BEYOND THE DIGITAL DIVIDE: PARENTS' USE OF ARTIFICIAL INTELLIGENCE IN CONTEXTS OF SOCIAL MARGINALITY

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ABSTRACT
Artificial intelligence (AI) can widen access to information, services and education, but technology availability alone does not ensure digital equity: inequalities also concern quality of access, skills and the critical use of digital tools, especially in marginalised contexts. This study reports the first exploratory phase of a project to develop and validate a questionnaire on parents' relationship with digital technologies and AI. Based on the literature, it examines access, perceived digital competence, familiarity with AI, perceived risks and opportunities, and willingness to use AI for work, parenting and daily life. It was administered to 79 parents recruited via educational and social organisations in a deprived area of northern Naples. Descriptive, reliability, non-parametric and correlational analyses revealed a selective, context-dependent openness to AI, shaped by prior experience and available resources. Inclusive AI literacy fostering critical thinking is recommended.

KEYWORDS
Artificial intelligence; parenting; digital equity; social marginality.

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1. Introduction

Digital assessment has become a central component of online higher education, supporting not only the certification of learning outcomes but also the monitoring of student progress, the provision of feedback, and the overall quality of the learning experience (Devedzic & Devedzic, 2019; JISC, 2020). This reflects broader developments in assessment for learning, where assessment is understood not only as a mechanism for measuring achievement, but also as a process that can support learning, self-regulation, engagement, and improvement through formative feedback and learner participation (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006; Carless & Boud, 2018). As fully online universities continue to expand across Europe, assessment systems increasingly rely on digital infrastructures capable of supporting both pedagogical and organisational functions, including feedback management, data collection, quality assurance, and the coordination of assessment processes at scale (JISC, 2020; Bandtel et al., 2022; Scierri et al., 2026, in press).

At the same time, rapid technological developments are creating new possibilities for assessment design and implementation. Artificial Intelligence (AI), learning analytics, and immersive technologies have attracted growing attention as potential enablers of more adaptive, personalised, authentic, and data-informed assessment environments. Recent literature highlights the potential of these technologies to support automated feedback, continuous monitoring of learning processes, simulation-based assessment, and the evaluation of complex competences (Holmes, Bialik and Fadel, 2023; Kamalov et al., 2023; REMOTE Project, 2025). These developments are also consistent with wider discussions on technology-enhanced assessment, which emphasise that digital technologies can transform assessment when they are pedagogically aligned and used to promote authenticity, accessibility, feedback quality, flexibility, and higher-order learning outcomes (Redecker & Johannessen, 2013; JISC, 2020; Villarroel et al., 2018).

Despite this growing interest, much of the existing literature focuses on technological capabilities, experimental implementations, or pedagogical applications. Comparatively less attention has been devoted to how higher education institutions formally integrate and communicate innovation within their assessment systems. This distinction is particularly important because the presence

of innovative technologies does not necessarily imply their institutionalisation. Technologies may exist within isolated projects, individual courses, or local initiatives without becoming embedded in institutional policies, assessment strategies, quality assurance processes, or support infrastructures. This reflects a broader issue in educational technology research, where innovation often remains fragmented unless it is supported by coherent institutional strategies, leadership, professional development, and governance arrangements (Benavides et al., 2020).

This issue is especially relevant in fully online universities, where digital infrastructures constitute a core component of educational provision and where technological innovation is frequently presented as a strategic institutional objective. In such contexts, assessment design is closely connected to institutional capacity, platform architecture, academic integrity policies, accessibility requirements, staff competences, and student support systems (Bandtel et al., 2022; Rossade et al., 2022). Understanding how innovation is formalised at institutional level may therefore provide important insights into the maturity of digital assessment ecosystems and the relationship between technological change and assessment governance.

