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prendizagem potenciada pela
cnologia no ensino superior: uma
metodologia para o desenvolvimento de
térios de qualidade

the use of the Internet rapidly increased and HE practices did not follow this change:

- Technology in HE is mainly used in indirect activities (Stensaker, Maass, Borgan, Oftebro, & Karseth, 2007).
- HE institutions have to change to adapt to: educational national and European policies (for example virtual mobility); understanding the best ways to integrate ICT in T&L practices (Lea, Clayton, Draude, Manag & Barlow, 2001).

ways to evaluate the impact of ICT (Miller, 1984; Scheerens, 2003)

- render the practitioners accountable for their T&L practices
- formally regulate the quality of educational results and to promote the enhancement of its quality
- evaluate the impact of a innovation or a change in a teaching strategy

valuation

**Quality
assurance**

Certification

Recogniti

research overview

Back of research related with the evaluation of the use of ICT in HE
practices, in what regards:

the definition of **quality standards** in TEL

the existence of **holistic models** for evaluating the impact of ICT use

the existence of models that can be used to **enhance the learning**
experience (Jara & Mellar, 2010).

This loophole justifies the study we are conducting, which has the
following objectives:

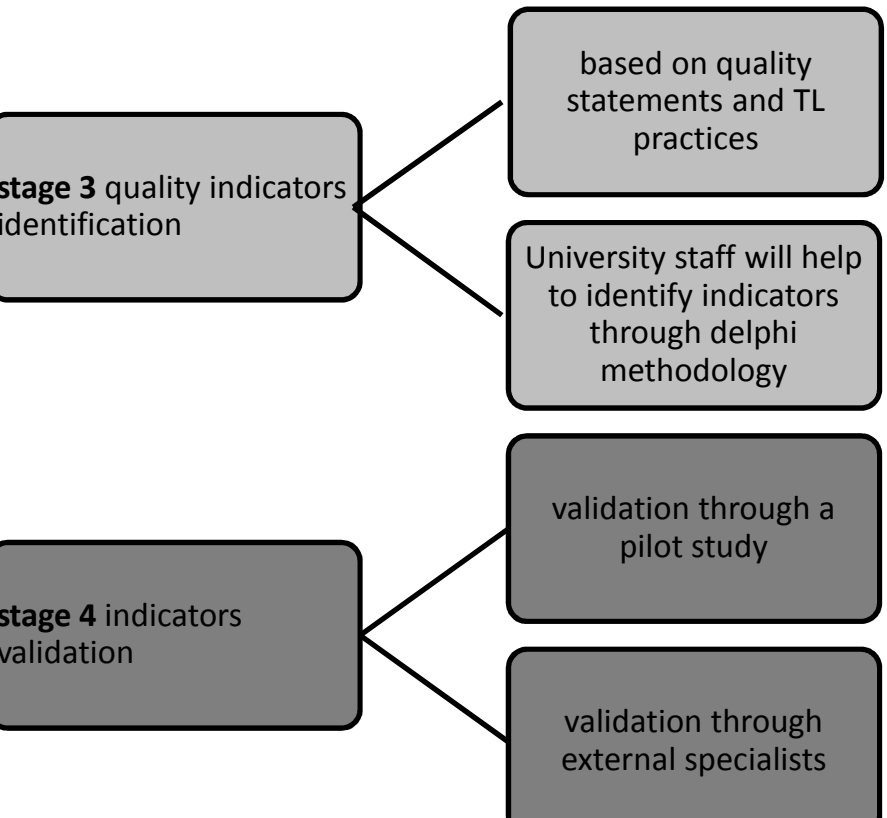
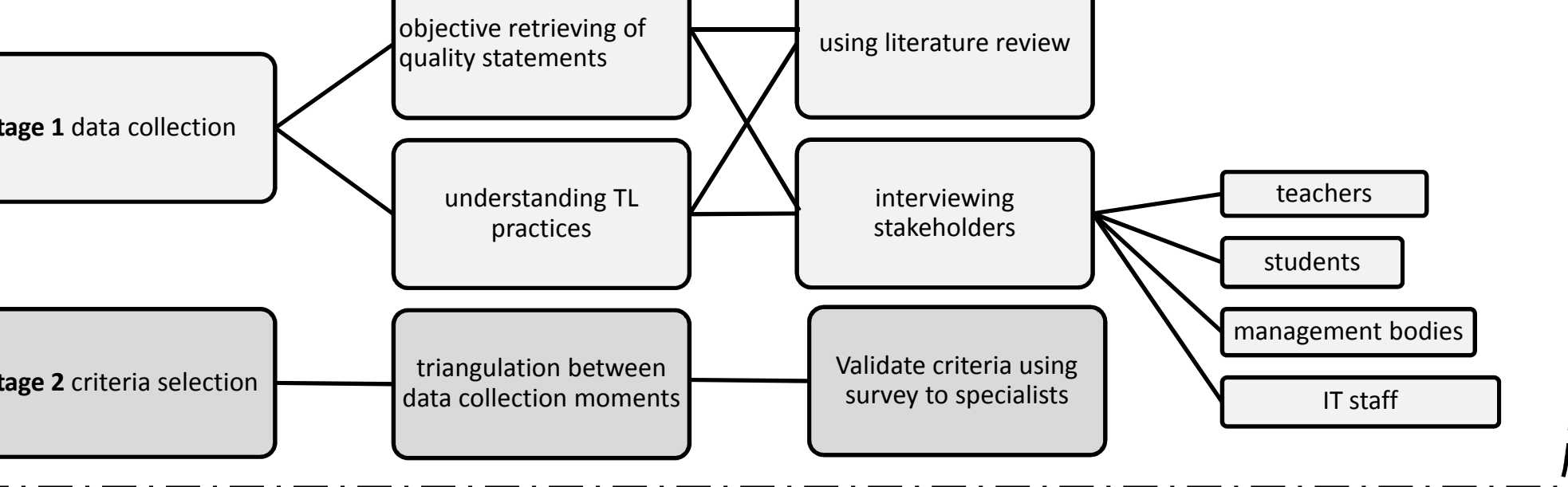
to design a **reference framework** about the quality on TEL in Higher
Education

