

Innovando la formación permanente en la educación superior:

Informes del JRC 2019

SLIDO.COM #A514

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*CRUE-TIC: III Jornada del Grupo de Trabajo de Formación Online y Tecnologías Educativas- FOLT
Universidad de GranadaE*

European Commission Joint Research Centre (JRC)

- Servicio interno de la Comisión de ciencia y conocimiento
- Misión: dar apoyo a la UE y generar evidencia desde investigaciones
- Neutralidad política: El JRC no tiene una agenda propia
- Trabaja para más de 20 departamentos de políticas de la Comisión



Contenido

1. Innovando la Formación Permanente en la Educación Superior (2 informes)
2. La educación abierta como prácticas de formación permanente y de desarrollo de competencias digitales (Marco OpenEdu)
3. DigCompEdu

Curiosidad...

Encuesta rápida sobre tu experiencia de formación permanente:

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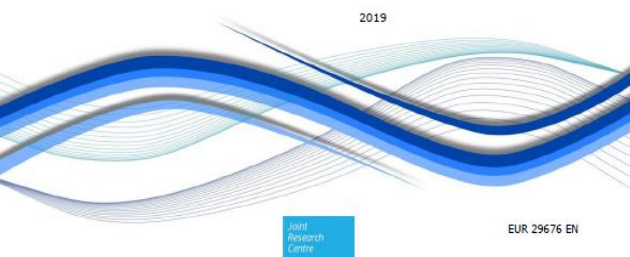


JRC SCIENCE FOR POLICY REPORT

Innovating Professional Development in Higher Education

An analysis of practices

Andreia Inamorato
Simonas Gaušas
Raimonda Mackevičiūtė
Aistė Jotautytė
Žilvinas Martinaitis



2019

EUR 29676 EN

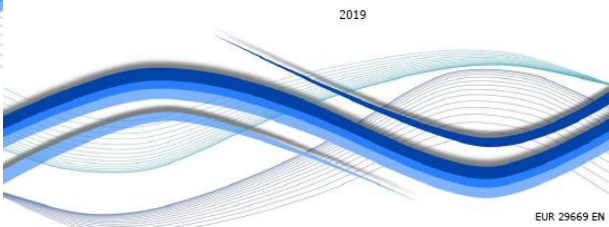


JRC TECHNICAL REPORTS

Innovating Professional Development in Higher Education

Case Studies

Andreia Inamorato
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Raimonda Mackevičiūtė
Aistė Jotautytė
Žilvinas Martinaitis



2019

EUR 29669 EN



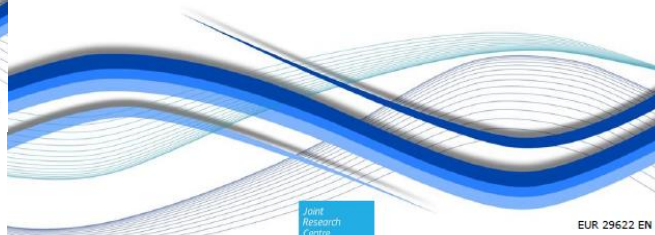
JRC SCIENCE FOR POLICY REPORT

Innovating Professional Development in Compulsory Education

An analysis of practices aimed at improving teaching and learning

Vuorikari Riina

2019



EUR 29622 EN

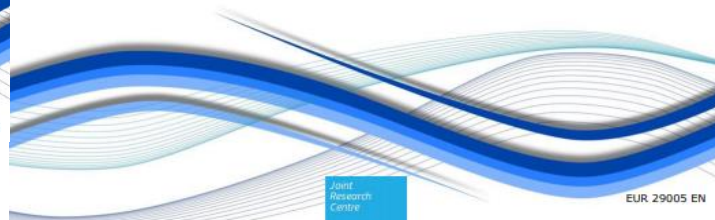


JRC TECHNICAL REPORTS

Innovating Professional Development in Compulsory Education

Examples and cases of emerging practices for teacher professional development

2018
Vuorikari, Riina



EUR 29005 EN



JRC SCIENCE FOR POLICY REPORT

Innovating Professional Development in Higher Education

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<http://bit.ly/2Jpfbzk>



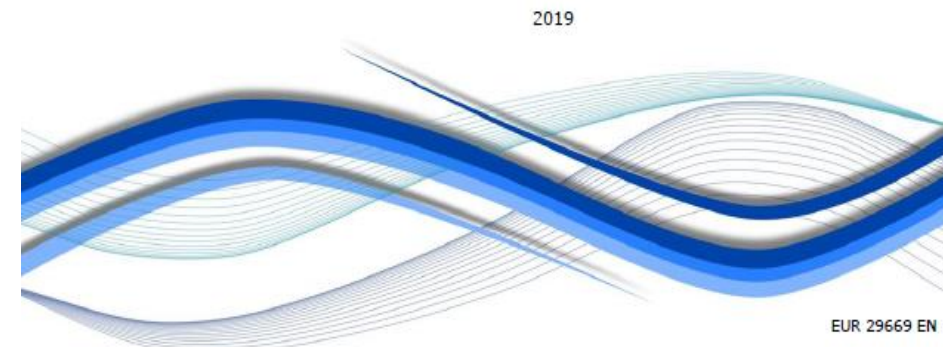
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<http://bit.ly/2JpcgGV>



3 factores que impulsan la FP en la Educación Superior

Masificación y mercantilización de la ed. superior y la competición entre universidades

(metodología centrada en el estudiante)

Importancia creciente del uso de tecnologías

(competencias digitales)

Cambios en la naturaleza de la competición profesional

(habilidades individuales se convierten en factores determinantes para el éxito profesional)

Tecnología & Pedagogía

La tecnología esta ampliamente aceptada en la educación superior, además de vista como necesaria. Sin embargo, las practicas pedagógicas utilizadas no están adecuándose a las nuevas tecnologías ni cambiando la manera de enseñar.

