

**UOC PRESS PACK
2010-2011**

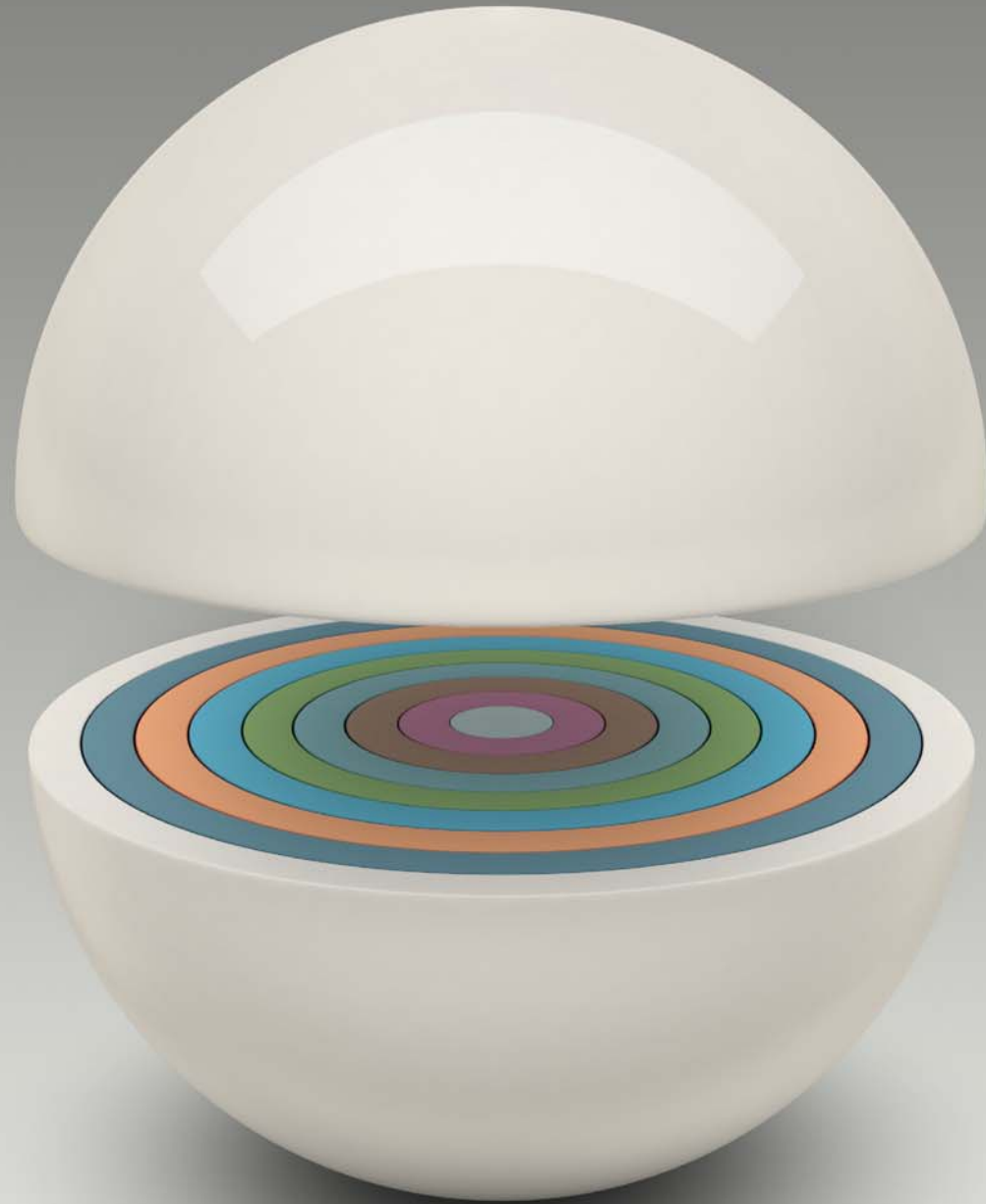


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1. THE UOC



1. The UOC

1.1 Institution

1.2 Virtual Campus

1.3 Model of education

1.4 Learning resources

The Universitat Oberta de Catalunya (UOC, Open University of Catalonia) is a distinguished, innovative, online university whose model of education and use of technology has brought it international renown. A product of the knowledge society, it offers first-rate distance education and is a standard setter in terms of research and the application of information and communication technologies (ICTs) to education.

The UOC's model of education revolves around the student's learning process and is characterised by **flexibility, accessibility and cooperation**. Students work at their own pace, manage their time as they see fit and plan their studies according to their interests and knowledge. They study whenever and wherever they wish, alongside other students from all over the world, with guidance from specialised teaching staff.

Established in 1994 with the **support of the Catalan government**, the UOC is run by a Board of Trustees formed by representatives of prominent organisations from throughout Catalonia. The government itself holds the majority of the seats on the Board, with the remainder corresponding to the Catalan Federation of Savings Banks, the Official Chamber of Commerce, Industry and Shipping of Barcelona, the Chamber of Commerce of Reus, the Catalan Radio and Television Corporation, the Enciclopèdia Catalana Foundation and the Telefónica Foundation. Law 3/1995, under which Catalonia's parliament officially recognises the UOC, stipulates mechanisms for the public governing of the University, including parliamentary ratification of the appointment of its president and annual parliamentary monitoring. The UOC's funding comes from the Catalan Government, student fees and private donations.

The UOC's activity began in the academic year 1995-1996, with 200 students studying in Catalan for officially recognised Educational Psychology and Business Science qualifications. The UOC community now comprises over 200,000 people, including **56,787 students from more than 80 countries, a teaching staff of 3,404, an administrative staff of 491 and almost 28,000 graduates**. The UOC's Virtual Campus is available in Catalan and Spanish, and the University offers study programmes in both those languages, as well as in English and French, encompassing undergraduate, postgraduate and PhD courses, non-state-regulated education and in-company training for businesses and civil society organisations.

The UOC is deeply committed to society, science and culture in Catalonia. It works with the territory's business fabric and civil society, establishing agreements and joint projects involving training, inno-

vation and the dissemination of knowledge. It cooperates with all Catalonia's other universities, works within the public university system and is part of the foremost educational networks.

The UOC is a Catalan university with **international traits**. It contributes to progress in all countries by disseminating knowledge and innovative ideas and creating cooperative networks, as well as through the projects and initiatives of its Campus for Peace. It establishes partnerships with universities and research institutions throughout the world, and promotes equal access to new technologies in the knowledge society. The UOC's international perspective is further reflected in the centres it has opened in other countries and its embracing of multilingual education, which enables teaching staff and students from different cultures and settings to share the same virtual classrooms.

MISSION

The UOC's mission is to do away with geographical and time-related restrictions so as to make high quality university education and lifelong learning accessible to all. It promotes an innovative form of education, a technological structure conducive to cooperative work, research into



THE MISSION WAS TO OFFER
OPPORTUNITIES FOR EDUCATION WITHOUT
WITHOUT ANY KIND OF RESTRICTION.

the information society and e-learning, and the dissemination of knowledge, for the benefit of Catalonia and the rest of the world.

PRINCIPLES

The UOC fosters creativity, innovation, cooperation and exchange within its community and beyond, thus establishing bonds with other universities, businesses and society. The principles it advocates include:

- Cultural, linguistic and gender **diversity**, within the University itself, its Virtual Campus and society.
- The entire UOC community’s **participation** in the University’s evolution, to which end it promotes channels via which ideas and suggestions can be freely raised.
- **Quality** in its services, educational activity and organisational processes, thus guaranteeing the academic rigour of its study programmes.
- **Innovation** in education, technology and the University’s dynamics.
- **Sustainability**, as a cornerstone of the design and development of its activities and processes.
- An organisational culture of **cooperation** geared to forging institutional ties based on collaboration, mutual learning and teamwork

HONORARY DOCTORS

In the academic year 2003-2004, the UOC awarded Doctor Josep Laporte¹ its first honorary doctorate. The University has since conferred the same honour upon eminent figures each academic year, including Professor Tony Bates² (2004-2005), Professor William Mitchell³ and the former president of the Catalan government Jordi Pujol⁴ (both 2005-2006), Professor Alain Touraine⁵ (2006-2007), Sir Timothy Berners-Lee⁶ (2008-2009) and Professor Brenda M. Gourley⁷ (2010-2011).



“The UOC has awarded renowned figures honorary doctorates each year for nearly ten years”

RECONeixEMENTS

As an innovative institution, the UOC has received various accolades in recognition of its work and progression, including the following:

- **Bangemann Challenge Award (1997)**: awarded to the UOC, as the best European distance learning initiative, by the European Union.
- **WITSA Global ICT Excellence Award (2000)**: awarded to the UOC by the World Information Technology and Services Alliance, which comprises consortiums of IT and service companies from around 40 countries.
- **ICDE Prize of Excellence (2001)**: awarded to the UOC, as the world’s leading online and distance education university, by the International Council for Open and Distance Education, which encompasses distance learning institutions from over 140 countries.
- **Sun Centre of Excellence (2003)**: status conferred upon the UOC for its leadership in computing and technical research, specifically in relation to creating technological environments for the promotion of innovation in e-learning.
- **IGC Award for Digital Innovation (university and institution projects category, 2006)**: awarded to the UOC’s MyWay project (a content customisation initiative) by the Internet Global Congress.
- **IMS Learning Impact Award (2008)**: awarded to the UOC’s MyWay project, for its highly effective use of technology to support education, by the IMS Global Learning Consortium.
- **NMC Centre of Excellence (2009)**: status conferred upon the UOC, in recognition of its “leadership in the fields of learning technology and open educational resources”, by the New Media Consortium.

1. The UOC

1.1 Institution

1.2 Virtual Campus

1.3 Model of education

1.4 Learning resources

At the UOC, university life is played out on campus, a virtual, online environment that the students, researchers and teaching and administrative staff who make up the UOC community can access whenever they wish, wherever they may be. The Virtual Campus is where students learn, an experience they share with lecturers and classmates, in settings such as virtual classrooms and the Virtual Library. There is also a Virtual Secretary’s Office, where they can carry out all academic and administrative procedures. The Virtual Campus has 3,054,628 users and has received over 26 trillion hits (academic year 2009-2010).

LEARNING ENVIRONMENTS

The UOC’s **virtual classrooms function asynchronously** and on the basis of **written communication**. A given classroom’s students study the same subject over the same period of time. However, there are no scheduled classes and they do not all work simultaneously.

Each virtual classroom has a minimum of 10 and a maximum of 75 students, who are assigned to it at random. Students repeating a classroom’s subject may ask to be assigned to a different classroom, an option also open to any student affected by special personal circumstances. **Each**

classroom is supervised by a tutor, who guides the students in their individual and/or group learning activities and monitors their progress. The work carried out in classrooms is subject to a process of continuous assessment.

A VIRTUAL CLASSROOM CONTAINS:

- Subject planning (instructions, guidelines and deadlines).
- Teaching resources for preparing for and carrying out activities.
- Communication facilities:
 - A notice board, where the tutor’s messages to students are published.
 - A forum open to the entire group.
 - A debate area, for guided discussions.
- Assessment areas, where students submit pieces of work and receive marks and personalised comments from the tutor.
- A list of the classroom’s users.
- Additional resources (e.g. a chat room, a wiki, a blog, work group areas).

The entire organisation (teaching staff, resource teams, enrolment or procedure

management teams, counsellors and their support team, teaching programme coordinators, technicians, student information and service managers, and the managerial team that coordinates all the aforementioned figures’ activity) is involved in ensuring that students’ use of virtual classrooms and first steps in the learning process are free from complications.

The UOC has more than 5,000 active classrooms (3,741 where students study in Catalan, 2,113 in Spanish and 37 in English), plus 300 tutorial rooms, teaching coordination rooms and various work group areas. A total of 1,944 subjects are taught in Spanish, 1,907 in Catalan and 37 in English in the University’s virtual classrooms (academic year 2010-2011).

“The UOC community can access whenever they wish, wherever they may be”

ADMINISTRATIVE AND INFORMATION AREAS

Students can obtain information on and manage all academic and administrative matters via the different areas of the Virtual Campus and the **Virtual Secretary’s Office**, with support from Student Services.

In the Virtual Secretary’s Office, students can:

- View their academic record, university regulations or the academic calendar.
- Carry out procedures related to final assessment.
- Manage aspects of their enrolment.
- Request certificates or subject validation.
- Update their details.
- Find out about grants.

Student Services responds individually to students’ queries, doubts and complaints, through various channels available via the Virtual Campus. The service has also provided information via Twitter accounts (@UOCestudiant and @UOCestudiante) since March 2011.

The Virtual Campus includes a news and featured information section. There is also a series of FAQs on university life, technical issues and procedures, as well as a dedicated email address to which students can submit queries. A keyword-based search function is available to students and has been used to perform 8,000 searches in a 4-month period.

