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October 2018

5 DAYS TO GO!

EADTU's OOFHEC2018 Conference in Aarhus, 10–12 October 2018

Last chance to register [here](#)



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EADTU NEWS



[Webinar week](#) in QA in higher education

Recordings of the EADTU Webinar Week on QA in Higher Education have now been published on the EADTU [EMPOWER](#) and [OpenupEd](#) websites.

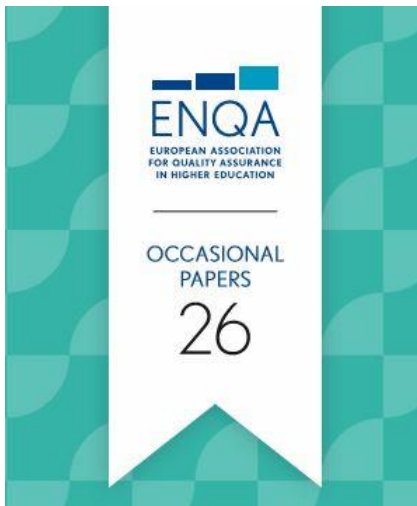
- Quality Frameworks on MOOCs (six contributions)
- EADTU–ENQA webinar on PLA on QA in blended and online education (George Ubachs, managing Director EADTU) and the **Main findings of the ENQA WG E-learning** (Esther Huertas, AQU Catalunya)
- Lessons from 10 years of E-xcellence quality reviews for elearning (Jon Rosewell and Karen Kear, OUUK)

PUBLICATIONS

JOURNAL OF INTERACTIVE
MEDIA IN EDUCATION

[EADTU OOFHEC2017 Conference – Selected Papers by JIME](#)

Please find [here](#) the 4 selected papers of last years Conference on the website of the Journal of Interactive Media in Education.



Considerations for quality assurance of e-learning provision

Report from the ENQA Working Group VIII on internal and external quality assurance of e-learning provision. This report is building on elements from the working group's analyses of relevant international reports (see section VI "References"); the experience and knowhow of QA agencies; and the dialogue between participants during the EADTU-ENQA Peer Learning Activity on Quality Assurance in Blended and Online Education.

Furthermore, outcomes of the projects TESLA (LINK) and SEQUENT (LINK) have been taken into account.

[Read more](#)

MEMBER NEWS



EMBED Training Session on blended education at TAMK in Tampere

The "European Maturity Model for Blended Education in Europe" (EMBED) is developed by a consortium of frontrunner universities in blended and online education: KU Leuven, TU-Delft, the University of Edinburgh, the University of Aarhus, Dublin City University and Tampere University of Applied Sciences. It is coordinated by EADTU and funded by the European Commission.

From September 25-28 a first training session was organised with some 40 representatives of teaching staff, teaching and learning departments, internationalisation departments and university leaders. The objective of the training seminar was to learn about state of the art of research and innovation in blended and online teaching and learning and to apply new concepts on the current context of their university. Further, the maturity model of blended and

online educational practices at universities was explored. Find more on EMBED [here](#)



The Open–Oxford–Cambridge Arts and Humanities Research Council announces funding for almost 400 new doctoral places.

The Open University, the University of Oxford and the University of Cambridge are pleased to announce the success of their bid for funding for the Open–Oxford–Cambridge Arts and Humanities Research Council (AHRC) Doctoral Training Partnership (DTP). [Read more](#)



Anadolu University Open Education System HCI Lab

HCI Lab purpose is to improve the quality of learning materials produced by Open Education Faculty, Anadolu University and to support learning to design effective, efficient and attractive learning materials for open learners. HCI Lab wants to create innovative, quality, creative and original projects in the future by establishing international and national collaborations. Current projects are "Examining the usability of the e–Campus System", "Examination of Expert Video and Educational Animations by Eye Tracking Method", "Anadolu University E–Book Desing Models by Eye Tracking Method", "Investigation of Space Perception in Anadolu University Open Education Faculty Building" and " Lets Overcome Disabilities Together Against Disasters". [Read more](#)