(Changing Pedagogical Landscape, 2015)

11 casos

- Dublin City University: The Sipping Point
- - Finland: University pedagogical support – UNIPS
- - U4Network (Ghent, Groningen, Gottingen, Upsala)
- - University Teaching Qualification (14 NL univ)
- - Pompeu Fabra: support for MOOC production
- - LSE Teaching and Learning Centre (online resources)
- King's College London Technology Enhanced Learning in Health Education (iTEL)
- - ENUCE (Estonian Network for University Continuing Education),
- - EADTU: Empower Online Learning Leadership Academy (EOLLA)
- - D-Transform (EU funded) senior leadership
- - iMotion (EU co-funded): staffmobility.eu

Obstáculos para la FP de profesores

Profesores son reacios a dejar sus practicas tradicionales

Falta de formalización e incentivos para la FP

Falta de tiempo

Desequilibrio entre enseñanza e investigación

Falta de capacidad institucional y seguimiento



¿Qué hemos concluído?

¿Cómo las universidades apoyan las prácticas innovadoras?

Programas de movilidad, conferencias, colaboraciones, informales

¿Cómo puede la FP ayudar en el desarrollo de la carrera del profesor?

Con programas de incentivo (de entrada, permanencia, progresión en carrera)

¿Cómo superar las barreras conocidas para la participación en FP?

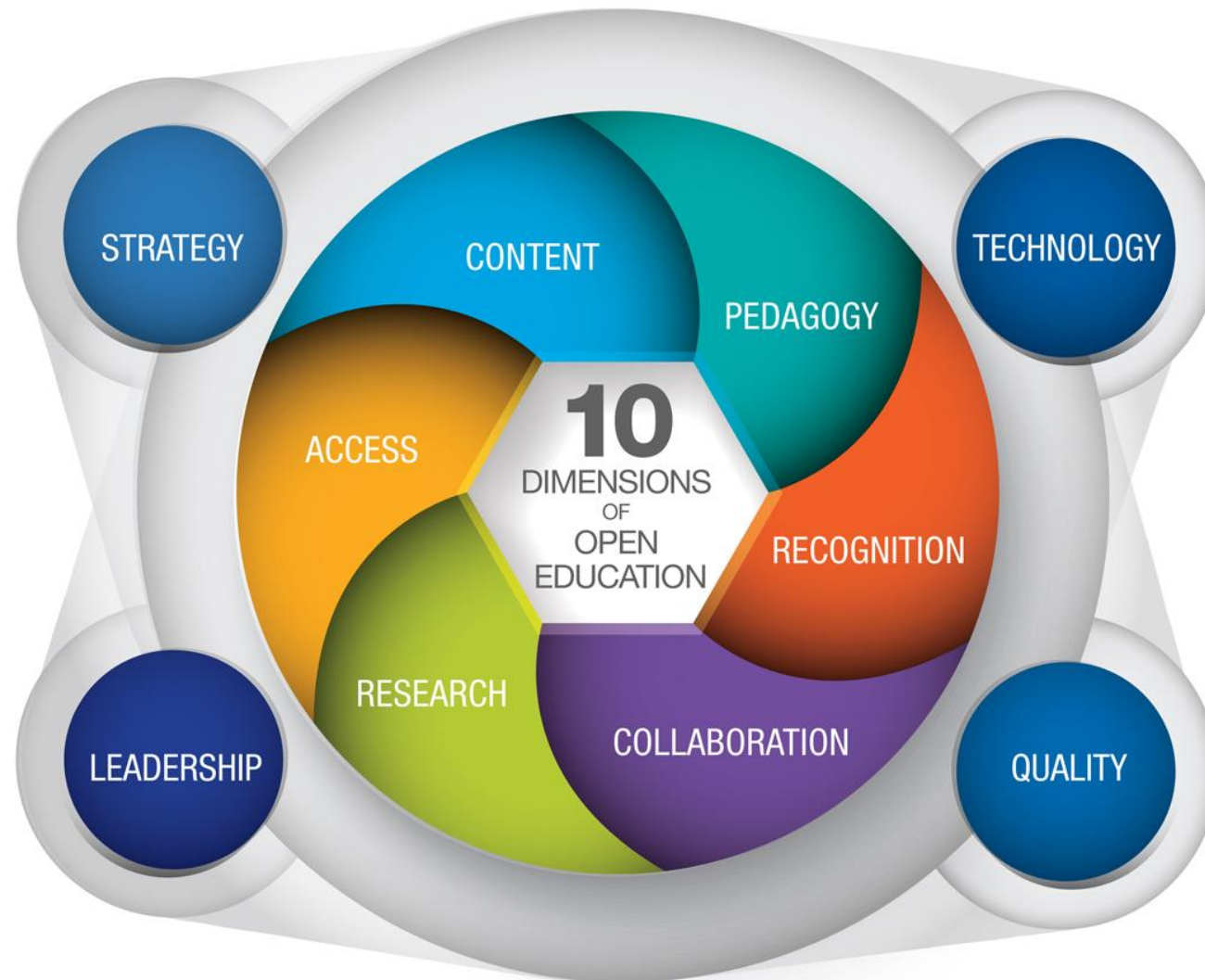
Materiales para auto-estudio y MOOCs

¿La FP lleva a procesos de enseñanza y aprendizaje más efectivos?

Suponemos que sí, pero no tenemos evidencias

Educación Abierta

Marco OpenEdu





JRC TECHNICAL REPORTS

Practical Guidelines on Open Education for Academics

Modernising higher education via open educational practices

(based on the OpenEdu Framework)

Andreia Inamorato dos Santos

2019

EUR 29672 EN

Joint Research Centre

Snapshot

Open Education

Open education is about a *set of practices* that together can lead higher education to be more inclusive, in line with societal changes, and also to be more innovative in terms of making the most effective use of teaching and educational resources, research and students' services. These practices are often referred to as **open educational practices**. In the context of the OpenEdu Framework they are presented within the context of the ten dimensions of open education. These ten dimensions interrelate to one another, and together contribute towards opening up education in a holistic way.

The 10 Dimensions of Open Education OpenEdu Framework



Practical Guidelines on Open Education for Academics:
Modernising Higher Education Practices
<http://publications.jrc.ec.europa.eu/repository/handle/JRC115663>

What is open education?

