessed. The development needs of the Finnish higher education and research were reviewed and the future desired state defined on the basis of the changes in the national and international operating environment.

The work was carried out in broad and open cooperation with the higher education institutions and their staff, students and stakeholders.

See also

[Roadmap for Implementing Vision 2030](#) PDF 736kB 31.1.2019

[Proposal for Finland](#) PDF 467kB 24.10.2017

[OECD report on collaboration among higher education institutions](#) PDF 1.1MB 17.11.2017



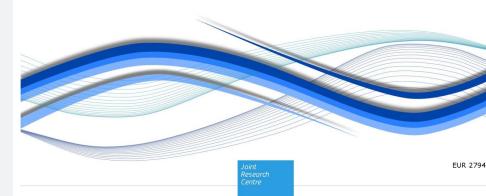
JRC SCIENCE FOR POLICY REPORT

DigComp 2.0: The Digital Competence Framework for Citizens

Update Phase 1:
The Conceptual Reference Model

Riina Vuorikari, Yves Punie, Stephanie Carretero, Lieve Van den Brande

2016



EUR 27940 EN



EXECUTIVE SUMMARY

REIMAGINING A new social OUR FUTURES contract for TOGETHER education

REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION

Future visions

and policies

Key discursive statements

1. “The future is more uncertain than ever”
2. “Digitalization is disrupting/transforming education and work” (digitalization as challenge)
3. “There is huge potential in digitalization to transform education and work” (digitalization as potential)
4. “Education is outdated/not yet fulfilling its potential”
5. “Digitalization of education can ensure a better future”



Utopian elements in the documents

“Utopia”:

Thomas More coined the word as the title and locus of his 1516 Utopia in a pun which conflates *outopos* or no place and *eutopos* or good place. Consequently utopia is widely understood as an imagined perfect society or wishfully constructed place which does not and cannot exist. (Ruth Levitas, Utopia as Method, 2013, p. 3)

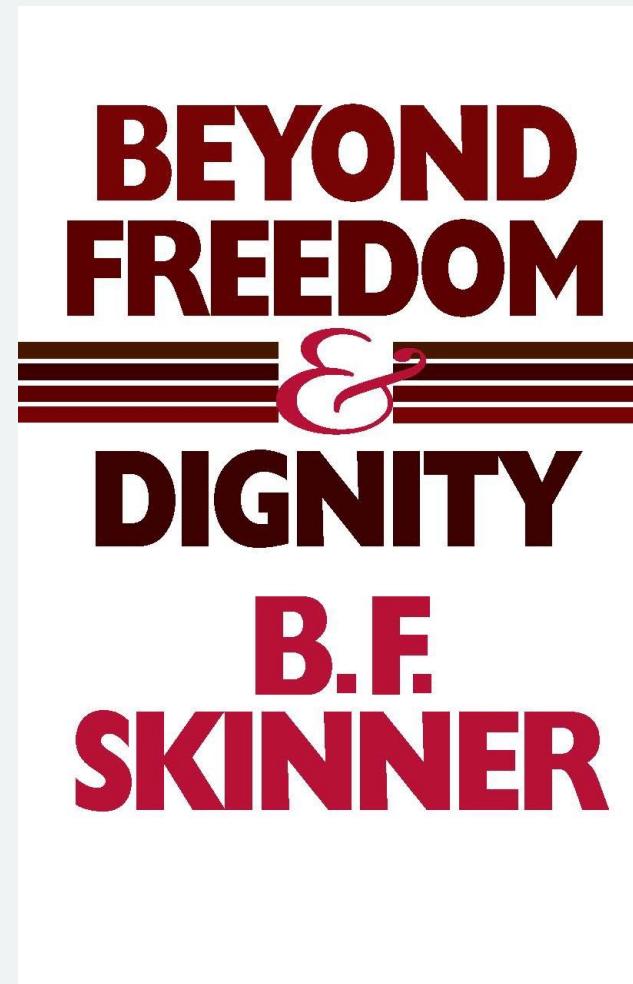
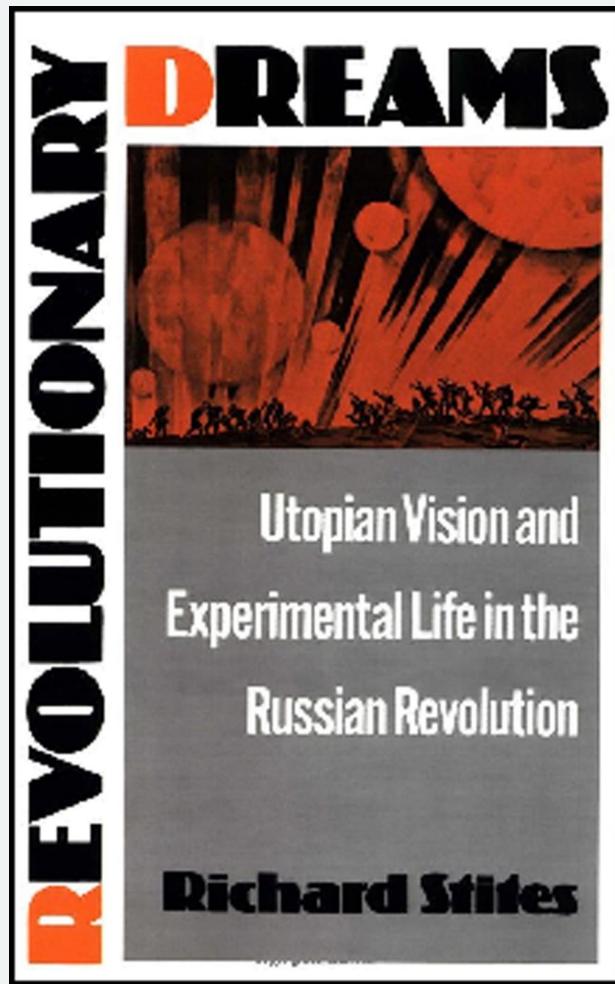
1. There is something wrong with the current state of things (also posing a sense of ‘crisis’)
2. (Technological) solutions or blueprints on how the world could be changed “better”
3. Implicitly defining what is desirable or “better”



