EHEA AND TEACHING PLANS IN VIRTUAL CONTEXTS. AN EXPERIENCE OF COLLABORATIVE WORK WITHIN THE "G9-VIRTUAL SHARED CAMPUS"

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Abstract

The Spanish universities are developing a reform process in order to adapt themselves to the European Higher Education Area (EHEA) formally defined since the declaration of Bologna. An important part of that process will require organizational changes about teaching and learning; it necessarily requires to carry out changes in the design of university degrees and more important even, it needs to introduce changes in the design of the Educational Plans for faculty members. The design of Educational Plans always plays a central role in the educational work of faculties, but even more so in the present case due to the profound relationship between the quality of education and quality of educational plans. An important part of the changes in that area of reform focuses on the use of ICTs, specifically on the use of what is already known as platforms for e-learning which include the use of communication tools and of collaboration. This, in turn enables the management of a wide range of resources handled by the teaching staff; in addition these changes represent a natural way for the improvement of educational methodology which sustains the convergence with EHEA. The experience that we are presenting in this paper refers to both aspects mentioned in the preceding paragraphs and focuses on the use of the ICTs as a way to enable and improve working relations among the teaching staff. This in turn helps constructing and defining educational plans adapted to the new environments and, of course, insures that those educational plans are applicable to virtual teaching environments. In order to achieve those objectives the Group 9 of Universities (G9), the biggest Spanish partnership of universities, has embarked on an experience of collaborative work, which permits a broad group of faculties, already working in virtual environments to define those new educational plans and put them into practice in elearning areas. The present paper gives a detailed recount of the principal elements of this experience: origin, project, organization and development; since the experience is still in the phase of development and will not conclude before October 2005, we can only forward an account of the most significant aspects up to the present. A detailed final report will be published upon conclusion of the experience and will serve as a reference for designing adapted Educational Plans in conformity with the EHEA and shall be prepared by the teaching staff of the university.

Keywords
Curricular design, EHEA, Collaborative Work, ICT, e-learning, Teaching Planning