Student Services publishes Catalan and Spanish versions of a newsletter containing academic information, which

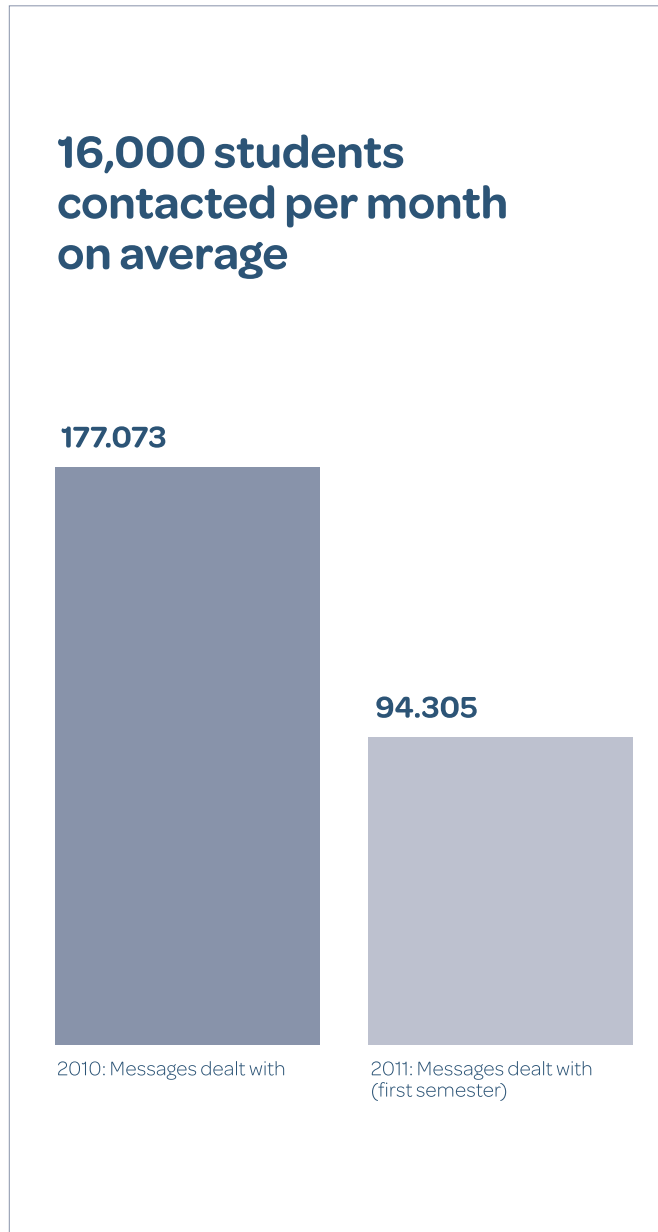


Figure 1. Student Services offer personalised handling of students’ queries, doubts and demands.

has 19,500 subscribers, and emails students directly when necessary to ensure that they receive all essential information.

There are areas where students can interact on the Virtual Campus, including forums that they themselves manage and maintain. There were over 300 active forums in the academic year 2010–2011, with monthly averages of 76,000 hits and 4,400 published messages.

VIRTUAL LIBRARY

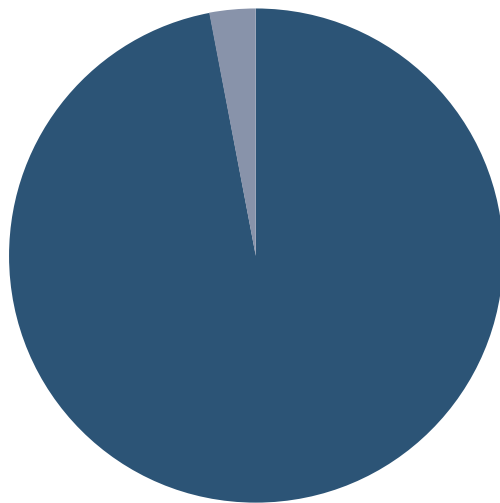
The Virtual Library was created to ensure that, wherever they may be, UOC community members are able to gain access to the University’s document collections and services at all times. The Virtual Library has always had a policy **of working with digital formats**. It also has a collection of documents in paper format and has established a **national distribution system** for sending them to users at their local UOC centre or an address of their choosing.

The Virtual Library offers the following services:

- **Loans:** each item in the Virtual Library’s collection has its own file featuring a summary of its content, an image of its cover, experts’ views, details of its subject matter (according to readers) and/or Wikipedia material on its author(s). Users can look up individual files, browse the Virtual Library’s entire collection and request the loan of a document, in which case they will be notified via email when it is available to be picked up.

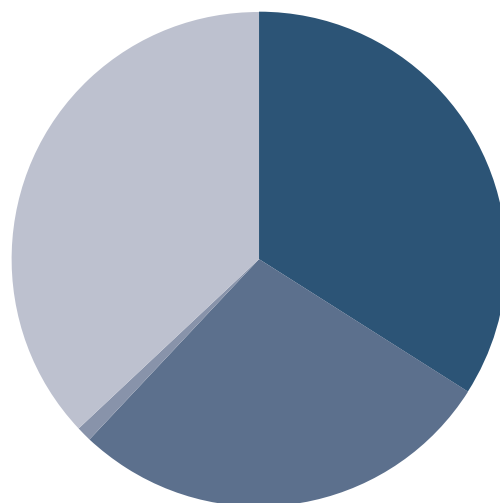
There is also an inter-library loan service through which the UOC’s students, researchers, counsellors, tutors and teaching and administrative staff can request physical documents (books, CDs, theses, DVDs, etc.) that are not part of the Virtual Library’s collection.

**Over 140,000 items available
to the university community
56,937**



PHYSICAL COLLECTION

- 83,086 items
 - 80,679 books
 - 2,407 videos



DIGITAL COLLECTION

- 56,937 items
 - 19,174 e-books
 - 15,833 e-journals
 - 76 academic and scientific databases
 - 21,854 internally produced resources

- **Electronic document service:** for providing users with all documents unavailable from the Virtual Library.

- **Training:**

- Information skills: the Virtual Library offers its own training materials for familiarising users with the information sources and resources at their disposal and how to use them. Particular emphasis is placed on video content, which is accessible to all users (UOC community members or otherwise) via the Virtual Library's website.
- Information management skills and tools: the Virtual Library runs training activities to explain how to make the most of content and handle information in an ICT-based environment. It also produces electronic training materials, mainly in video format.

- **Library user service desk:** virtual facility where queries, requests for information and complaints can be made and will be dealt with on an individual basis within 48 hours.

- **Research services:** the library produces reports on documents corresponding to given research areas and research impact evaluations.

The Virtual Library is a member of the Consortium of Catalan University Libraries (CBUC). As such, its collection of documents is at the disposal of users of the consortium's other libraries and can be consulted through the Catalan University Union Catalogue.

The Virtual Library is a member of the following networks:

- The CBUC.
- The Spanish University Library Network (run by the Assembly of Spanish University Vice-chancellors).
- The EADTU Task Force on Virtual Libraries.

Figure 2. An extraordinary collection, both physical and digital.

1. The UOC

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The UOC's model of education has always been one of its most distinctive traits. It is a dynamic model, having evolved to mirror changes in the university system and the knowledge society, as well as to remain abreast of technological progress that has prompted a transformation in the content of the UOC's study programmes and the development of tools that aid and enhance the corresponding learning process. It is a model that revolves around the design of a learning system, resources and spaces. It is highly **flexible**, enabling students to study wherever and whenever they wish, using any suitable device (e.g. a PC, a mobile phone, an iPod).

The activities students are required to carry out to learn and acquire the basic skills corresponding to their course or programme are central to the model, which is based on three characteristic elements:

- **Accompaniment in the learning process**

The UOC's faculty, temporary lecturers and counsellors work in a way that enables the University to guarantee that students are accompanied at every step of their learning process. The staff in question guide, support and stimulate students in their academic activities and interact with them directly online.

- **Cooperation**

The UOC encourages students to work both independently and, through activities involving groups, online forums and/or joint work initiatives, in teams. Students are required to deal with complex situations and activities very similar to those encountered in professional spheres, and work with methodologies that involve problem solving or collaborating with others to create products. The University nurtures an interdisciplinary perspective on participation and jointly generating knowledge. As a result, students' learning activities not only involve acquiring knowledge directly related to the subject being studied, but also skills that are useful in a wide range of circumstances.

- **Learning resources**

UOC students work with a vast range of materials, including resources specifically designed for their course by experts in the relevant field, as well as those that they themselves may create through blogs, wikis or open resources available online. The University provides open access to some of its own resources to enable other institutions to make use of them.

The UOC's constantly evolving model of education embraces concepts such as multi-device access, Web 2.0 resources, synchronous learning tools, immersive worlds and skill assessment.

The assessment of students' learning process is part and parcel of the process itself, in which context it is regarded as a continuous educational activity. Students are able to opt for the continuous assessment system, which helps them manage their learning process and organise their studies, distributing their workload and time as they see fit. They submit work and carry out activities on a regular basis throughout each semester, at the end of which they sit a validation test.

1. The UOC

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The UOC **creates its own learning resources and materials** for all the subjects it teaches. In conjunction with a range of activities, those resources and materials (which include basic information, glossaries, bibliographies, and self-assessment and continuous assessment exercises) pave the way for students to acquire the necessary knowledge and skills.

In keeping with the principles of the UOC’s model of education, such content is produced by a **team of lecturers and authors specialising** in the relevant fields of knowledge. Almost 5,000 authors have been involved in developing teaching materials since the University was established.

The UOC has a policy of providing flexible, portable teaching materials, and thus endeavours to make them compatible with every device that appears on the market. Thanks to the University’s TRIA project, its students can choose whether to receive such materials in paper format, web format, a format adaptable to MP3 or MP4 (for any mobile device) or e-ink format.

	Pub. in classroom	Sent via post
Audio	18	
CD-Rom		75
Software CD-Rom		12
DVD		19
Software DVD		14
ePub	12	
Gadget		5
Book/handbook	2	145
Paper		101
PDF	842	1.325
Software	1	
Video	13	
Web	1.915	
Total	2.803	1.696
Overall total		4.499

Figure 3. Learning resources by category (academic year 2010-2011)

The specific formats are as follows:

- PDF.
- Web.
- DAISY (a format specifically for the blind, for use with special devices and MP3 players).
- Videobook (a format that enables students to read materials, listen to them and view the images they contain, for use with iPods, PCs or laptops).
- Mobipocket and ePub (formats for use with mobile devices and e-book readers, and which enable students to make notes and share them with others).

The UOC distributes over 4,000 items of teaching material among its students. At present, around 60% of the University's materials have been adapted to make them compatible with mobile devices.



FROM 200 STUDENTS
TO OVER 200.000.
THE UOC COMMUNITY
OF OPEN MINDS
HAS NEVER STOPPED GROWING.



2. TEACHING STAFF



2. Teaching staff

The academic activities of the UOC’s teaching staff are intended to consolidate the University’s status as a first-rate institution that is open and committed to society and boasts a highly effective teaching and learning methodology.

The UOC’s teaching staff are:

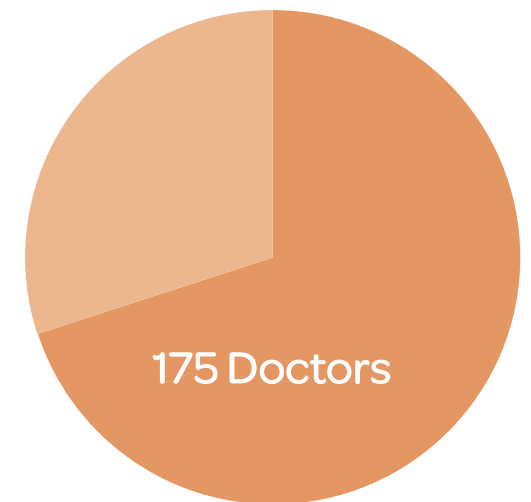
- Leaders in their respective areas of knowledge.
- Specialists in e-learning and the strategic use of digital technologies.
- Adept at working in networks.
- Highly committed.

The UOC’s teaching staff comprises the University’s **faculty** (trainee lecturers, lecturers, senior lecturers and professors), **temporary part-time lecturers** (professionals who enjoy renown in a specific field and whose work at the University consists exclusively of teaching), and **visiting lecturers and lecturers shared with other universities** (figures created to encourage mobility and exchanges of knowledge and expertise with other universities). Researchers and research assistants make up a further group of academic staff.

251 CONTRACTED LECTURERS:

Researchers and research assistants make up a further group of academic staff.

- Temporary part-time lecturers: 8
- Substitute lecturers: 15
- Trainee lecturers: 35
- Lecturers: 89
- Senior lecturers: 100
- Professors: 4



A team of highly qualified faculty, with an average age of 40, makes the UOC an open-minded university.

The activities of the University's teaching staff fall into the following categories:

Teaching and innovation.

- Research.
- Transfer and social dissemination of knowledge.
- Institutional activities related to the UOC's mission.

L'acompanyament és un dels fonaments entorn dels quals s'estructura el model educatiu de la UOC. Per això, l'estudiant té a la seva disposició:

- **Subject tutors:** experts in their respective fields who design, implement and monitor the learning process in the subjects they teach. They define resources and activities, establish academic planning and ensure that everything goes smoothly in terms of teaching in virtual classrooms, the students' learning process and its assessment.
- **Temporary lecturers:** guides who act as models for students to follow, reinforcing everything they learn from the moment they begin studying a subject to their final assessment. A temporary lecturer's role mainly consists of offering students advice related to their learning process, motivating them, answering their questions on the subject and recommend-

ing approaches to studying it, and assessing their exercises in accordance with established guidelines and criteria.


- **Counsellors:** figures who provide students with guidance on enrolment, studying and aspects of their time at the UOC. They offer an academic perspective on all matters related to fulfilling educational goals, integration into the UOC community and professional careers.

Members of the UOC's faculty develop their careers on the basis of an objective appraisal and promotion system that takes both external (accreditation by agencies such as AQU, the Catalan University Quality Assurance Agency, and ANECA, Spain's National Agency for Quality Assessment and Accreditation) and internal recognition of accomplishment and quality in academic activity into account. Merit in terms of teaching, research and innovation is a factor in promotion under the system in question, as are any academic managerial and administrative responsibilities and institutional roles taken on.


The UOC's teaching staff and researchers are profiled and their areas of expertise identified in the **Expert Guide**¹ a document that the University's Communications Office publishes in Catalan and Spanish, in digital and paper format.