“Official Document Utopias”



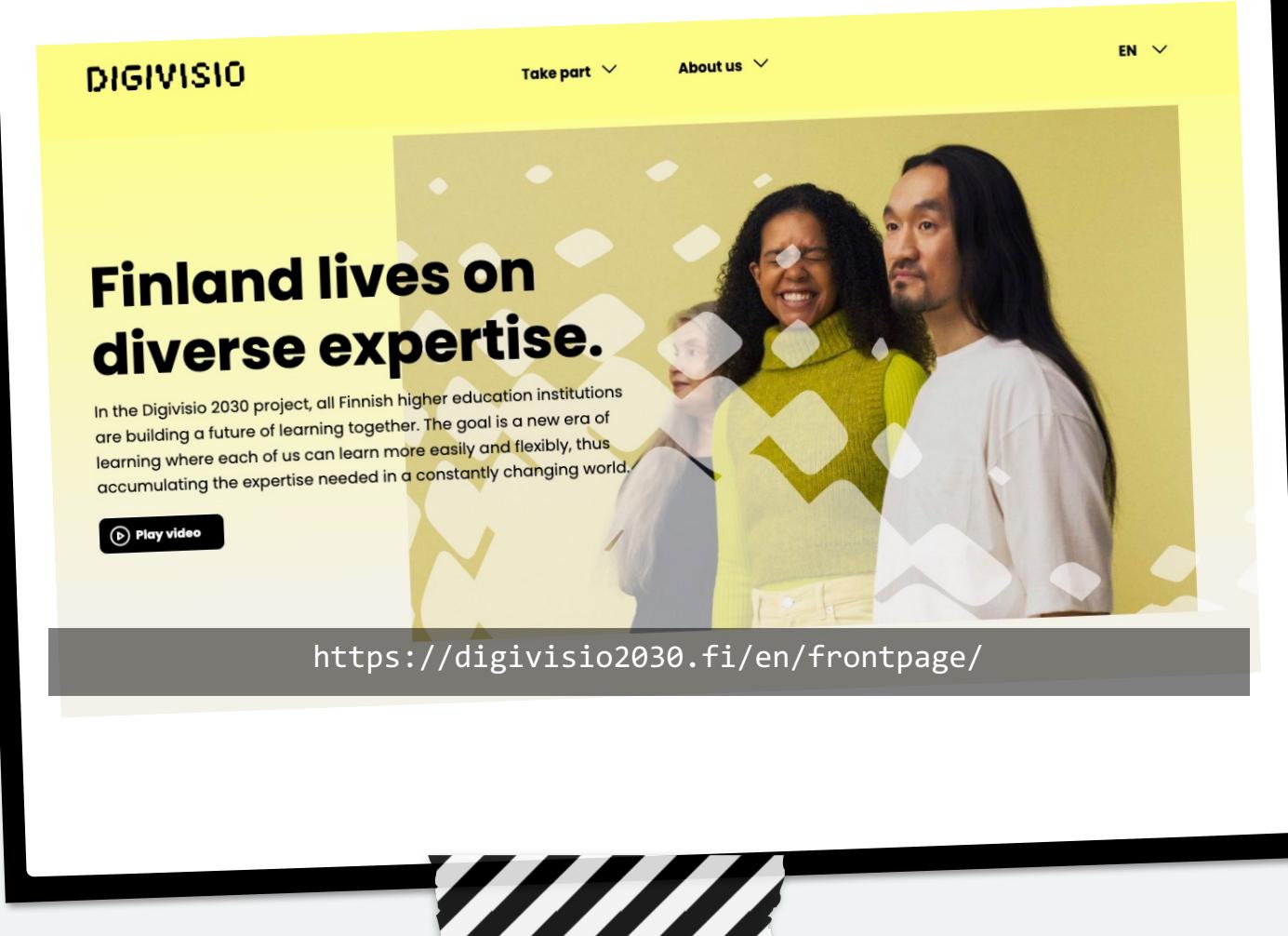
- These documents build a picture of a future X which can be ensured with digitalization/datafication
- They build the future they only claim to predict
- Possible futures become *a* future



