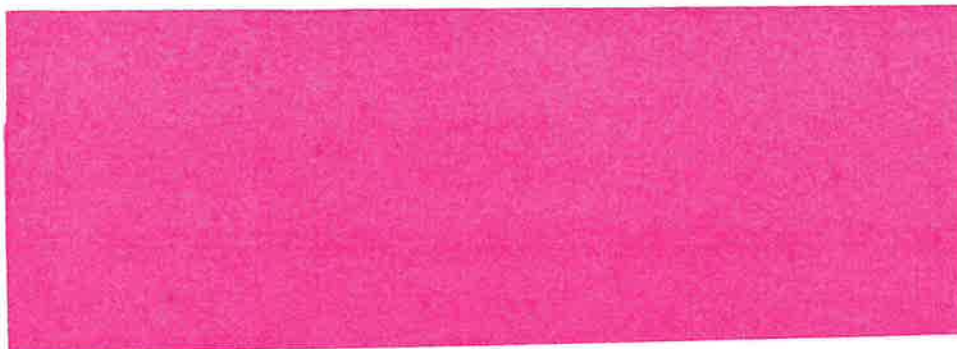Jonatan Castaño Muñoz

May 2022- Current employment **Senior research fellow (National Ramón y Cajal research excellence programme)**

University of Seville

- Research management, team coordination and research on:
  a) Digital education
  b) Digital competence development
  c) Inequality in education
  d) Educational organisation
  e) Education and skills

- Teaching in Teaching and Educational Organization Department.

  Business or sector Higher Education

November 2012- November 2021 **Scientific Officer**

European Commission. Joint Research Centre, Human Capital and Employment Unit.

- Support to EU policies on Education and skills
- Research management, quality control, tender evaluations, team management, presentations, academic writing
- Strategic planning and prospective. Foresight, scenario building, trends identification, skills intelligence, quantitative higher education supply and demand foresights.
- Educational research with focus on:
  a) Digital technologies in education: Open Education, MOOCs, school digitalisation strategies, organisational
  b) development, teacher training...
  c) Digital competence development and measurement
  d) Sociology and economics of education: Digital inequalities, Higher Education graduates employability, economic returns to new ways of higher education (online higher education and MOOCs),
  e) Quantitative and qualitative research on Education. Statistics, Econometrics, Psychometrics, sampling, multivariate models, policy analysis and evaluation.

  - Total budget managed in 9 years: More than 600,000€,

Business or sector European Institution

December 2011- November 2012 **Postdoctoral researcher- Visiting scholar**

Stanford University School of Education (visiting scholar)

- Educational research with focus on economics returns to online higher education
- Post-doctoral research on economics of online education. Data analysis, report and paper writing, project management.

Business or sector Higher Education

| August 2006- October 2011 | **Researcher and lecturer** |
| | Universitat Oberta de Catalunya |

- Educational research with focus on online higher education: Internet uses of higher education community: drop out in online higher education, efficacy of online learning, digital divide; online pedagogies and interactive learning, academic achievement.
- Data analysis, econometrics, surveys, statistics, qualitative, scientific and paper writing, presentations.
- Lecturer on quality of e-learning (PhD level) and supervision of research thesis (master on e-learning)

Business or sector Higher Education

| December 2005- April 2006 | **Consultant** |
| | Altran |

- Strategic consulting for public agencies: Education, labour market, migration & E-governance.

Business or sector Consulting services

| December 2004- January 2006 | **Researcher** |
| | Generalitat de Catalunya (Catalan government). Sociolinguistic Institute. |

- Research on sociolinguistics
- Policy evaluation, Data analysis. quantitative and qualitative research, sociolinguistics, migration.

Business or sector Governmental institute

| January 2005- December 2005 | **Researcher** |
| | Universitat Autònoma de Barcelona |

- Research on life conditions of the Catalan youth
- Focus groups, qualitative research, report writing

Business or sector Higher Education

EDUCATION AND TRAINING

| 2008- 2011 | **PhD in Information and Knowledge Society.** |
| | Universitat Oberta de Catalunya, Spain |

- PhD thesis title: *El uso de Internet para la interacción en el aprendizaje: Un análisis de la eficacia y la igualdad en el sistema universitario catalán*

| 2003- 2005 | **Master on Applied Social Research Techniques** |
| | Universitat Autònoma de Barcelona & Universitat de Barcelona |

| 1998- 2003 | **Degree on Political Science.** |
| | Universitat de Barcelona |

PERSONAL SKILLS

Mother tongue(s) Spanish

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C1	C1	C1	C1	C1
	Replace with name of language certificate. Enter level if known.				
Catalan	C2	C2	C2	C2	C2
	Replace with name of language certificate. Enter level if known.				

