

A close-up, high-angle photograph of a thick blue rope, likely made of twisted fibers, filling the entire frame. The rope is coiled and knotted, creating a complex, textured pattern of lines and shadows. The lighting is even, highlighting the texture of the rope.

STRATEGIES NETWORKING LEARNING

Research networks of university teaching within the EHEA context

UA, december 2008

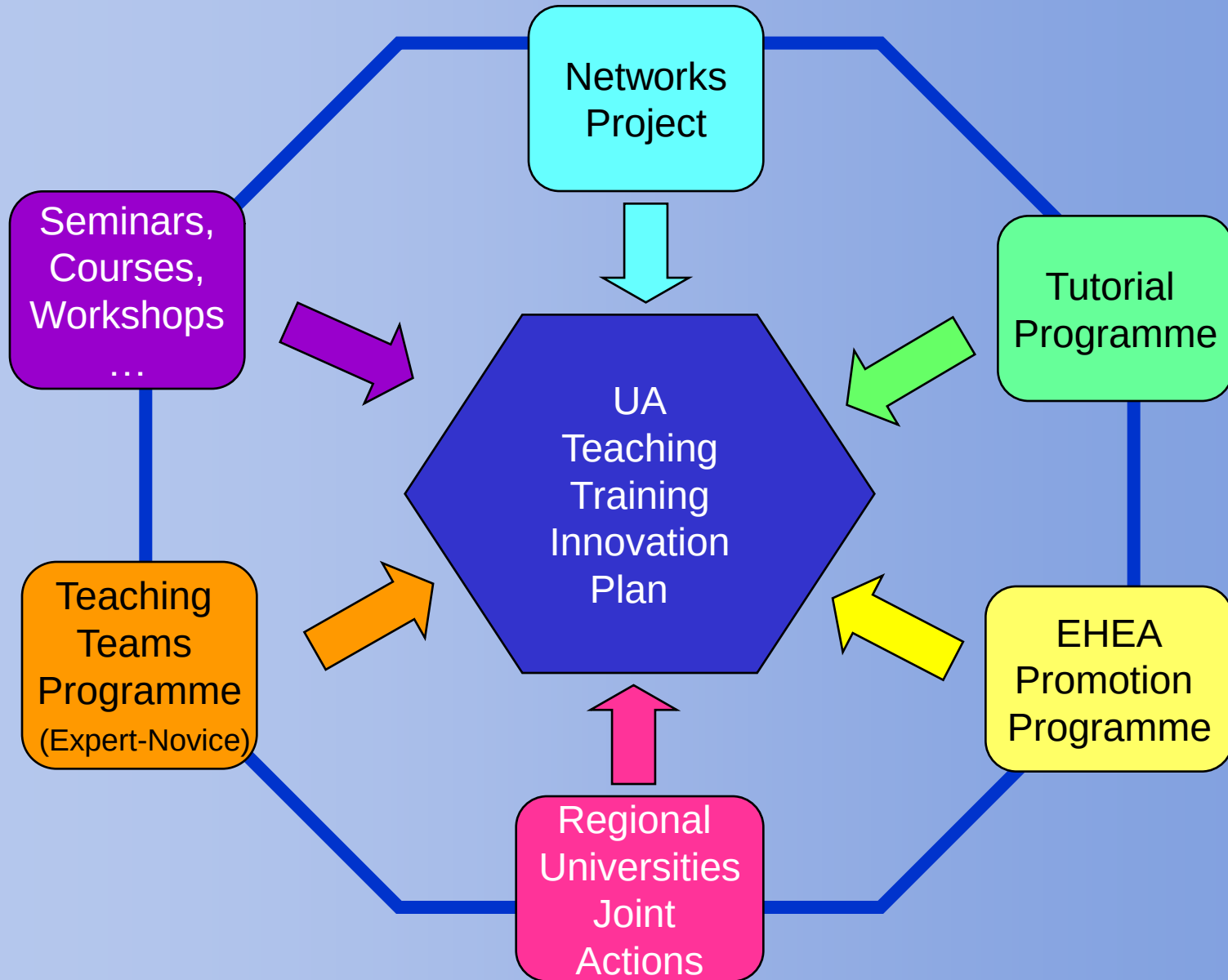
Vicente Carrasco – University of Alicante (Spain)

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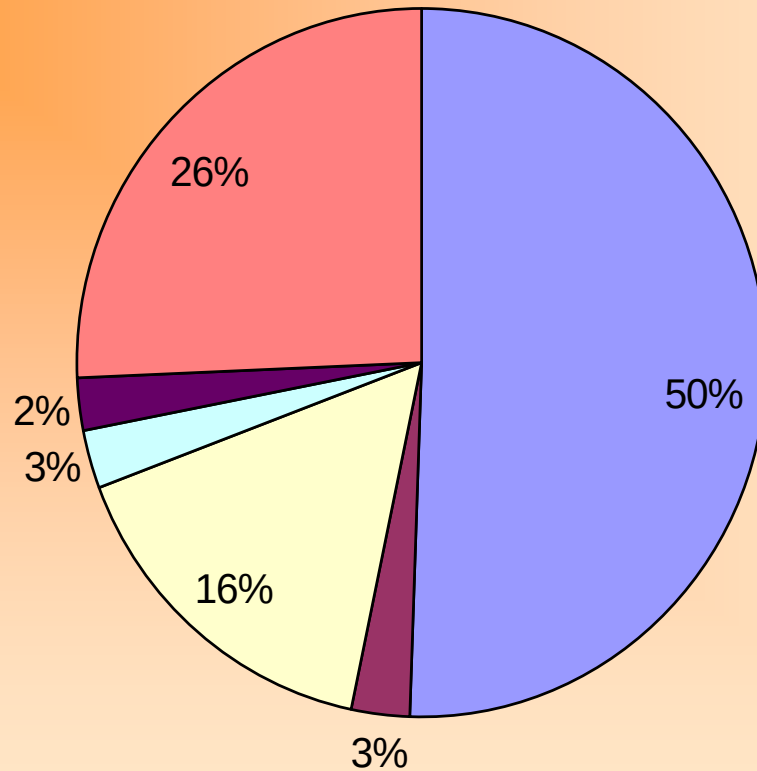
1. Training-innovation scenarios at the UA
2. The Networks Project as a model of teaching innovation and training
 - Start point
 - Innovation-training binomial
 - Networks' profile
 - Methodology features
 - The project's dimensions
3. Researches' subjects
4. Assessment of the experience
5. Support services
6. Actions to disseminate the Project

1. Training-innovation scenarios at the UA

TRAINING-INNOVATION SCENARIOS



2007-08 Training-Innovation Actions



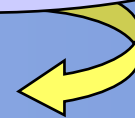
■ Networks ■ EHEA Promotion □ Tutorial Programme □ Joint Actions ■ Teaching Teams ■ Courses, workshops

2. The Networks Project as a model of teaching innovation and training

**EUROPEAN UNIVERSITY
TRIES TO MEET
(Bologna Process)**



**CULTURAL DIVERSITY
SOCIAL TRANSFORMATIONS
INNOVATION DEMANDS
& COMPETITIVENESS**



It supposes a radical change in Higher Education

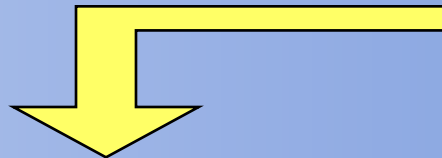
**For the University
of Alicante
change is**



**An opportunity to
research on teaching
A possibility to improve
educational quality**



How ?

