

**Justificación de proyecto de innovación docente ID2015/0102
2015-16**

Difusión internacional de los proyectos de virtualización de docencia en la USAL con el objetivo de internacionalizar nuestros programas de estudio, captar estudiantes y aprovechar recursos.

Equipo solicitante: Dolores Pereira y Santiago López

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El objetivo fundamental de nuestra propuesta era hacer visibles los trabajos de virtualización e internacionalización que se realizan actualmente en la USAL a través de proyectos de innovación o iniciativas individuales o en equipo, en el marco de trabajo enfocado a la virtualización de la docencia, propuesto en el Plan de Desarrollo de la Docencia Virtual y aprobado en Consejo de Gobierno de la USAL en Julio de 2014. La intención de nuestra propuesta de proyecto era difundir las actuaciones, tanto dentro como fuera de nuestra institución, con un marcado enfoque internacional para que además sirva de captación de estudiantes.

Para lograr este objetivo, nos propusimos elaborar un artículo recogiendo tanto la experiencia de elaboración de un MOOC (programa TEMPUS) como su aprovechamiento en la impartición virtual de un Máster de la USAL. Con este artículo pretendíamos hacer difusión internacional de nuestros trabajos de innovación, pero también difundir la existencia de un Máster de contenido transversal en el que los dos miembros del equipo participan: Máster de Estudios Sociales para la Ciencia y la Tecnología y en el que actualmente se trabaja para incorporar contenidos virtuales. Aunque en principio se pensó en la publicación en una revista internacional en acceso abierto, los precios de publicación en estas revistas están muy por encima de la financiación recibida por parte del vicerrectorado de docencia para la consecución de nuestro propósito, con lo que el objetivo se enfocó a la publicación en una revista nacional, de prestigio en temas de innovación docente, que pudiera tener también el impacto esperado. Además, de manera paralela pudimos participar en los premios “Reimagine Education”, promovidos por la universidad de Pensilvania. En esta convocatoria, que premia las pedagogías novedosas que mejoren el aprendizaje y la empleabilidad, participamos con los mismos contenidos y objetivos que en nuestra propuesta de innovación. Nuestra participación fue seleccionada como finalista a los premios, con lo cual uno de los miembros del equipo, Santiago López, se desplazó al lugar de celebración de la final, representando a la Universidad de Salamanca y

obteniendo el certificado correspondiente para la Universidad, que se adjunta como anexo, junto a la propuesta que quedó finalista.

Aunque por restricciones de tiempo aún no hemos podido enviar el trabajo a publicar, a continuación presentamos la estructura del trabajo, que ya está bastante avanzado, y el compromiso de enviarlo tan pronto como sea posible, informando al vicerrectorado cuando así sea, adjuntando copia de la publicación para su difusión e incorporación en el informe si fuese necesario.

Estructura de la publicación:

Título: A step forward to integrate MOOCs into Master's official programs. A case study at the University of Salamanca.

D. Pereira & S. López

Abstract:

Current major objectives of higher education are to incorporate multidisciplinary skills and to add internationalization to its official programs. It is important to ensure that students and early career scientists have all of the necessary skills to deal with professional development before career planning whether in academic research, professional practices or alternative careers. Many universities are incorporating Massive Online Open Courses (MOOCs) to achieve part of these aims and to reach to a wider learner community. MOOCs are placed in the wider context of open education and on-line learning in order to meet the requisites of globalization of education and constrained budgets. However some issues and challenges have to be discussed when considering MOOCs as a common tool for on-line learning. There has been a great proliferation of these courses, mainly in more economically developed countries, and some concern about the pedagogy and quality of current MOOCs should be analysed to be specific on the content-based approach that a higher education institution has in mind. What is clear is that the use of MOOCs can help to internationalize courses and to reach more potential interested students in a subject, as well as to enhance teaching collaborations among institutions of different countries related to explore new on-line learning models and innovative practices in teaching and learning to adjust to new pedagogical models. This article will analyse advantages and disadvantages of MOOCs in higher education, and possible solutions to help the full acceptance of this new tool for learning.

