

**UOC PRESS PACK
2013-2014**

The leading online University



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1. THE UOC



1. The UOC

1.1. The institution

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The Universitat Oberta de Catalunya (Open University of Catalonia, UOC) is an innovative and prestigious institution that is internationally renowned for its educational and technology models.

Founded in 1994 and a product of the knowledge society, with the support of the Catalan government, it offers top-quality distance education and is **a world leader in the research and application of information and communication technologies to education.**

The UOC's student-oriented model is based on **flexibility, accessibility and collaboration**. Students set their own pace, manage their own time and design their courses in line with their interests and knowledge, anywhere and at any time, working alongside classmates from all over the world and accompanied by specialist teaching staff. Even so, deadlines are set for the activities that students will be doing in

the subjects that they take. They are what call the PAC (Continuous Assessment Tests).

The UOC first began in the 1995/1996 academic year with 200 students on the officially approved Educational Psychology and Business Studies courses. Now, there are over 200,000 people who are part of the UOC university community: **60,876 students** in over 86 countries, 3,630 faculty members, 491 administrative staff and 46,281 alumni.

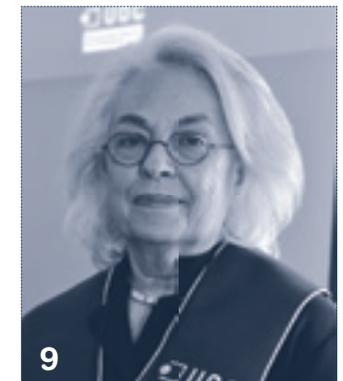
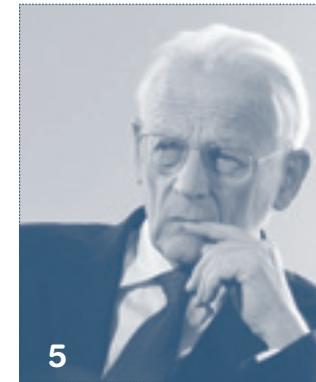
AWARDS

As an innovative institution, the UOC has received many awards for its work and achievements, including the following:

- Bangemann Challenge Prize (1997). Awarded by the European Union in recognition of the UOC as the best European distance education initiative.
- WITSA Award (2000). This institution, which groups together informa-

tion technology and services consortia from some 40 countries, gave its annual award to the UOC.

- ICDE Prize of Excellence 2001. The International Council for Open and Distance Education (ICDE), which represents distance education institutions from more than 140 countries worldwide, awarded this prize to the UOC in recognition of its status as the best online and distance university in the world.
- SUN Center of Excellence (2003). The UOC received this award in recognition of its leadership in the fields of computing and technical research, specifically in the field of the creation of technology environments to promote innovation in e-learning.
- IGC Award for Digital Innovation. This customized content transformation project won the IGC Award for Digital Innovation in the university and institutional



projects category, which is presented by the Internet Global Congress (IGC).

- IMS Learning Impact Awards (2008, My Way project). These awards recognize the most impacting uses of technology as a learning support.
- New Media Consortium (NMC) Center of Excellence (2009). Awarded in recognition of the UOC's leadership in the fields of educational technology and open educational resources.

HONORARY DOCTORATE

In the 2003/2004 academic year, the UOC awarded its first honorary doctorate to Dr Josep Laporte. Since then, it has awarded honorary doctorates each year to prominent figures, such as Professor Tony Bates (2004/2005 academic year); the former Catalan president Jordi Pujol and Professor William Mitchell (2005/2006 academic year); Professor Alain Touraine (2006/2007 academic year); the father of the World Wide Web, Sir Timothy Berners-Lee (2008/2009 academic year); Professor Brenda M. Gourley (2010/2011 academic year); the Minorcan linguist Aina Moll (2011/2012 academic year); and Portuguese professor Hanna Damásio (2012/2013 academic year).

1. The UOC

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1.2. Governing bodies

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The Board of Trustees is the highest representative, governing and administrative body of the Foundation, in accordance with the UOC's Statutes. It delegates some of its functions to the Permanent Committee, which is the Foundation's permanent administrative and management body. The Board is assisted by the Council of the UOC, a consultative body for the Foundation whose members are appointed by the Catalan Parliament, by the Inter-university Council of Catalonia, by business organizations, trades unions and representatives of the UOC's Board of Trustees itself.

The **organizational and operational rules of the UOC** establish two types of governing body: single-member and collegiate. Single-member bodies comprise the president and vice presidents, the general secretary and the manager. Collegiate bodies include the Board of Trustees, the Permanent Committee, the UOC Council, the Governing Council and the Strategic Commission.

The UOC is also governed by the **Academic Committee** and the **Management Committee**, and it **can count on student participation** to ensure that their opinions, interests and contributions have an effective impact on the improvement to the institution through the fields of knowledge committees, the **Campus Committee, the Strategic Committee and the regional committees.**

The **Governing Council**, comprised of the president, vice presidents, general manager and general secretary, a faculty representative, student representative, and administrative staff representative, ensures compliance with current legal and statutory requirements; submits proposals to the UOC's Board of Trustees regarding the University's strategies and programmes; guides, plans and assesses the University's academic activity and establishes the University's general action lines in all areas.

EXECUTIVE MANAGEMENT COMMITTEE

Dr Josep A. Planell i Estany

Dr Marta Aymerich Martínez

Dr Carles Sigalés Conde

Ms Mireia Armengol i Almaraz

Dr Carles Cortada Hortala

Mr Josep Maria Oliveras Oliveras

The **Executive Management Committee** is the University's permanent administrative and management body, whose mission is to oversee the institution's everyday affairs. The committee comprises the president, vice presidents and general manager and the director of the president's office and of institutional relations. These two bodies, the **Governing Council and the Executive Management Committee**, are the **principal internal collegiate governing bodies of the University**. Their decisions follow the General Action Plan and the directives defined and approved by the UOC's Board of Trustees.

1. The UOC

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1.3. Virtual Campus

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University life unfolds on the Virtual Campus. At the UOC, the campus is online and is, therefore, virtual. The university community, comprising students, lecturers, researchers and administrative staff, can access the campus whenever and wherever they wish. Students engage in the learning process on the Virtual Campus, sharing the experience with lecturers and classmates in settings such as the virtual classrooms or the Virtual Library and can use any academic or administrative services or procedures they may need through the Virtual Secretary's Office.

LEARNING ENVIRONMENTS

The **virtual classrooms** are where primarily the teaching takes place, and they are the main places for exchanges between lecturers and students. They are designed to promote collaborative work; consequently, each classroom for a subject is shared by lecturers and a group of students for the ac-

ademic period defined for each study programme.

The following faculty members are responsible for the classroom:

- The **tutor** acts as a **reference point and guide for students**, who encourages them and monitors their progress over the course of the learning process, and, in short, is responsible for ensuring a **personalized educational experience**.
- The **lecturer in charge of the subject** is responsible for designing and coordinating the training action and is the tutor's immediate superior on academic issues.
- Occasionally, other teaching staff may also participate in classroom activities, such as **experts** on a given topic or as facilitators for specialized debates, etc.

There are three types of classrooms:

- **Unit-centred classrooms**, which first and foremost display the unit being studied at any given time during the semester and a graph with the overall number of units and activities in the semester. This graph enables users to browse the different units or phases and access practicals descriptions.
- **Calendar-centred classrooms**, whose home page displays the calendar containing the descriptions of the subject's activities.
- **Activity-centred classrooms**, which make the learning activity and all information required to perform it the focus. The central area displays the activities which according to the calendar are being studied at any given time and allows for browsing between activities.

The classrooms also have these common elements:

- 1. Communication area.** Contains all asynchronous communication tools (shared mailboxes) for the subject:
 - **Notice board:** the area where the tutor posts information of interest to the group as a whole.
 - **Forum:** an open area where anyone can participate and post.
 - **Debate:** an open area specifically for moderated discussions.

This section also contains **collaborative tools**, such as **blogs, wikis, microblogs, langblogs, work groups**, etc. It also contains a list of classmates, showing who is online at any given time so as to establish synchronous communication.

- 2. Planning area.** This area displays the calendar for the semester and offers access to the classroom design tool, which can be used to edit the calendar, units, activities and teaching plan.
- 3. Resource area.** This area contains all the materials and resources needed to study the subject.
- 4. Assessment space.** This area offers access to the Submission section and the continuous assessment register, a tool that enables students to submit their continuous assess-

ment activities (a key part of the educational model), and for tutors to enter the corresponding marks and offer feedback to students. It also offers access to the tools required by students for their final assessments in subjects with on-site final exams.

Teams at the service of virtual classrooms

To ensure that all these areas work smoothly and that teaching can take place, different teams participate and work in collaboration: faculty members and teams linked to educational resources, enrolment and other procedures teams, faculty scheduling teams, technology, student services and communication teams, and the educational management team, which coordinates and liaises throughout this process.

The UOC has approximately 4,000 active classrooms and 6,000 work groups. The classrooms are used to offer 2,011 subjects in Catalan, 1,957 subjects in Spanish and 19 subjects in English (data from the second semester of 2012).

The counsellor's classroom

The counsellor's classroom is the virtual area where **counsellors** provide students with all the information they will need to successfully complete their studies: the study plan, the design of their curricular pathway, the calendar and the different academic procedures, applicable career opportunities, guidance for continued education, etc. It is where students can

share their impressions with the counsellor and the rest of their classmates, ask questions and express any doubts or needs.

It also includes a notice board, a forum and a blog, as well as a resource area to help students familiarize themselves with the learning environment and discover strategies, techniques and tips for studying online and resources on information skills, writing e-mails, etc.

There are currently **over 609 active counsellor classrooms**.

Activity-centred classrooms

This year, 2013, has seen the widespread use of the new classroom . Activity-centred classrooms are now used for 265 subjects coordinated by 94 lecturers (September 2013). The new classroom offers learning to students by providing teaching activities directly and presenting them with all the required tools and resources, thereby simplifying browsing and time control over the task. It also incorporates new teaching tools and provides access to video content.

The project has used **user-centred design** methodology. Consequently, the needs of students and lecturers have been the focus of each stage of the project and an iterative and empirical process has been observed to collate improvements and incorporate them gradually.

ADMINISTRATIVE AND INFORMATION AREAS

The Virtual Campus is the main learning environment and meeting point for the UOC community. It is the area which provides access to the virtual classrooms, academic information and collaboration and exchange areas.

- **My UOC**

MY UOC is the Virtual Campus home page. A modular area that can adapt to the needs of all individuals adding and organizing the different available modules, minimizing them and personalizing the colours and names. It also offers the possibility of creating personal modules and adding them to the home page.

- **The virtual secretary's office**

The Virtual Secretary's Office is where students can process their enrolment, consult their transcript, view their grades and apply for a grant. In short, it is where they can manage for themselves all academic matters. It also provides access to the regulations and academic rules that govern relations between the students and the University. In addition to the academic information, the UOC's Virtual Secretary's Office also has an e-publication: The Academic Information Newsletter. Its contents provide a brief summary of information about the main procedures and administrative stages, such as enrolment, validations and the adaptation of syllabuses. It is available to students

with official degrees and is sent out to on subscription. It currently has over 35,000 subscribers.

- **Student services**

Student services is responsible for providing a personalised response to consultations, queries and claims by students quickly and effectively. This service uses multiple channels to meet the needs of students, be it through the UOC portal, Virtual Campus or social networks.