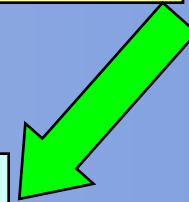


**TRAINING COMPETENT PROFESSIONALS
FACILITATING EFFICIENT LEARNINGS**

**For the
University
of
Alicante**



**TEACHING IS
AN ESSENTIAL ELEMENT
OF THE NEW EDUCATIONAL
CULTURE**



**INSTITUCIONAL POLICY SUPPORTS
IN-SERVICE TRAINING FOR TEACHERS**

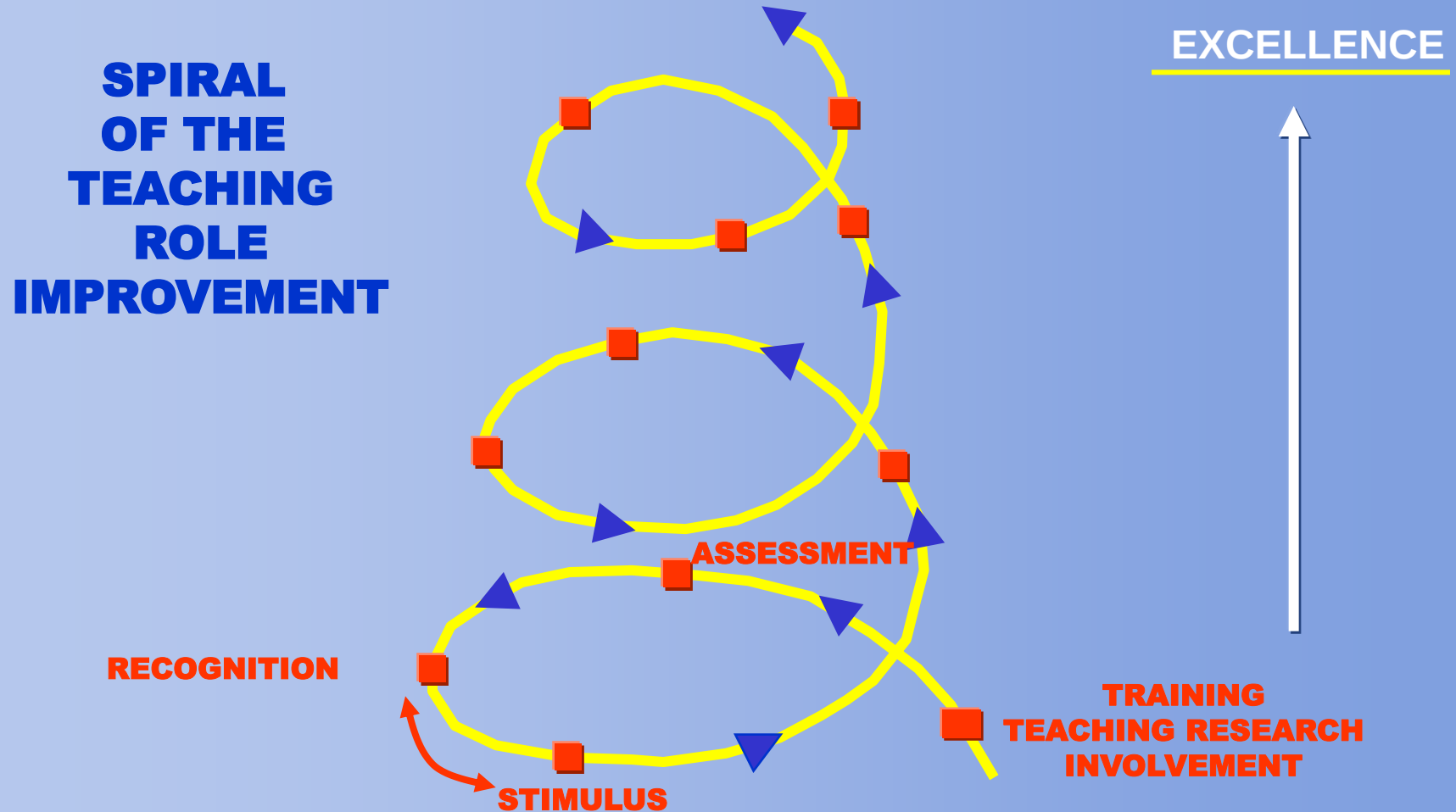


**Project
“RESEARCH
NETWORKS IN
HIGHER
EDUCATION”**



**RESEARCH BASED
ON REAL
EDUCATIONAL
PROBLEMS**

THE TEACHING ROLE OF UNIVERSITY TEACHERS*



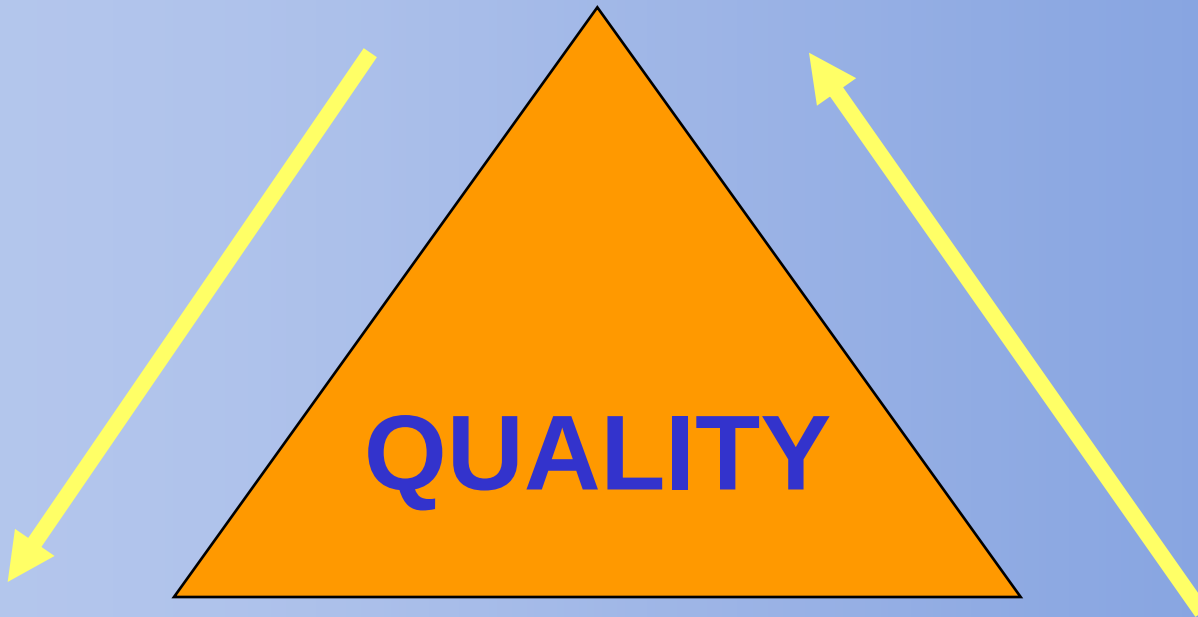
