INTRODUCTION

THE UOC, AT THE SERVICE OF THE NEW LEARNING SOCIETY

IMMA TUBELLA, President of the UOC

As one of the pioneering internet universities, the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) has had the privilege of conferring an honorary doctorate on Sir Tim Berners-Lee, the creator of the web, the virtual space where the 100,000 people who make up the UOC community live, work and study together. His investiture came as the global financial crisis was beginning to wreak havoc on domestic economies and universities took up positions to deal with the more than likely rush from the unemployed in search of training. Sir Tim then predicted that his web would be the setting for the most opportunities for development thanks to its potential for growth as a tool for collaboration, “difficult times can be the catalyst for change: things start afresh in a more competitive environment.” He was describing the transformation of the web brought on by the new demands of a society caught up in the crisis.

Universities, and especially our own, which forms part of the web space designed by Berners-Lee two decades ago, want to act as a catalyst for this change. Consequently, during this academic year we have sought to strengthen our cooperation agreements with institutions, social agents and organisations in developing countries. Examples of this include an agreement with the Catalan Department of Employment for e-learning courses for 30,000 unemployed people, a collaboration agreement with Casablanca’s Hassan II University and the start-up of an online African campus with the African Virtual University.

To construct a new economy, transform society and fight for equality, we need the support of knowledge and the backing of universities. Change does not usually come from natural resources. It comes from ideas – and those ideas come from well trained people.

It is a question of being brave and innovative because we are in a society that is changing rapidly and that needs new answers to the challenges of education. We need to teach longer, we need to teach better and we need to teach more people and, to do so, universities have to change. We cannot respond to the challenges we face if we do not know how to make the education system an agent for innovation.

Therefore, the objective of higher education is, or should be, to improve citizens’ quality of life, contributing to the development of people, society and the economy. The leading economic powers will be those that have been able to convert themselves into learning societies, making lifelong learning their main aim. To do so, they will need educational institutions that are strong enough and flexible enough to adapt to these new times and new demands. Universities have to be able to respond to the needs of society, which is not the same as responding to the needs of the market.

“We need to teach longer, we need to teach better and we need to teach more people and, to do so, universities have to change.”
THE UNIVERSITY, AT THE FOREFRONT IN THE CONSTRUCTION OF THE KNOWLEDGE SOCIETY

JOSÉ HUGSET, Chair of the Board of Trustees

Once again, the UOC is giving an account of its teaching, research and innovation work with the annual report for the 2008-2009 academic year. In the following pages, you will find the most relevant facts and figures for a whole academic year, one in which the University has carried out the missions entrusted to it by society – education, research, knowledge transfer and innovation – while at the same time serving Catalan society, fulfilling its social responsibility to the region.

The academic year that we have started when this report is made public, the 2008-2010 academic year, marks the fifteenth anniversary of the UOC, a university that has already become a benchmark in the training of people for the knowledge society, in methodological innovation and in organisational flexibility. Fifteen years represent a good marker of a job well done to assess the UOC’s contribution to Catalan society as a whole, a contribution that has a series of strong points on which the UOC is basing a future that has to have an even greater reach in space and time.

It goes without saying that the first of these strengths is the use of ICTs, in which the UOC has been a pioneer and forerunner among Catalan, Spanish and even, in some aspects, European universities. This unique feature has allowed us to offer quality attention to students, no matter where they live or where they are at any time. And on this basis, the UOC has also achieved an extremely high level in research in a number of fields, but especially in that of e-learning, through its research institutes. The state of the University’s research in a number of spheres is very satisfactory.

However, the UOC’s task is not limited to these two aspects – education and research – but is channelled in a number of services to Catalan society and in putting down regional roots through the support centres.

To mark the fifteenth anniversary, I would like to spur on the whole of the UOC community to continue facing up to the challenges that await us with the same spirit and courage with which we have all done so thus far: sharing knowledge, maintaining a level of rigor and striving to the utmost to serve the country that supports us and that demands new challenges of us.

All of this is alongside the other universities in the Catalan university system, with which the UOC may establish or has already established synergies and overlaps so that the university becomes a forerunning element in the construction of the knowledge society in Catalonia.

“The UOC has already become a benchmark in the training of people for the knowledge society, in methodological innovation and in organisational flexibility.”

THE GLOBALISATION OF THE GLOBAL UNIVERSITY

JOSÉP VILARASAL, Chair of the FUOC’s Advisory Board

Can a global university globalise? The answer to this question seems obvious, but it is not. In the case of the UOC it is even more pertinent as it helps stress the new steps the University is currently successfully undertaking.

As the UOC reaches its fifteenth year, it has consolidated its position in the Catalan public university system, with a private management model that is bound by its overriding social mission: to offer online higher education to all those people who, whether for personal, family or work-related reasons, cannot study on site. It has also become a point of reference for its use of technology, its educational model, its flexible working conditions, and its pioneering use and dissemination of free software and open contents.

We are in the midst of adaption to the Bologna process, and the UOC could not let this opportunity pass without completing the virtuous circle of innovation that it leads by driving its globalisation in a global arena, the worldwide web, where it has lived and grown over the last fifteen years. The road will obviously be long, but we have set off with a policy for cooperation, which we will soon be able to reap the benefits from.

We are not content with having students from more than 70 countries, we need to attract talent from all around the world with a catalogue of multilingual, multicultural and multidisciplinary research and teaching, while bearing in mind our University’s spirit of collaboration and fields of specialisation: e-learning and the Knowledge Society.

This new dimension has led to collaboration with illustrious figures including Derrick de Kerckhove, McLuhan’s heir; the creator of the worldwide web, Sir Tim Berners-Lee; the philosopher and writer J. aume Cabré; the Polish philosopher Zygmunt Bauman; the German thinker Jürgen Habermas; former Catalan President Pasquale Maragalli; or Guy Haug, one of the fathers of the European Higher Education Area.

It has also led to alliances with other universities around the world including Casablanca’s Hassan II University or the African Virtual University (AVU); to participation as founding partners in the Euro-Mediterranean University; to the launch of a new research institute, the eLearn Center, and to the positioning of the Campus for Peace as a point of reference for the training of mediators from around the globe.

This academic year, then, the UOC has strengthened its openness, offering universal access, free and open software and content, and real international cooperation.

“The academic year, the UOC has strengthened its openness, offering universal access, free and open software and content, and international cooperation.”

THE UOC, IN SUMMARY

1- THE COURSE OF THE YEAR

SEPTEMBER > OCTOBER 2008
Inaugural lecture
» Alfonso Vegara, President of the Metrópoli Foundation, delivered the inaugural lecture of the academic year entitled “Urban Planning in a Globalised World”. http://www.uoc.edu/inaugural08/

Students
The new 2008-2009 academic year began at the UOC with almost 35,000 students.

Teaching
» The Social Action Department of the Catalan government and the UOC created two new training programmes: Prevention and Detection of Family Violence, and Management and Administration of Elderly Care Homes.

» The Catalan government, the Institute of Human Rights and the UOC started up the first Master’s degree course in Human Rights and Democracy.

Awards
» The El quadern gris blog won the Lletra 2008 award.

Honorary Doctor

Cooperation
» Pilot initiative of the Campus for Peace and the SER PAZ Foundation for the integration of young gang members in Ecuador. http://campusperlapaz.uoc.edu

Dissemination of knowledge
» Expert lecturers from the UOC analysed the financial crisis.

Students
» Writer J aume Cabré spoke to UOC students about his latest book, Les veus del Parnaso.
NOVEMBER-DECEMBER 2008

Students
» Graduation ceremony in Barcelona and Madrid, with nearly 4,600 students.

Chairs
» International experts debated on how the digital divide could be overcome through education at the UOC UNESCO Chair in E-Learning seminar.

Cooperation
» The UOC laid down the foundations for the EcoUniversity.

Dissemination of knowledge
» A new way of browsing UOC contents was created: Networked Knowledge. http://net.uoc.edu/

Institution
» Inaugural summit of the Euro-Mediterranean University, an institution aimed at fostering scientific and academic knowledge in the Mediterranean region.

Innovation
» The UOC and Orange formed an alliance to develop content for electronic ink reading devices as educational tools.

JANUARY-FEBRUARY 2009

Research
» The eLearn Center was created, the first e-learning research and innovation centre in Spain with researchers from all over the world. http://elearncenter.uoc.edu/

Dissemination of knowledge
» Walk In was created, the UOC’s new institutional journal. http://walkin.uoc.edu

Mobility
» The UOC sent a total of 42,377 final subject results for the second semester by text message.
» The UOC reached 500 subjects adaptable to different mobile electronic devices.

Teaching
» The UOC trained directors from the Leche Pascual Group in strategic management.

MARCH-APRIL 2009

Alumni
» First get-together of the UOC Alumni community, in Madrid.

Dissemination of knowledge
» TALAIA was created, the knowledge society terminology observatory set up by the UOC and Termcat. http://www.termcat.cat/dicc/talaia/
» Start-up of the OfiLletra space, which allows greater interactivity with the contribution of information and multimedia material by readers. http://fi.lettra.uoc.edu
» Pasqual Maragall, guest at the Vilafranca Open Panel.
» Lletra developed the Catalan Exile TopobioGraphies project, which allows the life and literary stories of Catalans exiled in 1939 to be followed, with contributions from users and mashups, involving tools such as Google Maps and YouTube.

Institutional
» Alliance with Casablanca’s Hassan II Mohammedia University for capital and knowledge mobility.
» The UOC and “la Caixa” sold the company GEC to two investment funds.

EHEA
» EHEA experts Guy Haug and Perla Cohen analysed the new university master’s degrees.

Innovation
» The UOC started up the first à la carte university television channel.