¹ <http://w.uoc.edu/guide-to-experts/>





3. STUDENTS



03. Students

03.1 Current students

03.2 Graduates

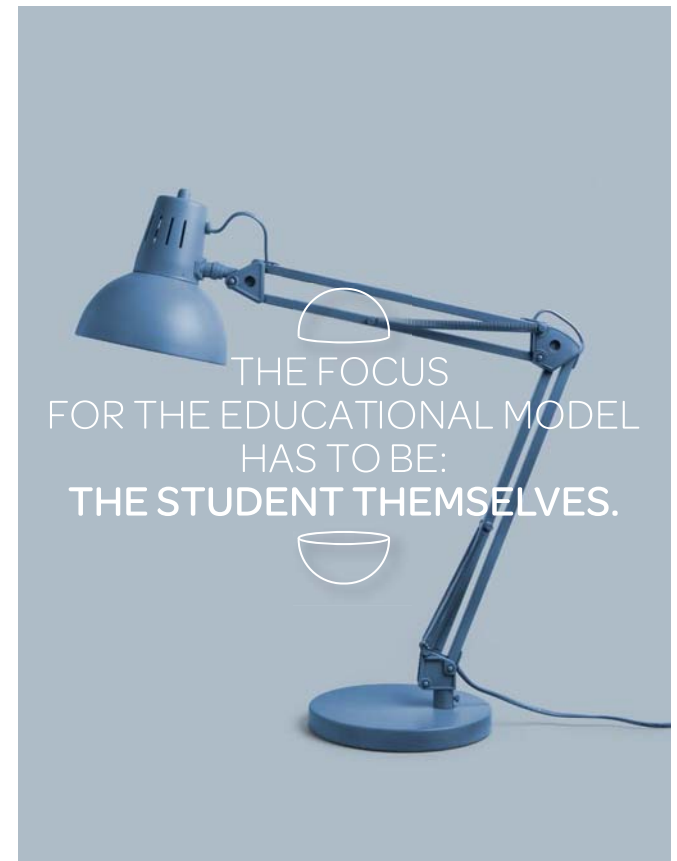
03.3 UOC Alumni

Students' learning process is the focal point of the UOC's model of education. In the first semester of the academic year 2011-2012, there are 43,979 students enrolled on the UOC's degree, diploma, foundation degree, official master's degree, University @thenaeum and School of Languages courses. For over 9,000 of them, it is their first spell at the University. There are 19,982 students on degree courses adapted to the European Higher Education Area (EHEA) and 18,156 on unadapted degree courses that are currently being phased out, the first time the former have outnumbered the latter. They share the UOC's Virtual Campus with 2,959 students on official master's degree courses, 2,952 studying at the School of Languages and 742 doing likewise at the University@thenaeum, along with PhD students (56 in the academic year 2010-2011) and those taking the International Graduate

Institute's postgraduate degree courses, for whom the academic year begins on 19 October.

The way UOC students learn is similar to the way they work, acquiring extensive digital skills, managing their own time and studying at their own pace. The University's flexible approach, which enables them to access the Virtual Campus and its learning resources from anywhere, at any time, has made it possible for them to incorporate education into their everyday lives.

Those considerations, and the University's stated aim of making education accessible to those unable to attend traditional institutions due to geographical or time restraints, play a significant role in shaping the UOC's profile, which differs greatly from that of other universities.



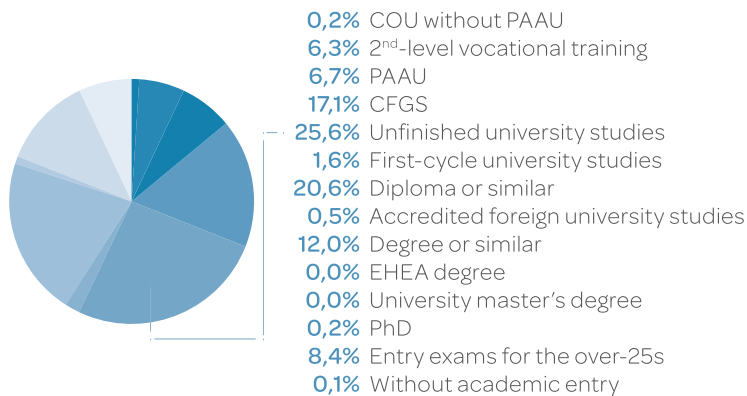
Main reason for continuing studying:

- To grow personally (28,6%)**
- To increase knowledge for current employment (21,3%)**
- To change profession or sector (12,7%)**
- To gain promotion (6,3%)**

Age group:

- ◆ Over 55 – 0,9%
- ◆ 51 to 55 – 1,6%
- ◆ 46 to 50 – 4,5%
- ◆ 41 to 45 – 8,1%
- ◆ 36 to 40 – 14,1%
- ◆ 31 to 35 – 20,3%
- ◆ 26 to 30 – 24,8%
- ◆ 21 to 25 – 22,8%
- ◆ Under 21 – 2,8%

Previous studies:



Data for the Catalan campus for the academic year 2010-2011.

STUDENTS STUDYING IN CATALAN

The average age of UOC students studying in Catalan is 32 (academic year 2010-2011). Close to 11,500 of those on degree and master's degree courses are over 40, and 8,891 are aged 35-39. In contrast, just 1,178 are under 22, and 5,679 are aged 23-25. However, the number of students in the latter two age groups who have made the UOC their first choice when embarking on their university studies has risen in recent academic years.

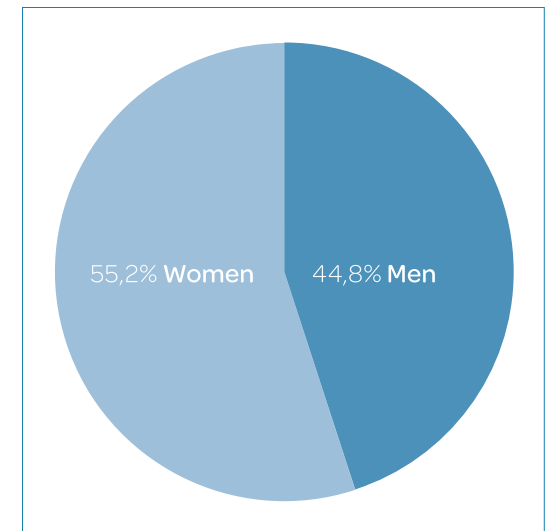
The statistics above suggest that most UOC students studying in Catalan have a job, family commitments and previous experience of university education. They continue to study for personal enrichment, to broaden their knowledge for the purposes of their current job, or with a view to switching profession or finding work in a different sector. More than half of them have opted for the UOC because of the scope it gives them for managing their time.

Around 40% of UOC students studying in Catalan have a stable job, the majority of them in the tertiary sector, education or public administration.

55.2% of those enrolled on courses leading to official qualifications are women (academic year 2010-2011), although the percentage varies significantly from programme to programme. Women also account for 53.8% of students on EHEA-adapted degree courses and 50.8% of those on unadapted degree courses. At postgraduate level, they represent 48.7% of master's degree students and 50% of PhD students.

DISTRIBUTION BY COURSE

The most popular degree courses are Business Science (5,605 students enrolled), Law (2,464), Systems IT (2,001), Educational Psychology (1,973) and Psychology (1,709). Gender ratios vary substantially from course to course. Women outnumber men in Educational Psychology, Documentation Studies, Tourism and Psychology. In contrast, and as is common in other universities, men outnumber women in Systems IT, Telecommunications, Computer Engineering and Management IT (academic year 2010-2011).



Split of men and women on the UOC's Catalan campus for the academic year 2010-2011.

Main reason for continuing studying:

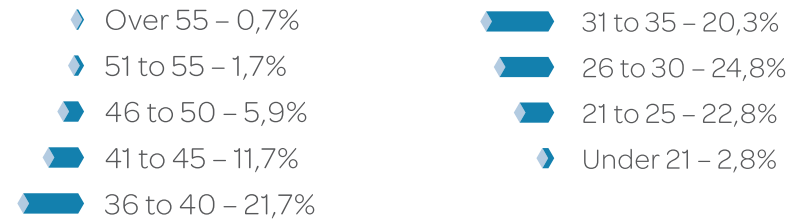
To increase knowledge for current employment (27,4%)

To grow personally (25,9%)

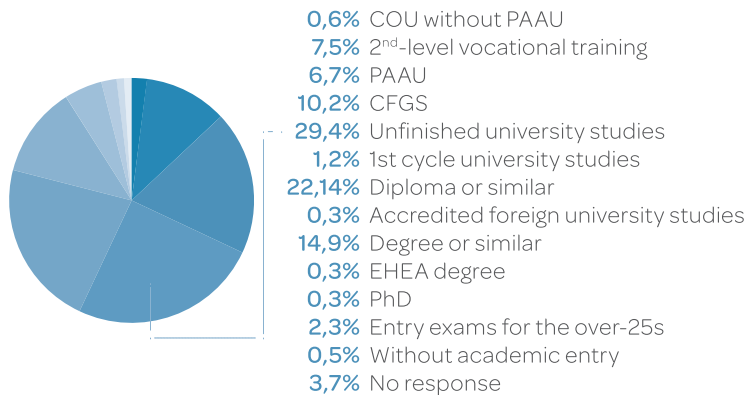
To gain promotion (10,4%)

To change profession or sector (8,4%)

Age group:

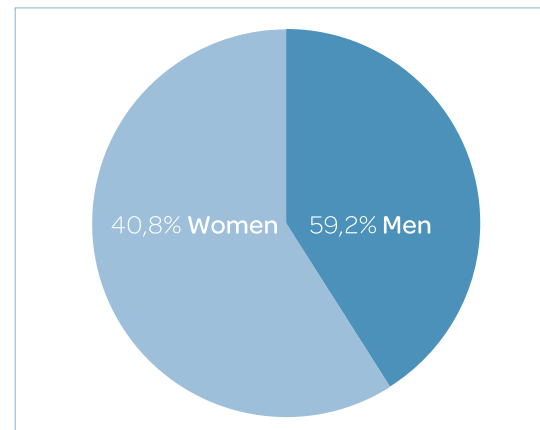


Previous studies:



STUDENTS STUDYING IN SPANISH

Students studying for qualifications taught in Spanish at the UOC are 34.2 years old on average, and 59.2% of them are men. Students under 20 represent 2.4% of the total and 30.8% of all those below 30 years of age. 21.7% of students studying in Spanish are aged 36-40, 11.7% are aged 41-45, and 5.9% are aged 46-50. Their main reasons for continuing to study are similar to those of their peers studying in Catalan, i.e. to broaden their knowledge (27.4%) and for personal enrichment (25.9%). 22.14% of them hold a diploma or a foundation degree, while 14.9% have a bachelor's degree. Almost 30% have previously studied at a university without completing their course (academic year 2010-2011).



Split of men and women on the UOC's Spanish campus for the academic year 2010-2011.

UNIVERSITY @THENAEUM STUDENTS

In February 2011, the University @thenaeum offered 411 subjects in Catalan and 286 in Spanish.

Arts and humanities	98 subjects
Information and communication sciences	75 subjects
Law and political science	23 subjects
Economics and business studies	64 subjects
IT, multimedia and telecommunications	27 subjects
Psychology and educational studies	84 subjects
Tourism	9 subjects
School of Languages	31 subjects

Subjects on the UOC's Catalan campus for the academic year 2010-2011.

Arts and humanities	36 subjects
Information and communication sciences	55 subjects
Law and political science	14 subjects
Economics and business studies	53 subjects
IT, multimedia and telecommunications	43 subjects
Psychology and educational studies	55 subjects
Tourism	5 subjects
School of Languages	25 subject

Subjects on the UOC's Spanish campus for the academic year 2010-2011.

GEOGRAPHICAL DISTRIBUTION

More than 35,000 of the UOC's students live in Catalonia, with Barcelona (27.15%), Vallès (10.30%) and Baix Llobregat (9.24%) being the territory's best represented regions. However, the UOC's flexible approach makes it possible for students who live elsewhere in Spain or in other countries to share the University's classrooms with their Catalan peers. In the academic year 2010-2011, there were over 12,000 students from parts of Spain other than Catalonia at the UOC. The cities providing the largest numbers of such students were Madrid, Seville and Valencia.

Internationally, there are up to 500 UOC students in Andorra, Mexico, Colombia and Germany, and up to 100 in France and the UK. The University actually has students from 87 different countries, including China, Turkey, Ecuador, Cuba, Jamaica, Morocco, Brazil, Israel, The Gambia and India.



Countries with UOC students.