Improvement circuit

**ASSESSMENT
RECOGNITION**

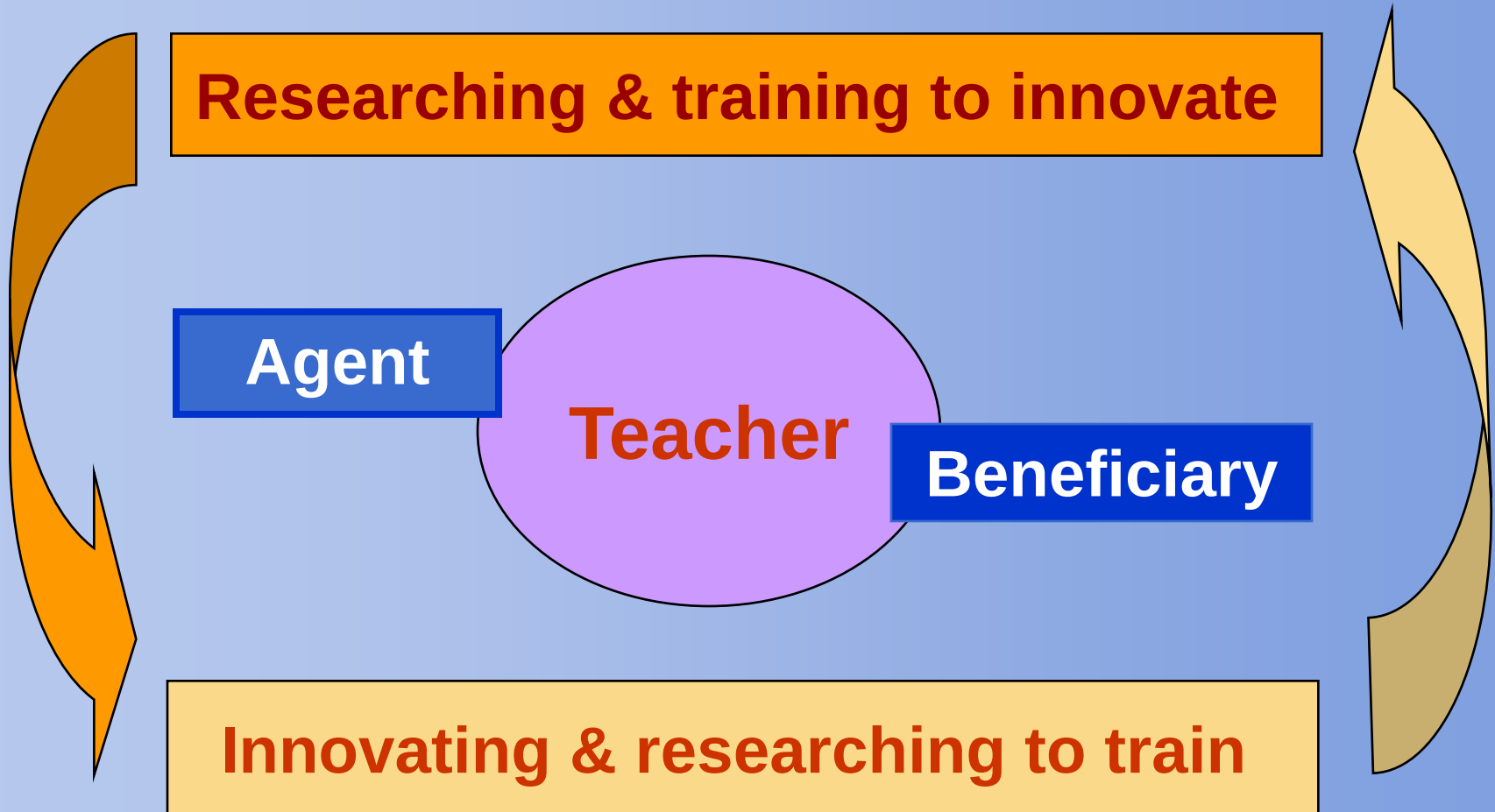
QUALITY

**RESEARCH
TRAINING**

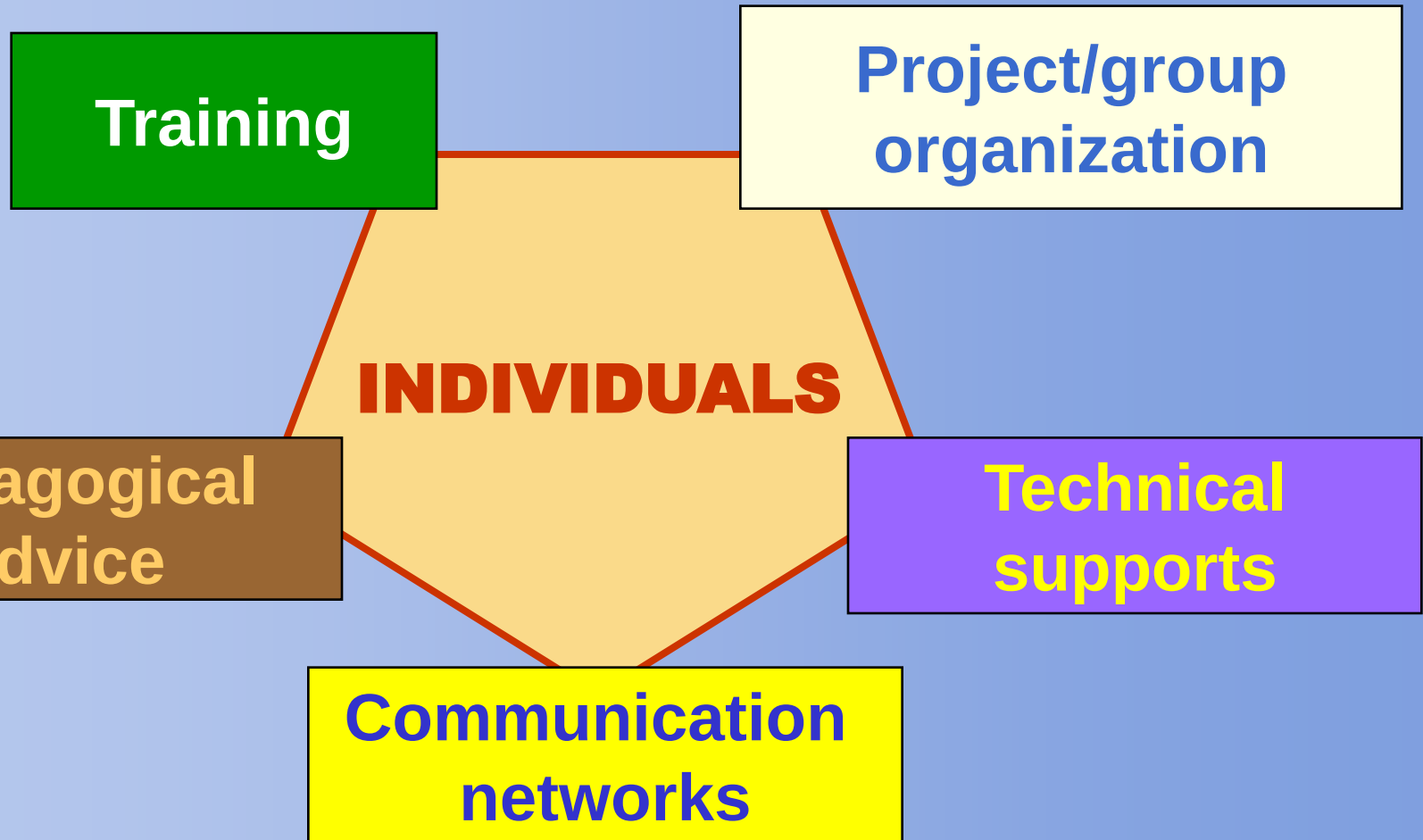
INNOVATION



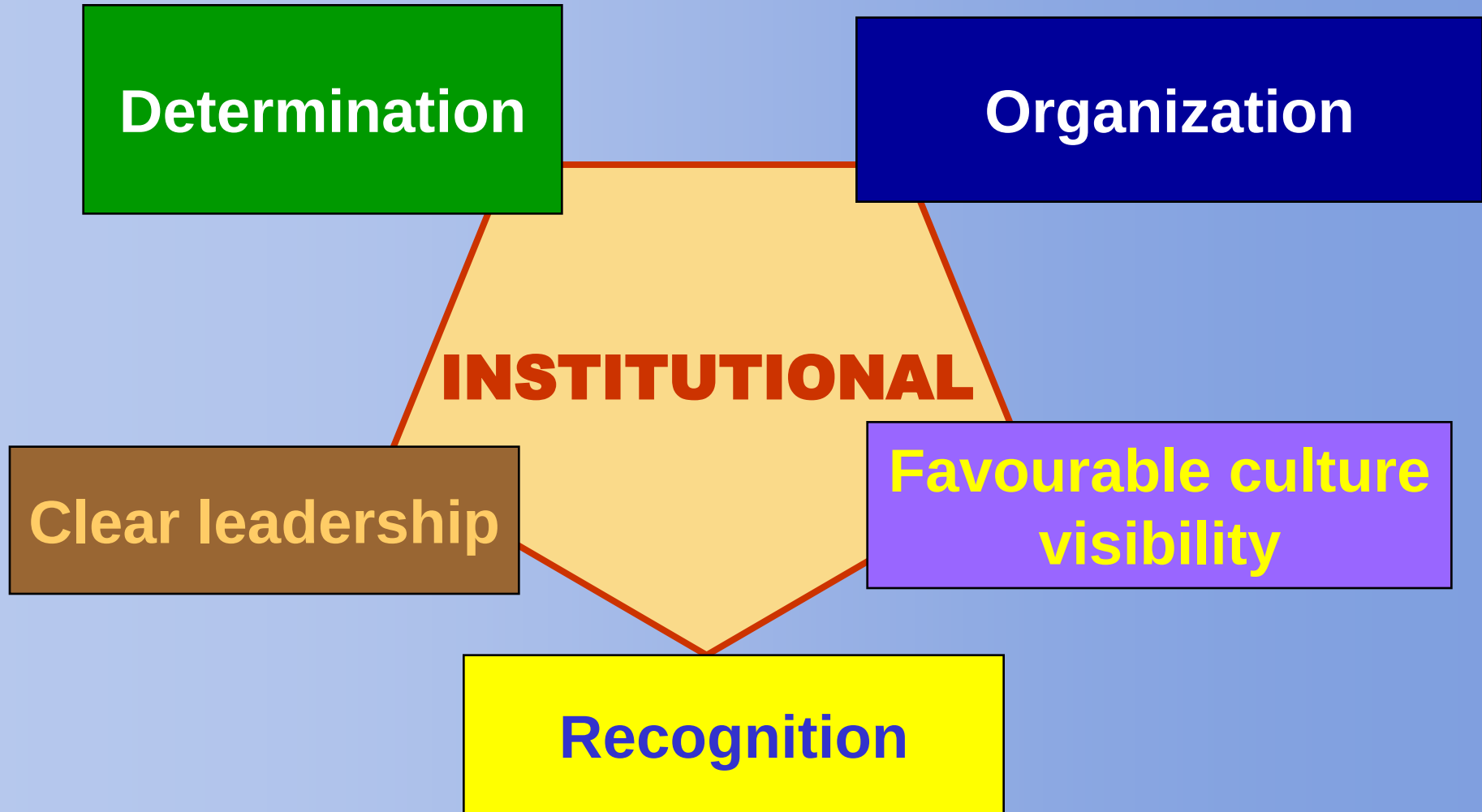
The UA understands relationship between training and innovation as linked, recurrent and dialectical



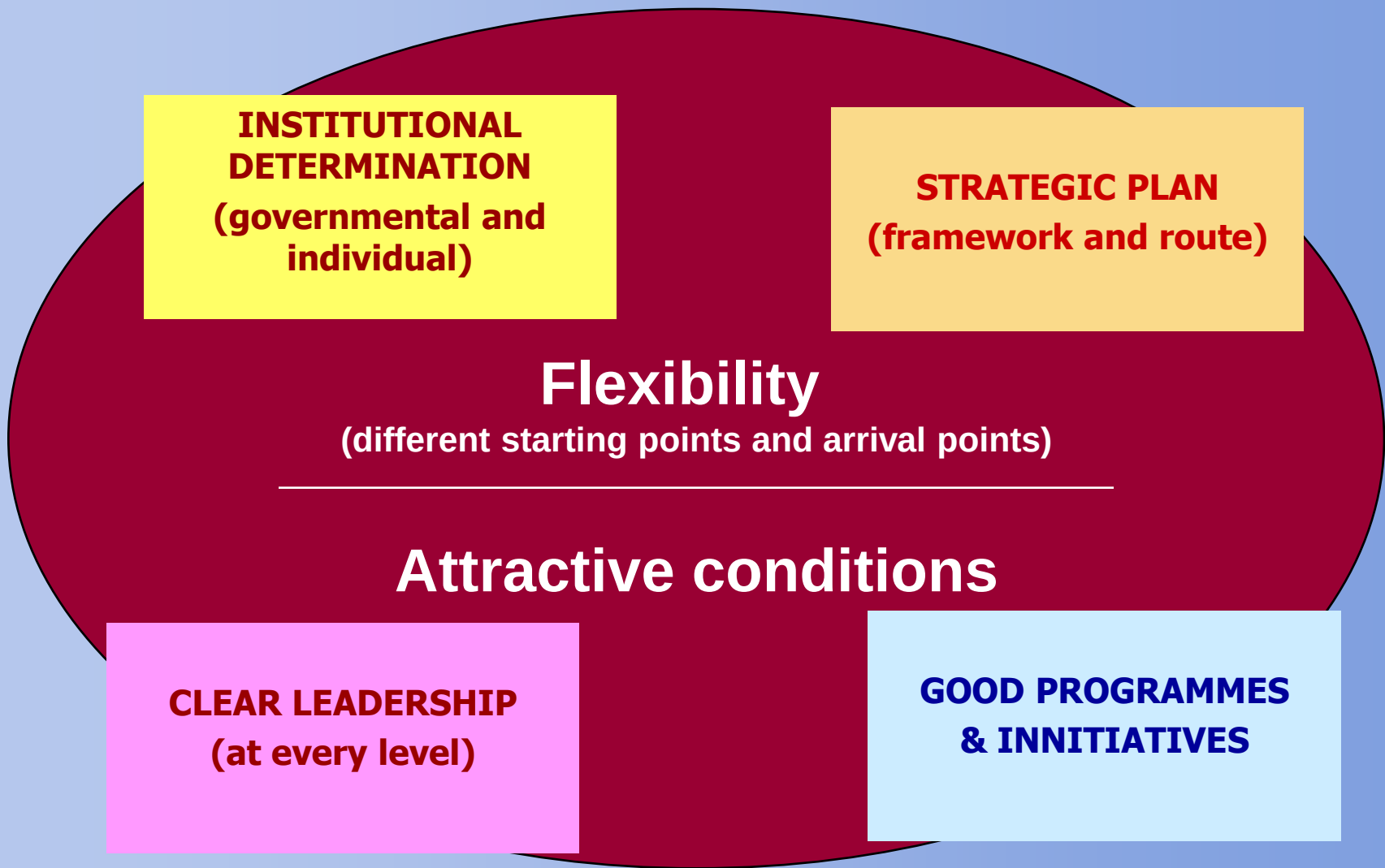
Success factors in improvement and innovation processes



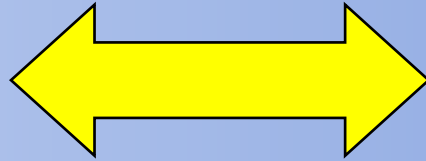
Success factors in improvement and innovation processes