DCU Appoints New Head of Open Education

At the start of September, [Professor Grainne Conole](#) began as Head of the [Open Education Unit](#) in the [National Institute for Digital Learning](#) (NIDL) at Dublin City University (DCU). Professor Conole is known throughout the world for her expertise in Learning Design and brings considerable

experience to her new role, with over 1000 research outputs, including a seminal Springer book on *'Designing for Learning in an Open World'*. Grainne will also join the NIDL team hosting next year's ICDE [World Conference on Online Learning](#). [Read more...](#)



Prestigious Accreditation for DCU's Online Psychology Degree

DCU's BA in Humanities (Psychology Major), offered online through [DCU Connected](#), has become the first distance education degree programme in Ireland to be accredited by the [Psychological Society of Ireland](#) (PSI). Welcoming the news, Dr [James Brunton](#), Programme Chair, commented, "Now, for the first time, a PSI accredited online option is available in Ireland for people that need a flexible route to a university qualification in Psychology". PSI accreditation demonstrates that DCU's online programme meets the highest international standards for undergraduate, pre-professional education and training in Psychology. [Read more...](#)



Pepper livens up everyday life in Jyväskylä

One of online distance learning's positive attributes is its flexibility. However, the possibility of engaging in periods of non-enrollment (breaks) usually ends in students dropping out. In this paper, the intention to continue of those students who have not enrolled in the second semester is analyzed, adopting a long-term program perspective. This continuance intention is compared with the subsequent restart (or dropping out) in the third semester. This analysis has confirmed that the models of continuance intention and effective re-enrollment are essentially different. Continuance intention is more rational, even logical, and is mainly based on the level of satisfaction or dissatisfaction with the educational experience (difficulty of the learning materials or perception of the learning system). Effective re-enrollment is more practical or pragmatic, with more importance given to the effects of student dimension variables, for example,

motivations for studying, previous university experience, or environmental variables, such as having a job.

[Read more](#)



[Learning analytics pilots in the Finnish UASs](#)

Tampere University of Applied Sciences (TAMK) is coordinating a large Finnish Ministry of Education and Culture funded learning analytics (LA) project. The project has 11 partners. The aim is to advance the versatile use of LA especially in the Universities of Applied Sciences (UAS), the staff competences in LA learning environments and pedagogy, to develop the existing digital learning environments from the perspective of LA, and to create recommendations and policy suggestions for higher education institutions on the effective use of LA. The pilots will engage students and the teaching staff from many different kinds of learning environments. [Read more](#)



[Call for PhD positions for 2018–19 and 2019–20](#)

[Open University of Cyprus](#) (OUC) offers PhD positions for the academic year 2018 – 2019, commencing studies from January 2019 (spring semester). PhD candidates should submit their applications until November 13th 2018. Applications must be submitted electronically, via the OUC website online at:

<https://applications.ouc.ac.cy/admissions?sap-language=EN>

Applications can be submitted by candidates interested in PhD Programmes offered by the three (3) OUC Faculties:

- [Faculty of Humanities and Social Sciences](#)
- [Faculty of Pure and Applied Sciences](#)
- [Faculty of Economics and Management](#)

[Read more](#)

- 10–12 October 2018: the Online, Open and Flexible Higher Education Conference 2018 (OOFHEC2018) "Blended and online Learning: Changing the Educational Landscape," Aarhus (Denmark)
- E-MATH 2018 – 10th International Workshop in Mathematics e-Learning: 15th & 16th October 2018, Lisbon (Portugal)
- Upgrading Business Competence Globally for today and tomorrow: 9 November 2018, Krakow (Poland)
- ARTeFACTo 2018– 1st International Conference on Transdisciplinary Studies in Arts, Technology and Society: 16th & 17th November 2018, Lisbon (Portugal)
- IEEE TALE 2018 Engineering Next-Generation Learning, 4–7 December 2018, Wollongong (Australia)
- 13–14 December 2018: Maastricht Innovation in Higher Education Days (MID2018); Policy forum under the title "Opportunities of blended and online higher education in degree, continuous and open education" Maastricht (The Netherlands)
- ICDE Lifelong Learning Summit 2019: Shape the Future of Lifelong Learning in the Age of Digitization, 11–13 February 2019, Lillehammer (Norway)

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