

# UOC PRESS PACK 2012-2013





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# 1. THE UOC



## 1. The UOC

### 1.1. The institution

#### 1.2. The Virtual Campus

#### 1.3 Educational model

#### 1.4. Educational resources

**The Universitat Oberta de Catalunya (Open University of Catalonia, UOC) is an innovative and prestigious institution that is internationally renowned for its educational and technology models. A product of the knowledge society, the UOC offers top-quality distance education and is a world leader in the research and application of ICT to education.**

The UOC's student-oriented model is based on flexibility, accessibility and collaboration. Students work at their own pace, manage their own time and design their own curriculum in accordance with their specific interests and skills. They can moreover do so wherever and whenever they wish, working alongside classmates from all over the world and under the guidance of specialized faculty.

Founded in 1994 with the support of the Catalan government, the UOC is governed by a board of trustees made up of presti-

gious institutions from throughout Catalonia.

### **BOARD OF TRUSTEES OF THE FUOC**

The Board of Trustees of the Fundació per a la Universitat Oberta de Catalunya (Foundation for the Open University of Catalonia, FUOC) is the FUOC's senior representative, governing and administrative body, in accordance with its statutes. The FUOC's Board of Trustees is currently comprised of: five trustees representing the founding institutions, of which one is the director of the Catalan Broadcasting Company (Ramon Mateu), two are appointed by the Barcelona Chamber of Commerce, Industry and Shipping (Miquel Valls and Isaac Sanromà), and two are appointed by the Catalan Federation of Savings Banks (Josep Vilarasau and Jordi Mestre); eight trustees appointed by the Catalan government (Andreu Mas-Colell, Irene Rigau, Francesc Xavier Mena, Antoni Castellà, Lluís Jofre, Josep Maria Martorell, Carles Flamerich and Josep Ribas); and ten

trustees appointed by the Board itself from among prominent individuals and organizations from the social, cultural, scientific or professional spheres that do not work in the public sector (Agustí Montal, Carlos Domingo, Maria Garaña, Isidre Fainé, Josep Piqué, Artur Carulla, Isona Passola, Francesc Codina, Pere Vallès and Alexandre Blasi). The Board's chairman is Andreu Mas-Colell, the Catalan minister of economy and knowledge; the vice-chairman is Antoni Castellà, the Catalan secretary for universities and research; and the secretary is Josep Ribas, the Catalan subsecretary general for universities. In addition to the above, Imma Tubella, president of the UOC, and Mireia Armengol, director general of the FUOC, also attend the Board's sessions, where they are entitled to speak but not to vote.

The Board of Trustees delegates some of its functions to the Permanent Committee, which is the FUOC's permanent administrative and management body and is responsible for handling its everyday affairs. The

Board is also assisted by the Council of the FUOC, a consultative body for the Foundation whose members are appointed by the Catalan parliament, the Inter-university Council of Catalonia (CIC) for public universities, the largest regional business organizations, the most representative regional trade unions, and the FUOC's Board of Trustees itself. The Council is chaired by Josep Vilarasau.

The UOC initiated its activity in the 1995/1996 academic year, with 200 students enrolled in accredited programmes in educational psychology and business studies. Today, the UOC's university community is more than 200,000 people strong, including: 60,876 students from more than 86 countries, 3,364 faculty members, 491 administrative staff members, and 38,341 alumni. The UOC has virtual campuses in Catalan and Spanish and a global campus offering courses in English and French. The UOC's academic offer includes undergraduate and postgraduate degree programmes, doctoral programmes, unofficial training, and customized training for companies and civic organizations.

Committed to the Catalan social, scientific and cultural reality, it collaborates with the local business community and civil society through agreements and joint training, innovation, and knowledge dissemination and transfer projects. It moreover cooperates with the other universities in the region and belongs to the main educational networks both in Catalonia and Spain and at the international level.

**VALUES**

The UOC promotes creativity, innovation, co-operation and innovation within its community and surroundings, forging relationships with other universities and the local business and social community. The UOC advocates values such as:

- Cultural, linguistic and gender **diversity** on the Virtual Campus, at the institution as a whole and in the community at large;
- **Participation** of the broader community in the university dynamic, promoting channels to facilitate the free expression of ideas and proposals;
- **Quality** with regard to its services and educational activity, as well as its organizational processes, assuring the academic rigour of its academic programmes;
- **Innovation** in teaching, technology and the institutional dynamic;
- **Sustainability** as the basis for the design and construction of the University's activities and processes;
- An organizational culture based on **co-operation** in order to forge institutional bonds based on collaboration, mutual learning and teamwork.



### HONORARY DOCTORATES

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

### AWARDS

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

- **Bangemann Challenge Prize (1997):** Awarded by the European Union in recognition of the UOC as the best European distance education initiative.
- **WITSA Award (2000):** This institution, which groups together information technology and service associations from some 40 countries, gave its annual award to the UOC.
- **ICDE Prize of Excellence 2001:** The International Council for Open and Distance Education (ICDE), which represents distance education institutions from more than 140 countries from around the world, awarded this prize to the UOC in recognition of its status as the best online and distance university in the world.
- **SUN Center of Excellence:** The UOC was named a Sun Center of Excellence in recognition of its leadership in the fields of computing and technical research, specifically with regard to the creation of technology environments to promote innovation and e-learning.
- **IGC Award for Digital Innovation:** The Internet Global Congress (IGC) gave its Award for Digital Innovation in the University and Institutional Projects category to the UOC for a customized content transformation system.
- **IMS Learning Impact Awards (2008, MyWay project):** These awards recognize the most powerful and influential uses of technology in support of learning.
- **New Media Consortium (NMC) Center of Excellence (2009):** Awarded in recognition of the UOC's leadership in the fields of learning technology and open educational resources.

“The UOC has received many awards for its work and achievements”

1. The UOC

1.1. The institution

**1.2. The Virtual Campus**

1.3. Educational model

1.4. Educational resources

**At the UOC, university life unfolds on the Virtual Campus, an exclusively on-line environment. The university community, including students, faculty, researchers and administrative staff, can access the campus whenever and wherever they wish.** Students engage in the learning process on the Virtual Campus, sharing the experience with lecturers and classmates in settings such as the virtual classrooms or the Virtual Library. Likewise, there is a Virtual Secretary's Office to process any academic or administrative services or procedures students' may need. **The campus has 3,875,259 unique users, who, in 2011, made more than 23 million visits.**

**LEARNING ENVIRONMENTS**

The virtual classrooms are where most of the teaching takes place, and they are the main places for exchanges between faculty and students. They are designed, above all, to promote collaborative work. Thus, each classroom for a subject is shared by the relevant lecturers and students (the standard

number is 70 students per classroom) for the academic period defined for each study programme.

The following faculty members are responsible for the classroom:

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

There are several types of classroom; however, as a general rule, all classrooms have the following sections:

- A central section showing the subject planning for the duration of the teaching period.
- A menu on the left listing the other sections:

**1. Communication area:** Contains all asynchronous communication tools (shared mailboxes) for the subject:

- *Notice board:* The place where the tutor posts information of interest to the group as a whole.
- *Forum:* An open area where anyone can participate and post.
- *Debate area:* An open area specifically for moderated discussions.

This section also contains collaborative tools, such as blogs, wikis,



LANGblogs (special facilities for language practice), microblogs, work groups, etc.

Finally, it contains a list of the classroom's users, showing who is online at any given time so as to enable real-time communication.

- 2. Planning area:** This area includes the calendar for the semester and offers access to the classroom design tool, which can be used to edit the calendar, units, activities and teaching plan.
- 3. Resource area:** This area contains all the materials and resources needed to follow the subject.
- 4. Assessment area:** This area includes a section for students to submit their continuous assessment activities (CAAs, a key part of the UOC's educational model) and for tutors to enter the corresponding marks and offer feedback. It also offers access to the tools needed to perform final assessments in subjects with on-site final exams.

Ensuring that all these areas work smoothly and that actual teaching can take place in the virtual classrooms requires the collaboration of several teams, including: faculty teams, educational resource teams, the administrative staff responsible for handling enrolment and other procedures, faculty scheduling teams, technicians, student service and communication teams, and the educational management team, which coordinates and liaises throughout the entire process.

The UOC has approximately 5,000 active classrooms and 6,200 work groups. The classrooms are used to offer 1,807 subjects in Catalan, 1,871 subjects in Spanish and 67 subjects in English (data from the February-July 2012 period).

The **coaching room** is the virtual area where counsellors provide students with all the information they will need to successfully complete their studies, including with regard to the study plan, the design of their curriculum, the academic calendar, the academic procedures they will need to complete, applicable career opportunities, guidance for continued education, etc.

It is where students can share their impressions with the counsellor and the rest of their classmates, ask questions and express any doubts or needs.

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

There are currently over 700 active coaching rooms.



“THE UNIVERSITY COMMUNITY CAN  
ACCESS THE CAMPUS WHENEVER  
AND WHEREVER THEY LIKE”

## ADMINISTRATIVE AND INFORMATION AREAS

Students can obtain information on and manage all academic and administrative matters using different areas of the Virtual Campus and Virtual Secretary's Office with help from the Student Services department.

Students can use the Virtual Secretary's Office to:

- View their transcript, the university's rules and regulations or the academic calendar;
- Complete any procedures required for final assessment;
- Process their enrolment;
- Request certificates or the validation of a subject;
- Update their information;
- Obtain information about grants and scholarships;
- **View the latest version of the complete set of materials for any subject or programme they have taken at the UOC.**

The Student Services department is responsible for offering personalized responses to all student queries, questions and complaints. It does this using multiple channels available on the Virtual Campus. It also provides information by means of external channels such as Twitter (@UOCestudiant and @UOCestudiante).

The Virtual Campus includes a news and features area, as well as multiple FAQs (on university life, technical issues and academic procedures) and a specific e-mail address for student queries. **Students also have access to a keyword search engine, which was used to perform nearly 11,000 searches in the first five months of 2012.**

The information service sends out Catalan- and Spanish-language versions of an academic newsletter (*Butlletí d'Informacions Acadèmiques*) to almost 20,000 subscribers;

a general newsletter (*Butlletí de Notícies*), launched in January 2012, to 1,621 subscribers; and a welcome newsletter (*Butlletí d'Acollida*) to all new UOC students during the University's orientation period.

Additionally, students have access to interactive areas on the Virtual Campus, such as forums, that they manage and maintain themselves. **By the end of 2011, there were 375 active forums with an average of 3,207 posts a month and 57,374 visits.** There is also the **Questions and Answers** area, which was launched in December 2011. By late May 2012, more than 1,100 questions had been asked and more than 2,000 answers received, and more than 10,000 students had checked in.

## THE VIRTUAL LIBRARY

The members of the UOC community have to be able to access the University's document collections and services at all times wherever they may be. The Virtual Library was created to meet this need. From the start, it has been a strong advocate of digital formats. However, its collection also includes physical documents, and it has a regional distribution system that allows it to send these items to users at their regional UOC centre or even to their home.

The Virtual Library offers the following services:

- **Loan service:** Users can access a file on each item with a summary of the content, a description of the cover, expert opinions, reader-generated descriptions of the subject matter covered, and, where available, the Wikipedia entry on the author or authors. Users can browse the entire collection and request specific items on loan, in which case they will receive an online notification (in smartphone format) when it is available to be picked up.

There is also an interlibrary loan service to allow students, faculty, researchers, counsellors, tutors and administrative staff to request physical items (books, CDs, theses, DVDs, etc.) that are not available at the Virtual Library itself.

The Virtual Library also has an **e-reader** loan service consisting of 265 devices (as well as 20 iPads, which form a part of a pilot project launched this year with the University's Law Department).

- **Document retrieval service:** This service allows users to obtain documents that are not available in the Virtual Library itself.
- **Training:**
  - In information skills: The Library offers its own training materials to familiarize users with the available information sources and resources and with how to use them. Special emphasis is placed on video content, which is accessible to all users from the Virtual Library's website, whether or not they belong to the UOC community.
  - In information management skills and tools: Training activities are carried out to teach users how to make the most of the content and how information is processed in an ICT environment. Electronic training materials are also prepared, primarily in video format.
- **The Library Replies:** This is a virtual service under which users can submit queries, information requests and complaints and receive individualized responses within a maximum of 48 hours.
- **Research services:** Reports are prepared on documentary resources for specific research areas and the impact of the research is assessed.

Since the Virtual Library is a member of the Consortium of Catalan University Libraries (CBUC), its collection is also available to users at the consortium's other member universities. Its collection can moreover be consulted through the University Union Catalogue of Catalonia (CCUC).

The Virtual Library is a member of the following networks:

- The CBUC.
- The Spanish University Library Network (REBIUN), run by the Spanish University Rectors Conference (CRUE).
- The EADTU Task Force on Virtual Libraries.