The Student Services on the Virtual Campus provide a range of options: students can search regarding queries using an extensive FAQs window (more than 42,000 searches were made during the 2012-2013 academic year), consult other students via the Q&A area (the area has around 2,300 questions and over 3,000 answers), and if they do not find the answer, they can also send a direct query using the form (172,000 consultations sent during the 2012-2013 academic year) or to one of the two Twitter student services accounts, @UOCestudiant and @UOCestudiante, which have over 9,000 followers.

In addition, the Student Services home page provides access to the history of all consultations entered, consultation of the service's charter and access to the complaints service.

- **News**

News about academic and university life at the UOC can be found in the News area: academic information, interviews with high-profile students, new calls for grants, improvements to Virtual Campus areas, etc. The area provides access to the news archive and searches made in it and also subscription to the weekly newsletter (which has over 3,000 subscribers) and its RSS.

- **Participation areas**

The Virtual Campus is the area where students, graduates and teaching staff can exchange ideas and communicate, in other words, for all members of the UOC community. To help develop this relationship, there are different participation, communication and opinion areas, where the community can come together in line with their interests. The highlight of which is the Q&A area and the Forums.

VIRTUAL LIBRARY

The members of the UOC community have to be able to access its document collections and services at all times wherever they may be. The UOC library is virtual, user-centred and offers a personalized, to-hand service and is committed to quality and transparency. It is a strong advocate of digital formats, but has constructed a regional distribution system that allows it to send documents to users at their regional UOC centre or even to their home.

The Virtual Library offers the following services online:

- It provides a physical and e-loan service for resources (books, journals, news, latest acquisitions) and materials (databases, audio material, reference works, articles from journals, etc.)
- It deals with consultations, requests, resolves queries and provides the personalized help that lecturers, students and researchers may require regarding access to resources and materials
- It offers in-company training on the use and management of library content
- Content management

The main features of its website (new version as of the 2013-2014 academic year) are:

1. Resources can be accessed

- By means of a unique search engine which provides access to all resources.
- By subject, which includes some of the UOC's different fields of expertise.
- By resource, with materials classified by type.

2. Personalization. This access to resources, information and services is provided according to the active Campus profile (student, researcher, lecturer, etc.)
3. Service commitment to users, based on quality and transparency.
4. User-friendly, thanks to an attractive and informal design, putting names and faces to the service managers and contents on offer.
5. It supports research with the roll-out of a customized services catalogue for in-house researchers.

To give users their autonomy and help them get the most out of the service, the Library Team has created a series of audiovisual materials as a guide. The video has an important role to play on the website, as it is used to provide information about how the different services operate. For example, how to find an article or a book, how to request a loan, how to publish a document in O2... <http://youtube/V580tMHVrCQ>

Since the UOC Library is part of the Catalan University Library Association, its collection is available to users from other universities. The collection can be consulted using the Catalan University Union Catalogue.

The UOC Library is a member of the following networks:

- Catalan University Library Association (CBUC)
- Spanish University Libraries Network (REBIUN), which is part of the Conference of presidents of Spanish Universities (CRUE)
- Virtual libraries support section of the European Association for Distance Teaching Universities (EADTU).

DATA FROM 2008-2012

20,000 queries were handled

228 courses were offered to lecturers, students, researchers and management personnel. With a total of 3,000 users.

Article downloads have risen from 100,000 to 600,000.

140,000 paper or e-books and 100,000 journals were created (2012)

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The UOC's dynamic and flexible educational model has been one of its hallmarks since it was founded. It is dynamic because it consistently evolves to reflect changes in the university system and today's knowledge society, as well as the latest technological advances.

These technological developments have led to a **transformation of the content** of the different study programmes and the development of **tools to facilitate and enhance the learning process**. The model hinges on the design of both the learning process itself and its resources and environments. **It is a flexible model because students can study whenever and wherever they want, as well as from any device, whether a computer or a mobile phone or iPad.**

The model is centred on the activities that students must carry out to learn and acquire the pertinent skills for their course of study. To this end, it has three main pillars:

- **Accompaniment:** The UOC ensures that students are accompanied throughout the learning process by **faculty members, teaching collaborators and counsellors**, who guide, support and dynamize students' academic activities and provide support. They interact directly with students online.
- **Collaboration:** The UOC encourages students to work both independently and in teams, through activities such as groups, online forums or collaborative projects. **UOC students are required to tackle complex activities and situations, similar to those encountered in real-world professional contexts**, and to use methodologies involving problem-solving and the joint creation of solutions and products. The model is designed to foster participation and the joint construction of knowledge using an interdisciplinary approach. This way, everything students do to help them learn is relevant beyond the contents they acquire.

- **Learning resources:** UOC students work with a **wide range of materials:** resources specifically designed for each subject by experts in the field, student-generated resources in the form of blogs and wikis, and open educational resources that are available online. Some of the University's own resources are also open-access, so that other institutions can benefit from them.

This constantly evolving model is geared towards fields such as multi-device access, Web 2.0 resources, synchronous learning tools, immersive worlds and skills assessment.

Assessment is part of the educational process. Students may choose to use a continuous assessment system, which helps them manage their learning process and efforts, allowing them to distribute their time and workload. Students submit regular assignments and participate in activities throughout the semester. They sit a final validation exam at the end.

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The UOC works hard to make learning as convenient as possible for its students by offering them access to the Virtual Campus and learning resources, irrespective of the access device and context. The aim is to create a multi-device, multi-channel university able to meet all its students' needs.

The UOC has substantially reduced its use of paper and is working to phase it out entirely. In this vein, the following projects should be highlighted:

- **DESKA.** Online software download. Students enrolled in subjects requiring the use of specific software no longer need to wait for the DVD to get to them by post. This software can now be downloaded from the cloud, thereby providing faster upgrades and reduced software management costs. For the two semesters that this option has been available, more than 50,000 downloads have been made and over 6,500 students have benefited.

- **OPT-OUT.** For the second semester in a row (July 2012), students have been offered the choice of opting out of receiving materials on paper. Students who make this choice are given a small discount on their enrolment fees and, more importantly, do not waste paper, time or energy on resources that will not be reused.

- **TRIA.** Most of the UOC's materials are accessible in multiple formats, that are not mutually exclusive but complementary. For instance, students might choose to listen to the material on their MP3 player or read it in an e-book or on an EPUB or Mobipocket format tablet. They have online or PDF versions that are better suited to this when it comes to sitting down in front of their computers to do their actual assignments.

- **LANGUAGES.** The language class materials have been technologically and graphically upgraded with a view to enhancing the learning process. They have been specifically adapted for use on tablets, which are the best device for immersive learning. Previously, all language

materials used Flash, making them incompatible with many devices. The new format is already available to students of Japanese, Chinese and German. The English- and French-language materials are in the process of being upgraded.

APPS FOR MOBILES AND TABLETS

The UOC has developed apps to make working easier for students who use mobile devices. Studies have been conducted into how students and lecturers use the devices at home, at work, or during their commute. The following two mobile or tablet apps have two important and distinctive objectives:

1. Guixa [Chalk]: The virtual blackboard

A new app has been developed based on the needs of UOC lecturers and students for communicating, learning and sharing knowledge that lecturers can use to create videos to explain concepts by drawing on a digital blackboard. This tool is different because of its teaching focus and the fact that it is easy to use, which was a priority over highly advanced functions.

Guixa:

- brings lecturers and users together.
- offers digital supports for learning-teaching.
- seeks out channels that make learning a more enriching process.

The app registers the drawing on the blackboard and simultaneously records the sound of its explanation. The result is exported in video and audio format. Lecturers from all fields use it to explain everything from complex concepts (such as mathematical formulae) to works of art by attaching the image and indicating the possible elements.

2. UOC Maps

The UOC community and particularly the 46,281 graduates are present in many parts of the world. The UOC Maps app is a virtual space where anyone in the UOC community worldwide, and graduates in particular, can be located, express themselves and communicate. The aim of this social tool is to foster the spirit of community and belonging and to favour communication between the various members and help discover and establish professional and personal contacts in the community.

To register, all you need is your Virtual Campus username and password. The map shows everyone in the community who has given permission for their geolocation to be displayed. It

can also be segmented by the different profiles: Alumni, students, lecturers, teaching collaborators and other members of the community and to communicate with someone in an email sent to the campus address or by using a direct messaging system built into the app.

ANALYSING THE DATA ON USE OF THE MATERIALS

Since the first semester of 2009, Google Analytics has been used to keep statistics on the use of multi-format materials. The formats that comprise this group are EPUB, Mobipocket, audiobooks and videobooks.

Examples can be found on the UOC's OpenCourseWare site (ocw.uoc.edu).

MOBILES AND TABLETS

Between February and July 2013, access to resources from mobile devices was equal to that of tablets. Mobiles and tablets have created 35,000 visits, but tablets have downloaded twice the amount of content as mobiles. It is natural that browsing on a tablet is more intensive in terms of content than on a mobile.

The following graph shows the number of visits for the February to July 2013 semester, separated by the type of mobile operating system. Apple accounts for two-thirds of log-ons and Android a third, while the volume of log-ons of other systems is insignificant.

MOST POPULAR FORMATS

PDF and website formats account for 80% of downloads. Of the other formats, the most widely-used is the audiobook (which also acts as a book accessible to people with visual impairments). Videobook and epub formats have maintained their use, while Mobipocket is less widely-used. This trend is partly due to user preferences and partly due to the evolution of mobile devices.

Visits from different mobile systems	
iOS	44.792
Android	22.518
Others	517
Total	67.827

Visits from different devices	
Tablets	28.038
Mobiles	39.786
Total	67.824



2. Teaching staff



2. Teaching staff

UOC lecturers carry out academic activities aimed at establishing the University as a world-class open institution with a strong social commitment and highly effective teaching and learning methodologies.

UOC lecturers are:

- leading figures in their areas of expertise and specialists in e-learning and the strategic use of digital technology;
- skilled at working effectively in networks;
- committed lecturers and efficient researchers.

FACULTY DATA

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

- teaching
- research
- transfer and social dissemination of knowledge
- innovation

- institutional activities related to the University's mission

Accompaniment of students is one of the cornerstones on which the UOC's educational model is structured. Consequently, students have access to:

- **The lecturer responsible for each subject:** experts in the subject or discipline in question. They design, implement and monitor the learning process in the subjects. They define the resources activities, draw up the academic planning and ensure that the teaching activities in the classrooms, students' learning process and the assessments go smoothly.
- **Teaching collaborators:** reference points and guides for students, they facilitate the classroom dynamic from the moment the subject begins until completion of the final assessment. Their role consists of offering students guid-

ance and orientation with regard to the learning process, motivating them, answering questions related to the subject, recommending the best approaches for studying, and assessing students' exercises in accordance with the guidelines and criteria laid down by the lecturer.

- **Counsellors:** they offer students guidance during the enrolment process and throughout the learning process and their time at the UOC. They also offer academic advice on issues related to achieving educational goals, integration in the university community and careers.