"Open education is a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects the two"

[OpenEdu Framework](#) JRC 2016:1

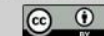


Open Educational Practices: a mindset shift towards openness

Open educational practices can lead to more inclusive education systems, but this requires a shift in mindset. Each individual academic can be more open in the way they produce and share knowledge, in the way they teach and assess students, and in collaborating with others. And the same is true

of higher education institutions. By shifting their mindset and practices towards open educational practices, academics can start changing the landscape of higher education by prompting changes in their own institutions.

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<http://bit.ly/2FRCVv5>



Educación abierta: desarrollando las competencias digitales de los profesores y de los estudiantes

[Video : Educación abierta en el mundo](#)



Statements for self-reflection

<p>1. I take 'access' into consideration in all my courses and programmes by contemplating the different open licences, media and formats that I could use.</p> <p>= Yes = No</p>	<p>Access to content, courses and programmes You can promote access to content for all learners by 1) making content available as open educational resources, that is, with an open licence; 2) making content available in digital formats, which can be accessed by anyone who has an internet connection and is digitally literate; 3) creating a syllabus that can be completed in a modular way, therefore enabling more flexibility.</p>
<p>2. I support my institution in opening up access to content (OER) and courses to all learners.</p> <p>= Yes = No</p>	<p>Institutional engagement: promoting access to content You can encourage your institution to be more open 1) by advocating adequate infrastructure for academics who aim to offer OER, MOOCs and free and open online courses; 2) by making sure that you create and promote varied content and courses, such as in less-used languages and for different user groups.</p>
<p>3. I encourage my institution to provide access to full courses for registered and also non-formally registered learners.</p> <p>= Yes = No</p>	<p>Institutional engagement: entry to courses and completion Institutions can enable non-formally registered learners to access their courses online, with a flexible pathway to course completion, in which they can gradually accumulate the credits needed for a full degree (e.g. by taking MOOCs or other types of free and open online courses which offer credits compliant with the European Credit Transfer System - ECTS). You can think of which possible learning pathways could lead a non-formally registered learner to a full degree in your specialist subject area. You can develop such pathways and make them available online as guidance for learners, at the same time checking how these pathways could be formally recognised by your own and third-party institutions. You can also check which courses are available 'out in the world' and in your institution for learners to follow such pathways; and seek to progressively make such courses available whenever possible, in collaboration with other institutions.</p>
<p>4. My institution promotes the accessibility of educational content, courses and full degrees.</p> <p>= Yes = No</p>	<p>Institutional engagement: accessibility Accessibility is an important part of inclusion and widening access to education. It has to do with enabling all to study regardless of personal characteristics. For example, measures towards accessibility open up learning opportunities for learners with disabilities (e.g. those who are deaf or blind, or who have reduced mobility) or language deficiencies (e.g. migrant learners). You can help promote accessibility measures in your institution by experimenting with assistive technologies, which focus on the voice recording of written text, and adapted websites and social media. You can also try to get involved in the implementation of accessibility guidelines at an institutional level and in your own personal webpages and learning environments.</p>

Core dimension: Access



Core Dimension

Access

Widening Participation in Education

Opening up access to education is about removing or lowering economic, technological, geographical and institutional barriers that may obstruct the doorway to knowledge.



Academics who promote access and accessibility in education make use of digital technologies to share their courses and open educational resources (OER) more easily and effectively.



Learners can improve their digital competence, resourcefulness and perseverance via open learning opportunities. Individuals with specific learning needs or disabilities will have adapted educational materials and opportunities to learn.



Institutions that promote access to and accessibility in education benefit from a wider audience, also known as open learners.



Society benefits from increased learning opportunities, independently of their location, age, sex, race or physical and social condition. Open educational practices promote greater access to educational content and courses to all.

Practical Guidelines on Open Education for Academics:
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What can I do to promote access to education opportunities?

YOU CAN...



make the content you produce available as an Open Educational Resource (OER), and distribute it in digital formats so that anyone who has Internet access can use it. Individuals with specific learning needs or disabilities will have adapted educational materials and opportunities to learn.

create modular courses and make them available as OER. Promote access and accessibility in your institution, in order to reach the open learners. In doing so you can think alongside your institution of possible learning pathways that could lead a non-formally registered learner to achieve a full-degree via open learning.

make content accessible to a diverse profile of learners, by taking measures towards accessibility for learners with disabilities, or language deficiencies. For example, you can voice-record texts and make accessible websites for the visually impaired.

encourage your institution to have adequate infrastructure to offer OER, Massive Open Online Courses (MOOCs) and free and open online courses to the world.

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<p>1. I apply open educational practices in my teaching.</p> <p>= Yes = No</p>	<p>Open educational practices: You can change your pedagogical practices to embed openness at all possible levels. For example, you can share your lesson plans, assessment templates and learning design with other educators. In addition, you can share the recording of your lessons by using video or podcasts, in order to make your taught subject visible and accessible to all. You can creatively design course tasks that are collaborative and that require the involvement of peers whenever appropriate. You can create and reuse teaching materials as open educational resources (OER). You can also reuse other OER and redistribute them on the internet.</p>
<p>2. I know how to use a wide range of digital technologies to support the sharing of my teaching practices and open educational resources, as well as to apply a user-centred approach in my teaching.</p> <p>= Yes = No</p>	<p>Using digital technologies to support OEP: You are confident in using a wide range of digital technologies to enhance the potential for creating and sharing teaching practices and open educational resources. You can modify your usual practices as part of this openness, and share and access content in repositories and in different open learning environments whenever appropriate. Your teaching methods reflect an ongoing commitment to open education and to learner-centred approaches supported by digital technologies.</p>
<p>3. My institution promotes open learning support-services as part of its pool of open educational practices.</p> <p>= Yes = No</p>	<p>Institutional engagement: Promoting open learning policies and services. You act as an ambassador for your institution to promote open education policies that include all types of learning services for both registered and (open) lifelong learners, such as learning pathways design advice, open tutoring, open educational resources, assessment, MOOCs, open online courses, recognition of prior learning, and accreditation support. You advocate the importance for your institution to focus on the development of central services to both formally registered learners and (open) lifelong learners. You strive to create a support environment for your colleagues so as to help them understand and carry out OEP.</p>

Core dimension: Pedagogy



Core Dimension

Pedagogy

Open Educational Practices (OEP)

Open educational practices (OEP) make the range of different teaching and learning approaches more transparent, shareable and visible. OEP refers to specific teaching and learning practices that not only use OER but are also open to change, adaptations, sharing and collaboration.



