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Improvements introduced in student care, communications and relations

- Incentivation to students to matriculate again for a subject which may have not been passed at the first examination date, through a matriculation update concept. This makes it easier for students during the semester which comes immediately after to matriculate for a subject which they may have not passed, in order to make good use, as soon as it is possible, of the effort invested in it, even if so far it has not proved sufficient.

- Creation of the Student Care space / Virtual Campus Welcoming Area. This space compiles all the necessary information and resources so that new students may incorporate themselves to their studies with the greatest facility, while at the same time, they may join the university in optimal conditions.

- Creation of the Virtual Campus Commissions space. After the creation of the students’ commissions for the support centres, the mechanisms for relations and information within the Campus are set up to optimise its use.

Improvements in the welcoming process and initial counselling

- Process of virtual welcoming, with specific actions linked to the improvement of the UOC model by the new students. The latest incorporation process of new students has introduced an important novelty, namely the virtual application, which has enabled students to have a double possibility at the time of submitting their application to university: the face-to-face possibility, as had been done to date, and the virtual possibility (filling in the application form from the external web with a nearly immediate access to the Virtual Campus through the Incorporation profile).

- To start, before the beginning of the academic calendar, the study of the subject Multimedia and Communications at the UOC, with a possibility of flexibilising the academic calendar.

- Collection of quality information about the profile of new students for a personalised orientation in the welcoming process.

- Consolidation of the new channel of attention to queries. The Secretary’s Office is a channel of attention to queries. As such, it involves an entry point (a form), in which students introduce the consultation they want to make, and an exit point (an e-mail), which is the message they receive through their personal mailbox as soon as the information request is dealt with.
Improvements in the teaching action and in the academic performance of students

- Adaptation of the evaluation model to the students’ needs. The main objective is for the weight of the evaluation to focus more on the continuing evaluation as the model recommended by the University, despite the fact that the possibility of a final evaluation test is still used for those students who, for whatever motives, may not continue with the continuing evaluation of a subject.

In practice, this implies that they have a new option to pass the subjects, in addition to the options available to date. For those subjects in which the teaching plan so requires it, all students who have obtained a successful continuing evaluation will be awarded a final pass without the need to carry out a final evaluation test if they undergo a face-to-face validation test of the evaluation.

One of the defining traits of distance universities is a will to adapt to the varying study pace of students and it consequently is a defining trait of the pedagogical methodology of the UOC. This adaptation process to individual student pace is determined by their educational needs and previous educational background and, where necessary, by their working experience.

In this framework, the UOC’s evaluation system allows students constantly to monitor their advances in the learning processes. Evaluation is the tool facilitated to students to control their own progress and facilitate their study pace without lowering the levels of quality and exigency. Evaluation is, therefore, a bi-directional instrument of relations between the teaching staff - tutor and counsellor - and the student.

Implementation of a new version of the Virtual Campus

Throughout this year a new version of the Campus has been launched which will be definitely implemented during the next academic year. During this year, work had been carried out on more technological aspects and on usability studies. The new version of the Virtual Campus has been conceptualised as a new tool which may be useful to the members of the community, and in a special way to students, so that it may become a reference point in the field of e-learning.
### General Data

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<th>Faculties</th>
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</tr>
<tr>
<td>and Management - Second Cycle*</td>
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<tr>
<td>Degree in Labour Sciences*</td>
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<td>- Second Cycle</td>
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*Studies offered in Catalan and Spanish.
**Studies offered in Spanish only.

### Students

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### Students matriculated (regulated studies)

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Faculty of Economics and Business Studies

Diploma in Business Studies


Length: 3 years divided into 6 semesters*

To obtain this degree, 185.5 credits are required, of which 148.5 are compulsory, 18 are optional and 19 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Business Administration and Management - Second Cycle


Length: 2 years divided into 4 semesters*

To obtain this degree, 150 credits are required, of which 78 are compulsory, 36 are optional and 36 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Labour Sciences - Second Cycle

A report was issued on 2nd July 2001 speaking favourably about an official recognition. Publication in the BOE pending.

Length: 2 years divided into 4 semesters*

To obtain this degree, 120 credits are required, of which 78 are compulsory, 24 are optional and 18 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

<table>
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Students matriculated in the academic year

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</tbody>
</table>
Teaching Staff

Head of Studies

Jordi Vilaseca Requena
Doctor’s degree in Economics and Business Studies from the Faculty of Economics and Business Studies of the Universitat de Barcelona
Areas of Specialisation: Applied Economics, World Economics, Knowledge Economics

Programme Directors

Josep M. Batalla Busquets
Director of Programmes
Business Studies, Business Administration and Management, and Labour Sciences, in Spanish
Degree in Economics from the Universitat de Barcelona
Area of specialisation: Economics

Elisabet Ruiz Dotras
Director of Programme
Business Administration and Management, in Catalan
Degree in Economics and Business Studies from the Universitat Pompeu Fabra
Area of specialisation: Financial Markets

Enric Serradell López
Director of Programme
Business Studies, in Catalan
Degree in Economics from the Universitat de Barcelona
Areas of specialisation: Finances and Business Organisation

Antoni Meseguer Artola
Director of Programme
Labour Sciences, in Catalan
Degree in Mathematics and in Economics and Business Sciences from the Universitat Autònoma de Barcelona
Areas of specialisation: Mathematics, Applied Economics, and Games Theory

