

Periodical monthly newsletter aiming exploitation of the ETN FETCH project results and outcomes

EUROPEAN THEMATIC NETWORK (ETN)

"FUTURE EDUCATION AND TRAINING IN COMPUTING: HOW TO SUPPORT LEARNING
AT ANYTIME ANYWHERE" (FETCH)

MEMBERS FROM 67 UNIVERSITIES AND COMPANIES IN 35 EUROPEAN COUNTRIES

COORDINATOR: UNIVERSITY OF RUSE

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Final version of Report of Recommendations for future digital curricula in Computing Education and Training 2020 by Dr. Karl O. Jones, Dr. Rebecca Bartlett, Colin Robinson and Dr. Princy Johnson from Liverpool John Moores University has been published. The report was to produce some recommendations with respect to digital curricula and its future. The fundamental nature of a digital curricula is to use computing as its basis – and this technology is changing at a pace that cannot be kept up with let alone predicted. For example, the first rudimentary smartphone was invented in 1993, with the first commercial product in 2000 (the Ericsson R380).

By 2010 the Apple® iPad was introduced to the public, since then there has been an exponential increase in the use of smart devices such as the iPad, and a corresponding interest in online learning from both academics and the general public. The first Massive Open Online Course (MOOC) was created in 2008, although they only became a popular way to learn in 2012. Since then they have grown at an exceptional rate, with over 400 universities providing in excess of 2400 courses to more than 16 million students.

Similarly the technological approaches utilised in e-learning have developed over the last decade, and are continuing to develop at a fast pace. There has also been a change in the type of providers, as well as the mode of availability. That is, in the early days e-learning opportunities were offered by Universities, while now commercial organisation, such as Pearson, are offering online learning and resources. Additionally, besides learning being offered only to students registered at a University, more and more these courses are being offered for free if someone simply wants to develop their knowledge (to prove that knowledge has been achieved then a certificate is needed which is provided if a student undertakes formal assessment for which payment is usually required).

Owing to the fast changing pace of online and e-learning, the direction of the recommendations contained within this report are focused on the elements that could be considered peripheral to the digital curricula area but are in fact the backbone of a mature and professional educational system, such as providing suitable student welfare support. The aim of this report is to provide a set of recommendations regarding the future of digital curricula for Computing Education 2020. The recommendations focus not on the technological aspects nor on the approach to a digital curriculum in terms of course design, instead the report considers the peripheral aspects to designing and delivering a digital curriculum. These areas are the key to producing a successful course.

E-LEARNING'16 REVIEWING PROCESS

The paper submitted to the E-learning'16 Conference have been evaluated by the referees. The results are announced to the authors and the proceedings of E-Learning'15 has been prepared.