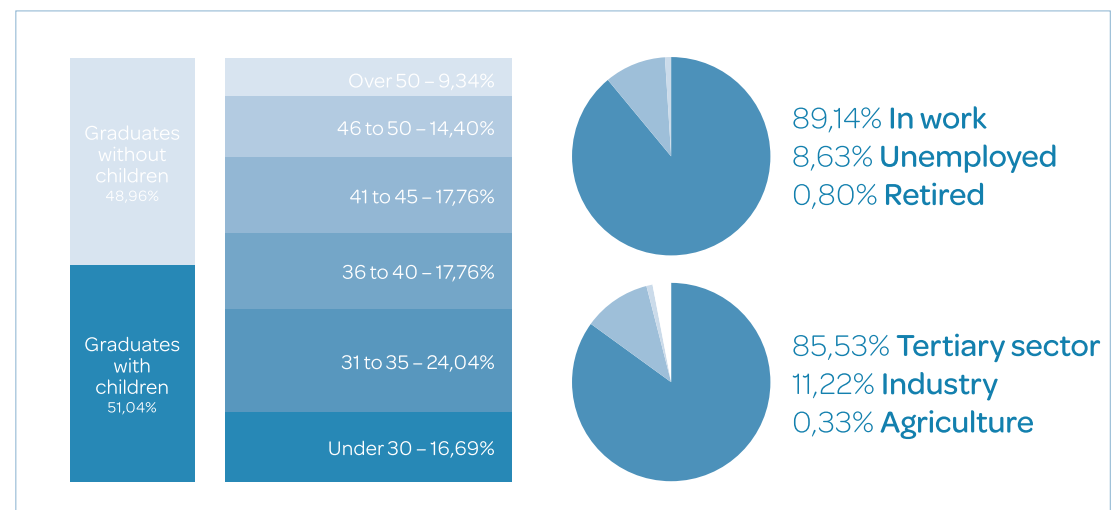
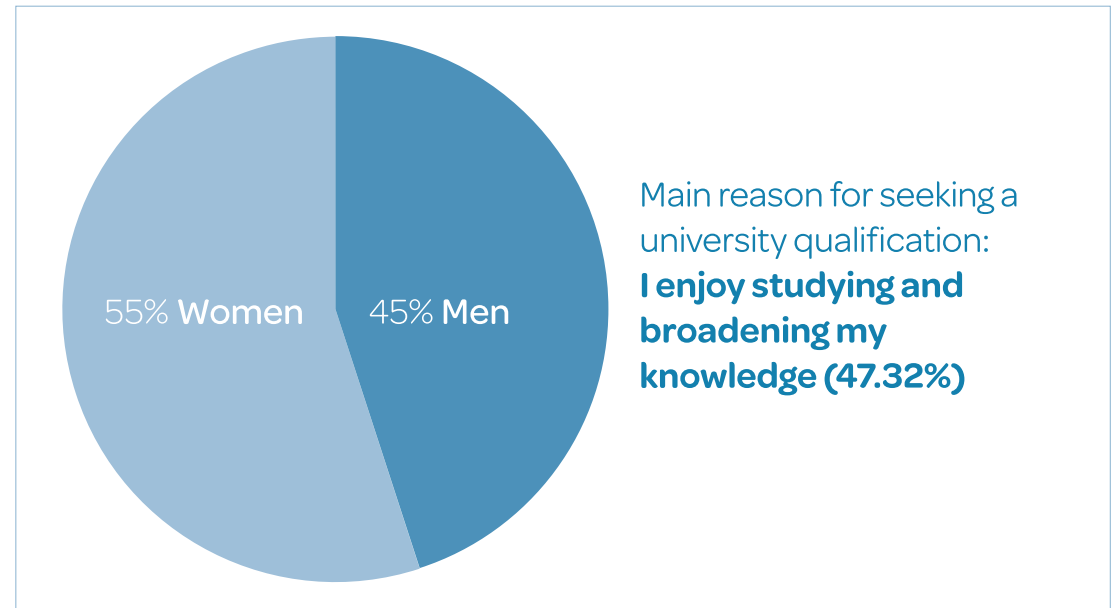
03. Students

03.1 Current students

03.2 Graduates

03.3 UOC Alumni

A total of 27,781 students have graduated from the UOC since it was established. Typically, they are professionally active people with family and social commitments. 10% of them are currently following another study programme at the UOC, due to their strong desire to continue progressing and improving. While 94% of them live in Spain, the UOC has graduates in over 86 countries, foremost among which are Mexico, Andorra, Colombia, Germany and France.



Data for graduates for the academic year 2009-2010

03. Students

03.1 Current students

03.2 Graduates

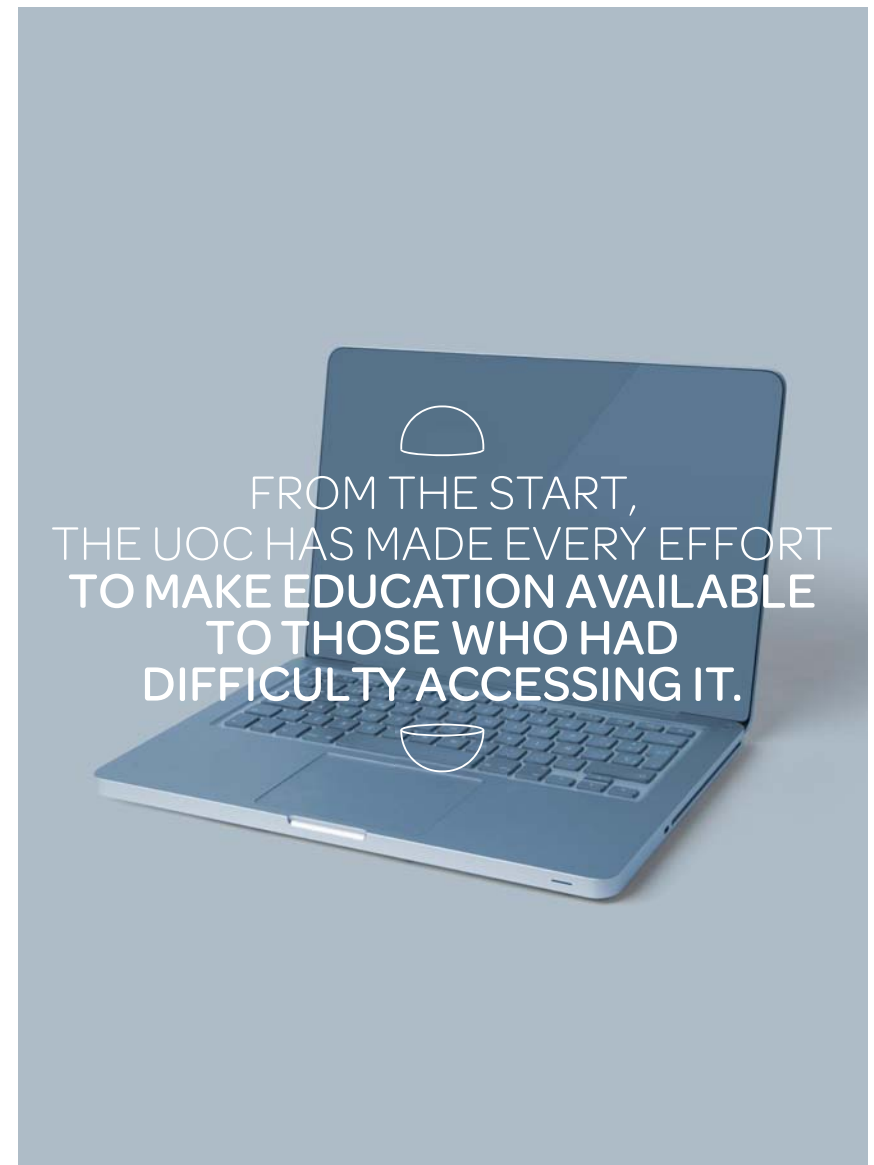
03.3 UOC Alumni

All the UOC's graduates are part of its Alumni network, **a medium for personal and professional enrichment and open, flexible, lifelong learning**. UOC Alumni provides graduates with a means of interacting and communicating with one another, consulting documents and audiovisual material of interest to them, discussing their experiences and concerns, and accessing all the services and resources the University places at their disposal, such as its Virtual Library, the infrastructure of its centres and offices, its graduate directory, its study programmes and special conditions applicable to products and services.

The UOC Alumni network's main channels for interaction and participation are the Alumni **website** and the leading **social networks**, such as LinkedIn, where over 1,800 graduates are part of a UOC Alumni group. The group in question is one of the many created on LinkedIn. Formed on the basis of areas of knowledge, professions, interests, territories or international communities, they serve as the backbone of a formidable network of people united by their determination to succeed, consistency and constant desire to learn.

The UOC Alumni network has organised annual get-togethers in Madrid and Barcelona for the past three years. Speakers at this year's events included Dr. Gabriel Ferraté, the UOC's first president; Michael T. Jones, Google's Chief Technology Advocate and founder of Google Earth; Anna Corbella and Marc Coma, members of the sporting elite; Antoni Gassó and Aurora Morilla, directors of innovative companies; and Ana Maria Llopis and Jesús Vega, renowned senior business executives.

Alumni Network <http://alumni.uoc.edu>





4. GOVERNING TEAM



4. Governing team

The UOC's Governing Council comprises the University's president, vice presidents, general manager and general secretary, plus a teaching staff representative, a student representative and an administrative staff representative. Its functions are to ensure that current legal and statutory requirements are met, to make proposals to the Board of Trustees of the Foundation for the Universitat Oberta de Catalunya (FUOC) regarding the University's strategies and programmes, to direct, plan and appraise the University's academic activity, and to establish how the University is to operate in general in all fields.

The current academic year has seen the introduction of an Executive Management Committee, a permanent body for the UOC's management and administration. Charged with overseeing the institution's ordinary affairs, it consists of the University's president, vice presidents and general manager.

The Governing Council and the Executive Management Committee are the UOC's two main internal governing bodies. Their decisions must adhere to the general action plan and the guidelines established and approved by the FUOC's Board of Trustees.

President

Dr. Imma Tubella i Casadevall

Vice President, Postgraduate Studies and Lifelong Learning

Dr. Josep Maria Duart i Montoliu

Vice President, Innovation and Research

Dr. Teresa Sancho

Vice President, Technology

Dr. Llorenç Valverde Garcia

Vice President, Faculty and Academic Organisation

Dr. Pere Fabra Abat

General Manager

Òscar Aguer Bayarri



THE GOVERNING TEAM LEADS
AN INSTITUTION
WHICH HAS STUDENTS
IN 86 DIFFERENT COUNTRIES.



5. DEPARTMENTS AND STUDY PROGRAMMES



05. Departments and study programmes

05.1 Departments and degrees

05.2 Chairs

05.3 International Graduate Institute

05.4 Open education

05.5 In-company training

The UOC's study programmes are taught by its departments, the International Graduate Institute (IGI), the School of Languages, the UOC Business School, the Internet Interdisciplinary Institute (IN3) and eLearn Center (eLC) research institutes, and the University's three chairs (the UNESCO Chair in E-learning, the UNESCO - FC Barcelona Foundation - UOC Chair and the Linguamón - UOC Chair in Multilingualism).

The UOC is organised into **seven different departments**, which are responsible for the University's study programmes and courses. Each member of the UOC's teaching staff is assigned to one of the departments. Specifically, the UOC has an Information and Communication Sciences Department (led by Dr. Lluís Pastor), a Law and Political Science Department (led by Dr. Agustí Cerrillo), an Arts and Humanities Department (led by Dr. Agnès Vayreda), a Psychology and Educational Sciences Department (led by Dr. Car-

les Sigalés), an Economics and Business Studies Department (led by Dr. Àngels Fitó), an IT, Multimedia and Telecommunications Department (led by Dr. Rafael Macau) and a Health Sciences Department (led by Dr. José Esteban).

• Arts and Humanities Department ¹

- Degree in Humanities
- Degree in Catalan Language and Literature
- East Asian Studies programme
- Inter-university master's degree in Cultural Management (UOC / University of the Balearic Islands / University of Girona)

• Health Sciences Department ²

- Telemedicine
- Health and Nutrition
- Hospital Management
- Clinical Management
- User Care

- Social Work in the Health Arena
- Planning and Design in the Health Arena
- Health-oriented ICT Systems
- Endoscopic Ultrasonography
- Clinical Medicine
- Health System Governance and Management

• Information and Communication Sciences Department ³

- Degree in Communication
- Degree in Information and Documentation
- Degree in Audiovisual Communication (second cycle)
- Degree in Advertising and Public Relations (second cycle)
- Degree in Documentation Studies (second cycle)
- UOC - El Periódico postgraduate degree in Digital Journalism
- TV3 - UOC master's degree in Entertainment

¹ <http://w.uoc.edu/arts-humanities/>

² <http://w.uoc.edu/estudis/ciencias-salut/>

³ <http://w.uoc.edu/information-communication/>

• Law and Political Science Department ⁴

- EHEA-adapted degree in Law
- Unadapted degree in Law
- Degree in Political and Administrative Sciences (second cycle)
- Master’s degree in Political and Administration Sciences
- Postgraduate degree in European Union Studies
- UOC - Human Rights Institute of Catalonia master’s degree in Human Rights and Democracy

• Economics and Business Studies Department ⁵

- EHEA-adapted degree in Business Administration and Management
- Unadapted degree in Business Administration and Management (second cycle)
- Degree in Market Research and Marketing
- Degree in Tourism
- Degree in Employment and Labour Relations
- Diploma in Business Science

• IT, Multimedia and Telecommunications Department ⁶

- Degree in Telecommunications Technologies
- Degree in Computer Engineering
- Degree in Multimedia
- Master’s degree in Telecommunications Engineering
- Master’s degree in Computer Engineering
- Master’s degree in Multimedia Applications
- Master’s degree in ICT Security
- Master’s degree in Free Software

• Psychology and Educational Sciences Department ⁷

- Degree in Social Education
- Degree in Psychology
- Degree in Educational Psychology (second cycle)
- Master’s degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training

“The UOC is organised into seven different departments, which are responsible for the University’s study programmes and courses”

⁴ <http://w.uoc.edu/law-political-science/>

⁵ <http://w.uoc.edu/economics-business-studies>

⁶ <http://w.uoc.edu/studies/imt/>

⁷ <http://w.uoc.edu/studies/pes/>

05. Departments and study programmes

05.1 Departments and degrees

05.2 Chairs

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Established in 2002, the UNESCO Chair in E-learning carries out research and activities geared to learning and development through new technologies, actively collaborating with experts from universities and from all over the world.

The main areas in which the Chair works include:

- Equal opportunities in the knowledge society; formal and informal learning; and open social learning as a means of guaranteeing access to education for disadvantaged groups (developing countries, Africa, women, youths, the handicapped, etc.).
- The promotion of open educational resources and technology models based on free software, and training in their use.
- Changes in universities in the knowledge society: leadership, governance and management of changes in ICT use and planning.
- Cooperation in a globalised world.
- Creativity and innovation: new forms of e-learning using mobile devices, new media and new/emerging technologies.
- The study and promotion of new methods and uses of new technologies in teacher training.
- The study of new technologies' impact on gender issues: women's presence in the technology sector and factors contributing thereto, their presence and dropout rate in technical degree programmes, the development of their professional career, etc.
- The social aspect of e-learning in universities.

