

EDEN 2020 RESEARCH WORKSHOP
PHD SYMPOSIUM



**REGULATION OF DISTANCE HIGHER
EDUCATION IN PORTUGAL**

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Research question

The approval by the Council of Ministers of DL 133/2019, with the objective of regulating the Legal Regime of Higher Distance Learning in Portugal, brings with it the placement of interest groups that dispute their influence in the definition of higher education policies. There is a tension between the transnational nature of distance education and regulation by the Portuguese State, which leads to the following question:

What is the impact of the Legal Regime of Higher Distance Learning in Portuguese HEIs?

The objective is to understand Portuguese higher education institutions enact their distance learning strategies.

Theoretical Framework



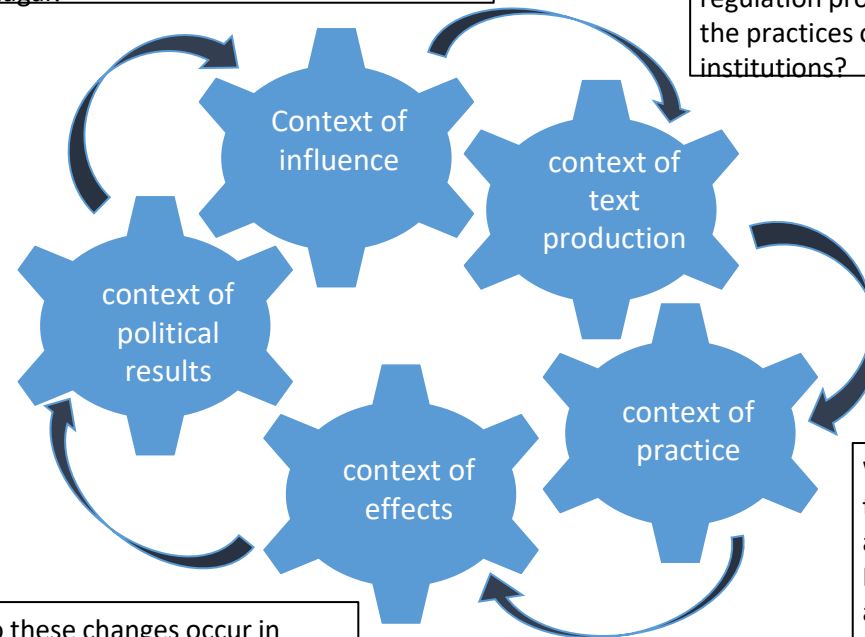
1. Education has become a service with higher economic value. (AMARAL, ROSA, SARRICO, TAVARES E AMARAL. 2016)
2. The distance learning is placed as a road to speed up and make viable higher education accessibility. (KNIGHT, J.,2010)
3. Concern of Government Agencies with the quality assessment and audit system. (NewsJornal 5, A3ES,2020)
4. Regulation is part of the educational policies scenario, its political cycle of articulation and effectiveness (Ball,2008)
5. The formulation and reformulation of more comprehensive policies, from their performance in a micro space, to their application in a macro context, bringing relevant aspects that are arranged in each context of the policy cycle(BALL e MANAIRDES, 2011)



The Policy Cycle Approach

What are the ideas / discourses that influenced the regulation of distance learning? Which actors convey these ideas / speeches to the higher education system in Portugal?

How does the proposed regulation substantiate and legitimize the texts of Distance Learning Regulation? Can the regulation proposal trigger changes in the practices of higher education institutions?



How are HIEs dealing with these changes in terms of management and governance? What should be rethought, resized?

How do these changes occur in terms of broader consequences: justice, equality and freedom?

What were the changes in the IHIE? What are the actions being taken by the HIEs regarding the adoption of distance education?

Data collection and methods



Objectives of the exploratory study:

- To identify the ideas that influence the proposals of regulation of distance education in higher education in Portugal;
- To identify what types of distance learning regulation exists in Europe;
- To identify the context of Open Universities in other European countries;
- To understand the reactions of HEIs in the face of the pandemic that resulted in remote distance learning.

The methodology is qualitative and uses thematic analysis (BRAUN and CLARKE, 2006)

Data collection and methods



Documents and Papers

DL 83/2019

DL 133/ 2019

Debate Session: O Ensino Superior a Distância em Portugal
4 de abril 2019 – University Lisbon

Report: Observatório de Educação a Distância Uab - 2018

HEIs quality assesement guide . A3ES website - 2019

Report da OECD – Portugal 2019

Preliminar Report and Recommendation Project: Open
Educational Resorces – UNESCO 2019