Teaching
» The National and Identity Studies Department was created, led by historian Agustí Colomines
2. THE UOC IN FIGURES

### 1. DISTRIBUTION OF STUDENTS BY COURSE TYPE (2008-2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Official courses</th>
<th>UOC-specific courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EHEA Degrees</td>
<td>3,452</td>
</tr>
<tr>
<td>Undergraduate Degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Degrees</td>
<td></td>
<td>21,488</td>
</tr>
<tr>
<td>Diplomas and Foundation Courses</td>
<td></td>
<td>16,863</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td>1,486</td>
</tr>
<tr>
<td>University Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td>77</td>
</tr>
</tbody>
</table>

| Postgraduate                  |                  |                      |
| Master's                      |                  | 769                  |
| Postgraduate                  |                  | 1,402                |
| Specialisation                |                  | 1,086                |
| UOC-specific degree (GMMD)    |                  | 294                  |
| University @Ictheunum         |                  | 3,242                |
| Summer and Winter Open University |              | 2,816                |
| Others: Catala obert, Refresher, Travel Programme, Seminars | | 1,103 |
| **Total**                     |                  | 54,378               |

### 2. DISTRIBUTION OF STUDENTS BY AGE (2008-2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Age ranges</th>
<th>Diplomas and Undergraduate Degrees</th>
<th>Degrees</th>
<th>University Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 18 and 21</td>
<td>349</td>
<td>174</td>
<td>121</td>
</tr>
<tr>
<td>Between 22 and 25</td>
<td>4,214</td>
<td>462</td>
<td>324</td>
</tr>
<tr>
<td>Between 26 and 30</td>
<td>9,449</td>
<td>759</td>
<td>630</td>
</tr>
<tr>
<td>Over 30</td>
<td>24,099</td>
<td>2,057</td>
<td>411</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38,111</td>
<td>3,452</td>
<td>1,489</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age ranges</th>
<th>Doctorate</th>
<th>Postgraduate</th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 18 and 21</td>
<td>0</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Between 22 and 25</td>
<td>/</td>
<td>156</td>
<td>881</td>
</tr>
<tr>
<td>Between 26 and 30</td>
<td>30</td>
<td>599</td>
<td>1,335</td>
</tr>
<tr>
<td>Over 30</td>
<td>40</td>
<td>2,496</td>
<td>4,954</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</td>
<td>3,257</td>
<td>7,795</td>
</tr>
</tbody>
</table>

### 3. DISTRIBUTION OF STUDENTS BY GENDER (2008-2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Diplomas and Undergraduate Degrees</th>
<th>Degrees</th>
<th>University Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>19,290</td>
<td>1,295</td>
<td>928</td>
</tr>
<tr>
<td>Women</td>
<td>19,021</td>
<td>2,157</td>
<td>558</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38,311</td>
<td>3,452</td>
<td>1,488</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Doctorate</th>
<th>Postgraduate</th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>0</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Women</td>
<td>/</td>
<td>156</td>
<td>881</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</td>
<td>3,257</td>
<td>7,795</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degree: diploma and degree</th>
<th>Postgraduate: Master's, postgraduate and doctorate</th>
<th>Others*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>14,837</td>
<td>1,321</td>
<td>--</td>
<td>16,158</td>
</tr>
<tr>
<td>2001-2002</td>
<td>21,374</td>
<td>1,636</td>
<td>--</td>
<td>23,010</td>
</tr>
<tr>
<td>2002-2003</td>
<td>25,783</td>
<td>2,902</td>
<td>--</td>
<td>28,685</td>
</tr>
<tr>
<td>2003-2004</td>
<td>30,767</td>
<td>2,662</td>
<td>2,069</td>
<td>35,498</td>
</tr>
<tr>
<td>2004-2005</td>
<td>33,996</td>
<td>3,324</td>
<td>3,049</td>
<td>40,369</td>
</tr>
<tr>
<td>2005-2006</td>
<td>37,095</td>
<td>3,621</td>
<td>6,970</td>
<td>47,686</td>
</tr>
<tr>
<td>2006-2007</td>
<td>38,494</td>
<td>3,731</td>
<td>6,876</td>
<td>50,101</td>
</tr>
<tr>
<td>2007-2008</td>
<td>40,860</td>
<td>4,636</td>
<td>8,749</td>
<td>54,245</td>
</tr>
<tr>
<td>2008-2009</td>
<td>42,397</td>
<td>4,820</td>
<td>7,161</td>
<td>54,378</td>
</tr>
</tbody>
</table>

### 5. DISTRIBUTION OF STUDENTS BY DEPARTMENT (2008-2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Department</th>
<th>Programmes</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics and Business Studies</td>
<td>Diploma in Business Sciences</td>
<td>9,112</td>
</tr>
<tr>
<td></td>
<td>Diploma in Tourism</td>
<td>1,419</td>
</tr>
<tr>
<td></td>
<td>Business Administration and Management (Second Cycle)</td>
<td>1,841</td>
</tr>
<tr>
<td></td>
<td>Labour Sciences (Second Cycle)</td>
<td>1,614</td>
</tr>
<tr>
<td></td>
<td>Market Research and Techniques (Second Cycle)</td>
<td>1,044</td>
</tr>
<tr>
<td></td>
<td>Master's Degree in Health and Safety</td>
<td>412</td>
</tr>
<tr>
<td>Information and Communication Sciences</td>
<td>Undergraduate Degree in Audiovisual Communication</td>
<td>828</td>
</tr>
<tr>
<td></td>
<td>Documentation (Second Cycle)</td>
<td>816</td>
</tr>
<tr>
<td></td>
<td>Advertising and Public Relations (Second Cycle)</td>
<td>996</td>
</tr>
<tr>
<td></td>
<td>Official Master's Degree in the Information and Knowledge Society</td>
<td>394</td>
</tr>
<tr>
<td>Law and Political Science</td>
<td>Undergraduate Degree in Law</td>
<td>3,906</td>
</tr>
<tr>
<td></td>
<td>Political and Administration Sciences (Second Cycle)</td>
<td>471</td>
</tr>
<tr>
<td></td>
<td>Degree in Law</td>
<td>1,026</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Undergraduate Degree in Catalan Language and Literature</td>
<td>625</td>
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<tr>
<td></td>
<td>Undergraduate Degree in Humanities</td>
<td>2,187</td>
</tr>
<tr>
<td></td>
<td>East Asian Studies (Second Cycle)</td>
<td>733</td>
</tr>
<tr>
<td></td>
<td>Degree in Humanities</td>
<td>633</td>
</tr>
<tr>
<td>Psychology and Educational Sciences</td>
<td>Undergraduate Degree in Psychology</td>
<td>3,843</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology (Second Cycle)</td>
<td>1,766</td>
</tr>
<tr>
<td></td>
<td>Degree in Psychology</td>
<td>1,795</td>
</tr>
<tr>
<td></td>
<td>Official Master's Degree in Education and ICT (e-learning)</td>
<td>497</td>
</tr>
<tr>
<td>II and telecommunications</td>
<td>Foundation degree in Management II</td>
<td>2,339</td>
</tr>
<tr>
<td></td>
<td>Foundation degree in Systems IT</td>
<td>3,024</td>
</tr>
<tr>
<td></td>
<td>Foundation degree in Telecommunications, specialising in Telematics</td>
<td>969</td>
</tr>
<tr>
<td></td>
<td>Computer Engineering (Second Cycle)</td>
<td>976</td>
</tr>
<tr>
<td></td>
<td>Official Master's Degree in Open-Source Software</td>
<td>412</td>
</tr>
</tbody>
</table>

### TEACHING AND ADMINISTRATION STAFF

- Faculty: 200
- Temporary Teaching Staff: 2,146
- Administration Staff: 544

* Others: @Ictheunum, Summer Open University, Winter Open University, Catala obert, Refresher, Travel Programme, Seminars

Of the 200 UOC faculty members, 62.5% are doctors and 66% are accredited by the university system.
1. DISTRIBUTION OF GRADUATES BY COURSE TYPE (2007-2008)

<table>
<thead>
<tr>
<th>Course type</th>
<th>Number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1,504</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>1,367</td>
</tr>
<tr>
<td>Doctorate</td>
<td>/</td>
</tr>
<tr>
<td>University Master’s</td>
<td>130</td>
</tr>
<tr>
<td>Master’s and Postgraduate</td>
<td>3,012</td>
</tr>
<tr>
<td>Total</td>
<td>6,020</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Official courses: degree, Master’s, doctorate</th>
<th>UOC-specific courses: Master’s, postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>2000-2001</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>952</td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,466</td>
<td>119</td>
</tr>
<tr>
<td>2004-2005</td>
<td>2,094</td>
<td>882</td>
</tr>
<tr>
<td>2005-2006</td>
<td>2,225</td>
<td>1,023</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2,606</td>
<td>1,636</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3,008</td>
<td>3,012</td>
</tr>
</tbody>
</table>

3. UOC WEBSITES

THE UOC NETWORK
- Get to Know the UOC [http://www.uoc.edu/presentation/]
- Learning Model [http://www.uoc.edu/educationalmodel]
- Virtual Library [http://biblioteca.uoc.edu]

OPENEDUCATION
- UNESCO Chair in E-Learning [http://unescochair.uoc.edu]
- Llenguamón-UOC Chair in Multilingualism [http://multilingualschair.uoc.edu]
- Campus for Peace [http://campusforpeace.uoc.edu]
- Associate institutions and companies [http://associated_companies.uoc.edu]

COMMUNICATION 2.0
- Youtube [http://www.youtube.com/uoc]
- Twitter [http://www.twitter.com/UOC_Universitat]
- Facebook [http://www.facebook.com/uoc.universitat]
- Netvibes [http://www.netvibes.com/uoc_eng]
- Delicious [http://delicious.com/UOC_University]
- Flickr [http://www.flickr.com/UOC_Universitat]

QUALITY TEACHING
- Courses on offer [http://www.uoc.edu/studies]
- Official master’s degrees, UOC-specific master’s degrees
- Postgraduate studies
- Open programmes

INTEGRATION IN THE EUROPEAN HIGHER EDUCATION AREA
- Bologna [http://eeres.uoc.edu]

MULTIDISCIPLINARY RESEARCH, COMMITMENT AND INNOVATION
- Research and innovation at the UOC [http://www.uoc.edu/porta/english/]
- Internet Intercultural Institute [http://in3.uoc.edu]
- eLearn Center [http://elearncenter.uoc.edu]
- Innovation [http://innovation.uoc.edu]

DISSEMINATION OF KNOWLEDGE
- Editorial UOC [http://www.editorialuoc.com]
- ACADEMIC AND INSTITUTIONAL JOURNALS
  - Artnodes [http://artnodes.uoc.edu]
  - Digithum [http://digithum.uoc.edu]
  - IDP [http://idp.uoc.edu]
- UOC Papers [http://uocpapers.uoc.edu]
- Walk In [http://walkin.uoc.edu]
- OPEN TEACHING MATERIALS
  - OpenCourseWare [http://ocw.uoc.edu]
  - NETWORK SPACES
  - Lletra [http://lletra.uoc.edu]
  - Debates on Education [http://www.debats.cat]
- Networked knowledge [http://net.uoc.edu]

1. ORGANISATION

THE GOVERNING TEAM Composition at 31 July 2009
- President, Dr Imma Tubella
- Manager, Dr Òscar Aguer
- Vice President, Research, Dr Eduard Albar
- Vice President, University Policy and Faculty, Dr Josép Lladós
- Vice President, Technology, Dr Llorenç Valverde
- Vice President, Academic Organisation, Dr Pere Fabra

- Vice Chair, Professor Maria Duart
- Vice Chair, Professor Castells (to 18 March 2009)
- President, Technology, Dr Begoña Gros
- President, Postgraduate Studies and Lifelong Learning, Dr Josep Maria Duart
- President, Innovation, Dr Begona Gras
- Professor Maria Duart (to 18 March 2009)
- Professor Josep Maria Duart (to 18 March 2009)
- Professor Josep Maria Duart (to 18 March 2009)

Open University of Catalonia, 2008-2009 Academic Year

116 Annual Report in English
The UOC Foundation is the backbone of the University.

The Advisory Council is a consultative body that also has the role of reporting on the budget, the programming and the appointment of the President of the UOC.