**Technological
and science
utopias**



Digivisio 2030: Operationalizing a technological utopia?



DIGIVISIO

Take part ▾ About us ▾ EN ▾

Finland lives on diverse expertise.

In the Digivisio 2030 project, all Finnish higher education institutions are building a future of learning together. The goal is a new era of learning where each of us can learn more easily and flexibly, thus accumulating the expertise needed in a constantly changing world.

Play video

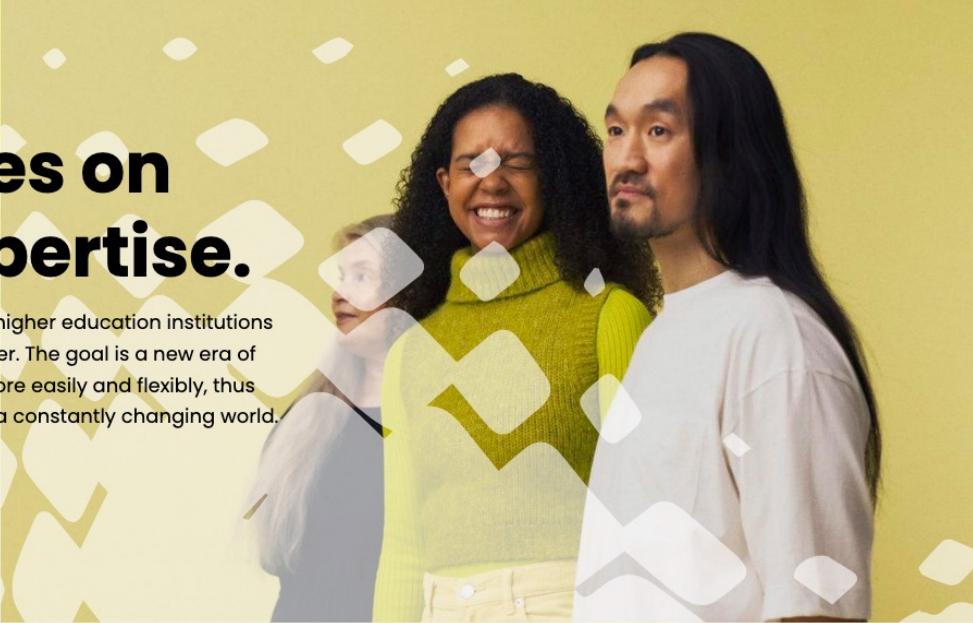
<https://digivisio2030.fi/en/frontpage/>

- Funded by the Finnish Ministry of Education and Culture
- Involving all Finnish higher education institutions, Digivisio 2030 is a joint project whose aim is to create a future for learning that benefits higher education institutions, learners and our society as a whole. All 38 Finnish higher education institutions have signed the project's participation agreement, and the project office was established at the end of 2020.
(<https://digivisio2030.fi/en/basic-information-on-the-digivisio-2030-project>)

Digivisio 2030: Operationalizing a technological utopia?

DIGIVISIO

Take part ▾ About us ▾ EN ▾



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Play video

<https://digivisio2030.fi/en/frontpage/>

4 “promises” of Digivisio 2030

1. Learners have access to their own learning data and profile as well as the latest information on the trends and needs in the labour market.
2. Learner’s benefit at the centre of development
3. Higher education institutes become open communities led with information
4. National learning data reserves are opened for use by individuals and society. This brings international competitiveness for the whole of Finland. Nationally shared and refined information about learners, competences, learning and study contents becomes a unique success factor.