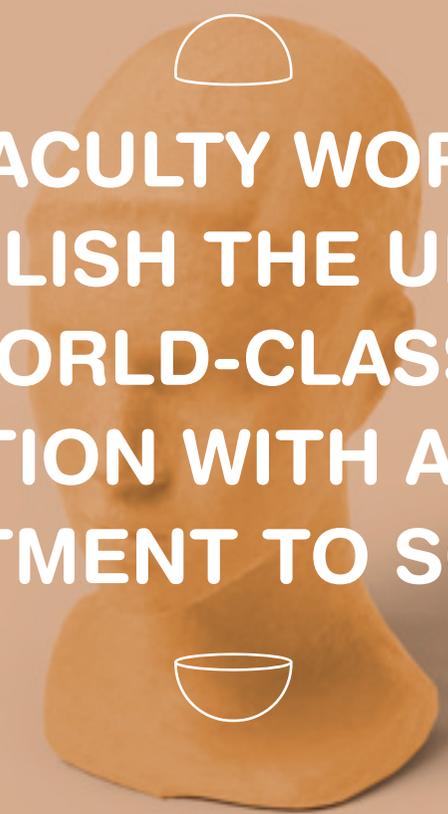
Career advancement for UOC faculty is based on an objective assessment and promotion system that takes into consideration both external qualifications – accreditation by agencies such as the Catalan University Quality Assurance Agency (AQU) and the Spanish National Agency for Quality Assessment and Accreditation (ANECA) – and internal assessments of performance and the

quality of the work done. Promotions are given based on merit in teaching, research and innovation, as well as any academic administrative and managerial responsibilities or institutional commissions that a faculty member may take on.

Profiles of the UOC's faculty and researchers, including information on their areas of expertise, can be found in the UOC's **Expert Guide** (experts.uoc.edu), which is published by the Communication Area in both digital and paper format.

TEACHING STAFF

- Faculty 252
- Teaching collaborators 3,378



«UOC FACULTY WORK HARD
TO ESTABLISH THE UNIVERSITY
AS A WORLD-CLASS OPEN
INSTITUTION WITH A STRONG
COMMITMENT TO SOCIETY»



3. STUDENTS



3. Students

3.1. Current students

3.2. UOC Alumni

The UOC has maintained its place as the second largest university in Catalonia in terms of student numbers. Besides the approximately 30,000 students throughout Catalonia, in the first semester of the 2013/14 academic year nearly 8,000 of the students enrolled at the UOC are taking their course from another part of the world. There are over 20,000 women at the University, which exceeds the more than 17,000 men in absolute figures.

Out of the total number of students, nearly 34,000 study on one of the official qualifications of EHEA degrees, university master's, pre-EHEA degrees, diplomas and founda-

tion degrees. Besides this, the first semester of this academic year will be the first studied at the UOC by about one in ten students.

By qualification, the most popular EHEA degree continues to be Psychology (around 4,700 students), ahead of Business Administration and Management (approximately 4,300) and Law (2,800). These are followed by other qualifications, such as Computer Engineering (1,800), Social Education (1,600) and Multimedia (1,400), as well as Communication (1,300), Humanities (1,100) and Criminology (1,000).

As regards university master's degrees, the courses with most students are Education

and ICT (e-learning) with around 440 students, Work Risk Prevention (approximately 400), ICT Security (300), Computer Engineering (170), Multimedia Applications (160) and Open-Source Software (140).

NEARLY 4,000 STUDENTS LEARN LANGUAGES AT THE UOC

September also saw nearly 3,900 students start the semester at the School of Languages and over 370 students at the university @thenaeum, the UOC learning system that enables students to take subjects from the syllabuses independently and without prior requirements.

	QUALIFICATIONS	Students enrolled
	Business Studies	888
	Educational Psychology (Second Cycle)	1.430
	Pre-EHEA Degree in Law	737
	Pre-EHEA Degree in Humanities	153
	Foundation Degree in Management IT	378
	Foundation Degree in Systems IT	526
	Catalan Language and Literature	47
	Business Administration and Management	628
	Documentation (Second Cycle)	82
	Pre-EHEA Degree in Psychology	300
	Computer Engineering (Second Cycle)	224
	Political and Administration Sciences (Second Cycle)	187
	Labour Sciences (Second Cycle)	473
	Market Research and Techniques (Second Cycle)	367
	Tourism	134
	Audiovisual Communication (Second Cycle)	277
	East Asian Studies (Second Cycle)	282
	Advertising and Public Relations (Second Cycle)	418
	Foundation Degree in Telecommunication, specializing in Telematics	176
	EHEA Degree in Law	2.892
	EHEA Degree in Psychology	4.723
	EHEA Degree in Humanities	1.150
	EHEA Degree in Social Education	1.670
	EHEA Degree in Information and Documentation	346
	EHEA Degree in Communication	1.402
	EHEA Degree in Catalan Language and Literature	334
	EHEA Degree in Tourism	516
	EHEA Degree in Business Administration and Management	4.359
	EHEA Degree in Marketing and Market Research	980
	EHEA Degree in Multimedia	1.468
	EHEA Degree in Computer Engineering	1.886
	EHEA Degree in Telecommunication Technologies	511
	EHEA Degree in Criminology	1.075
	EHEA Degree in Labour Relations and Employment	794

	QUALIFICATIONS	Students enrolled
	University Master's Degree in Work Risk Prevention	412
	University Master's Degree in Culture Management	210
	University Master's Degree in Telemedicine	89
	University Master's Degree in Political Analysis	90
	University Master's Degree in Fiscal Policy	288
	University Master's Degree in Nutrition and Health	247
	University Master's Degree in Open-Source Software	147
	University Master's Degree in Education and ICT	462
	University Master's Degree in the Information Society	141
	UMD in Management of Organisations in the Knowledge Economy	211
	UMD in Information Communications Technologies Security	314
	University Master's Degree in Multimedia Applications	165
	University Master's Degree in Computer Engineering	172
	University Master's Degree in Telecommunications Engineering	110
	University Master's Degree in Psychology, Health and Quality of Life	40
	UMD in Chinese and Japanese Studies: contemporary world	46
	UMD in Humanities: Art, Literature and Contemporary Culture	63
	University Master's in Learning Difficulties and Language Disorders	422
	University Master's Degree in Analysis of the Economic Environment	64
	University Master's Degree in Advocacy	114
	University Master's Degree in E-Administration and Governance	18
	UMD in Human Rights, Democracy and Globalization	51
	University Master's Degree in Health Social Work	33
	University Master's Degree in Catalan Studies	15
	UMD in Contemporary History and the Modern World	48
	UOC-UAB University Master's Degree in the Ancient Mediterranean	22
	University Master's Degree in Computer Vision	12
University@thenaeum		31
UOC School of Languages		3.972
Total		39.822

**GEOGRAPHICAL DISTRIBUTION OF STUDENTS
(OFFICIALLY APPROVED QUALIFICATIONS,
SCHOOL OF LANGUAGES AND @THENAEUM)**

In Catalonia	29.249
In Spain (excluding Catalonia)	7.887
Total	38.174

By Autonomous Community	Total
Catalonia	29.249
Valencian Community	1.866
Balearics	1.728
Madrid	1.401
Andalusia	746
Galicia	366
Canaries	357
Aragon	337
Basque Country	257
Castilla y Leon	193
Castilla - La Mancha	137
Murcia	111
Principality of Asturias	96
Navarre	61
Extremadura	42
Cantabria	31
Rioja, La	24
Melilla, Autonomous City of	13
Ceuta, Autonomous City of	2
Datum not given	119
Total	37.136

By country	Total
Spain	37.124
Andorra	199
Colombia	166
Germany	96

By country	Total
United Kingdom	84
France	61
Switzerland	43
United States of America	37
Mexico	27
Ireland	25
Belgium	22
China	22
Netherlands	21
Italy	18
Ecuador	17
Estonia	15
Chile	13
Luxembourg	12
Argentina	11
Japan	11
Austria	9
Canada	8
Norway	8
Peru	8
Poland	8
Dominican Republic	7
Denmark	5
Portugal	5
Sweden	5
Turkey	5
Australia	4
Brazil	4
Finland	4
Israel	4
Nicaragua	4
Uruguay	4
Afghanistan	3
Greece	3
Hong Kong	3

By country	Total
Russia	3
Singapore	3
Czech Republic	3
United Arab Emirates	3
Croatia	2
Egypt	2
Ethiopia	2
Malta	2
Panama	2
Romania	2
Venezuela	2
Bosnia and Herzegovina	1
Cayman Islands	1
South Korea	1
Costa Rica	1
France (southern territories)	1
Georgia	1
Gibraltar	1
Guatemala	1
Hungary	1
Indonesia	1
Kuwait	1
Macedonia	1
Malaysia	1
Morocco	1
Mozambique	1
Moldova	1
Oman	1
Puerto Rico	1
Qatar	1
Salvador, El	1
Thailand	1
Taiwan	1
Ukraine	1
Total	38.174

**DISTRIBUTION OF STUDENTS BY GENDER
(OFFICIALLY APPROVED QUALIFICATIONS,
SCHOOL OF LANGUAGES AND @THENAEUM)**

Women	20.372
Men	17.802
Total	38.174

DISTRIBUTION OF STUDENTS BY AGE RANGE (OFFICIALLY APPROVED QUALIFICATIONS, SCHOOL OF LANGUAGES AND @THENAEUM)

QUALIFICATION	18 a 21	22 a 25	26 a 29	30 a 34	35 a 39	40 or over	Total
EHEA and pre-EHEA degree	1.754	5.292	5.612	6.346	5.249	7.393	31.646
University Master's Degree	36	255	436	514	415	586	2.242
University @thenaeum	18	48	39	49	54	169	377
UOC School of Languages	491	745	496	586	562	1.012	3.892
Total	2.301	6.343	6.584	7.499	6.282	9.165	38.174

POSTGRADUATE STUDENTS

In addition, October saw the start of the new semester for the UOC-specific master's and postgraduate degree courses. Consequently, nearly one and a half thousand students have started one of the various types of **master's, postgraduates and specializations** offered by the UOC, including Economics and Business programmes and the Business School.

The areas of the **Business School** and of **Economics and Business**, with some 300 and 200 enrolments respectively, encompass the most highly-demanded learning offer: most notable are such programmes as the master's in Human Resources Management and Administration, the postgraduate in Human Resources Management and Administration, the master's in Business Intelligence, the postgraduate in Marketing Management and Consumer Research and the master's in Economic and Financial Business Management.

Other areas that also concentrate a large number of enrolments are those of **IT, Multimedia and Telecommunication** (with master's such as Biocomputing and Biostatistics), **Cooperation** (with master's such as Conflictology and International Development Cooperation and Humanitarian Action) and **Health Sciences** (with such specializations as Endoscopic Ultrasonography and postgraduates such as Nutrition and Food Technology).

Postgraduate areas	Current students
Business School	100
Economics and Business	299
IT, Multimedia and Telecommunications	194
Communication and Information	114
Law and Political Science	70
Arts and Humanities	68
Psychology and Educational Sciences	36
School for Cooperation	120
Health sciences	118
City Planning and Urban Management	37
Tourism	20
Food Systems, Culture and Society	17
e-Learning (Education and ICT)	21
Total	1.214

3. Students

3.1. Current students

3.2. UOC Alumni

The UOC Alumni community is over 46,200 members strong and is based on the involvement of the alumni themselves. This involvement results in a broad array of groups that promote and organize all kinds of networking activities and actions and that boost the alumni's careers and bring them closer to their centres of interest and the institutions in the area.

UOCmeet, Cultural Management, Educational Guidance and Infocom are just a few examples of sectorial groups that connect the University's areas of knowledge with the social and professional networks in their sectors.