UOC’s Teaching Staff

Esther Pérez Martell
Director of Programme
Tourism, in Catalan
Doctor’s degree in Sea Sciences from the Universitat Pompeu Fabra
Areas of specialisation: Global Tourism and Sustainable Development

Inma Rodríguez Ardura
Director of Programme
Market Research and Techniques, in Catalan
Doctor’s degree in Economics and Business Sciences from the Universitat de Barcelona
Areas of specialisation: Marketing and E-commerce

Carolina Hintzmann Colominas
Degree in Economics and Business Sciences from the Universitat de Barcelona
Area of specialisation: Applied Economics

Ángel Alejandro Juan Pérez
Doctor’s degree in Mathematical Sciences from the Universitat de València
Area of specialisation: Applied Mathematics

Josep Lladós Masllorens
Doctor’s degree in Economics and Business Studies from the Universitat de Barcelona
Area of specialisation: General Economics

M. Jesús Martínez Argüelles
Degree in Economics and Business Sciences from the Universidad de Oviedo
Area of specialisation: Business Organisation and Administration

Dolors Plana Erta
Degree in Economics and Business Sciences from the Universitat Autònoma de Barcelona
Areas of Specialisation: Economics of Finance, Accountancy

Francisco Rubio Royo
Professor of Applied Physics at the Universidad de Las Palmas de Gran Canaria

M. Mar Sabadell Bosch
Degree in Law from the Universitat de Barcelona
Areas of Specialisation: Law and Fiscality

Joan Torrent Sellens
Doctor’s degree in Economics from the Universitat de Barcelona
Area of specialisation: Applied Economics

Francesc Valiverdú Bayés
Doctor’s degree in Telecommunications Engineering from the Universitat Politécnica de Catalunya
Area of specialisation: Development and simulated execution of hybrid ATC voice coding
Faculty of Psychology and Educational Sciences

Degree in Psychopedagogy
(Second Cycle)


Length: 2 years divided into 4 semesters*

To obtain this degree, 150 credits are required, of which 117 are compulsory, 18 are optional and 15 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Psychology


Length: 4 years divided into 8 semesters*

To obtain this degree, 300 credits are required, of which 220 are compulsory, 48 are optional and 32 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

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Students matriculated in the academic year

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</tbody>
</table>
Teaching Staff

Head of Studies

Carles Sigalés Conde
Degree in Philosophy and Education from the Universitat de Barcelona
Areas of Specialisation: Educational Policy, Attention to Diversity and Psychopedagogical Intervention

Programme Directors

Jordi Menéndez Pablo
Director of Programme
Psychopedagogy and Psychology, in Spanish
Degree in Philosophy and Arts from the Universitat de Barcelona
Area of specialisation: Educational Policies

Anna Pagès Santacana
Director of Programme
Psychopedagogy, in Catalan
Doctor’s degree in Education from the Universitat Autònoma de Barcelona
Area of specialisation: The Foundations of Pedagogy

Montse Vall-llovera Llovet
Director of Programme
Psychology, in Catalan
Degree in Psychology from the Universitat de Barcelona
Area of specialisation: Methodology of Behavioural Sciences

UOC’s Teaching Staff

Manuel Armayones Ruiz
Doctor’s degree in Psychology from the Universitat de Barcelona
Area of specialisation: Personality, Evaluation and Treatment

Antoni Badia Garganté
Doctor’s degree in Psychology from the Universitat Autònoma de Barcelona
Area of specialisation: Educational Psychology

Elena Barberà Gregori
Doctor’s degree in Psychology from the Universitat de Barcelona
Area of specialisation: Educational Psychology

Guillem Bautista Pérez
Degree in Pedagogy from the Universitat de Barcelona
Areas of Specialisation: Didactics and Syllabus

Ana María Gálvez Mozo
Degree in Psychology from the Universitat Autònoma de Barcelona
Areas of Specialisation: Social and Organisational Psychology

Adriana Gil Juárez
Doctor’s degree in Psychology from the Universitat Autònoma de Barcelona
Area of specialisation: Social Psychology

Eulàlia Hernàndez Encuentra
Degree in Psychology from the Universitat Autònoma de Barcelona
Areas of Specialisation: Evolutionary Psychology and Psychology of Education

Josep M. Mominó de la Iglesia
Degree in Pedagogy from the Universitat Ramon Llull
Area of specialisation: Didactics, School Organisation

Modesta Pousada Fernández
Doctor’s degree in Psychology from the Universitat de Barcelona
Area of specialisation: Basic Psychology

Lourdes Valiente Barros
Doctor’s degree in Psychology from the Universitat Autònoma de Barcelona
Area of specialisation: Basic Psychology

Josep Vivas Elias
Degree in Psychology from the Universitat Autònoma de Barcelona
Area of specialisation: Social Psychology
Degree in Law  
Length: 4 years divided into 8 semesters*  
To obtain this degree, 300 credits are required, of which 221 are compulsory, 43 are optional and 36 are of free choice/configuration.  
* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Political Science (Second Cycle)  
A report was issued on 17th October 2001 speaking favourably about an official recognition. Publication in the BOE pending.  
Length: 2 years divided into 4 semesters*  
To obtain this degree, 120 credits are required, of which 84 are compulsory, 24 are optional and 12 are of free choice/configuration.  
* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

### Students

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### Students matriculated in the academic year