A national digital service platform

The objective of the program is to create, as mutual and stakeholder cooperation, by 2030

1. A National digital service platform that

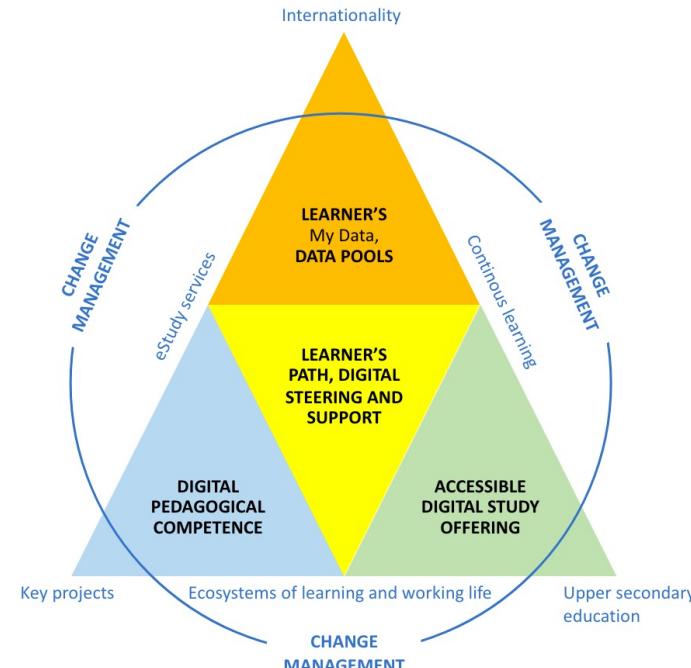
- a) enables the compatibility of digital services between higher education institutions,
- b) provides the learner's "my data" service and integrates the accumulation of the learner's competence before and after the higher education institution to the learning and career path and
- c) improves the compatibility of the actors' IT services and lowers the threshold for utilising national solutions.

2. Guidance based on digital pedagogics, the learner's path and shared data, which

- a) supports studies and student well-being regardless of time and place and in an accessible manner,
- b) Brings AI solutions as an aid in guidance, and
- c) places the learner's benefit at the centre of development.

3. Support for change management for higher education institutions, so that we can

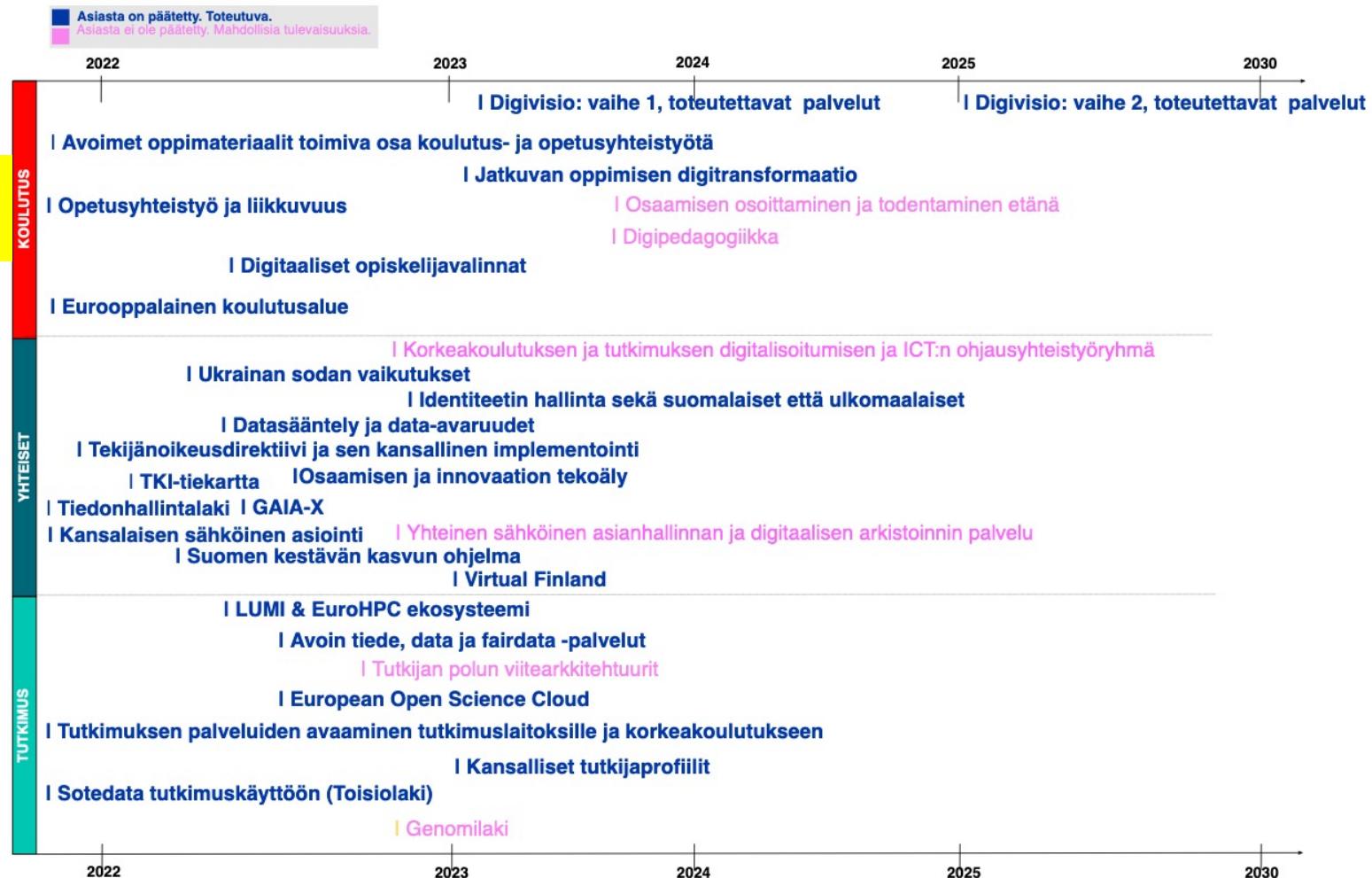
- a) introduce the national digital service platform
- b) digitize student administration processes and admission to higher education institutions,
- c) support the development of higher education institutions into open communities managed by information, and
- d) make data available for individuals and society.