Rather than evaluating the effectiveness of these technologies or their actual implementation in teaching practice, the study focuses on their institutional formalisation. In doing so, it contributes to the emerging debate on assessment innovation by providing a comparative European perspective on how technological developments are translated into visible institutional strategies, policies, and assessment infrastructures. This focus is consistent with documentary and institutional approaches to educational research, which consider policies, strategy documents, quality assurance frameworks, and support materials as important sources for understanding how institutions define priorities, legitimise innovation, and communicate organisational change (REMOTE, 2025; Gaebel & Morrisroe, 2023; EADTU, 2012; JISC, 2020; Rossade et al., 2022; Bandtel et al., 2022).
Accordingly, the study addresses the following research question:
RQ1: How are emerging technologies for assessment formally represented within the institutional documentation of European online universities, and what patterns of institutional formalisation can be identified across Artificial Intelligence, learning analytics, and immersive technologies?

1.2 Assessment Innovation in Digital Assessment Ecosystems

The digital transformation of higher education has progressively expanded the range of technologies available to support assessment. Moving beyond the digitisation of traditional examinations, contemporary assessment systems increasingly incorporate tools capable of generating feedback, monitoring learning processes, supporting decision-making, and creating authentic assessment environments (JISC, 2020). This shift is aligned with the literature on technology-enhanced assessment and feedback, which argues that digital assessment should not merely reproduce conventional assessment formats online, but should support more flexible, inclusive, efficient, transparent, and learning-oriented forms of assessment (JISC, 2010; Redecker & Johannessen, 2013; Boud & Molloy, 2013; Carless & Boud, 2018).

Within this broader landscape, innovation in assessment can be understood as the integration of emerging technologies that extend the possibilities of assessment beyond conventional practices (Devedzic & Devedzic, 2019). Among the technologies receiving greatest attention in recent years are Artificial Intelligence, learning analytics, and immersive environments. Although differing substantially in their functions and applications, these technologies share a common characteristic: they aim to enhance assessment through greater personalisation, automation, data-informed decision-making, or authenticity of learning experiences (KAmalov et al., 2023) These aims correspond to key directions identified in current assessment research, including the development of adaptive feedback, continuous assessment, authentic tasks, analytics-informed interventions, and assessment designs capable of capturing complex competences and higher-order learning outcomes (Villarroel et al., 2018; JISC, 2020).

Artificial Intelligence has been associated with automated feedback generation, adaptive assessment systems, intelligent tutoring, automated scoring, task generation, peer allocation, and support for assessment management (Zawacki-Richter et al., 2019; Kamalov et al., 2023; Swiecki et al., 2023). Learning analytics enables the collection and interpretation of learner data to support monitoring, prediction, feedback, and educational interventions, making it possible to identify learning patterns and inform pedagogical decision-making (Ferguson, 2012; Siemens, 2013; Gašević, Dawson & Siemens, 2015). Immersive technologies such

as virtual and augmented reality have been linked to simulation-based assessment and the evaluation of complex competences in authentic contexts, particularly where practical, professional, collaborative, or problem-solving skills are difficult to assess through traditional formats (REMOTE Project, 2025).

The growing prominence of these technologies has generated considerable discussion regarding their educational potential. However, innovation in assessment cannot be reduced to the existence of technological tools alone. Educational technologies become institutionally meaningful when they are embedded within policies, infrastructures, support systems, professional development opportunities, and governance arrangements that enable their sustainable, ethical, and responsible use. As Bandtel et al. (2022) argue, assessment in digital higher education should be understood as a systemic phenomenon shaped by interactions between technological, organisational, pedagogical, and regulatory dimensions. This systemic perspective is also supported by research on educational technology and digital transformation, which emphasises that sustainable innovation requires alignment between institutional strategy, pedagogical design, staff capacity, quality assurance, and organisational culture.