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Communication skills
- Academic communication, scientific writing and presentations
- Contribution to policy documents
- Communication, consultation and coordination with policymakers and stakeholders
- Intercultural communication
- Team work
- Digital communication

Organisational / managerial skills
- Team management
- External contracts management
- Research proposals writing and evaluation
- Research management skills
- Events organisation skills
- Motivational skills
- Information and knowledge management

Job-related skills
- Analysis and problem solving
- Foresight and planning
- Quantitative skills (statistics, sampling, survey research, data analysis, econometrics. impact evaluation...)
- Qualitative analysis
- Data collection
- Multidisciplinary work and research methods
- Research quality evaluation (tenders and papers).
- Policy oriented research
- European Commission and Joint Research Centre internal knowledge

Computer skills
- Advanced knowledge of statistical analysis software (SPSS; STATA)
- Advanced digital skills
- Good knowledge of survey programming software
- Good knowledge of qualitative analysis software
- Good command of Microsoft Office™ tools

Driving licence
- B

Projects participation portfolio
- Digitalisation of low income Andalusian schools
- Digital capacity of Spanish Schools
- DigComp and DigCompSAT (Digital competence framework)
- Digital Education Action Plan (2020-2027) and open consultation
- European Commission Education and training monitor 2019
- The changing nature of works and skills in the digital age
- Knowledge Hub on Higher Education and Graduate Surveys analysis
- DigcompOrg & SELFIE (Leading the quantitative analysis part: , data curation and analysis, questionnaire (psychometrics) validation, national representative samples, impact, scientific production
- OPTEV: Polish Open textbooks initiative impact evaluation
- MOOCKnowledge
- MOOCs4inclusion
- OpenSurvey
- OpenEdu: a study on Strategies for Opening up Education
- Open Educational Resources and Practices in Europe (OEREU)
- OER4Addults
- Research Evidence on the Use of Learning Analytics
- Analysis of the drop out and economics returns of online higher education
- Internet Catalonia Project

SELECTED PUBLICATIONS

- Muszyński , M; Pokropek, A; Castaño Muñoz, J; & Vuorikari, R. (2022). Can Overclaiming Technique Improve Self-Assessment Tools for Digital Competence? The Case of DigCompSat. Social Science Computer Review (Online First).

- Castaño-Muñoz, J; Pokropek, A; Weikert García, L. (2022). For to all those who have, will more be given? Evidence from the adoption of the SELFIE tool for the digital capacity of schools in Spain. British Journal of Educational Technology. Online first.

- Castaño Muñoz, J; Vuorikari, V; Costa, P; Hippe, R; & Kampylis (2021). Teacher collaboration and students' digital competence-evidence from the SELFIE tool, European Journal of Teacher Education, 1-22

- Costa, P; Castaño Muñoz, J; & Kampylis, P. (2021). Capturing schools' digital capacity: Psychometric analyses of the SELFIE self-reflection tool, Computers & Education 162, 104080.

- Castaño Muñoz, J., Weikert Garcia, L. & Herrero Ramila, C. (2021). Analysing the digital capacity of Spanish schools using SELFIE. EUR 30735 EN, Publications Office of the European Union. Luxembourg, 2021, ISBN 978-92-76-38651-3 (online), doi:10.2760/947402 (online), JRC125197.

- Karpiński Z., Di Pietro G., Castaño Muñoz J. and Biagi F. (2021). Digital Education Action Plan 2021-2027. Resetting education and training for the digital age. Summary of the Open Public Consultation

- Castaño Muñoz, J; & Rodrigues. M. (2021). Open to MOOCs? Evidence of their impact on labour market outcomes. Computers & Education, 173, 104289.

- Clifford, I., Kluzer, S., Troia, S., Jakobsone, M. and Zandbergs, U. (2020). DigCompSat: A Self-reflection Tool for the European Digital Competence Framework for Citizens. Editor(s) Vuorikari, R., Punie, Y., Castaño Muñoz, J., Centeno Mediavilla, I.C., O`keeffe, W. and Cabrera Giraldez, M., Publications Office of the European Union. Luxembourg, 2020, ISBN 978-92-76-27592-3. doi:10.2760/77437, JRC123226.

