



DIGITAL TRANSFORMATION IN EDUCATION



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DIGITAL EDUCATION – THE DIFFERENCES

Primary education:

Pupils digitally proficient from an early age

Where in the past ‘the board and the chalk’ were the most important tools within primary education, nowadays more and more primary schools use laptops and/or tablets.

Primary schools making the step towards digital education want to offer a solution to all pupils and teachers in a cheap and simple way. It is therefore often the educational institution itself that provides the devices. The mostly light educational applications are usually offered centrally.

The still young users are known as ‘digital natives’: they grow up with technology around them and are used to working with a laptop and/or tablet from home. As a result, their digital skills are well developed, and sometimes they even outperform their teachers.

Secondary education:

Remote access to digital lesson materials

Secondary schools go a step further digitally: they often offer digital lesson materials. Education also doesn’t take place at the school itself, students also need to have access to the lesson material from home. A digital student monitoring system makes it very easy for teachers to monitor student progress. Parents can also follow the progress of their son or daughter themselves via an application.

Students in secondary education often use their own laptop, whether or not purchased through the educational institution. The students are digitally proficient and often research things for themselves. In order to prevent them from looking for alternative applications that they think might work better or faster, the systems and applications offered by the school must be easily and quickly accessible – and function properly.



DIGITAL EDUCATION – THE DIFFERENCES

Higher and/or vocational education:

Virtual work teams for digital consultation and digital collaboration.

Higher and/or vocational education is no longer bound by location. The majority of education is decentralised – and therefore digital. This means that dependable solutions must be offered for digital consultation and digital mutual collaboration, such as in virtual work teams.

Students and teachers usually use their own device(s). Teachers are well aware of the digital possibilities and what can be achieved within their field of study; they digitally design the curriculum themselves.

Therefore there is a great need for freedom in higher and/or vocational education, both in terms of devices and applications and in terms of location and time. However, the educational institution wants to offer all digital facilities in a central and secure manner.

In summary:

From light educational apps to fully digital distance learning

Whereas in primary education the needs mainly lie in directing and supporting the teacher with the first forms of digital teaching, the needs of secondary and higher/vocational education lie mainly in the area of (increased) freedom: in secondary education, digital education must be able to take place partly outside of school – using (a limited number of) different devices – while in higher/vocational education, education takes place mainly remotely using a large number of different devices.



DIGITAL EDUCATION – THE COMMON DENOMINATOR

Need for simplicity

Despite different digital needs in primary, secondary and higher/vocational education, there is one common denominator: all institutions want to make digital education as easy as possible for all end-users; Students, teachers and education support staff. Digital applications should be easy to find, easily accessible and manageable. And they need to function, anywhere, any time.

In practice it is complex to provide all users with secure access to all digital resources available to them in the same way, with a username and password, without having to re-enter their username and password for each resource.

The complexity is caused by a number of factors:

1. There is a large number of applications and a diversity of devices that in many cases are not managed by the educational institution. However, all applications have to function properly on all devices (with different operating systems and possibly outdated software).
2. More and more educational institutions are moving away from the 'old' Microsoft standards and their own servers (or those of a service provider) to SAAS services (software-as-a-service) and the cloud, the new standard. Although these new technologies are cost-saving, they are radically changing the way we work.
3. Educational institutions want to be able to determine on the basis of the user's location and/or device whether or not the user is allowed to use the application and/or has access to all or only part of the available content.

LEARNING TO HANDLE INFORMATION

In the analogue education of the past, the school and the tutors/teachers provided the knowledge. In the digital world, that knowledge is available for the taking, especially for digital natives. However, the question is to what extent all this digital information is correct. The teacher has a formative role in teaching how to handle digital information: the teacher teaches students to handle the publicly available data and sends them to those public information sources where they can find reliable information.

Educational institutions naturally also want to offer these public sources of information, chosen by teachers, centrally to students.



DIGITAL EDUCATION – THE SOLUTION

With Liquit Workspace, Liquit offers a digital workspace that facilitates the modern way of teaching.

A digital workspace at school...

Liquit Workspace can be used to create physical digital workspace within the walls of the educational institution. These workspaces can then easily be managed, configured and updated centrally.

...but also out there...

However, Liquit's solution can also be used as a portal where the user can access that same digital workspace after logging in, but context-based, taking into account, among other things, the location of the user and the device being used at that time. This makes it possible for certain applications and/or content (e.g. the subject matter of classroom lessons) to be accessible only if users are located within the buildings of the educational institution, while other applications/content, such as homework assignments, can also be accessed from locations other than the school alone. Teachers can make a difference in what students are offered at school and what they can access at home (or at any other random location) when putting together their own curriculum.

...always functioning optimally...

In addition, Liquit Workspace facilitates the optimal way of working, based on the context (the user's location and device). This means that Liquit Workspace uses the best available technology to execute a particular request, sometimes locally, sometimes from the cloud. If the end-user works with an outdated configuration, Liquit Workspace offers this user, for example, a virtual workspace where everything functions normally. And if the user does not have the latest version of certain software locally, Liquit Workspace will automatically update it in the background, or – if the device is not managed by the educational institution – use software in the cloud that is up to date. All this without the user having to do anything or noticing. He can continue to focus on his tasks.