From this perspective, the key issue is not simply whether innovative technologies are available, but whether they are formally integrated into institutional assessment ecosystems. Formalisation represents an important indicator because it reflects the extent to which innovation becomes visible, recognised, and embedded within institutional structures (Benavides et al., 2020). Examining documentary evidence of innovation therefore provides insight into how universities position themselves in relation to emerging technological developments and how far these developments have moved beyond isolated experimentation towards institutional adoption. Institutional documents, policies, strategic plans, quality assurance procedures, and support resources can therefore be read as traces of how assessment innovation is framed, legitimised, and governed within higher education institutions (Bandtel et al., 2022).

The present study adopts this perspective by investigating the institutional formalisation of assessment innovation within European online universities. Particular attention is given to three areas that currently occupy a prominent position in policy and research debates: Artificial Intelligence, learning analytics,

and immersive technologies. By focusing on these areas, the study does not seek to determine whether such technologies are effective in practice, but rather to analyse how they are made visible within institutional strategies, policies, assessment infrastructures, and support systems. In doing so, it contributes to the literature on digital assessment by shifting attention from technological affordances and local experimentation to the institutional conditions through which assessment innovation becomes part of broader digital assessment ecosystems.

2. Methods and materials

2.1 Research Design

This study adopts a comparative documentary analysis to investigate the institutional formalisation of technological innovation within digital assessment ecosystems in fully online higher education. Documentary analysis is particularly suitable for examining how institutions publicly communicate, regulate, and formalise assessment-related practices through official documents, regulations, policies, quality assurance reports, and institutional websites.

2.2 Sample

The study is based on a sample of 40 accredited fully online universities (Appendix 1). The sample derives from a broader research project aimed at developing and applying the Digital Assessment Ecosystem Framework (DAEF) to investigate how digital assessment is formally embedded within European online higher education institutions. The overarching project examined nine dimensions: Governance and Institutional Policy, Institutional Support for Assessment Capacity, Curricular Alignment, Assessment Architecture, Feedback and Formative Dimension, Integrity and Security, Accessibility and Equity, Technologies and Innovation, and Operational Support and Accompaniment. The present paper focuses specifically on the Technologies and Innovation dimension, exploring the institutional formalisation of Artificial Intelligence, learning analytics, and immersive technologies within assessment systems.

To be included in the sample, institutions had to satisfy three requirements: (a) recognised higher education institution status within the EHEA; (b) accreditation through quality assurance systems aligned with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG,

2015); and (c) provision of educational programmes delivered entirely or predominantly online, without systematic on-campus attendance requirements.

The final sample included institutions distributed across multiple European countries and representing a variety of organisational models, including public open universities, distance teaching universities, and private online higher education institutions.

2.3 Analytical Framework and Coding Procedure

The analysis was guided by the Technologies and Innovation dimension of the Digital Assessment Ecosystem Framework (DAEF), mentioned above, through the synthesis of European quality assurance references, digital assessment frameworks, and policy reports on technology-enhanced assessment[1].

For the purposes of this study, three categories of technological innovation were examined:

- Artificial Intelligence for feedback or scoring;
- Learning analytics;
- Immersive technologies.

Artificial Intelligence for feedback or scoring refers to the documented use of AI-based systems supporting automated feedback generation, automated scoring, adaptive assessment, or intelligent tutoring functions related to assessment.

Learning analytics refers to the documented use of data-driven systems designed to monitor, analyse, or support assessment processes and student performance.

Immersive technologies refer to the documented use of Virtual Reality (VR), Augmented Reality (AR), simulation environments, or similar immersive systems employed for formative or summative assessment purposes.

Each category was operationalised through observable indicators derived from publicly available institutional evidence. Sources included institutional regulations,

[1] The analysis was based exclusively on publicly available documentary evidence retrieved from institutional websites, including regulations, quality assurance documents, assessment policies, strategic plans, digital learning environment descriptions, and dedicated webpages. Data collection was conducted between March 2026 and April 2026, and only information publicly accessible at the time of the analysis was considered.

assessment policies, quality assurance documents, strategic plans, programme descriptions, digital platform descriptions, dedicated web pages, and technical documentation.

