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Educational Media in Portugal: The next decade (2011-2020) PROCEEDINGS

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Abstract

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Educational Media in Portugal: The next decade (2011-2020)

Panel Leaders: Ana-Paula Correia (Iowa State University, USA) and António Teixeira (Open University of Portugal & University of Lisbon, Portugal)

Invited participants:

António Dias Figueiredo (University of Coimbra, Portugal)

Alfredo Soeiro (University of Porto, Portugal)

Paulo Dias (University of Minho, Portugal)

Fernando Albuquerque Costa (University of Lisbon, Portugal)

Lina Morgado (Open University of Portugal)

Format: Invited panel

Length: 90 minutes

Sub-Topic: Cases & Projects: Country-Specific Developments

Abstract: A discussion on the future developments on educational media in the context of higher education in Portugal will be the focus of this panel. This panel will represent different lines of research and development as well as a variety of experiences on implementing innovation in higher education. The panelists will share their expectations and visions for a next decade of development and innovation in the area of educational media in Portugal.

Introduction

In their book, *Trends and Issues in Instructional Design*, Reiser and Dempsey (2007) define instructional media as "the physical means via which instruction is presented to the learners" (p.18). This includes textbooks, computers technology, computer-mediated communications, online learning and teaching, video and audio conferencing, interactive video, software applications, etc. While reflecting on the impact of the educational media on higher education in Portugal one particular area which is worthwhile to discuss is related to the rapid development of online learning in Portugal (Magano, Castro & Vaz De Carvalho, 2008; Teixeira, 2008).

Online learning in higher education has become an essential and strategic tool for the continuous education of the European society by: (1) enabling the establishment of networks of formal and non-formal learning, (2) accelerating processes of information and knowledge sharing, and (3) decreasing the length of technical and professional programs. In fact, during the 2007 – 2008 school year 10,000 students were enrolled in 82 public higher education distance education programs with over 1,000 students enrolled in advanced e-learning courses (e.g., virtual education) (Teixeira, 2008). However, in a recent article on the *State of the Art on Higher Education Distance Learning in Portugal*, Hasan and Laaser (2010) argue that "compared to other advanced nations of Europe, Portugal started late in developing Distance Learning. Its adoption of fully virtual pedagogy is very recent. As it stands now, DL accounts for around 3%

of all higher education enrolment. More than 90% of this comes from UAb [Open University of Portugal], which now has fully on-line programmes and courses.” (para72)

Looking back and moving forward it seems that other issues that require the attention of Portuguese leaders in educational media are:

- The evolution of national policies that facilitate the implementation of educational media in higher education
 - Policy-making
 - Organizational support (funding, equipment and facilities, teachers training and technical support)
 - Teacher and student support (equipment, communications, software, teacher training and technical support)
 - Performance assessment and recognition (awards, rewards, etc.)
- Organizational strategies on using educational media in higher education
 - Models of implementation and innovation (integrate strategies, support centers for excellence, reward individual initiatives)
 - General strategies on hardware, software, teacher training and reward systems
 - Leadership on processes of innovation
 - Strategies in place to keep the leaders of innovation motivated
- Individual initiatives on using educational media in higher education
 - Identification, dissemination and recognition of best practices

Another controversial issue that may be of interest to discuss and analyze in this panel is the experience of the Portuguese technology plan (*Plano Tecnológico*) and the involvement of higher education organizations in the *Plano Tecnológico* planning, implementation and evaluation. “The plan’s overarching goal is to build a knowledge-based society, which government leaders recognized would require far more than simply providing students with PCs. To ensure that technology would be adopted, integrated into the home and classroom, and supported for years to come, Portugal’s government, in cooperation with Intel and other public and private partners, developed a comprehensive educational technology program. The program combines age-appropriate technology and content with the training, support, and Internet connectivity students need to develop 21st-century skills.” (source: <http://www.intel.com/Assets/PDF/casestudies/WA-321255001.pdf>) However, there are mixed feelings amongst the educational community and the public about the results of the implementation of this programme, which represents a typical Governmental initiative in educational innovation.

List of panelists

Antonio Dias de Figueiredo is an emeritus professor of Information Systems of the Faculty of Science and Technology of the University of Coimbra. His research interests are related with business information systems and ICT in learning and education. He is also a lead researcher for the Center for Informatics and Systems of the University of Coimbra (CISUC) and an independent consultant.

Figueiredo obtained his Ph.D. in Computer Science from the University of Manchester, U.K., in 1976. Between 1984 and 2007 he was professor of Informatics and Information Systems at the Faculty of Science and Technology of the University of Coimbra, where he created, in 1994, the Department of Informatics Engineering.