Academics can learn from one another by looking at the ways their peers teach, or by having access to their educational resources and syllabi.



Learners benefit from a learner-centred approach, with the freedom to design learning paths that are suitable to them. In addition they are exposed to different teaching approaches, which create an education experience more conducive to learning.



Institutions benefit from improved teaching practices and the sharing of curricula, syllabi and open educational resources. This promotes collaboration between institutions and alternative continuous professional development practices.



Society benefits from being able to access courses and programmes offered by a variety of educational institutions, each one of them offered with a specific teaching approach and educational resources. This enables a richer, diverse and more inclusive education experience, open to all.

Practical Guidelines on Open Education for Academics:
Modernising Higher Education Practices
<http://publications.jrc.ec.europa.eu/repository/handle/JRC115663>

What can I do to promote OEP?

YOU CAN...



make use of digital technologies to share teaching practices, to create free and open online courses and MOOCs, and to make your content available in different repositories and open learning environments.

act as an ambassador for your institution to promote open education policies that include all types of learning services for both registered and (open) lifelong learners, such as learning pathways' design advice, open tutoring, open educational resources, assessment, MOOCs, free and open online courses, recognition of prior learning, and accreditation support.

create and reuse teaching materials, making them available as open educational resources (OER). You can share different types of OER, such as lesson plans, assessment templates and learning design with other educators. In addition, you can share the recording of your lessons by using video or podcasts, in order to make your taught subject visible and accessible to all.

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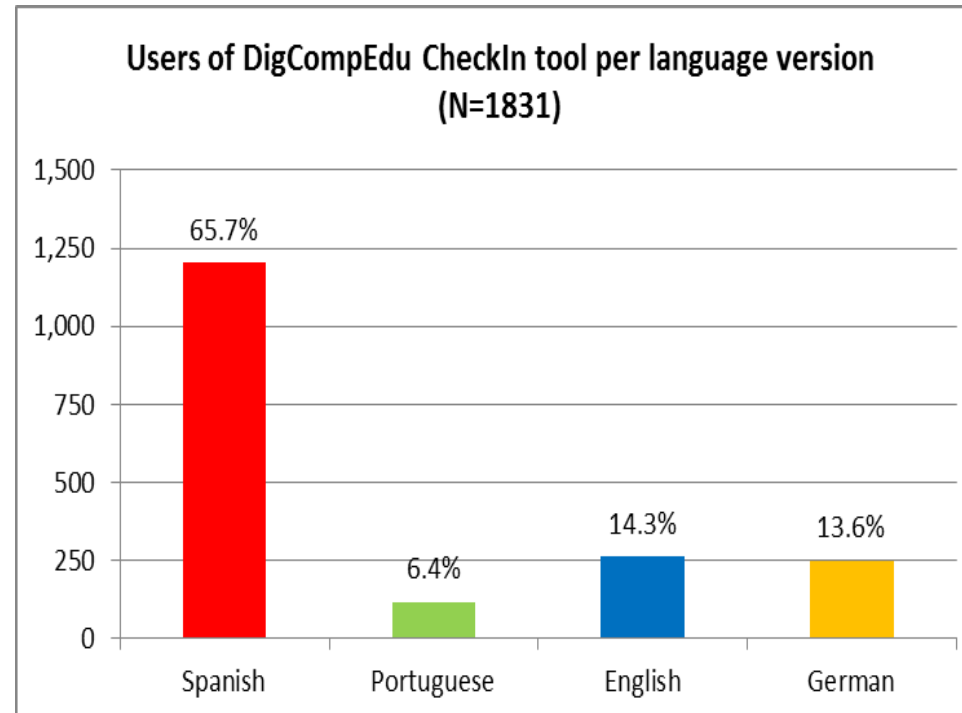


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Marco DigCompEdu

- Marco Europeu para la Competencia Digital de los Educadores (**DigCompEdu**)
- Publicado en Noviembre de 2017 – más de 23 mil descargas únicas
- Describe qué significa ' ser competente digitalmente' para los educadores de todos los niveles
- Contiene 6 Areas – 22 competencias – 6 niveles de proficiencia