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Teaching Staff

Head of Studies

Joan Prats Català
Doctor’s degree in Law from the Universitat de València
Area of specialisation: Administrative Law

Pere Fabra Abat
Associate Head
Degree in Law and in Philosophy from the Universitat de Barcelona
Area of specialisation: Philosophy of Law

Programme Directors

Ana Sofia Cardenal Izquierdo
Director of Programme
Political Science and of the Administration, in Catalan
Doctor’s degree in Political and Administration Sciences from the Universitat Autònoma de Barcelona
Area of specialisation: Comparative Politics

Anna Sala Andrés
Director of Programme
Law, in Spanish
Doctor’s degree in Law from the Universitat Pompeu Fabra
Areas of specialisation: Mercantile Law, and Financial Market Law

Raquel Xalabarder Plantada
Director of Programme
Law, in Catalan
Doctor’s degree in Law from the Universitat de Barcelona
Areas of specialisation: International Law, Intellectual Property

UOC’s Teaching Staff

Albert Battle Rubio
Doctor’s degree in Political and Administration Sciences from the Universitat Autònoma de Barcelona
Area of specialisation: Political Theory

Agustí Cerrillo Martínez
Doctor’s degree in Law from the Universitat de Barcelona
Area of specialisation: Public Law

Ana Delgado García
Doctor’s degree in Law from the Universitat de Barcelona
Area of specialisation: Financial and Tax Law

Antoni Galiano Barajas
Degree in Law from the Universitat Autònoma de Barcelona

Jordi Garcia Albero
Degree in Law from the Universitat de Lleida
Area of specialisation: Procedural Law

Mark Jeffery
Doctor’s degree in Law from the European University Institute of Florence
Areas of Specialisation: Labour Law, European Social Law, and Comparative Law

Óscar Morales García
Doctor’s degree in Law from the Universitat Autònoma de Barcelona
Area of specialisation: Penal Law

Miquel Peguera Poch
Degree in Law from the Universitat de Barcelona
Area of specialisation: Mercantile Law

Marta Poblet Baicell
Doctor’s degree in Law from Stanford University, USA

Mònica Vilasau Solana
Degree in Law from the Universitat de Barcelona
Area of specialisation: Civil Law
Faculty of Humanities and Language and Literature

Degree in Humanities


Length: 4 years divided into 8 semesters*

To obtain this degree, 300 credits are required, of which 219 are compulsory, 51 are optional and 30 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Catalan Language and Literature


Length: 4 years divided into 8 semesters*

To obtain this degree, 300 credits are required, of which 224 are compulsory, 46 are optional and 30 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

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Teaching Staff

Head of Studies

Isidor Mari Mayans
Degree in Catalan Language and Literature from the Universitat de Barcelona
Area of specialisation: Research into Multilingualism in Organisations

Programme Directors

Joan Pujolar Cos
Director of Programme
Language and Literature, in Catalan
Degree in Catalan Language and Literature, and in Anglo-american Language and Literature
Doctor’s degree in Philosophy from the Universitat Autònoma de Barcelona
Area of specialisation: Globalisation and Linguistic Contact

Miquel Strubell Trueta
Director of Programme
Humanities, in Catalan
Degree in Psychology and Physiology from Oxford University / Universitat Autònoma de Barcelona
Areas of Specialisation: Planning of Linguistic Status, Linguistic Policies and Minorities in Europe

UOC’s Teaching Staff

Joan Elies Adell Pitarch
Doctor’s degree in Catalan Language and Literature from the Universitat de València
Areas of Specialisation: Theory of Literature, Contemporary Catalan Literature

Elisenda Ardèvol Piera
Doctor’s degree in Philosophy and Arts from the Universitat Autònoma de Barcelona
Area of specialisation: Social Anthropology

Federico Borges Saiz
Degree in English Language and Literature from the Universitat Jaume I
Area of specialisation: English

Laura Borràs Castanyer
Doctor’s degree in Romance Philology, Degree in Catalan Language and Literature from the Universitat de Barcelona
Areas of Specialisation: Theory of Literature, Comparative Literature, Medieval Romance Literatures

Joan Campàs Montaner
Degree in Philosophy and Contemporary History from the Universitat de Barcelona
Areas of Specialisation: Hypertext and Digital Art

César Carreras Monfort
Doctor’s degree in Archaeology, MSc in Computing Applied to Archaeology from the Universitat de Barcelona / Southampton University
Area of specialisation: Archaeology

Salvador Climent Roca
Doctor’s degree in Romance Philology from the Universitat de Barcelona
Areas of Specialisation: Language Processing, Semantics

Pauline Ernest
BA English from the University of Sussex, UK
Area of specialisation: Contemporary Literature

Narcís Figueras Capdevila
Degree in Classics from the Universitat Autònoma de Barcelona
Areas of Specialisation: Humanistic Latin, History of Humanism, Languages in the World of Education in the Modern and Contemporary Age

Joan Fuster Sobrepere
Degree in History from the Universitat Autònoma de Barcelona
Area of specialisation: History

Joseph Hopkins
MA in Applied Linguistics, BA German and Spanish from the University of Illinois at Urbana-Champaign, USA

Mar Massanell Messalles
Degree in Catalan Language and Literature from the Universitat de Barcelona
Area of specialisation: Linguistic Variation: Dialectology, Sociolinguistics, Pragmatics

