



CALL FOR PAPERS, 51 (2017-2)

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## E-Innovation in Higher Education

E- innovación en la educación superior

### Subject editors

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### Approach

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Starting from the premise that it is education that makes innovation possible, the development of the 'learning to learn' competency is the key to understanding how to innovate. At a time when communication and exchange of information via new digital technologies are subject to immediacy, good educational practices are needed to enhance pertinent, excellent learning within the higher education setting.

On the implementation of the European Higher Education Area (EHEA), the university opted for a competency-based learning approach focused on the student. The idea that one-way transmission of knowledge exclusively taught on campus was no longer enough. Human knowledge can only be enhanced by making the transition from education focused on teaching to education focused on learning, which has consolidated the use of a teaching methodology using information and communication technologies – virtuality – tools facilitating the learning process. In this context, overcoming past misgivings and having surpassed the old controversy that emerging technologies entail, per se, good innovative practices or the depletion of the entire richness of innovation, it seems appropriate to contemplate which tools are the most suitable to boost teaching quality.

Now is the time for those responsible at all levels of this process to reflect on the application of these web tools and on whether their use has led to the creation of a digital education culture, modifying our own teaching habits. Are we truly heading in that direction? Education organisations should provide feedback from ongoing changes in current contexts, placing value on the need to undertake a planned process capable of introducing changes and improvements in individuals. Taking into account the emerging newly-built digital classroom, both education policy makers and university educators should provide the university with leadership for students within the parameters of governability and social responsibility in the university.

In this regard, this monograph wishes to re-examine educational e-innovation from a strategic role to be fulfilled, without forgetting the demand of its application from the university standpoint. The search for good practices means, without a doubt, curiosity, renovation, creativity and being at the cutting edge; that is to say: innovation, including new developments (new methods or services), change and transformation, or benefits and progress. The aim is to collect and disseminate research showing results of innovation

already demonstrated, which affect the behaviour of individuals, their communication and organisations in which they participate and take part. In summary, discovering which organisational strategies and methodologies are the best in order to respond to the need of adaptation and change that society is expecting in the university context.

## Descriptors

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- ICT and innovation in higher education.
- E-governability in the university setting.
- E-training for teaching staff.
- Good practices in e-innovation.
- Communicating innovation: university responsibility in the e-society.

## Questions

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Among the numerous questions raised by innovation in higher education institutions, we propose some of the following:

- **ICT and innovation in higher education:** What does educational innovation applied to ICT mean? What problems exist in the higher education classroom? What is needed to generate effective teaching innovation in the higher education classroom? How can it help to reach international quality standards? Is there an e-innovation education policy?
- **E-governability in the university setting:** What role does university policy play in the institutionalisation of educational e-innovation? How should the so-called 'e-governability' be integrated in the university setting? Which tools enable the transition from policy principles to pedagogical action?
- **E-training for teachers:** Are teachers trained for the design and use of digital collaborative settings? Which virtual reality resources are more suitable for the initial training of teachers? What type of ongoing e-training for teachers is still needed?
- **Good practices in e-innovation:** From which parameters are good practices defined in e-innovation related to information and communication technologies? How are they reflected in this endeavour? How should these practices be interpreted from the empowerment offered to teachers and students who put them into practice?
- **Communicating innovation: university social responsibility in the e-society:** What impact does e-innovation have on the international e-society? Can we speak of transfer? What types of transfer can be understood within the educational innovation in university institutions? How does it affect the protagonists of the learning process? Which communication tools are inferred from the transferability of innovation in higher education?

## About the subject editors

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**Dr. Ramón López-Martín** (rlopez@uv.es), Universitat de València, Valencia (Spain). Full professor of Theory and History of Education, Department of Comparative Education and Education History at the Faculty of Philosophy and Educational Sciences, Universitat de València. His lines of research are focused on the historical perspective of the school and the social dimension of educational policies. He has published numerous books and articles in national and international journals. He has directed numerous funded research projects and doctoral theses. He was the director of the Doctoral Programme of Social Studies and Educational Policies from 1999 to 2006 and he was in charge of directing the Doctoral Programme in Education from 2010 to 2012, both at the Universitat de València. From 2006 to 2012 he combined these research tasks with the position of Dean of the Faculty of Philosophy and Educational Sciences at the Universitat de València. Since April 2014, he has been the Vice-Rector for Educational Training and Quality Policies of the Universitat de València, and therefore he is directly implied in the management of educational innovation and its transfer to improve the quality of university teaching.

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### Collaboration

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