Korkeakoulutuksen ja tutkimuksen digitalisoitumisen tiekartta

Tilannetietoa ja tapahtumia: Korkeakoulujen ja CSC:n yhteistyöalue ja Yhteentoimivuuskalenteri

Korkeakoulutuksen ja tutkimuksen digitalisoitumisen tiekartta on tarkoitettu pitkäjäteisen päätöksenteon tueksi korkeakoulujen johdoille ja ohjausryhmille. Se kartoittaa tulevia muutoksia, trendejä ja linjauksia jotka vaikuttavat korkeakoulujen digitalisoitumiseen.



Roadmap for digitalization of Finnish higher education and research

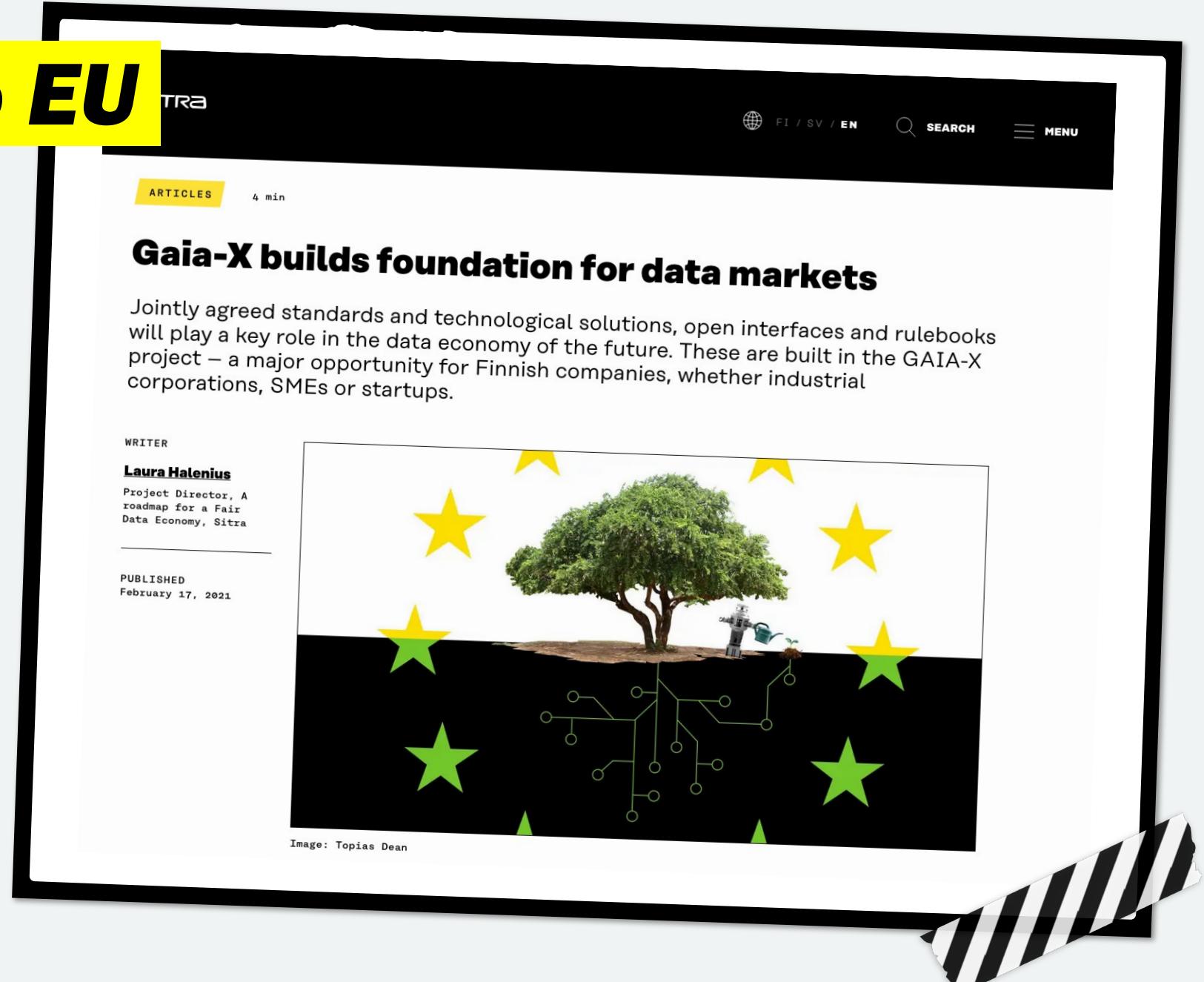
Connection to EU data markets

“GAIA-X is a major European initiative for trusted data sharing. It has already strong support from German and French governments and close links to European Commission. More than 300 organizations from various countries are already involved in GAIA-X. Still, the project is open to new European interested parties to join us in its development.”

<https://wiki.eduuni.fi/display/CSCTICTOR/GAIA-X>

CSC – IT Center for Science is a Finnish center of expertise in information technology owned by the Finnish state and higher education institutions.

<https://www.csc.fi/en/about-us>



The screenshot shows a news article from the Sitra website. The header features the Sitra logo and navigation links for FI / SV / EN and MENU. The article title is "Gaia-X builds foundation for data markets". It includes a sub-headline: "Jointly agreed standards and technological solutions, open interfaces and rulebooks will play a key role in the data economy of the future. These are built in the GAIA-X project – a major opportunity for Finnish companies, whether industrial corporations, SMEs or startups." The author is Laura Halenius, Project Director, A roadmap for a Fair Data Economy, Sitra. The article was published on February 17, 2021. The image accompanying the article is a cross-section of the ground showing a tree growing from a network of underground cables, symbolizing the foundation of data markets.

ARTICLES 4 min

Gaia-X builds foundation for data markets

Jointly agreed standards and technological solutions, open interfaces and rulebooks will play a key role in the data economy of the future. These are built in the GAIA-X project – a major opportunity for Finnish companies, whether industrial corporations, SMEs or startups.