- Biagi, F. Castaño-Muñoz, J; & Di Pietro. G. (2020). Mismatch between Demand and Supply among higher education graduates in the EU. Publications Office of the European Union

- González Vázquez. I; et al. (2019) Changing nature of work and skills in the digital age. Publications Office of the European Union. JRC flagship report

- Kampylis, P., Hodson, D., Petkova, S., Hippe, R., Cachia, R., Sala, A., Weikert Garcia, L., Castaño Muñoz, J. &Punie, Y. SELFIE Forum – Teaching and Learning in the Digital Age, Publications Office of the European Union, Luxembourg, 2019, ISBN 978-92-76-09033-5, doi:10.2760/799301. JRC117482.Kampylis et al. (2019) SELFIE Forum – Teaching and Learning in the Digital Age

- Tarkowsky, A; Sitek, M; Strycharz, J; Vuorikari, R; & Castaño Muñoz. J (2019). Methodological guide for implementation and valuation of open e-textbook programs, EUR 29683 EN. Publications Office of the European Union, Luxembourg, 2019, ISBN 978-2-76-00669-5, doi:10.2760/949380. JRC1158.

- Maya, I; Holgado, D; Gonzalez-Tinoco, E: Castano-Munoz, J; & Punie, Y. (2019). Typology of motivation and learning intentions of

users in MOOCs: the MOOCKNOWLEDGE study. Educational Technology Research & Development

- Hendericks, M: Kreijns, K: Kalz, Castaño-Muñoz (2019). Factors influencing the pursuit of personal learning goals in MOOCs. Distance Education, 40 (2).

- Castaño-Muñoz, J; Kalz, M: Kreijns. K; & Punie, Y. (2018). Who is taking MOOCs for teachers' professional development on the use of ICT? A cross-sectional study from Spain. Technology, Pedagogy and Education, 27 (5).

- Castaño-Muñoz, J., Colucci, E., & Smidt, H. (2018). Free Digital Learning for Inclusion of Migrants and Refugees in Europe: A Qualitative Analysis of Three Types of Learning Purposes. The International Review of Research in Open and Distributed Learning, 19(2). https://doi.org/10.19173/irrodl.v19i2.3382

- Colucci, E; Smidt, H: Devaux, A: Vrasidas, C: Safarjalani, M; & Castaño Muñoz; J. (2017): Free Digital Learning Opportunities for Migrants and Refugees. An Analysis of Current Initiatives and Recommendations for their Further Use; EUR 28559 EN; doi:10.2760/684414

- Castaño-Muñoz, J; Kreijns, K; Kalz, M. & Punie, Y. (2017) Does digital competence and occupational setting influence MOOC participation? Evidence from a cross-course survey. Journal of Computing in Higher Education, 29 (1).

- Castaño-Muñoz, J; Carnoy, M; & Duart, J.M. (2016) : Estimating the Economic Payoff to Virtual University Education: A Case Study of the Open University of Catalonia. Higher Education, 72 (1).

- Castaño-Muñoz, J., Punie, Y., & Inamorato dos Santos, A. (2016): MOOCs in Europe: Evidence from pilot surveys with universities and MOOC learners

- Inamorato dos Santos, A: Punie, Y: & Castaño-Muñoz, J. (2016) : Opening up Education: A Support Framework for Higher Education Institutions. JRC Science for Policy Report, EUR 27938 EN; doi:10.2791/293408

- Souto-Otero, M: Inamorato dos Santos, A: Shields, R: Castaño-Muñoz, J.; Devaux, A; Oberheidt, S: & Punie, Y. (2016): "OpenCases: Case Studies on Openness in Education" Luxembourg: Publications Office of the European Union

- Inamorato dos Santos, A: Punie, Y; & Castaño Muñoz, J. (2016): Opportunities and challenges for the future of MOOCs and open education in Europe. At De Corte, E: Engwall, L & Teichler. U "from Books to MOOCs? Emerging Models of Learning and Teaching in Higher Education" p. 81-91, Wenner-Gren International Series, vol. 88

- Castaño-Muñoz, J; Punie, Y; Inamorato dos Santos, A; Mitic, M. and Morais, R. (2016): How are Higher Education Institutions Dealing with Openness? A survey of Practices, Beliefs, and Strategies in Five European Countries. JRC Science for Policy Report.