Clear examples of the regional structure of the Alumni community are Alumni Madrid, Alumni Balears and AlumniCanarias, which bring alumni closer to the institutions and organizations in the area with which we usually work.

Books to Read is the clearest picture of the potential and maturity of the alumni community, with the creation of a reading community with over 4,500 registered members and a volume of books discussed that is now in excess of 1,700.

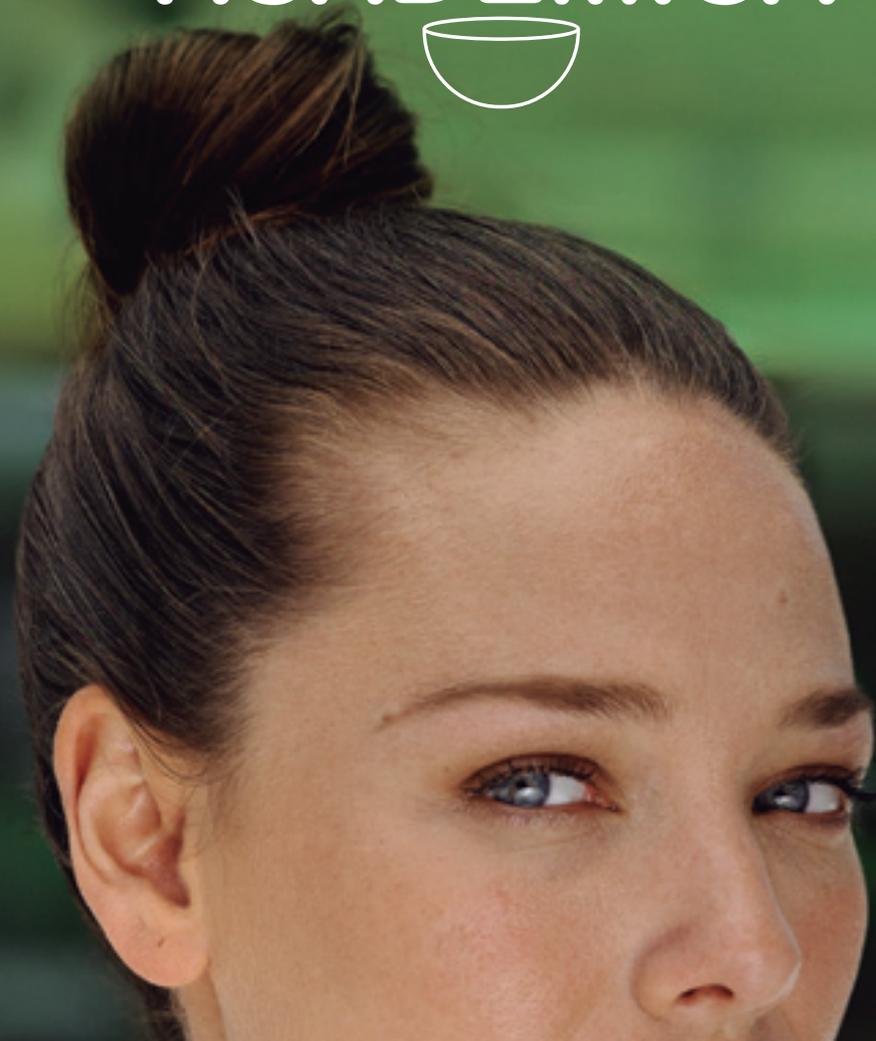
To make all this possible, the Alumni community is structured on the basis of the concerns, interests and needs of the alumni

themselves, and it is governed and led by its own representative bodies: the Alumni Assembly and the Alumni Council.

UOC alumni also have access to services such as the Virtual Library, different campus resources, and the University's employment service, among other things



4. ESTUDIŞ I OFERTA ACADEMICA



The UOC's study programmes are offered through its departments. The University is organized into seven different areas or departments, which are responsible for the study programmes and the qualifications and to which the UOC's teaching staff are assigned:

- Information and Communication Sciences Department
- Law and Political Science Department
- Arts and Humanities Department
- Psychology and Educational Sciences Department
- Economics and Business Studies Department
- IT, Multimedia and Telecommunications Department
- Health Sciences Department

In all, the UOC offers 16 EHEA degrees, 34 university master's, 35 UOC-specific Master's, 9 international master's, 3 doctorates, European certificate and Joint Certificates (through the eLearn Center), 132 postgraduate diplomas, 234 specializations, micro-courses and seminars.

ARTS AND HUMANITIES DEPARTMENT

(main study programmes)

- EHEA Degree in Humanities
- EHEA Degree in Catalan Language and Literature
- EHEA Degree in Anthropology and Human Evolution (URV-UOC)

- University Master's Degree in Culture Management (UOC-UdG-UIB)
- University Master's Degree in Humanities: Contemporary Art, Literature & Culture
- University Master's Degree in Chinese & Japanese Studies: Contemporary World
- University Master's Degree in the Ancient Mediterranean (UOC-UAB)
- University Master's Degree in Catalan Studies
- University Master's Degree in Contemporary History and the Modern World: The Construction of the Present (UB-UOC)
- Master's Degree in Specialist Translation

School of Languages

All language courses at the UOC are taught through the School of Languages, which provides a service to 8,000 people and which has won a European award for its methodology adapted to the virtual environment.

Teaching is through the use of web 2.0 techniques and tools, audiovisual tools and collaborative teaching activities, which allow all the skills needed to master a language to be practised effectively. The School of Languages has adapted all of its programmes to the Common European Framework of Reference for Languages, an internationally recognized system of equivalences.

Courses in the following languages are taught:

- English
- German
- Chinese
- French
- Japanese
- Catalan

HEALTH SCIENCES DEPARTMENT

(main study programmes)

- University Master's Degree in Telemedicine
- University Master's Degree in Nutrition and Health
- University Master's Degree in Health Social Work
- Master's Degree in Executive Hospital Management
- Master's Degree in Clinical Management
- Master's Degree in Health Centre Planning and Design
- Master's Degree in Health ICT Systems
- Food Systems, Culture and Society:
- Master's Degree in Food, Society and International Food Governance
- Master's Degree in Food, Culture and Territory
- Master's Degree in Food, Society and International Food Policies

INFORMATION AND COMMUNICATION SCIENCES DEPARTMENT

(main study programmes)

- EHEA Degree in Communication
- EHEA Degree in Information and Documentation
- University Master's Degree in Strategic Management of Information and Knowledge in Organizations
- TV3-UOC Master's Degree in Entertainment
- UOC-El Periodico-Lavinia Master's De-

4. Departments and academic programmes

4.1. Departments and study programmes

4.2. Open education

4.3. In-company training

- Degree in Digital Journalism and Digital Communication Project Management
- UOC-DoubleYou-Mindshare Master's Degree in Digital Advertising

LAW AND POLITICAL SCIENCE DEPARTMENT

(main study programmes)

- EHEA Degree in Law
- EHEA Degree in Criminology
- University Master's Degree in Political Analysis
- University Master's Degree in Fiscal Policy
- University Master's Degree in E-Administration and Governance
- University Master's Degree in Human Rights, Democracy and Globalization
- University Master's Degree in Advocacy
- Master's Degree in Legal Business Advice

Cooperation Programme

- Master's Degree in Conflictology
- Master's Degree in Conflictology
- Master's Degree in International Development Cooperation and Humanitarian Action
- Master's Degree in Management and Administration of Non-Profit Making Organisations
- Master's Degree in Network and Resource Management for People with Dependencies

City Management Programme

- Master's Degree in City Management

ECONOMICS AND BUSINESS STUDIES DEPARTMENT

(main study programmes)

- EHEA Degree in Business Administration and Management

- EHEA Degree in Marketing and Market Research
- EHEA Degree in Tourism
- EHEA Degree in Labour Relations and Employment
- University Master's Degree in Work Risk Prevention
- University Master's Degree in Business Management (Management of Organizations in the Knowledge Economy)
- University Master's Degree in Analysis of the Economic Environment
- Master's Degree in Marketing and Communication Management
- Master's Degree in Economic and Financial Business Management
- Master's Degree in Human Resources Management and Administration
- Master's Degree in Integral Logistics and Operations
- Master's Degree in Financial Instruments and Markets
- WTO-UOC Master's Degree in Tourist Destination Strategy and Sustainable Management

UOC Business School

- MBA in Social Entrepreneurship
- Quality and Innovation Management and Administration
- Creation, Management and Administration of Micro-Businesses
- International Executive MBA
- Executive MBA in eBusiness
- Executive MBA in Entrepreneurship and Innovation
- MBA in International Entrepreneurship

IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

(main study programmes)

- EHEA Degree in Multimedia
- EHEA Degree in Computer Engineering

- EHEA Degree in Telecommunications Technologies
- University Master's Degree in Open-Source Software
- University Master's Degree in Computer Engineering
- University Master's Degree in Multimedia Applications
- University Master's Degree in Telecommunications Engineering (inter-university: UOC-URL)
- University Master's Degree in Information and Communication Technologies Security (inter-university: UOC-UAB-URV)
- University Master's Degree in Digital Empowerment
- University Master's Degree in Computational Engineering and Mathematics (inter-university: URV-UOC)
- University Master's Degree in Computer Vision (inter-university: UAB-UPC-UPF-UOC)
- Master's Degree in Integrated Information Technologies Management (MDITI)
- Master's Degree in Business Intelligence
- Master's Degree in Biocomputing and Biostatistics

PSYCHOLOGY AND EDUCATIONAL SCIENCES DEPARTMENT (MAIN

study programmes)

- EHEA Degree in Psychology
- EHEA Degree in Social Education
- University Master's Degree in Education and ICT (e-learning)
- University Master's Degree in Learning Difficulties and Language Disorders
- University Master's Degree in Psychology, Health and Quality of Life
- University Master's Degree for Teachers in Compulsory Secondary Education and Upper Secondary Education, Vocational Training and Language Teaching (inter-university: UPF-UOC)
- University Master's Degree in Secondary School Mathematics Teacher Training (inter-university: UAB-UB-UPC-UPF-UOC)

4. Departments and academic programmes

4.1. Departments and study programmes

4.2. Open education

4.3. In-company training

SUMMER OPEN UNIVERSITY

Established in 1998, the Summer Open University (UOd'E) offers short courses (25 hours) in different areas of interest that allow students to combine learning, leisure and professional development. The courses are intended to provide students with knowledge on cultural and societal issues, to refresh and deepen their knowledge of specific aspects of their professional lives and studies, and to provide them with a strong grasp of current issues. The courses are taught in Spanish and Catalan. The Catalan-language courses are included in the Xarxa Vives d'Universitats (Vives University Network's) guide to summer courses, which was compiled as part of a wide-ranging effort to promote cooperation and coordination among Catalan-language universities. Consequently, students may then earn credit for them at any member university of the network.

More than **23,500** students have taken courses at the Catalan and Spanish campuses of the Summer Open University since it was founded. In **2013**, **1,123** students enrolled on Summer University courses.

The courses are organized into programmes. In summer **2013** these programmes were:

- Alimenta (Food Studies)
- Arts and Humanities
- Digital Skills Training Web 2.0 and Social Networks
- Communication
- Personal Development
- Virtual Teaching
- Law and Politics
- Entrepreneurship and Business
- Languages
- Science
- Psychology and Education
- Health
- Tourism and Travel

UNIVERSITY @THENAEUM

The University @thenaeum offers the chance to study subjects in any of the UOC's courses without any prior admission requirements. Students of @thenaeum subjects study alongside the rest of the UOC's students, in the same classrooms, following the same learning methodology and subject to the same assessments. The courses are taught in Spanish and Catalan. In the two periods run this year, subjects from a num-

ber of UOC postgraduate programmes have been included in the @thenaeum.

