



## 8<sup>TH</sup> INTERNATIONAL CONFERENCE ON DIGITAL DESIGN & COMMUNICATION

Learning Evaluation, Learning Technologies, and  
Learning Organizations: What Does Open Access  
Research Tell Us?

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TEATRO GIL VICENTE + ONLINE  
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digital transition in course

digital transformation “primarily relates to organizations” [1]

predominance of the “digital technologies”

secure (i.e., static) definitions are impossible



## learning

“is navigation on a sea of uncertainties dotted with islets of certainties” [2]

## learning technologies

“the broad range of communication, information and related technologies that are used to support learning, teaching and assessment” [3]

## learning evaluation

“aimed more at learning (‘what must be done to achieve the objectives’) than at determining the score (‘you have not achieved this and that objective’)” [4]

## learning organizations

“organizations where people continually expand their capacity to create the results they truly desire, [...], and where people are continually learning to see the whole together” [5]



mixed methodology

MAECC® [6]

research on learning evaluation, technologies, organizations

exploratory, descriptive, and interpretative study



data

- collection
- organization
- analysis



"SLCSE Paleo Campers cleaning and documenting tracks at Mail Station Site near Moab" by [BLMUtah](#) is marked with [Public Domain Mark 1.0](#).

**Table 1.** Inclusion and Exclusion Criteria.

Advanced Filters	Inclusion Criteria	Exclusion Criteria
Date	From 2018 to 2022	<ul style="list-style-type: none"><li>• Before 2018</li><li>• After 2022</li></ul>
Document Type	Conference Object	<ul style="list-style-type: none"><li>• Annotation</li><li>• Bachelor Thesis</li><li>• Book</li><li>• Book Part</li><li>• Book Review</li><li>• Conference Paper</li><li>• Conference Poster</li><li>• Conference Proceedings</li><li>• Contribution to Journal</li><li>• Dataset</li><li>• Doctoral Thesis</li></ul>
Access Rights	Open Access	<ul style="list-style-type: none"><li>• Unknown</li><li>• Metadata Only Access</li><li>• Embargoed Access</li><li>• Restricted Access</li></ul>

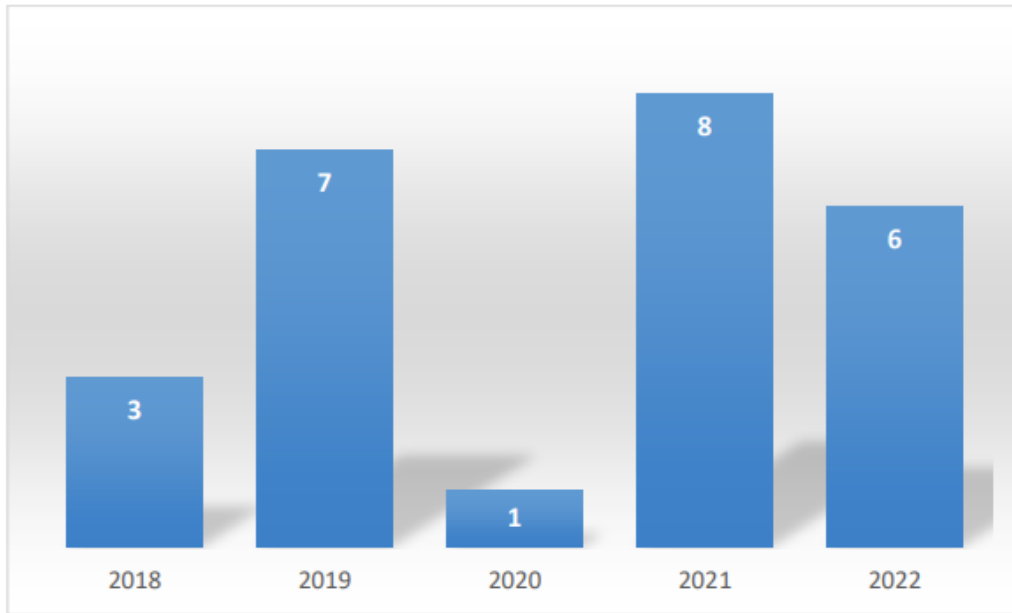


Fig. 1. Distribution chart of the documents of the corpus per year in the period 2018 to 2022.