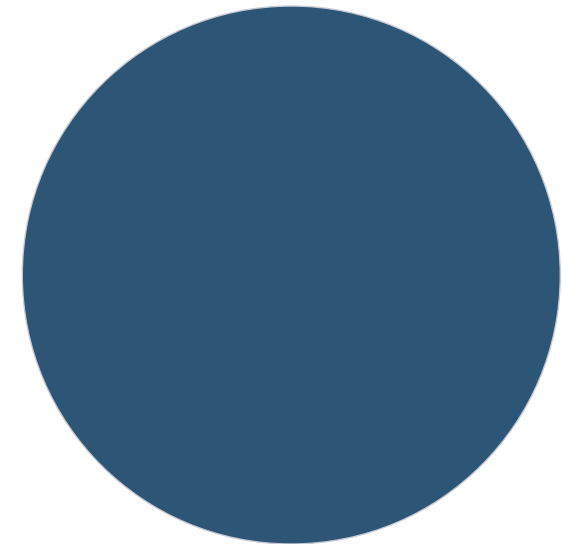
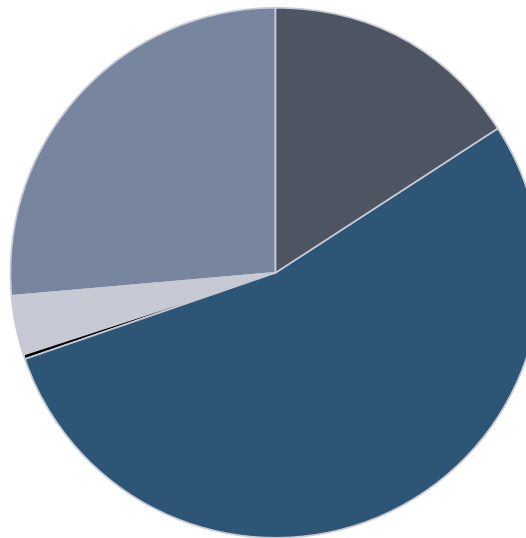
## COLLECTION AVAILABLE TO THE UNIVERSITY COMMUNITY

### Digital collection

- 13,319 e-books
- 44,655 journals
- 71 databases
- 2,926 documents in the UOC's O2 Open Access repository
- 21,845 electronic resources in the virtual classrooms

### Physical collection

- 70,053 books



1. The UOC

1.1. The institution

1.2. The Virtual Campus

**1.3. Educational model**

1.4. Educational resources

**The UOC’s dynamic and flexible educational model has been one of its hallmarks since it was founded.**

It is dynamic because it consistently evolves to reflect changes in the university system and today’s knowledge society, as well as the latest technological advances. These technological developments have moreover led to the transformation of the content of the different study programmes and the development of new tools to facilitate and enhance the learning process. The model hinges on the design of both the learning process itself and the resources and environments for it. It is a flexible model because students can study whenever and wherever they want, as well as from any device, whether a computer or a mobile phone or iPad.

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

- **Accompaniment:** The UOC ensures that students are accompanied throughout the learning process by faculty

members, guest lecturers and counsellors, all of whom guide, support and facilitate students’ academic activities, interacting with them directly online.

- **Collaboration:** The UOC encourages students to work both independently and in teams, through activities such as special groups, online forums or collaborative projects. UOC students are required to tackle complex activities and situations, similar to those encountered in real-world professional contexts, and to use methodologies involving problem-solving and the joint creation of solutions and products. The model is designed to foster participation and the joint construction of knowledge using an interdisciplinary approach. Thus, students’ learning activities not only help them to master the content of a given subject but also to acquire skills they will be able to use in a variety of real-world contexts.
- **Learning resources:** UOC students work with a wide range of materials: re-

sources specifically designed for each subject by experts in the field, student-generated resources in the form of blogs and wikis, and open educational resources that are available online. Some of the University’s own resources are also open-access, so that other institutions can benefit from them.

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

The assessment of students’ progress is a key part of the UOC’s educational process as a whole. Students may choose to use a continuous assessment system, which helps them manage their learning process and efforts, allowing them to distribute the workload and time they spend as best suits their needs. In this case, students submit regular assignments and participate in activities throughout the semester and sit a final validation exam at the end.

## 1. The UOC

### 1.1. The institution

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### 1.3. Educational model

### 1.4. Educational resources

**The UOC works hard to make learning as convenient as possible for its students by offering them multi-device access to its Virtual Campus and learning resources. This allows them to study in nearly any context. The goal is to create a multi-device, multi-channel university able to meet all its students' needs.**

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

- **DESKA:** Students enrolled in subjects requiring the use of specific software no longer need to wait for the DVD to get to them by post. Instead, they can use this software download website to access the programs they need in the cloud, thereby enabling not only instant access, but also faster upgrades and reduced software management costs. This option has been available to students for two semesters.

Over that period, more than 6,500 students have used the site to download more than 50,000 copies of programs.

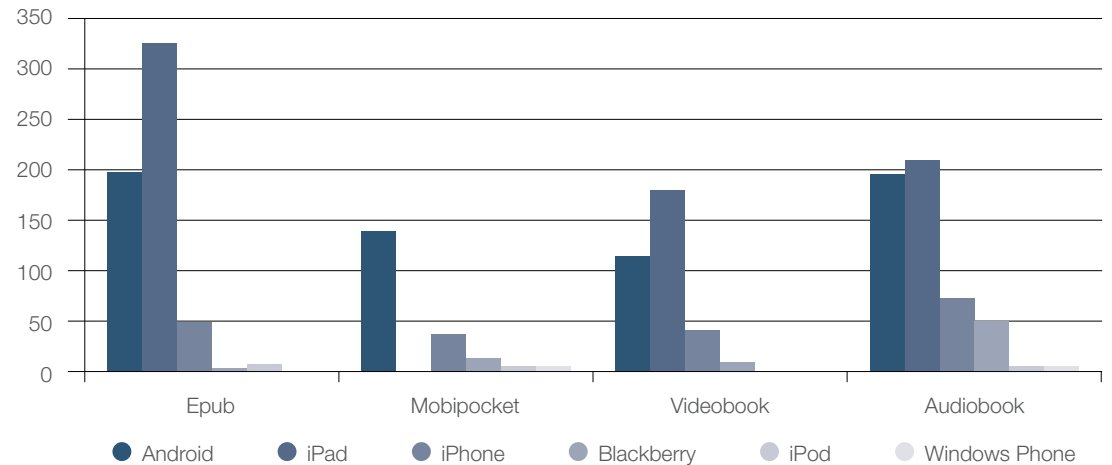
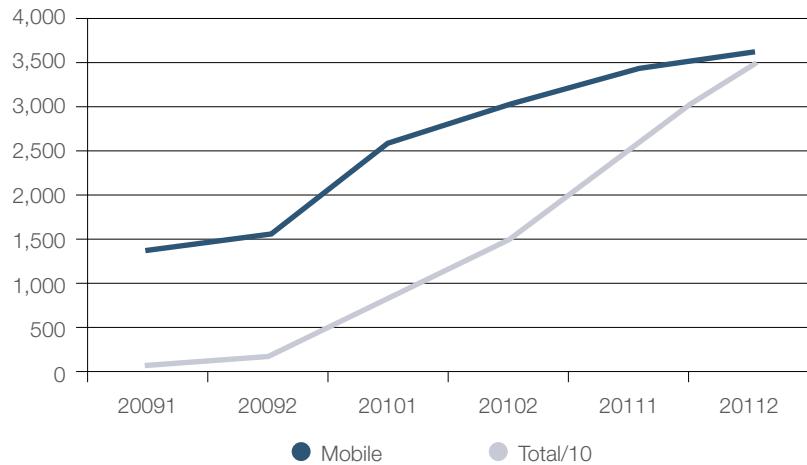
- **OPT-OUT:** For the second semester in a row (July 2012), students have been offered the choice of opting out of receiving materials on paper. Students who make this choice are given a small discount on their enrolment fees. More importantly, however, they contribute to not wasting paper, time or energy on resources that will not be reused.
- **TRIA:** Most of the UOC's materials are accessible in multiple formats. These formats are not mutually exclusive, but rather complementary. For instance, students might choose to listen to the material on their MP3 player or read it in ePub or Mobipocket format on their e-reader or tablet on their commute, and then work with online or PDF versions when they sit down in front of their computers to do their actual assignments.

- **LANGUAGES:** The language class materials have been technologically upgraded and redesigned with a view to enhancing the learning process. Among other things, they have been specifically adapted for use on tablets, which are the best device for immersive learning. Previously, all language materials used Flash, making them incompatible with many devices. The new format is already available to students of Japanese, Chinese and German. The English- and French-language materials are in the process of being upgraded.

#### **ANALYSING THE DATA ON USE OF THE MATERIALS**

Since the first semester of 2009, Google Analytics has been used to keep statistics on the use of multi-format materials. Specifically, statistics have been kept on the following formats: ePub, Mobipocket, audiobooks and videobooks. Examples of such multi-format materials can be found on the UOC's OpenCourseWare site.

**GROWING USE OF MOBILE DEVICES**



**GROWING USE OF MOBILE DEVICES**

The most salient point of the analysis is the sharp increase it shows in the use of mobile devices to access the materials. The following figure compares the total number of hits received (divided by 10 for the purposes of comparison) with those received from mobile devices.

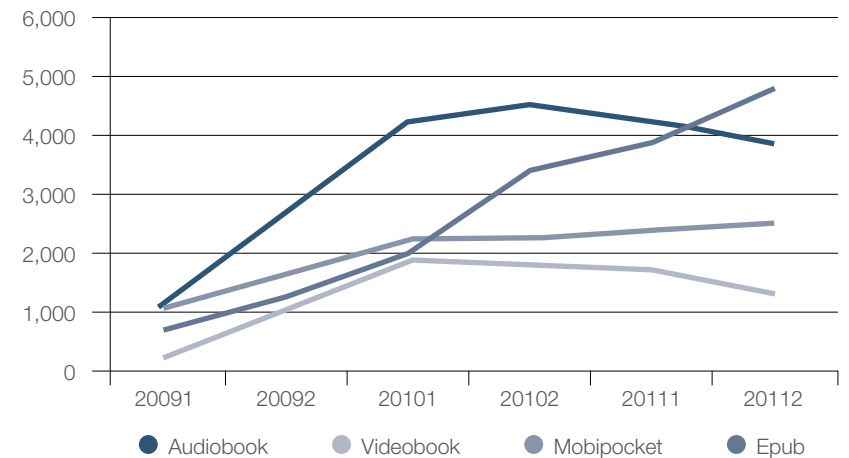
The figure below shows the number of hits received in the first semester of the 2010/2011 academic year (September 2010–January 2011), broken down by format and mobile operating system. iPads were the most popular device, followed by Android devices and then iPhones.

**MOST POPULAR FORMATS**

The most frequently downloaded formats have varied over the semesters. At first, audiobooks and Mobipocket were the most frequently downloaded formats. In contrast, last semester, audiobooks remained the most popular format, but Mobipocket was outstripped by ePub, and videobook downloads had clearly levelled off. The figure below shows the number of downloads for each format (regardless of the device used).

*When analysing the usage data, we divided the periods by semester: the first semester of each academic year spans from August to January, while the second semester runs from February to July.*

**MOST POPULAR FORMATS**





## 2. Teaching staff



## 2. Teaching staff

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

UOC lecturers are:

- Leading figures in their areas of expertise and specialists in e-learning and the strategic use of digital technology,
- Skilled at working effectively in networks,
- Committed.

The UOC's teaching staff is comprised of the University's own faculty (assistant lecturers, lecturers, senior lecturers, and professors); associate lecturers (highly regarded professionals from different fields whose work at the UOC consists exclusively of teaching); and joint and visiting lecturers from other institutions (positions created to encourage mobility and knowledge and expertise exchanges with other universities). The academic staff also includes researchers and research assistants.

### FACULTY DATA

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

- Teaching and innovation,
- Research,
- Transfer and social dissemination of knowledge,
- Institutional activities related to the University's mission.

Accompaniment of students throughout the learning process is one of the main features of the UOC's educational model. Consequently, students have access to:

- **The lecturer responsible for each subject:** These lecturers are experts in the subject or discipline in question and are responsible for designing, implementing and monitoring the learning process for the subjects they teach. To this end, they define the activities to be performed and determine which resources will be used, draw up the academic planning for the semester and ensure that the teaching activities, students' learning process and the assessments go smoothly.
- **Associate lecturers:** These lecturers serve as reference points and models for

Teaching staff	
UOC faculty	256
Collaborating teaching staff	3,378

Teaching staff by sex			
	Men	Woman	Total
UOC faculty	138	118	256
Teaching collaborators	1,908	1,470	3,378

(Data from 2011/2012 academic year)




students to follow, facilitating the classroom dynamic from the moment the subject begins until completion of the final assessment. Their role consists of offering students guidance and orientation with regard to the learning process, motivating them, answering questions related to the subject, recommending the best approaches for studying, and assessing students' exercises in accordance with the guidelines and criteria laid down by the lecturer.


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

Career advancement for UOC faculty is based on an objective assessment and promotion system that takes into consideration both external qualifications – accreditation by agencies such as the Catalan University Quality Assurance Agency (AQU) or the Spanish National Agency for Quality Assessment and Accreditation (ANECA) – and internal assessments of performance and the quality of the work done. Promotions are given based on merit in teaching, research and innovation, as well as any academic administrative and managerial responsibilities or institutional commissions that a faculty member may take on.