SEMINARS

These are short courses that provide students with the personal and professional skills they need to perform their jobs. The courses are organized into training paths based on skills areas.

They are offered twice a year: in October and November and in February and March. In these two periods, a total of **1,118** students enrolled: **806** on the Catalan-language campus and **312** on the Spanish-language campus.

The courses on offer were in the following areas:

- Arts and Humanities
- Languages
- Digital Skills
- Virtual Teaching
- Personal and Emotional Development
- Communication
- Business and Tourism
- Psychology and Education
- Health

-
4. Departments and academic programmes
- 4.1. Departments and study programmes
 - 4.2. Open education
 - 4.3. In-company training**
-

The UOC in-company training service is an integral management model of the training programmes adapted to the needs of companies and institutions taught by our own teaching and technical staff and an extensive network of specialist external associates. This mode offers flexibility, segmentation and personalization (of contents, model, calendar, etc.) and adaptation of the training model (online or blended) according to the project needs, and the use of the virtual environment with proven and adaptable technology and, finally, the possibility of university certification for this type of programme.





5. LA RECERCA I LA INNOVACIÓ



5. Research and innovation

- 5.1. Research groups
- 5.2. Doctoral School
- 5.3. Research institutes

The UOC promotes world-class, interdisciplinary research, innovation and transfer activities aimed at addressing complex issues rather than matters related to specific disciplines.

Year	Doctoral theses defended
2007	2
2008	10
2009	6
2010	11
2011	12
2012	7

The UOC's research, innovation and transfer work is now specialized in the areas of arts and humanities, social sciences, health sciences and technology and communication. Of note among the subject areas covered are identity, culture, art and society; technology and social action; globalization, legal pluralism and human rights; fiscal policy, la-

bour relations and social provisions; internet, digital technologies and new media; information and communications management, systems and services.

Innovation is one of the UOC's hallmarks and informs all of its activities and processes. It is part of the benchmarking scheme for the University's different departments and areas.

The UOC likewise promotes innovation through strategic projects and regular calls for proposals, which offer outlets for high-impact projects with regard to innovation in the University's teaching and management processes.

INNOVATION PROGRAMME

With the aim of ensuring successful final products, this programme ensures that all proposals adhere to the University's strategic plan, that they are diligently screened, and that the resulting projects are optimally managed.

APLICA grants

A grant programme open to all University staff intended to award grants to finance innovation projects.

Between 15 and 25 projects are approved in each call (approximately 75% are teaching innovation projects and 25% management innovation projects).

INNOVA projects

Two INNOVA projects were run in 2012 to aid the internal and external transfer of innovation using the OpenApps platform and foster the m-UOC concept regarding mobility, multimedia and multi-device.

- Open Apps is a strategic and interdisciplinary project, backed by the UOC's Innovation Committee and implemented by multiple areas and departments. Its main aim is to create an open-access environment containing the main applications, resources and other solutions developed at the UOC for teaching and management improvement purposes.

The Open Apps initiative embodies the UOC's commitment to the open sharing of the teaching experiences and applications that it has developed and successfully tested.

<http://open-apps.uoc.edu/index.php/ca/>

- The aim of m-UOC is to develop the work place for all members of the community. The use of different devices used as effective learning and teaching elements needs to be facilitated and fostered. A mobile, multichannel and multimedia university that provides students and teaching staff with the necessary resources for using each device efficiently.

mLearning. <http://m-learning.uoc.edu>

Video.edu: <http://videoedu.blogs.uoc.edu/>

VideoFlow: <http://videoflow.uoc.edu>

Guixa (App Store)

support for the learning process by analysing the data produced by this process.

Networks

The Innovation Programme has a specific action line for promoting and supporting the UOC's participation in national and international innovation networks. By strengthening these knowledge platforms, it aims to extend and internationalize the experience and results of the UOC's innovation process in order to call attention to it and seek out new synergies and complicities among its partners.

«Research and innovation are cornerstones of an increasingly more open university»

«Today, there are 247 researchers from 24 different countries»

The Val_ID and LA projects won backing in 2013.

- The aim of Val_ID is to develop an authentication system that can be used at the UOC, with assurances, by our community and accrediting institutions and certifiers.
- The aim of LA is to coordinate, support and finance UOC research and innovation projects designed to improve

Table. Number of research and teaching staff at the UOC and science articles per department

Department	Number of research and teaching staff	Total number of UOC-affiliated science articles to December 2012
Arts and Humanities	45	180
Information and Communication Sciences	27	102
Health Sciences	8	6
Law and Political Science	30	125
Economics and Business Studies	39	138
IT, Multimedia and Telecommunications	57	225
Psychology and Educational Sciences	41	209
Total	247	985

UOC is home to more than 46 research groups, linked to a department or one of the University's two research centres: the Internet Interdisciplinary Institute (IN3) and the eLearn Center (eLC). The Catalan government has officially recognized 14 of these groups as emerging or consolidated research groups.

RESEARCH GROUPS

- CREC (Conflictology Studies and Research Centre) [IN3]
- CNM (Communication and New Media) [IN3]
- CSC (Communication and Civil Society) [IN3]
- CMES (Mobile Communication, Economy and Society) [IN3]
- CGTIC (Reconciliation, Gender and ICT)
- MEDIACCIONS (Digital Culture and New Media) [ERG]
- INTERDRET (Internet Law) [ERG, IN3]
- EDUS (School and University Distance Education) [eLC]
- ENS (Education and the Network Society) [IN3]
- EDUL@B (Education and ICT) EDUL@B [ERG, eLC]
- GADE (eGovernance: Electronic Administration and Democracy) [ERG, IN3]
- GRES-UOC (Software Engineering) [IN3]
- GRECS (Culture and Society Studies) [ERG]

- TAXLABOR (Fiscal Policy, Labour Relations and Social Benefits) [ERG]
- GENTIC (Gender and ICT) [IN3]
- KIMO (Knowledge and Information Management in Organizations) [CRG]
- GROIP (Globalization, Legal Pluralism and Human Rights) [ERG]
- ICSS (Information and Communication Systems and Services)
- eCo (Innovation in e-Learning, Information and Communication) [eLC]
- ITOL (Interactive Tools for Online Learning Environments) [eLC]
- GROUPWARE.CAT (InteractuArt: Art and Society in the Digital Age)
- I2TIC (Interdisciplinary Research Group on ICT) [ERG, IN3]
- KISON (K-riptography and Information Security for Open Networks) [CRG, IN3]
- LES (Social Education Laboratory)
- eHealthLab [eLC]
- LNT (New Tourism Laboratory) [eLC]
- LPG (Language Processing Group)
- IDENTI.CAT (Language, Culture and Identity in the Global Age) [ERG]
- MeL (Management and e-Learning) [eLC]
- MNS (Migration and the Network Society) [IN3]
- MUSEIA (Museology, Museography, ICT and Cultural Heritage) [eLC]
- ONE (New Economy Observatory) [CRG, IN3]
- CD (Digital Culture programme) [IN3]
- CNIT (Cognitive Neuroscience and Information Technology programme) [IN3]
- PSINET (Psychology, Health and the Internet) [ERG, IN3]
- SUNAI (Scene Understanding and Artificial Intelligence Lab) [IN3]
- DPCS (Distributed, Parallel and Collaborative Systems) [IN3]
- ATIC (Technology and Social Action) [GRE]
- TUSC (Urban Transformation in the Knowledge Society) [IN3]
- ICSO (Internet Computing & Systems optimization) [IN3]
- ALTER (Crisis, Alternative and Representation)
- VICRIMV (Victimology and Criminality in the Information Society)
- TEKING (Technology Enhanced Knowledge and Interaction Group)
- Research Group in Educational Supports to Learn in Online Environments. EdOnline (eLC)
- CIMANET (Science and Mathematics Online)
- Education and the Network Society.ENS [IN3]

Additionally, the University's researchers carry out individual initiatives, renowned visiting research fellows and lecturers and postdoctoral researchers on specific-length stays.

The UOC has the Research and Transfer Support Office (OSRT) to help meet the needs of around 500 professionals taking part in research, development and innovation work.

5. Research and innovation

5.1. Research groups

5.2. Doctoral School

5.3. Research institutes

5. Research

5.1. Research groups

5.2. Doctoral School

5.3. Research institutes

The Doctoral School has been created this year to organize the doctoral programmes. Through its doctoral programmes, the UOC's aim is to educate doctors who are skilled in their field of knowledge and enable them to carry out competitive research projects from and for society.

DOCTORAL PROGRAMME ON THE INFORMATION AND KNOWLEDGE SOCIETY

First run in 2000 at the IN3, this was the first doctoral programme to be created in the field of research into the information and knowledge society and the first doctoral programme given completely online.

The aim of the programme is for its graduates to acquire the knowledge and skills required to conduct research into information and communication technologies, their uses and the transformations that accompany them in the various humanistic and social fields. At the same time, it seeks to increase

scientific knowledge of the changes entailed in the transition to an information and knowledge society through doctoral theses.

The complex connections between different social, economic, political and cultural systems make it necessary to overcome the traditional barriers between disciplines. The programme therefore takes an interdisciplinary approach.

Similarly, students can specialize in either of two main areas: the information and knowledge society or information and network technologies. The programme is taught in English, and the doctoral theses may be submitted in Catalan, Spanish or English. At present, more than 150 students are enrolled on the programme, and more than 65 others have already successfully defended their doctoral theses.

DOCTORAL PROGRAMME IN EDUCATION AND ICT (E-LEARNING)

Since 2010, the UOC has been running the

Doctoral Programme in Education and ICT (e-learning) which is designed to train researchers in the use of technology in education. The courses are taught in Catalan, Spanish and English. It is an innovative programme in terms of both the methodology applied and its approach to different aspects of e-learning.

The doctoral programme is linked to the eLearn Center's research programme on the time factor in e-learning. Its principal objective is to bring together actions and decisions reasoned empirically on the time factor in online teaching with the aim of improving learning.

It has three pathways:

- educational organisation, management and policies,
- teaching and learning processes,
- and technological resources for learning.

There are currently 28 students on the programme. They hold master's degrees in re-

lated fields, such as teaching, psychology or technology in education.

The results of the programme, to which a total of 21 of the university's research projects also contribute, are published in the eLearn Center research journal, the eLCResearch Paper Series, as well as international journals.

DOCTORAL PROGRAMME IN INFORMATION AND NETWORK TECHNOLOGIES

The 2013-2014 academic year saw the start of the Doctoral Programme in Information and Network Technologies, which consolidates a prolific research record for the UOC's IT, Multimedia and Telecommunications Department.