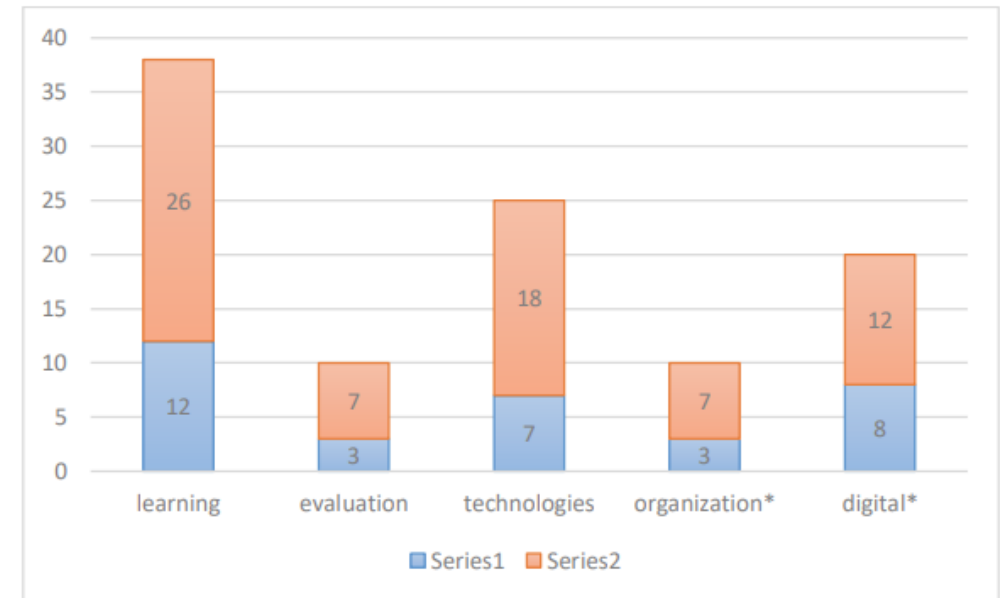


Fig. 5. Distribution chart of the keywords per title and subject.



**Fig. 6.** Distribution chart of the keywords per title and subject targeted at learning.



By focusing on (digital) learning, evaluation, and technologies, organizations should specifically consider the teaching-learning **processes**, as well as the learning **methodologies**, **programs** and **technologies**, besides the different curricular subject areas that might be involved.



## upcoming 'navigations' [2]

to reach a more comprehensive understanding of what **learning technologies** are, how have they been evolving, specifically in both a **digital transition and transformation** context, the expectations regarding their function, like the purpose in **learning evaluation**, how they relate to assessments, and the role they play in contributing to **the design of learning organizations**.



"1952. Cessna 170-B survey plane mapping Douglas-fir beetle damage near Sutherlin, Oregon."  
by USDA Forest Service is marked with Public Domain Mark 1.0.



- [1] Vial, G.: Understanding digital transformation: A review and a research agenda. *The Journal of Strategic Information Systems*, 28(2), 118-144 (2019).
- [2] Morin, E.: *Seven complex lessons in education for the future*. UNESCO, Paris (1999).
- [3] Association for Learning Technology: *What is Learning Technology?* (2020), <https://www.alt.ac.uk/about-alt/what-learning-technology>, last accessed 2024/06/15.
- [4] Edelenbos, J., van Buuren, A.: *The Learning Evaluation. A Theoretical and Empirical Exploration*. *Evaluation Review*, 29(6), 591-612 (2005).
- [5] Senge, P.M.: *The Fifth Discipline. The art and practice of the learning organization*. Random House, New York (1990).
- [6] Cardoso, T.M.L.: *Interacção verbal em aula de línguas: meta-análise da investigação portuguesa entre 1982-2002*. University of Aveiro, Aveiro (2007).



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