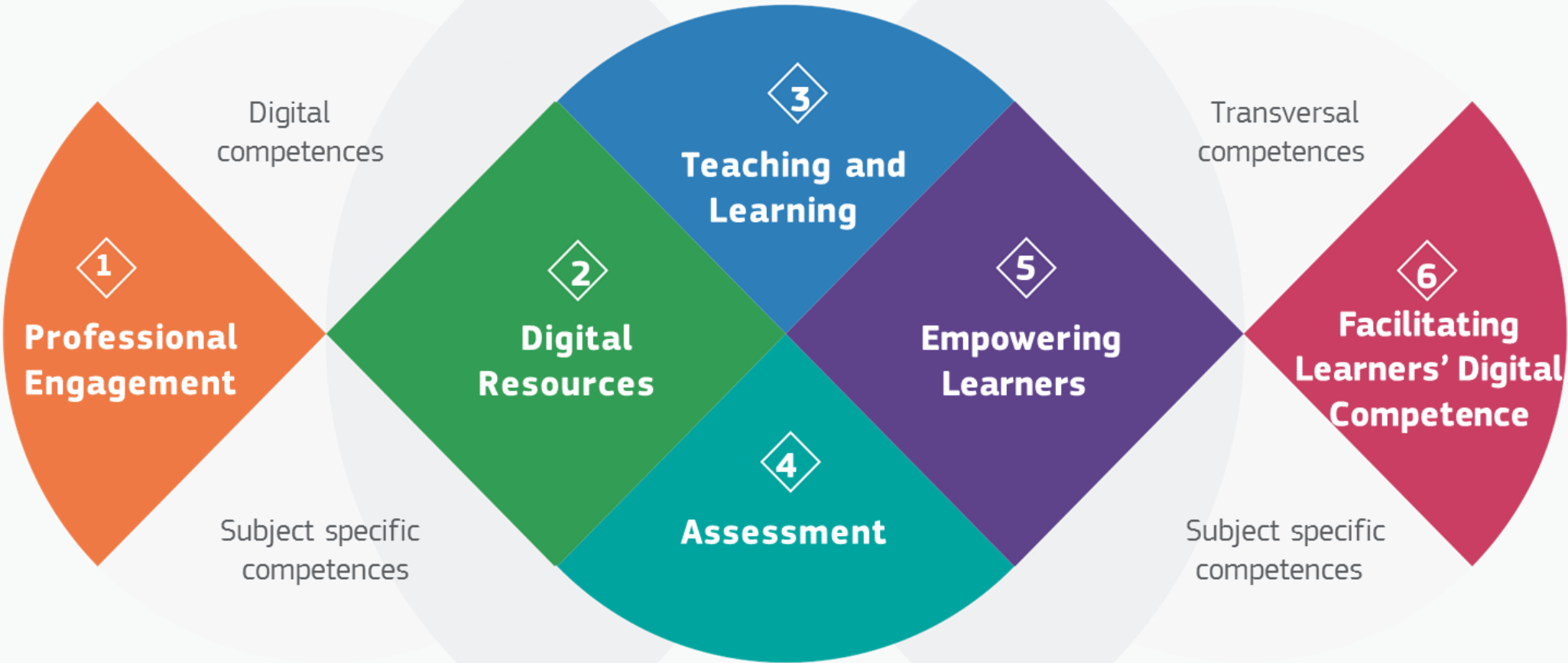
- Piloto de herramienta para auto-reflexión (Check-in tool) >7000 usuarios
- Resultados de una encuesta con profesores universitarios N=1831
- ¡Encuesta no representativa!



Educators' professional competences

Educators' pedagogic competences

Learners' competences



1
**Professional
Engagement**

Digital
competences

2
**Digital
Resources**

Subject specific
competences

3
**Teaching and
Learning**

4
Assessment

5
**Empowering
Learners**

Transversal
competences

6
**Facilitating
Learners' Digital
Competence**

Subject specific
competences

DigCompEdu

Framework

Proficiency levels

Self-assessment

Reproduction and Reuse

Supporting materials

Community

Self-assessment



Testing the Check-In Self-Reflection Tool

The DigCompEdu Framework has been used as the basis for developing a self-reflection tool for educators, provisionally called "DigCompEdu CheckIn". This tool is currently being pre-tested with small groups of educators in different European Member States. During the test phase, i.e. until 30 September 2019, the tool is open for testing to all educators

Related Publications

DigComp into Action: Get inspired, make it happen. A user guide to the European Digital Competence Framework

European Framework for the Digital Competence of Educators: DigCompEdu

DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use

[More >](#)