The Board of Trustees is the highest representative, governing and administrative body of the UOC.

Composition at 31 July 2009

**President**
Josep Huguet, Catalan Minister for Innovation, Universities and Business

**Vice Presidents**
Enric Aliny, Catalan government General Secretary for Innovation, Universities and Business
Arcadi Calzada, President of Caixa Girona (to 31 July 2009)

**Board Members**
Isaac Sanromà, President of the Reus Chamber of Commerce / M. del Mar Serna, Catalan Minister for Employment / Josep Ribas, Director General for Universities of the Catalan Department of Innovation, Universities and Business / Jordi Bosch, Secretary for Telecommunications and the Information Society of the Catalan Department of Governance and Public Administrations / Ernest Maragall, Catalan Minister for Education / Joan Majó, Commissioner for Universities and Research / Agustí Montal, President of the Enciclopedia Catalana Foundation / Miguel Valls, President of the Barcelona Chamber of Commerce / Jordi Mestre, Director General of Caixa de Sabadell / Joan Roca, General Director for Research of the Catalan Department of Innovation, Universities and Business / Rosa Cullid, Catalan Broadcasting Corporation (CCMA) / Javier Nadal, Director General for Institutional Relations, Telephone and Executive Vice President of the Telefónica Foundation / Patrick Torrent, Deputy Director of Turisme de Catalunya / Ildride Faine, private individual / Ines Passola, private individual / Imma Tubella, President of the UOC / Oscar Aguero, Director of the Fundació per a la Universitat Oberta de Catalunya / Joan Moreso, President of the University of Barcelona / Josep Joan Moreso, President of Pompeu Fabra University / Antoní Giro, President of the UPC

2 - STRATEGY

The 2008-2009 academic year was a year of changes for the UOC, not simply because of the start of the first degree courses adapted to the European Higher Education Area (EHEA), but also because it saw work to position the UOC in the world, to rethink research, to deploy the Campus’s new tools and classrooms, and to establish the University as an international benchmark in e-learning.

**General area**
With the new 2008-09 academic year, the UOC began a new phase of expansion, in cooperation with local and international bodies, marked by mobility (of knowledge, students and faculty), technological (multi-format materials) and teaching (quality, multilingual offer) innovation, the fostering of research (new areas of knowledge), the commitment to social wellbeing (quality of life) both within and beyond our university, and humanitarian commitment through the promotion of cooperation projects (EcoUniversity, Virtual Cooperation School, etc.)

Cooperation, mobility, innovation and research are the UOC’s strategic axes for the 2008-2009 academic year.

**Strategical Priorities**

THE UOC IN THE WORLD

- Be committed to cooperation with other universities, public institutions, companies and civic bodies in Spain, Europe and the world in order to universalise quality lifelong learning.
- Introduce the concept of mobility into the educational model, breaking down barriers of accessibility to knowledge and aiding the mobility of students and faculty.
- Promote the opening of a multilingual platform on the Virtual Campus.
- Drive forward a culture of quality that fosters innovation in the framework of the growth and international expansion process.
Aid literacy and access to knowledge

- Ensure the sustainability of the plan.
- Aid literacy and access to knowledge.

A NEW TEACHING MODEL

- Adapt the departments to the European Higher Education Area (EHEA) and accredit the degree proposals of the departments.
- Design spaces for the learning resources and activities, and improve the student accompaniment and monitoring systems.

RETHINK RESEARCH

- Reposition UOC research, relaunch the IN3 and open up the doctorate programmes to other spheres of knowledge.

QUALITY OF LIFE

- Guarantee work flexibility that favours harmony in all aspects with the intensive use of ICTs and a growing virtuality that ensures a better and more efficient balance between onsite and offsite activities, using the UOC network in the region for this.
- Advocate a work culture that enables us to optimise mobility, on-site obligations and connectivity based on the efficiency of individuals.

COMMITMENT TO THE REGION

- Take the UOC to the region, alongside local agencies, strengthening the bonds with the community and offering new face-to-face relation spaces.
- Redesign and strengthen the network of sites and support centres to improve service to the community and turn them into benchmark local poles of knowledge.

PROGRAMME CONTRACT

On 5 March 2009, the President of the UOC, Imma Tubella, and the Catalan Minister for Innovation, Universities and Business, Josep Huquet, signed the 2009-2014 programme contract. As part of the programme contract, the Strategic Plan for the 2009-2014 period was defined. The Strategic Plan enables the UOC’s activity to be structured and organised, with both ambition and realism, towards a horizon that goes beyond one single academic year.

INTERNATIONAL UNIVERSITY NETWORKS

Presence was maintained on international teaching networks, most notably the EADTU network, of which the UOC is a member of the Executive Committee. Similarly, the UOC increased its international presence by joining the following groups:

- AUIP: Asociación Universitaria Iberoamericana de Postgrado
- CASE/Europe: Council for Advancement and Support of Education
- EMUNI: Euro-Mediterranean University
- EUCEN: European Association for University Lifelong Learning
- EUNIS: European University Information Systems
- NAFA: Association of International Educators
- Talleres Network

http://www.uoc.edu/portal/english/la_universitat/coneix_la_uoc/xarxes_internacionals/xarxes_europees/list.html

AWARDS AND RECOGNITION

- Member of the US Council for Doctoral Education.
- IMS Learning Impact 2009 Award for My UOC as the best education portal.
- New Media Consortium (NMC) Center of Excellence 2009 Award, in recognition of the UOC’s leadership in the areas of learning technology and open educational resources.
- Translation of the Horizon Report (Into Catalan and Spanish), in collaboration with the New Media Consortium.

The UOC received the Center of Excellence Award in recognition of its leadership in learning technology and open educational resources.

ACTIVITIES AND DISSEMINATION

Erasmus Programme for UOC teaching staff mobility

The UOC was awarded new EU grants for the 2009-2010 period on the Erasmus programme for teaching staff mobility between higher education institutions through the Erasmus University Charter (2007).

Collaboration with Africa: Institutional Development and University Management Training Programme (DIGU)

The UOC hosted the sessions organised by the ACUP (Catalan Public Universities Association) and the Catalonia Africa Institute with the aim of improving the institutional capabilities of African universities.

http://campusforpeace.uoc.edu

AXES

- Contribute to peace processes and promote human rights
- Provide humanitarian aid in emergency situations
- Ensure the sustainability of the planet
- Aid literacy and access to knowledge

In order to achieve these aims, the Campus for Peace collaborates with prestigious organisations such as the Red Cross, Engineers Without Borders, Amnesty International, Gaia Education, Unitar, UNDP and the World Organisation of the Scout Movement. In addition, the Campus for Peace maintains agreements with universities in Africa, Latin America and Asia, and with other international bodies.

ACTIVITIES

Colliblanco - La Torrassa Training Programme

The aim of this is to provide specific tools and solutions to women and young people, the elderly and immigrants who have difficulties in entering the job market. In the second phase, the Campus for Peace coordinates the authoring of the educational materials and digitises them.

SER PAZ Project

The aim of this project is to reduce violence in the most troubled regions of Mexico and provide young people with resources and training to get them out of gangs and integrate them in society. The Campus fits out classrooms in which to teach digital skills and literacy courses, first aid and graphic design (online and free). The initiative has enabled a 60% reduction in crimes in a district in the centre of Guayaquil.

Master's Degree in Conflictology

Together with the International Graduate Institute, October 2009 saw the start of the Master's Degree in Conflictology (in English).

DISSEMINATION OF KNOWLEDGE

Publishing news: Derechos humanos. Nuevas realidades

To coincide with the 60th anniversary of the Universal Declaration of Human Rights, this book considers the validity and possible extension of human rights.

New journal: Conflictology

Issue zero of this journal came out in September 2009. Its aim is to publish articles on conflict resolution and transformation, peace studies, non-violence, crisis management, mediation and alternative justice systems, and armed, family and political conflicts.

The SER PAZ project has contributed to a 60% reduction in the number of crimes in a district in the centre of Guayaquil.
The UOC's teaching materials are available in audiobook, videobook and e-book format.

1- THE EHEA AT THE UOC

DESIGN AND DEPLOYMENT OF QUALIFICATIONS IN THE EHEA

The 2008-2009 academic year saw the start-up of three degree courses adapted to the EHEA: Law, Humanities and Psychology. In order to define the process of monitoring the official degree and master's qualifications, the UOC took part in the pilot programme promoted by the AQU (the Catalan Universities Quality Agency) for the experimental monitoring of degree and master's courses with the Degree in Law and the Master's Degree in Health and Safety.

Besides this, eleven degree courses were verified during the 2008-2009 academic year:
- Communication
- Information and Documentation
- Catalan Language and Literature
- Social Education
- Business Administration and Management
- Marketing and Market Research
- Tourism
- Multimedia
- Computer Engineering
- Labour Relations and Employment
- Telecommunication Technologies and seven master's degree courses:
  - Political Analysis
  - Cultural Management (with the University of the Balearic Islands and the University of Girona)
  - Teacher Training - Secondary Education, Language Teaching and Vocational Training (coordinated by Pompeu Fabra University)
  - Education and ICTs (e-learning)
  - Health and Safety
  - Free and Open-Source Software
  - Information and Knowledge Society

QUALITY
- The AQU gave a positive assessment of the internal quality assurance system of the Law and Political Science Department (2007 call of the AUDIT programme).
- The UOC presented to the AQU the design of the internal quality assurance system for all of the University's departments in the 2009 call of the AUDIT programme. This system will enable the continuous improvement of all the processes that directly affect teaching.
- The UOC took part for the first time in the study conducted by the AQU every three years into the employment integration of graduates from Catalan universities. Taking part were 295 UOC students out of the 1,146 graduates in 2004 on diploma and undergraduate degree courses. The results of this study can be consulted here: http://www.aqa.cat/activitats/insertio_laboral/estudis_2008_graduats.html.

