

France – University of Burgundy

Established in 1722, the University of Burgundy is a public university located in Burgundy, between Paris and Lyon, and has its main campus in Dijon, and several others spread across Burgundy. It counts 10 faculties, 4 engineering schools, 3 institutes of technology offering undergraduate courses, and 2 professional institutes providing post-graduate programmes.

Student numbers			
More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding	
Private	Public

Qualifications offered	
Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered	
Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model	
Entrepreneurial model with fixed core	
Defender-related characteristics <i>versus</i> Prospector-related characteristics	
Profitability / sustainability	
Networks	
Competitive advantage	
Value chain	
Communication channels	
Target group	
	Products / services

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via traditional channels using new and innovative products and services.

Organisation of learning provision		
Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-enhanced learning elements	
Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other	

TEL Strategy

A new strategy is currently being written as part of the Schéma Directeur du Numérique 2017-2022. This document is expected to be made publicly available.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT for multiple projects

The radar chart displays eight categories: Content delivery - flexible, Content delivery - open, Support delivery - flexible, Support delivery - open, Content personalisation, Content production - open, Assessment - flexible, and Formal recognition - flexible. The chart shows varying levels of flexibility and openness across these categories, with a shaded area indicating the institution's current approach.

OOFAT Model: Additional Information

Content
For reasons of equity. Online diplomas are legally the same as the face-to-face diplomas. Presence of in-house production facilities, within same department as distance education department. Use of OERs at teachers' discretion. But as students pay fees for online course, there are issues around commercial use of OERs.

Delivery
Content delivery in online courses through VLE - flexible in time and place. Flexibility of pace comes from annual organisation rather than semesters, with possibility of part-time study. Optional face to face seminars 2x/year. Obligatory presence on campus for exams. On online courses, administrative enrolment necessary to access content via VLE. First two weeks' course content freely available to compensate for bottleneck in enrolment. Support via VLE - teachers and tutors. Web conferences at specific times. Academic staff for content support, tutors for methodological support, secretaries for enrolment, course orientation support, learning technologists for VLE use support.

Recognition
Continuous assessment in some modules / courses, but still requirement for on-campus exam. Traditional on-campus exam. Recognition for modules followed in other institutions as part of the FIT-est agreement.