Chapter 5

Anti–Models for University Education: Analysis of the Catalans Cases in Information and Communication Technologies

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ABSTRACT

In this work of heuristic evaluation, the authors present the state-of-the-art and the results of an analysis of university educational systems to detect anti-models, which have increased the number of the unemployed in the active population of Southern Europe, especially in Catalunya (Spain). The results of this analysis have allowed the authors to carry out a first table of heuristic evaluation called Evaluation of the Excellence in Education (EEE). The table serves to detect the quality of the academic offer in computer science and multimedia. The authors also present a set of strategies stemming from semiotics and the categories of interactive design to detect the lack of credibility of online information through the analysis of the online textual and visual context.

INTRODUCTION

When two societies with developed economies inside the European Union (EU) have the unemployment rates indicated in Figure 1 or Neet (not in education, employment, or training) in Figure 2. It means that one of the cornerstones of those states such as education has failed irrespective of whether we are talking of public or private education. When talking about developed economies it is understood that the ICT (information and communication technology) are present in almost
100% of the goods and services which are generated by these societies daily. The failures in the educational environment result from the structure and the system that every state has and has not converged on a common model inside the EU. It suffices to consider the homologation of the university diplomas and/or engineering degrees made beyond the European borders or inside some member states, when there is talk of PhDs or masters. Although some aspects related to the mobility of the students, professors, researchers, etc., or scholarships have been facilitated by the educational system.

However, the conformation of the university structures, public or private, remain unchanged in the new millennium thus generating educational anti-models but which are sold by the marketing as educational excellence, especially in the private universities or where prevails what Saussure called from a linguistic point of view.
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