2- TEACHING MAP

ARTS AND HUMANITIES
Degree: Undergraduate Degree in Catalan Language and Literature / Undergraduate Degree in Humanities (Second Cycle) / Degree in Humanities // Postgraduate: Translation / Literature / East Asian Studies / Culture Management

INFORMATION AND COMMUNICATION SCIENCES
Degree: Audiovisual Communication (Second Cycle) / Documentation (Second Cycle) / Advertising and Public Relations (Second Cycle) // Postgraduate: Information and Knowledge Management / Technology and Accessibility / Journalism

LAW AND POLITICAL SCIENCE
Degree: Undergraduate Degree in Law / Political and Administration Sciences (Second Cycle) / Degree in Law // Postgraduate: Tax Regulation / Community Law / EU Regulation / Human Rights and Democracy

ECONOMICS AND BUSINESS STUDIES
Degree: Diploma in Business Sciences / Diploma in Tourism / Business Administration and Management (Second Cycle) / Labour Sciences (Second Cycle) / Market Research and Techniques (Second Cycle) // Postgraduate: Marketing / Economic Management / Logistics and Operations / Human Resources / Health and Safety (university master's degree) / Financial Instruments and Markets / Tour Companies / WTO Tourist Destination Management

IT, MULTIMEDIA AND TELECOMMUNICATIONS
Degree: Foundation degree in Management IT / Foundation degree in Systems IT / Foundation degree in Telecommunication, specialising in Telematics / Computer Engineering (Second Cycle) / UOC-Specific Degree / Graduate in Multimedia // Postgraduate: Open-Source Software (university master's degree) / ICT Management and Administration / Computer Security / Business Intelligence / Multimedia in IT / Cisco / Software Engineering / Biometrics / SAP / Videogames

PSYCHOLOGY AND EDUCATIONAL SCIENCES
Degree: Undergraduate Degree in Psychology / Educational Psychology (Second Cycle) / Degree in Psychology // Postgraduate: Education and ICTs (e-learning) (university master's degree)

GLOBAL EXECUTIVE EDUCATION
Postgraduate: General Master's Degree programme / Executive programme / Specialised programmes

CITY PLANNING AND URBAN MANAGEMENT
Postgraduate: City Management

HEALTH SCIENCE
Postgraduate: Clinical / Management / Planning and Design / Health ICTs / Telemedicine / Nutrition and Health

HUMANITARIAN COOPERATION, PEACE AND SUSTAINABILITY

INTERNATIONAL INTERDISCIPLINARY INSTITUTE (IQI)
Postgraduate: Information and Knowledge Society (university master's degree) // Doctoral Programme: Information and Knowledge Society

3- FACULTY

NEW FACULTY POLICY
- Inclusion of the figure of the joint lecturer
- Definition of the new faculty induction and mentoring process
- Recognition of the granting of sabbatical years
- Measure of the academic dedication of faculty and specification of the assessment methodology of faculty research activity
TEACHING ACTIVITY
» Incorporation of UOC faculty into the six-year research recognition process
» The AQU approved the teaching activity assessment methodology (as part of the DOCENTIA programme)
» Application of the new UOC teaching staff accreditation system as private university faculty

<table>
<thead>
<tr>
<th>Number of faculty</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of doctors (as a percentage of faculty)</td>
<td>62.5%</td>
</tr>
<tr>
<td>Number of accredited professors (as a percentage of doctors)</td>
<td>66%</td>
</tr>
<tr>
<td>Number of theses read</td>
<td>11</td>
</tr>
<tr>
<td>Number of recognised research groups</td>
<td>12</td>
</tr>
<tr>
<td>Volume of scientific production</td>
<td>5M EUR</td>
</tr>
</tbody>
</table>

During the 2008-2009 academic year, faculty policy was updated with the figure of the joint lecturer, the induction plan, sabbatical years and the teaching activity assessment methodology.

4. ARTS AND HUMANITIES DEPARTMENT

ACTIONS
» Adaptation to the EHEA
» Inter-University Master’s in Culture Management
» Accreditation of faculty

THE CATALAN LANGUAGE AND LITERATURE, AND HUMANITIES DEGREES ADAPTED TO THE EHEA
The Degree in Humanities came into operation in September 2008 with over five hundred new students. The ANECA approved the Degree in Catalan Language and Literature, scheduled for September 2009.

NEW INTER-UNIVERSITY MASTER’S DEGREE IN CULTURE MANAGEMENT
Together with the University of the Balearic Islands and the University of Girona, work was done on the design of the Inter-University Master’s Degree in Culture Management scheduled for September 2009.

CREATION OF THE ARTS AND HUMANITIES DEPARTMENT
In March 2009, the Humanities Department and the Languages and Cultures Department merged into a single department, the Arts and Humanities Department, which is much more extensive and embraces all the courses in these areas.

AWARDS AND RECOGNITIONS
» Isidro Mari won the Jordi Domènech Prize for Poetry Translation for the translation of the book Vents, by Saint-John Perse.
» Federico Borges won the 2008-2009 Teaching Innovation Award as manager of the LANGblog innovation project.

DISSEMINATION ACTIVITIES

TEN YEARS OF CATALAN LANGUAGE AND LITERATURE
May 2009 saw a conference open to students, graduates, lecturers, temporary lecturers and management staff, based on research, to mark the celebration of ten years of this degree. http://10anyssfilologia catalana.uoc.edu

"We are rolling out new studies to offer a wider and more integrated range of courses, on a stronger academic foundation. We are paying special attention to quality and adaptation of programmes to the EHEA, and to students’ demands."

Carles Sigalés, President’s Delegate to the Arts and Humanities Department

5. INFORMATION AND COMMUNICATION SCIENCES DEPARTMENT

ACTIONS
» Adaptation to the EHEA
» Strategic plan for postgraduate programmes
» Faculty assessment and international mobility

DEGREES: THE COMMUNICATION DEGREE AND THE INFORMATION AND DOCUMENTATION DEGREE (DEGREE APPROVED)
Both new degree courses were offered as of September 2009, and for the next two years they will run alongside the existing second cycles of Documentation, Audiovisual Communication and Advertising and Public Relations.

Degree in Communication
This course trains the communicators of the twenty-first century: multi-skilled professionals, trained to carry out communicative projects in a range of media, with a broad and innovative perspective that includes persuasive, informative and expressive aims.

Degree in Information and Documentation
This course trains entrepreneurial and multidisciplinary professionals capable of capturing, structuring and facilitating the availability and use of information in the framework of the knowledge society.

POSTGRADUATE NEW LINES OF DEVELOPMENT FOR THE COURSE OFFERINGS
The 2008-2012 Strategic Plan for Postgraduate Programmes plans to offer new postgraduate programmes in the following fields:
» Internet advertising
» Digital content innovation
» Multimedia and multiprocess platform production
» TV and cinema
» Information analysis and management

RESEARCH KNOWLEDGE MANAGEMENT IN PHYSICS EXPERIMENTS
The Catalan government recognised the Knowledge and Information Management in Organisations (KIMO) research group, in which five lecturers from the department are collaborating, as an established group. This group won a project in the call by the National R&D Plan for a study into knowledge management in physics experiments by CERN.


Open University of Catalonia, 2008-2009 Academic Year
120 Annual Report in English
The department organised a participative film workshop given by Finnish film director Timo Vuorensola, creator of one of the first feature-length films to be distributed freely on the internet (Star Wreck: In the Pirkining, 2005).

"The new degrees in Communication, and Information and Documentation are the platform for the innovative transformation of the University's methodologies and contents in the new EHEA framework."

Lluís Pastor, Director of the Information and Communication Sciences Department

Director of Studies> Dr Lluís Pastor <Director of the Advertising and Public Relations programme> Dr Ferran Laluzà <Director of the Audiovisual Communication programme> Dr Antonio Ruj <Director of the Documentation programme> Dr Josep Coband | Faculty> Dr Toni Ares, Dr Daniel Aranda, Dr Aguila Canals, Dr Victor Cavaller, Judith Clares, Dr Anna Clua, Eva Domínguez, Núria Ferran, Montserrat García, Dr Pablo Lara, Dr Alex López, Dr Francisco Lupiáñez, Oriol Mirambell, Nieve Montaña, Dr Eva Omori, Dr Francesc Sagi, Dr Gemma San Comelio, Dr Jordi Sánchez, Sandra Sanc, Silvia Sivera, Dr Imma Tukella, Mercè Vázquez, Sandra Vilajaina | Department Administrator> Montse Atenza | Programme Administration Staff> Felisa Cabesa, Sandra Martinez, Inés Romeu | Postgraduate Activity Administrator> Adriana Vozzi | Department Secretary> Manol Mansilla

The courses offered are on the teaching map on page 119.

6- LAW AND POLITICAL SCIENCE DEPARTMENT

AXES

» First year of the Law Degree adapted to the EHEA
» Verification of the University Master's Degree in Political Analysis
» Internal quality assurance systems
» Accreditation of faculty
» Internet, Law and Politics Conference

ACTIONS

DEPLOYMENT OF THE DEGREE IN LAW

September 2008 saw the start of the Degree in law adapted to the EHEA according to the scheduled calendar, which was well received by the students.

REPORT ON THE UNIVERSITY MASTER'S DEGREE IN POLITICAL ANALYSIS

During the first semester of the academic year, the Qualifications Commission appointed to this effect issued the report on this new university master's degree in order to gain its approval.

INTERNAL QUALITY ASSURANCE SYSTEMS MANUAL

The Law and Political Science Department, together with the University Quality and Assessment group, submitted the Internal Quality Assurance Systems Manual to the AQU, in accordance with the AUDIT programme, so as to obtain accreditation.

DISSEMINATION ACTIVITIES

FIFTH INTERNET, LAW AND POLITICAL CONFERENCE

The fifth of these conferences was held in July to analyse the impact of social networks on various areas of the law.

"This academic year we deployed the courses adapted to the EHEA and set up the internal quality assurance mechanisms that will enable us to offer the students a better service."

Agustí Cerrillo, Director of the Law and Political Science Department

Director of Studies> Dr Pens Fabra | 03/11/2008, Dr Agustí Cerrillo | Director of the Political and Administration Sciences programme> Dr Ana Sofia Cardenal | Director of the Law programme> Dr Agustí Cerrillo | 03/11/2008, Dr Victor M. Sánchez | Director of the postgraduate programme> Miquel Pecuera | Faculty> Dr Mikel Barreda, Dr Albert Baalle, Dr Ignasi Beiran de Hensela, Dr Ana Maria Delgado, Dr Pens Fabra, Dr M. Rosa Fernández, Dr Jordi García, Elisabet Gratti, Maria J. Julià, Dr David Martinez, Marcel Maloue, Albert Padrol-Isolnet, Dr Miquel Pecuera, Ismael Pella, Dr Marc Tames, Maria Blanca Torrubia, Dr Aura Esther Vilalta, Marc Vialta, Mónica Vassau, Dr Raquel Xalabarder, Dr Rossa Borger | Department Administrator> Diana Amigò | Programme Administration Staff> Gemma Gallina, Anna Vilanova | Postgraduate Activity Administrator> Maggie Alonso | Secretaries> Marta Barduque, Isidoro Velasco

The courses offered are on the teaching map on page 119.