WRITER

Laura Halenius
Project Director, A roadmap for a Fair Data Economy, Sitra

PUBLISHED
February 17, 2021

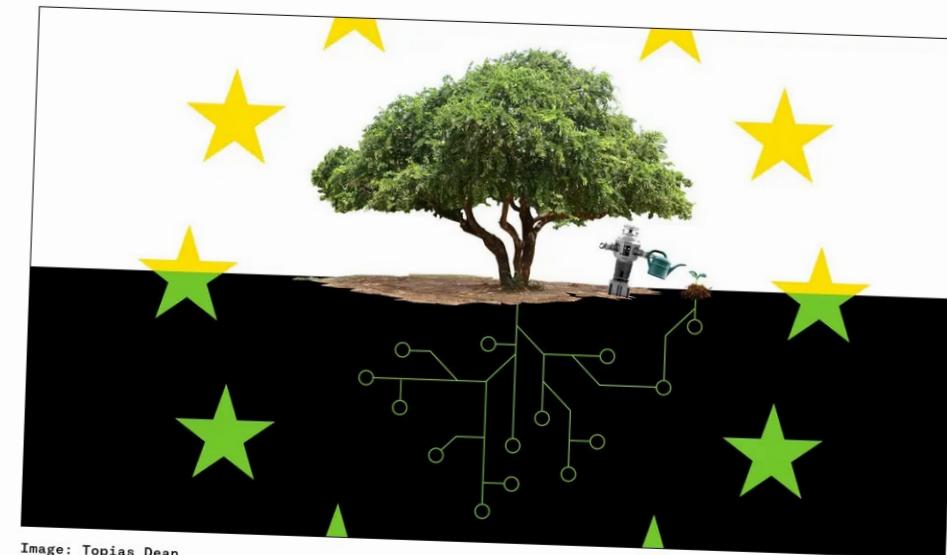


Image: Topias Dean

Some general problematizations

- + Abstract technological promises (e.g. “use analytics to support the student learning”) & developments that go against good pedagogical practices (e.g. “individual student paths” when a sense of community is important in online learning) (e.g. Thomas, Herbert, & Teräs, 2014).
- + Technology is multistable, it always changes human behavior and contexts in unpredictable ways (Ihde, 1998): To “work”, data, analytics and algorithms need humans to define data points and thus, abstraction of life. What happens e.g. to student experience and “learning” in such a process?