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



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



# 3. STUDENTS



### 3. Students

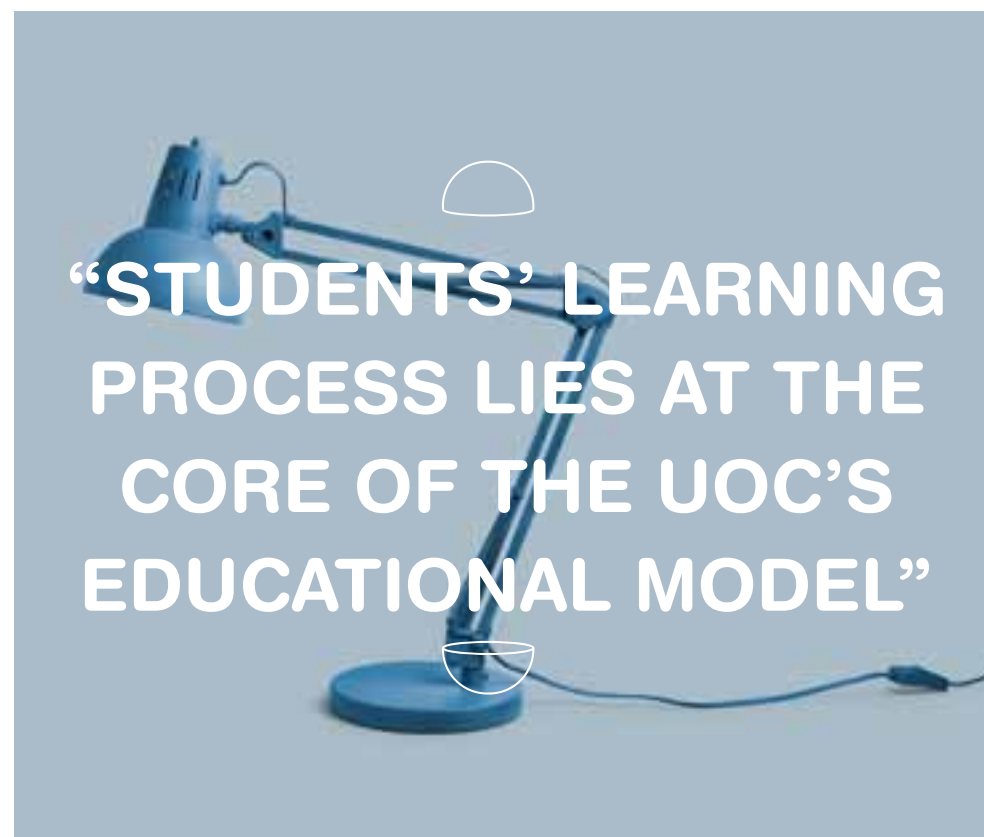
#### 3.1. Current students

#### 3.2. Graduates

#### 3.3 Alumni community

Students' learning process lies at the core of the UOC's educational model. In the first semester of the 2012/2013 academic year, 38,213 students were enrolled at the UOC on European Higher Education Area- (EHEA-) adapted undergraduate degree programmes, unadapted undergraduate degree programmes, official master's degree programmes, diploma programmes, engineering programmes, and foundation degree programmes, or on the UOC-specific programme in multimedia studies. Of these students, 28,454 live in Catalonia, 8,637 live elsewhere in Spain, and 1,122 are from other countries.

The UOC student body currently consists of 20,245 female students and 17,968 male students. Women outnumber men in several programmes, including, among others: the EHEA-adapted Degree in Psychology (3,335 women to 1,145 men); the unadapted Degree in Psychology (471 women



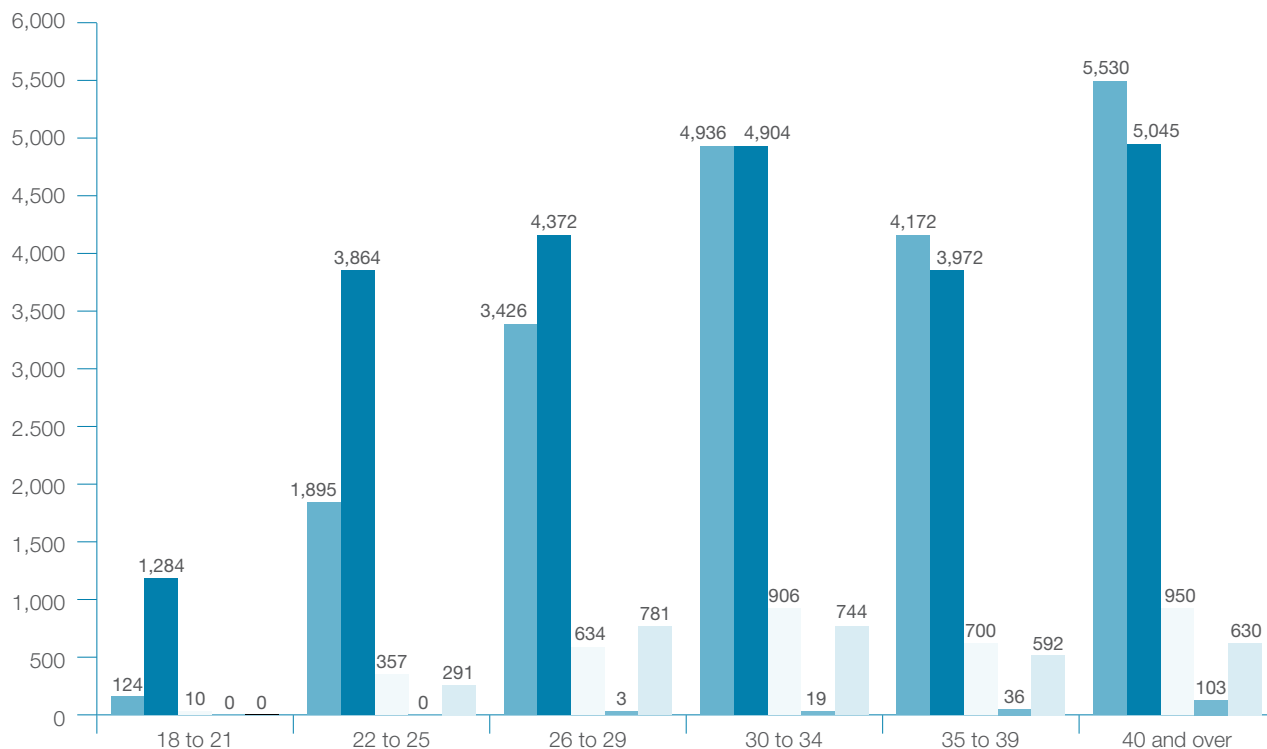
to 150 men); the unadapted Degree in Educational Psychology (1,591 women to 191 men); the EHEA-adapted Degree in Social Education (1,276 women to 321 men); the unadapted Degree in Labour Sciences (490 women to 210 men); and the unadapted Degree in Advertising and Public Relations (470 women to 157 men). As at many universities, the ratios were inverted for other programmes, such as the EHEA-adapted Degree in Computer Engineering (150 women to 1,484 men), the EHEA-adapted Degree in Telecommunications Technologies (29 women to 373 men), or the EHEA-adapted Degree in Multimedia Studies (372 women to 1,071 men).

Students enrolled in EHEA-adapted degree programmes outnumber students of diploma programmes, unadapted degree programmes and foundation degree programmes 22,322 to 11,871. Together, these students share the Virtual Campus with students enrolled on official master's degree programmes, at the Language School, at the University @thenaeum, on doctoral programmes, and on postgraduate programmes at the International Graduate Institute.

UOC students learn similarly to how they work, acquiring extensive digital skills, managing their own time and setting their own pace with regard to their studies. The University's flexible model, which allows them to access the Virtual Campus and learning resources wherever and whenever they wish, makes it easier for them to reconcile their education with their everyday lives.

These facilities and the University's mission of making higher education accessible to individuals who have traditionally been unable to pursue it due to mobility or time constraints are key features of the UOC's profile and help to set it apart from other universities.

### DISTRIBUTION OF STUDENTS BY AGE

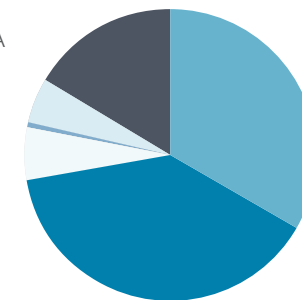


### STUDENTS BY REGION

Of the total number of students enrolled on EHEA-adapted degree programmes at the UOC during the first semester of the 2012/13 academic year, 17,930 live in Catalonia, 988 in the Region of Valencia, 874 in the Balearic Islands, and 645 in Madrid. The majority of students enrolled on unadapted undergraduate programmes (ie 1st- and 2nd-cycle degree programmes regulated by the Spanish University Reform Act or

#### Total

- Diplomas and pre-EHEA degrees **20,083**
- EHEA degrees **23,441**
- University master's degrees **3,557**
- PhDs **161**
- Postgraduate **3,038**
- Others **9,816**



(Data from 2011/2012 academic year)

LRU from the Spanish) live in Catalonia (8,618 students), followed by the Region of Valencia (744), Andalusia (368), Madrid (354) and the Balearic Islands (319).

### BREAKDOWN BY QUALIFICATION

The most popular programmes during the first semester of 2012 were the EHEA-adapted degrees in Psychology (4,480 students), Business Administration and Management (4,064), and Law (2,827). The most popular unadapted degree programmes were the second-cycle undergraduate degrees in Educational Psychology (1,782), Business Sciences (1,741) and Law (1,004).

### BREAKDOWN BY AGE

By age group, the largest numbers of UOC students are between the ages of 30 and 34 (8,114) or over 40 (8,553). The next largest groups are students between the ages of 26 and 29 (6,908) and students between the ages of 35 and 39 (6,550). There are currently also 6,109 students between the ages of 22 and 25 and 1,971 students between the ages of 18 and 21.

### REGIONAL BREAKDOWN

The Greater Barcelona region is home to the largest share of UOC students (18,685), with the greatest numbers coming from the Barcelonès (8,651), Vallès Occidental (3,139), Baix Llobregat (2,817), Maresme (1,647) and Vallès Oriental (1,428) districts. In addition, 619 students are from the Garraf district, and 384 from the Alt Penedès district.

The second largest number of students (2,038) can be found in the Girona region. Within this group, the largest share (726) hail from the Gironès district, followed by the Selva (386), Baix Empordà (312) and Alt Empordà (309) districts. Another 137 UOC students live in the Garrotxa district, 104 in the Pla de l'Estany district, and 64 in the Ripollès district.

A total of 1,910 students are from the Camp de Tarragona region. Of these students, the largest number (804) live in the Tarragonès district, followed by the Baix Camp (610) and Baix Penedès (260) districts. The Alt Camp district is home to 150 UOC students, the Conca de Barberà district to 67, and the Priorat district to 19. The majority of the 633 students from the Terres de l'Ebre region live in the Baix Ebre (324) and Montsià (220) districts, while 68 live in the Ribera d'Ebre district and 21 in the Terra Alta district.

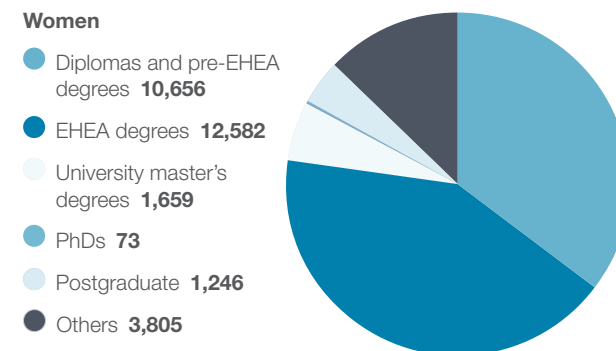
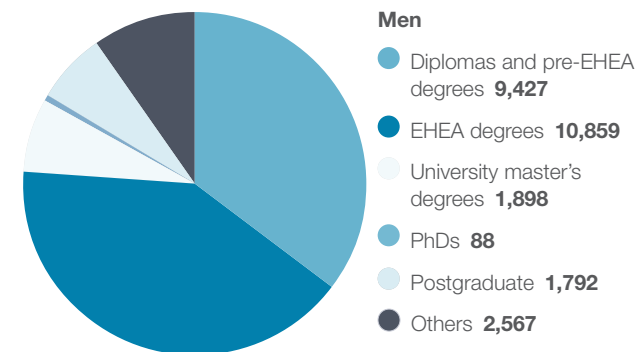
As for the 1,827 students from the Central Catalonia region, the largest number (714) can be found in the Bages district, followed by the districts of Osona (510) and Anoia (400). In addition, 158 students live in the Berguedà district and 45 in the Solsonès district.

Of the 1,265 students that live in the Ponent or Western region, the majority (851) live in the Segrià district, followed by 105 in the district of Noguera, 102 in the district of Urgell, 96 in the district of Pla d'Urgell, 60 in the district of Garrigues and 51 in the district of Segarra.

With regard to the 204 students from the Alt Pirineu and Aran region, 56 live in the Alt Urgell district, 52 in the Cerdanya district and 42 in the Pallars Jussà district. They are followed by the districts of Pallars Sobirà (24) and Alta Ribagorça (8). Finally, there are also 22 UOC students in the Vall d'Aran district.

Although most of the students enrolled in EHEA-adapted and other accredited undergraduate degree programmes live in Catalonia, more than 650 students from 67 different countries also enrolled in such programmes at the UOC this semester. Of these countries, Andorra, Germany, the United Kingdom, France, Switzerland, the United States, Ireland and China are home to the largest numbers of students. Europe is the continent with most UOC students, followed by the Americas and

### DISTRIBUTION OF STUDENTS BY SEX



**Total**  
**Diplomas and pre-EHEA degrees 20,083**  
**EHEA degrees 23,441**  
**University master's degrees 3,557**  
**PhDs 161**  
**Postgraduate 3,038**  
**Others 9,816**

(Data from 2011/2012 academic year)

Asia; however, there are also students from countries on other continents, such as Egypt, Ethiopia or Australia.

**UNIVERSITY @THENAEUM STUDENTS**

A total of 802 students enrolled on the first-semester September 2011 edition of the University @thenaeum. Of these, a total of 717 students enrolled on 239 subjects on the @thenaeum’s Catalan-language campus, while a total of 85 students enrolled on 68 subjects on the @thenaeum’s Spanish-language campus.