Liquit Workspace therefore reduces all the complexity of an educational institution's IT environment to a central interface and acts as a gateway to all the educational institution's digital services for the end-user. The user only needs to log in once and can then get straight to work; location and time-independent, with context-bound, optimal IT offerings.

...and easy to manage

Managing Liquit Workspace is also simple. Just as the end-user has access to all systems and applications via a portal, the IT administrator has access to Liquit Workspace's management system via one point of entry. From there, all solutions can be managed and offered to end-users.

Transformation can be done in stages...

With Liquit Workspace, it is even possible to unlock existing systems. This not only means that old systems do not have to be written off immediately, but also that a phased transition can be made. This is financially appealing and demands less time from the institution's own IT organisation.

The transition to the cloud can also be realised in stages. This offers the same advantages: existing systems can be phased out (and used alongside new IT systems that are already running in the cloud) and the transition is less burdensome for the IT organisation. In this way, a modern digital workspace can be offered in a cost and time-saving way.

...and recurring tasks are automated...

In addition, Liquit Workspace has a Setup Store with more than 3000 third party applications and patches, which allows time-consuming packaging – inevitable when updating a digital workspace – to take place automatically. In this Setup Store, there are thousands of 'smart' applications that can be used. Even repetitive work such as the daily backup or regular updating of applications can be fully automated..

...allowing the IT department to focus on what really matters

Because Liquit Workspace always starts from the context of the user and ensures optimal IT offerings based on that context, the IT administrator does not have to worry about any version differences that might cause applications not to work or not to work optimally. In this way, Liquit Workspace brings peace of mind to the IT department, allowing it to focus on other, more strategic activities.

DIGITAL EDUCATION – OUR REFERENCES



ROTTERDAM UNIVERSITY OF APPLIED SCIENCES

Rotterdam University of Applied Sciences wants to implement the Choose-Your-Own-Device concept by using the latest hardware and software technology. Liquit Workspace turns out to be the solution for offering the hundreds of applications used by the university.

Rotterdam University of Applied Sciences is the second university of applied sciences in the Netherlands – and growing rapidly. The organisation has approximately 4000 employees; some 39,000 students take a course there. Rotterdam University of Applied Sciences is the result of a merger of several schools in the region, namely the HTS in Dordrecht and Rotterdam, the HLO in Delft and (later) the Hogeschool voor Economische Studies in Rotterdam.

Rotterdam University of Applied Sciences wants to realise a more modern workspace for the end-user and offer this via a browser. An important condition is that the employees themselves must be able to choose from a number of personal devices, so that these meet their personal wishes and needs as effectively as possible without compromising the security of the network. In addition, Rotterdam University of Applied Sciences wants to migrate to a new platform, Windows 10.



All these wishes were realised with the implementation of Liquit Workspace. Liquit first implemented the migration to Windows 10. Following this, a modern workspace has been set up for all employees (both teaching and educational support staff) and students. This digital workspace opens up the hundreds of applications used by Rotterdam University of Applied Sciences and gives users tailored access to the applications they need for their work or study.

"We chose Liquit because it allowed us to distribute all the Windows applications. Liquit has many tools that allow you to install absolutely everything on a Windows PC. Another big advantage of Liquit is that it can distinguish between device, user and location (context-aware), so that a user only sees the applications we want him to see," says Eric Kerkdijk, IT administrator at Rotterdam University of Applied Sciences.



TILBURG PUBLIC SECONDARY EDUCATION FOUNDATION

Four educational institutions in Tilburg that are entering into a partnership have opted for Liquit Workspace because this workspace solution best meets all the wishes of the various institutions – and can also be managed centrally.

The Tilburg Public Secondary Education Foundation is a partnership between a number of Tilburg educational institutions, namely Beatrix College, Koning Willem II College, (an important part of) Reeshof College, and the Tilburgse TussenVoorziening (Tilburg Interim Provision). More than 400 employees make education possible for almost 4500 pupils in Tilburg and the surrounding area.

When entering into the partnership, the institutions look – in collaboration with an external advisor – at which of the various IT solutions and infrastructures of the individual institutions is the best and most organised. The best solution turns out to be Liquit Workspace, which at that time is only in use at the Koning Willem II College.

In a number of sessions, a list of functionalities for the joint solution is drawn up with the board and the educational experts of the institutions involved. The needs of the institutions differ widely in this respect: where one institution provides more classroom education, the other offers more decentralised and digital education. Liquit Workspace is the solution to meet all the different needs and offer them in a single platform, managed by one central IT department, without complex migrations. Liquit is able to link the various solutions together and offer an unambiguous and compliant platform to all educational institutions.

Liquit is also involved in drawing up a roadmap, the aim of which is to make a phased transition to a cloud-based and modern workspace between now and 2024, without hindering the users (staff, teachers and students). The first phases of this have now been completed – faster than planned.

Should one of the educational institutions decide to leave the partnership in the future, the infrastructure of this institution can easily be disconnected; there is therefore no question of a software or vendor lock-in.





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