Institutional webpage:

<http://w.uoc.edu/chair/unesco/>

Blog:

<http://unescochair-elearning.uoc.edu/blog/>

Twitter:

@UOCunescochair
<http://twitter.com/UOCunescochair>

Facebook:

<http://unescochair.blogs.uoc.edu>

Delicious:

<http://www.delicious.com/uocunescochair>

Flickr:

www.flickr.com/uocunescochair/

Slideshare:

<http://www.slideshare.net/uocunescochair>

UNESCO - FC BARCELONA FOUNDATION - UOC CHAIR

The UNESCO - FC Barcelona Foundation - UOC Chair in Sport stems from a partnership that the three institutions established in 2007. It promotes procedures, mentalities and skills intended to enable students to analyse and capitalise on the **potential of sports activities as an educational resource** for conveying principles in situations involving segregation and high levels of conflict.

The UOC's Campus for Peace and the FC Barcelona Foundation plan to concentrate on **four basic lines of activity** in the academic year 2011-2012, namely research, creating training programmes, publishing awareness-raising material and staging a conference on the benefits of sport for social coexistence and conflict resolution.

¹ <http://w.uoc.edu/catedra-esport/>



THE LINGUAMÓN - UOC CHAIR IN MULTILINGUALISM

Created in 2006, the Linguamón - UOC Chair in Multilingualism is the product of an agreement between the University and Linguamón – House of Languages. Attached to the **University's Arts and Humanities Department**, the Chair enables the two institutions to **cooperate in promoting a sustainable, equitable, functional concept of linguistic diversity**.

The Chair fosters international cooperation between researchers and educators working in the field of multilingualism, reflection on and interdisciplinary analysis of linguistic diversity's evolution against the backdrop of globalisation, and the generation and dissemination of knowledge and ideas that might help optimise multilingualism's effects.

To that end, the researchers and teaching staff linked to the Chair carry out activities and initiatives in the following areas:

• Training

The Chair has helped implement a **post-graduate degree in Linguistic and Cultural Diversity Management** (academic year 2010-2011). The programme involves students from different language communities sharing the same classroom and using a machine translation system to interact with one another in their own tongues or work with materials in English. Still under development, the system is used to translate all the messages generated among students on the UOC's Virtual Campus.

“Created in 2006, the Linguamón - UOC Chair in Multilingualism is the product of an agreement between the University and Linguamón – House of Languages”

Research

The Chair supports a range of research projects on multilingualism and its bearing on spheres such as business, ICTs and education.

Such projects include:

- The **ELAN.cat** study: the application to Catalonia of what was originally a Europe-wide project for gauging multilingualism's impact on business. According to the study, using multilingual resources and introducing multilingual practices can be financially beneficial for Catalan businesses, and those that fail to do so face missing out on opportunities.
- The **EUNoM** (European Universities Network on Multilingualism): an initiative co-financed by the European Commission and geared to establishing a network of multilingual universities to carry out joint activities.
- **Language engineering projects:** the Chair has supported the development of the EUROVOC glossary (by assisting with automatic terminology extraction, translating terms to Catalan and extracting their contextual information) and a machine translation system for virtual classrooms.

• Dissemination and raising awareness

The Chair helps to disseminate and raise awareness of research project results by promoting publications, organising sessions with experts open to everyone from the university arena, and translating European materials (ranging from legislation to publications by specialists) into Catalan.

<http://w.uoc.edu/chair/multilingualism/>

05. Departments and study programmes

05.1 Departments and degrees

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The International Graduate Institute (IGI) organises and promotes all the UOC's postgraduate programmes. The approach it takes to doing so is **thoroughly international and unequivocally geared to innovation and professionalism**. The IGI guarantees the quality of the programmes in question and ensures they fulfil the needs of professionals, as well as those of companies, for which it is also able to arrange **corporate training tailored to their requirements**. The IGI offers lifelong learning for the UOC's graduate community (which currently numbers almost 28,000) and society in general, with first-rate study programmes and an internationally acclaimed e-learning methodology.

The education available from the IGI is:

- **Open, innovative and fully up to date**, designed to help professionals acquire the skills they need to succeed in flexible, technology-rich environments.
- **Based on intensive ICT use**, making knowledge more readily accessible to society.
- **International and multilingual**, the intention being to generate abundant interaction transcending countries, cultures and languages.

5% of the IGI's programmes are available entirely in English or French. It also offers multilingual programmes.

- 39% of its programmes are taught in Catalan and 56% in Spanish.
- 15% of its students are foreigners, who come from 45 different countries.
- It has established partnerships and agreements with universities and organisations from Latin American countries, including Chile, Argentina, Colombia and the Dominican Republic.
- It has built up a network of collaborators spanning all five continents.

The IGI offers:

- UOC-specific master's degrees (39).
- European certificates and joint certificate programmes (through the eLearn Center).
- Postgraduate degrees (96).
- Specialisation courses (196).
- Micro courses.
- Seminars.

Its study programmes cover areas of specialisation such as:

- Economics and business studies.
- IT, multimedia and telecommunications.
- Communication and information.
- Law and political science.
- Language, linguistics and translation.
- Art, culture and society.
- Psychology and educational sciences.
- Cooperation.
- Health sciences.
- City management and urban planning.
- Tourism.
- Arabic and Islamic studies.
- Food systems, culture and society.
- The information society.
- E-learning.

•SCHOOL OF LANGUAGES

The School of Languages runs all the UOC’s language programmes. Its teaching methodology involves the use of Web 2.0 techniques and resources, audiovisual tools and collaborative learning activities, a combination that makes it possible to effectively hone all the skills that mastering a language entails, in real-life communicative situations.

Students who successfully complete School of Languages courses earn qualifications that enjoy the same level of recognition from the Catalan government as those of Catalonia’s Official School of Languages and study centres at other, traditional universities.

The School runs courses in the following languages every semester:

- English.
- French.
- German.
- Japanese.
- Chinese.
- Catalan.
- Spanish

As part of its language-related work, the UOC is leading the **SpeakApps project**, a European initiative that provides students with a range of online activities and resources for practising using foreign languages orally.

¹<http://w.uoc.edu/school-languages/>

UOC BUSINESS SCHOOL

Set up in the current academic year (2011-2012) under the umbrella of the University’s Economics and Business Studies Department and the IGI, the UOC Business School provides business professionals with training on three key challenges they face, **namely creating, managing and administering companies, change in the business arena, and business productivity and competitiveness.**

The School offers training, research, advice and innovative ideas, as well as support for entrepreneurs, through a range of first-rate educational programmes (a master’s degree, postgraduate degrees, specialisation courses and in-company training), a resource bank and a virtual business incubator. The incubator’s services will include training on starting up businesses, an entrepreneurial attitude test, resources geared to innovation and launching a business, and the management of subsidies for

training and services for enterprise (funding, innovation and internationalisation).

The Business School has two content areas:

• Micro, small and medium-sized enterprises and the self-employed

– The training in this category is designed to endow entrepreneurs, employees and self-employed workers linked to micro, small and medium-sized enterprises with the necessary skills to launch a business and manage innovation, internationalisation and change in the business arena.

– It takes the form of units (25 hours), modules (75 hours), seminars (25 hours), specialisation courses and postgraduate degrees. The subject matter it covers includes legal and fiscal issues, marketing, human resource and innovation management, internationalisation and applied ICT tools. The first training programme available this year is in Micro Enterprise Management.

• MBA and executives

– The training in this category is aimed at students looking to work in and enhance the international compe-

titiveness of large companies. It is related to the Global Executive Education programme formerly taught at the University, in which more than 500 professionals participated.

– An MBA in Social Entrepreneurship and a specialisation course in Businesses in Digital Environments are available this year.

¹<http://w.uoc.edu/business-school/>

05. Departments and study programmes

05.1 Departments and degrees

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SUMMER OPEN UNIVERSITY

Created in 1998, the Summer Open University offers **short courses (25 hours)** on different subject areas, **combining learning, recreation and professional development**. The courses are intended to provide students with knowledge related to culture and society, to enable them to refresh and further their acquaintance with specific aspects of professional life and studies, and to familiarise them with current issues. The courses are taught in **Catalan and Spanish**. Those taught in the former language are open to students from any university in the territory in which it is spoken, and may earn them **free-elective credits**, as they are included among the study programmes of the **Vives Network of universities**.

A total of 22,000 students have taken Summer Open University courses over the years, including 1,700 who enrolled on those taught in 2011.

Each year's courses are organised into programmes, which were as follows in the academic year 2010-2011:

- Food; art and digital culture; digital skills; open culture; travel; personal development; law and politics; business and tourism; internet and Web 2.0; psychology and educational resources; health; and networked teachers.

UNIVERSITY @THENAEUM

The University @thenaeum offers the option of studying subjects taught by any of the UOC's departments **without having to meet access requirements**. Those who take up the option may study in **Catalan or Spanish**, and do so alongside the rest of the UOC's students, in the same classrooms, with the same teaching materials.

WINTER OPEN UNIVERSITY AND SEMINARS

The Winter Open University and seminars consist of **brief courses that endow students with personal and professional skills for carrying out their jobs**. The courses are organised into training programmes on the basis of fields of expertise.

A total of 44 seminars were held in 2011, corresponding to fields such as art and digital culture; digital skills; internet and Web 2.0; personal and emotional skills; education; business management; finance; team management; and health.

OCUPA'T

Ocupa'T is a training programme specifically intended to help participants find work and improve their job prospects. It is aimed at people in need of a **new professional direction** and keen to learn new skills to enhance their employability.

The initiative was established in June 2010, since when courses have been offered in Catalan and Spanish every two months, depending on demand. So far, a total of 909 students have enrolled on the programme.

The Ocupa'T courses reflect the current climate of economic crisis, constant change, and demand for customised training and training in the workplace. **Their content has been organised into the following areas of subject matter:**

- Digital skills.
- Looking for work.
- Logistics and operations.
- Social activities.
- ICT-based activities and information and communication management.
- Tourism.
- Business administration and management.

IN-COMPANY TRAINING

The UOC offers training whose content and structure is adapted to the requirements of companies from the different sectors of the economy, as a result of agreements established with particular organisations.

EDUCACIONLINE AND ENSENYAMENT OBERT

EducaciOnline offers university access courses for over-25s, in addition to a range of higher education courses in areas related to administration and business. Ensenyament Obert runs courses that provide access to advanced vocational training for over-20s.

05. Departments and study programmes

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EACH COMPANY IS UNIQUE
AND HAS ITS OWN SPECIFIC NEEDS.
**AND THIS MAKES
IN-COMPANY TRAINING
AN INCREASINGLY VALUABLE ASSET.**



6. RESEARCH



06. Research

06.1 Research groups

06.2 PhDs

06.3 Research institutes

6.4 Knowledge Map

The UOC promotes first-rate interdisciplinary **research and innovation geared to addressing complex issues** rather than merely matters that fall within the confines of any single field. The activity in question enhances teaching at the University and benefits the socioeconomic fabric of its surrounding area. Sharing the results obtained with companies, organisations and/or other universities is a cornerstone of such work.

The UOC has always placed great emphasis on specialisation in two particularly significant areas, the knowledge society and e-learning. Its approach to the former is essentially based on social sciences. It tackles the latter from an educational angle, as well as with a focus on the use of ICTs in learning and the implications entailed in terms of the economy and communication, among other aspects. Specialising in those areas is a consequence of the very nature of the UOC and its activity, as well as of the point in time at which the University was established.

The UOC's researchers also work in other fields related to the subject areas the University covers, such as:

- Arts and humanities.
- Social sciences.
- Health sciences.
- Technology and communication: identity, culture, art and society.
- Technology and social action.
- Globalisation, legal pluralism and human rights.
- Fiscal policy, labour relations and social benefits.
- The internet, digital technologies and new media.
- Information and communication systems and services.
- Information and communication management.

The UOC's research activity leads to scientific publications, presentations at conferences and the organisation of such events.

“The UOC has always placed great emphasis on specialisation in two particularly significant areas, the knowledge society and e-learning”

There are **over 30 research groups** at the UOC, each of them linked to one of the University's departments or areas, or to one of its research institutes, the Internet Interdisciplinary Institute (IN3) and the eLearn Center (eLC). The Catalan government has recognised 14 of them as emerging or consolidated groups. Additionally, there are **researchers** working on initiatives singlehandedly, as well as renowned **visiting lecturers or research fellows** and **predoctoral researchers** spending a period of time at the University. All in all, there are currently 200 professionals involved in research projects at the UOC.

RESEARCH GROUPS

CREC (Conflictology Studies and Research Centre) [IN3] ¹

CNM (Communication and New Media) [IN3].

CMES (Mobile Communication, Economy and Society) [IN3] ²

CGTIC (Conciliation, Gender and ICTs).

MEDIACCIONS (Digital Culture and New Media) [ERG] ³

INTERDRET (Privacy and IP Protection) [ERG, IN3] ⁴

EDUS (School and University Distance Education) [eLC].

ENS (Education and Network Society) [IN3] ⁵

EDUL@B (Education and ICTs) [ERG, eLC] ⁶

GADE (E-governance: Electronic Administration and Democracy) ⁷

GRES-UOC (Computer-aided Software Engineering) [IN3] ⁸

GRECS (Culture and Society Studies) [ERG] ⁹

TAXLABOR (Fiscal Policy, Labour Relations and Social Benefits) [ERG].