7- ECONOMICS AND BUSINESS STUDIES DEPARTMENT

AXES

» Adaptation to the EHEA (degree and postgraduate)
» Research and innovation

ACTIONS

OFFICIAL DEGREE QUALIFICATIONS ADAPTED TO THE EHEA

The Universities Council approved the degree courses submitted to the ANECA during the 2007-2008 academic year. This allowed the three scheduled degrees to be deployed as of September 2009: 
» Degree in Business Administration and Management
» Degree in Marketing and Market Research
» Degree in Tourism

In addition to this, the interdisciplinary Degree in Labour Relations and Employment was developed with the Law and Political Science Department and the Psychology and Educational Sciences Department, and the report was submitted to the ANECA.

POSTGRADUATE

» The University Master's Degree in Health and Safety was one of the ones selected by the AQU in a pilot trial to set the specifications for the procedure to draft the course monitoring report.
» Work was done to adapt the Master's Degree in Human Resources Management and Administration and the Master's Degree in Economic and Financial Business Management to the EHEA.
» There were proposals for two new university master's degrees to extend generalist training of the degree courses on one: on Management of Organisations in the Knowledge Economy and another on Analysis of the Economic Environment.

THESIS


AWARDS AND RECOGNITIONS

Helena Chuliá won the 2008 doctoral theses award from the Foundation of the University of Catalonia for Study and Research of the Financial Sector and the award for the best research article at the UOC. Enric Semadell won the award for the best doctoral thesis from the Catalan Accounting and Administration Association for his research into business culture.

Francesc González and the rest of the team comprised of Luís Garay, Joan Miquel Gomis, Laura Lomolla and Oriol Miralbell won the award for the best teaching innovation project at the UOC.

DISSEMINATION ACTIVITIES

LECTURES AND CONFERENCES

As part of the get-togethers with the students, the Department offers lectures on the various fields of economics and business. These lectures are the starting point for disseminating the knowledge that is generated in the Department. In addition, faculty take part in international conferences to transfer and update their knowledge.

Open University of Catalonia, 2008-2009 Academic Year
Annual Report in English
"Teamwork allowed us to overcome one of the most significant challenges facing the department this year: defining the adaptation of the courses to the EHEA, while maintaining intense research and teaching innovation activity."

Antoni Meseguer, Director of the Economics and Business Studies Department

Director of Studies > Dr Antoni Meseguer | Director of the Business Sciences programme > Dr M. E. Jesús Martínez | Director of the Tourism programme > Dr Joan Miguel Gomis | Director of the Business Administration and Management programme > Dr Ana Isabel Molina | Director of the Market Research and Techniques programme > Dr Elisabet Ruiz | Director of the Labour Sciences programme > Dr Luis Alfons Garay | Director of the Postgraduate Programme > Dr Eva Rimbau | Faculty > Dr Fernando Álvarez, Gisela Anmetter, Dr Marc Badia, Dr Josep M. Batalla, Dr Carlos Fernando Caballero, Dr David Castille, Dr Helena Chula, Paco Cantades, Salvador Cured, Irene Esteban, Raquel Ferreiras, Dr Pilar Ficapal, Dr Íñigo González, Dr Francisco González, Carolina Hintzmann, Dr Laura Llomb, Dr Josep Llúdis, Dr Elisabet Motellón, M. Carmen Pacheco, Cintia Pla, Dolors Plana, Dr Albert Pujol, Dr Ramon Ribera, Dr Ibona Rodríguez, Dr Eric Serradell, Dr Joan Torrent, Dr Jordi Vilaseca, Marta Víu | Department Administrator > Patricia Naguera | Postgraduate Activity Administrator > Joan Manzanares | Programme Administration Staff > Víctor Carballe, Laura Castillejo, Mireia Flaque, Maria Lozano, Vanessa Rodríguez | Secretary > Noemí García

The courses offered are on the teaching map on page 119.

8- IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

AXES

» Adaptation to the EHEA
» Accreditation of faculty
» Consolidation of the postgraduate offer

ACTIVITIES

THE MINISTRY OF EDUCATION APPROVED THREE DEGREES FROM THE IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

» The degree in Computer Engineering replaced the current foundation course in IT and the second cycle of Computer Engineering.

» The foundation degree in Telecommunications will give way to the degree in Telecommunications Technologies. This new qualification provides the professional attributes needed by technical telecommunications engineers. It offers the chance to study one of the following specialisations: Telematics, Audiovisual Systems or Telecommunication Systems.

» The Graduate degree in Multimedia, a UOC-specific qualification to date, gave way to a new official degree in Multimedia.

POSTGRADUATE AND UNIVERSITY MASTER'S DEGREES

» The SAP Human Resources and SAP Sales postgraduate programmes, geared towards official certification, began.

» The ICT Management, Computer Security and Business Intelligence programmes were consolidated.

» The design process of the University Master's Degree in Multimedia Applications, Computer Engineering and Telecommunications Engineering continued.

THESIS


» PRIETO, Josep (2009): Caracterització i específicació basada en ontologies dels laboratoris virtuals en les enginyeries d'informàtica (UOC).


AWARDS AND RECOGNITIONS

Josep Prieto received the UOC’s award for the best scientific article published in 2008.

9- PSYCHOLOGY AND EDUCATIONAL SCIENCES DEPARTMENT

AXES

» Adaptation to the EHEA
» Accreditation of faculty
» Debates on Education

ACTIVITIES

FIRST YEAR OF THE DEGREE IN PSYCHOLOGY AND APPROVAL OF NEW DEGREE AND UNIVERSITY MASTER’S DEGREE PROGRAMMES

» Start of the first year of the degree in Psychology.

» The Social Education and Labour Sciences degrees were merged.

» The Master’s Degree in Education and ICTs (e-learning) and the Master’s Degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training (coordinated by Pompeu Fabra University) were approved.

THE TEACHING AND LEARNING PROCESSES, FOCUS OF INNOVATION

The focus of the department's innovation projects, funded by the AGAUR, were teaching and learning processes and skills in management, advice, intervention and initiation of research in educational environments, with special attention to the potential of ICTs in these fields.

DEBATES ON EDUCATION

In collaboration with the Jaume Bofill Foundation, the Debates on Education featured the presence of national and international education experts, notably Zygmunt Bauman, Daniel Pennac, Julio Caraballo, David Hopkins and Robert Castel. The aim of the Debates on Education is to raise awareness among the leading agents in the education community regarding the current and underlying issues that are considered to be key in relation to the challenges posed by the present education system. http://www.debats.cat
“During the 2008-2009 academic year, the activity of the department centred on expanding the course offerings in the field of education, on adaptation to EHEA parameters and, likewise, on fostering quality in teaching, research and innovation.”

Josep M. Mominó, Director of the Psychology and Educational Sciences Department

**Director of Studies** | Dr Josep M. Mominó | Director of the Psychology programme | Dr Mercè Boixadós | Director of the Educational Psychology programme | Dr Teresa Guasch
**Director of the Official Master’s Degree in Education and ICTs (e-learning)** | Dr Albert Sangrà | Faculty | Dr Mercè Boixadós | Director of the postgraduate area
**Director of the Educational Psychology programme** | Dr Teresa Guasch | Department Administrator | Dr Albert Sangrà | Director of the postgraduate area

**PROJECTS**

**Reorganise and update the course offerings on the open programmes**

**The areas of National and Identity Studies, Islamic and Arabic Studies, and Food Systems, Culture and Society.**

**COLLABORATION WITH THE CATALAN EMPLOYMENT SERVICE**

The UOC collaborated with the Catalan Employment Service in setting up new online training aimed at unemployed people, where they could receive training and so improve their chances of finding work.

**Three new areas:** National and Identity Studies, Islamic and Arabic Studies, and Food Systems, Culture and Society.

**OPEN NETWORK ONLINE**

The UOC’s open programmes were revised and improved to adapt them to the new EHEA framework and bring them into line with the present demand for open learning and lifelong learning.

**COLLABORATION WITH THE CATALAN EMPLOYMENT SERVICE**

The UOC collaborated with the Catalan Employment Service in setting up new online training aimed at unemployed people, where they could receive training and so improve their chances of finding work.

**NEW COURSES AND PROGRAMMES**

The courses offered are on the teaching map on page 119.

**10. INTERNATIONAL GRADUATE INSTITUTE**

**http://ip.uoc.edu**

**Postgraduate Areas of Knowledge**

**Global Executive Education**

This provides the essential knowledge and content to develop the skills, attitudes and values of managerial work in organisations and is geared towards strategic and creative thinking at all organisational levels.

**Director of the postgraduate area** | Miquel Brugué

**Economics and Business Studies**

This programme trains professionals so that they contribute value and actively participate in leading companies towards success with an international vision, and so that they are flexible and with an innovative mentality and skilled in the advantageous use of ICTs in carrying out their work.

**Director of the postgraduate area** | Dr Eva Rimba

**Multimedia and Telecommunications**

This programme trains professionals to lead the management and implementation of ICTs in organisations, with expertise in such areas as computer security and business intelligence, and awards them official certification to work in market-leading technological applications.

**Director of the postgraduate area** | Dr Robert Clarís

**Communication and Information**

Aimed at looking in depth at the impact of ICTs in the sphere of communication and information, its aim is to train professionals from very diverse backgrounds in the fields of communication, journalism and information and knowledge management.

**Director of the postgraduate area** | Dr Jordi Sánchez

**Law and Political Science**

This programme provides the legal services, public administration and political analysis sectors with knowledge and skills and so allows them to re-evaluate their basic learning and adapt to a changing environment.

**Director of the postgraduate area** | Dr Miquel Peguera

**Language, Linguistics and Translation**

This programme trains professionals in the areas of translation and language diversity management.

**Director of the postgraduate area** | Dr Josep Anton Fernández

**Art, Culture and Society**

This area combines the courses focused on extending and refreshing general humanistic learning with the programmes aimed at training culture scholars and professionals while meeting the needs of the different groups interested in culture and training them to take on the new cultural challenges posed by contemporary society.

**Director of the postgraduate area** | Dr Laura Solanilla

**Psychology and Educational Sciences**

This area contributes to discovering the function and use of ICTs in education and helps introduce ICTs as an element of change in educational and training institutions in terms of education, organisation and management.

**Director of the postgraduate area** | Dr Albert Sangrà

**Humanitarian Cooperation, Peace and Sustainability**

Learning in the fields of development cooperation, sustainable life, conflict resolution and human rights, which provides people and organisations in the area of cooperation and solidarity with the necessary knowledge and resources to carry out their charity work.