- + National data about learners as an economic “success factor” for national and international actors. A view from sociology of knowledge: There is no neutral knowledge. Anyone who says so, is not seeing or is hiding their ideology.



Speculative fiction and utopian thinking as ways to imagine alternative futures

Commentaries | **Open Access** | Published: 25 October 2021

Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be

[Juha Suoranta](#), [Marko Teräs](#), [Hanna Teräs](#), [Petar Jandrić](#), [Susan Ledger](#), [Felicitas Macgilchrist](#)  & [Paul Prinsloo](#)

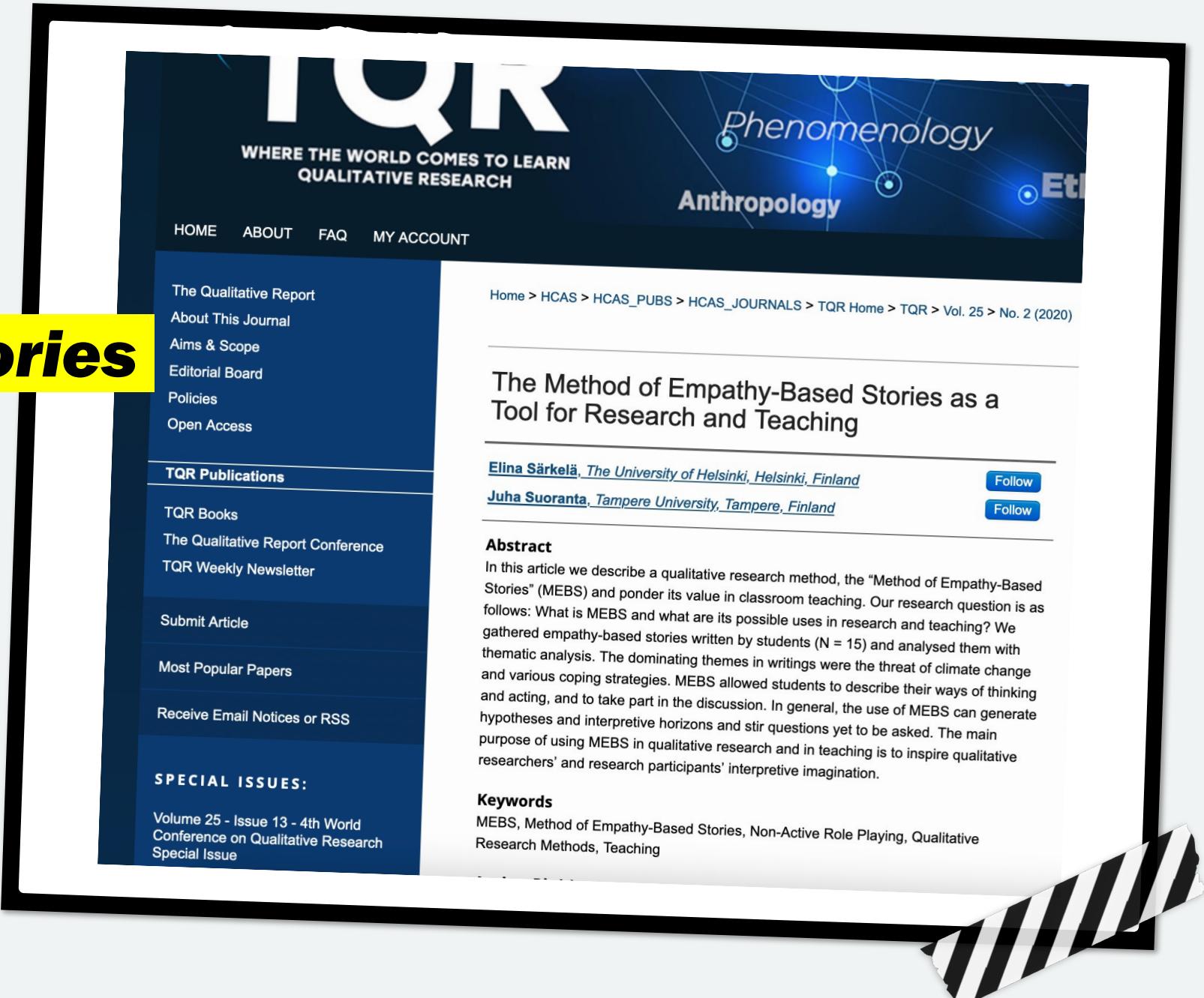
Postdigital Science and Education 4, 224–236 (2022) | [Cite this article](#)