For a period of six years he represented Portugal in the Intergovernmental Informatics Program of UNESCO, Paris, where he was elected Vice-President for the Western Europe Region (1994/1996). At the invitation of the NATO Science Committee, Brussels, he integrated for a period of four years the NATO Special Program Panel on Advanced Educational Technology. He has participated in various European projects, both as a partner and as a science advisor, and acted on various occasions as a consultant to the European Commission in matters regarding the definition of strategies for information and communications technologies in education. He has collaborated with OECD on various occasions in initiatives regarding Information and Communication Technologies in Education. He was the Chairman of *PROMETEUS* (PRoMoting Multimedia access to Education and Training in EUropean Society), a Memorandum of Understanding promoted by the European Commission, between March 2000 and March 2001. In 2004 he was the chair of the *Context & Learning* Special Interest Group of the European project *Kaleidoscope*. He was awarded an *Honoris Causa* by Universidade Aberta, the Portuguese Open University, in 1997, and the *Sigillum Magnum* by the University of Bologna, Italy, in 2000. He has been awarded the title of *Information Society Personality of the Year 2005* by APDSI, Oracle Portugal and Sun Portugal.

Figueiredo is the author of over two hundred papers presented at national and international conferences. He has contributed with chapters to several books and has co-edited recently the book *Managing Learning in Virtual Settings: the Role of Context*, published by Information Science Publishing (2006). He authored recently *Action Research and Design in Information Systems: Two Faces of a Single Coin*, chapter IV of the book *Information Systems Action Research: An Applied View of Emerging Concepts and Methods*, published by Springer (2007) and *The Sustainability of e-Collaboration*, for *The Encyclopedia of E-Collaboration*, published by IGI Publishing (2008). He has integrated almost one hundred of organizing and science committees of national and international conferences. He is a member of the editorial board of the *International Journal of e-Collaboration* and of the *Portuguese and Brazilian Management Journal*.

Alfredo Soeiro is an Associate Professor of Engineering at the University of Porto. He has contributed significantly to the field of adult and continuing education. Illustrative of his major contributions are the seminal roles he played in establishing professional associations of continuing education throughout the world. As one of the four founders of European Universities

Continuing Education Network (EUCEN) established in 1991, he served as its vice president for seven years and was a member of its management committee. He has served as well as the continuing education representative of the University of Porto. Soeiro was a University of Porto's academic dean and vice dean of Civil Engineering. Between 1998 and 2003, Soeiro was also pro-rector of Universidade do Porto. In that capacity he was responsible for the establishment of the e-learning unit and the wide-spread adoption of educational media and ICT in the largest Portuguese university.

Soeiro was also one of the four founders of the Latin American Continuing Education Network (RECLA). In 1995, he founded the Continuing Engineering Education Office of the College of Engineering at the University of Porto. Additionally, he was one of the five founders and president of AUPEC – Portuguese Association of Universities for Continuing Education between 2001 and 2005. He was president of the International Association of Continuing Engineering Education, Washington, D.C. (IACEE) from 2001-2004. From 2003 - 2005, he served as president of SEFI, the Société Européenne pour la Formation des Ingénieurs.

Soeiro was a Fulbright scholar between 1985 and 1989 at the University of Florida where he obtained his doctoral degree. Between 1996 and 1999, Soeiro served as president of the Scientific Commission of the Thematic Network of University Continuing Education (THENUCE). From 1999 to 2005, he worked as a member of the European Open and Distance Learning (ODL) Liaison Committee, representing EUCEN.

Soeiro is an internationally recognized expert and speaker in adult and continuing education. Among his many contributions in this area was his speech in the conference “Universities without Walls” for the closing session of a 1998 program celebrating the 800th Anniversary of the University of the Sorbonne, a program coordinated by the French minister of education, Claude Alege.

Soeiro has published and edited several articles in newspapers and magazines about lifelong learning, continuing education and the quality of continuing education, including the first 10 editions of the European University Continuing Education Network (EUCEN) newsletter between 1993 and 1997. Since 2001, he has served as a member of the editorial board of The Journal of Higher Education Outreach and Engagement. Included in his body of work are reports for the Thematic Network on University Continuing Education (THENUCE). These documents provide a reliable reference about the state of the art of university continuing education in Europe. He has also coordinated and participated in several European-funded projects on adult and continuing education.

