New Orientations in Real Estate Education Methods. A reflexion

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• Introduction:
• Education orientations: 2 challenges
  – Learn to learn… update backgrounds
  – Take decisions…
    • Information: data management!
    • Ethics vs plagiarism
• Proposals
• Thoughts
Introduction

• Idea: to re-focus education methods
Introduction

• Reasons:
  – Changes on learning process. From the book to twitter
    • Internationalisation in the education process…. Cultural differences?
  – Huge amount of information available.
  – 2 coin’s faces
    • Face 1: transparency and the capacity to know ‘the true’
    • Face 2: disentangle information and data
  == Need to have (personal) skills to deal with information (big data and methods)
    – Information has still a big value … not easy to find the good one.
Introduction

• Reasons (2):
  – Changes in the world/markets..
    • Real estate became global in just one decade!
      – Affecting not only to those professionals involved in global companies
    • New mechanisms?... perspectives
  – No limits in innovation capacity
    • Specially in financial markets
    • New ideas, new procedures, new assets… appear
    • Improve creativity is a key!
Introduction

• Reasons (3):
  – Fail on education system? ..PLAGIARISM!!
    • Increasing worldwide
    • General problem at the Universities and Colleges
    • Null the student’s innovative capacity!
    • Worst: it has generalised as a way to act 😞

• Does the education system have any responsibility?
• Anyhow, plagiarism reverses the benefits of any improvement
Proof (1)

• Changes on learning process … (World Economic Forum, 2014)
  – Learning & IT technologies combined …
    • Still Traditional face to face …
    • Interaction with new sources of knowledges …
    • Blended with ‘personal learning’
      – Students groups, discussion groups, fóruns

• Supported to new devices for learning:
  • Smaller laptops with large capacity for analysis, storage and intercomunication, MOOC’s, …

• Virtualisation of teaching/learning?
  • NO… at all. … yet

• Plus: new education concept and scope
<table>
<thead>
<tr>
<th></th>
<th>Web 1.0</th>
<th>Web 2.0</th>
<th>Web 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning is...</td>
<td>Dictated</td>
<td>Socially constructed</td>
<td>Socially constructed &amp; contextually reinvented</td>
</tr>
<tr>
<td>Technology is...</td>
<td>Confiscated at the classroom door (digital refugees)</td>
<td>Cautiously adopted (digital immigrants)</td>
<td>Everywhere (digital universe)</td>
</tr>
<tr>
<td>Teaching is done...</td>
<td>Teacher to student</td>
<td>Teacher to student &amp; student to student</td>
<td>Teacher to student, student to student, &amp; student to teacher</td>
</tr>
<tr>
<td>Schools are located...</td>
<td>In a building</td>
<td>In a building or online</td>
<td>Everywhere &amp; thoroughly infused into society</td>
</tr>
<tr>
<td>Parents view schools as...</td>
<td>Daycare</td>
<td>Daycare</td>
<td><strong>A place for them to learn, too</strong></td>
</tr>
<tr>
<td>Teachers are...</td>
<td>Licensed professionals</td>
<td>Licensed professionals</td>
<td><strong>Everybody, everywhere</strong></td>
</tr>
<tr>
<td>Hardware &amp; software in schools...</td>
<td>Are purchased at great cost and ignored</td>
<td>Are open source and available at lower cost</td>
<td>Are available at low cost and are used purposively</td>
</tr>
<tr>
<td>Industry views graduates as...</td>
<td>Assembly line workers</td>
<td>As ill-prepared assembly line workers in a knowledge economy</td>
<td>As co-workers or entrepreneurs</td>
</tr>
</tbody>
</table>

• Changes on learning process (cont)
  – Learning is a time-infinite activity (any time, any place)
  – The more the resources, the more the contents to learn
    • Extra-home work
  – PLUS … learning system is tight in time
    • Semester or less for every subject
  – === Our students have got, literally, no time free.
    – To think … no reflection!!
    – To internalize, to process the new knowledge
Proof (2)

• Huge amount of information available.
  – Possitive: transparency and the capacity to know ‘the true’ … but…
  – Not so possitive: disentangle information and data is needed
  – Who is doing that?
    – Newspapers?
    – Research analysts (remember the rating firms’ role in the GFC)?
    – Learning how to do it (Universities?)