Glòria Munilla Cabrillana
Doctor’s degree in Prehistory, Ancient History and Archaeology from the Universitat de Barcelona
Areas of Specialisation: Mediterranean Protohistory, Heritage

Francesc Núñez Mosteo
Degree in Political Sciences; Sociology and Educational Sciences from the Universitat Autònoma de Barcelona and from the Universitat de Barcelona
Area of specialisation: Sociability in Virtual Technological Environments

Adela Ros Hijar
Doctor’s degree in Sociology from the University of California (San Diego), USA
Area of specialisation: Sociability in Virtual Technological Environments

Agnès Vayreda Duran
Doctor’s degree in Romance Philology from the Universitat Autònoma de Barcelona
Areas of Specialisation: Discourse Analysis, Sociability in Virtual Technological Environments
Technical Engineering in Computer Management


Length: 3 years divided into 6 semesters*

To obtain this degree, 208.5 credits are required, of which 160.5 are compulsory, 24 are optional and 24 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Technical Engineering in Computer Systems


Length: 3 years divided into 6 semesters*

To obtain this degree, 208.5 credits are required, of which 160.5 are compulsory, 24 are optional and 24 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Computer Engineering


Length: 2 years divided into 4 semesters*

To obtain this degree, 120 credits are required, of which 72 are compulsory, 36 are optional and 12 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

Degree in Multimedia Studies

An own interuniversity degree from the Universitat Oberta de Catalunya and the Universitat Politècnica de Catalunya

Length: 3 years

To obtain this degree, 225 credits are required. The progressive nature of the Degree in Multimedia Studies enables students to obtain the following partial university certificates:
- An Introduction to Multimedia Interactive Systems: 45 credits
- Multimedia Production: +45 (total of 90 credits)
- Production of Multimedia Interactive Systems +45 (total of 135 credits)

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</table>
### Teaching Staff

#### Head of Studies

**Rafael Macau Nadal**  
Degree in Journalism from the Universitat Autònoma de Barcelona, in Mathematics from the Universitat de Barcelona, in Computing from the Universitat Politècnica de Catalunya  
**Area of specialisation: Information Systems**

#### Programme Directors

**Ferran Giménez Prado**  
Director of Programme  
Distance Degree in Multimedia Studies  
Degree in Philosophy and Educational Sciences from the Universitat de Barcelona  
**Areas of Specialisation: Multimedia and Curricular Innovation**

**M. Jesús Marco Galindo**  
Director of Programme  
Technical Engineering In Computer Management, in Catalan  
Degree in Computing from the Universitat Politècnica de Catalunya  
**Area of specialisation: Software Engineering**

**Joan Manuel Marquès Puig**  
Director of Programme  
Technical Engineering in Computer Management and Computer Systems, in Spanish  
Degree in Computing from the Universitat Politècnica de Catalunya  
**Area of specialisation: Distributed Systems**

**Josep Prieto Blázquez**  
Director of Programme  
Technical Engineering in Computer Systems, in Catalan  
Degree in Computing from the Universitat Politècnica de Catalunya  
**Area of specialisation: Computer Architecture and Networks**

**Ramon Segret Sala**  
Director of Programme  
Computer Engineering, in Catalan  
Degree in Industrial Engineering from the Universitat Politècnica de Catalunya and the Politécnica de Madrid  
**Areas of specialisation: Databases and Applications Development**

### UOC’s Teaching Staff

**Carlos Casado Martínez**  
Degree in Computing from the Universitat Politècnica de Catalunya  
**Area of specialisation: Multimedia**

**Judith Clares**  
Degree in Journalism from the Universitat Ramon Llull  
**Area of specialisation: Journalism**

**César Córcoles Briongos**  
Degree in Mathematics from the Universitat Autònoma de Barcelona  
**Area of specialisation: Multimedia**

**Atanasi Daradournis Haralabus**  
Doctor’s degree in Computing from the University of Thessalonica, Greece  
**Area of specialisation: Collaborative Learning**

**Montse Guïtart Catasús**  
Doctor’s degree in Language and Literature, and in Educational Sciences from the Universitat de Barcelona  
**Area of specialisation: Educational Technology**

**Jordi Herrera Joancomartí**  
Doctor’s degree in Mathematics from the Universitat Autònoma de Barcelona  
**Area of specialisation: Cryptography and Information Security**

**Antoni Marín Amatller**  
Degree in Pedagogy from the Universitat Autònoma de Barcelona  
**Area of specialisation: Multimedia**

**David Megías Jiménez**  
Doctor’s degree in Computing from the Universitat Autònoma de Barcelona  
**Areas of Specialisation: Systems Engineering and Automation**

**Julià Minguillón Alfonso**  
Doctor’s degree in Computing from the Universitat Autònoma de Barcelona  
Master in Combinatorial Analysis and Digital Communication

---

### Students matriculated in the academic year

<table>
<thead>
<tr>
<th>T.E.C. Management</th>
<th>T.E.C. Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

---

**UOC Universitat Oberta de Catalunya**  
Annual Report Academic Year 2001-2002
Enric Mor Pera
Degree in Computing Engineering from the Universitat Politècnica de Catalunya
Areas of Specialisation: Artificial Intelligence and Usability

M. Asunción Muñoz Fernández
Degree in Fine Arts from the Universitat de Barcelona
Area of Specialisation: Sculpture

Laura Porta Simó
Degree in Pedagogy from the Universitat Ramon Llull
Area of specialisation: E-learning