Conditions demanded by innovation



**ISOLATED
TEACHER
MODEL**



**NETWORKS
PROJECT**



**COLLABORATIVE
CONSTRUCTION
OF PROFESSIONAL
IDENTITY**

**IMPROVEMENT
FROM REFLECTION
AND RESEARCH ON
TEACHING**

**WORK "OUTSIDE"
SYSTEM IS
ALLOWED**

**TEACHERS NOT
USED TO TEAM
WORK ARE
WELCOME**

**INCLUSION
&
DIVERSITY**



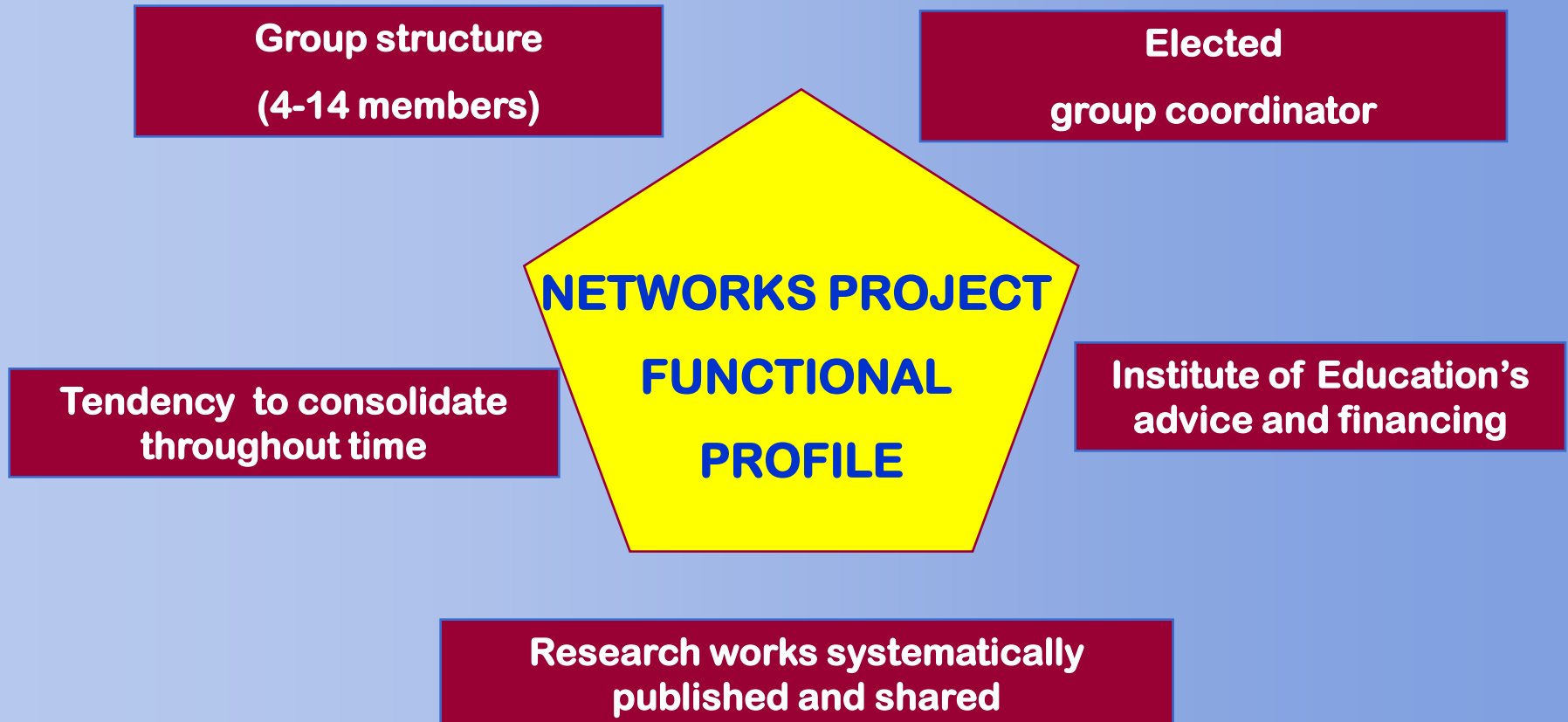
**PARTICIPANTS'
COMMITMENTS**

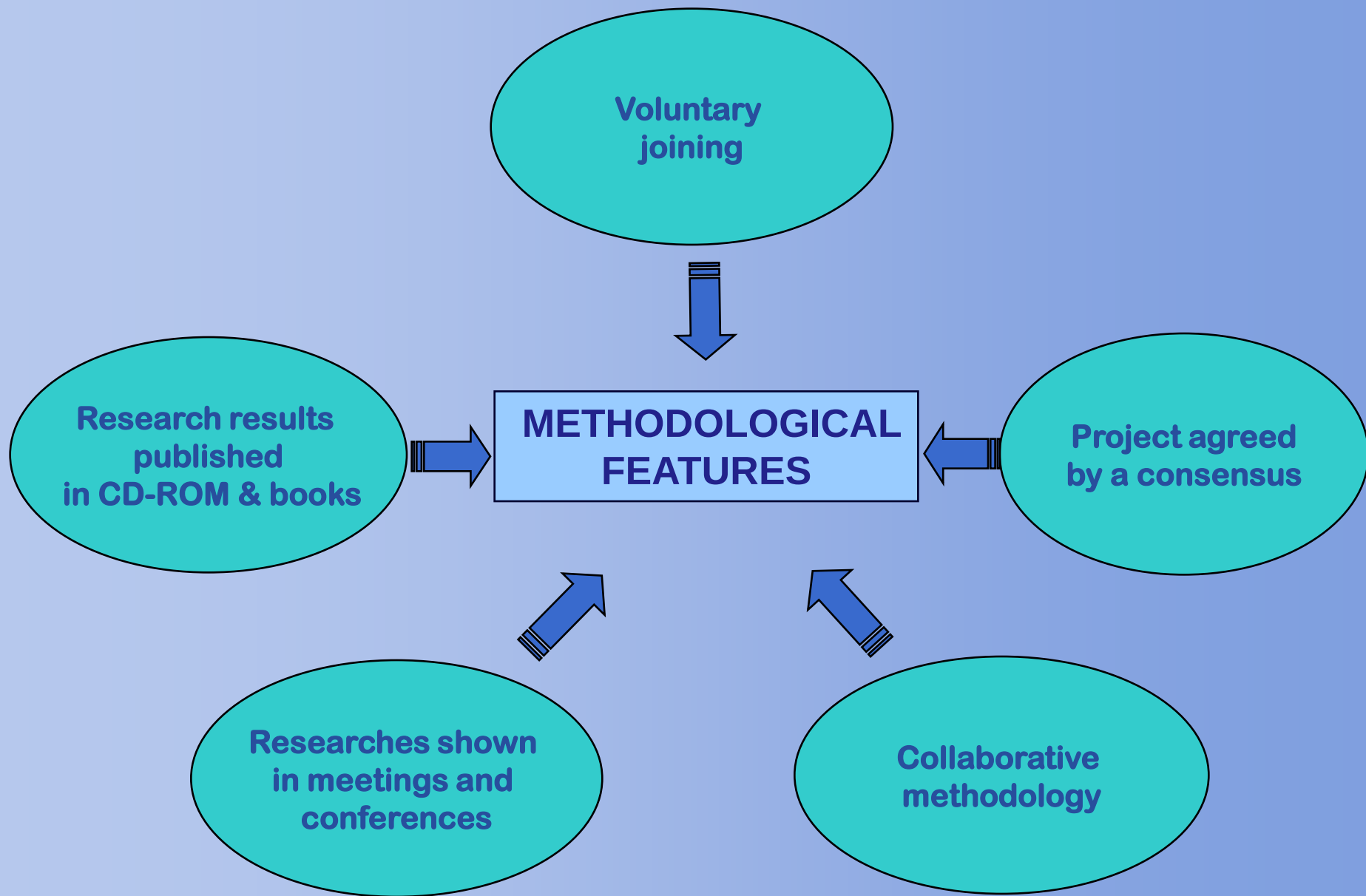
to their students' learning and tutorship

to their own scientific and didactic update

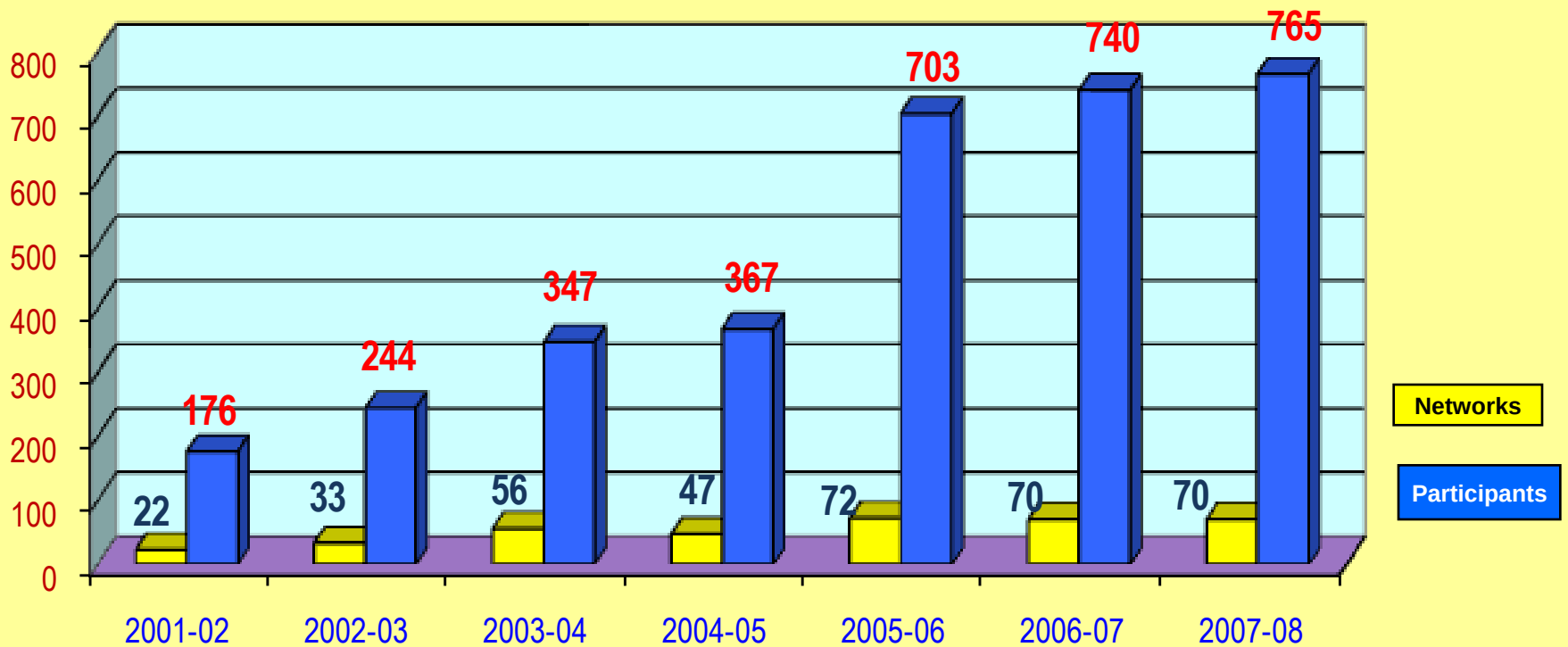
to systematic reflection on their own practice