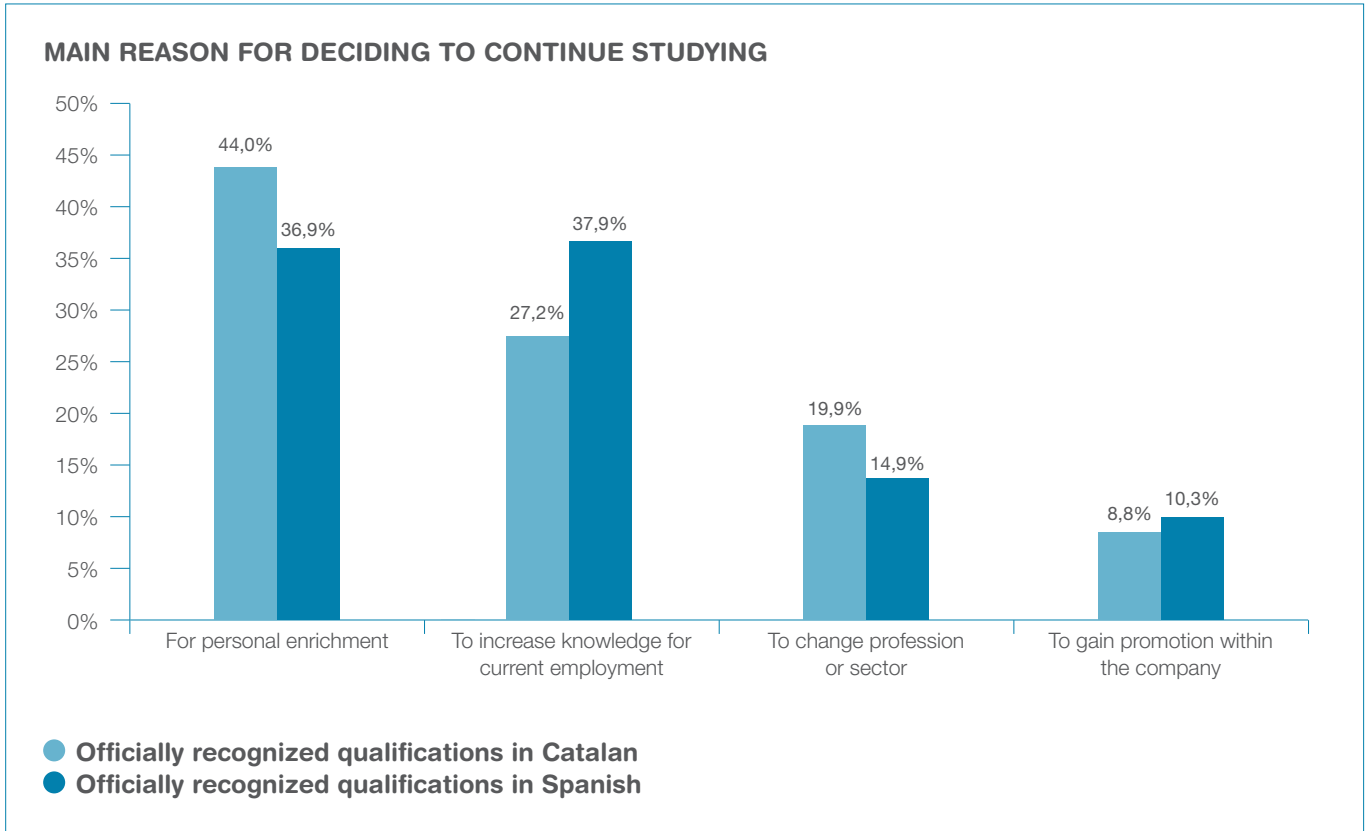
Likewise, a total of 678 students enrolled on the second-semester February 2012 edition. Of these, a total of 620 students enrolled on 237 subjects on the Catalan-language campus, and 58 students enrolled on 51 subjects on the Spanish-language campus. The @thenaeum’s offer for the academic year had the following breakdown:

• **381 subjects at the Ateneu Universitari (Catalan campus):**

- Arts and Humanities (98)
- Information and Communication Sciences (75)
- Law and Political Science (23)
- Economics and Business Studies (64)
- IT, Multimedia and Telecommunications (28)
- Psychology and Education Sciences (84)
- Tourism (9)

• **261 subjects at the Ateneo Universitario (Spanish campus):**

- Arts and Humanities (36)
- Information and Communication Sciences (55)
- Law and Political Science (14)
- Economics and Business Studies (53)
- IT, Multimedia and Telecommunications (43)
- Psychology and Education Sciences (55)
- Tourism (5)



(Data from 2011/2012 academic year)

### 3. Students

#### 3.1. Current students

#### 3.2. Graduates

#### 3.3. UOC Alumni

This year nearly 7,100 students graduated from the UOC. Over 5,500 students on officially recognized courses (university master's degrees, EHEA degrees, engineering degrees, pre-EHEA degrees, first- and second-cycle degrees, and diplomas) and 1,591 students on postgraduate courses successfully completed their studies in the 2011/2012 academic year. With these new graduates, 38,341 people have now successfully completed studies at the UOC since it began, some seventeen years ago.

#### NUMBER OF GRADUATES BY PLACE OF RESIDENCE

Campus	Total
Catalan campus	4,587
Spanish and global campuses	943
Total	5,530

#### NUMBER OF GRADUATES BY COURSE TYPE

Place of residence	Total
Catalonia	3,787
Rest of Spain	1,596
Beyond Spain	147
Total	5,530

#### NUMBER OF GRADUATES BY SEX

Sex	Total
Women	2,925
Men	2,605
Total	5,530

NÚMERO DE GRADUADOS POR ESTUDIOS	
Department	Total
Arts and Humanities	449
Information and Documentation Sciences	567
Health Sciences	33
Law and Political Science	457
Economics and Business Studies	2,469
IT, Multimedia and Telecommunications	780
Psychology and Education Sciences	775
Total	5,530

NUMBER OF GRADUATES BY DEPARTMENT	
Course type	Total
EHEA degree	228
Officially recognized qualification	4,582
UOC-specific qualification (Degree in Multimedia)	16
University master's degree	704
Total	5,530

NUMBER OF GRADUATES BY AGE	
Age range	Total
Under 25	158
25 to 29	978
30 to 35	1,464
35 to 39	1,210
40 and over	1,720
Total	5,530



3. Students

3.1. Current students

3.2. Graduates

**3.3. UOC Alumni**

**The UOC Alumni community is over 38,000 members strong. It is organized and adapted based on the concerns, interests and needs of the alumni themselves. To this end, it is governed and led by its own representative bodies: the Alumni Assembly and the Alumni Council.**

The UOC Alumni community strives to promote the prestige and recognition of the

University's alumni at all levels, to strengthen and enlarge the network of people connected to the University, to boost the careers of its alumni, and to bring the University closer to different professional sectors and the main stakeholders in each one.

The UOCMeet networking sessions, the Psychology Group (a knowledge area consisting of both members of the University

community and professionals in the field), and the "Libre per Llegir" (A Book to Read) book club are just some examples of the UOC Alumni community's many initiatives.

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



# 4. THE GOVERNING TEAM



## 4. The governing team

**The UOC's Governing Council, comprised of the University's president, vice presidents, general manager and general secretary, as well as a faculty representative, student representative, and administrative staff representative, ensures compliance with current legal and statutory requirements. It likewise submits proposals to the FUOC's Board of Trustees regarding the University's strategies and programmes. Finally, it is tasked with guiding, planning and assessing the University's academic activity and establishing the main action lines to be followed by the University with regard to its activities in general.**

The **Executive Management Committee** is the University's permanent administrative and management body, and it is responsible for handling the institution's everyday affairs. The committee is made up of the University's president, vice presidents and general manager.

Together, the Governing Council and the Executive Management Committee are the University's main internal governing bodies. Their decisions are taken in accordance with the University's General Action Plan and the guidelines laid down and approved by the FUOC's Board of Trustees.

### **President**

Dr Imma Tubella i Casadevall

### **Vice President, Postgraduate Studies and Lifelong Learning**

Dr Josep Maria Duart i Montoliu

### **Vice President, Innovation and Research**

Dr Teresa Sancho

### **Vice President, Technology**

Dr Llorenç Valverde Garcia

### **Vice President, Faculty and Academic Organization**

Dr Pere Fabra Abat

### **General Manager**

Mireia Armengol Almaraz



“THE GOVERNING  
TEAM MANAGES  
AN INSTITUTION  
WITH STUDENTS  
FROM 86  
DIFFERENT  
COUNTRIES”



# 5. DEPARTMENTS AND STUDY PROGRAMMES



## 5. Departments and study programmes

### 5.1. Departments and undergraduate degrees

#### 5.2. Chairs

#### 5.3. International Graduate Institute

#### 5.4. Open education

#### 5.5. Customized training

**The UOC's study programmes are offered through its departments, the International Graduate Institute, the Language School, the UOC Business School, the Internet Interdisciplinary Institute (IN3) and eLearn Center (eLC) research centres, and the UNESCO Chair in Education and Technology for Social Change.**

The University is organized into seven different areas or departments, which are responsible for the University's study programmes and to which the UOC's teaching staff are assigned. Specifically, the UOC has the following departments: the Information and Communication Sciences Department (directed by Dr Lluís Pastor), the Law and Political Science Department (directed by Dr Agustí Cerrillo), the Arts and Humanities Department (directed by Dr Agnès Vayreda), the Psychology and Education Sciences Department (directed by Dr Carles Sigalés), the Economics and Business Studies Department (directed by Dr Àngels Fitó), the IT,

Multimedia and Telecommunications Department (directed by Dr Rafael Macau), and the Health Sciences Department (directed by Dr José Esteban).

### ARTS AND HUMANITIES DEPARTMENT

- EHEA-adapted Degree in Humanities
- EHEA-adapted Degree in Catalan Language and Literature
- University Master's Degree in East Asian Studies
- UOC-UdG-UIB Inter-university Master's Degree in Cultural Management
- Master's Degree in Humanities: Art, Literature and Contemporary Culture
- University Master's Degree in Advanced Chinese and Japanese Studies\*

### HEALTH SCIENCES DEPARTMENT

- Telemedicine
- Nutrition and Health
- Executive Hospital Management

- Clinical Management
- Healthcare Social Work
- Planning and Design in Healthcare
- Healthcare ICT Systems
- Endoscopic Ultrasound
- Clinical Medicine
- Clinical TB Management

### INFORMATION AND COMMUNICATION SCIENCES DEPARTMENT

- EHEA-adapted Degree in Communication
- EHEA-adapted Degree in Information and Documentation
- Unadapted Degree in Audiovisual Communication
- Unadapted Degree in Advertising and Public Relations
- Unadapted Degree in Information and Documentation
- UOC-EI Periódico Postgraduate Degree in Digital Journalism
- TV3-UOC Master's Degree in Entertainment

### LAW AND POLITICAL SCIENCE DEPARTMENT

- EHEA-adapted Degree in Law
- Unadapted Degree in Political and Administration Sciences
- EHEA-adapted Degree in Criminology
- University Master's Degree in Political Analysis
- University Master's Degree in Tax Issues
- University Master's Degree in Advocacy
- University Master's Degree in Human Rights, Democracy and Globalization
- University Master's Degree in Public Management in the Knowledge Society\*

### ECONOMICS AND BUSINESS STUDIES DEPARTMENT

- EHEA-adapted Degree in Business Administration and Management
- Unadapted Degree in Business Administration and Management
- EHEA-adapted Degree in Marketing and Market Research
- EHEA-adapted Degree in Tourism
- EHEA-adapted Degree in Labour Relations and Employment
- Diploma in Business Sciences (currently being phased out)
- University Master's Degree in Health and Safety

- University Master's Degree in Organization Management in the Knowledge Economy
- University Master's Degree in Analysis of the Economic Environment
- EHEA-adapted Degree in Labour Relations and Employment
- Unadapted Degree in Labour Sciences
- University Master's Degree in Health and Safety
- EHEA-adapted Degree in Marketing and Market Research
- Unadapted Degree in Market Research and Techniques
- Diploma in Tourism (currently being phased out)
- EHEA-adapted Degree in Tourism
- University Master's Degree in Analysis of the Economic Environment

### IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

- EHEA-adapted Degree in Telecommunications Technology
- EHEA-adapted Degree in Computer Engineering
- EHEA-adapted Degree in Multimedia Studies
- Master's Degree in Telecommunications
- Master's Degree in Computer Engineering
- Master's Degree in Multimedia Applications
- Master's Degree in ICT Security
- Master's Degree in Free Software

### PSYCHOLOGY AND EDUCATION SCIENCES DEPARTMENT

- EHEA-adapted Degree in Social Education
- EHEA-adapted Degree in Psychology
- Unadapted Degree in Educational Psychology
- University Master's Degree in Teacher Training: Secondary Education, Vocational Education and Language Teaching
- University Master's Degree in Psychology, Health and Quality of Life
- University Master's Degree in Learning Disabilities and Language Disorders\*

**“The University is organized into seven different departments, which are responsible for its study programmes and courses”**

\* University master's degree programme in the process of being verified.

- 
- 5. Departments and study programmes
    - 5.1. Departments and undergraduate degrees
    - 5.2. Chairs**
    - 5.3. International Graduate Institute
    - 5.4. Open education
    - 5.5. Customized training
- 

### **UNESCO CHAIR IN EDUCATION AND TECHNOLOGY FOR SOCIAL CHANGE**

Established in 2002, the UNESCO Chair in Education and Technology for Social Change conducts research and activities aimed at learning and development through the use of new technologies and actively collaborates with experts from the University and around the world.

Initially, the UNESCO Chair in Education and Technology for Social Change focused on the transformation of universities in the knowledge society and on leadership, governance and managing change in the planning and use of ICT. Today, the Chair takes a broader view of the concept of e-learning (including m-learning, open social learning, etc.) and focuses its activities in different areas aligned with the UNESCO mission:

- Equal opportunities in the knowledge society, formal and informal learning, and open social learning as a tool for ensuring access to education for disadvantaged groups (de-

veloping countries, Africa, women, young people, people with disabilities, etc.).

- Promotion of open educational resources (OERs) and training in their use.
- Cooperation in a global world.
- Creativity and innovation: new forms of e-learning through mobile devices, new media and new and emerging technologies.
- Study and promotion of new methods and uses of new technologies in the professional development of teachers (teacher training).
- Study of the impact of new technologies on gender issues: women in the tech sector and their incentives for entering it; women's enrolment in, completion of and drop-out rates for technical degree programmes; women's professional development; etc.
- Social aspects of e-learning at universities.

#### **Institutional website:**

<http://catedraunesco.uoc.edu>

#### **Blog:**

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

#### **Twitter:**

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

#### **Facebook:**

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

#### **Delicious:**

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

#### **Flickr:**

[www.flickr.com/uocunescochair/](http://www.flickr.com/uocunescochair/)

#### **Slideshare:**

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

### UNESCO-FC BARCELONA FOUNDATION- UOC CHAIR IN SPORT

The UNESCO-FC BARCELONA FOUNDATION (FFCB)-UOC Chair in Sport helps students master procedures, attitudes and skills that will allow them to use the practice of sport as a tool for educational intervention and the transmission of values in highly conflictive contexts marked by significant social segregation.