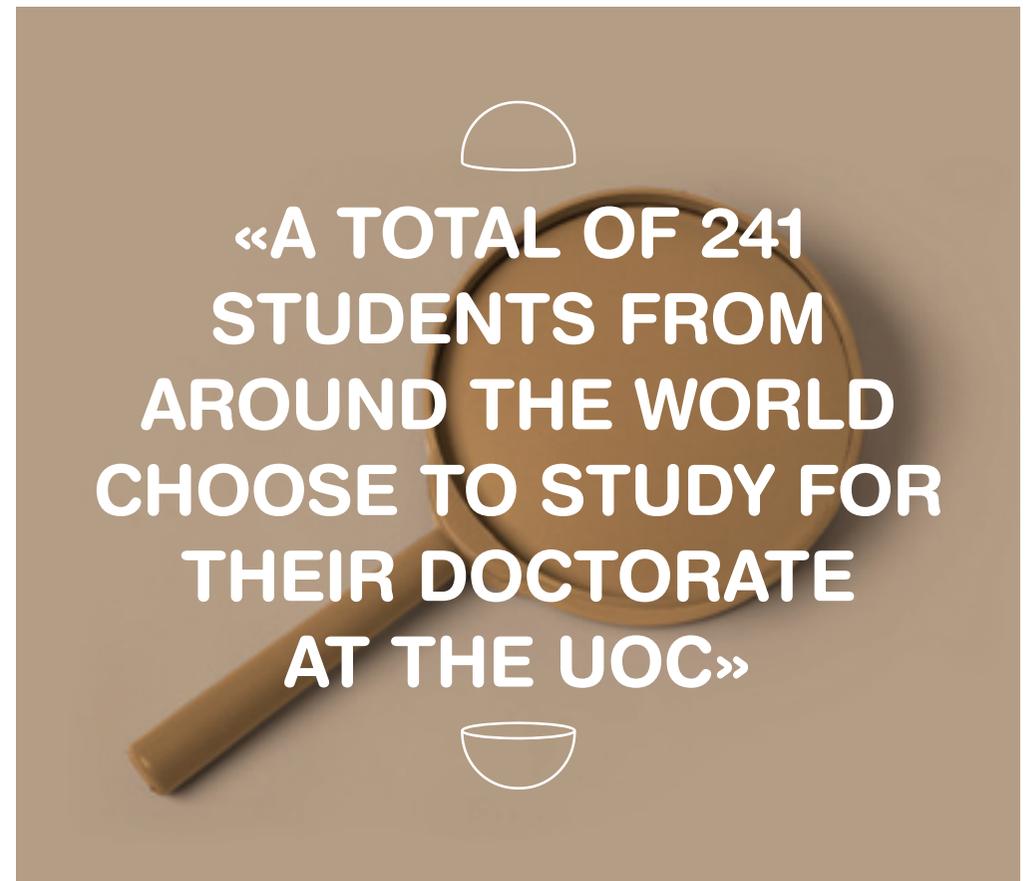
The aims of the programme are:

- To provide advanced education about research into information and network technologies.

- Through the creation and submission of PhD theses, undertake original research initiatives that contribute to knowledge accumulated about information and network technologies.

This programme is divided into three areas and the UOC research groups that focus on information and network technologies concentrate on aspects such as IT security, distributed systems, open and decentralized networks, multimedia systems and apps, technological aspects of e-learning, information systems, software and services engineering housed at IN3 and the eLearn Center or the departments themselves.

Therefore, technology is a core aspect, but the research is conducted from a wide and unrestricted perspective which enables other aspects to be included, from information systems management and economy to artistic displays using multimedia technologies.



5. Research

5.1. Research groups

5.2. Doctoral School

5.3. Research institutes

INTERNET INTERDISCIPLINARY INSTITUTE (IN3)

This is a research institute that specializes in research into the network society and the knowledge economy and the study of network technologies and specific areas of software. Directed by Professor Manuel Castells until the 2012-2013 academic year, it is currently run by Dr Josep Lladós Masllorens. It has 89 researchers, 12 research assistants and 38 doctoral research fellows (figures from September 2013).

IN3 promotes quality research through programmes that foster international mobility to attract talent to IN3, as well as to expand knowledge sources and enjoy the presence of expert researchers from research fields closely linked to the Institute's research groups. Four specific programmes designed to attract talent that are open to researchers outside IN3 should be highlighted:

- Visiting Scholars Programme
- Visiting Professors Programme

- Postdoctoral Programme
- Research Fellows Programme

A call for resident researchers through which the UOC's research teaching staff can spend a year at IN3 working full-time and exclusively on their research.

The IN3 is divided into research groups, led by senior UOC teaching staff who have a proven track record within the group's field of research. Groups are assessed regularly by the IN3 scientific and management committee. They are committed to procuring funding by securing competitive projects and interact closely with the doctoral programme as they contribute the research lines to the programme, participate in candidate selection processes and integrate doctoral candidates into group activities.

One of the Institute's high-profile activities are the debate and reflection seminars, given by researchers from outside the UOC but members of the institution who create stable

spaces for discussions and the creation of ideas and projects in IN3t fields of interest. These are highly dynamic and operate with no specific funding from the Institute which only provides institutional support and a stable space for their activities.

Finally, with regard to scientific production, 2009 to 2012 saw significant growth in scientific production per researcher, a highly favourable development resulting from the publication of scientific articles, despite the scant increase in the number of researchers. On average for the period as a whole, each researcher publication rate rose by 18%, representing an average annual increase in production of 2.86%. The last 7 years have seen 150 scientific articles published, almost half of which in journals linked to the ISI Web of Knowledge. In terms of attracting research projects, IN3 has achieved an average success rate of 34% more research projects than at the start of this period.

eLEARN CENTER

The eLearn Center groups together the UOC's research, innovation and training activities in the field of e-learning. Concentrating these activities strengthens cooperation between professionals and teams, guarantees increased visibility also at international level and facilitates access to more competitive projects and better funding.

Through the eLearn Center, the UOC capitalizes on the knowledge it has accumulated in the field of ICT and teaching and it is a world benchmark, making it available to other universities, social actors and society at large.

The eLearn Center also fosters social knowledge and recognition of e-learning as an innovative education methodology, favours dissemination and facilitates national and international projection.

Its main fields of interest are teaching and learning processes; educational organisation, management and policies, and technological resources for learning.

The eLC looks at research in e-learning from different perspectives: education, health, tourism, culture, communication and management.

Researchers are currently linked to the eLearn Center through 9 stable research groups or individually, as visiting lecturers

–eLC research fellow and eLC visiting professor programmes– and students on predoctoral or postdoctoral stays. In 2012, 46 research and innovation projects and activities were carried out within the centre's framework.

Training Academic and professional programme in Education and ICT (e-learning)

The centre makes it possible to transfer knowledge through an in-house e-learning training programme. It provides teaching staff and professionals from universities, schools and business with the necessary skills to use ICT for educational or training purposes.

The following courses are taught:

- University Master's Degree in Education and ICT (e-learning).
- Postgraduates: E-Learning Research; Management and Administration of e-Learning; Technical and Educational Design of Programmes, Environments and Resources; Online University Teaching; Innovation and Creative Use of ICT in Education. UOC-Espiral.
- Specializations: Leadership and Organizational Development in e-Learning; E-learning Project Management; Online Teaching; Planning and Production of Online Activities; Programme and Course Design Support; Online

Development for Teachers. UOC-Espiral; Creativity, innovation and teaching social networks. UOC-Espiral.

- International qualifications: Jointcertificate: E-learning design and development. UOC-UNM (University of New Mexico, USA); European certificate: E-learning course design and teaching

Online professional development for teachers

Internal training programme begun in 2010. Aimed at UOC teaching staff, it covers the acquisition of basic and advanced skills in e-learning teaching strategies. A total of 56 teachers have benefited from the programme.

In-company training programme and advice

Collaboration with institutions and organizations regarding the training of their professionals and the implementation of e-learning models.

- Director, teaching staff and manager group training
- Assessment of the elements involved in education practice (projects, courses, materials and training resources)
- Strategic assessment of e-learning implementation models
- In-company training and advice regarding e-learning integration projects at higher education institutions



6. **CONEXIEMENT
OBERT**



6. Open knowledge

6.1. Academic journals

6.2. The UOC on the web

6.3. Editorial UOC

The UOC contributes to the dissemination of knowledge in its areas of expertise and research through academic publications, websites and the Editorial UOC publishing house. Over 16,000 subscribers to the websites and journals, including academic journals and the *LletrA* and *Debates on Education* website, are testimony to the priority that the University places on this task.

General features:

- All journals are digital and open-access.
- All content is published under Creative Commons licences.
- All journals adhere to the quality standards for periodical publications (whether scientific or popular).
- All journals have syndication systems and offer free subscriptions to published content.
- The University's departments and knowledge areas sponsor and publish a range of scientific and popular periodical publications.

ANÀLISI. QUADERNS DE COMUNICACIÓ I CULTURA

A peer-reviewed open-access scientific e-journal that explores areas of communication sciences: journalism, advertising and public relations, audiovisual communication, the internet, multimedia and related issues, always from a social and cultural perspective.

Published jointly since 2011 by the Faculty of Science at the Autonomous University of Barcelona and the UOC's Information and Communication Sciences Department on a weekly basis and featuring articles in Catalan, Spanish and English. Website:

www.analisi.cat

ARTNODES. JOURNAL ON ART, SCIENCE AND TECHNOLOGY

A peer-reviewed open-access scientific e-journal. It publishes articles that analyse the intersections between art, science and technology. An initiative of the UOC's Arts and Humanities Department, it is published an-

nually and features articles in Catalan, Spanish and English.

<http://artnodes.uoc.edu>

BID. UNIVERSITY LIBRARY SCIENCE AND DOCUMENTATION TEXTS

A peer-reviewed open-access scientific e-journal specialising in library science and documentation analysis. Published jointly since 2013 by the Faculty of Library Science and Documentation at the University of Barcelona and the UOC's Information and Communication Sciences Department on a weekly basis and featuring articles in Catalan and Spanish. Website:

<http://bid.ub.edu>

COMeIN

An open-access digital journal showcasing the views of faculty from the UOC's Information and Communication Sciences Department 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 other issues. An initiative of the UOC's Information and Communication Sciences Department, it is published monthly and features articles in Catalan and Spanish.

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

DIGITHUM. THE HUMANITIES IN THE DIGITAL AGE

A peer-reviewed open-access scientific e-journal that publishes reflective articles and the results of research on 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, Spanish and English.

<http://digithum.uoc.edu>

ELC RESEARCH PAPER SERIES

A peer-reviewed open-access scientific e-journal presenting the results of the eLearn Center's research projects, which examine e-learning from a range of perspectives, including education sciences, IT and economics. An initiative of the UOC's eLearn Center, it is published weekly and features articles in English.

<http://elcrps.uoc.edu>

IDP. JOURNAL ON THE INTERNET, LAW AND POLITICS

A peer-reviewed open-access scientific e-journal that encourages readers to reflect on the content and scope of the changes that information and communication technologies and the internet have had on the fields of law, politics and e-administration. An initiative of the UOC's Law and Political Science Department, it is published weekly and features articles in Catalan and Spanish.

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

IN3 WORKING PAPER SERIES

An open-access scientific e-journal that presents research reports on projects related to the information society linked to the UOC's Internet Interdisciplinary Institute (IN3). An initiative of the IN3, it is published annually and features reports in Catalan, Spanish and English.

<http://in3-working-paper-series.uoc.edu>

JOURNAL OF CONFLICTOLOGY

A peer-reviewed open-access scientific e-journal that examines the application of conflict resolution theories and draws attention to non-violent practices from an empirical and scientific point of view. An initiative of the UOC's Campus for Peace, it is published weekly and features articles in English.

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

MOSAIC. MULTIMEDIA TECHNOLOGY AND COMMUNICATION

An open-access digital magazine with articles on issues related to multimedia technology and interviews with leading figures from the sector. An initiative of the bachelor's degree in Multimedia offered by the UOC's IT, Multimedia and Telecommunications Department, it is published monthly in Spanish.