GENTIC (Gender and ICTs) [IN3]

KIMO (Knowledge and Information Management in Organisations) [CRG]

GROIP (Globalisation, Legal Pluralism and Human Rights) [ERG]

ICSS (Information and Communication Systems and Services). ITOL (Interactive Tools for Online Learning Environments) [eLC] ¹⁰

GROUPWARE.CAT. InteractuART (Art and Society in the Digital Age) ¹¹

I2TIC (ICT Interdisciplinary Research Group) [ERG, IN3] ¹²

1 <http://www.resoluciodeconflictos.com>

2 <http://w.uoc.edu/research/cnm/>

3 <http://w.uoc.edu/mediacciones/>

4 <http://w.uoc.edu/research/interdret/>

5 <http://w.uoc.edu/research/ens/>

6 <http://w.uoc.edu/research/edulab/>

7 <http://w.uoc.edu/research/gade/>

8 <http://w.uoc.edu/research/gres/>

9 <http://w.uoc.edu/research/grecs/>

10 <http://itol.uoc.edu/>

11 <http://w.uoc.edu/research/aura-digital/>

12 <http://w.uoc.edu/research/i2tic/>

06. Research

06.1 Research groups

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6.4 Knowledge Map

KISON (K-ryptography and Information Security for Open Networks) [CRG, IN3]

LES (Social Education Laboratory). eHealthLab (Telemedicine Laboratory) [eLC]

LNT (New Tourism Laboratory) [eLC]

LPG (Language Processing Group). IDENTI.CAT (Language, Culture and Identity in the Global Age) [ERG]³

MNS (Migration and Network Society) [IN3]

MUSEIA (Museology, Exhibition Techniques, ICTs and Cultural Heritage) [eLC]⁴

ONE (New Economy Observatory) [CRG, IN3]

CD (Digital Culture programme) [IN3]

CNIT (Cognitive Neuroscience and Information Technologies programme) [IN3]

PSINET (Psychology, Health and the Net) [ERG, IN3]⁵

SUNAI (Scene Understanding and Artificial Intelligence Lab) [IN3]

DPCS (Distributed, Parallel and Collaborative Systems) [IN3]⁶

ATIC (Technology and Social Action) [ERG].

TUSC (Urban Transformation in the Knowledge Society) [CRG, IN3]⁷

CRG: consolidated research group, as recognised by the Catalan government.

ERG: emerging research group, as recognised by the Catalan government.

IN3: research group attached to the Internet Interdisciplinary Institute.

eLC: research group attached to the eLearn Center.



3 <http://lg.uoc.edu/>

4 <http://museia.cat/>

5 <http://w.uoc.edu/research/psinet/>

6 <http://dpcs.uoc.edu>

7 <http://w.uoc.edu/recerca/atic/>

06. Research

06.1 Research groups

06.2 PhDs

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6.4 Knowledge Map

PHD IN EDUCATION AND ICTS

The Education and ICTs PhD programme is designed **to train researchers in the use of technology in education**. Established in 2011, the course is taught in Catalan, English and Spanish. It is an innovative programme, in terms of both its methodology and its approach to technology-assisted learning.

The PhD is linked to the eLC's research programme on time in e-learning, the main goal of which is to gather data on empirically-based decisions and activities related to the time factor in online education, with a view to enhancing learning.

Students on the PhD programme can specialise in one of the three following areas:

- Education policies, organisation and management in e-learning.
- Teaching and learning processes.
- Learning support technology.

There are currently 12 students taking the programme. They all hold bachelor's and master's degrees in related fields, such as teaching, psychology or technology in education.

PHD IN THE INFORMATION AND KNOWLEDGE SOCIETY

In its capacity as a research centre, the IN3 runs and provides support for the PhD in the Information and Knowledge Society programme. Taught since 2000, this was **one of the first PhDs created in the field of research in question, and the first offered entirely online**.

“This programme was one of the first PhDs in the field of research into the information and knowledge society.”

The programme is intended to provide students with the knowledge and skills necessary to carry out research into ICTs, their uses and the humanistic and social changes they bring about. It also aims to contribute, through PhD theses, to broadening knowledge on the impact of ICTs.

The complexity of the way different social, economic, political and cultural systems interconnect requires the breaking down of traditional barriers between disciplines. Accordingly, the programme involves an interdisciplinary approach. Nonetheless, students can specialise in one of two major areas, either the information and knowledge society or information and network technologies. The programme is taught in English, and theses may be written in Catalan, English or Spanish.

At the time of writing, over 150 students have enrolled on the course and more than 40 have submitted theses and undergone the corresponding oral examinations.

06. Research

06.1 Research groups

06.2 PhDs

06.3 Research institutes

6.4 Knowledge Map

THE INTERNET INTERDISCIPLINARY INSTITUTE (IN3)

Directed by Professor Manuel Castells, the IN3 specialises in **research into the network society and the knowledge economy**, and the study of network technologies and specific aspects of software. There are 90 researchers, 17 research assistants and 21 PhD research grant holders based at the IN3 (figures from April 2011). Additionally, visiting lecturers, scholars and research fellows spend time there each year.

The IN3's activity is organised into three types of initiative:

Research groups

- DPCS (Distributed, Parallel and Collaborative Systems)
- KISON (K-ryptography and Information Security for Open Networks)
- GRES-UOC (Computer-aided Software Engineering)
- ENS (Education and Network Society)
- GADE (E-governance: Electronic Administration and Democracy)
- INTERDRET (Privacy and IP Protection)
- PSINET (Psychology, Health and the Net)
- ONE (New Economy Observatory)
- i2TIC (ICT Interdisciplinary Research Group)
- CNM (Communication and New Media)
- SUNAI (Scene Understanding and Artificial Intelligence Lab)

Research programmes

- GENTIC (Gender and ICTs)
- MNS (Migration and Network Society)
- CMES (Mobile Communication, Economy and Society)
- TUSC (Urban Transformation in the Knowledge Society)
- CNIT (Cognitive Neuroscience and Information Technologies)
- CD (Digital Culture)
- CREC (Conflictology Studies and Research Centre)

KNOWLEDGE COMMUNITIES

Knowledge communities are associations formed, on a competitive basis, between an IN3 research group and two or more research groups from other institutions. At least one of the groups in question must be from a non-Spanish institution. There are currently two active knowledge communities:

- HAROSA (Hybrid Algorithms for solving Realistic rOuting, Scheduling and Availability problems): an association whose main aim is to promote and develop cooperation and research in relation to the type of algorithms to which its name refers.¹
- MigraNet: a network of researchers set up to analyse the intersections between migration and ICTs. Its principal goal is to learn more about how societies in which digital technology is widespread are creating new challenges for immigrants and their home and host societies.²

ELEARN CENTER (ELC)

Established in 2009, the eLC oversees the UOC's **research, innovation and training activities in the field of e-learning**. Uniting those activities in a single centre **boosts their profile locally and internationally, fosters cooperation between professionals and teams, and facilitates access to more competitive projects and improved funding**. The eLC enables the UOC to reap the benefits of the cutting-edge knowledge it has built up in relation to all aspects of e-learning and to place it at the disposal of universities, social actors and society as a whole.

The eLC chiefly works in the areas of teaching and learning processes; education policies, organisation and management; and learning support technology.

The eLC cooperates with centres such as The Open University in the UK, the Open University of the Netherlands and Athabasca University as part of a network structure, promoting researcher exchanges and joint projects.

¹ <http://w.uoc.edu/recerca/harosa/>

² <http://w.uoc.edu/in3/en/>

Research

The eLC carries out research geared to solving the problems that e-learning poses from a wide range of perspectives. It is currently running the following projects:

- Time in e-learning: aimed at gathering data on activities and decisions related to the time factor in online education, with a view to enhancing learning.

The e-learning conceptual framework: an initiative for the development of an inclusive definition of e-learning as a discipline and the analysis of different lines of research, innovation and practice.

“130 researchers from 15 different countries are currently linked to the eLC through 7 stable research groups”

Innovation

The eLC establishes initiatives that revolve around technology, materials or solving specific problems, with the goal of bringing about a qualitative change in the use of ICTs in education:

- Knowledge: aimed at designing and developing a forum tool conducive to flexible, student-centred learning.

UOCLET: focused on the development of a tool for making digital notes on web pages, allowing for educational resources to be enriched and customised through cooperation and interaction among students and teaching staff.

Training

It offers students the chance to be able to optimise use of ICTs for educational and training ends.

- PhD in E-learning.
- Master’s degree in Education and ICTs.
- Postgraduate degrees in Innovation and the Creative Use of ICTs in Education (taught in conjunction with the Espiral Association) and Research into E-learning.
- Specialisation courses and in-company training, including the Networked Teachers programme and courses for primary and secondary school teachers.

¹ <http://w.uoc.edu/elearn-center/en/>

130 researchers from 15 different countries are currently linked to the eLC through 7 stable research groups or on an individual basis. There are also visiting lecturers participating in the eLC Research Fellows programme and students carrying out pre- or postdoctoral research at the centre.¹



	Studies & Areas			IN3			eLEARNCENTER		
Social Sciences	GRECS Culture and Society Study Group	TAXLABOR Taxation, labour relations and social benefits	OC_TIC Reconciliation, Gender and ICT	GÈNERE I TIC Gender and ITC	12TIC Interdisciplinary ICT Research Group	INTERDRET Internet Law	EDUL@B Education and ICT Research Group	EDUS Distance School and University Education	MUSEIA Museology, museography, ICT and cultural heritage
	ATIC Technology and Social Action	GROIP Globalisation, legal pluralism and human rights	MEDIACCIONS Digital Culture and New Media Research	ONE New Economy Observatory	GADE eGovernance: Electronic Administration and Democracy	CMES Comunicació mòbil, economia i societat	LNT New Tourism Laboratory	CIMANET Networked science and mathematics	EDONLINE EdOnline Research Platform
	KIMO Knowledge and Information Management in Organisations	LES Social Education Laboratory		CNM Communication and New Media	ENS Education and Network Society				
Health Sciences				PSINET Psychology, Health and the Net	CNIT Cognitive Neuroscience and Information Technology research		EHEALTHLAB eHealth Laboratory		
Arts and humanities	IDENTI.CAT Language, culture and identity in the global age	GROUPWARE.CAT InteractArt: art and society in the digital age	ALTER Chrisis, otherness and representation						
Technology and Communication	ICSS Information and Communication Systems and Services	LPG Language processing group	ATE Office of Learning Technologies	DPCS Distributed Parallel and Collaborative Systems	GRES-UOC Software Engineering Research Group	KISON K-riptography and Information Security for Open Networks	ITOL Interactive Tools for Online Learning		
				SUNAI Scene Understanding and Artificial Intelligence Lab					

06. Research

06.1 Research groups

06.2 PhDs

06.3 Research institutes

6.4 Knowledge Map



7. OPEN KNOWLEDGE

The UOC contributes to the dissemination of knowledge in its areas of expertise and fields of research through academic publications, websites and its publishing house, Editorial UOC. The University regards such dissemination as a fundamental part of its work, a view endorsed by the fact that its journals and websites have over 13,000 subscribers.

The UOC's departments and areas promote both scientific and less specialised periodical publications.

General characteristics:

- All the UOC's journals are digital, open-access publications.
- All content is published under Creative Commons licences.
- All the journals (scientific or otherwise) adhere to quality standards for periodical publications.
- All the journals have syndication systems and offer free subscription to published content.

ANÀLISI. QUADERNS DE CULTURA

A peer-reviewed, open-access, scientific e-journal that analyses aspects of communication sciences, such as journalism, advertising and public relations, audiovisual communication, the internet and

multimedia, always from a social and cultural perspective.

Edited jointly by the Autonomous University of Barcelona and the UOC's Information and Communication Sciences Department, it is published twice yearly and features articles in Catalan, English and Spanish.

<http://www.analisi.cat/>

ARTNODES. E-JOURNAL ON ART, SCIENCE AND TECHNOLOGY

A peer-reviewed, open-access, scientific e-journal containing articles that examine the intersections between art, science and technology.

An initiative of the IT, Multimedia and Telecommunications Department, the Arts and Humanities Department and the Information and Communication Sciences Department of the UOC, it is published annually and features articles in Catalan, English and Spanish.

<http://artnodes.uoc.edu/>

COMEIN

An open-access e-journal produced on the initiative of the UOC's Information and Communication Sciences Department. Published monthly in Catalan and Span-

ish, it showcases the views of members of the department's teaching staff on journalism, public relations, documentation, cinema, television, advertising, information management, video games, library science, political communication, entertainment, protocol, competitive intelligence, communication in crises, communication policies, lobbying and many similar topics.

<http://comein.uoc.edu/>

DIGITHUM. HUMANITIES IN THE DIGITAL AGE

A peer-reviewed, open-access, scientific e-journal containing reflective articles and the results of research analysing changes in the humanities and social sciences in the digital age.

An initiative of the UOC's Arts and Humanities Department, it is published annually and features articles in Catalan, English and Spanish.

<http://digithum.uoc.edu/>

ECOUNIVERSITAT

An open-access e-journal focusing on environmental issues and sustainable processes. It aims to disseminate scientific and technological knowledge related to the fields in question, based on rigorous, innovative criteria.

07. Open knowledge

07.1 Academic journals

07.2 Walk In

07.3 The UOC on the Web

07.4 Editorial UOC

An initiative of the UOC's Campus for Peace, it is published twice yearly in Catalan.

<http://w.uoc.edu/ecouniversitat/en/>

ELC RESEARCH PAPER SERIES

A peer-reviewed, open-access, scientific e-journal featuring the results of the eLearn Center's research projects, which look at e-learning from various angles, including those of education sciences, IT and economics.

An initiative of the eLearn Center, it is published twice yearly in English.

<http://elcrps.uoc.edu/>

IDP. JOURNAL ON INTERNET, LAW AND POLITICS

A peer-reviewed, open-access, scientific e-journal that aims to encourage reflection on the nature and scope of the changes that ICTs and the internet in particular bring about in the fields of law, politics and e-administration.

An initiative of the UOC's Law and Political Science Department, it is published twice yearly in Catalan and Spanish.

<http://idp.uoc.edu/>

IN3 WORKING PAPER SERIES

An open-access, scientific e-journal that presents research reports stemming from projects on the information society linked to the UOC's Internet Interdisciplinary Institute. Published annually in English.

<http://in3wps.uoc.edu/>

JOURNAL OF CONFLICTOLOGY

A peer-reviewed, open-access, scientific e-journal that examines the application of conflict resolution theories and raises awareness of non-violent practices from a realistic, scientific standpoint.

An initiative of the UOC's Conflictology Studies Area, it is published twice yearly in English.

<http://journal-of-conflictology.uoc.edu/>

MOSAIC. MULTIMEDIA TECHNOLOGIES AND COMMUNICATION

An open-access e-journal featuring articles on issues related to multimedia technologies and interviews with the sector's leading professionals.