- Kalz, M., Kreijns, K., Walhout, J., Castaño-Munoz, J., Espasa, A., & Tovar, E. (2015): Establishing a European cross-provider data collection about open online courses. The International Review of Research in Open and Distributed Learning (IRRODL), 16 (6).

- Castaño-Muñoz, J; Duart-Montoliu J.M; & Sancho-Vinuesa, T. (2015): Determinants of Internet use for interactive learning: an exploratory study. Journal of New Approaches in Educational Research, 4.

- Alquezar, J: Castaño-Muñoz, J; Redecker, C; Vuorikari, R: & Punie, Y. (2014), OER: A European Policy Perspective. At Littlejohn et al. Reusing OER. Routledge.

- Castaño-Muñoz, J; Redecker, C; Vuorikari, R: & Punie, Y. (2014). Open Education 2030: Planning the future of Adult Education in Europe. Open Learning: The Journal of Open, Distance and e-Learning

- Castaño-Muñoz, J; Sancho-Vinuesa, T & Duart-Montoliu J.M (2013). Online interaction in higher education: Is there evidence of diminishing returns? The International Review of Research in Open and Distance Learning, 14 (5)
- Castaño-Muñoz, J; Duart-Montoliu J.M & Sancho-Vinuesa, T (2013). The Internet in face-to-face higher education: Can interactive learning improve academic achievement? British Journal of Educational Technology.

- Carnoy, M; Jarillo, B; Castaño-Munoz, J; Duart-Montoliu, J.M. & Sancho-Vinuesa. T. (2012): "Who Attends and Completes Virtual Universities: The Case of the Open University of Catalonia (UOC)". Higher Education, 63 (1).

- Carnoy. M: Jarillo, B: Castaño-Muñoz, J: Duart-Montoliu, J.M. & Sancho-Vinuesa, T (2012): "Does Online Distance Higher Education Pay Off for Adult Learners? The Case of the Open University of Catalonia (UOC)". Higher Education Quarterly, 63 (3).

SELECTED PRESENTATIONS

- Castaño Muñoz, J. (2021). Organisation and participation in the high level event of presentation of the national study "La capacidad digital de los centros educativos en España"

- Castaño-Muñoz, J. (2020). Debate OSPI Innovación Educativa. La Transformación de los Modelos de Enseñanza. (November 2020)

• Castaño Muñoz, J. (2019). Are MOOCs a fad? At EDEN Week: 2019 Distance Education: Challenges on the European and the Global Level

• Biagi, F: Blasko, Z; Castaño-Muñoz, J; Sanchez, M; & Schnepf, S. (2019). Role of universities shaping graduates' labour market outcomes. 1st International DZHW User Conference on Dynamics on the Student and Academic Life Course. Hannover (May 2019).

• Castaño-Muñoz, J. (2019). Free digital education for migrants and refugees in Europe: views from (potential) learners and stakeholders. EARLI 2019 Conference.

• Rodrigues, M; & Castaño-Muñoz, J. (2018). Should we be massively open to MOOCs? First evidence on their impact on labor market outcomes". Leuven Economics of Education Research (LEER) Conference on Education Economics.

• Castaño-Muñoz, J. & Rodrigues (2018). Should we be massively open to MOOCs? First evidence on their impact on labor market outcomes". AEDE. Economics of Education Association

• Castaño-Muñoz, J; Costa, P: Hippe, R; & Kampylis, P. (2018): Within –School Differences in the Views on the Use of Digital Technologies in Europe: Evidence from the SELFIE tool. In EDULEARN18 Proceedings.

•• Castaño-Muñoz, J (2018): Desarrollo del talento en la economía digital. Invited speech at Jornada red.es-UC3M sobre MOOCs para el desarrollo del talento en la Economía Digital (February 2018)

• Maya-Jariego, I; Holgado, D; González Tinoco, R; Castaño-Muñoz, J; and Punie, Y (January 2018). User profiles in MOOCs according to engagement level. Morocco Open Education Day. Université Cadi Ayyad, Marrakech.