A3ES resolutions and EnQA guidelines , 2020

Data collection and methods

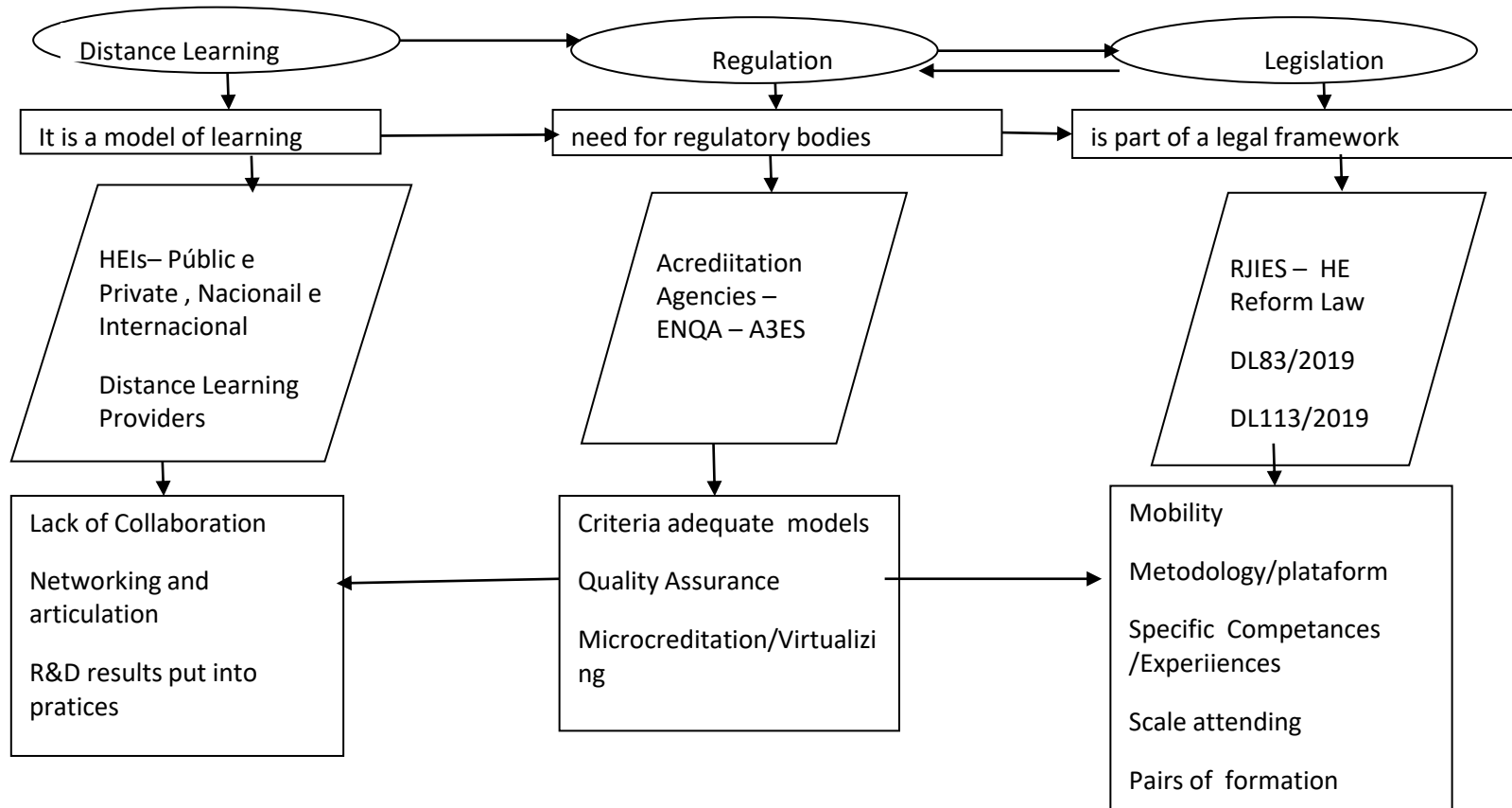


Exploratory interviews with privileged informants:

Liz Marr, Director of the Centre for Inclusion and Curriculum at the Open University
Prof. Doutor Antonio Teixeira, Universidade Aberta, Director of Department of Education and Distance Learning
Prof. Dr, Antonio Coelho, Faculty Engineering UP e Coordenator Digital Media Learning Lab



Research Findings





Discussion of research findings

The terms that emerged for study from the initial thematic analysis were: Distance Learning, Regulation and Legislation

Which Higher Education Institutions, Public and Private, are actually aware and working according to DL 133/2019? Who are the providers?

What is perceived according to the interviewees is a lack of collaboration, articulation and network movement on the part of the HEIs. There is a need to transfer research to practice.

New question that arises is about mobility, virtual mobility, increased student attendance at scale.

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Discussion of research findings



What does ENQA and the Assessment and Accreditation Agencies recommend? What are the appropriate criteria and models? Good practices of evaluation of the Agencies are disseminated together with the HEIs, but what do they think about quality and in fact orient the HEIs?

The DL 133/2019, mentions and defines that one must work in pairs, either with other national and international HEIs, or with companies. The important thing is to develop specific skills and obtain experiences to share.

Thanks for the attention!

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