**Director of the postgraduate area** | Dr Eduard Vinyamata

**Health Sciences**

This programme consolidates the steady evolution of professional profiles in this field, such as health centre planning and design, executive management of hospitals, health ICT systems, telemedicine and healthcare training project management.

**Director of the postgraduate area** | Dr Josep Esteve

**Postgraduate Areas of Knowledge**

**Global Executive Education**

This provides the essential knowledge and content to develop the skills, attitudes and values of managerial work in organisations and is geared towards strategic and creative thinking at all organisational levels.

**Director of the postgraduate area** | Miquel Brugué

**Economics and Business Studies**

This programme trains professionals so that they contribute value and actively participate in leading companies towards success with an international vision, and so that they are flexible and with an innovative mentality and skilled in the advantageous use of ICTs in carrying out their work.

**Director of the postgraduate area** | Dr Eva Rimba

**Multimedia and Telecommunications**

This programme trains professionals to lead the management and implementation of ICTs in organisations, with expertise in such areas as computer security and business intelligence, and awards them official certification to work in market-leading technological applications.

**Director of the postgraduate area** | Dr Robert Clarís

**Communication and Information**

Aimed at looking in depth at the impact of ICTs in the sphere of communication and information, its aim is to train professionals from very diverse backgrounds in the fields of communication, journalism and information and knowledge management.

**Director of the postgraduate area** | Dr Jordi Sánchez

**Law and Political Science**

This programme provides the legal services, public administration and political analysis sectors with knowledge and skills and so allows them to re-evaluate their basic learning and adapt to a changing environment.

**Director of the postgraduate area** | Dr Miquel Peguera

**Language, Linguistics and Translation**

This programme trains professionals in the areas of translation and language diversity management.

**Director of the postgraduate area** | Dr Josep Anton Fernández

**Art, Culture and Society**

This area combines the courses focused on extending and refreshing general humanistic learning with the programmes aimed at training culture scholars and professionals while meeting the needs of the different groups interested in culture and training them to take on the new cultural challenges posed by contemporary society.

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**Director of the postgraduate area** | Dr Josep Esteve
CITY PLANNING AND URBAN MANAGEMENT
A cross-disciplinary area that embraces different disciplines related to urban services management and learning aimed at attaining the suitable skills for the new professional profiles that are leading change in every field of the cities of the future.
Director of the postgraduate area> Dr Jordi Borgà

TOURISM
Aimed at training in public and private management of sustainable, innovative and quality services, it focuses on management in the restaurant industry, the hotel sector, leisure, services and intermediation.
Director of the postgraduate area> Dr Joan Miquel Gomis

NATIONAL AND IDENTITY STUDIES
Provides the explanatory tools and professional skills necessary for the analysis and interpretation of national identities, nationalist political movements and the different national conflicts.
Director of the postgraduate area> Dr August Colomines

ISLAMIC AND ARABIC STUDIES
Provides the fundamental knowledge and skills about the complexities of the Islamic world with the aim of having elements and criteria with which to understand, interpret and read its political, social and economic realities.
Director of the postgraduate area> Dr Mustapha Chérif

FOOD SYSTEMS, CULTURE AND SOCIETY
This programme analyses food from a holistic point of view: cultural and social, economic, legal and regional – local and global. This combination offers an opportunity to explore the relationships existing between historical, political, scientific, strategic and ethical considerations associated with the organisation of food and agricultural policy in the international sphere.
Director of the postgraduate area> Dr Francesc Xavier Medina

INFORMATION SOCIETY (MASTER’S DEGREE)
The aim of this programme is to train specialists capable of taking on the challenges of the new organisation of society, as a result of the emergence of ICTs, and trains people in the fields of the new economy, the new forms of management of the Public Administration and the development of creativity associated with content creation.
Director of the postgraduate area> Dr Inma Rodriguez

The courses offered are on the teaching map on page 119.

RESEARCH, TRANSFER AND INNOVATION

1- THE CROSS-DISCIPLINARY UOC

FOUR RESEARCH AND INNOVATION SPACES
Research and innovation at the UOC is mainly organised into four centres which complement the task carried out by the departments and administration areas of the University:
» The Internet Interdisciplinary Institute (IN3) groups together interdisciplinary research into the information and knowledge society.
» The Open Innovation Office promotes projects and practices to improve teaching, technology, organisation and management.
» The eLearn Center was created in February 2009 to contribute to fostering research, innovation and training in e-learning.
» The departments and administration areas that collaborate with these centres also carry out research and innovation in their own disciplines and areas of expertise.

Research and innovation at the UOC is organised into four areas: the IN3, the eLearn Center, research in the departments and the Open Innovation Office.

| students graduated with the Advanced Studies Diploma | 21 |
| articles in scientific journals | 117 |
| contributions to conferences | 246 |
| projects | 86 |
| doctoral holders | 28 |
| books | 23 |
| doctoral theses | 11 |

2- THE RESEARCH AND DOCTORATE SCIENTIFIC COMMITTEE

The UOC Research and Doctorate Scientific Committee is an independent body, created in 2002, which assesses the University’s academic work, monitors the quality of the doctoral programme and advises the President on research strategy.
The Committee meets once every two years for two days in Barcelona with the aim of assessing the University’s research and examining the evolution of the doctoral programme. The assessment and examination of the 2008-2009 academic year was conducted on 7 and 8 September at the headquarters of the IN3 in Castelldefels. The Committee is made up of recognised scientists from a number of disciplines and countries. All of the members are prestigious university professors from all over Spain, Europe and the United States and are nominated by the President. These members are:

**MEMBERS**
- Betty Collins, University of Twente
- William Dutton, Oxford Internet Institute
- Jery Feldman, University of California, Berkeley
- Miguel Angel Lagunas, UPC
- Vicente López, Pompeu Fabra University
- Robin Mansell, London School of Economics
- Guido Mariniott, University of Milan
- William J. Mitchell, Massachusetts Institute of Technology
- Vicent Navarro, Pompeu Fabra University
- Marina Subirats, UAB
- Xavier Vives, IESE Business School, University of Navarre
- Rosalind Williams, Massachusetts Institute of Technology


The UOC Research and Doctorate Scientific Committee is an independent body that advises the President on research strategy.

3- THE DOCTORAL PROGRAMME

The Ministry of Education Rules in Favour of the Approval of the Master’s Degree in the Information and Knowledge Society
In application of the temporary measures set out in Royal Decree 1393/2007, of 29 October 2007, in December 2008 the application was drafted for approval of the Official Master’s Degree in the Information and Knowledge Society (abbreviated procedure), which constitutes the taught stage of the doctoral programme in the Information and Knowledge Society governed by Royal Decree 1393/2007. The application for approval of the doctoral programme in the Information and Knowledge Society was filed in March 2009. On 24 August 2009, after having first received a report in favour from the
4- THE EDUCATIONAL MODEL:
DYNAMIC, FLEXIBLE, ADAPTABLE

DYNAMISM, FLEXIBILITY AND DIGITAL SKILLS
The UOC educational model is dynamic and flexible. It has been designed to adapt and evolve constantly and in line with the evolution of the internet and the knowledge society. It is a model that guarantees that students learn in the same way as they work, communicate and entertain themselves on the internet.

In order to carry out learning activities, the focus of the educational model, students are provided three elements:
- **Resources**: These comprise the necessary content, spaces and tools to carry out the learning activities and their assessment.
- **Collaboration**: This is understood as the set of dynamic and participative activities that favour the joint construction of knowledge.
- **Accompaniment**: This is the series of actions carried out by faculty to monitor the students and give them support in planning their work, completing activities, assessment and decision-making.

In order to carry out learning activities, the focus of the educational model, students are provided resources, collaboration and accompaniment.

5- THE INTERNET INTERDISCIPLINARY INSTITUTE (IN3)
http://in3.uoc.edu

The Internet Interdisciplinary Institute (IN3) is the UOC research institute specialising in the network society and the knowledge economy.

**AXES**
- Quality of research
- Attracting talent

**ACTIONS**
- **QUALITY AND PROFESSIONALISATION OF RESEARCH**
  - With the internal call for resident researchers, UOC faculty are given the opportunity to devote themselves exclusively to a research project throughout an entire academic year. This way, the IN3 contributes to attracting institutional talent.
  - Thanks to the fellows programme, the research grant programme aimed at senior researchers from around the world, four research experts in e-learning, research and innovation have also been invited.

**INTERNATIONAL KNOWLEDGE AND RESEARCH NETWORKS**
- The Knowledge Communities are associations between IN3 research groups and two or more research groups from other institutions, of which at least one is from an institution outside Spain, which conduct a scientific or innovation project in one of the Institute’s study areas.
- In the first call, the IN3 selected HAROSA (Hybrid Algorithms for Solving Realistic (Outing, Scheduling and Availability Problems), a knowledge community comprising the IN3 Distributed, Parallel and Collaborative Systems (DPACS) research group and a further eight research groups (six from Spanish universities and two from universities from further afield).

With the fellow and the Knowledge Community programmes, the IN3 promotes mobility and networking between researchers.

6- THE eLEARN CENTER (eLC)
http://elearncenter.uoc.edu

**RESEARCH, INNOVATION AND TRAINING IN E-LEARNING**
In December 2008, the Governing Council agreed on the creation of the eLearn Center (eLC), a UOC centre to contribute to fostering research, innovation and training in e-learning.

The eLearn Center was created with the aim of channelling and expanding the University’s work in the field of education and ICTs, increasing the knowledge and expertise gained over its fifteen years of existence and promoting its dissemination, and national and international projection.

**AXES**
- Research and innovate in e-learning
- Foster good educational practices in the use of ICTs
- Enhance training in e-learning with a diversified and quality course offering that incorporates research and innovation results and that thus aids its transfer.

**AREAS OF KNOWLEDGE**
- Teaching and learning process
- Educational organisation and management
- Technological resources for learning
- The aim of the eLearn Center is to channel and expand the University’s work in the field of education and ICTs.
- The areas of knowledge of the eLearn Center are the teaching and learning processes, educational organisation and management, and technological resources for learning.
**RESEARCH**

The conceptual framework of e-learning

The programme on the temporal dimension of e-learning opens up a new line of research into the effect that e-learning has on time and how this manifests itself.

The conceptual framework of e-learning

With special emphasis on the case of the UOC, the definition of e-learning is studied from a theoretical point of view, after which different models and systems of practical application are studied.

The eLC and the New Media Consortium

These two centres are jointly producing a report on best practices in Latin America, the aim of which is to bring together the state of the question and the trends in the use of emerging technologies in higher education.

eLC Center fellows programme

Three international researchers joined after the first call of the eLC fellows.

**INNOVATION**

The eLC seeks innovation in the collaborative production of knowledge, the assessment and regulation of the attainment of skills, and learning in immersive environments.