<http://mosaic.uoc.edu>

RUSC. JOURNAL OF THE UNIVERSITY AND KNOWLEDGE SOCIETY

A peer-reviewed open-access scientific e-journal that examines governance, administration and e-learning strategies in higher education. Published jointly since 2012 by the UOC's eLearn Center and the DeHub at the University of New England in Australia, it is published weekly and features articles in Spanish and English.

<http://rusc.uoc.edu>

6. Open knowledge

6.1. Academic journals

6.2. The UOC on the web

6.3. Editorial UOC

The UOC, as an institution, and the members of its university community play an active role in a range of web-sites.

SHARING KNOWLEDGE

The UOC's academic and research activity is geared towards meeting people's training needs and is based on decentralization, flexibility and permanent access to learning resources.

In keeping with its educational model and its commitment to providing universal access to knowledge, the UOC offers its educational and research content to the web.

O2, the "Oberta" in Open Access

An institutional repository containing the open-access digital publications produced by the UOC in relation to its research, teaching and administrative activities. It contains over 2,400 resources. It is managed by the Virtual Library.

UOC OpenCourseWare

Website where the UOC offers its teaching materials to the internet community: lecturers, students and self-learners.

THE UOC ON SOCIAL NETWORKS

Facebook

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

Bilingual: Spanish and Catalan.
It has 26,378 fans

Twitter

<http://twitter.com/UOCuniversitat>

<http://twitter.com/UOCuniversidadniversidad>

They have a total of 36,432 followers.

<http://twitter.com/UOCestudiant>

<http://twitter.com/UOCestudiante>

They have a total of 9,087 followers.

Flickr

http://flickr.com/UOC_universitat

Linkedin

<http://www.linkedin.com/groups?gid=2148606>

3,925 followers of the UOC former students group

Delicious

http://delicious.com/UOC_Universitat

YOUTUBE

The UOC has a YouTube channel on which it publishes news videos with papers, conferences, lectures, news and overviews of its institutional activity, interviews with experts, academics and researchers, from inside and outside its community, who visit the university, take part in seminars, ceremonies and events. Over 3,000 videos have been posted. It was created in 2006. It has 3,056 fans. Complete viewings of the videos posted: 1,512,037

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

ONLINE KNOWLEDGE DISSEMINATION PLATFORMS

LletrA. Catalan literature on the internet

LletrA is a joint initiative of the UOC, the Ramon Llull Institute and the Catalan government's Institute of Catalan Arts designed to raise awareness of Catalan literature.

<http://lletra.uoc.edu>

Offlletra. The participation area

Participation area open to readers interested in learning more or sharing it.

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

Debates on Education

The Debates on Education are a initiative of the Jaume Bofill Foundation and the Universitat Oberta de Catalunya aimed at encouraging debate in society on the future of education in the current social, political and economic context.

<http://www.debats.cat>

Manuel Castells

Developed by the UOC and the Telefónica Foundation, this website contains the works of Manuel Castells: books, book chapters, papers, research reports, talks and lectures, speeches given as an honorary doctor and at master classes.

<http://www.manuelcastells.info>

Music of poets

A website for Catalan music and poetry, *Música de poetes* (Music of Poets) offers a selection of songs by Catalan musicians inspired by the work of some of the greatest Catalan poets.

<http://www.musicadepoetes.cat>

BLOGS

Àgora - Multilingualism blog

Blog of the postgraduate course in Linguistic and Cultural Diversity Management.

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

Art i cultura digital

The aim of the UOC-LABoral Postgraduate Programme in Digital Art and Culture blog is to increase the dissemination, participation and debate regarding the different initiatives fostered by these two institutions for art, culture and digital technologies.

<http://laboralcentrodearte.uoc.edu>

Àsia oriental

The blog of the East Asian Studies Programme which offers teaching within the Arts and Humanities Department. Its aim is to publicize the department's activities, recommend books, exhibitions, films, talks, etc., and facilitate analysis and offer opinions on current affairs.

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

Cultural

The aim of the UOC's blog on cultural management is to be a useful tool for students, professionals and anyone else interested in the public and private management of culture.

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

Docublog

This blog keeps readers up-to-date with the main activities and developments related to the documentation programme and the subject of documentation.

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

En clau de TIC

The blog of the UOC's Digital Skills Department, an area of cross-disciplinary knowledge that forms part of the IT, Multimedia and Telecommunications Department.

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

Fiscal UOC

Blog by the teaching staff for the Public Economy and Fiscal Policy area of the UOC's Economics and Business Studies Department. Its aim is to report and share views on the latest developments in the world of fiscal policy: fiscal policy, proposed legal reforms, recently approved regulatory changes and other issues related to the taxpayer calendar.

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

Humanitats

The aim of the “Humanitats” (Humanities) blog is to provide a virtual reference forum for anyone interested in information, discussion and research related to humanistic culture.

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

iCommunity

The aim of the CommunityLab is to design and develop apps that foster a sense of community in the UOC’s learning environment. [In English]

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

Informàtica

Blog created for the purpose of strengthening the relationship between the university community and the business world. It seeks to provide a forum for communication between graduates, faculty, professionals and anyone else interested in any area of computer science.

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

Joy of Learning

Blog devoted to the research and design of e-learning environments that motivate and engage students over the course of their lives. [In English]

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

LibTechNotes

Blog on trends in the world of library technology through which the Virtual Library’s technical staff seek to increase the visibility of and share some of their discoveries, acquired knowledge and the projects they are conducting. [In English]

<http://labs.biblioteca.uoc.edu/blog>

Llengua i literatura catalanes

The aim of the UOC’s Catalan Language and Literature programme blog is to increase the visibility of this department’s activities, recommend reading and explain related contemporary affairs.

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

Llibre digital

The aim of this blog on the postgraduate degree in Books and Reading in the Information Society UOC-Grup 62-Leqtor is to share interesting information about this subject.

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

MyWay

MyWay is a set of tools for editing and delivering content in different formats. Following three years of development, the aim of the UOC is to open and transform the project with a view to helping the open learning community. [In English]

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

Traducció i tecnologies

Blog of the postgraduate degree in Translation and Technology.

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

Xarxa territorial

The UOC’s regional network consists of UOC centres and points throughout the region Its mission is to disseminate knowledge, incentivize and provide support to the UOC’s university community, and establish a dialogue with society at large.

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

UOC TV

The University’s audiovisual platform

<http://w.uoc.edu/tv>

6. Open knowledge

6.1. Academic journals

6.2. The UOC on the web

6.3. Editorial UOC

Founded in 1996, Editorial UOC is a private and sustainable university publisher that publishes in Catalan and Spanish. Its aim is to become the leading publisher of Catalan-language university textbooks and the benchmark communication publisher.

It has published more than 1,400 works by 3,700 different authors in fields such as ICT,

the information society, communication and all other fields related to the UOC's different departments.

Its main collections include series aimed at:

- University students – “Manuals”, “Acción Cultura”, “Dossiers Did@c-TIC’s”, “Communication and Society”.
- Lecturers and professionals – “Media Literacy”, “El Profesional de la Información”, “Laboratorio de Educación Social”, “UOC Business School”, “Tic Cero”, “Sociedad Red”, “UOC Innova”, “UOCPress”, “Gestión de la Ciudad”.
- The general public – “Vull Saber” and “Niberta”



7. COMMUNITY OUTREACH



7. Community outreach

7.1. University network

7.2. UOC Business

7.3. Social UOC

7.4. Regional network

The UOC is strongly committed to its community and is a firm believer in the use of education and culture to effect social change.

In keeping with this belief, it champions the dissemination and transfer of knowledge and technology among educational institutions and organizations, both locally and at international level. To this end, it is part of the many networks with which it collaborates.

It is a member of the Inter-university Council of Catalonia (CIC), the Catalan Association of Public Universities (ACUP), the Vives Network of Spanish Universities and Rectors Conference (CRUE).

It has also signed agreements and undertaken collaboration projects with a variety of international networks and organizations:

- **Academic Cooperation Association (ACA)**

The ACA is a federation of European and international associations that promote the internationalization of their respective higher education systems. The ACA offers them a multilateral platform for cooperation and innovation in higher education.

- **Agence Universitaire de la Francophonie (AUF)**

This aim of this Francophone project is to establish a French-language international academic community that generates and transmits knowledge.

- **Asociación Universitaria Iberoamericana de Posgrado (AUIP)**

This association promotes mobility among postgraduate students, faculty and researchers in Latin American countries.

- **CALED (Instituto Latinoamericano y del Caribe de Calidad en Educación Superior a Distancia)**

CALED's mission is to help improve the quality of distance higher education at all institutions in Latin America and the Caribbean offering this type of education.

- **Council for Advancement and Support of Education (CASE)**

An organization that seeks to help its members forge and strengthen relations with alumni and donors, raise funds for campus projects, produce materials and promote public support for education.

- **Centro Universitario de Desarrollo (CINDA)**

An international academic institution that interconnects universities and draws attention to the main economic and social development issues in Latin America.

- **Consortio Interamericano de Educación a Distancia (CREAD)**
A consortium that seeks to promote distance education and to disseminate knowledge in this field at international level.
- **European Association of Distance Teaching University (EADTU)**
A network comprising Europe's distance and online universities. Its members work on issues such as higher education policy, mobility and e-learning.
- **EARMA (European Association of Research Managers and Administrators)**
EARMA represents the European community of research managers and administrators. Its members work on the front-line of the construction of the European Research Area. It also forms an interface between research funding organizations and the scientific community, resolving legal and cultural differences between countries and between academia and industry, contributing to policy advice and ensuring that research projects function correctly.
- **European Distance and E-Learning Network (EDEN)**
A network that promotes development and collaboration in e-learning, focusing on online educators and research in the field.
- **EDUCAUSE-ELI**
The main aim of this association is to improve higher education by promoting the intelligent use of information technology.
- **European Foundation for Quality in e-Learning (EFQUEL)**
A network devoted to quality in e-learning and the promotion of innovation and excellence, one of whose main objectives is to establish a European framework for quality.
- **European-Mediterranean University (EMUNI)**
A network whose goal is to create a common higher education area for the countries in the Mediterranean Basin.
- **ENHOE (European Network for Ombudsmen in Higher Education)**
ENHOE is an informal network for European academic ombudsmen and from other parts of the world. Its main aims are to learn from each other, help implement good governance in higher education institutions and create a more solid basis for the role of academic ombudsmen in higher education. The network comprises academic ombudsmen from higher education institutions and people affiliated to higher education institutions interested in academic ombudsman practices.
- **Espace Numérique Ouvert pour la Méditerranée (EOMED)**
An international project that seeks to develop and promote activities related to virtual universities, to disseminate open educational resources and to federate actors from the Mediterranean region.
- **Euromed Permanent University Forum (EPUF)**
A forum that seeks to apply the Bologna process to the universities of the Mediterranean Basin and to promote intercultural dialogue with other institutions.
- **Heads of University Management & Administration in Europe (ESMU-HUMANE)**
This network provides support to European universities pursuing strategic development in the form of management development programmes, comparative studies and good management practices.
- **European University Association (EUA)**
A European association that plays an essential role in shaping the European higher education landscape, thereby contributing to the development of European higher education policy.
- **The European Association for University Life Long Learning (EUCEN)**
A multidisciplinary association established to enable members to exchange experiences and information on current lifelong learning policies and regulations (LLL).
- **European University Information System (EUNIS)**
A network created to foster contact between information system managers in higher education or research institutes in Europe.
- **Global University Network for Innovation (GUNI)**
A network comprised of UNESCO chairs, research centres, universities, associations and institutions committed to innovation in higher education set up to facilitate the application of the main decisions taken at the 1988 World Conference on Higher Education in Paris.