News

MAY
22
2018
Scientific support to the education package

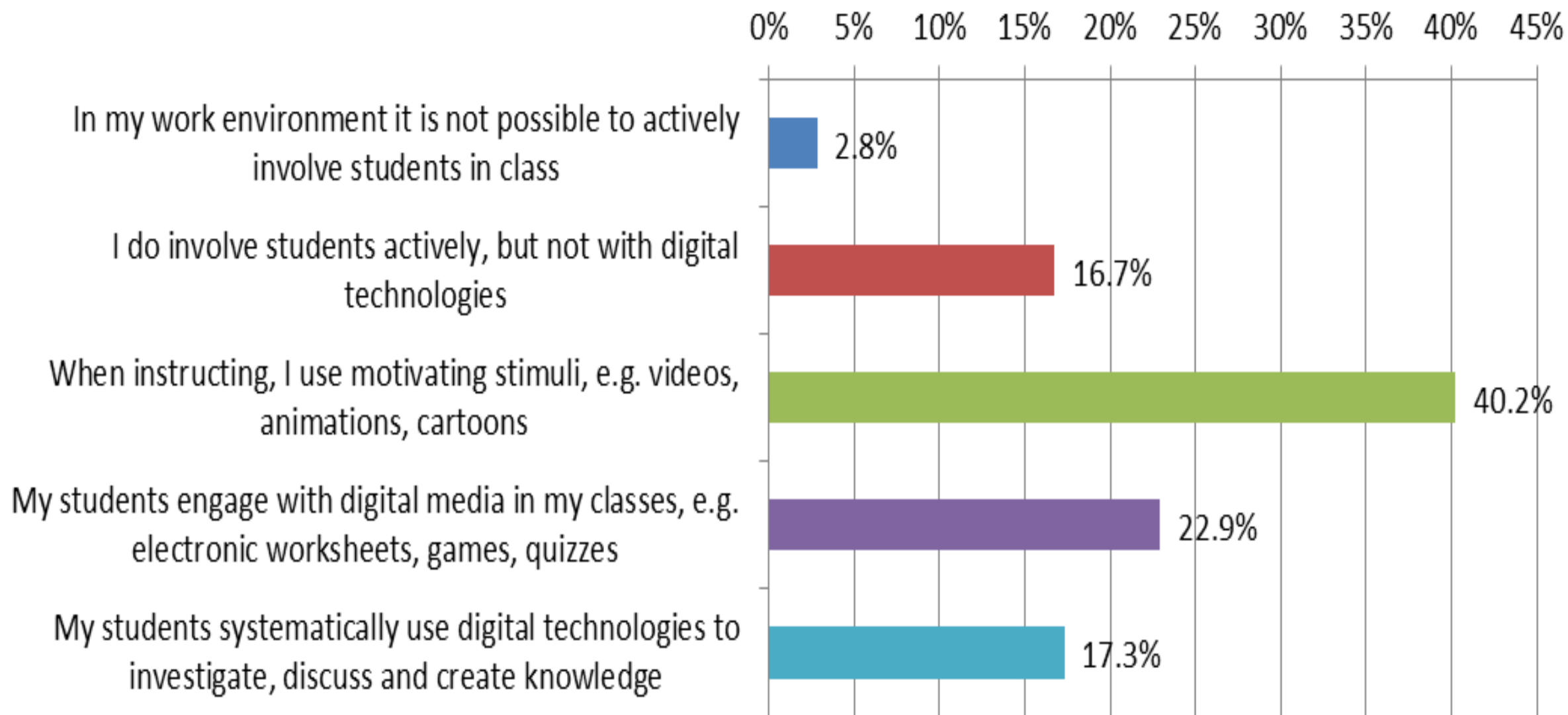
Related topics

Digital Living

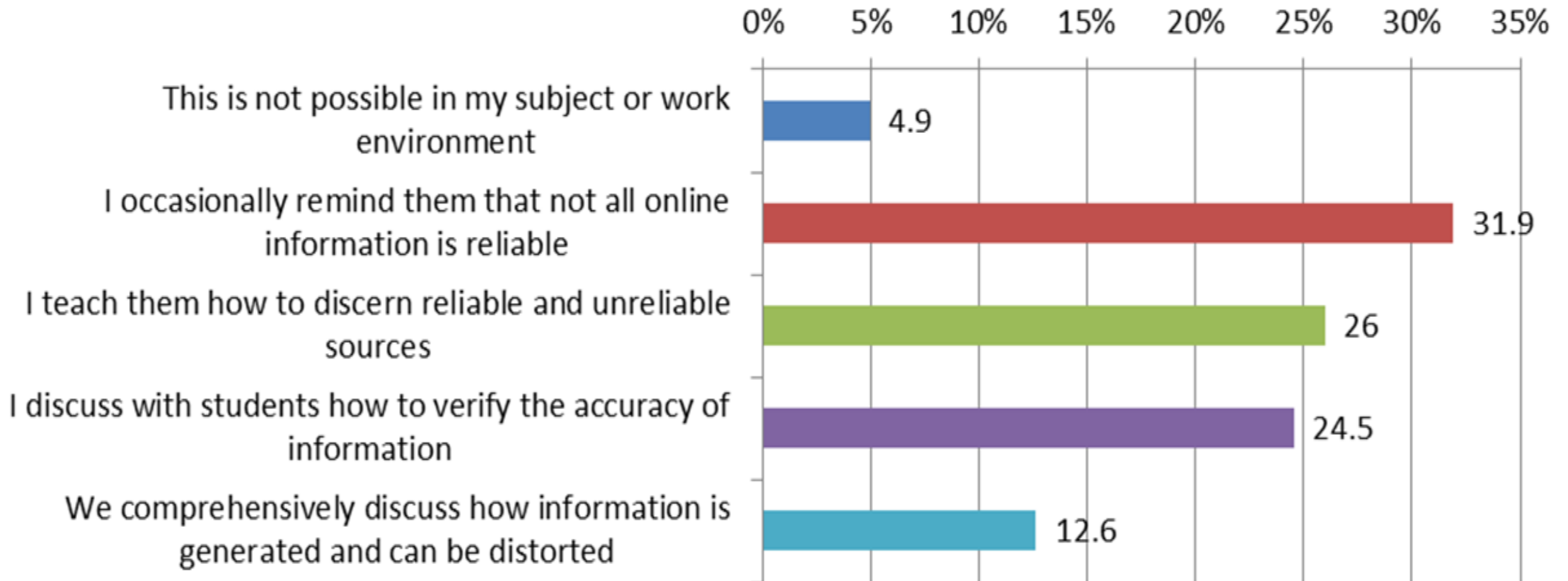
Learning and Skills for the Digital Era

<https://ec.europa.eu/jrc/en/digcompedu/self-assessment>

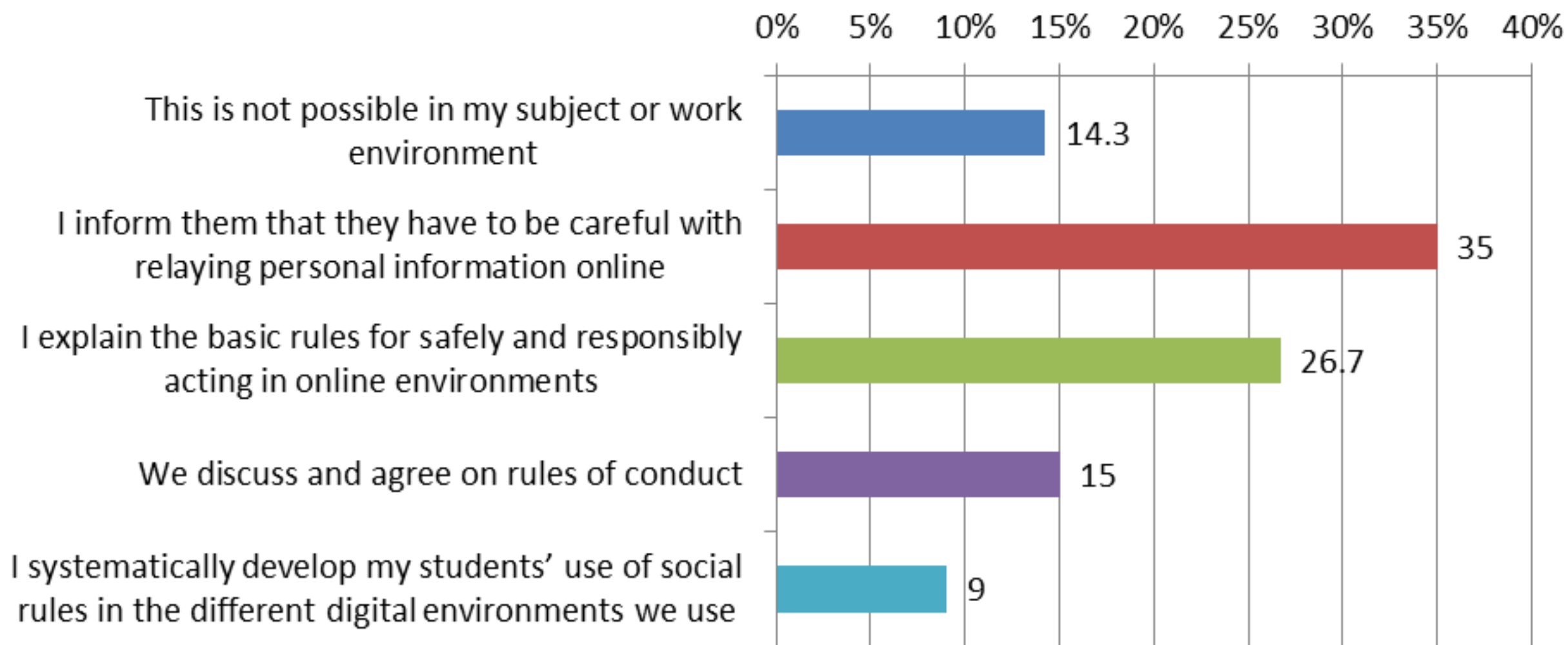
Use digital technologies for students to actively participate in classes (N=1830)



