



*Tensions in university education in the digitalized world. Some notes for institutional policies*

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# ¿Why tensions?

Teaching at the university is a complex social activity that takes place within institutions loaded with social, cultural and political meanings



# Three tensions

- Transmission-participation
- Open knowledge- Open Educational resources (OER)
- Big Data (learning analytics)





## Transmission-participation

- The diversification of information sources and the wide possibilities offered by the Internet have enriched the teaching and learning processes and at the same time, they have made it more complex
- ¿Changes students and teachers roles?
- Learning management systems (LMS) as institutional answers



- It has become another component of the material culture of educational institutions (Escolano, 2010)
- Domesticated as a component of the school ritual culture, it adopts its characteristics, and, from the flexibility of its design, it is used by reproducing the patterns, codes of communication and the social order, whose expression is the expository rhetoric of traditional education (Rodés et al., 2014).



## ¿Alternatives?


- Use of Google as hegemonic technology. It operates as a dominant search and sharing paradigm, and has significant importance in relation to its political power
- They set values and interests in rules and procedures, instruments and devices that routinize the search for power and advantages by dominant hegemony (Feenberg, 1991)





**Hegemonic Technologies**, are positioned at the maximum degree of estrangement, are characterized by their opacity, and by being closed in their design, their code, and in the scope of their political dimension. Hegemonic technologies involve concentration, supermonopolistic practices and relations with the state that favor control mechanisms (Rodés, 2018).






# Open knowledge- Open Educational resources (OER)

- Open educational resources (OER) as an effective instrument to promote equity, inclusion and quality in access to education (UNESCO, 2012; 2017)
- “Teaching, learning and research materials in any medium, digital or other, that are in the public domain or have been published with an open license that allows free access to these materials, as well as their use , adaptation and redistribution by others without any restrictions or with limited restrictions. Open licenses are based on the existing framework of intellectual property rights, as defined in the corresponding international agreements, and respect the authorship of the work ”(UNESCO, 2012)
- Repositories of Open Educational Resources (RREA). storage educational content and is currently linked to the so-called Institutional Repositories, open repositories of university documentary contents (Atenas Rivera, 2014).






## Open knowledge- Open Educational resources (OER)

Efforts are being made to generate virtuous circles of creation and collaboration, overcome traditional editorial models, share in educational communities, in local, regional, international contexts, opening up practices and content and facilitating increased circulation, adoption and adaptation of resources





# Open education

Distance education- e-learning- open education

Changes in:

- Daily life of educational institutions
- Way in which educational practices are developed in face-to-face and virtual environments
- Ways of sharing academic and intellectual production, so that others can access, modify, adapt, distribute, translate.





## Research has revealed that:

- Poorly integrated to teachers and universities
- Distance between postulates and developments
- North - South Divide
- Low visibility of initiatives in Latin America

(Rodés, 2018)





## What influences the adoption of OER?

- Professional identity and institutional culture
- Explicit institutional support policies



# Big Data and Learning analytics

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- Third wave of developments in Educational Technology
- Emphasize the metacognitive component that allows managers, administrators and teachers to make decisions to improve learning experiences (Brown, 2011)





# Algorithms

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- Study the algorithms in situated contexts (Kitchin, 2017)
- They are not neutral constructions. They are theoretically charged. Expressive of particular approaches and worldviews.
- Politically compromised devices that reflect priorities and valued dimensions of the phenomena on which they refer either implicitly explicit.
- Problematize the apparent total objectivity with which it is often said that this construction process occurs



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Is it possible to grant agency to the algorithms?

Should algorithms have autonomous decision-making capacity over our institutions?

Are algorithms legitimate agents capable of making ethical decisions autonomously in education?





## Challenges for institutions

- Political decision making on the three aspects mentioned is necessary
- Continuing Teacher Training



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Thank you very much for your  
attention