For the 2012/2013 academic year, the Campus for Peace and FFCB will focus on research (with the CREC-IN3 research centre), dissemination and education.

In keeping with this approach, the Chair has launched the Master's Degree Programme in Sport as a Tool for Social Co-existence and Conflict Resolution with the aim of teaching students how to use sport as a socializing tool. The master's programme will train professionals to capitalize on the potential of sport as an educational resource or a tool for intervening in socio-politically conflictive contexts characterized by a lack of social cohesion. The students come from a variety of backgrounds, including education, psychology, sports and primary care, and will be taught strategies to resolve conflicts arising over social, cultural, racial and religious issues. The master's degree programme will be offered in English and in Spanish and will consist of two postgraduate courses: the first, to begin in October 2012, will focus on sport and social coexistence, while the second, slated to be launched in 2013, will focus on sport and conflict resolution.

### LINGUAMÓN-UOC CHAIR IN MULTILINGUALISM

Established in 2006, the Linguamón-UOC Chair in Multilingualism is the product of an agreement between Linguamón-House of Languages and the UOC. Operating within the University's Arts and Humanities Department, it seeks to promote a sustainable, fair and functional concept of linguistic diversity.

The Chair promotes international cooperation between researchers and educators in the field, discussion and interdisciplinary analysis of the evolution of linguistic diversity in the context of globalization, and the creation and dissemination of knowledge and proposals that contribute to optimizing the effects of multilingualism.

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

- **Training:** The Chair helped implement the postgraduate degree programme in Linguistic and Cultural Diversity Management (2010/2011 academic year), which brings together students from different language backgrounds and allows them to interact in their own languages or work with materials in English through the use of an automatic translator. This tool, which is still in beta stage, is used to translate all messages sent between students on the Virtual Campus.
- **Research:** The Chair provides support for several research projects on multilingualism and its impact in spheres such as business, ICT or education.

To this end, special attention should be drawn to the following projects:

- **ELAN.CAT:** The application of an initially European project to Catalonia with a view to assessing multilingualism's impact on business. The project has shown that using multilingual tools and embracing multilingual practices can yield economic benefits for Catalan companies and, therefore, that companies that fail to do so can miss out on significant opportunities.
- **EUNoM** (European Universities Network on Multilingualism): This project, co-funded by the European Commission, aims to create a network of multilingual universities to carry out joint activities.
- **Linguistic engineering initiatives:** The Chair has supported the development of both an automatic translator for virtual classrooms and the EUROVOC glossary (by collaborating on automatic terminology extraction, the inclusion of new terminology in the glossary, and the translation of terms into Catalan).
- **Awareness-raising and dissemination:** The Chair helps to raise awareness and to disseminate the results of research projects, promoting publications, organizing sessions with experts that are open to the university community at large, and translating EU documents, ranging from legislation to specialist publications, into Catalan.



5. Departments and study programmes

5.1. Departments and undergraduate degrees

5.2. Chairs

**5.3. International Graduate Institute**

5.4. Open education

5.5. Customized training

**The International Graduate Institute (IGI) offers a cross-cutting platform for organizing and disseminating the UOC's postgraduate programmes. It is a highly innovative, career-oriented institution with a firmly international approach.**

The IGI assures the quality of its programmes, which are designed to meet the needs of both professionals and companies. It moreover offers corporate training customized to each company's specific needs. The IGI offers the possibility of engaging in lifelong learning to both UOC alumni and society at large with world-class study programmes and an internationally acclaimed e-learning methodology.

The IGI's course offering is:

- **Open, innovative and up-to-the-minute** with a view to providing professionals with the skills and abilities they need to succeed in flexible, high-tech environments;
- **Based on intensive ICT use** in order to make knowledge more accessible to society;

- **International and multilingual**, so as to ensure enriching interactions that transcend the traditional boundaries of any given country, culture or language.

The majority of the IGI's programmes are taught in Catalan (39%) and Spanish (56%). However, some 5% of the programmes are taught entirely in English or French, and multilingual programmes are also available.

Approximately 15% of the IGI's students are foreigners, coming from 45 different countries.

The IGI has established a network of partnerships, alliances and agreements with institutions from around the world.

The IGI offers:

- UOC-specific master's degree programmes (32)
- International master's degree programmes (8)
- European certificates and joint certificate programmes (through the eLearn Center)
- Postgraduate programmes (102)
- Specialization courses (188)

- Micro-courses
- Seminars

Academically, the study programmes are organized into knowledge areas:

- Arts and Humanities
- Health Sciences
- Communication and Information
- Law and Political Science
- Economics and Business Studies
- City Management
- IT, Multimedia and Telecommunications
- Psychology and Education Sciences
- Tourism

The IGI is a leading institution in the following areas, all of which are deeply embedded in the UOC's DNA:

- Digital art and culture
- Digital skills
- Communication and social networks
- E-learning

It moreover has the following growth areas, for which there is increasing societal demand and to which the UOC is able to make its own unique contributions:

- Cooperation and human rights
- The executive function and new business structures
- Languages
- Open world: major cultures and diversity management
- Health and quality of life

### SCHOOL OF LANGUAGES

The UOC's School of Language, with over 2,500 students enrolled, is responsible for all of its language courses. Its teaching methodology is based on the use of Web 2.0 tools and techniques, audiovisual tools and collaborative learning activities, thereby allowing students to effectively practice all the skills required to master a language in real-life communicative situations. The School has adapted its full offer to the Common European Framework of Reference for Languages, an internationally recognized system of equivalences.

Upon successful completion of a course, students are awarded a UOC diploma, which certifies that they have passed it. If passing the course is equivalent to mastering a specific level under the Common Framework, the attainment of that level is likewise certified. This certificate allows students to accredit their skills before any academic or professional institution.

Courses are offered each semester in the following languages:

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

The UOC's commitment to language learning is on display in its leadership of the SpeakApps project, a European initiative that offers students a wide range of online tools and activities to make it easier for them to hone their speaking skills in foreign languages.

### UOC BUSINESS SCHOOL

The UOC Business School has consolidated its position as the leading business school for entrepreneurs, and small and medium enterprises in Spain. Over 400 entrepreneurs, self-employed professionals and micro-enterprises have completed courses at this business school as they look to face up to the crisis, reinvent their business model to increase competitiveness, generate self-employment, innovate in management and internationalize their products and services. This year, 200 students have enrolled on the different UOC BS courses, drawn by the specific training for SMEs offered by the UOC.

The UOC Business School was founded last year under the joint umbrella of the University's Economics and Business Studies Department and the IGI. Its goal is to build a learning network to prepare business professionals to tackle the challenges of changes in business and the executive function.

Strongly committed to public service, the UOC has sought to create a business school with a flexible, ethical, collaborative and networked vision of business, able to cater to the self-employed, employees, the unemployed, micro-, small and medium-sized enterprises (MSMEs), and executives alike.

Specifically, it offers training on three key challenges faced by today's business professionals:

- Business creation, administration and management,
- Change in the business arena,
- Business productivity and competitiveness.

The UOC Business School offers training, research, advice and innovation, as well as support for entrepreneurs, in the form of top-notch study programmes, including master's programmes, postgraduate programmes, specialization courses

and customized corporate training. It also offers a resource bank and a virtual business incubator. The incubator's services include: training for entrepreneurs, an entrepreneurial attitude test, a resource bank for start-ups and innovation, processing of training grants, and a range of business services (financing, innovation and internationalization).

The Business School's offer is divided into two content areas:

#### • MSMEs and the self-employed

- This area focuses on training and advising students on the creation, administration and management of MSMEs and on starting their own businesses. The programmes are designed to hone the skills that students will need to ensure more efficient management, effect structural changes, innovate, undertake start-up initiatives and internationalize.
- Programmes: programmes for SMEs, Specialization Course in Micro-enterprise Management, Online Micro-enterprises Unit, Tax Issues Unit, Human Resource Management and Development Unit, Marketing Unit, Commercial Management Unit, Postgraduate Programme in Micro-enterprise Administration and Management.

#### • MBA and executive programmes

- The content in this area is aimed at professionals seeking to work in large companies and to make them more competitive in an international context.
- Programmes: MBA, Executive MBA, MBA in Property Sciences, MBA in Social Entrepreneurship, General Management Programme, Executive Development Programme, Property Consultancy Programme.

## 5. Departments and study programmes

### 5.1. Departments and undergraduate degrees

### 5.2. Chairs

### 5.3. International Graduate Institute

### 5.4. Open education

### 5.5. Customized training

#### **SUMMER OPEN UNIVERSITY**

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

More than 23,500 students have taken courses at the Catalan and Spanish campuses of the Summer Open University since

it was founded. In 2012, 1,469 students enrolled on Summer University courses.

The courses are organized into programmes. In 2012, these programmes were:

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

#### **UNIVERSITY @THENAEUM**

The University @thenaeum offers students the option of taking any subject taught by any UOC department without having to meet

admission requirements. Students of @thenaeum subjects study alongside the rest of the UOC's students, in the same classrooms, following the same learning methodology and subject to the same assessments. The subjects are offered in Spanish and Catalan.

#### **SEMINARS**

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

They are offered twice a year: in October and November and in February and March. In these two periods, a total of 1,386 students enrolled: 997 on the Catalan-language campus and 471 on the Spanish-language campus.

These students took courses in the following areas:

- Digital Art and Culture
- Digital Skills
- Virtual Teaching
- Internet and Web 2.0
- Personal and Emotional Skills
- Communication
- Business and Tourism
- Psychology and Education
- Health

#### CATALAN EMPLOYMENT SERVICE E-TRAINING PROGRAMME

The UOC carries out the Catalan Employment Service's e-training programme. The goal is to provide students with the skills and abilities they will need to meet job market demands, including those related to ICT.

To this end, it offers training in two basic types of skills:

- **General skills:** This category includes courses designed to hone business and administra-

tion skills, digital skills, information and communication management skills, language skills, and business start-up and micro-enterprise management skills.

- **Specific professional skills:** These courses focus on skills required by specific high-growth fields, such as logistics and operations, services and social activities, and tourism.

The 2011 and 2012 editions of the programme included 83 courses and provided training to a total of nearly 47,500 jobseekers and individuals with employability issues. Students in the programme were typically women (more than two thirds of all students), between the ages of 31 and 40 (53.1%), with a university degree (44.3%), who were unemployed (85.4%) and belonged to the professional category of specialist or qualified worker (65.7%).



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## 5. Departments and study programmes

- 5.1. Departments and undergraduate degrees
  - 5.2. Chairs
  - 5.3. International Graduate Institute
  - 5.4. Open education
  - 5.5. Customized training**
- 

### **CUSTOMIZED TRAINING**

The UOC offers training with content and structures especially adapted to the needs of companies from different sectors under agreements signed with specific organizations.

### **EDUCACIONLINE**

EducaciOnline offers preparation courses for the university entrance exam for students over the age of 25, as well as a selection of advanced courses in the areas of business and administration. It likewise offers preparation courses for the entrance exam for advanced vocational training for students over the age of 20.



**“EVERY COMPANY IS UNIQUE  
AND HAS ITS OWN SPECIFIC NEEDS.  
CUSTOMIZED TRAINING IS THUS AN  
INCREASINGLY VALUABLE ASSET”**



# 6. RESEARCH



## 6. Research

6.1. Research groups

6.2. Doctoral programmes

6.3 Research institutes

6.4. Knowledge map

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

Research at the University, which is primarily conducted by its faculty, is specialized in the following areas:

- Arts and humanities,
- Social sciences,
- Health sciences, technology and communication,
- Identity, culture, art and society,
- Technology and social action,
- Globalization, legal pluralism and human rights,
- Fiscal policy, labour relations and social benefits,
- The Internet, digital technology and new media,
- Information and communication systems and services,

- Information and communication management.

The University's research policy is implemented by:

- The **Research Committee**, a collegial body tasked with supporting and advising the Vice President's Office for Innovation and Research, responsible for establishing the strategies and actions derived from the University's research and innovation policy.
- The **Publications Committee**, which is responsible for ensuring the quality and ongoing improvement of the UOC's journals.
- The **Ethics Committee**, which serves the academic community and research staff with the goal of ensuring that all research conducted at the University respects human dignity. To this end,

the Committee has put together a set of guiding principles and created a variety of tools, such as a code of ethics, a code of good practice, rules for intellectual and industrial property rights, rules for research and dissemination activities, and an information sheet on personal data protection security.

Innovation is one of the UOC's hallmarks and informs all of its activities and processes. It is part of the benchmarking scheme for the University's different departments and areas. The UOC likewise promotes innovation through strategic projects and regular calls for proposals, which offer outlets for high-impact projects with regard to innovation in the University's teaching and management processes.

The Vice President's Office for Research and Innovation has created two committees and an innovation programme in order to identify, facilitate, redirect and strengthen innova-

tive initiatives, as well as to collaborate and participate in the resulting projects.

#### **INNOVATION COMMITTEE**

The Innovation Committee is responsible for establishing the innovation strategy with a view to promoting world-class innovation in the University's key processes. It promotes and prioritizes the strategic lines of the UOC's Innovation Programme. It agrees and promotes the annual priority lines, which will determine the nature of any internal calls for proposals.

#### **INNOVATION SUPPORT COMMITTEE**

This consultative body is responsible for establishing both the strategic lines and the specific features of the University's internal calls for proposals. It participates in all prioritization, selection, assessment and dissemination procedures established under the Innovation Programme. Finally, it liaises between all stakeholders involved in the UOC's innovation activities and helps to foster favourable conditions for them.