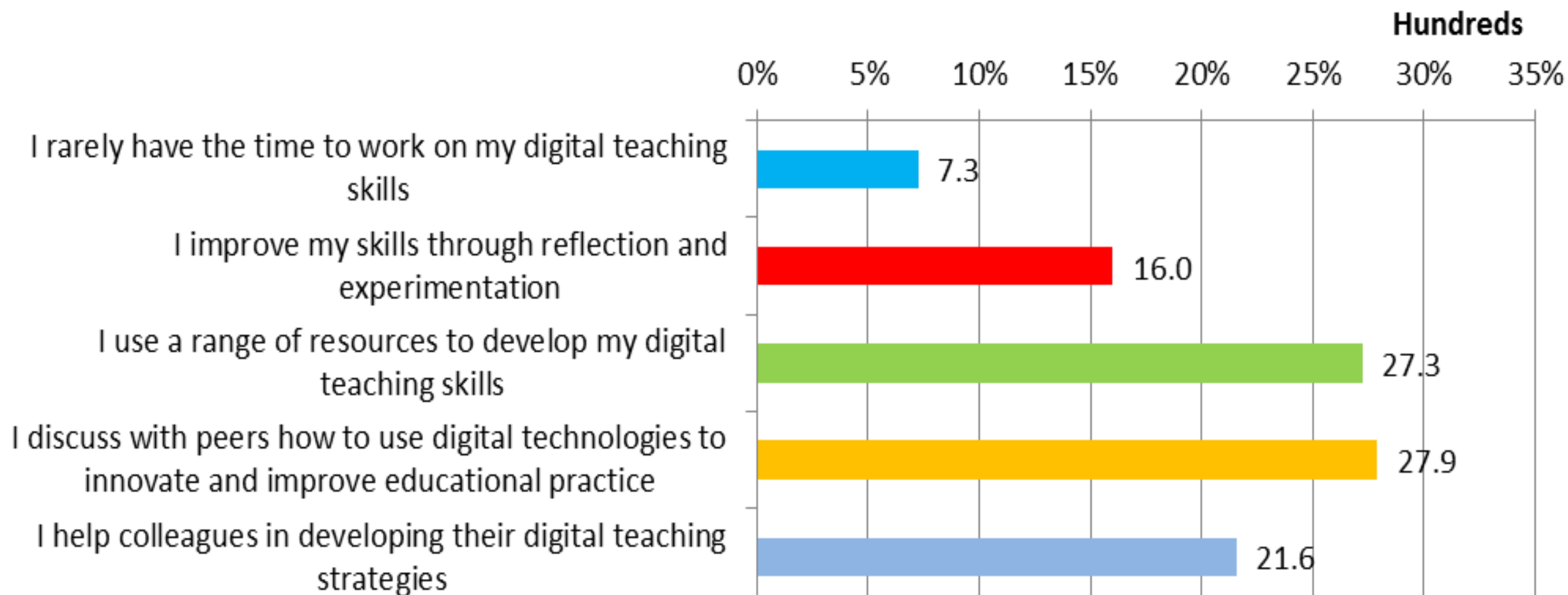
Teaching of students on how to assess information, misinformation and bias (N=1829)

