

1. Record Nr.	UNINA9910768473203321
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Titolo	Evaluation of Online Higher Education : Learning, Interaction and Technology / / by Ana Balula, António Moreira
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2014
ISBN	9783319054254 3319054252
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (108 p.)
Collana	SpringerBriefs in Education, , 2211-193X
Disciplina	378.166
Soggetti	Educational technology Learning, Psychology of Digital Education and Educational Technology Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- E-teaching Evaluation in Higher Education -- SCAI: A Three-dimension Model for E-teaching Evaluation in Higher Education -- SCAI: Implementation -- Conclusion -- References.
Sommario/riassunto	The work presents a theoretical framework for the evaluation of e-Teaching that aims at positioning the online activities designed and developed by the teacher as to the Learning, Interaction and Technology Dimensions. The theoretical research that underlies the study was developed reflecting current thinking on the promotion of quality of teaching and of the integration of information and communication tools into the curriculum in Higher Education (HE), i.e., bearing in mind some European guidelines and policies on this subject. This way, an answer was sought to be given to one of the aims put forward in this study, namely to contribute towards the development of a conceptual framework to support research on evaluation of e-teaching in the context of HE. Based on the theoretical research carried out, an evaluation tool (SCAI) was designed, which integrates the two questionnaires developed to collect the teachers' and the students' perceptions regarding the development of e-activities. Consequently,

an empirical study was structured and carried out, allowing SCAI tool to be tested and validated in real cases. From the comparison of the theoretical framework established and the analysis of the data obtained, we found that the differences in teaching should be valued and seen as assets by HE institutions rather than annihilated in a globalizing perspective.