== Need to have (personal) skills to deal with information (big data and methods)

• Information has still a big value … not easy to find the good one.
• Changes in the world/markets
  – From local to global focus and new topics
  – External trade, capital flows, international finance (not only from developed countries)
  – Mix of cultures (education, universities, exchange students) and way to think and react... taking decisions (Hayes et al, 2005)
Proof (4)

• Infinite innovation capacity
  – Innovation’s culture: start-ups, web-based innovative ideas, solutions, tools, business angels
  – Requires a lot of new ideas… leave the mind free!
  – It is demonstrated that new initiatives are changing the economy and sectors (Dent et al., 2016)
  • New habits could change the monetary system capacity of economy control
    – Bitcoins (Singhal and Rafiuddin, 2014)
Proof (5)

• Plagiarism
  – It means ideas appropriation
  – Could stop the innovation process
    • Copy requires less effort and is more productive
    • It destroy the academic task to make learn
    • Loose in credibility
  – Makes difficult to identify and measure the excellence in the process of learning
  – Honnour code: honesty, ethics standard … dissapears, breaking the academic integrity
  – Consequences: subject fail, temporary fail at the university, expulsión… (academic level if so)
Empirical evidence classifies plagiarism

Types of plagiarism

- Unvoluntary
  - Lack of concience of plagio
  - Lack of knowledge about how to cite or poorly citation

- Voluntary or deliberate:
  - To have better marks: succesfull careers
  - For faster careers: publications, promotions, grants…
  - Rigourous work is difficult or it takes a lot of time!

Complex phenomena which ‘..requires an equally sophisticated and multi-pronged approach’ (Bretag, 2013:3)

Increasing number of cases (Hayes et al, 2005)
Empirical evidence says:

- Plagiarism undermines the integrity of education (Bretag, 2013)
  - Occurs at all levels (grade ad master), and among researchers
- Why it is produced?
  - Lack of knowledge about citation system and reasons (Bretag, 2013, Hayes and Introna, 2005,)
  - ‘Blind authorities’: insufficient punishment (Bretag, 2013)
  - Lack of time or stressed studies, pressure to students or staff (McNay, 2015:6)
  - Increase on international students presence in classroom .. Language problem! (Hayes et al, 2003, …others)
  - New technologies availability and electronic Access ..cut and paste culture! (Hayes et al, 2003, Kennedy, 2006 … and others)
  - Lack on clear rules from institutional level and Academia .. Cultural environment and academic values (Heckler and Forde, 2015)
Proposal: 2 challenges for High Education

Education orientations:

• 1) Learn to learn… update backgrounds
  – According to the ‘culture of learning’ (Heckler and Forde, 2015:73)

• 2) New path to take decisions??
  • Information: data management!
    • Ethics vs plagiarism
  • New subjects or practical activities?
    – Both
Proposal: 2 challenges

1) Learn to learn…
   – Requires that part of the contents should be developed by the students by their own
   - Training subject?, Faculty have to be trained as well

• 2) Take decisions…
  • Information: data management!
    - Strong subject: data management and basic statistics
    - Big data should be one subject in any speciality
  • Ethics vs plagiarism
    – Very important…. Updated philosofical principles?
      » Adapting to the ethics needed nowdays.
Thoughts

• ‘Ample evidence suggests that all forms of academic misconduct should be dealt with at the institutional level.’

• ‘To implement a culture of learning, administrators can support faculty by emphasizing teaching skills as at least co-equal with publication skills, requiring continued education of current technologies and by limiting class size.

  (Heckler and Forde, 2015:73)
References

• Brannon, Joyce. (2005) "Plagiarism." (pwp pres). University of West Alabama, Livingston, AL. Available at http://libraryuw.edu/Help/Plagiarism.ppt (1/30/06)
• Hayes, N and Introna,L(2005), Cultural Values, Plagiarism and Fairness: When Plagiarism Gets in the Way of Learning, Ethics and Behavior, 15(3), 213-231
Thanks for your attention