#### **INNOVATION PROGRAMME**

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

- **APLICA Grants:** A grant programme open to all university staff intended to finance innovation projects. Between 15 and 25 projects are approved in each call (approximately 75% are teaching innovation projects and 25% management innovation projects).
- **INNOVA Projects:** Open Apps is a strategic and interdisciplinary project, backed by the UOC's Innovation Committee and implemented by multiple areas and departments. Its main objective is to provide an open-access environment containing the main applications, resources and other solutions developed at the UOC for teaching and management purposes. The Open Apps initiative embodies the UOC's commitment to openly sharing the teaching experiences and applications that it has developed and successfully tested.
- **Networks:** The Innovation Programme has a specific action line for promoting and supporting the UOC's participation in Spanish and international innovation networks. By strengthening these platforms, it aims to extend and internationalize the experience and results of the UOC's innovation process in order to call attention to it and seek out new synergies and complicities with the University's partners.

**“Some 245 researchers from 24 countries are currently linked to the eLC through 10 stable research groups”**



6. Research

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The UOC is home to more than 30 research groups, each of which is linked to a department or one of the University's two research centres, the Internet Interdisciplinary Institute (IN3) and the eLearn Center (eLC). The Catalan government has officially recognized 14 of these groups as emerging or consolidated research groups.

RESEARCH GROUPS

- CREC (Conflictology Studies and Research Centre) <sup>[IN3]</sup>
- CNM (Communication and New Media) <sup>[IN3]</sup>
- CSC (Communication and Civil Society) <sup>[IN3]</sup>
- CMES (Mobile Communication, Economy and Society) <sup>[IN3]</sup>
- CGTIC (Reconciliation, Gender and ICT)
- MEDIACCIONS (Digital Culture and New Media) <sup>[ERG]</sup>
- INTERDRET (Internet Law) <sup>[ERG, IN3]</sup>
- EDUS (School and University Distance Education) <sup>[eLC]</sup>
- ENS (Education and the Network Society) <sup>[IN3]</sup>
- EDUL@B (Education and ICT) EDUL@B <sup>[ERG, eLC]</sup>

- GADE (eGovernance: Electronic Administration and Democracy) <sup>[ERG, IN3]</sup>
- GRES-UOC (Software Engineering) <sup>[IN3]</sup>
- GRECS (Culture and Society Studies) <sup>[ERG]</sup>
- TAXLABOR (Fiscal Policy, Labour Relations and Social Benefits) <sup>[ERG]</sup>
- GENTIC (Gender and ICT) <sup>[IN3]</sup>
- KIMO (Knowledge and Information Management in Organizations) <sup>[CRG]</sup>
- GROIP (Globalization, Legal Pluralism and Human Rights) <sup>[ERG]</sup>
- ICSS (Information and Communication Systems and Services)
- eCo (Innovation in e-Learning, Information and Communication) <sup>[eLC]</sup>
- ITOL (Interactive Tools for Online Learning Environments) <sup>[eLC]</sup>
- GROUPWARE.CAT (InteractuArt: Art and Society in the Digital Age)
- I2TIC (Interdisciplinary Research Group on ICT) <sup>[ERG, IN3]</sup>
- KISON (K-riptography and Information Security for Open Networks) <sup>[CRG, IN3]</sup>
- LES (Social Education Laboratory)
- eHealthLab <sup>[eLC]</sup>
- LNT (New Tourism Laboratory) <sup>[eLC]</sup>
- LPG (Language Processing Group)

- IDENTI.CAT (Language, Culture and Identity in the Global Age) <sup>[ERG]</sup>
- MeL (Management and e-Learning) <sup>[eLC]</sup>
- MNS (Migration and the Network Society) <sup>[IN3]</sup>
- MUSEIA (Museology, Museography, ICT and Cultural Heritage) <sup>[eLC]</sup>
- ONE (New Economy Observatory) <sup>[CRG, IN3]</sup>
- CD (Digital Culture programme) <sup>[IN3]</sup>
- CNIT (Cognitive Neuroscience and Information Technology programme) <sup>[IN3]</sup>
- PSINET (Psychology, Health and the Internet) <sup>[ERG, IN3]</sup>
- SUNAI (Scene Understanding and Artificial Intelligence Lab) <sup>[IN3]</sup>
- DPCS (Distributed, Parallel and Collaborative Systems) <sup>[IN3]</sup>
- ATIC (Technology and Social Action) <sup>[GRE]</sup>
- TUSC (Urban Transformation in the Knowledge Society) <sup>[IN3]</sup>

**CRG:** Recognized as a consolidated research group by the Catalan government.

**ERG:** Recognized as an emerging research group by the Catalan government.

**IN3:** Research group attached to the IN3.

**eLC:** Research group attached to the eLC.

Additionally, many of the University's researchers carry out individual initiatives. These include renowned research fellows and visiting lecturers, as well as temporary predoctoral research assistants.

**NUMBER OF UOC RESEARCHERS AND OUTPUT IN PAPERS PER AQU-RECOGNIZED AREA OF SPECIALIZATION (2011)**

Humanities:

- Language, Literature and Philosophy: 24 researchers and 126 papers
- History and Art: 16 researchers and 93 papers

Social Sciences:

- Political Science and Sociology: 31 researchers and 152 papers
- Psychology: 17 researchers and 161 papers
- Economics and Business Studies: 38 researchers and 145 papers

- Education, Communication and Documentation: 58 researchers and 338 papers
- Law and Jurisprudence: 17 researchers and 140 papers
- Geography: 2 researchers and 10 papers

Sciences:

- Physics: 1 researcher and 9 papers
- Health Sciences: 6 researchers and 27 papers

Engineering and Architecture:

- Information and Communication Technology: 40 researchers and 217 papers

The UOC's Research and Transfer Support Office (OSRT) was created to meet the needs of the nearly 500 professionals involved in the University's research, dissemination and innovation activities.



## 6. Research

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**The UOC currently has three doctoral programmes: the Doctoral Programme in Education and ICT, the Doctoral Programme on the Information and Knowledge Society, and the Doctoral Programme on Network and Information Technologies.**

**In 2007, 2 doctoral theses were defended; in 2008, 10 were; in 2006, 6 were; in 2010, 11 were; in 2011, 12 were; and in 2012, 7 were.**

#### **DOCTORAL PROGRAMME IN EDUCATION AND ICT (E-LEARNING)**

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

The doctoral programme is linked to the eLearn Center's research programme on the time factor in e-learning. This programme aims to gather data on empirically-based actions and decisions related to the time factor

in online education with a view to enhancing learning.

Students can choose from three different specializations:

- Organization, management and educational policy in e-learning,
- Teaching and learning processes,
- Learning support technology.

There are currently 28 students in the programme. All of them hold undergraduate and master's degrees in related fields, such as teaching, psychology or technology in education.

#### **DOCTORAL PROGRAMME ON THE INFORMATION AND KNOWLEDGE SOCIETY**

The IN3 research centre both runs and provides support for the Doctoral Programme on the Information and Knowledge Society. First offered in 2000, the programme was one of the first doctoral programmes in Spain in the field and the first one to be offered entirely online.

The programme is designed to provide students with the knowledge and skills they will need to conduct research on ICT, its uses and the transformations that it is causing in different humanistic and social spheres. At the same time, it seeks to increase scientific knowledge of the changes entailed in the transition to an information and knowledge society through students' doctoral theses.

The complex connections between different social, economic, political and cultural systems make it necessary to overcome the traditional barriers between disciplines. The programme thus takes an interdisciplinary approach. Nevertheless, students can specialize in either of two main areas: the information and knowledge society or information and network technologies. The programme is taught in English, and the doctoral theses may be submitted in English or in Catalan or Spanish.

At present, more than 150 students are enrolled on the programme, and more than 50 others have already successfully defended their doctoral theses.

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#### **INTERNET INTERDISCIPLINARY INSTITUTE (IN3)**

The IN3 research institute specializes in research on the network society and the knowledge economy and in the study of network technologies and specific aspects of software. Directed by Professor Manuel Castells, its staff includes 93 researchers, 17 research assistants and 19 doctoral research fellows (figures from July 2011). Each year, the Institute also hosts several visiting lecturers, postdoctoral research fellows and visiting scholars.

The IN3 organizes its activities into two types of initiatives:

##### **1. Research groups**

- DPCS (Distributed, Parallel and Collaborative Systems)
- KISON (K-ryptography and Information Security for Open Networks)
- GRES-UOC (Software Engineering)
- ENS (Education and the Network Society)

- GADE (eGovernance: Electronic Administration and Democracy)
- INTERDRET (Internet Law)
- PSINET (Psychology, Health and the Internet)
- ONE (New Economy Observatory)
- I2TIC (Interdisciplinary Research Group on ICT)
- CNM (Communication and New Media)
- SUNAI (Scene Understanding and Artificial Intelligence Lab)

##### **2. Research programmes**

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

- CSC (Communication and Civil Society)
- ICSO (Internet Computing and Systems Optimization)

#### **ELEARN CENTER (ELC)**

The eLC groups together the UOC's research, innovation and training activities in the field of e-learning. Concentrating these activities in a single centre strengthens cooperation between professionals and teams, increases their visibility both locally and internationally, and facilitates access to more competitive projects and better funding. The eLC allows the UOC to capitalize on the cutting-edge knowledge it has accumulated in the field of e-learning and to make it available to other universities, social actors and society at large.

The eLC's main areas of research are: teaching and learning processes; organization, management and educational policy in e-learning; and learning support technology.

It participates in a network with other centres, such as the Open University in the UK, the Open University of the Netherlands, and Athabasca University in Canada, in order to promote researcher exchanges and joint projects.

Some 245 researchers from 24 countries are currently linked to the eLC through 10 stable research groups or on an individual basis. The centre also hosts visiting lecturers through the eLC Research Fellows programme and students carrying out pre- and postdoctoral research.

### TRAINING

The e-Learning programme offers students the chance to optimize their use of ICT for educational and training purposes.

The programme's goals are threefold:

- To contribute to knowledge of the function and proper use of e-learning.
- To introduce ICT as a change agent in educational institutions.
- To offer organizations innovative, up-to-the-minute training.

Specifically, the eLC offers the following courses and programmes:

- **University Master's Degree in Education and ICT (e-Learning).**
- **Postgraduate programmes:** E-Learning Research; Management and Administration of e-Learning; Technical and Educational Design of Programmes, Environments and Resources; Online University Teaching; Innovation and Creative Use of ICT in Education (offered jointly with the Espiral Association).

- **Specializations courses:** Leadership and Organizational Development in e-Learning; E-learning Project Management; Online Teaching; Planning and Production of Online Activities; Programme and Course Design Support; Online Professional Development for Teachers (offered jointly with the Espiral Association); Creativity, Innovation and Educational Social Networks (offered jointly with the Espiral Association).

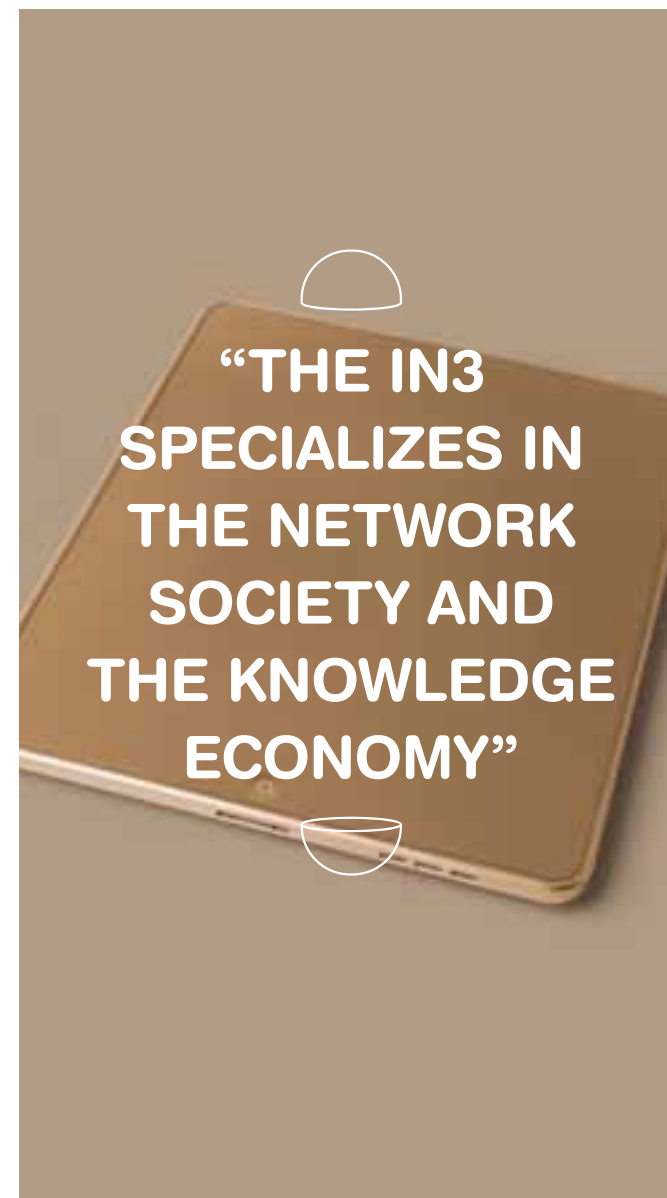
### RESEARCH

The research conducted by the eLC seeks to address e-learning issues from a variety of perspectives. It is currently running the "Time Factor in e-Learning" project, geared towards gathering data on actions and decisions related to the time factor in online education with a view to enhancing learning.

### INNOVATION

The eLC undertakes initiatives related to technology, materials and the solving of specific problems with the aim of effecting qualitative change in the use of ICT in education:

- The **e-Knowledge** initiative seeks to design and develop a forum tool to foster flexible, student-centred learning.
- The **UOCLET** project aims to develop a tool for making digital notes on web pages so as to enable the enrichment and personalization of educational resources through the cooperation and interaction of students and teachers.
- The **E-Learning Conceptual Framework** initiative aims to develop an inclusive definition of e-learning as a discipline and to analyse the different lines of research, innovation and practice in the field.