to develop and validate an **evaluation model** that will allow practitioners
and researchers to evaluate and monitor TEL practices in HE.

Reference Framework \neq Evaluation Model

The **Reference Framework** is opened to researchers and practitioners and allows other users to develop their own models upon this framework.

The **Evaluation Model** will be directed towards a specific context and reality.



some results

5 dimensions emerged

- i. Expectations and perceptions from stakeholders
- ii. Competences needed
- iii. T&L strategies and practices
- iv. Learning environment and learning resources
- v. Logistics and support

examples of how criteria emerged

Examples of the **quality statements** retrieved from data collection stage

- 1. Teachers must make provision for different students' profiles
- 2. Teachers have to promote active learning
- 3. Teachers have to understand existing needs and limitations of each student
- 4. Teachers and students must have skills to communicate online
- 5. Students online participation must be assessed

Example of **criteria** that can be retrieved from the quality statements.

- (1, 3) Adequacy of teachers strategies to students diversity (T&L strategies and practices)
- (2) Promotion of active learning (T&L strategies and practices)
- (4) Competences to communicate mediated by ICT (Competences)
- (5) Competences for integrating ICT into T&L and assessment strategies (Competences)

examples of criteria

Expectations and perceptions from stakeholder

attitudes domain

learning outcomes domain

academic success domain

Competences

pedagogical domain

scientific domain

technological domain

T&L strategies and practices

adequability

accuracy

effectiveness

Learning environment and learning resources

accessibility

scientific accuracy

relevance

Logistics and support

existence domain

human resources domain

technical support domain

thank you | teşekkür ederim