- **International Association of Universities (IAU)**
An association that aims to build a worldwide higher education community and promotes the principles of freedom, justice, human dignity and solidarity.
- **International Council for Open and Distance Education (ICDE)**
An organization recognized by the United Nations (UNESCO) devoted to online, flexible and blended learning.
- **Institutional Management in Higher Education (IMHE-OECD)**
The IMHE has established a permanent forum for higher education professionals to exchange experiences and benefit from shared reflection and strategic thought and analysis.
- **IMS Global Learning Consortium**
A consortium offering specifications and standards for educational tools and applications.
- **New Media Consortium (NMC)**
A consortium devoted to the development of new applications of technology that promotes technological and methodological innovation in education.
- **The Observatory on Borderless Higher Education (OBHE)**
A global strategic services organization that conducts high-level research and disseminates new trends, best practices, policy frameworks and quality assurance information relevant to cross-border higher education.
- **OpenCourseWare Consortium (OCW)**
A consortium committed to advancing the use and impact of high-quality educational materials that are freely available online.
- **OERu (Open Educational Resources university)**
OERu is a virtual collaboration between institutions with similar ideas, committed to creating flexible itineraries for Open Education Resources students enabling them to achieve formal academic credits.
- **RECLA (Red de educación Continua de América Latina y Europa)**
RECLA originated in the CEC project of the Columbus cooperation programme between European and Latin American universities, the aim of which is to improve university management.
- **Red de Defensores, Procuradores y Titulares de Organismos de Defensa de los Derechos Universitarios (REDDU)**
A network created to promote activities related to university management, cooperation between national and international institutions, the exchange of high-quality information and regular countrywide meetings.
- **Talloires Network**
An international association of higher education institutions committed to strengthening civic roles and social responsibilities.
- **UXPA (TheUserExperience Professionals Association)**
The UserExperience Professionals Association (UXPA) provides a service to people who undertake research into and design and assess users' experience of products and services. The UXPA is the organization for usability professionals worldwide. The UXPA holds an annual international conference, publishes new conclusions in titles such as the Journal of UsabilityStudies (JUS) and UserExperience Magazine, and has 50 delegations around the world.
- **UDUAL (Unión de Universidades de América Latina y El Caribe)**
The UDUAL is an international body created to promote relations between Latin American universities and links with other international institutions, such as UNESCO, the Inter-American Committee on Culture of the OAS, etc.

The UOC also collaborates closely through its Departments with many other "professional or sectorial" networks.

- 7. Community outreach
 - 7.1. University network
 - 7.2. UOC Business**
 - 7.3. Social UOC
 - 7.4. Regional network

The UOC aspires to serve as a model for businesses and institutions with regard to the promotion of the knowledge economy and, in keeping with one of its missions, its aims is to disseminate the knowledge generated by its faculty and researchers in this field.

To achieve this, the University has a specific work plan for its UOC-Business Relations activity line, which aims to promote cross-disciplinary work to ensure that the University is well positioned to meet all the training, start-up and competitive growth needs of our socio-economic fabric.

The UOC is able to provide high-quality training and knowledge services and carry out comprehensive skills, advisory, applied research, entrepreneurial and innovation initiatives aimed at fostering changes in skills in companies and organizations

The aim of the University is to maintain a close and enriching relationship with businesses. Consequently, all institutional activities carried out in this vein must help to ensure the fluidity of its service or partnership relationships.

In this relationship, businesses and the University contribute and receive:

- **Innovation:** the UOC provides innovative ideas and conducts ongoing research; businesses provide professional environments in which this research can be applied and the expertise of their professionals.
 - **Training:** the UOC offers up-to-the-minute in-company training and knowledge management programmes, content and methodology; businesses provide environments for students to carry out work placements and final projects, as well as insight into professionals' real needs.
 - **Dissemination:** the UOC, in keeping with its founding commitment to promoting knowledge in society, provides innovative knowledge; businesses create additional knowledge through innovative experiences.
- The University establishes collaboration agreements with organizations from different sectors through the UOC Associate Institutions and Companies link. The network currently has 290 institution and company members. Associate companies enjoy the following benefits:
- Participation in joint university-business collaboration projects.
 - Participation in work placement programmes
 - Participation in mutually beneficial innovation, training and research projects
 - Benefits from designing in-company training programmes
 - Benefits from designing in-company training programmes
 - Networking and sharing experiences Benefits for development and training
 - Discounts on postgraduate enrolment fees
 - Personalized advice and assistance throughout the enrolment process
 - Preferential treatment during the post-training follow-up period
 - Discounts on books published by Editorial UOC
 - Direct access to the UOC's employment service
 - The ability to consult Virtual Library books from the UOC's support centres

7. Community outreach

7.1. University network

7.2. UOC Business

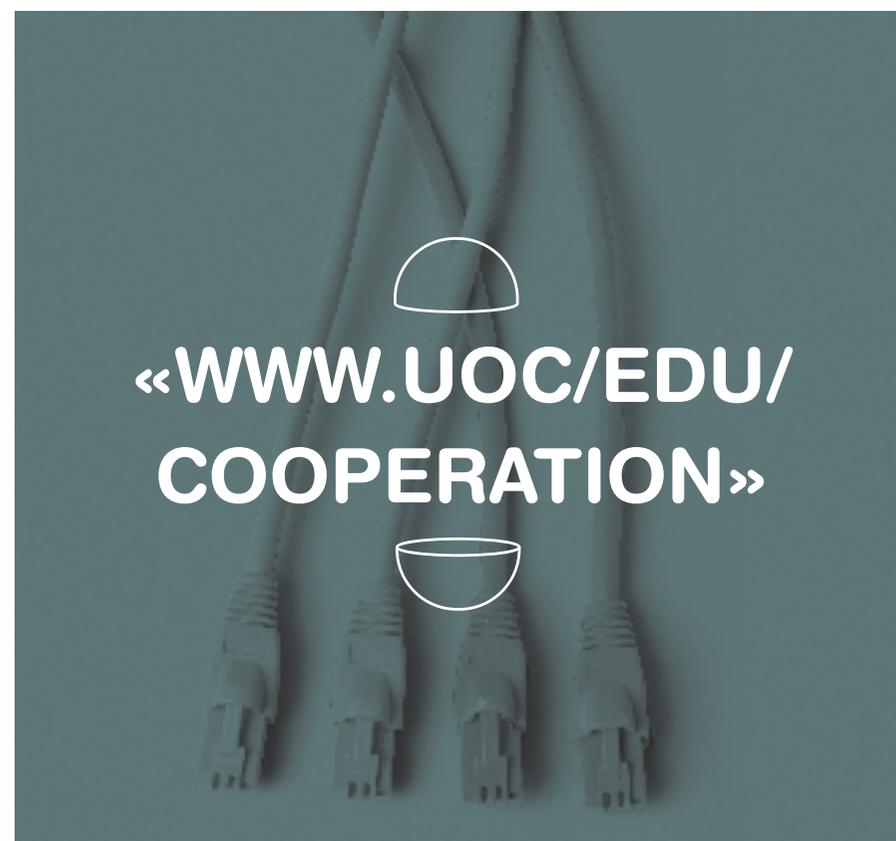
7.3. Social UOC

7.4. Regional network

CAMPUS FOR PEACE

The Campus for Peace is the body through which the UOC channels its cooperation and philanthropic activities. Its aim is to facilitate access to knowledge and promote the use of ICT in underprivileged societies.

The Campus for Peace works with NGOs, foundations and universities to contribute to peace and solidarity with underprivileged people and societies and promote development cooperation, humanitarian aid and sustainability. It collaborates with the Red Cross, the International Peace Bureau (IPB), the World Organization of the Scout Movement (WOSM), the Organization of American States (OAS), the United Nations Institute for Training and Research (UNITAR), the United Nations Food and Agriculture Organization (FAO), the National Autonomous University of Mexico (UNAM), Amnesty International and the Barcelona Provincial Council's Observatory.



7. Community outreach

7.1. University network

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7.4. Regional network

From the time it was founded, the UOC has operated a network of centres throughout Catalonia in order to offer a more personalized service to its students and to foster fluid relations with the social environment. The network's first centres were opened in Manresa, Salt and Reus (in 1996) and are based on the number of UOC students in each area, regional balance, efficiency, opportunity and the University's relations with local institutions, whose help is vital to the network's existence.

- Institutional centres: These centres are the workplaces of the University's teaching, research and administrative staff. The first is located in a historical building on Avinguda del Tibidao (Barcelona) and houses the President's Office. Most of the University's lecturers and administrative staff work in a building in the 22@ tech district in Poblenou (Barcelona) and the Media-TIC building on Car-

rer de Roc Boronat, 117, (Barcelona), which, among other things, houses the research institutes: the Internet Interdisciplinary Institute (IN3) and the eLearn Center (eLC).

- Regional network, comprising Regional Centres and UOC Points: its aim is to disseminate the knowledge generated by the University, support the University's community and dynamize it and establish it as an element to bring about change in society.

17 REGIONAL CENTRES

The UOC operates a regional network made up of 18 regional centres, which offer additional services to those available on campus and facilitate participation by the University's students.

The regional centres offer information and advice on the University's study programmes, answer students' academic

questions and can be used to submit the necessary documents for the corresponding procedures. They also regularly host workshops, lecture series, round tables and debates.

The regional network also organizes the orientation activities for new students, aimed at facilitating their integration into University life. These activities are designed to help students identify the most important aspects of this new stage in their education.

Students can also pick up and return loan items from the Virtual Library, participate in the centres' committees, and use the centres' equipment and facilities, such as internet-enabled computers and meeting rooms.

The UOC also offers the university community and society in general the facilities available at its regional centres for the staging of academic events and social and cultural activities. The meeting rooms are also available for use.



52 UOC POINTS

The UOC points round out the services offered by the regional network. They offer general information on the UOC's study programmes, can also be used to return loan items from the Virtual Library and to connect to the internet.

- Amposta
- Andorra
- Badalona
- Badalona-Llefià
- Barcelona-Guinardó
- Barcelona-Sants-Montjuïc
- Barcelona-Sant Andreu
- Barcelona-Gràcia
- Barcelona-Sant Martí
- Berga
- Blanes
- Banyoles
- Figueres
- Igualada
- La Bisbal
- La Fatarella
- La Pobla de Segur
- Vilafranca del Penedès
- L'Alguer
- Manlleu
- Martorell
- Masquefa
- Mataró
- Conca de Barberà
- Olot
- Palafrugell
- Pont de Suert
- Puigcerdà
- Seu d'Urgell
- Ciutadella
- Móra d'Ebre
- Gandesa
- Illes Pitiüses
- Rubí
- Manacor
- Sort
- Tàrraga
- Ribes de Freser
- Ripoll
- Santa Bàrbara
- Santa Coloma de Farners
- Solsona
- Tremp
- Vallirana
- Valls
- Ametlla de Mar
- Vidreres
- Pineda de Mar
- Balaguer
- Falset
- Sueca
- Vic