The coding process employed a three-point ordinal scale:

- 0 = Absent: no publicly available evidence corresponding to the indicator;
- 1 = Implicit: the institution refers to the practice or technology without specifying concrete tools, procedures, or implementation mechanisms;
- 2 = Explicit: the institution documents the practice or technology through identifiable tools, systems, procedures, or implementation mechanisms.

2.4 Data Collection and Analysis

The coding protocol focused exclusively on documentary evidence. Consequently, coding decisions reflected levels of institutional formalisation and visibility rather than direct measures of technological adoption or effectiveness.

All identified evidence was independently reviewed and classified according to the coding scheme. To enhance consistency, coding procedures followed shared operational definitions and indicator descriptions. Ambiguous cases were discussed among the researchers until consensus was reached.

Following coding, descriptive statistics were calculated to identify patterns of documentary formalisation across the three categories. Frequencies and percentages of absent, implicit, and explicit evidence were used to compare levels of institutional visibility for Artificial Intelligence, learning analytics, and immersive technologies. The analysis aimed to provide a comparative overview of how technological innovation is formally represented within the assessment ecosystems of European online universities.

3. Results

Table 1 presents the distribution of coding scores (0 = absent, 1 = implicit, 2 = explicit) assigned to each institution across the three technological innovation categories considered in the analysis.

For reasons of readability, the table includes only those institutions for which at least one category received a score of 1 or 2, while institutions with scores of 0 across all three dimensions were excluded.

Table 1: Distribution of Coding Scores Across the Three Technological Innovation Categories

	AI for feedback or scoring	***Learning analytics***	***Immersive technologies***
Cosmos	*0*	*2*	*0*
German Open BS	*1*	*2*	*2*
Fernhochschule Hamburg	*2*	*2*	*1*
IUL	*0*	*2*	*0*
Marconi	*0*	*1*	*2*
Unitelma	*0*	*1*	*2*
da Vinci	*0*	*2*	*0*

Open Portugal	*0*	*2*	*1*
Swiss distance Education University	*2*	*1*	*0*
Arden University	*2*	*1*	*0*
Conservatoire Nationale	*0*	*0*	*2*
Tomorrow University of Applied Sciences	*1*	*0*	*0*
Universitat Oberta de Catalunya	*0*	*2*	*0*
HFH	*2*	*1*	*0*
AKAD	*0*	*2*	*0*

Unipegaso	*0*	*2*	*0*
Unimercatorum	*0*	*1*	*0*
San Raffaele	*1*	*1*	*1*
Open Universiteit Netherlands	*0*	*1*	*1*
Swiss Distance University of Applied Sciences	*0*	*1*	*0*
Open University	*1*	*2*	*0*
Open College of the Arts	*0*	*1*	*0*

The analysis reveals a heterogeneous and only partially consolidated landscape with regard to the institutional formalisation of technological innovation in assessment.

Learning analytics appears in a substantial proportion of universities through the use of dashboards, performance indicators, learning pathway monitoring systems,

and data-driven reporting mechanisms. The most advanced examples include the German Open Business School and Europäische Fernhochschule Hamburg (HFH), where analytics is integrated into institutional strategies supporting student monitoring, early intervention mechanisms, and evidence-based decision-making. Other institutions, such as Cosmos Open University, IUL, Telematic University Leonardo da Vinci, Open University of Portugal, and Universitat Oberta de Catalunya (UOC), also document significant uses of analytics, particularly for tracking participation, academic progression, and programme quality. However, in several cases, including Marconi University, Unitelma Sapienza, and Arden University, the use of analytics appears less explicitly connected to assessment processes, suggesting that data is often employed primarily for quality assurance and institutional monitoring rather than as a fully integrated component of assessment design.