**TRAINING**

Doctoral programme in e-learning

The doctoral programme in e-learning will support production of doctoral theses in the lines of work of the eLC and the training of future researchers.

Postgraduate programme in education and ICTs, e-learning and in-company training

The postgraduate programme in education and ICTs has been developed, a new internal training programme in e-learning for faculty started and in-company training in e-learning offered to higher education institutions in a number of countries.

**7- RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITY AT THE UOC**

The AGAUR recognises and validates research at the UOC

The University and Research Aid Management Agency (AGAUR) officially recognised thirteen UOC research groups. Ten of the groups to receive the distinction are emerging groups. This way, the agency recognises the potential of the trajectory of its teams and spurs them on to gain further recognition in the next call.

Of the other three groups recognised as established, the Catalan government valued the work done over the last four years, the cohesion and convergence of their lines of research, the quality of the scientific publications and the knowledge dissemination activities.

Ten of the thirteen research groups recognised by the AGAUR are classed as emerging.

The ability of the teaching staff to conduct research

Professional skills are improved through courses, training sessions and workshops, and through interaction with other researchers. Training is focused on drafting project proposals, the oral presentation of results, writing scientific texts and methodology.

RDI services and information system

The improvements are:

- Adaptation of the internal procedures of calls for internal grants.
- Approval of: 1. the intellectual and industrial property rules for RDI activity; 2. the rules on RDI activity under the collaborative system with contract, and 3. the rules for other activities that require economic justification or that are carried out under the provisions of Article 83 of the Law on Universities.
- Creation of the UOC research repository, which increases the visibility of the scientific production (http://eprints.uoc.edu/research).

**KNOWLEDGE TRANSFER**

The UOC Research and Transfer Support Office (OSRT), created in September 2008, is the reference unit for fostering, managing and disseminating RDI activity. It is also the UOC’s knowledge transfer engine.

The aim of the Knowledge Transfer Unit is to develop and implement the knowledge generation, protection and transfer strategy, and to start the procedure of drafting, discussion and approval of the rules on intellectual property and contracted research.

**RESEARCH STAFF SERVICES**

During the academic year, the procedures that allow the services provided by the OSRT to research staff to be consolidated were optimised. These procedures take into account the University’s new lines of RDI activity. The new research structure allows the research grant programme to be personalised to offer specific grants in the relevant subject areas of the University’s research centres and departments.

Knowledge transfer at the UOC is channelled through the Research and Transfer Support Office.

**8- INNOVATION AT THE UOC**

Innovation is the indispensable mechanism for generating and managing new ways of teaching and learning at the university of the future.

**AXES**

- Foster innovation
- Innovate in the latest trends in the use of ICTs in the educational field
- Experiment with the most advanced technologies

**INNOVATION PROJECTS AND FACTORIA IDE@INNOVA**

In order to provide support to emerging innovation through university activity, two internal calls for innovation projects were made aimed at the University’s faculty and staff. The Factoria ide@innova was created to foster the creativity and innovation of the UOC administration staff, which bore fruit in twenty-three new ideas.

**MOTOR PROJECTS**

Work was done on m-learning, serious games and knowledge networks, and work continued jointly with leading companies and institutions linked to the ICT sector and education.

**m-Voice Learning**

This is an online learning platform for mobile devices that applies a methodology based on active learning.

**Lost in La Mancha**

This consists of a Spanish course for foreigners based on a serious game and adapted for mobile devices.

**THE INNOVATION LABORATORY**

This space has the most advanced devices in the fields of IT, audiovisual media and telecommunications. The laboratory allows the evolution of the internet to be experienced and the new uses that are created and established on it to be detected.

**THE INNOVATION FORUM**

This is the benchmark space on the internet on the latest trends and evolution of ICTs. In the 2008-2009 academic year, four innovation forums were carried out on immersive spaces, innovation and entrepreneurship, rich internet applications and touch technology.

http://www.innovauoc.org/foruminnovacio/en/
Innovation is the indispensable mechanism for generating and managing new ways of teaching and learning at the university of the future.

- M-learning, serious games and knowledge networks are new lines of exploration in educational innovation.
- The innovation forums focus on immersive spaces, innovation and entrepreneurship, rich internet applications and touch technology.

9- UNESCO CHAIR IN E-LEARNING
http://unescochair.uoc.edu

Equal opportunities in the knowledge society

- Research, training and innovation in e-learning
- Open social learning

THE DIGITAL DIVIDE, FOCUS OF THE FIFTH INTERNATIONAL SEMINAR

Of note here is the experience presented by Sugata Mitra called The Hole in the Wall, which analyses self-organising systems, which are systems in which the structure is presented without direct intervention from outside - self-organised learning environments (SOLE) and technology at the service of teaching.

OPEN SOCIAL LEARNING
This is an emerging informal learning system which is the centre of interest of the Chair and will be the focus of the sixth international seminar.

LOOKING TO AFRICA
The Chair is looking to Africa to explore and detect gender-related initiatives.

RESEARCH, INNOVATION AND TRAINING IN E-LEARNING
The Chair is attached to the eLearn Center with the aim of aiding work and exchange in research, innovation and training in e-learning.

The UNESCO Chair in E-Learning focuses its interest on the analysis of e-learning systems.

10-LINGUAMÓN-UOC CHAIR IN MULTILINGUALISM
http://multilingualismchair.uoc.edu

- Promote international cooperation between researchers and faculty
- Analyse linguistic diversity in the context of globalisation
- Create and disseminate knowledge and proposals that contribute to optimising the effects of multilingualism
- Training in multilingualism

The aim of the Chair in Multilingualism is to promote, analyse, disseminate and train in linguistic diversity and multilingualism.

TEACHING LINGUISTIC AND CULTURAL DIVERSITY MANAGEMENT
Together with the UOC Languages and Cultures Department, new master’s degree courses on linguistic and cultural diversity management were designed.

LANGUAGE ENGINEERING
During the academic year, the technology integration project for the creation of virtual multilingual communication spaces using machine translation was set up.

RESEARCH MULTILINGUALISM IN COMPANIES IN CATALONIA
The Catalan government, the Casa de les Llengües, the FUOC and the Linguamón-UOC Chair in Multilingualism developed the ELAN study in Catalonia. The first version of this study was presented in 2006 and was led by Professor Stephen Hagen for the European Commission. The general conclusion of the 2006 study is that European companies lose good opportunities to export their products due to the lack of language and intercultural skills.

The Linguamón-UOC Chair in Multilingualism is the result of the agreement between the Casa de les Llengües and the UOC and forms part of the University’s Arts and Humanities Department.

11- THE VIRTUAL LIBRARY
http://biblioteca.uoc.edu

- The e-resources search engine
- The resource centre
- Training
- Document management

RECOLLETA: OPEN ACCESS RESEARCH

The UOC Library, together with the Spanish University Library Network (REBIUN) and the Spanish Foundation for Science and Technology (FECYT), took part in the development and improvement of the Recollècta portal (the open-access science harvester). The aim of this is to promote the open-access publication and dissemination of the research work that is conducted at the different academic institutions in Spain.

THE RESEARCH RESOURCE CENTRE (CIT2)

The Library provides access to the research document collection and document searches linked to UOC research work.

45% of the documents in the Library’s repository are digital.

TRAINING:
The 2009-2012 Training Plan provides a response to the information skills training needs defined in the Library’s 2008-2012 Strategic Plan, in accordance with EHEA guidelines.

DOCUMENT MANAGEMENT
The UOC Library forms part of the leading platforms for debate on document management, including the European Librarians and Learning Support Sharing Ideas blog (http://ellsi.wordpress.com/), fostered by the EADTU working group, and the M-Libraries international conference.

The axes of the Virtual Library in this academic year were the resource centre, training and document management.

COMMUNICATION AND DISSEMINATION OF KNOWLEDGE

1- THE UOC ON THE WEB

The 2008-2009 academic year saw the roll-out of the new UOC portal, released in December 2007. The projects that have been carried out provide the UOC with a solid web infrastructure and afford a qualitative leap in line with:

- the University’s strategic axes: cooperation, communication, cross-disciplinarity, flexibility, mobility and quality;
- open-access support policies, and
- adaptation to the European Higher Education Area.
2- INSTITUTIONAL AND ACADEMIC JOURNALS

WALK IN THE UOC’S NEW INSTITUTIONAL COMMUNICATION JOURNAL
January 2009 saw the creation of Walk In, the new design and new conceptualisation of Món UOC. It is a quarterly, multilingual (Catalan, Spanish and English) journal, which is published digitally and on paper, aimed at accompanying readers in the transformation towards the knowledge society. It seeks to be the meeting point of the whole UOC community and to contribute to improving people’s level of knowledge about the University. The first three issues covered current affairs such as Barack Obama becoming president of the United States, young people and education in times of uncertainty, and renewable energies.
http://walkin.uoc.edu

The first three issues of Walk In covered current affairs such as Barack Obama becoming president of the United States, young people and education in times of uncertainty, and renewable energies.

ACADEMIC E-JOURNALS
The central themes of the UOC’s academic e-journals in the 2008-2009 academic year revolved around the effects of ICTs on the information society as seen by the University’s departments.

» Issue 8 of Antrodes analysed locative media and artistic practices.
» The dossier in issue 11 of Digitum, the humanities journal, reflected on communication from an ethnographic point of view.
» In the field law and political science, issues 7 and 8 of IDP looked at the legal and political implications of the web 2.0, and the open-source software and public administration binomial.
» Mosaic, the journal on multimedia technology and communication, looked at the link between the professional world and published experiences, articles and interviews on new practices, new tools and new concepts in today’s multimedia and audiovisual sector.
» RUSC, in its two issues in the 2008-2009 academic year, looked at digital culture, creative practices and quality assessment in university teaching.

3- LLETRA, CATALAN LITERATURE ON THE INTERNET
http://www.lletra.net

The Lletra project, devoted to the study and dissemination of Catalan literature on the internet, consolidated its mission of becoming the central node of knowledge for Catalan literature on the internet and was updated from top to bottom in order to offer new web pages that are increasingly more social, collaborative, multimedia and mobile.

A USER-BASED GRAPHIC AND TECHNOLOGICAL UPDATE
With a design focused on the user, the authors and works portal was updated with new features that aid syndication, and increased presence of multimedia content and mobility (interface for mobile devices and e-book content).

SOCIAL NETWORKS AT THE SERVICE OF LEARNING AND LITERARY KNOWLEDGE
The synergies with the UOC Catalan Language and Literature Department and those of other Catalan universities helped give form to the new participation space, offLletra, where the collaborators are primarily university students.

INNOVATION-BASED THE COLLABORATIVE HYBRID WEB APPLICATION (MASHUP) TOPOGRAPHIES OF THE CATALAN EXILE
This new teaching tool, which went online in April 2009, enables us to construct collaborative knowledge in university classrooms (UOC, UB and URL) based on the geo-localisation of biographic and cultural itineraries of the Catalan exiles of 1939.

