



La educación a distancia como mecanismo de inclusión social en las Universidades del Ecuador [

2016

text (article)

Analítica

Social inclusion in higher education is a topic that is in education policies of some Latin American countries, including Ecuador. Institutions of Higher Education (IHE) play a leading role in strengthening the professional human talent that is needed for a country's development. With the advent of information and communications technology (ICT), distance education took more booming. From the social point of view, this method is intended to provide access to those who for various constraints could not physically attend the classroom. Technology allows to complement the virtual classroom so, promoting that space and time to adapt the needs of teachers and students. In addition, allowing the students to be the protagonist of their learning and knowledge becoming a builder of it. Virtual teaching - learning (VLE) are replacing buildings. Anyway, scenarios and digital tools enhance collaborative learning and open knowledge, but also generates controversies. Although there are many technological factors that facilitate distance education, it is important to determine the reasons why there are people who still feel excluded from the IES. Meanwhile, Ecuadorian universities are challenged to articulate new educational management policies and seek mechanisms for social relevance feedback

Social inclusion in higher education is a topic that is in education policies of some Latin American countries, including Ecuador. Institutions of Higher Education (IHE) play a leading role in strengthening the professional human talent that is needed for a country's development. With the advent of information and communications technology (ICT), distance education took more booming. From the social point of view, this method is intended to provide access to those who for various constraints could not physically attend the classroom. Technology allows to complement the virtual classroom so, promoting that space and time to adapt the needs of teachers and students. In addition, allowing the students to be the protagonist of their learning and knowledge becoming a builder of it. Virtual teaching - learning (VLE) are replacing buildings. Anyway, scenarios and digital tools enhance collaborative learning and open knowledge, but also generates controversies. Although there are many technological factors that facilitate distance education, it is important to determine the reasons why there are people who still feel excluded from the IES. Meanwhile, Ecuadorian universities are challenged to articulate new educational management policies and seek mechanisms for social relevance feedback

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzE2MjQ1MTU>

Editorial: 2016

Tipo Audiovisual: Inclusión social entornos virtuales de enseñanza-aprendizaje conocimiento abierto educación superior a distancia Social inclusion virtual teaching-learning open knowledge distance higher education

Documento fuente: Alternativas, ISSN 1390-1915, Vol. 17, N°. 2, 2016, pags. 5-10

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Spanish

Enlace a fuente de información: Alternativas, ISSN 1390-1915, Vol. 17, N°. 2, 2016, pags. 5-10

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es