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



7. OPEN  
KNOWLEDGE

## 7. Open knowledge

### 7.1. Journals

#### 7.2. The UOC on the Web

#### 7.3. Editorial UOC

**The UOC contributes to the dissemination of knowledge in its areas of expertise and research through academic publications, websites and the Editorial UOC publishing house. The more than 14,000 subscribers to the University's websites and publications, including its academic journals and the LletrA and Debates on Education websites, are testimony to the priority that the UOC places on this task.**

General features:

- All UOC journals are digital and open-access.
- All content is published under Creative Commons licences.
- All UOC journals, whether scientific or popular, adhere to the quality standards for periodical publications.
- All UOC journals have syndication systems and offer free subscriptions to published content.

- The University's departments and knowledge areas sponsor and publish a range of scientific and popular periodical publications.

#### **ANÀLISI. QUADERNS DE CULTURA**

A peer-reviewed, open-access e-journal that explores different areas of communication sciences, such as journalism, advertising and public relations, audiovisual communication, the Internet and multimedia issues, from a social and cultural perspective. It is jointly published by the Autonomous University of Barcelona (UAB) and the UOC's Information and Communication Sciences Department on a twice-yearly basis and features articles in Catalan, Spanish and English.

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

#### **ARTNODES. JOURNAL ON ART, SCIENCE AND TECHNOLOGY**

A peer-reviewed, open-access e-journal analysing the intersections between art, sci-

ence and technology. A joint initiative of the UOC's IT, Multimedia and Telecommunications Department, Arts and Humanities Department, and Information and Communication Sciences Department, it is published annually and features articles in Catalan, Spanish and English.

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

#### **COMEIN**

An open-access digital magazine showcasing the views of faculty from the UOC's Information and Communication Sciences Department on journalism, public relations, documentation, cinema, television, advertising, information management, video games, library science, political communication, entertainment, protocol, competitive intelligence, communication in crises, communication policies, lobbying and other issues. It is published monthly by the department in Catalan and Spanish.

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



### **DIGITHUM. THE HUMANITIES IN THE DIGITAL AGE**

A peer-reviewed, open-access e-journal containing reflective articles and the results of research on changes in the humanities and social sciences in the digital age. Published annually by the UOC's Arts and Humanities Department, it features articles in Catalan, Spanish and English.

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

### **ECOUNIVERSITAT**

An open-access digital magazine focusing on environmental issues and sustainable processes that aims to disseminate scientific and technological knowledge related to these fields based on rigorous, innovative criteria. It is published twice a year in Catalan by the UOC's Campus for Peace.

<http://ecouniversitat.uoc.edu>

### **ELC RESEARCH PAPER SERIES**

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

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

### **IDP. JOURNAL ON THE INTERNET, LAW AND POLITICS**

A peer-reviewed, open-access e-journal intended to encourage reflection on the nature and scope of the changes that ICT and the Internet have wrought in the fields of law, politics and e-administration. An initiative of the UOC's Law and Political Science Department, it is published twice a year in Catalan and Spanish.

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

### **IN3 WORKING PAPER SERIES**

An open-access e-journal that presents research reports on projects related to the information society linked to the UOC's Internet Interdisciplinary Institute. It is published by the IN3 annually in English.

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

### **JOURNAL OF CONFLICTOLOGY**

A peer-reviewed, open-access e-journal that examines the application of conflict resolution theories and draws attention to non-violent practices from an empirical and scientific point of view. An initiative of the UOC's Conflictology Studies Area, it is published twice a year in English.

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

### **MOSAIC. MULTIMEDIA TECHNOLOGY AND COMMUNICATION**

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

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

### **RUSC. JOURNAL ON UNIVERSITIES AND THE KNOWLEDGE SOCIETY**

A peer-reviewed, open-access e-journal that examines governance, administration and e-learning strategies in higher education. Published twice a year by the UOC, it features articles in Spanish and English.

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

### **UOC PAPERS. JOURNAL ON THE KNOWLEDGE SOCIETY**

A peer-reviewed, open-access, multidisciplinary e-journal. All of the UOC's departments are represented on the editorial board. The journal aims to publish informative texts about the confluence between the University's areas of expertise and the knowledge society. Published by the UOC twice a year, it features articles in Catalan, Spanish and English.

<http://uocpapers.uoc.edu>

7. Open knowledge

7.1. Journals

**7.2. The UOC on the Web**

7.3. Editorial UOC

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

**SHARING KNOWLEDGE**

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

In keeping with its educational model and its commitment to providing universal access to knowledge, the UOC uses different websites to offer open online access to its educational and research-related content.

**O2, the "Oberta" in Open Access**

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

**UOC OpenCourseWare**

Website through which the UOC offers its teaching materials to the online community, including lecturers, students, independent learners, etc.

**THE UOC ON SOCIAL NETWORKS**

**Facebook**

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

Bilingual: Spanish and Catalan.  
12,800 fans.

**Twitter**

<http://twitter.com/UOCuniversitat>

<http://twitter.com/UOCuniversidad>

18,690 followers in total

<http://twitter.com/UOCestudiant>

3,998 followers

<http://twitter.com/UOCestudiante>

1,879 followers

**Flickr**

[http://flickr.com/UOC\\_universitat](http://flickr.com/UOC_universitat)

**Netvibes**

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

**Delicious**

[http://delicious.com/UOC\\_Universitat](http://delicious.com/UOC_Universitat)

**YOUTUBE**

The UOC has a YouTube channel on which it publishes news videos, overviews of the University's activities and events, and interviews with prominent figures and experts from its community. The channel, which was created in 2006, currently hosts more than 1,000 videos and has 1,854 subscribers.

Total video views: 1,120,535

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

## ONLINE KNOWLEDGE DISSEMINATION PLATFORMS

### LletrA. Catalan literature online

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

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

### Offlletra. The participation area

Section of the LletrA website intended to encourage participation. It is open to all readers interested in learning more or sharing their views with others.

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

### Debates on Education

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

<http://www.debats.cat>

### Manuel Castells

Developed by the UOC and the Telefónica Foundation, this website gathers in one place the works of Manuel Castells, including books, book chapters, papers, research reports, talks and lectures, speeches given at honorary doctorate ceremonies, and master classes.

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

### Música de poetes

A website for Catalan music and poetry, Música de poetes (Music of poets) offers a selection of songs by Catalan mu-

sicians inspired by the work of some of the greatest Catalan poets.

<http://www.musicadepoetes.cat>

## BLOGS

### Àgora

The blog of the Postgraduate Programme in Linguistic and Cultural Diversity Management.

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

### Art, cultura i innovació

The blog of the UOC-LABoral Postgraduate Programme in Digital Art and Culture. It seeks to increase the visibility of the digital art, culture and technology initiatives undertaken by the two institutions and to encourage participation and debate.

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

### Àsia Oriental

The blog of the East Asian Studies Programme offered by the UOC's Arts and Humanities Department. Its goal is to publicize the department's activities, recommend books, exhibits, films, talks, etc., and offer opinions on current affairs.

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

### Campus UOC

In 2008, the UOC launched a new virtual campus developed with free software that marked a turning point in the campus's evolution, as it has been based on a versatile, accessible multifunctional platform ever since. From 2008 to 2010, this new platform made it possible to incorporate tools and services to

optimize the user experience for campus users, including students, faculty and administrative staff.

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

### Cultural

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

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

### Docublog

This blog aims to keep readers apprised of the main activities and developments related to the UOC's documentation programme and to documentation issues in general.

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

### EdTech

The blog on the University's EdTech projects. EdTech projects refer to all projects by the Office of Learning Technologies that are directly related to the evolution of the Virtual Campus environment. [In English]

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

### Fiscal UOC

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

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

### Innovation Forum. The blog of the UOC's Innovation Programme

The Vice President's Office for Research and Innovation offers this tool to the educational community to provide a space for the exchange of opinions on topics proposed by experts in the use of ICT with a view to fostering innovation in the field of education.

<http://www.innovauc.org/foruminnovacio/>

### Humanitats

The "Humanitats" (Humanities) blog aims to provide a virtual forum and point of reference for anyone interested in information, discussion and research related to humanistic culture.

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

### iCommunity

The blog of the Community Lab, which is committed to designing and developing applications that foster a sense of community in the UOC's learning environment. [In English]

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

### Informàtica++

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

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

### Joy of Learning

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

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

### Labs for Learning

This blog documents the efforts of the Labs for Learning team, who seek to provide the best learning experience for UOC students. To this end, they follow a user-centred design approach that takes into account innovation, usability and accessibility. [In English]

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

### LibTechNotes

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

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

### Llengua i literatura catalanes

The blog of the UOC's Catalan Language and Literature programme aims to increase the visibility of programme activities, recommend reading and discuss related contemporary affairs.

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

### Llibre i lectura

The "Llibre i lectura" (Books and Reading) blog, operated by the UOC-Grup 62-Leqtor Postgraduate Programme in Books and Reading in the Information Society, aims to share information of interest in the field.

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

### MyWay

MyWay is currently a set of tools for editing and delivering content in different formats. Following three years of development, the UOC wants to open and transform the project with

a view to helping the open learning community. This blog is part of that effort. [In English]

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

### Quality Lab

Blog of the UOC's Quality Lab, which is committed to optimizing the functioning of the University's e-learning environment. [In English]

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

### Traducció i tecnologies

Blog of the Postgraduate Programme in Translation and Technology.

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

### UNESCO Chair in E-Learning

Blog of the UOC's UNESCO Chair in E-Learning. The chair promotes research, learning, information and documentation related to the intensive use of ICT in education. [In English]

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

### Xarxa Territorial

Blog of the UOC's regional network, consisting of the UOC points and centres located throughout the region. The network's mission is to disseminate knowledge, incentivize and provide support to the UOC's university community, and establish links with society at large.

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

### UOC TV

The University's audiovisual platform.

<http://www.uoc.edu/portal/catala/uoc-tv/>

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## 7. Open knowledge

### 7.1. Journals

### 7.2. The UOC on the Web

### 7.3. Editorial UOC

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**Founded in 1996, Editorial UOC is a private and sustainable university publisher that publishes in Catalan and Spanish. It aims to become the leading publisher of Catalan-language university textbooks and in the field of communication.**

It has published more than 1,300 works by 3,600 different authors in fields such as ICT, the information society, communication and all other fields related to the UOC's different departments.

Its main collections include series aimed at:

- University students: Manuals, Acció cultura, Dossiers Did@c-TIC's
- Faculty and other professionals: Tic Cero, Sociedad Red, UOC Innova, UOC Press, Gestió de la Ciutat
- The general public: Vull Saber, Niberta



# 8. Community outreach



## 8. Community outreach

### 8.1. University network

#### 8.2. The local business community

#### 8.3. The UOC on social networks

#### 8.4. Regional network

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

In keeping with this belief, it champions the dissemination and transfer of knowledge and technology among educational institutions and organizations, both locally and at the international level. To this end, it belongs to or collaborates with several networks. In Spain, it is a member of the CIC (Inter-university Council of Catalonia), the ACUP (Catalan Association of Public Universities), the Vives Network (an action network comprising the universities of Catalonia, the Region of Valencia, the Balearic Islands, Andorra, Sardinia and the area of France known as Northern Catalonia), and the CRUE (Spanish University Rectors Conference).

Likewise, it has signed agreements and undertaken joint projects with a variety of international networks and organizations:

- **ACA (Academic Cooperation Association)**

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

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

This Francophone project aims to establish a French-language international academic community that generates and transmits knowledge.

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

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

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

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

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

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

- **CREAD (Consortio Interamericano de Educación a Distancia)**

A consortium that seeks to promote distance education and to disseminate knowledge in the field at the international level.

- **EADTU (European Association of Distance Teaching Universities)**  
A network comprised of Europe's distance and online universities. Its members work on issues such as higher education policy, mobility and e-learning.
- **EDEN (European Distance and E-Learning Network)**  
A network that promotes development and collaboration in e-learning, primarily focusing on online educators and research in the field.
- **EDUCAUSE**  
The main aim of this association is to improve higher education by promoting the intelligent use of information technology.
- **EFQUEL (European Foundation for Quality in e-Learning)**  
A network devoted to quality in e-learning and the promotion of innovation and excellence. One of its main objectives is to establish a European framework for quality.
- **EOMED (Espace Numérique Ouvert pour la Méditerranée)**  
An international project that seeks to develop and promote activities related to virtual universities, to disseminate open educational resources and to federate actors from the Mediterranean region's education arena.
- **EPUF (Euromed Permanent University Forum)**  
A forum that seeks to apply the Bologna process to the universities of the Euro-Mediterranean region and to promote intercultural dialogue with other institutions
- **EMUNI (European-Mediterranean University)**  
A network whose goal is to create a common higher education area for the countries of the Euro-Mediterranean region.
- **ESMU-HUMANE (Heads of University Management & Administration Network in Europe)**  
This network provides support to European universities pursuing strategic development in the form of management development programmes, comparative studies and good management practices.
- **EUA (European University Association)**  
A European association that plays an essential role in shaping the European higher education landscape, thereby contributing to the development of European higher education policy.
- **EUCEN (European Association for University Lifelong Learning)**  
A multidisciplinary association established to enable members to exchange experiences and information on current lifelong learning policies and regulations.
- **EUNIS (European University Information System)**  
A network created to foster contact between information system managers in higher education or research institutes in Europe.
- **GUNI (Global University Network for Innovation)**  
A network comprised of UNESCO chairs, research centres, universities, associations and institutions committed to innovation in higher education set up to facilitate the implementation of the main decisions taken at the 1998 World Conference on Higher Education in Paris.
- **IAU (International Association of Universities)**  
An association that aims to build a worldwide higher education community and promotes the principles of freedom, justice, human dignity and solidarity.
- **ICDE (International Council for Open and Distance Education)**  
An organization recognized by UNESCO devoted to online, flexible and blended learning.
- **IMHE-OECD (OECD programme on Institutional Management in Higher Education)**  
The IMHE has established a permanent forum for higher education professionals to exchange experiences and benefit from shared reflection, thought and analysis.
- **IMS GLOBAL LEARNING CONSORTIUM**  
A consortium offering specifications and standards for educational tools and applications.
- **NMC (New Media Consortium)**  
A consortium devoted to the development of new applications of technology that promotes technological and methodological innovation in education.
- **OBHE (Observatory on Borderless Higher Education)**  
A global strategic services organization that conducts high-level research and disseminates emerging trends, best practices, policy frameworks and quality assurance information relevant to cross-border higher education.
- **OCW (OpenCourseWare consortium)**  
A consortium committed to advancing the use and impact of high-quality educational materials that are freely available online.