INTER-INSTITUTIONAL COLLABORATION AT THE SERVICE OF THE CATALAN LITERARY INTERNET
The agreement established with the Ramon Llull Institute and the Institute of Catalan Arts has enabled the posting online over a hundred pages on authors and works in Catalan, Spanish and English. Together with other institutional alliances, Lletra organised the ninth award for the best literary website and started up the first award for the best literature blog.

» Lletra received an average of 1,535 visits a day.
» Lletra incorporates the trends of an increasingly more social, collaborative, multimedia and mobile internet.

4- EDITORIAL UOC
http://www.editorialuoc.cat

ACCION CULTURAL: A NEW COLLECTION ON CULTURE MANAGEMENT
Under the leadership of the UOC’s Master’s Degree in Culture Management, Editorial UOC started this new collection, which currently offers two series: Museums and Heritage, and Cultural Tourism.

NIBERTA: A NEW NON-FICTION IMPRINT
This imprint aims to offer a window onto current affairs, reflection, the world of science and social intervention, in particular. Niberta has two collections: Cuadernos Livingstone and Sèrie Major.

CAMPUS PER LA PAU, QUADERNS DE L’ICA AND CUERPOS QUE CUENTA
These are the three new collections that have been started in collaboration with other institutions. The Campus per la Pau collection has been created jointly with the UOC; Quaderns de l’ICA, with the Catalan Anthropology Institute, and the Cuerpos que Cuentan collection with the UAB.

Editorial UOC has become the benchmark publisher for university manuals in the Catalan and Spanish market.
1- THE UOC AND ITS STUDENTS

» Accompaniment of the students in the process of adaptation to the EHEA
» Steering plan for UOC student services
» Expansion and improvement of complaints service
» Preparation of the UOC services for Global Campus students

INFORMATION ABOUT ADAPTATION TO THE EHEA

The UOC has been informing students about the process of adaptation to the EHEA with newsletters, news updates, adaptation of the secretary’s office, explanatory videos, etc. It also redesigned and improved the contents of the Virtual Campus EHEA information section, which receives an average of 3,000 visits a month.

The Virtual Campus EHEA information section receives an average of 3,000 visits a month.

THE EHEA ADAPTATION SIMULATOR

The simulator shows what the students’ academic transcript will look like when adapted to the EHEA.

THE SERVICES STEERING PLAN

The Services Steering Plan was drafted on the basis of quantitative studies (surveys) and qualitative studies (group meetings) involving students. Students’ opinions allow for detection of the importance and priority of the University’s services and show opportunities for improvement.

COMPLAINTS SERVICES CENTRALISATION, EXPANSION AND IMPROVEMENT

The information architecture and internal processes were improved so that students can show their dissatisfaction simply and intuitively. In the same vein, the complaints service for postgraduate students was designed, which is scheduled to come into operation in 2010. During the 2008-2009 academic year, the UOC received a total of 149,371 requests, of which 3,643 were complaints.

GLOBAL CAMPUS

The catalogue of specific student services for the postgraduate courses offered in English was drawn up. The services on offer include a specific postgraduate service, within the Global Campus, that allows for better identification of problems with these students so they can be resolved more quickly.

PARTICIPATION

The UOC reviewed the virtual participation areas available to students on the Virtual Campus with the aim of increasing them. At present, there are almost 500 active forums maintained by members of the university community.

With the simulator, students can see what their transcript will look like after adaptation to the EHEA.

IN THE WORDS OF THE STUDENTS

“What I value most is listening to the experience and opinion of people of different nationalities who work in different countries and environments; half of what you learn comes from the fact of sharing these experiences.”
Suzanne Béliveau, Food Security student.

“When I started using the Virtual Campus, I felt that it was nowhere in the universe, but when you start browsing, you see that it’s really fun. I couldn’t stop trying out the website to see what was new when I was on the computer.”
Mustafa Memisoğlu, Global Management student.

“For me, the UOC has been an exceptional discovery. At first it was only the possibility of being able to study at home that attracted me, now I’m truly ‘hooked’. And if that wasn’t enough, if it lacked warmth, we’ve been able to establish friendship with other people that have opened up forums just to chat, just to enjoy a good conversation. Frankly, I love it.”
Lola García, @theneum student.

“I did the simulation of what my transcript would be like if I went to the Degree in Marketing and Market Research; it was very easy and convinced me.”
Aina Casanova, Degree in Marketing and Market Research student.

2- ALUMNI, THE GRADUATE COMMUNITY

IN THE WORDS OF THE STUDENTS

“In the words of Mustafa Memisoğlu, Global Management student: “When I started using the Virtual Campus, I felt that it was nowhere in the universe, but when you start browsing, you see that it’s really fun. I couldn’t stop trying out the website to see what was new when I was on the computer.”

IN THE WORDS OF THE STUDENTS

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Lola García, @theneum student.

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Aina Casanova, Degree in Marketing and Market Research student.

ANNUAL ALUMNI GET-TOGETHER

With over 250 participants, the first annual UOC Alumni get-together was held. Present were President Imma Tubella and Gabriel Ferraté, former President and founder of the UOC.

NETWORKING IN THE REGION

With the aim of generating networking among graduates, Alumni get-togethers were maintained and intensified at different points in the network of UOC centres throughout Spain.

VIRTUAL COMMUNITY PILOT TRAIL

The trial consisted of opening a wiki, forums and social bookmarks on the Campus, enabling participation and knowledge sharing. It lasted two months and was part of Professor Howard Reinghold’s virtual communities project.

PROFESSIONAL CAREERS SERVICE

The aim is to offer and provide UOC students and graduates with the tools and resources for them to develop the necessary abilities and skills to be able to manage their professional career, in both the short and long term, and evolve professionally in a highly changing business environment throughout their professional lives. This guidance allows companies to optimise the selection process, as they are able to have an efficient source of recruitment, with guarantees of qualified candidates both technically and in terms of skills.

TRAINING IN COMMUNICATION, LEADERSHIP AND EMOTIONAL INTELLIGENCE

Communication, leadership and emotional intelligence are some of the cross-disciplinary skills that may be of interest to graduates irrespective of the course they took. They complement the education they have received and are highly useful in people’s professional and personal lives.
IN THE WORDS OF THE GRADUATES

“Alumni, a space where graduates can develop their professional knowledge.”
J oan Tort, Arts and Humanities graduate.

“I hope we can carry on with the social network that is the UOC.”
Maria Alba Pellejà, Information and Knowledge Society doctoral programme graduate.

“I want to carry on being linked to the UOC.”
Núria Rieradevall, Psychology and Educational Sciences graduate.

“Alumni, a network for professional relationships.”
Josep Maria Roca, Law and Political Science graduate.

“I hope that UOC Alumni is a meeting point for all graduates.”
Jaume Guinot, Psychology and Educational Sciences graduate.

“A space to carry on learning.”
José Luis García, Economics and Business Studies graduate.

“Now, when everyone is talking about social networks, Alumni is a good initiative.”
Josep Maria Valero, Economics and Business Studies graduate.

“I’d like Alumni to be a way in to the UOC.”
Eduard Plana, Economics and Business Studies graduate.

“A place to network.”
Ignasi Alcalde, IT, Multimedia and Telecommunications graduate.

“We graduates have a special profile. Let’s use it.”
Maria Teresa Costa, Arts and Humanities graduate.

“A network for contacts and knowledge.”
Juan José Boté, IT, Multimedia and Telecommunications graduate.

“UOC Alumni can help us continue to progress professionally.”
Mariló Rios, Psychology and Educational Sciences graduate.

“I hope that UOC Alumni really is a group of former students.”
Francesc Guàrdia, Psychology and Educational Sciences graduate.

“We want to learn and that’s why we’re here.”
Neus Flores, Information and Communication Sciences graduate.

“We can help ourselves to our future professional experience.”
Núria Miranda, Law and Political Science graduate.

“I want to continue my education and create a network of contacts.”
M. José Arnal, Tourism graduate.

“I hope it gives the UOC an impetus in matters of master’s degrees, lifelong learning and postgraduate courses.”
Ramon Ruiz, Economics and Business Studies graduate.

“UOC Alumni will help disseminate the prestige of the UOC and its graduates.”
Ignasi Buymu, Economics and Business Studies graduate.
1- THE UNIVERSITY-BUSINESS PROJECT

The aim of this is to bring the University into closer contact with the economic fabric of Catalonia and to contribute to the improvement of the competitiveness of companies through the catalysing of networks of homogeneous SMEs that develop cooperative training and innovation strategies.

ICTs: IMPROVE THE COMPETITIVENESS OF SMEs

This academic year saw the running of the strategic development programme for SMEs in the Bages area using ICTs. This is a collaboration project between the University and business driven by the metal industry as the powerhouse, which is of great importance to the region. The project consisted of the roll-out of a dissemination and awareness plan on the contribution of ICTs in improving the competitiveness of SMEs and the running of a blended ICT skills development programme aimed at workers in companies in the Bages area. This strategic and innovative project was fostered by the UOC, the Manresa Chamber of Commerce, the Lacetània Foundation-Practical Training Centre and the Catic Foundation. It was subsidised by the Catalan Department of Employment and Department of Innovation, Universities and Business and co-financed by the European Social Fund. It also had the collaboration of the Catalan Secretariat for Telecommunications and the Information Society.

2- UOC ASSOCIATE COMPANIES AND INSTITUTIONS

http://associated_companies.uoc.edu/

- Bring the UOC into closer contact with the current business and professional reality
- Involve companies in the UOC’s process of adaptation to the EHEA
- Increase the number of collaboration projects between the University and the business world
- Approach new professional groups

3- IN-COMPANY TRAINING

AXE

- In-company training and projects with other companies and institutions
- Dissemination of the UOC’s in-company training experiences

UOC-SOC E-LEARNING PROJECT

The UOC collaborated with the Catalan Employment Service (SOC) in setting up a new branch of e-learning aimed principally at unemployed workers. The UOC-SOC e-learning programme offers a broad range of online training possibilities whereby a significant number of people can receive training and improve their options when looking for work. The UOC-SOC e-learning programme began in June and offers over fifty courses grouped in a number of fields, including social health care, languages, business, tourism and digital skills.

TRAINING FOR PROFESSIONAL ASSOCIATIONS

The collaboration with the Barcelona Bar Association (ICAB) signed in the 2007-2008 academic year led to the start-up of pilot in-company training programmes for its members. A new collaboration project began in June with the Barcelona Commercial Agents Association (COACB) to train commercial agents.

The UOC and the Catalan Employment Service set up a new branch of e-learning aimed principally at unemployed workers.