M. Àngels Rius Gavidia
Degree in Computing from the Universitat Politècnica de Catalunya
Area of specialisation: Computer Languages, and Intensification in the Information Systems Area

Elena Rodríguez González
Degree in Computing from the Universitat Politècnica de Catalunya
Area of specialisation: Information Systems

Teresa Romeu Fontanillas
Degree in Pedagogy from the Universitat Autònoma de Barcelona
Area of specialisation: Virtual Learning Environments

Eugènia Santamaria Pérez
Doctor’s degree in Telecommunications Engineering from the Universitat Politècnica de Catalunya
Area of specialisation: Signal Theory and Communications

Francesc Saigí Rubió
Doctor’s degree in Biology from the Universitat de Barcelona
Area of specialisation: Information and Communications Technologies

Jordi Serra i Ruiz
Degree in Higher Computing Engineering, and Master’s degree in Industrial Computing from the Universitat Autònoma de Barcelona
Areas of Specialisation: Systems Engineering and Automation

Montse Serra Vizern
Degree in Computing Engineering from the Universitat Autònoma de Barcelona
Area of specialisation: Computer Architecture
Faculty of Information Sciences and Documentation

Degree in Documentation (Second Cycle)


Length: 2 years divided into 4 semesters*

To obtain this degree, 120 credits are required, of which 85.5 are compulsory, 22.5 are optional and 12 are of free choice/configuration.

* In accordance with the flexible nature of matriculation, each person can adapt the length of the studies to his or her possibilities of dedication.

<table>
<thead>
<tr>
<th>Students</th>
<th>Students matriculated in the academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>Documentation</td>
</tr>
<tr>
<td>In Catalan</td>
<td>1,303</td>
</tr>
<tr>
<td>Total</td>
<td>1,303</td>
</tr>
<tr>
<td>In Catalan</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

Teaching Staff

Head of Studies

Agustí Canals Parera
Degree in Physics from the Universitat Autònoma de Barcelona, MBA (ESADE)
Area of specialisation: Information Management

Programme Directors

Eva Ortoll Espinet
Degree in Journalism and Diploma in Library Management and Documentation from the Universitat Ramon Llull and the Universitat de Barcelona
Areas of specialisation: Information Management in Health Sciences, and Training in Informational Competence

Toni Roig Telo
Director of Programme
Audio-visual Communication, in Catalan
Degree in Technical Engineering in Telecommunications, Degree in Audio-visual Communication from the Universitat Ramon Llull
Area of specialisation: Audio-visual Information and Communication

Sandra Sanz Martos
Director of the Programme
Documentation, in Spanish
Degree in Hispanic Languages and Literatures from the Universitat de Barcelona and Universidad de Granada
Area of specialisation: Information Search and Retrieval

Josep Cobarsi Morales
Doctor's degree in Higher Engineering Telecommunications from the Universitat Politècnica de Catalunya
Areas of Specialisation: Information Resources Management, Electronic Publishing

Pablo Lara Navarra
Degree in Documentation from the Universidad de Granada
Areas of Specialisation: Management of Information Resources, and Information Organisation and Viewing

Mario Pérez Gutiérrez
Doctor's degree in Philosophy and Education from the Universitat de Barcelona
Areas of Specialisation: Knowledge Management, Information and Communications Theory

Victor Renobell Santaren
Doctor's degree in Sociology from the Universitat de Barcelona
Area of specialisation: Advanced Sociology

Imma Tubella Casadevall
Doctor's degree in Social Sciences from the Universitat de Perpinyà
Area of specialisation: Communication and Identity

UOC's Teaching Staff

Gemma Andreu Pérez
Degree in Journalism and Diploma in Library Management and Documentation from the Universitat Ramon Llull and the Universitat de Barcelona
Area of specialisation: Information and Communication
The Doctoral Programme on the Information and Knowledge Society develops an interdisciplinary and systematic approach to the impact of Information and Communications Technologies (ICTs) on the various social spheres, and on the global transformations that accompany the present emergence of an information and knowledge society.

But an analysis of the changes and the phenomena that characterise the information society needs to go beyond the traditional disciplinary barriers, as one of its essential traits is the interconnection among the various social, economic, political and cultural systems. The doctoral programme, therefore, is organised according to a clearly interdisciplinary perspective integrating various theoretical perspectives and methodological tools of a transverse nature.

During the teaching period, doctoral students receive training in the various aspects of the information society: some of them are of a more general nature (the new economy, digital communication, education, law, governability), and some of a more specific (intellectual property, virtual communities, enterprise, work, e-commerce, and so on). At the same time they receive training in the methodology of social sciences, which should guarantee the elaboration of quality research work and doctoral theses.

Academic Programme

The Programme has three different periods:

Teaching Period

Doctoral students must do 20 credits distributed in three blocks:

a) Basic General Courses (3 credits) dealing with fundamental issues of the doctoral programme around three main axes: the current state of ICTs, their interaction with the social, economic and political spheres, and the function and management both of knowledge and information in today’s world. Doctoral students must choose 2 courses out of an offer of 8 courses.

b) Methodological courses of an applied nature destined to facilitate doctoral students with the research tools. Doctoral students must choose 2 courses, each worth 2.5 credits, out of an offer of 3 courses.

c) Basic Courses of a Specific Type, organised as seminars for greater in-depth study, on specific aspects of the information society and taught by leading experts in each area. Doctoral students must choose 3 courses, each worth 3 credits, out of an offer of 9 courses.