- **REDDU (Red de Defensores, Procuradores y Titulares de Organismos de Defensa de los Derechos Universitarios)**

A network created to promote activities related to university management, cooperation between domestic and international institutions, the exchange of high-quality information, and regular country-wide meetings.

- **Talloires Network**

An international association of higher education institutions committed to strengthening higher education's different civic roles and social responsibilities.



**“A FIRM BELIEF: SOCIAL CHANGE  
COMES IN GREAT MEASURE FROM AN  
EDUCATIONAL MODEL”**

8. Community outreach

8.1. University network

**8.2. The local business community**

8.3. The UOC on social networks

8.4. Regional network

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

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

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

The University seeks to maintain a friendly, close and enriching relationship with businesses. Accordingly, all the institutional activities carried out under this line must help to ensure the fluidity of its service or partnership relationships.

These relationships between business and the UOC entail mutual benefits in the following areas:

- **Innovation:** The UOC provides innovative ideas and conducts ongoing research; businesses provide professional environments in which to apply this research and the expertise of their professionals.
- **Training:** The UOC offers up-to-the-minute customized training and knowledge management programmes, content and methodology; businesses provide real-life environments for students to carry out work placements and final projects, as well as insight into professionals' real needs.
- **Dissemination:** The UOC, in keeping with its founding commitment to promoting knowledge in society, provides innovative knowledge; businesses create additional knowledge through real-world experiences and innovative practices.

The University signs collaboration agreements with organizations from different sectors through the UOC Associate Institutions and Companies network. The network cur-

rently has 260 members. Associate institutions and companies enjoy the following benefits:

Participation in joint UOC-business projects

- Participation in work placement programmes
- Participation in mutually beneficial innovation, training and research projects
- The chance to contribute to the design of customized training programmes

Networking and sharing experiences

Benefits for development and training

- Discounts on postgraduate enrolment fees
- Personalized advice and assistance throughout the enrolment process
- Preferential treatment during the post-training follow-up period
- Discounts on books published by Editorial UOC
- Direct access to the UOC's employment service
- The ability to consult Virtual Library books from the UOC's support centres

- 8. Community outreach
  - 8.1. University network
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**EL CAMPUS POR LA PAZ  
THE CAMPUS FOR PEACE**

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

The Campus for Peace aims to promote literacy and access to knowledge and to support the use of ICT in the sphere of cooperation. To achieve these goals, it offers a wide range of online training, academically managed by the University's School of Cooperation, in the following areas:

- Conflict studies
- Digital literacy
- E-learning and cooperation
- Human rights
- Social action
- Sport for development
- Decentralized cooperation
- Prevention of child sexual exploitation
- Disarmament for development

- Sustainability
- Health

The Campus for Peace works with NGOs, governmental organizations, foundations and universities to contribute to peace, foster solidarity with disadvantaged individuals and groups, and promote development cooperation, humanitarian aid and sustainability. Among other organizations, it collaborates with the Red Cross, the International Peace Bureau (IPB), the World Organization of the Scout Movement (WOSM), the Organization of American States (OAS), the United Nations Institute for Training and Research (UNITAR), the United Nations Food and Agriculture Organization (FAO), the National Autonomous University of Mexico (UNAM), Amnesty International and the Barcelona Provincial Council's Observatory for EU-Latin American Decentralized Cooperation.

Over the 2011/2012 academic year, the Campus for Peace carried out or initiated projects and courses in Catalan, Spanish, French or English with:

- **The Red Cross:** on basic first aid, first aid in nature, first aid in sports, first aid in the elderly, introduction to knowledge management, international cooperation, first aid in children and infants, introduction to basic social training, volunteer management in the Red Cross/Red Crescent, and approaches to the logical framework in cooperation, as well as refresher courses for trainers and basic job training for at-risk individuals.
- **The Catalan Cooperation Fund:** on improving decentralized municipal cooperation.
- **The International Labour Organization (ILO):** on tourism and international development cooperation.
- **Gaia Education:** on the social, world-view, environmental and economic dimensions of sustainability.
- **The Observatory for EU-Latin American Decentralized Cooperation:** On decentralized cooperation.
- **The IPB:** On disarmament for development.

- **Own initiatives:** consultant training, trainer training in Haiti and Cameroon, course on prevention and protection against child sexual exploitation, e-learning and cooperation group.

The Campus for Peace is moreover currently working on the following initiatives:

- Second edition of the course “Prevention and Protection against Child Sexual Exploitation”
- Second edition of the course “Disarmament for Development” (with the IPB)
- “Action for Peace for Teachers and Educators” programme with Movement for Peace (MPDL)
- “Organic Farming” programme

### UOC&PLUGGED

Last academic year, the UOC invited the public at large to submit ideas and project proposals to rethink and combat the crisis with talent and creativity. A total of 725 submissions were received by the contest website ([mentsobertes.uoc.edu/](http://mentsobertes.uoc.edu/)

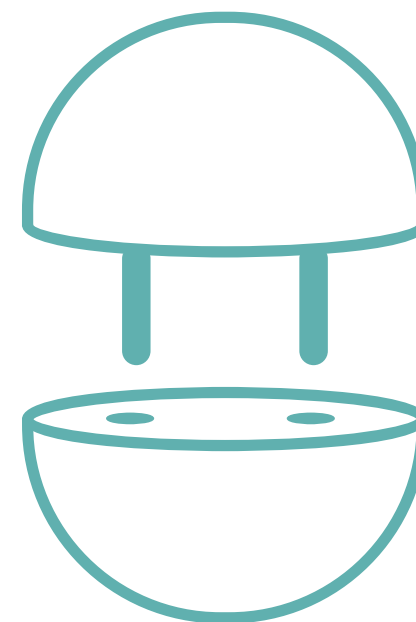
plug/) in eight categories: Social Learning, Communication, Resources, Health, Wikieconomy, Urban Planning, Governance and Finance.

The contest, baptised with the name UOC&Plugged, ended in September 2012 with the selection, by a qualified expert jury, of the eight winning ideas and projects, one for each category.

The prize: **€80,000 worth of courses** at the UOC for the 8 winners and the 32 finalists.

### Support from leading figures in social innovation

From the start, the initiative enjoyed the support of prominent figures in the field of social innovation, including, among others, Beth Noveck, the deputy chief technology officer for open government for President Barack Obama of the United States; Derrick de Kerckhove, renowned researcher and disciple of Marshall McLuhan; Joan Melé, deputy managing director of Triodos Bank, Spain; and Vicente Guallart, director and head architect of the Barcelona City Council’s sustainable urban development area, Hàbitat Urbà.



UOC&PLUGGED

## 8. Community outreach

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**From the time it was founded, the UOC has operated a network of centres throughout Catalonia in order to offer more personalized service to its students and to foster fluid relations with its community. Over the years, this network has expanded beyond the borders of Catalonia.**

The network's first centres were opened in 1996 in Manresa, Salt and Reus. Its subsequent expansion has been based on the number of actual and potential UOC students in each area, questions of regional balance, efficiency and opportunity, and the University's relations with local institutions, whose help is vital to the network's existence.

The UOC has the following centres:

- **Institutional centres:** These centres are the workplaces of the University's teaching, research and administrative staff. The first institutional centre is located in a historical building on Avingu-

da del Tibidao (Barcelona) and houses the President's Office, among others. Most of the University's lecturers and administrative staff work in a building in the 22@ tech district in Poblenou (Barcelona). More recently, institutional centres have been opened at Rambla de Catalunya, 6 (Barcelona), which is also home to the UOC's Barcelonès regional centre and the Wikilounge, a site devoted to the generation of knowledge dissemination activities and initiatives, and in the Media-TIC building (Carrer de Roc Boronat, 117, Barcelona), which houses the International Graduate Institute and the IN3 and eLC research centres, among other things.

- **Regional network centres:** The purpose of the regional network is to disseminate the knowledge generated by the University, to support and stimulate the University's community, and to promote transformational change in society at large.

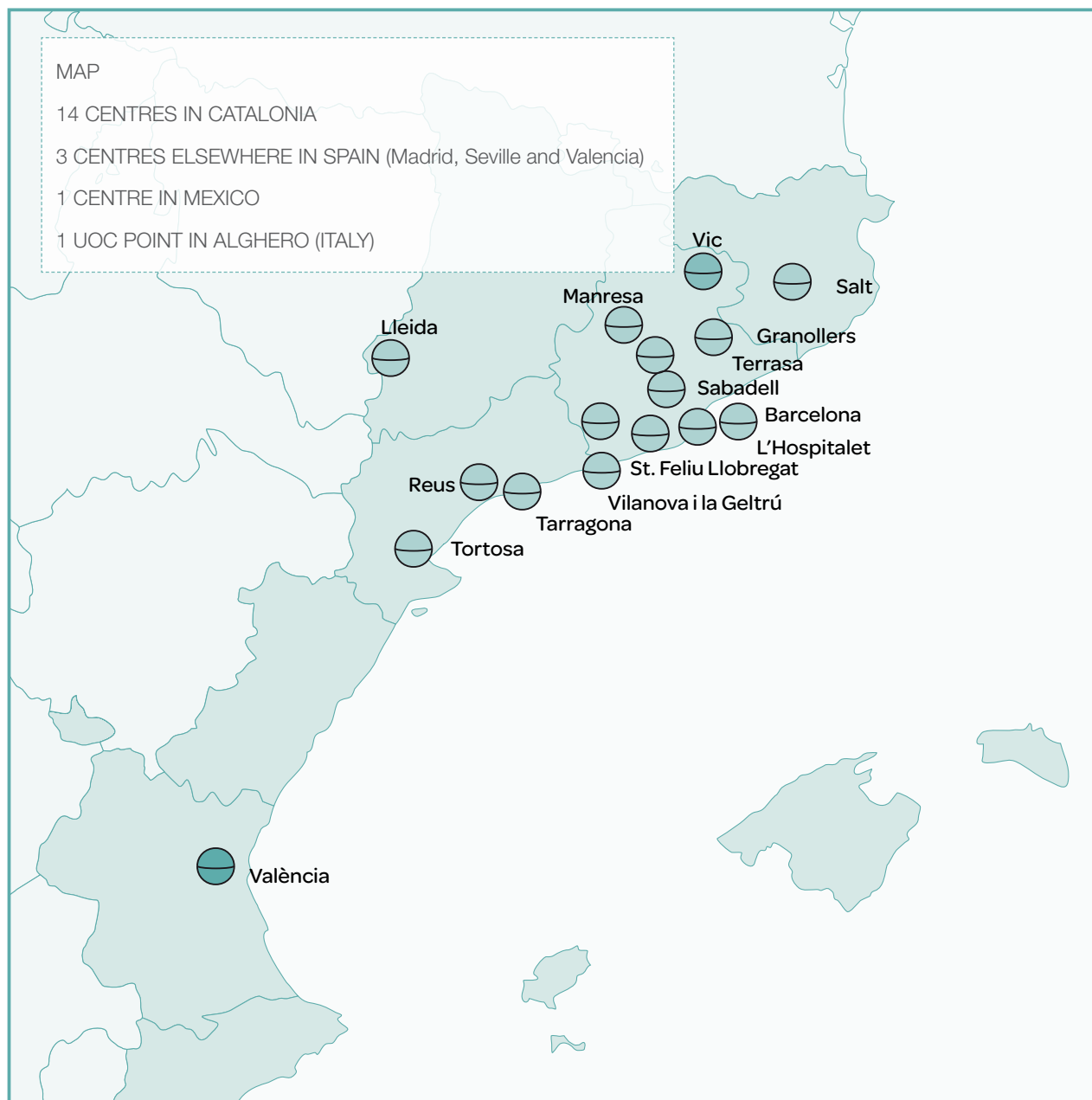
## 18 REGIONAL CENTRES

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

The regional centres offer information and advice on the University's study programmes, answer students' academic questions and can be used to submit the necessary documents for different academic procedures. In addition, they regularly host workshops, lecture series, roundtables and debates.

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

Additionally, students can pick up and return loan items from the Virtual Library at the re-



gional centres, participate in the centres' committees, and use the centres' equipment and facilities, such as Internet-enabled computers and meeting rooms.

### 50 UOC POINTS

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

- Andorra
- Igualada
- Tàrraga
- Berga
- Tremp
- Olot
- Figueres
- Puigcerdà
- Valls
- Palafrugell
- Solsona
- Alghero
- Martorell
- Rubí
- Santa Coloma F.
- Móra d'Ebre
- Coma-ruga
- Sort
- Ribes de Freser
- Gadesa
- Banyoles
- Manacor
- Ciutadella
- Masquefa
- Ripoll
- Mataró
- Blanes
- Les Corts
- Vila Olímpica
- La Seu d'Urgell
- La Pobla de Segur
- Badalona
- La Fatarella
- Montblanc
- Llefià
- Amposta
- Sant Andreu
- Vallirana
- Ibiza
- Barberà del Vallès
- Vidreres
- Horta Guinardó
- Manlleu
- Santa Bàrbara
- Pont de Suert
- La Bisbal d'Empordà
- Ametlla de Mar
- Pineda de Mar
- Balaguer
- Falsset