



<http://ecolhe.eu/>

ECOLHE International Conference

Call for papers

ENPOWER COMPETENCES

FOR ONLIFE LEARNING IN HIGHER EDUCATION

<https://eaecnet.com/index.php?id=546>

Conference theme

Through the *Bologna Process* (1999), the European countries initiated a development program devoted to building a European HE Area to face digital challenges (ECER 2016) through the adoption of a shared Quality Assurance (QA) model (ENQA 2009), capable of running the enhancement of LLL through ICT. Over the years, many subsequent interventions have been promoted to confirm this vision and contribute to building a unique HE space through the adoption of standard models, languages and tools conveyed through European policies, i.e.:

- the “*New Skills for New Jobs Initiative*” (2010) and “*Modernization in HE*” (2012) highlight the relevance of digital competences in the knowledge society and the need to overcome the gap with international competitors in the digital field;
- the recommendations of the European Union’s High-Level Group on Modernization of



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Higher Education, which highlight the integration of digital technologies and pedagogies as an integral element of higher education institutions' strategies for teaching and learning (European Commission, 2014);

- the crucial work realised by the High-Level Group on the Modernisation of Higher Education to stress the importance of the quality of teaching to respond on the needs of society (HLGMHE, 2013);
- the European framework Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015);

During this transformation process, online delivery is considered more and more a challenge for Higher Education (HE) and policymaking (Horizon Report 2016; COM/2013/0654 final).

In recent years, much research has promoted the expansion of e-learning in HE. However, these works show a partial vision of this change: they need to provide an overall framework for the online learning innovation processes. They focus mainly on technological aspects, imagining the development of increasingly sophisticated online learning platforms, cognitive processes, or management aspects, such as analytics standards of learning.

However, these changes require that Educational Institutions review teaching paradigms; organisation models; leadership styles; management and relations systems; evaluation processes; competencies framework for teaching-learning (Ismail, Khater, and Zaki, 2017; Deloitte, 2018; European Commission, 2019).

In the current setting, where digitisation of processes is pervasive, Universities should be able to define new languages and ways of communicating and redesign organisational and social spaces, considering the learning and skills life cycle to develop a process in support of professional and personal development projects. The paradigm of the *learning society* (Jarvis, 2012) and the changes in the world of work ask Universities to reflect on their role and learning practices in contemporary societies.

However, the transformations affecting universities are played out in a multi-actor field that involves many different levels and subjects ranging from the supranational to the local dimension.

The Call is therefore interested in understanding:

- a) the evolution of *Digital Technologies in HE: from the European vision to the university governance*;
- b) *How universities organisational model changes through digital transformation?*
- c) *How do universities promote innovation and digital challenge in their processes and learning-teaching activities? o in their teaching and learning processes?*

Building on the issue of the challenges concerning *digitalisation in the higher education landscape*, any contributor may submit abstract/papers with an international vision. Some guiding issues are provided below, but they are by no means exhaustive. Other research questions or topics suited to the conference theme are encouraged.

Proposals from critical and interdisciplinary points of view are also welcome at the *macro, meso* or *micro* level.

Critical theoretical reflection and/or empirical research are welcome.

Thematic Topics of the Conference have been organised around three main tracks as follows:

Track 1: Digital and Higher Education policies

- Digital Technologies in HE: from the European vision to the university governance;
- The European or national policies for the future of HE institutions;
- Evolution of HE into Education 4.0;
- Policies recommendations.

Track 2: The Higher Education Institutions

- The HE institutions of the future;
- Actions and proposals for imagining new ways of conceiving and organising educational spaces, subjects, and knowledge in HEI in the digital era;
- Rethinking Teaching, research and Third Mission through the digital challenge;
- New training offers: MOOCs, open badges and micro-credentials;
- HEI micro-policies and transformational vision and leadership for the digital university.

Track 3: The Online teaching-learning paradigm in HE

- Engagement tools for HE online learning environment;
- Symbiotic Learning Paradigm (SLP): Teacher Competences, Methods & Approaches in HE;
- LLL through ICT in HE;
- Teaching digital skills in HE;
- Recognition and validation of teaching competences in HE for teachers' professional development;
- Online quality relationships and e-learning standards in HEIs.
- Innovative learning models, methods, and tools
- Best practices in training and skills development for *Onlife learning in Higher Education*, according to the new experience of a hyperconnected reality.

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LOCAL ORGANISATION

Host Organization: European Association of ERASMUS Coordinators (EAEC)

Communication: info@eaecnet.com

CONFERENCE INFORMATION

The ECOLHE 2023 conference will consist of several sessions and round tables.

The official language of the Conference is English.

CONFERENCE FEES

Participation in the conference is free. Participants have to cover their travel and accommodation expenses. **A small number of partial funding schemes are available for accepted abstracts.**

PROCEEDINGS

Presented papers will be reviewed by the Scientific Board and invited to publication in the electronic proceedings with ISBN

IMPORTANT DATES

Abstract submission: 15 April 2023

Notification of acceptance: 30 April 2023

Registration and paper delivery: 30 May 2023

PARTNERS in ECOLHE

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