to the learning community they belong to

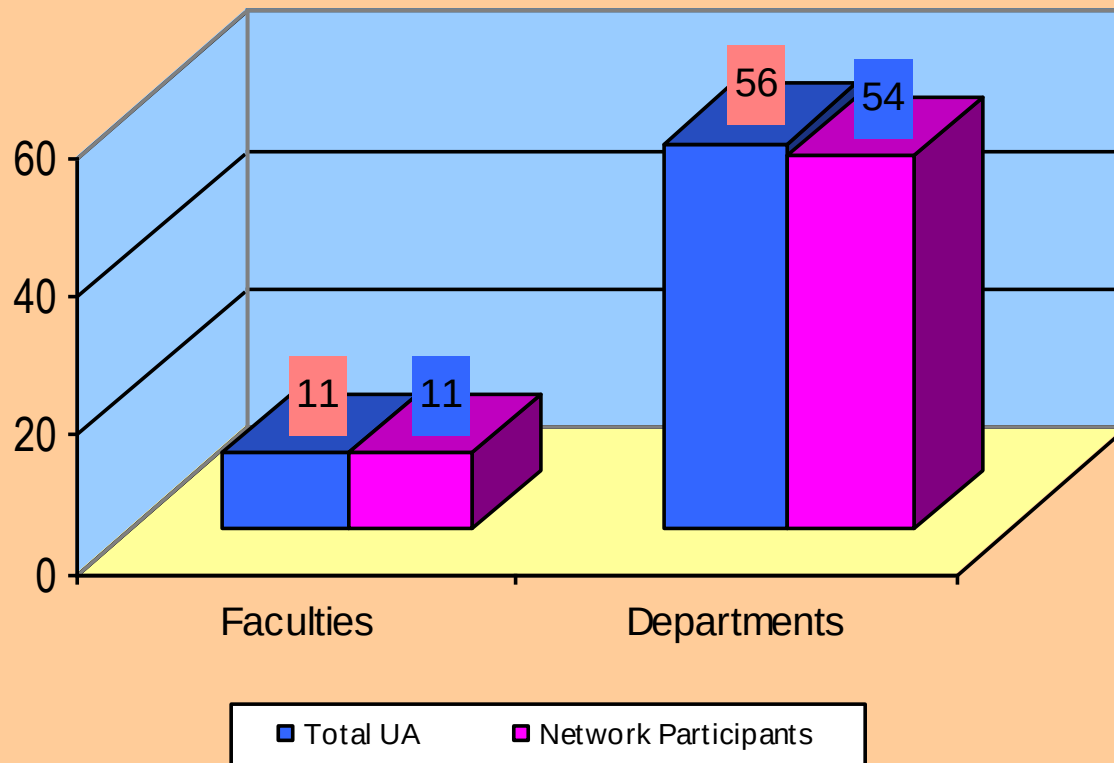




NETWORKS PROJECT HISTORY 2001-2008

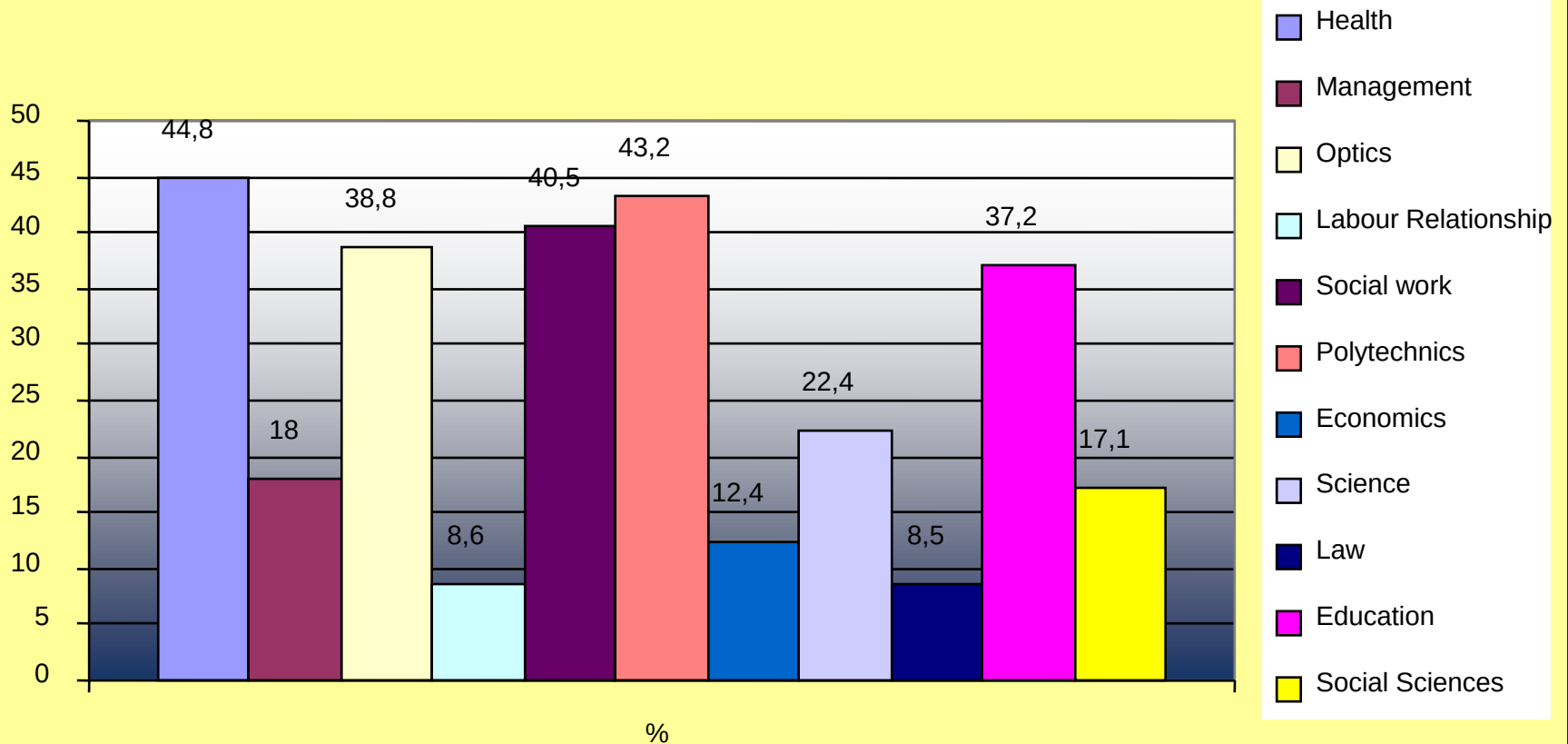


Networks distribution in Faculties and Departments 2007-08



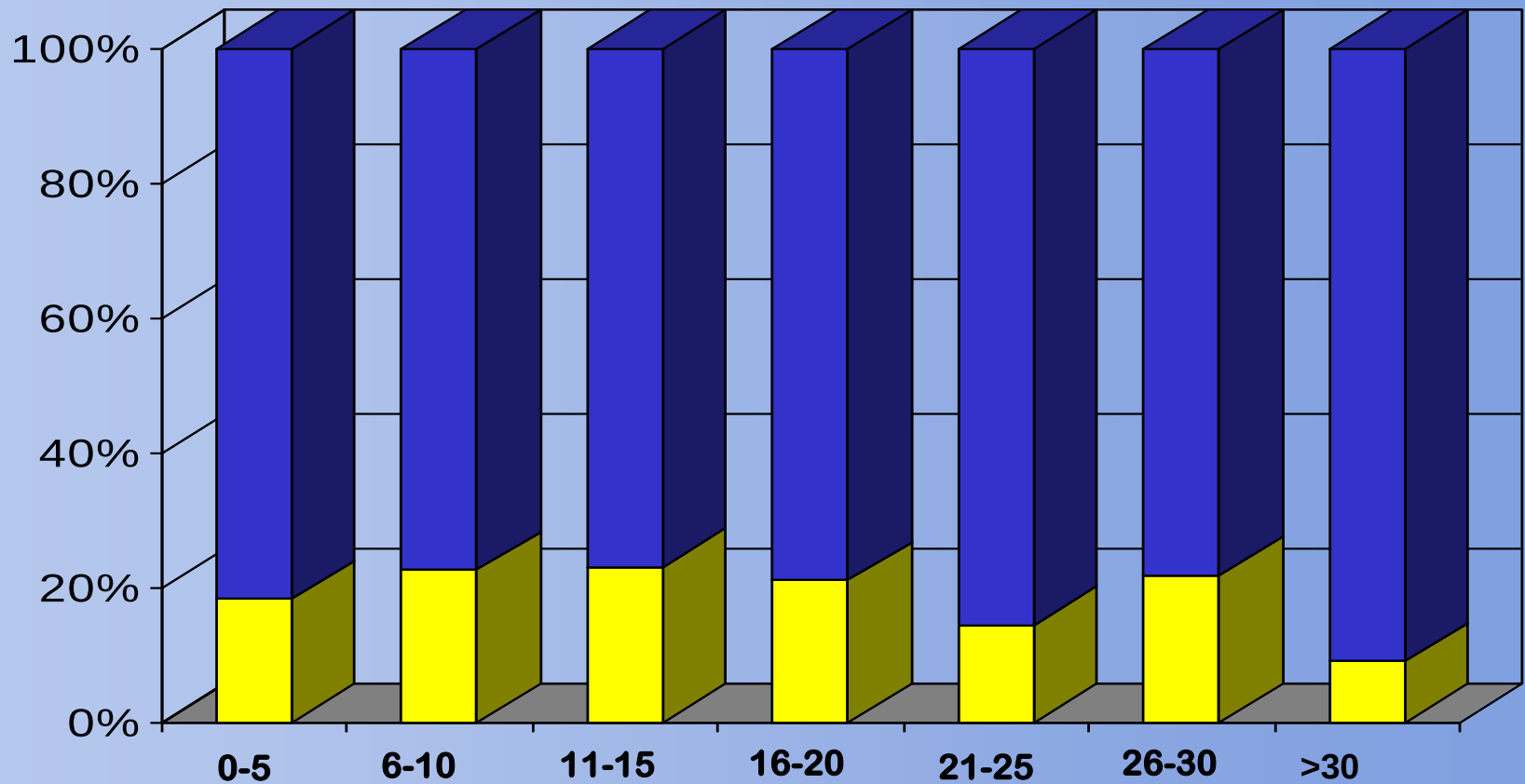
RESEARCH NETWORKS

Teachers in Faculties (%)

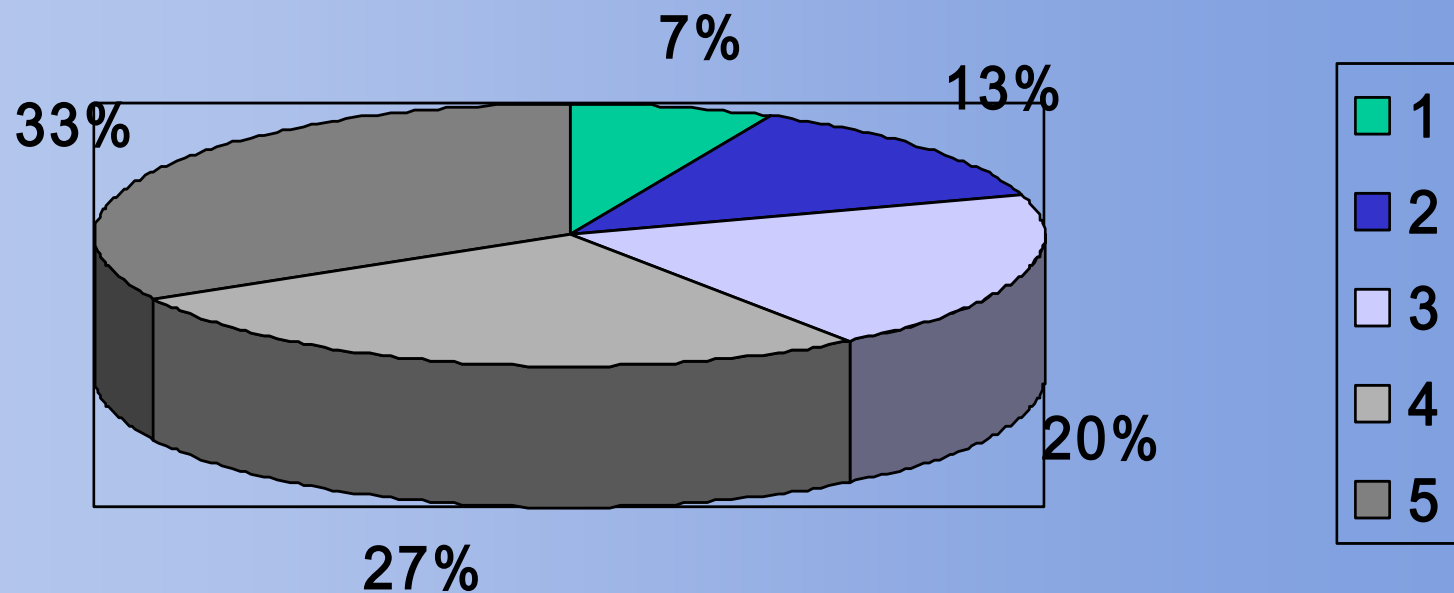


The teachers' participation percentage reaches a range from 8.5% (Economics Faculty) to 44.8% (Health School), with a participation average of 34.6%

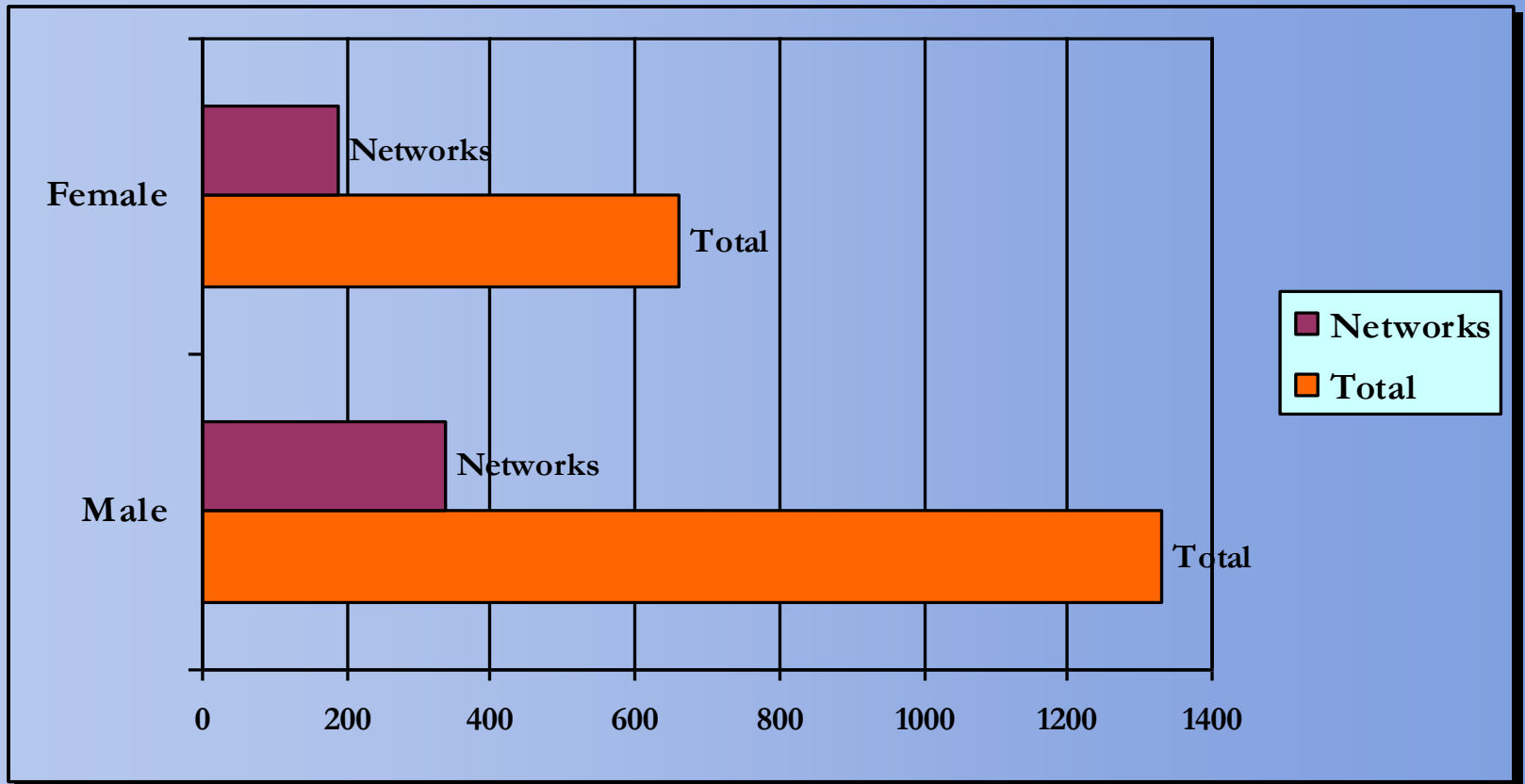
PARTICIPANTS' NUMBER OF YEARS AT UNIVERSITY