Keywords: MOOC; teaching; learning; higher education

Introduction

Solutions: Integration of a MOOC into a master's degree.

The case study:

- Advantages:
- Difficulties:

Acknowledgements:

- University of Salamanca, innovation project
- 530485-TEMPUS-1-2012-1-UK-TEMPUS-JPGR

References

ANEXOS



**REIMAGINE
EDUCATION
AWARDS 2015**

SHORTLISTED



Re-utilizing MOOCs: a way to capitalize efforts and more

Universidad de Salamanca/University of Salamanca

Shortlisted

for the category of

ICT For Learning And Teaching

The Wharton School and QS recognize the above as a shortlisted entry of the
Wharton-QS Stars Reimagine Education Awards 2015

*Reimagine Education celebrates and inspires pedagogical innovation
in higher education around the world*

Nunzio Quacquarelli
Managing director, QS Quacquarelli Symonds

Jerry Wind
The Lauder Professor & Professor of Marketing, The Wharton School
Director, SEI Center for Advanced Studies in Management

Sponsors



RE-UTILIZING MOOCS: A WAY TO CAPITALIZE EFFORTS AND MORE



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Santiago López

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MOOC

- MOOC (Massive Open Online Courses)

Advantages/disadvantages:

- e-Learning against on-line learning
- Official programs or ONLY on-line teaching?
- We have a MOOC. Now what?

The students:

Many students choose a Master's programme without sufficient understanding of what they might need to deal with.



Objective 1:

To help students to know about the content and other details of the Master program before they join in.

- To internationalize masters.
- To capitalize the work spent in preparing MOOCs by teaching and technical staff.



A Summary

Risk is an important topic in society, both in terms of natural and anthropogenic risks but as well as a concept in social and cultural research.



Example/case study:

- A multidisciplinary degree course at the University of Salamanca, linked to the **Institute of Social Studies for Science and Technology**, focuses on training potential experts equipped to mediate between participants in science and technology and the wider public. Students participating in this course currently come from Spanish speaking countries.
- Because the course is taught mainly in Spanish, subsequent outreach might also be confined to Spanish speaking communities. Even so, it is essential to properly explain, at the outset, the aims of the Master's programme and the international potential of the qualification to attract more students.

- Here we propose the use of MOOCs both to help students to know about the content and other details of the Master program before they join in and to internationalize the course to reach more potential interested students in the subject.
- This will be the first experience implementing MOOCs in the teaching of masters at the University of Salamanca and, if successful, the experience can be applied to other masters and courses in need of students and internationalization.

Where is the MOOC?

The MOOC was part of the products of a TEMPUS project:

Building Capacity for University Management

Objectives: The wider objective of the project is to demonstrate that good management practices can build sustainable Higher Education cooperation between nations.

Building Capacity for University Management

The MOOC had several modules

but we will start working only with the one related to Risks:

- **Quality assurance: institutional communication, policies and procedures.**
- **The Knowledge Triangle**
- **Career Design**
- **Risks and Risk Management**

Master BUCUM

- Quality assurance: institutional communication, policies and procedures. (1ECTS)

- The Knowledge Triangle (1ECTS)

- Career Design

- **Knowledge Society and Risk Society (1ECTS)**

Master Social Studies (60 ECTS)

Module 1: Knowledge Society, Risk Society (3 ECTS)

Module 2: Scientific and technological culture.

Module 3: Science frontiers and technological innovation.

Module 4: Research Tools and Technics.

Module 5: Tools for institutional communication of Science and Technology.

Module 6: Tools for communication of Science and Technology.

Module 7: Science and technology policies.

Module 8: Science management, Environmental evaluation and Sustainable development.

+ Seminars

+ External practices

+ Final Project

This can be seen as a pilot project. It can be expanded to other MOOCs and other masters by:

- Incorporate a MOOC into the official master program.
- Give information on the master content.
- Internationalize the official program.
- Those students that will finally follow the official program will have recognized (and validated) the MOOC credits. Others will get a certificate.