Paulo Dias is a full professor of in Educational Technology at the Institute of Education, University of Minho. Former President of this same institute, Dias has been identified as one of the influential leaders in Educational Technology in Portugal. Her research interests revolve around ICT in education, e-learning and distance education, online learning communities, and usability testing. He coordinates and participates in several national and European projects, such as IST, Socrates, Leonardo, ITCOLE. Since 1997 Dias has been leading the University of Minho “Centro de Competência” and the organization of an international conference on ICT in Education, *Challenges*, which first meeting took place in 1999. Dias is a member of the

Scientific Committee of several national and international conferences and the author and co-author of over 70 publications, which have been published in Portugal as well as German, Brazil, Canada, Spain, USA, Netherlands, England and Mexico. Dias is also an editorial board member of several highly respected publications in Portugal, Brazil and Spain.

Fernando Albuquerque Costa, is a Professor at the Education Institute of the University of Lisbon. His research interests are: learning, curriculum & technology; learning with technology; social networks and learning; training and professional development of teachers to integrate ICT tools in their regular educational practices. Costa is a Member of the Scientific Committee of the Institute of Education of the University of Lisbon and the Coordinator of the Master of ICT and Education of the Institute of Education of the University of Lisbon (2010). Costa is also Member of the Scientific Committee of the Observatory of the Portuguese Educational Technology Plan (2009) and was the Coordinator of the national study about ICT Teachers Competencies (2008).

From 1998 to 2008, Costa undertook the national coordination and participation on different European projects on the ICT and Education, such as PEDACTICE, about educational multimedia software assessment, IPETCCO, about innovation of educational practices with ICT and DIGIFOLIO, about digital portfolios as professional development of teachers.

Costa edited several books, papers and book sections concerning the issues related with learning and teaching with ICT. He is also the Associate Editor of *Educação, Formação & Tecnologias* (<http://eft.educom.pt>); Associate Editor of *Interactive Educational Multimedia* (<http://www.ub.es/multimedia/iem/>); Member of the Editorial Committee of *SÍSIFO – Revista de Ciências da Educação da Unidade de I&D de Ciências da Educação* (<http://sisifo.fpce.ul.pt/>).

Lina Morgado, is a Professor at the Portuguese Open University. She is a Member of the Scientific Committee of Universidade Aberta and the Coordinator of the Master's program in eLearning Pedagogy (MPeL).

She is also a researcher at the *Distance Education and eLearning Lab* (LEaD). Her research interests include distance education, elearning pedagogy, social media and networked learning and online communication and behavior.

She co-authored Universidade Aberta's Pedagogical Model. As part of her strong involvement in Universidade Aberta's innovation program, she has been, since 2007, the coordinator of the training program for online teaching directed both at Universidade Aberta's teachers and tutors and of the Online Teaching Support Service. In 2008 she became also responsible for the design and coordination of training programs in eLearning offered to several portuguese universities.

From 1995 to 2011, she undertook the national coordination and participation on different European projects on the ICT and Education such as, about educational multimedia software (MUMLIB) and Online and Distance Education in higher education, MEDEIA and @DULINE, about teachers's training and tutoring adults online, and innovation of educational practices with ICT and NETCu, about networked curricula in online and blended learning.

She published several papers and book chapters in the field of online learning, social media in learning and online communication and behavior.

Panel outline

Panelists will give a brief introduction to the topic (lines of research and development as well as experiences on implementing innovation; expectations and visions for a next decade of development and innovation in the area of educational media) of about 5-10 minutes each on the following sequence:

António Dias Figueiredo (University of Coimbra, Portugal)
Alfredo Soeiro (University of Porto, Portugal)
Paulo Dias (University of Minho, Portugal)
Fernando Albuquerque Costa (University of Lisbon, Portugal)
Lina Morgado (Open University of Portugal)

Discussion guiding questions:

- To what extent will the design of future national policies directed at facilitating the implementation of educational media in higher education be dependent from European directives and regulations?
- What would you choose as the priorities for the future Portuguese Governmental innovation policies in higher education? What main challenges and opportunities are the Portuguese higher education institutions facing in the next decade in what concerns to educational media?
- Regarding implementation of educational media in higher education should Portuguese universities develop integrated initiatives directed at promoting large scale implementation or concentrate in disseminating small scale initiatives? What do you consider to be the more effective models for implementing innovation in Portuguese higher education institutions as to funding, equipment and facilities, teachers training and technical and technological support and recognition and awards?
- Do you think the provision of full e-learning higher education courses and programmes will grow significantly in Portugal in the coming years? Digital media will become the mainstream in Portuguese higher education or will remain a complement to face-to-face teaching? How can e-Assessment be more disseminated in Portuguese universities?
- What technologies and media do you expect to be more successfully implemented in Portuguese universities during the next decade and how will it affect teaching and learning?

The remaining of the time will be used to address questions from the audience and panel leaders. A considerable part of the panel time will be allocated for interaction and discussion with the audience and members of the panel.

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