At the end of the teaching period, doctoral students are awarded an Academic Certificate which is recognised by all Spanish universities.

Research Period

During this period, doctoral students must take part in a research seminar linked to one of IN3’s research groups.

The research seminars constitute the last stage of the doctoral programme and are the period prior to the writing-up of the doctoral thesis. Doctoral students must show their skill to carry out a scientific research task in the sphere of the information society.

At the end of this period, after an evaluation carried out by an academic panel, doctoral students will be awarded the Diploma of Advanced Studies (DEA).

Doctoral Thesis

Once the DEA has been obtained, doctoral students must submit a project of a doctoral thesis. Once this project has been accepted, during this period students must develop the research that will enable them to submit their doctoral thesis.
During the academic year 2001-2002 the offer of the research seminars has been specified. They organise themselves around the following theme ambits:

- Interdisciplinary analysis of the information society
- Cyberculture
- Information and Communications Technologies and the Law
- E-learning
- Knowledge management
- Governability in the knowledge society
- The new economy
- Information and Communications Technologies

The research seminars constitute the last stage of the doctoral programme and are the period prior to the writing-up of the doctoral thesis. Doctoral students must show the skills that will enable them to carry out a scientific research task in the sphere of the information society.

- The basic objective of the research seminars is to introduce students into the real practice of research through the carrying out of a research assignment on a specific topic. This work should generally follow the customary methodological parameters of social sciences, not only as regards the plan and development, but also the final presentation.

- In a parallel way, seminars will bring students closer to the activities of the IN3 research groups. The research assignments which students will carry out must be closely linked to the research projects being developed by the groups. The directors of the assignments will be members of these groups.

**Students**

During the academic year 2001-2002, 54 doctoral students have been through the research period in the first edition of the programme. At the same time, 101 doctoral students of the second edition have completed their teaching period. During the month of July, the 80 doctoral students of the third edition have followed the virtual workshop of adaptation to the UOC’s pedagogical model.

### Profile of the doctoral student

<table>
<thead>
<tr>
<th></th>
<th>First Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td>61.79%</td>
</tr>
<tr>
<td><strong>Older than 40</strong></td>
<td>37.08%</td>
</tr>
</tbody>
</table>
Teaching Staff

Manuel Castells Oliván  
Scientific Director  
Doctor’s degree in Sociology from the University of Paris  
Areas of specialisation: Sociology and Economics of ICTs

Imma Tubella Casadevall  
Scientific Director  
Doctor’s degree in Social Sciences from the Universitat de Perpinyà  
Areas of specialisation: Communication and Identity

Eduard Aibar Puentes  
Programme Director  
Doctor’s degree in Philosophy from the Universitat de Barcelona  
Area of specialisation: Social Study of Science and Technology

Teresa Sancho Vinuesa  
Academic co-ordinator  
Doctor’s degree in Electrical Engineering from the Universitat Ramon Llull  
Area of specialisation: Numerical Methods in Fluid Mechanics

Reading of the doctoral thesis

The first reading of a doctoral thesis at the UOC took place on 29th July 2002.

Sr. Joan Torrent i Sellens, Lecturer at the UOC’s Faculty of Economics and Business Studies, read his doctoral thesis under the title of “Innovació tecnològica, creixement econòmic i economia del coneixement. Una aproximació empirica, agregada i internacional a la incorporació del coneixement a l’activitat productiva durant la dècada dels noranta”, supervised by Dr Jordi Vilaseca Requena.
UOC’s Postgraduate Education activity for the academic year 2001-2002 revolved around an offer of master and postgraduate programmes based on the development of the standard competencies of professional roles in the production and services sectors along lines of knowledge and experience.

During the teaching period we have continued to structure the areas of knowledge in the form of educational itineraries which offer students the possibility of completing shorter integrated programmes, so that their educational process is made easier as they can enjoy a flexible use of their time.

The concepts of innovation, development and acquisition of new competencies, on which this flexible and interactive learning bases itself, are key elements that guarantee our participants’ personal growth, as well as the success in their organisations.

In the figure below you can see the number of programmes developed according to the typology and the areas of knowledge into which the teaching activity unfolds.
These 124 programmes structure themselves around various itineraries of the master’s degree and can be classified in the following way:

World of enterprise and organisations
- Area of Business Strategy and Development: Digital Enterprise
- Area of Environment
- Area of Finances and Economic Management
- Area of Marketing
- Area of Logistics
- Area of Prevention of Labour Risks
- Area of Quality
- Area of the Virtual School of Governability

Evolution of the technological environment
- Area of Information Technologies / Internet
- Area of Information Society
- Area of Computing

Culture, Education and Health
- Area of Training Development and Educational Technology
- Area of Applications of the Social Sciences, the Humanities and Psychology
- Area of Health and Sanitation

A total of 2,098 Postgraduate Training students have attended the periodical teaching programmes described above, which were developed between the teaching semesters of November 2001 and March 2002.

In addition, new programmes with the regulated updates in Mathematics and English have been developed. A total of 530 students followed these courses.

<table>
<thead>
<tr>
<th>Students matriculated for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's Degrees</td>
</tr>
<tr>
<td>Postgraduate</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

During the month of July, Postgraduate Education offers the Universitat Oberta d'Estiu (Summer Open University) and the Universidad Virtual de Verano (Virtual Summer University)
In this edition, students were able to matriculate through the Internet.