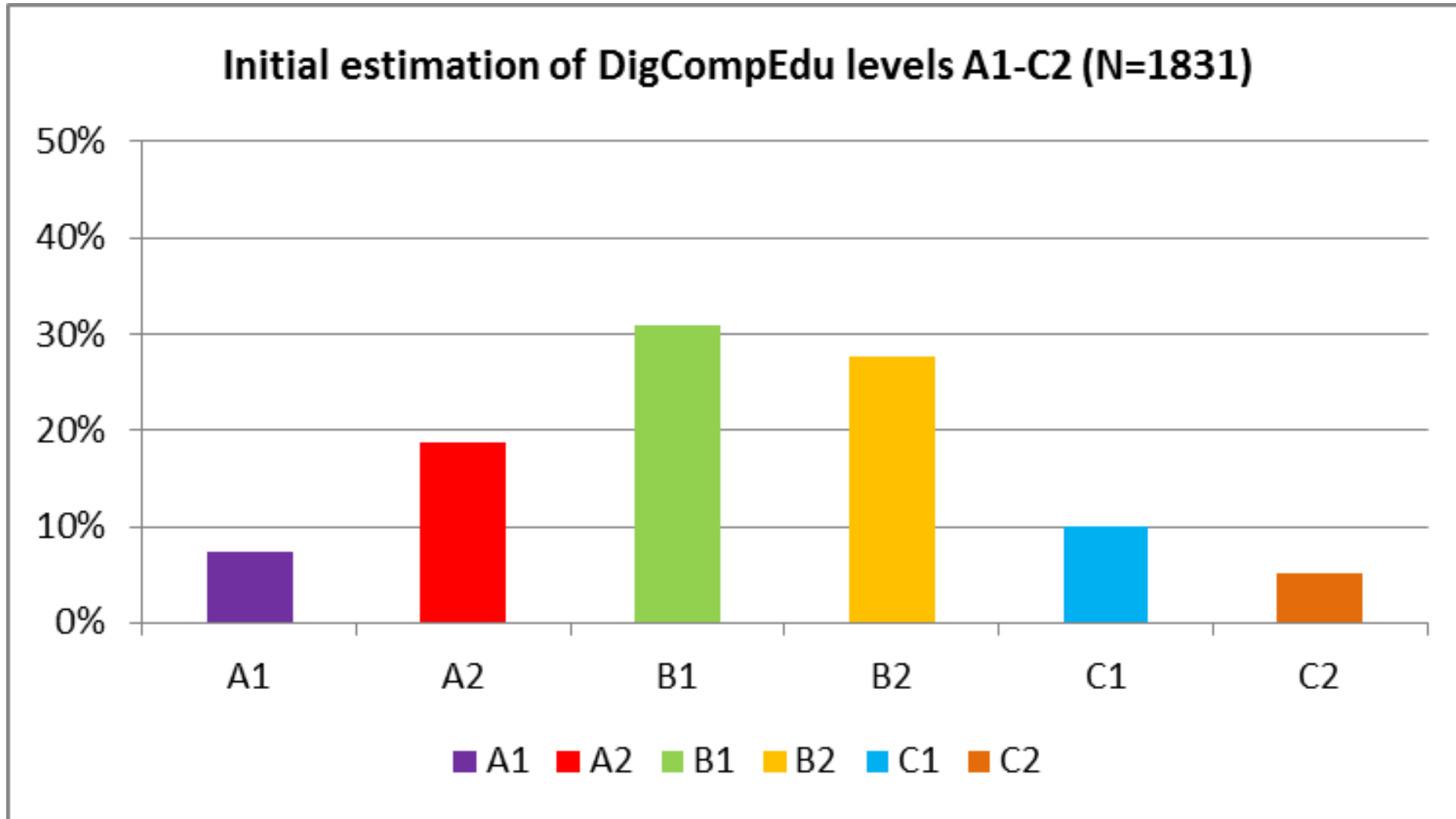


Teaching students how to behave safely and responsibly online (N1831)

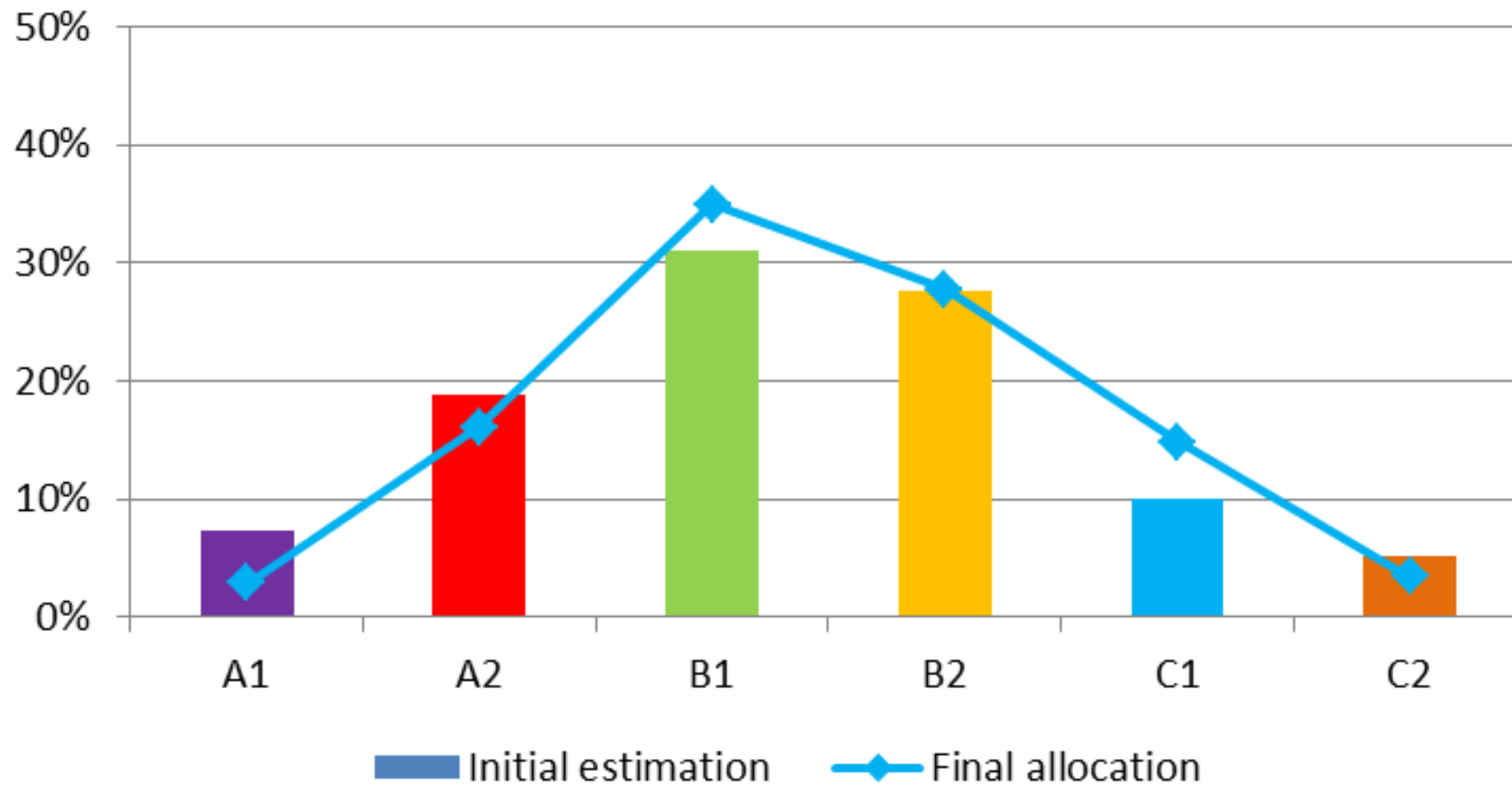


Active development of digital teaching skills (N=1831)





Initial estimation & final allocation to A1-C2 levels (N=1831)



Para terminar....

- Los educadores necesitan seguir desarrollando las competencias digitales docentes
- Las universidades deben tener un plan de acción
- La FP no debe ser realizada solamente en el tiempo libre del profesor

¡Gracias!



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