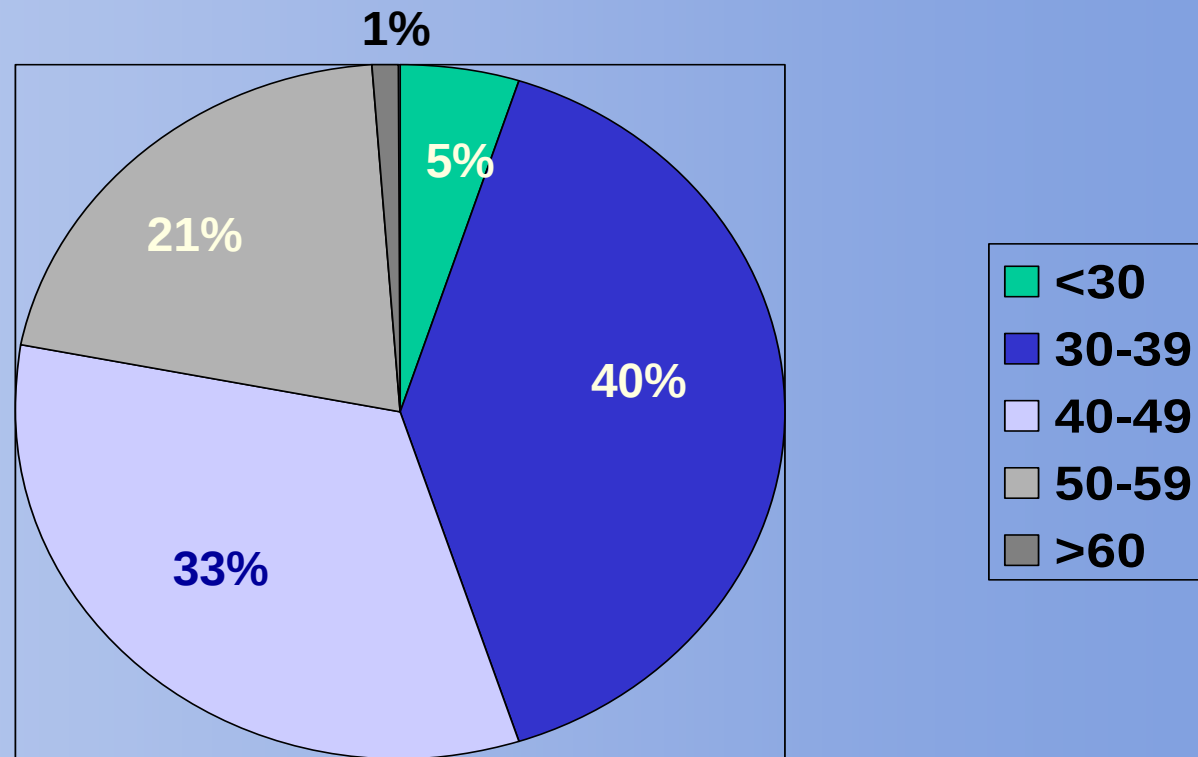
PARTICIPANTS' NUMBER OF YEARS IN THE PROJECT