A total of 52 courses were offered, each one lasting 30 hours and being worth 2 credits recognised as free-choice credits for UOC students and for the other universities forming part of the summer offer of the Joan Lluís Vives Institute.

The methodology of the courses follows the UOC’s pedagogical model, which consists in the promotion of personal study and, at the same time, of co-operative work. Students take part in forums and debates relating to the content of each course, as well as in the carrying out of activities, and in the consultation and resolution of doubts.

Evaluation is not of the face-to-face type and is based on participation in debates and the completion of exercises, case studies, or practical work that has to be handed in to the lecturer or tutor.

The educational offer for the summer 2002 was made within the following areas:

- Area of Economics, Business, and Law: 17 programmes
- Area of Humanities: 12 programmes
- Area of Educational Sciences and Psychology: 9 programmes
- Area of New Technologies and the Internet: 14 programmes

The 998 participants in the Summer Open University were mainly students from the UOC community. 81% were participants of the UOC community, and the remaining 19% were people who had never done a course at the UOC.

The results obtained have been positive. 76.65% of students passed their courses satisfactorily.

In this second experience, a total of 20 courses were offered. The novelty was that students were offered the choice to matriculate either for July or for September. A total of 308 students took part in the July courses, and 112 in the September courses. Among the 420 students, a total of 55 of them joined our university for the first time.

The courses chosen by students for the month of September were mainly those linked to the indispensable computer tools that would help them develop themselves in the new work environments: Excel expert, Access, Word expert, and Introduction to Flash 5.0.

<table>
<thead>
<tr>
<th>Participants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Education</td>
<td>2,098</td>
</tr>
<tr>
<td>Regulated Update Programmes</td>
<td>530</td>
</tr>
<tr>
<td>Universitat Oberta d’Estiu</td>
<td>998</td>
</tr>
<tr>
<td>Universidad Virtual de Verano</td>
<td>420</td>
</tr>
<tr>
<td>Total</td>
<td>4,046</td>
</tr>
</tbody>
</table>
The basic aim of the access course to the Universitat Oberta de Catalunya for people over 25 is that students may attain a learning that may allow them to pass the UOC entry exams and, at the same time, join this university community in a successful way.

In the 2001-2002 period three access courses in Catalan and two in Spanish were given for people over 25.

During the year 2002, the UOC has adapted its access exams norms to those of the DURSI. This has resulted in the modification of the organisation of the course as from the June starting date of the academic year 2002-2003.

Here are some of the more relevant changes introduced:

- The duration of the course’s teaching period is increased to 9 months.
- The beginning of the lectures period for specific subjects is put forward one month.
- Two face-to-face meetings are organised throughout the course: one at the beginning and the other, at the end.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Business Sciences</td>
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<td>21</td>
<td>74</td>
<td>31</td>
<td>48</td>
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<tr>
<td>Law Studies</td>
<td>52</td>
<td>25</td>
<td>31</td>
<td>13</td>
<td>22</td>
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<tr>
<td>Humanities</td>
<td>68</td>
<td>29</td>
<td></td>
<td>17</td>
<td>17</td>
<td>114</td>
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<tr>
<td>Technical Engineering in Computer Management and Systems</td>
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<td>47</td>
<td>68</td>
<td>32</td>
<td>59</td>
<td>375</td>
</tr>
<tr>
<td>Catalan Language and Literature</td>
<td>3</td>
<td>6</td>
<td></td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Psychology</td>
<td>105</td>
<td>17</td>
<td>43</td>
<td>12</td>
<td>54</td>
<td>231</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>543</td>
<td>110</td>
<td>251</td>
<td>88</td>
<td>203</td>
<td>1,195</td>
</tr>
</tbody>
</table>

* Access to studies in Spanish.
The UOC is the only university in Catalonia which gives three access courses for people over 25 years of age.

Higher Degree Courses

The Higher Degree Courses are studies of higher vocational training which follow the pedagogical model of the Universitat Oberta de Catalunya, via Internet, with a methodology to help learn use the tools of the future, without the barriers of space or time.

The aim of the Higher Degree Courses is to provide this training offer of a higher vocational qualification to all the people who, owing to work, personal or territorial reasons, cannot follow face-to-face studies and need to join the world of work or to progress in it.

The following are the three specialities offered in the higher education courses:

- Secretarial Studies
- Commercial Management and Marketing (GCM)
- Administration of Computer Systems (ASI)

This offer’s sphere of action is limited to the territory of Catalonia, and for this reason Catalan is used in the didactic materials, the Virtual Campus, etc.

The number of students matriculated during the period 2001-2002 is 116.
**Training Offer for Enterprise**

In the sphere of customised programmes for institutions and enterprise, there has been a rise this academic year in customer institutions and in the number of people and hours devoted to providing services. The total number of hours devoted to customised courses for institutions and enterprise is 30,000.

We have continued to organise courses of a non-governmental type and of foundations for various enterprises from the public Administration.