The use of Artificial Intelligence for assessment-related purposes appears considerably less widespread. Explicit evidence of AI-supported assessment is concentrated in a small number of institutions. Europäische Fernhochschule Hamburg (HFH) represents the most advanced example, with its AI-based feedback system providing immediate formative feedback and supporting opportunities for revision and self-regulated learning. Swiss Distance Education University and Arden University also document AI-driven mechanisms aimed at personalised learning support and adaptive feedback. Other institutions, such as German Open Business School and Tomorrow University of Applied Sciences, demonstrate interest in AI through experimentation, research activities, or AI-powered learning assistants; however, the available evidence does not indicate a fully institutionalised use of AI for assessment, feedback, or automated scoring. Overall, AI appears to remain at an exploratory stage in most online universities, with only a limited number of cases demonstrating formal integration into assessment ecosystems.

Immersive technologies constitute the least formalised area of innovation. Nevertheless, a small group of institutions provides evidence of simulation-based environments, virtual laboratories, or virtual and augmented reality applications. Notable examples include Marconi University, Unitelma Sapienza, German Open Business School, and the Conservatoire National des Arts et Métiers, where immersive technologies are used to support the assessment of practical, professional, or applied competences through authentic learning environments. In contrast, institutions such as Open University of Portugal and Europäische Fernhochschule Hamburg show more limited or emerging forms of adoption, while

the majority of universities provide no substantial evidence of immersive assessment practices. Moreover, even where immersive technologies are present, their explicit integration into formal assessment procedures often remains unclear.

Furthermore, an examination of the mean scores assigned to the three innovation categories provides a synthetic overview of the level of institutional formalisation observed across the sample (Table 2).

Table 2: Mean scores of categories and dimension

Category	Category	Category	**Dimension**
AI for feedback or scoring	*Learning analytics*	*Immersive technologies*	**Technologies and Innovation**
M=0,3	**M=0,8**	**M=0,3**	**M=0,4**

Using the coding scale ranging from 0 (absent) to 2 (explicit), Learning Analytics achieved the highest average score (M = 0.8), indicating that data-driven monitoring and reporting systems represent the most visible and established form of technological innovation within the assessment ecosystems of the universities analysed. By contrast, both Artificial Intelligence for feedback or scoring (M = 0.3) and Immersive Technologies (M = 0.3) recorded considerably lower mean values, suggesting that these areas remain only marginally formalised and are documented in a limited number of institutions. When the three categories are considered together, the overall mean score is 0.4, confirming a generally low level of institutional formalisation of emerging technologies in assessment.
The distribution of frequencies further supports this interpretation (Table 3).

Table 3: Distribution of frequencies

	Category	Category	Category
	AI for feedback or scoring	*Learning analytics*	*Immersive technologies*
% of 0 Absent	80	50	82,5

% of 1 Implicit	10	25	7,5
% of 2 Explicit	10	25	10
Total	**100 (n. 40)**	**100 (n. 40)**	**100 (n. 40)**

For Artificial Intelligence, 80% of institutions showed no evidence of AI-based feedback or scoring systems, while only 10% provided implicit evidence and 10% explicit evidence. A similar pattern emerged for Immersive Technologies, with 82.5% of universities showing no evidence of virtual reality, simulation-based assessment, or related immersive environments, 7.5% providing implicit references, and only 10% documenting explicit implementation. Learning Analytics presented a substantially different profile: although 50% of institutions showed no evidence, 25% displayed implicit forms of adoption and a further 25% documented explicit institutional use. These results indicate that learning analytics has achieved a significantly higher degree of institutional visibility than the other two categories, while AI-supported assessment and immersive technologies remain largely absent from publicly available assessment-related documentation. Overall, the findings suggest that technological innovation within European online universities is characterised by selective adoption, with data-driven monitoring systems showing greater levels of institutional consolidation than technologies directly associated with personalised feedback or immersive assessment experiences.

4. Discussion

The findings show that technological innovation in assessment is unevenly formalised across the online universities analysed. Rather than revealing a homogeneous model of advanced digital assessment, the results point to a differentiated pattern in which learning analytics is the most visible and institutionally consolidated area, while Artificial Intelligence and immersive technologies remain more fragmented and less systematically embedded in assessment-related documentation.