1209 Accesses | 1 Citations | 17 Altmetric | [Metrics](#)

Introduction: Unleashing Teachers' Imagination (Juha Suoranta, Marko Teräs, Hanna Teräs)

Digitalization and datafication are reshaping roles and practices in higher education. The Covid-19 pandemic has accelerated this process through the massive increase in the use of educational technology (EdTech) (Teräs et al. [2020](#)). As a part of this development, higher education is becoming increasingly data driven. Simultaneously, attempts to predict and prepare for future scenarios in education are driven by intergovernmental organization reports from OECD and UNESCO, in addition to national initiatives in digital education (Suoranta et al. [2022](#)). In these future scenarios, datafication, big data, learning analytics, and artificial intelligence promise more efficient and predictable higher education.

Collaboration and research data collection with Empathy-Based Stories and other methods



The image shows a screenshot of the TQR (The Qualitative Report) journal website. The header features the large, stylized 'TQR' logo with the tagline 'WHERE THE WORLD COMES TO LEARN QUALITATIVE RESEARCH'. Below the header, a navigation menu includes 'HOME', 'ABOUT', 'FAQ', and 'MY ACCOUNT'. To the right, there's a decorative graphic with the words 'Phenomenology', 'Anthropology', and 'Ethnography' connected by a network of lines. The main content area displays a breadcrumb navigation path: 'Home > HCAS > HCAS_PUBS > HCAS_JOURNALS > TQR Home > TQR > Vol. 25 > No. 2 (2020)'. The article title is 'The Method of Empathy-Based Stories as a Tool for Research and Teaching', authored by 'Elina Särkelä, The University of Helsinki, Helsinki, Finland' and 'Juha Suoranta, Tampere University, Tampere, Finland'. Each author has a 'Follow' button next to their name. The abstract begins with: 'In this article we describe a qualitative research method, the "Method of Empathy-Based Stories" (MEBS) and ponder its value in classroom teaching. Our research question is as follows: What is MEBS and what are its possible uses in research and teaching? We gathered empathy-based stories written by students (N = 15) and analysed them with thematic analysis. The dominating themes in writings were the threat of climate change and various coping strategies. MEBS allowed students to describe their ways of thinking and acting, and to take part in the discussion. In general, the use of MEBS can generate hypotheses and interpretive horizons and stir questions yet to be asked. The main purpose of using MEBS in qualitative research and in teaching is to inspire qualitative researchers' and research participants' interpretive imagination.' The keywords listed are 'MEBS, Method of Empathy-Based Stories, Non-Active Role Playing, Qualitative Research Methods, Teaching'.

Selected Publications

- Teräs, M., Suoranta, J., & Teräs, H. (2023). From Official Document Utopias to Collective Utopian Imagination [Manuscript in preparation]. In F. Macgilchrist & A. Weich (Eds.), *Postdigital Participation in Education*. Palgrave Macmillan.
- Teräs, H., Teräs, M., & Suoranta, J. (2022). The life and times of university teachers in the era of digitalization: A tragedy. *Learning, Media and Technology*, 1-12.
<https://doi.org/10.1080/17439884.2022.2048393>
- Suoranta, J., Teräs, M., Teräs, H., Jandrić, P., Ledger, S., Macgilchrist, F., & Prinsloo, P. (2021). Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be. *Postdigital Science and Education*.
<https://doi.org/10.1007/s42438-021-00260-6>
- Teräs, M., Suoranta, J., Teräs, H., & Curcher, M. (2020). Post-Covid-19 Education and Education Technology ‘Solutionism’: A Seller’s Market. *Postdigital Science and Education*, 2(3), 863-878. <https://doi.org/10.1007/s42438-020-00164-x>



Thank you

Email: marko.teras@tuni.fi

Homepage: <https://markoteras.com>

ORCID: <https://orcid.org/0000-0002-6888-969X>

Twitter: <https://twitter.com/markoteras>

CARDE research group: <https://carde.group>