An initiative of the Multimedia degree programme of the UOC's IT, Multimedia and Telecommunications Department, it is published monthly in Spanish.

<http://mosaic.uoc.edu/>

RUSC. UNIVERSITY AND KNOWLEDGE SOCIETY JOURNAL

A peer-reviewed, open-access, scientific e-journal that analyses governance, administration and e-learning strategies in higher education.

An initiative of the UOC, it is published twice yearly in English and Spanish.

<http://rusc.uoc.edu/>

UOC PAPERS. E-JOURNAL ON THE KNOWLEDGE SOCIETY

A peer-reviewed, open-access, scientific e-journal. All the UOC's departments are represented on the board of editors of this multidisciplinary journal, which aims to publish informative texts on convergence between the knowledge society and the subject areas the University covers.

Published twice yearly, it features articles in Catalan, English and Spanish.

<http://w.uoc.edu/uoc-papers/en/>

07. Open knowledge

07.1 Academic journals

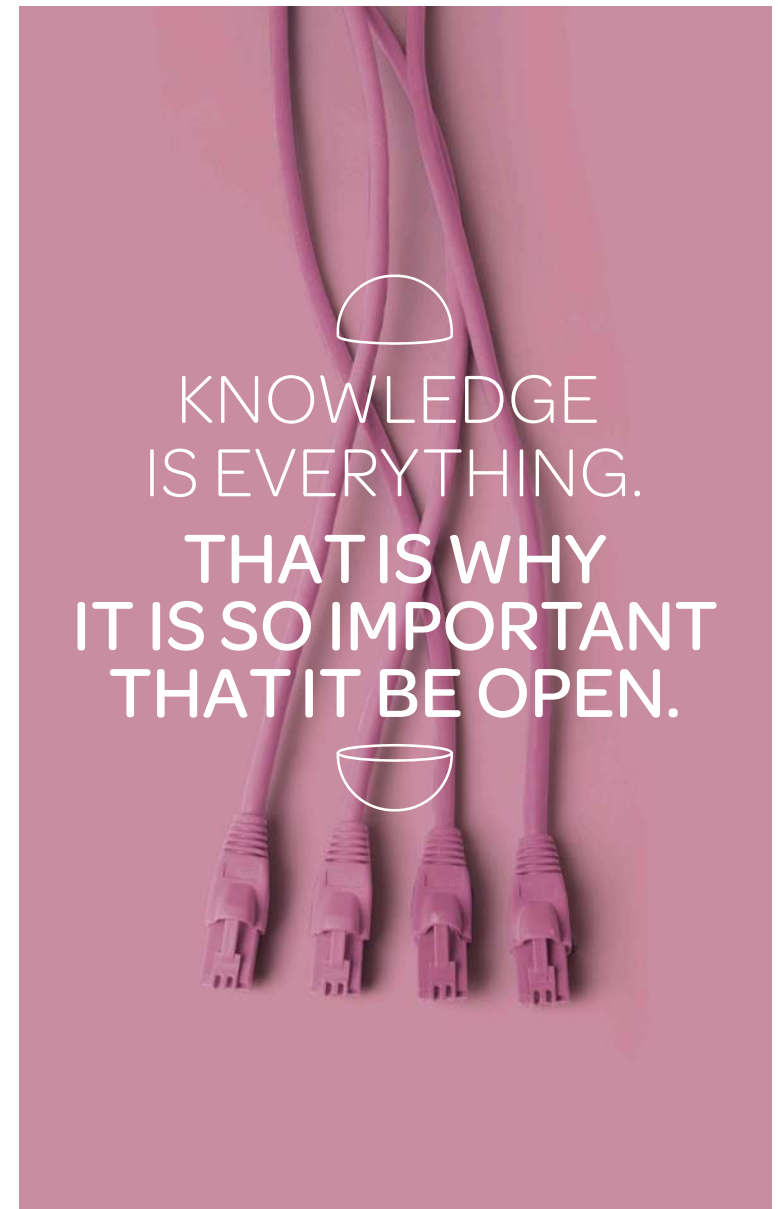
07.2 Walk In

07.3 The UOC on the Web

07.4 Editorial UOC

Walk In is the UOC's institutional journal, which the University's Communications Office introduced in 2009 and has been producing ever since. It is published twice yearly, on paper, in Catalan, English and Spanish. It is intended to spread the knowledge that the UOC generates and contribute to the analysis of present-day life and other topical matters. To that end, it includes interviews with experts and professionals from all over the world, analytical and opinion pieces, and a dossier on a specific subject in every issue. It also features a section entitled UOC WORLD, which serves as a source of information and a medium for interaction for the UOC community.

Issues of *Walk In* can be viewed online at walkin.uoc.edu. To subscribe to receive copies of the journal in paper format, please email get_walkin@uoc.edu.



- 07. Open knowledge
 - 07.1 Academic journals
 - 07.2 Walk In
 - 07.3 The UOC on the Web**
 - 07.4 Editorial UOC

The UOC, as an institution, and the members of its community are actively present on a range of sites on the internet.

SHARING KNOWLEDGE

The UOC’s academic and research activity revolves around people’s training requirements, and is based on decentralisation, flexibility and permanent access to learning resources.

In keeping with its model of education and commitment to providing universal access to knowledge, the UOC makes its education and research-related content available to all online.

• **02, the Oberta in Open Access**

The UOC’s institutional repository, which contains the open-access digital publications arising from the University’s research, teaching and administrative activity. It currently includes over 2,400 resources.

<http://w.uoc.edu/open-access/en/>

• **UOC OpenCourseWare**

A website via which the UOC places its teaching materials at the disposal of

the online community (teachers, students, independent learners, etc.)

<http://w.uoc.edu/ocw/en/>

THE UOC ON SOCIAL NETWORKS

• **Facebook**

Bilingual (Catalan and Spanish)
8,700 fans

<http://www.facebook.com/uoc.universitat>

• **Twitter**

10,478 followers in total
1,200 followers

<http://twitter.com/UOCuniversitat>

<http://twitter.com/UOCuniversidad>

<http://twitter.com/UOCestudiant>

• **Flickr**

http://flickr.com/UOC_universitat

• **Netvibes**

<http://www.netvibes.com/uoc>

• **Delicious**

http://delicious.com/UOC_Universitat

YOUTUBE

The UOC has a YouTube channel, on which it publishes videos featuring news on the University, events that it organises, summaries of its activities, and interviews with prominent figures and experts from its community. Created in 2006, the channel hosts over 1,000 videos and has 1,601 subscribers.

Channel viewed 145,330 times.
All UOC videos viewed a total of 838,191 times.

<http://www.youtube.com/uoc>

THE UOC'S ONLINE KNOWLEDGE DISSEMINATION PLATFORMS

• LletrA. Catalan literature online

An initiative of the UOC, Ramon Llull Institute and the Catalan government's Institute of Catalan Arts, LletrA aims to raise awareness of Catalan literature.

<http://lletra.uoc.edu/>

• OfflletrA. The participation zone

A section of LletrA specifically for participation, open to readers looking to find out more about Catalan literature and share their views with others.

<http://lletra.uoc.edu/offlletra/>

• Debates on Education

An initiative of the Jaume Bofill Foundation and the UOC, the Debates on Education are geared to encouraging discussion in society on the future of education in the current social, political and economic climate.

<http://www.debats.cat>

• Manuel Castells

Developed by the UOC and the Telefónica Foundation, this website is devoted to the works of Manuel Castells, including books, book chapters, articles, research reports, lectures and papers, master classes and speeches given at honorary doctorate ceremonies.

<http://www.manuelcastells.info/>


• Música de poetes

A website for Catalan poetry and music. It features a selection of songs that Catalan musicians have written on the basis of the works of some of the finest Catalan poets.

<http://www.musicadepoetes.cat>

“LletrA aims to raise awareness of Catalan literature”

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EDITORIAL UOC:
 1.300 WORKS BY 3.600 AUTHORS
 DISSEMINATING KNOWLEDGE.

Established in 1996, Editorial UOC is a private, sustainable, university publishing house whose output consists of works in Catalan and Spanish. Its goal is to become a leader in the publication of university handbooks in Catalan and where communication-related topics are concerned.

Editorial UOC has published 1,300 works by 3,600 authors have contributed, in fields including ICTs, the information society, communication and, generally speaking, all those associated with the UOC's various departments.

- The publishing house's main collections include series aimed at:
 - University students (Manuals, Acció Cultural, Dossiers Did@c-TIC's).
 - Educators and other professionals (Tic Cero, Sociedad Red, UOC Innova, UOC Press, Gestió de la Ciutat).
 - The general public (VullSaber, Niberta).



8. AN INSTITUTION WITH PRESENCE



08. An institution with presence

08.1 University network

08.2 Business fabric

08.3 Cooperation

08.4 Centres and offices

The UOC is highly committed to its environment and firmly believes in bringing about social change through education and culture.

On that basis, the UOC champions the transmission and dissemination of knowledge and technology among educational organisations and institutions, locally and internationally alike. Accordingly, it is a member of various networks and cooperates with a number of others. Nationally, it is part of the **ACUP** (Catalan Association of Public Universities), the **Vives Network** (an association comprising the universities of Catalonia, Valencia, the Balearic Islands, Andorra, Sardinia and the area of France known as Northern Catalonia) and the **CRUE** (Assembly of Spanish University Vice-chancellors).

Additionally, the UOC works alongside different universities from all over the world through agreements and projects.

European initiatives:

- **EADTU** (European Association of Distance Teaching Universities) A network comprising Europe's online and distance education universities. It works in areas such as higher education policies, mobility and e-learning.
- **EDEN** (European Distance

and E-Learning Network)

A network that promotes development and cooperation in e-learning. Its main focuses are teachers who work with e-learning methodologies and research in the field.

- **EFQUEL** (European Foundation for Quality in e-Learning)

A network focused on quality in e-learning and the promotion of innovation and excellence. One of its aims is to establish a European framework for quality.

- **EMUNI** (European-Mediterranean University)

A network whose goal is to create a common higher education area among the countries of the Mediterranean region.

- **EOMED** (Espace Numérique Ouvert pour la Méditerranée)

An international project for the development and promotion of activities related to virtual universities, the dissemination of educational resources and the federation of actors from the Mediterranean region's education arena.

- **EPUF** (Euromed Permanent University Forum)

A forum that seeks the application of the Bologna Process to the universities of the Euro-Mediterranean region and aims to promote intercultural dialogue

alongside other institutions.

- **EUA** (European University Association)

An association involved in the development of European higher education policies and, thus, in shaping the continent's higher education landscape.

- **EUCEN** (The European Association for University Lifelong Learning)

A multidisciplinary association set up to pave the way for its members to exchange experiences and information related to current lifelong learning policies and regulations.

- **EUNIS** (European University Information Systems)

A network that fosters interaction between information system managers in higher education or research institutes in Europe.

Worldwide initiatives:

- **AUIP** (Ibero-American Association of Postgraduate Universities)
An association that promotes mobility among postgraduate researchers, students and lecturers in Latin American countries.
- **CASE** (Council for Advancement and Support of Education)
An organisation that aims to help its members establish and strengthen relations with donors and former students, collect funds for campus projects, produce materials and promote public support for education.
- **CINDA** (Inter-university Development Centre)
An international academic institution that interconnects universities and directs their attention to Latin America's main problems related to social and economic development.
- **CREAD** (Inter-American Distance Education Consortium)
A consortium that looks to promote distance education and the international dissemination of knowledge in the field in question.
- **EDUCAUSE**
An association whose priority is to bring about progress in higher education by promoting the intelligent use of IT.
- **GUNI** (Global University Network for Innovation)
An organisation composed of UNESCO Chairs in Higher Education, research centres, universities, networks and institutions committed to innovation in higher education.
- **IAU** (International Association of Universities)
An association that aims to develop a worldwide higher education community and promotes the principles of freedom, justice, human dignity and solidarity.

- **ICDE** (International Council for Open and Distance Education)
An organisation recognised by UNESCO. Its work encompasses flexible and blended learning and e-learning.
- **IMS Global Learning Consortium**
A consortium that offers specifications and standards for educational tools and applications.
- **NMC** (New Media Consortium)
A consortium that focuses on the development of new applications of technology and promotes methodological and technological innovation in education.
- **OCW** (Open Course Ware Consortium)
A consortium that promotes the use and benefits of free, digital publications of high quality educational materials.
- **RECLA** (Latin American and European Continuing Education Network)
A network that promotes the development of lifelong learning policies and strategies in universities, as well as the creation of a Latin American association of universities interested in cooperating in the field in question.
- **Talloires Network**
An international association of higher education institutions. It is committed to strengthening higher education's civic roles and social responsibilities.



08. An institution with presence

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The UOC aspires to serve as an example to businesses and institutions where promoting the knowledge economy is concerned. In keeping with an aspect of its mission, it also aims to disseminate the knowledge that its teaching staff and researchers generate in the field in question.

The University seeks to align its interests with those of different institutions and organisations, and to identify synergies to be developed and joint projects to be carried out, with a view to enhancing value and competitiveness in its environment. Its aim, in brief, is to foster networking.

Relationships between businesses and the UOC entail mutual benefits in the following areas:

- Innovation: the UOC provides innovative ideas and conducts ongoing research. Businesses provide their workforce's expertise and a professional environment for the application of such research.
- Training: the UOC provides fully up-to-date in-company training and knowledge management programmes, as well as content and methodology. Businesses provide insight into professionals' real needs and a setting where work placements and degree students' final projects can be carried out.
- Dissemination: permanently com-

mitted to nurturing learning in society, the UOC provides access to its innovative knowledge. Businesses generate knowledge through innovative practices.