A first relevant finding concerns the relatively stronger position of learning analytics. This result is consistent with the broader development of learning analytics as a field concerned with the collection, analysis and reporting of learner

data in order to understand and optimise learning environments (Siemens, 2013; Yan et al., 2024). In the institutions analysed, learning analytics is often documented through dashboards, performance indicators, tracking systems, exam statistics and reporting tools. These uses appear particularly compatible with the organisational needs of online universities, where digital platforms continuously generate data on student participation, progression and performance. In this sense, the greater visibility of learning analytics may be explained by its institutional utility: it supports monitoring, quality assurance, retention strategies and evidence-based decision-making. However, the findings also suggest that learning analytics is not always clearly connected to assessment design or formative feedback. In several cases, analytics appears to function mainly as a monitoring and reporting infrastructure rather than as a fully pedagogical assessment tool. This distinction is important. Previous research has shown that learning analytics can support student success and progression in higher education, but its educational value depends on the extent to which data are translated into meaningful interventions and learning support (Ifenthaler & Yau, 2020). From this perspective, the results of the present study indicate that many institutions have begun to institutionalise data-informed monitoring, but have not yet fully integrated analytics into assessment processes capable of generating personalised feedback, adaptive pathways or systematic formative intervention.

The second finding concerns the limited formalisation of Artificial Intelligence for feedback or scoring. Although AI is widely discussed in the literature as a technology capable of supporting automated grading, personalised feedback, adaptive assessment and intelligent tutoring (Swiecki et al., 2022; Lodge et al., 2023), the present analysis shows that explicit institutional evidence remains concentrated in a small number of cases. This suggests that, in online higher education, AI-supported assessment is still moving from experimentation towards institutional consolidation. This result is consistent with recent literature, which highlights both the potential and the risks of AI in education (Holmes et al., 2023; Kasneci et al., 2023). AI can increase efficiency, scalability and immediacy in assessment processes, particularly through automated feedback and grading support (Kamalov et al., 2023; Deepshikha et al., 2026). At the same time, its use raises important concerns related to bias, transparency, explainability, data protection and the preservation of human judgement. The limited level of formalisation found in this study may therefore reflect not only a lack of technological maturity, but also the complexity of embedding AI responsibly within assessment systems. In other

words, institutions may be experimenting with AI tools faster than they are able to regulate, document and integrate them into formal assessment policies.

The third finding relates to immersive technologies, which represent the least formalised area in the sample. Although virtual reality, augmented reality and simulation-based environments are increasingly discussed as tools for authentic and experiential learning (Radianti et al., 2020), their use for assessment purposes remains marginal in the institutional documentation analysed. This is particularly significant because immersive environments have strong potential for assessing practical, professional and complex competences in realistic contexts. Recent reviews show that VR can support interactive learning environments and hands-on training in higher education, but they also highlight persistent challenges related to infrastructure, cost, pedagogical design, accessibility and staff expertise (Stracke et al., 2025; Llanos-Ruiz et al., 2025). The weak formalisation of immersive assessment may therefore be interpreted as the result of higher implementation requirements. Unlike learning analytics, which can often be integrated into existing learning management systems and quality assurance processes, immersive technologies generally require more substantial redesign of assessment tasks, specialised platforms, technical support and teacher training. Their limited presence in formal documentation suggests that they remain associated with localised initiatives or disciplinary experimentation rather than with institution-wide assessment strategies.

Taken together, these findings reveal a hierarchy of institutional innovation. Learning analytics appears to be the most institutionalised technology because it aligns closely with existing organisational priorities such as monitoring, reporting and quality assurance. AI occupies an intermediate position: it is increasingly visible in educational discourse and appears in some advanced cases, but its integration into formal assessment systems remains cautious and uneven. Immersive technologies occupy the weakest position, as their assessment-related use requires deeper pedagogical and infrastructural transformation.