• Kreijns K., Kalz M., Castaño-Muñoz J., Punie Y. (2017) Implementation Intentions and How They Influence Goal Achievement in MOOCs. In: Delgado Kloos C., Jermann P., Pérez-Sanagustin M., Seaton D., White S. (eds) Digital Education: Out to the World and Back to the Campus. EMOOCs 2017. Lecture Notes in Computer Science, vol 10254. Springer, Cham

• Colucci, E; Castaño-Muñoz, J; Devaux, A. (2017): MOOCs and Free Digital Learning for the Inclusion of Migrants and Refuges: A European policy study. In. In: Delgado Kloos C., Pérez-Sanagustín M., Jermann P., Seaton D., White S.., Jansen, D., and Calise, M. (eds): Proceedings of EMOOCs 2017: Work in Progress Papers of the Experience and Research Tracks and Position Papers of the Policy Track.

• Castaño-Muñoz, J (2016): MOOCs en Europa: posibilidades y retos. Invited speech at Jornada red.es-UC3M sobre Formación Digital con Tecnología abierta (Noviembre 2016)

• Kreijns, K; Kalz, M; & Castaño-Muñoz, J (2016): Speelt sociaal-economische status van MOOC-volgers een rol bij het volgen van MOOCs? Uitkomsten van een internationale studie. Paper presented at "Onderwijs Research Dagen 2016 (May 2016)

• Castaño, J.; Kalz, M; Kreijns, K. & Punie, Y (2016): Influence of employer support for professional development on MOOC enrolment and completion: Results from a cross-provider survey. Presented at emoocs summit 2016 (proceedings) Proceedings: pp.251-263. It was selected as one of the top 10 research contributions in the conference.

• Castaño-Muñoz, J; Punie, Y; & Inamorato dos Santos, A.: How are higher education institutions in Europe dealing with MOOCs and Open Education? An analysis of practices, beliefs and strategies. Presented at emoocs summit 2016 (February 2016).

• Inamorato dos Santos. A., Punie, Y., Castaño-Muñoz, J. Open Education and the Modernisation of Higher Education in Europe. D-transform event (November 2016)

• Inamorato dos Santos, A., Punie. Y., Castaño-Muñoz, J. Supporting Openness: an introduction to the OpenEdu framework on the 10 dimensions of Open Education. Open Education Global 2016.

• Punie, Y., Castaño-Muñoz. J., Inamorato dos Santos, A: Promoting Open and Effective Digital-Age Learning in Europe: Results from research to support policy. Keynote speech at EADTU conference 2016 (October 2016)

• Punie, Y., Castaño-Muñoz. J., Inamorato dos Santos, A: MOOCs and Open Education: Results from JRC-IPTS research to support policy at Policy Forum on European MOOCs, HOME Seminar (June 2016)

• Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. The 10 dimensions of Open Education An introduction to the OpenEdu framework on openness in higher education Open Education Consortium Global Conference (May 2016)

PhD EVALUATION COMMITTEES

• Member of the tribunal at: Jorge Afanio López Vargas: Modelo de enriquecimiento para iniciativas OER basado en Meta-análisis de Datos aplicando Análisis de Redes Sociales. Universidad Politécnica de Madrid. Director: EdmundoTovar Caro. http://oa.upm.es/48639/

• Member of the tribunal at: Paloma Valdivia Vizarreta: El capital social como fundamento para la evaluación de la sostenibilidad de los telecentros de Cataluña: La construcción del referente de buena práctica. Universitat Autònoma de Barcelona. Director: Xavier Úcar.

https://www.tesisenred.net/handle/10803/459238#page=1

▪ External reviewer at: Juan Francisco Martínez Cerdá. A Socio-technical Lifelong e-Learning for the 21st Century: Employability and Empowerment. Universitat Oberta de Catalunya. Director: Joan Torrent Sellens. https://www.tesisenred.net/handle/10803/461584?locale-attribute=es

JOURNALS & BOOKS REVIEWER AND CONFERENCES COMMITEES

- Computers and Education
- Journal of Computing in Higher Education
- Educational Technology Research and Development
- Educational Technology in Higher Education
- International Review of Research in Open and Distributed Learning (IRRODL)
- Open Learning
- One Health
- Estudios sobre Educación
- Information Technologies & International Development
- "Digital Approaches to Increasing Equity in Higher Education" Springer Briefs (Book)
- Committee member of IADIS Multiconference on Computer Science and Information Systems- E-learning (2013, 2015, 2016)