The UOC has always established cooperation agreements with organisations from different sectors, through which they become associate companies or institutions of the University, with a view to boosting competitiveness and obtaining mutual benefits. **The UOC's associate companies and institutions enjoy the following advantages:**

- Reduced enrolment fees for life-long learning courses for professionals linked with the newsletter that the UOC distributes among its associate companies and institutions.
- Privileged access to knowledge through the UOC's Virtual Library and catalogue, as well as through the meetings, conferences, lectures and round table discussions the University organises.
- A topic-specific news service.
- Participation in social events for UOC associate companies and institutions.
- Access to the UOC's employment service.

- Participation in university/company educational cooperation work placement programmes.

- Participation in training, dissemination and research projects.

- The opportunity to contribute to philanthropic projects led by the UOC.

- Discounts on books published by Editorial UOC.

The UOC currently has 230 associate companies and institutions.

08. An institution with presence

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CAMPUS FOR PEACE

The Campus for Peace is the body through which the UOC carries out its cooperative and philanthropic initiatives. The Campus for Peace establishes training, research and awareness-raising programmes to provide solutions to humanitarian problems through e-learning.

The Campus for Peace aims to facilitate the acquisition of literacy skills and access to knowledge, and to promote the use of ICTs for cooperative purposes. To that end, it offers a **wide range of e-learning courses**, academically managed by the University's School for Cooperation, in the following areas:

- Conflictology.
- Digital literacy.
- E-learning and cooperation.
- Human rights.
- Social action.
- Sport for development.
- Decentralised cooperation.
- Preventing the sexual exploitation of minors.
- Disarmament for development.
- Sustainability.
- Health.

- A virtual site for non-profit organisations
- Hosting for virtual offices and philanthropic activities
- Support from the University's virtual volunteer group (comprising 236 students and members of staff)

The Campus for Peace works with governmental and non-governmental organisations, foundations and universities to contribute to peace, nurture solidarity with the most disadvantaged individuals and societies, and promote development aid, humanitarian assistance and sustainability. The bodies with which it works include the Red Cross, the International Peace Bureau (IPB), the World Organisation of the Scout Movement (WOSM), the Organisation of American States (OAS), the United Nations Institute for Training and Research (UNITAR), the Food and Agriculture Organisation (FAO) of the United Nations, the National Autonomous University of Mexico (UNAM), Amnesty International and the Barcelona Regional Council Observatory.

In the academic year 2010–2011, the Campus for Peace carried out 12 projects:

- Decentralised Cooperation, with Barcelona Regional Council.
- Decentralised Cooperation, with the Catalan Development Aid Fund.
- International Cooperation, with the Red Cross.
- Design for Sustainability, with Gaia Education.
- The Logical Framework Approach in International Cooperation, with the Red Cross.
- Basic Employment Training for the Vulnerable, with the Red Cross.
- Basic Social Training, with the Red Cross.
- Volunteer Management, with the Red Cross.
- Introduction to Knowledge Management, with the Red Cross.
- First Aid (Babies, Children, Nature, Sport and the Elderly) with the Red Cross.
- Tourism and International Development Aid, with the UNWTO.Themis Foundation.
- Teaching in Virtual Environments, with the WOSM.

It is currently working on a further 7 projects:

- Preventing the Sexual and Commercial Exploitation of Minors (own initiative).
- Disarmament for Development Course, with the IPB.
- Preventing Natural Disasters, with the OAS.
- Digital Literacy, with the University of Yaoundé, Cameroon.
- Digital Literacy, with la Normale, Haiti.
- Teaching in Virtual Environments, with la Normale, Haiti.
- Teaching in Virtual Environments, with the University of Yaoundé, Cameroon.

• OPEN MINDS

mentsobertes.uoc.edu

Open Minds is a medium for expression, creation, reflection, debate and exchange. While chiefly intended for the 200,000 members of the UOC community, it is open to anyone, anywhere on the planet, committed to making the world a fairer, more equal and more sustainable place, and who believes in the power of cooperation and the free exchange of knowledge.

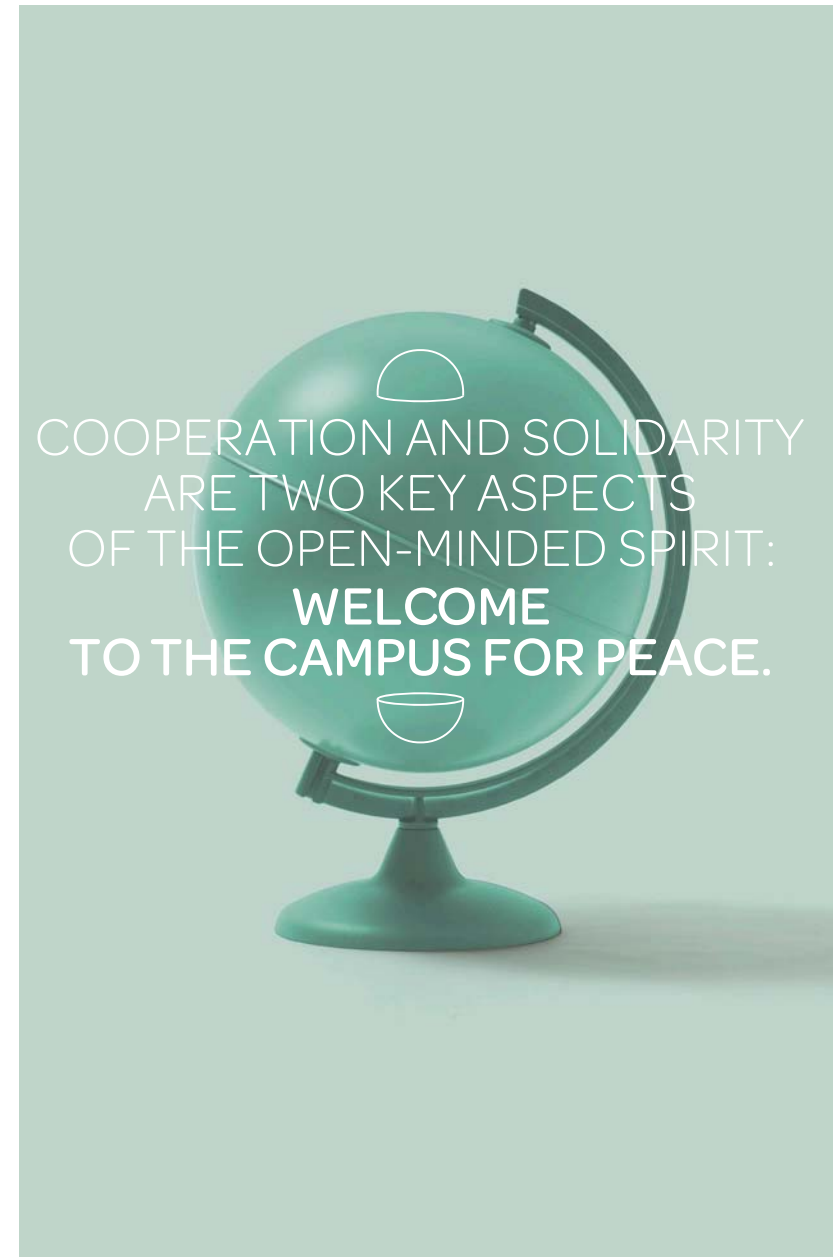
The Open Minds website features:

Topical online debates suggested by community members: open to all and moderated by experts from the UOC.

Wikispeech: brief lectures prepared on the basis of internet users' questions or suggestions on a previously announced topic. The lectures can be viewed live via uoc.tv / the University's YouTube channel, and are also posted on the Open Minds website.

Open letters: voluntarily written by people who are closely involved with the knowledge arena in one way or another and want to get a message across to society.

A selection of open websites: bold, innovative sites that aim to reflect contemporary issues and seek imaginative, pluralistic solutions to them in the knowledge society.



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Ever since it was founded, the UOC has run a network of centres throughout Catalonia to guarantee its students more personal attention and ensure effective interaction with the territory's society. The network's first components were centres in Manresa, Salt and Reus, which were all inaugurated in 1996. With the passage of time, it has spread beyond Catalonia.

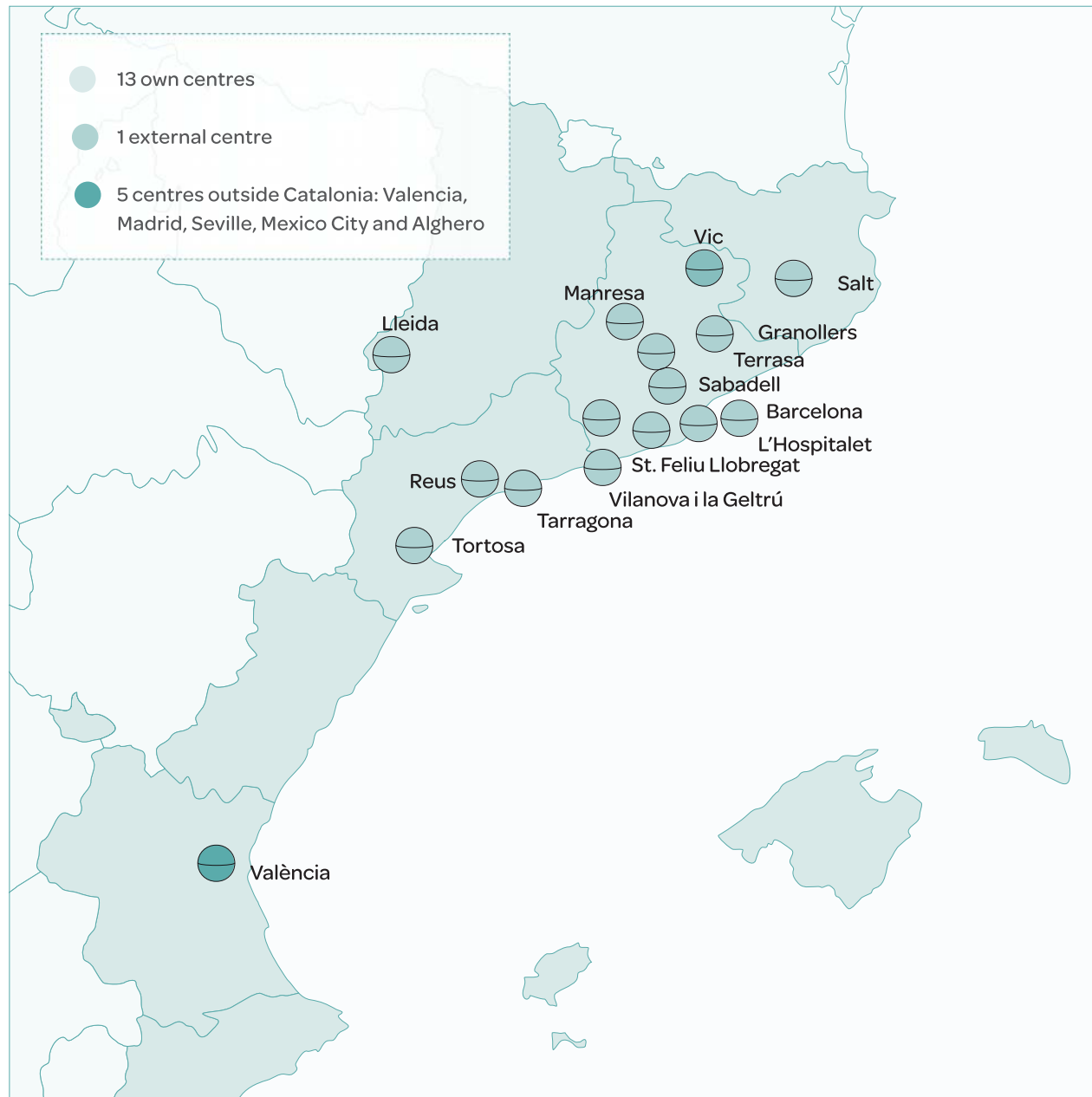
The network's development can be attributed to the number of actual and potential UOC students in the area it covers, questions of efficiency, opportunity and regional balance, and the good relations the UOC enjoys with local institutions, which are essential to the network's existence.

The UOC has:

- **Institutional centres:** the workplaces of the University's teaching, research and administrative staff. The first such centre, where the office of the University's president is located, is in a historical building on **Avinguda Tibidabo** (Barcelona). Most of the UOC's lecturers and administrative staff are based in a building in the **22@ district**, a business area and hotbed of technological innovation in Barcelona's Poblenou area. The most recently opened institutional centres can be found at **Rambla de Catalu-**

nya, 6 (Barcelona), which is also the location of the University's Barcelonès regional centre and the Wikilounge, where knowledge dissemination initiatives and activities are generated; and in the Media TIC building (Roc Boronat, 117, Barcelona), which houses the International Graduate Institute, the Internet Interdisciplinary Institute and the eLearn Center.

- **A network of local centres:** their purpose is to disseminate the knowledge that the University generates, support and stimulate the UOC community and cultivate change in society.



• **17 regional centres Services:**

- Information and advice on study programmes.
- Queries related to academic matters and document submission.
- Internet and meeting rooms for students.
- Library loan item collection and return.
- Activities such as workshops and lecture series.
- Induction days for new students.

• **51 information centres services:**

- General information on UOC study programmes.
- Library loan item return.
- Internet.

Andorra
Igualeda
Tàrrrega
Berga
Trep
Olot
Figueres
Puigcerdà
Valls
Palafrugell
Solsona
Alguer
Martorell
Rubí
Sta. Coloma F.
Móra d'Ebre
Coma-ruga
Sort
Ribes Freser
Gandesa
Banyoles
Manacor
Ciutadella Masquefa
Ripoll

Mataró
Blanes
Les Corts
Vila Olímpica
La Seu d'Urgell
La Pobla de Segur
Badalona
La Fatarella
Montblanc
Llefià
Amposta
Sant Andreu
Vallirana
Eivissa
Barberà del Vallès
Vidreres
Horta Guinardó
Manlleu
Santa Bàrbara
Pont de Suert
La Bisbal d'Empordà
Ametlla de Mar
Pineda de Mar
Balaguer
Vilafranca del Penedès
Falset

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