This hierarchy suggests that innovation in digital assessment does not progress only according to technological potential. Rather, it depends on the degree to which technologies can be absorbed into institutional routines, governance structures and quality assurance systems. Technologies that support existing institutional functions are more likely to be formalised, whereas technologies requiring substantial pedagogical redesign or new regulatory frameworks remain less visible.

Conclusions, Limitations and Future Research

This study examined the institutional formalisation of technological innovation in assessment across 40 accredited European online universities. The findings reveal a differentiated pattern of adoption, with learning analytics emerging as the most visible and institutionalised area, while Artificial Intelligence for feedback or scoring and immersive technologies remain less systematically documented. Overall, the results suggest that the integration of emerging technologies into assessment ecosystems is still evolving and that substantial differences exist in the extent to which institutions formalise and communicate innovation through publicly available policies, strategies, and assessment-related documentation.

Some limitations should be acknowledged. The analysis relied exclusively on publicly available institutional documentation and therefore reflects the visibility and formalisation of technological innovation rather than its actual implementation in educational practice. Furthermore, differences in institutional transparency and website organisation may have affected the availability of evidence across universities. The study also does not evaluate the effectiveness, pedagogical quality, or impact of the technologies identified.

Future research could complement documentary analysis with interviews, surveys, and in-depth case studies involving institutional leaders, academic staff, and assessment designers. Such approaches would help to explore how emerging technologies are implemented in practice and to what extent formal institutional commitments correspond to actual assessment practices and learning experiences.

Author contributions

The article was jointly developed by all the authors. Specifically, paragraph 1 was written by Anna Dipace, paragraph 1.1 by Federica Picasso, paragraph 2 by Irene D. M. Scierri, paragraph 3 by Maria Clara Dicataldo, paragraph 4 by Andrea Tinterri, and paragraph “Conclusions, Limitations and Future Research” by Pierpaolo Limone.

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Appendix 1:

University	**Country**
AKAD University of Applied Sciences Leipzig	Germany
Arden University	United Kingdom
Atatürk University	Türkiye
Conservatoire national des arts et métiers	France
Cosmos Open University	Cyprus
Digital Business University of Applied Sciences	Germany
Europäische FernHochschule Hamburg GmbH Hamburg (Priv. FH)	Germany
Ferdinand Porsche FERNFH - Distance-Learning University of Applied Sciences	Austria
German open Business School - HS für Wirtschaft und Verwaltung Berlin (Priv- FH)	Germany

Hellenic Open University	Greece
HFH Hamburger Fern-Hochschule (Priv. FH)	Germany
International Online University UNINETTUNO	Italy
International University of La Rioja	Spain
Italian University Line - IUL	Italy
Marconi University	Italy
Online University "e-Campus"	Italy
Online University "Giustino Fortunato"	Italy
Online University "Pegaso"	Italy
Online University San Raffaele Rome	Italy
Open College of the Arts	United Kingdom
Open University of Catalonia	Spain
Open University of Cyprus	Cyprus
Open University of Madrid (UDIMA)	Spain
Open University of Portugal	Portugal
Open University of the Netherlands	Netherlands
SRH Fernhochschule Riedlingen	Germany
Stichting LOI Hoger Onderwijs	Netherlands
Swiss Distance Education University	Switzerland
Swiss Distance University of Applied Sciences	Switzerland
Telematic University Leonardo da Vinci	Italy
The Open University	United Kingdom
Tomorrow University of Applied Sciences	Germany
UNIPRO University Digital Europe	Andorra
Unitelma Sapienza	Italy
Universidad Nacional de Educación a Distancia (Madrid)	Spain
Universitas Mercatorum	Italy
University Niccolò Cusano	Italy
University of Hagen	Germany
Valencian International University	Spain
Wilhelm Büchner Hochschule Darmstadt (Priv. Fern-FH)	Germany