

# ***Higher Education Legislation For Online Learning in Portugal***

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# The question for study

The approval of DL 133/2019, with the objective of regulating the Legal Regime of Higher Distance Education in Portugal, brings with it the placement of interest groups that dispute their influences in the definition of higher education educational policies. There is a tension between the transnational character of distance learning and regulation by the Portuguese State, which leads to the following question: What are the ideas that led to the approval of DL 133/2019 - Legal Regime of Higher Distance Education in Portugal ?


# Themes Involved

1. Internet marks new paradigms for cultural, social and economic changes
2. Distance Learning, Online Learning, use of technologies
3. The guidelines of the European Union, OECD, UNESCO Organizations
4. Educational policies - globalization, neo-liberalism, new governance and reconfiguration of the regulatory role of States

Thus, the research about Online Learning regulation by the state is included - DL133 / 2019



# Context

1. Increase in the service sector leads to new political institutions and new forms of government appear as an adaptation of the dynamics of adjusting the speeches.
  2. Education has become a service with economic value.
  3. Internationalization, training mobility leads to thinking about cross-border higher education.
  4. Online learning is inserted as ways to streamline and make accessibility to higher education viable
  5. MOOCs allow the qualification of the workforce for the job
  6. Quality Audit of Higher Education is the concern and appears in the discussions of the stakeholders
  7. Regulation is part of the educational policy landscape
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# Metodology

The methodology is qualitative and uses thematic analysis (BRAUN and CLARKE, 2006) to identify the themes, ideas that convey the speeches according to Stephen Ball's methodological theoretical device.

Ball's policy cycle proposal indicates the formation of the policy discourse as the initial focus of policy analysis.

A literature review was carried out, searching for the concepts present in the documents, communications, notes, results of official meetings to monitor the implementation of the regulation process.

# Study path

First semester 2019

Analysis of legislation in Higher Education

Role of Universidade Aberta (Open University)

Accreditation of universities and of degree programs in universities

Stakeholders

Interviews with relevant stakeholders

Participation in debates

# Organization Method of study

Script for interviews

Grouping themes


Retrieval of relevant information

Objectives:

- Ideas
- Types of legislation of online learning in Europe
- Legislation of HE in Portugal
- Context of universities in Europe

# Analysis Procedure

A set of themes were chosen that prevailed in the readings of articles, reports, texts produced before, during and after the publication of Decree 133/2019 which brings the approval of the Legal Regime of Higher Distance Education in Portugal and which generated the current study.





# Possible influences of regulation in higher education

The implications and discussion around the regulation of online learning in Higher Education addresses limitations of criteria used in the legislation. These tried to prove to be updated, flexible, with quality and relevant for national stakeholders.

# Possible influences of regulation in higher education

The study selected MOOCs to be considered by Higher Education as an investment and as potential benefit for lifelong learning. According to references the MOOCs and OER have a critical role to play in stimulating the use of online learning and change internally culture and management modes.

# Conclusions

What are the ideas that led to the approval of DL 133/2019 - Legal Regime of Higher Distance Education in Portugal?

It is a huge challenge for the national accreditation agency since quality derives from a global process of using online learning and less from the legislation.

Quality assurance of higher education already exists in the Higher Education institutions and the usefulness of legislation will be secondary.

# Conclusions (cont.)

Configuration of online learning model at higher education institutions has been carried out independently of the legislation.

New non-institutional providers of non-formal higher education are emerging, offering online learning courses and programs.

New social, economic and technological challenges and opportunities that universities face will be discussed.



Thank you for your attention

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