

Norway – University College of Southeast Norway: Faculty of Humanities, Sports and Educational Science

The University College of Southeast Norway (HSN) is a Norwegian state university college, which was established by the King-in-Council on 9 October 2015. It was established in 2016 by the merger of the former Telemark University College and Buskerud and Vestfold University College, and is one of the largest institutions of higher education in Norway.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data
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Core Funding

Private
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 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: Bachelor degree 4 years up to 2017. From 2017 it is a master's degree.

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

Organisation of learning provision

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

Digitalisation of one of the university's five main goals. We intend to enhance the use of ICT to increase access and flexibility of learning processes. Our strategy emphasises for all students to meet digital learning and for all teachers to have good digital competences. The teacher program, which we report on now for this study, also emphasizes the teacher's digital competence, which is one of the six overarching and core elements of the programme.

Business Model

Fixed core model

Defender-related characteristics *versus* 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 new or innovative channels using the same of similar products and services as in the past.

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

OOFAT Model: Additional Information

Content
The content is highly regulated on a national level. The forms and progress in each subject varies a lot. The nationally described content is somewhat redefined to suit the institutional settings. I think a lot of courses use different kinds of online resources, mostly developed for schools in Norway, less international resources.

Delivery
High degree of flexibility of access to learning contents. On-campus practice and activities during certain days/weeks of the year. This in a teacher education and entry is regulated on a national level. The program consists of many different courses within different subjects, and therefore subject/teacher preferences and content varies, and therefore support varies a lot. Support provided by teaching staff and peers. Students are divided into smaller study groups to provide support and to perform group activities the first year.

Recognition
Exams are usually at the end of term and at set at specific dates, but most can be completed at the place of choice, as long as certain requirements are met. The academic teaching staff and/or the supervisor are those who by regulation can assess the students. The programme is strictly regulated. A set amount of similar courses from other colleges or universities can be integrated