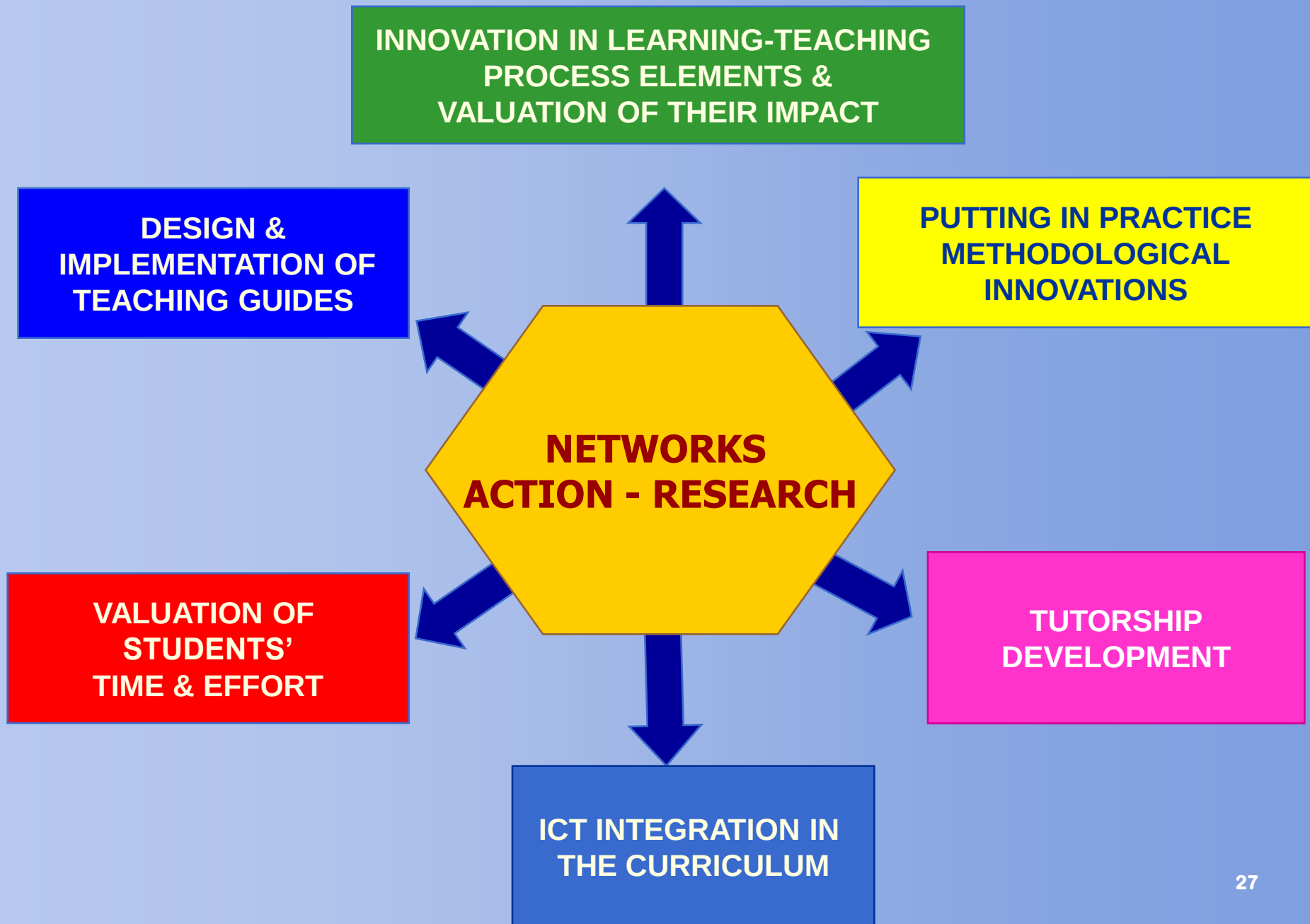
GENDER DISTRIBUTION



AGE OF NETWORKS PROJECT MEMBERS

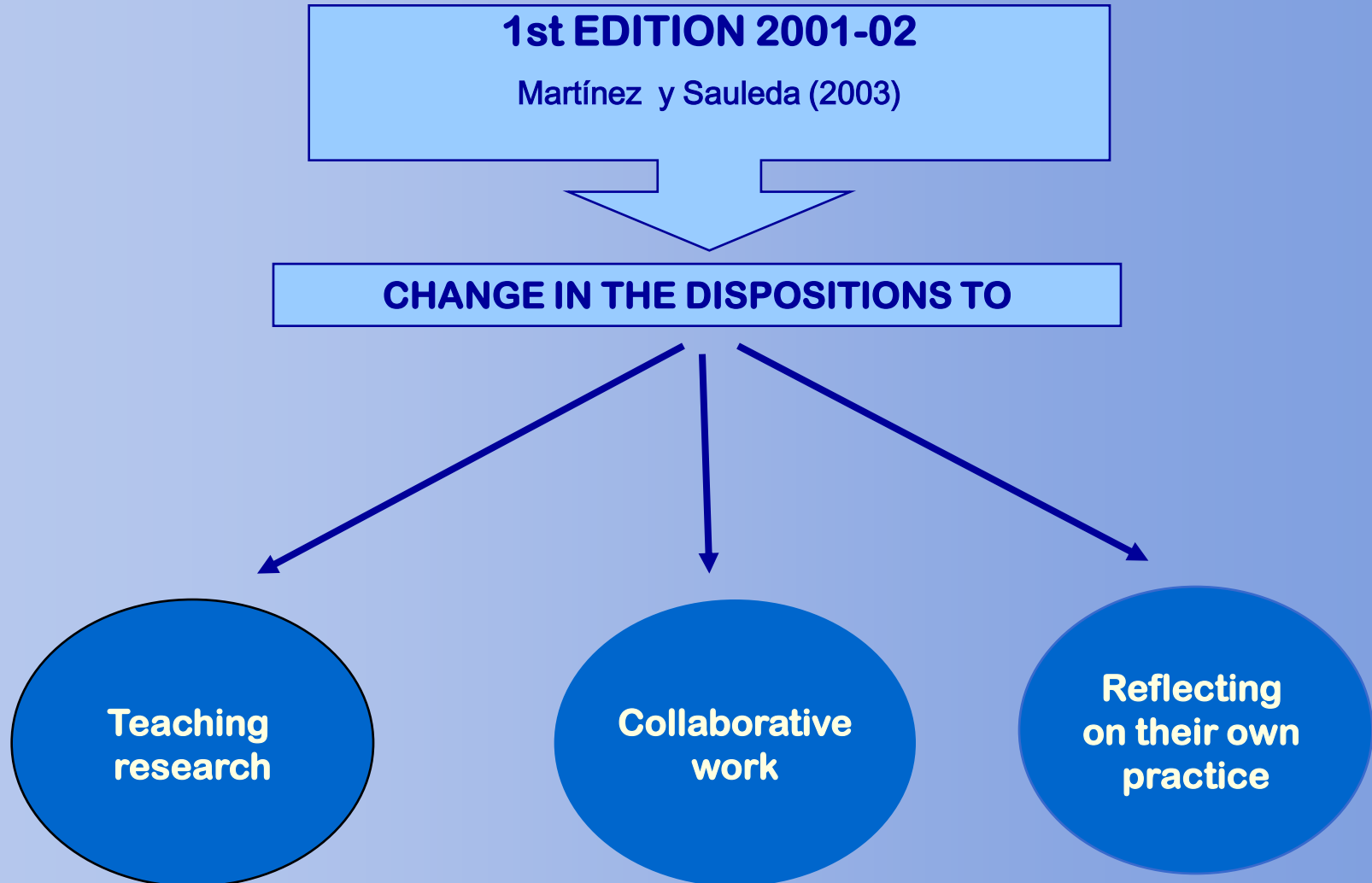


3. Researches' subjects



4. Assessment of the experience

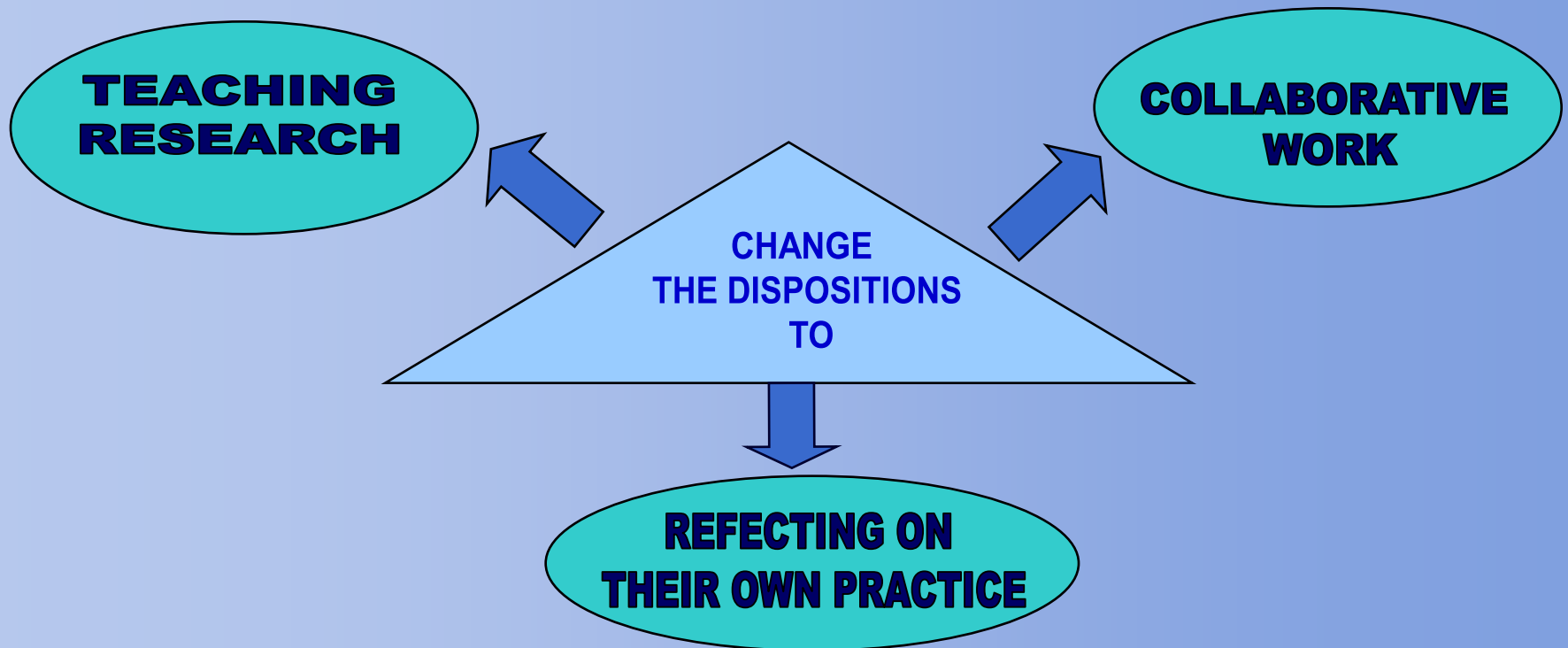
PARTICIPANTS' PERCEPTION OF THEIR EXPERIENCE



PARTICIPANTS' PERCEPTION OF THEIR EXPERIENCE

- Coordination
- Theory-practice connection
- Commitment to students' learning
- Changes in methodological strategies
- Innovation in curricular materials
- ICT curricular inclusion
- New tutorship models

- Commitment to their team
- Communication, debate and consensus
- Evaluation and feedback



Shared knowledge
Interdisciplinary & interdepartmental work
Disposition to change, to innovate...

CONCLUSIONS

2nd EDITION 2002-03

Carrasco (2004)

PARTICIPANTS' VALUATION OF THE PROJECT STRENGTHS AND WEAK POINTS

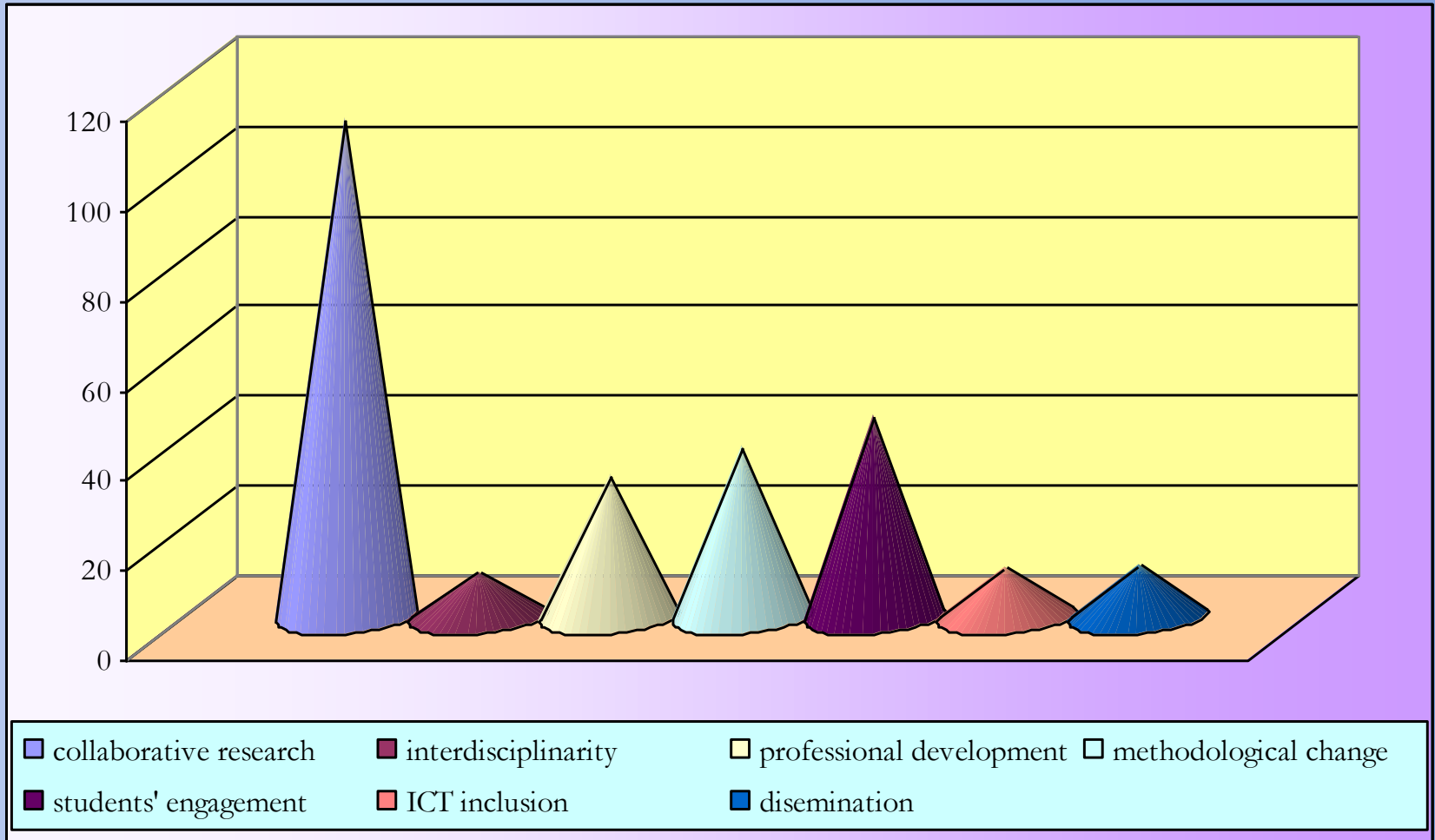
**Clear
majority of
advantages over
inconveniences
(3/1)**

**The project
main
objectives
are considered
reached**

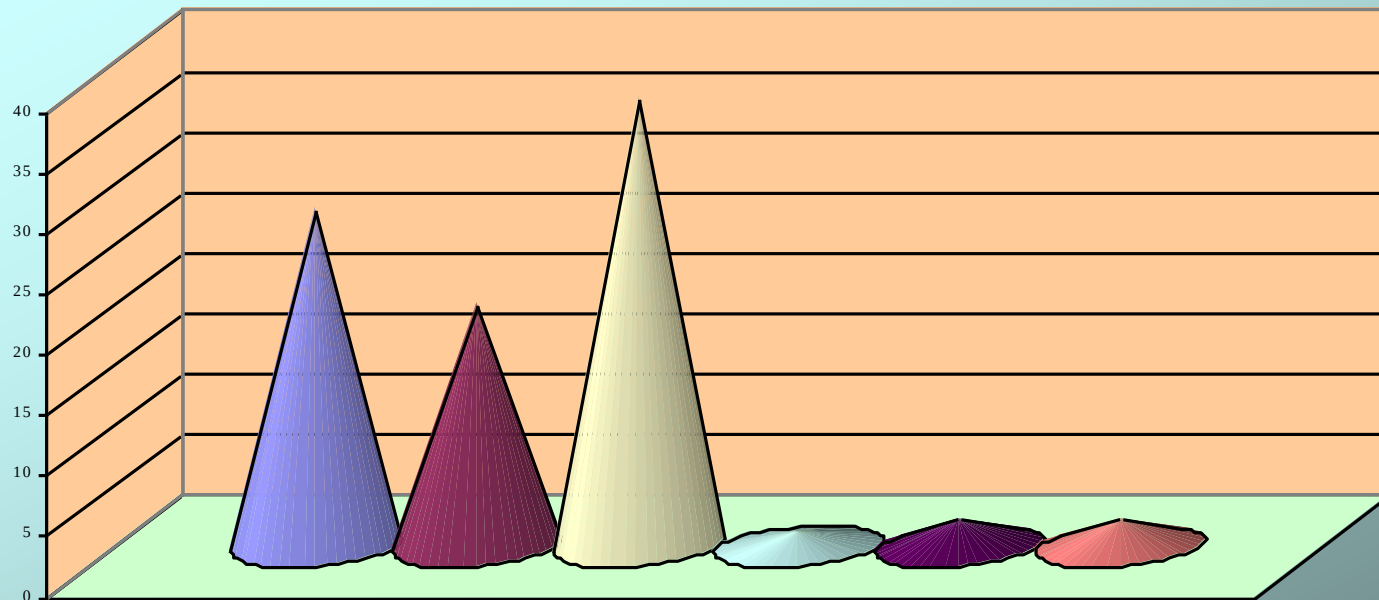
**Consolidation
of research
networks
is perceived**

**Students'
outstanding
role**

Strengths



Weak points



■ time limitations

■ few resources

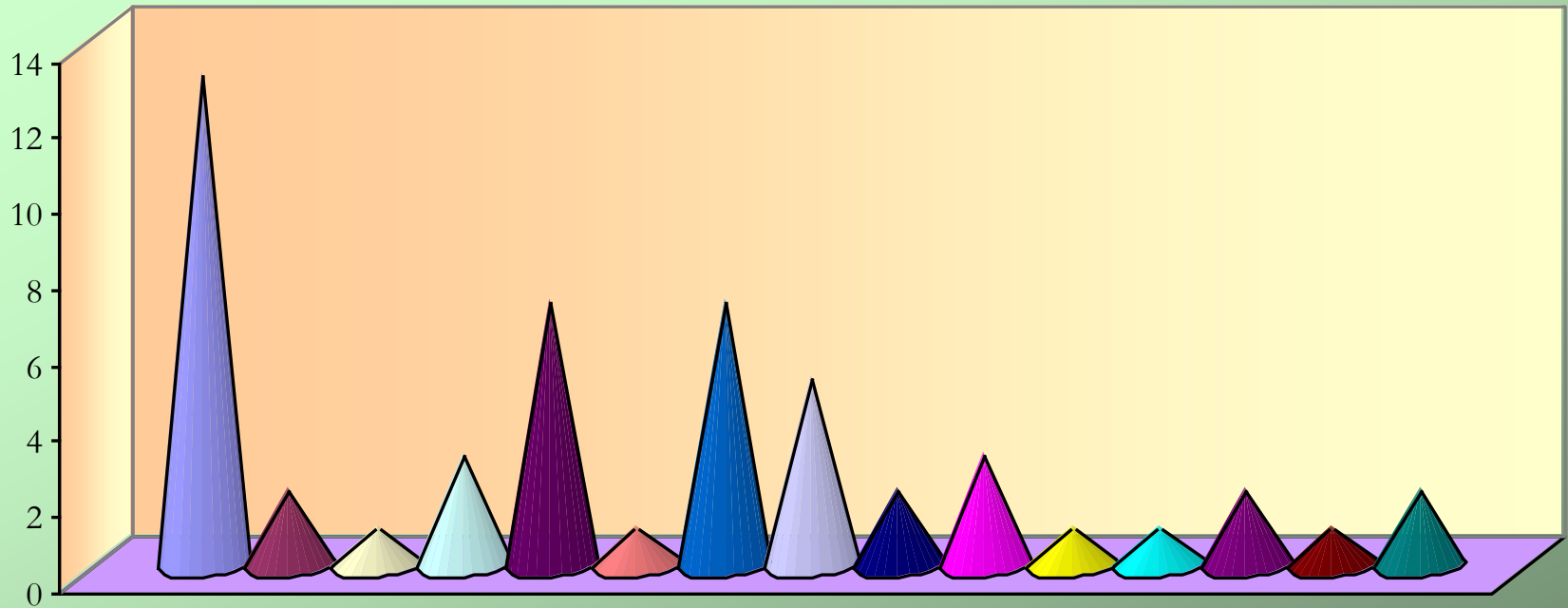
■ inappropriate design

■ few external contacts

■ little students' engagement

■ little institutional recognition

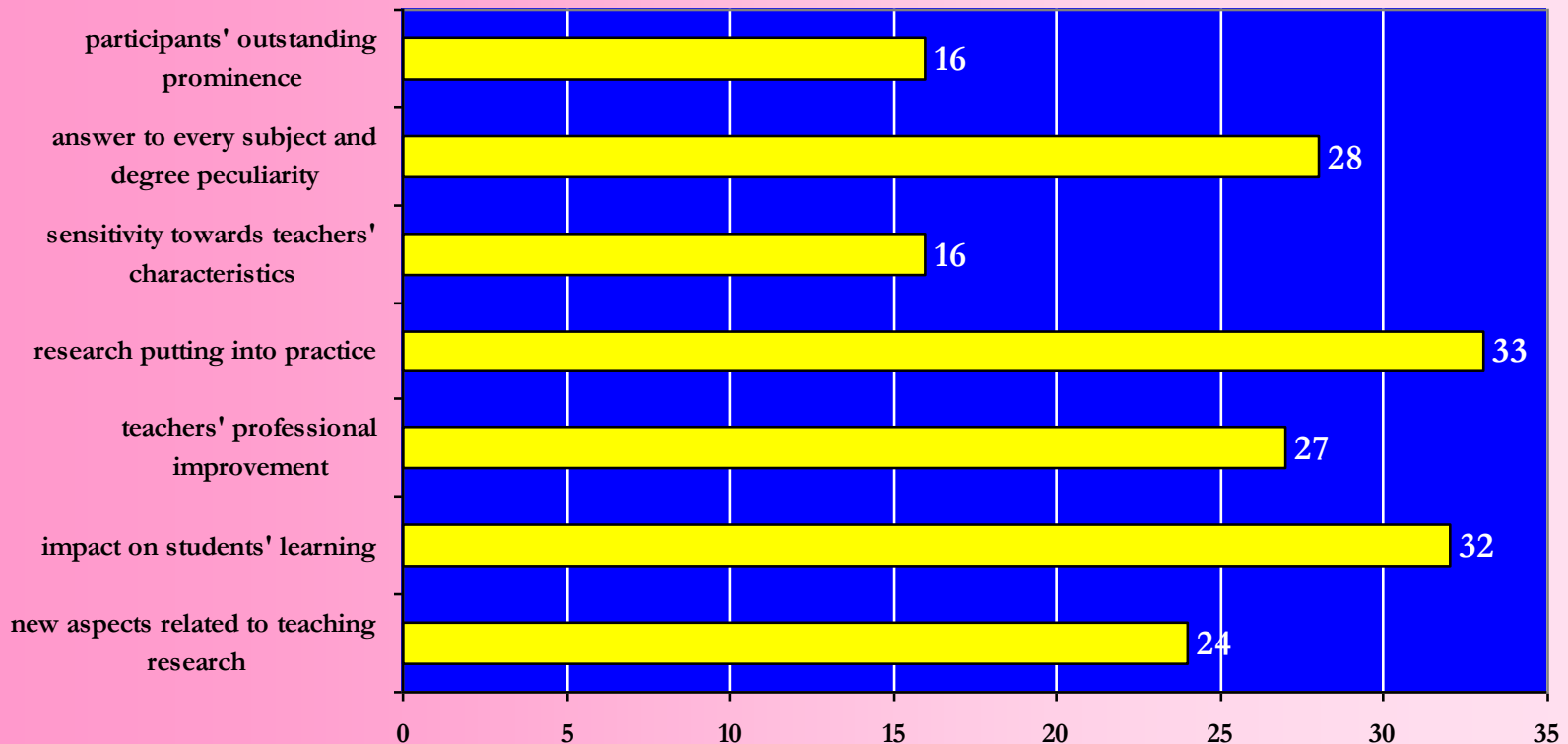
Main proposals



- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| continuity | more funds | management changes |
| external evaluation | more in-service courses | more publications |
| more external contacts | more students' engagement | more university exchange |
| infrastructure improvements | easier advice | more bibliography |
| more recognition | support from other services | on-line in-service training |

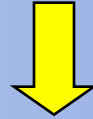
NETWORKS EDITION 2005-06

RESEARCHES' CHARACTERISTICS

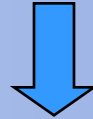


5. Support Services

ASSESSMENT OF THE INSTITUTE OF EDUCATION'S WORK IN THE PROJECT



VERY SIGNIFICANT GLOBAL ASSESSMENT



Structure that:

- promotes teaching reflection
- gives support to teachers
- guarantees teaching innovation



INSTITUTIONAL LEADERSHIP

Support Services: Institute of Education

- INFORMATIVE ACTIONS:

<http://www.ua.es/ice/redes/jornadas.html>

Organization of conferences and meetings

- EXCHANGE ACTIONS:

Courses and seminars

Methodological advice *in situ*

Action coordination

Grants for participants and teams

<http://www.ua.es/ice/redes/asesoramiento.html>

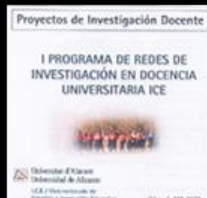
- PUBLISHING AND DISSEMINATION ACTIONS :

<http://www.ua.es/ice/redes/ediciones.html>

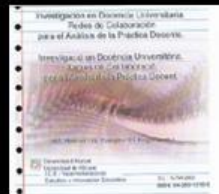
6. Actions to disseminate the Project

NETWORK PROJECT EDITIONS

NETWORKS PUBLICATIONS 2003



**ANNUAL REPORTS
2001-02**



**I ANNUAL MEETING
2003**



**RESEARCH PAPERS
2001-02**

NETWORKS PUBLICATIONS 2004



**II ANNUAL MEETING
2004**



**ANNUAL REPORTS
2002-03 & 2003-04**



**RESEARCH PAPERS
2002-03**

NETWORKS PUBLICATIONS 2005



**III ANNUAL
MEETING 2005**



**ANNUAL REPORTS
2004-05**



**COMPUTER ENGINEERING
TEACHING GUIDES**



**RESEARCH PAPERS
2003-04**



32

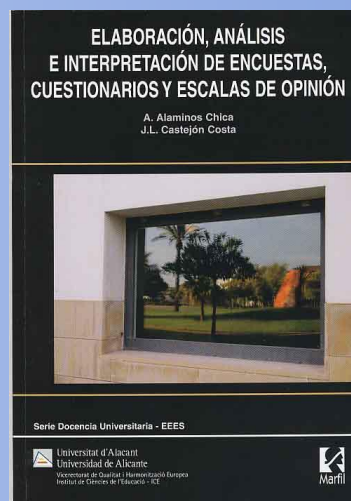
NETWORKS PUBLICATIONS 2006



IV Annual Meeting 2006

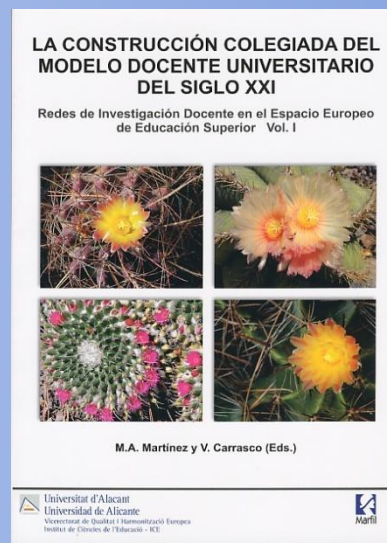


Annual Reports (2005-06)

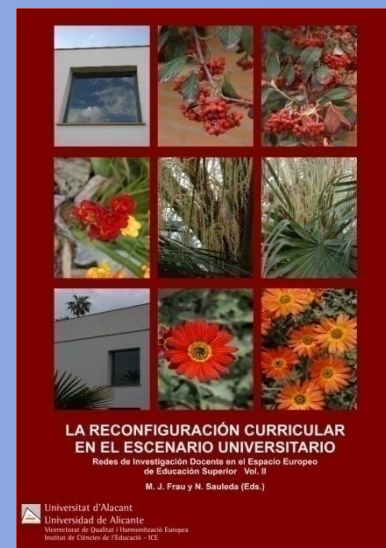


Monograph

Elaboration, analysis and interpretation of surveys, questionnaires and opinion scales



Research papers 2004-05



NETWORKS PUBLICATIONS 2007



V Annual Meeting 2007



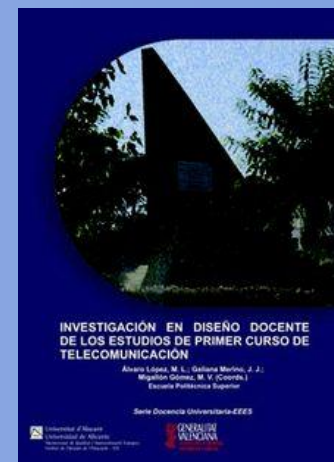
Annual Reports (2006-07)



Research papers 2005-06



Monograph Research : Teaching Design of Computing Studies (2nd year)



Monograph Research: Teaching Design of Telecommunication Studies (1st year)



EHEA Glossary



Monograph ECTS Methodologies Implementation in Computing Studies (1st year)

NETWORKS PUBLICATIONS 2008

Printing

VI Annual Meeting 2007

Printing

Annual Reports 2007-08

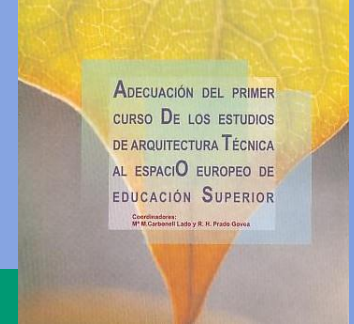
Research papers
2006-07



Monograph

**Research : Teaching Design of
Architecture Studies**

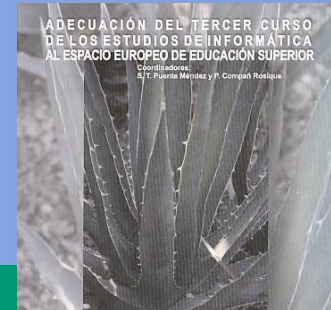
(1st year)



Monograph

**Research : Teaching Design of
Computing Studies**

(3rd year)



Monograph

**Analysis of ECTS Methodologies
Implementation in Computing Studies**

(1st year)



What have we done?

- **Giving birth to an idea**
- **Developing a plan**
- **Promoting experimentation exchange**
- **Self-evaluating the project implementation**
- **Partially revising the process**

What is to be done?

- ✓ **Evaluating the project externally:**
 - to set up its incidence on the students' learning and levels of achievement
 - to study the research contribution to solve teaching practice problems
- ✓ **Revising the project deeply**
- ✓ **Studying ways of extending the project to reluctant or uninformed teachers**

Thanks for your attention!