We have also provided services to enterprise, especially as regards training in the sphere of management, financial and computing skills, and in marketing, training of trainers and quality. We could single out the activities carried out for the following entities:

- Aena
- Audi
- Banc Sabadell
- Barcelona Activa
- BBVA
- Chamber of Commerce of Barcelona
- Spanish General Council of the Judiciary
- Department of Education
- School of Public Administration
- Grupo Zurich
- Laboratorios Ferrer
- Retevisión
The evaluation focused on the creation of a methodological framework and of measuring instruments to evaluate the launch of training actions; a specific case has been the evaluation of the pilot test of the Escola Virtual d’Idiomes (EVIU) and the creation of a framework document which includes the institutional evaluation criteria regarding the UOC methodology. With respect to the guidelines and criteria which may be useful for teachers in the process of conceptualisation of subjects and learning activities, studies have been carried out involving the usability of the didactic materials and the Campus, pilot designs of subjects which have included innovative elements regarding the structure and the galvanisation strategies. This has made possible the generation of new methodological guides which point toward a new scenario with more flexible and personalisable materials.

### New subjects of the course

<table>
<thead>
<tr>
<th>Recognised degrees</th>
<th>Catalan</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Degrees Offered by the UOC</td>
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<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Total subjects offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised degrees</td>
</tr>
<tr>
<td>Catalan</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Degrees Offered by the UOC</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

### Newly elaborated materials

<table>
<thead>
<tr>
<th>CD-ROM</th>
<th>Book-manual</th>
<th>Paper</th>
<th>PDF</th>
<th>Software</th>
<th>Video</th>
<th>Web</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Sciences and Documentation</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>5</td>
<td>–</td>
</tr>
<tr>
<td>Doctoral Studies</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Law and Political Science</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Econ. and Business Studies</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Degree in Multimedia Studies</td>
<td>12</td>
<td>–</td>
<td>11</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>23</td>
</tr>
<tr>
<td>Humanities and Lang. and Lit.</td>
<td>1</td>
<td>2</td>
<td>45</td>
<td>4</td>
<td>6</td>
<td>–</td>
<td>14</td>
</tr>
<tr>
<td>Comp. Science and Multimedia</td>
<td>11</td>
<td>–</td>
<td>55</td>
<td>–</td>
<td>5</td>
<td>–</td>
<td>7</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>6</td>
<td>–</td>
<td>30</td>
<td>6</td>
<td>–</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>3</td>
<td>143</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>80</td>
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</table>

Universitat Oberta de Catalunya
Annual Report Academic Year 2001-2002
During the academic year 2001-2002, the UOC’s Virtual Campus has set out on a twofold evolution, which consists in improvements made on its current service and the first steps in the development of a new system for the academic year 2002-2003.

With the idea of improving the current service, the development of various applications has been carried out. To improve its capacity, the system has been programmed and adjusted to provide service to more than 2,000 on-line students, so that this year there has been more than 99% service time in the Virtual Campus. To improve classrooms, the system for classroom monitoring of students has been improved with new types of classroom, as have the forums and the students’ lists enabling contact among them.

The new virtual campus system has been envisaged as an eighteen-month project. During this academic year, the development and the preparation of the project have been undertaken to ensure that it can be launched at the beginning of the academic year 2002-2003. From the technological angle, this is a system based on Java and CORBA. To define the formats and the screen graphics, the usability methodologies have been preferred. Among them, there is for instance a test for sixty students analysed by experts in psychology, technology and the use of computer systems, with the aim of facilitating student work as much as possible.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly connections</td>
<td>4,843,713</td>
</tr>
<tr>
<td>Total connection time (in minutes)</td>
<td>203,471,712</td>
</tr>
<tr>
<td>Weekly connections per student</td>
<td>5</td>
</tr>
<tr>
<td>Daily connection time per student (in minutes)</td>
<td>35</td>
</tr>
</tbody>
</table>
activities, made up of workshops and cultural activities, also had a good reception. Indeed, each presentation meeting mobilised some 8,000 people, and each synthesis meeting, 7,000 (data include students, counsellors, tutors and lecturers).

The organisation of meetings this course has seen the consolidation of the participation of an external company to provide support to the events and the required co-ordination of staff for each meeting. It shouldn’t be forgotten that the organisation of these meetings entails the mobilisation of a team of between 40 and 50 people in one day. To these one should add the management staff who on that day take an active part in the events. So the total adds up to 125 people who attend personally all students attending the meeting.

We next detail the main activities carried out during the face-to-face meetings for this academic year 2001-2002.

Face-to-face Meetings

Face-to-face meetings constitute the right space to bring students and teaching staff together at the beginning and at the end of each semester. The academic programme of meetings, consisting of the counselling and tutoring sessions, registered a stable attendance nearing 38% of the total number of students matriculated. The programme of complementary activities, made up of workshops and cultural activities, also had a good reception. Indeed, each presentation meeting mobilised some 8,000 people, and each synthesis meeting, 7,000 (data include students, counsellors, tutors and lecturers).

The organisation of meetings this course has seen the consolidation of the participation of an external company to provide support to the events and the required co-ordination of staff for each meeting. It shouldn’t be forgotten that the organisation of these meetings entails the mobilisation of a team of between 40 and 50 people in one day. To these one should add the management staff who on that day take an active part in the events. So the total adds up to 125 people who attend personally all students attending the meeting.

We next detail the main activities carried out during the face-to-face meetings for this academic year 2001-2002.

Presentation meeting, first semester

Venue: Bellaterra Campus of the UAB
Date: 15th September 2001

Number of counselling and tutoring sessions:

<table>
<thead>
<tr>
<th></th>
<th>Presentation meeting</th>
<th>Synthesis meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 2001</td>
<td>December 2001</td>
</tr>
<tr>
<td>Tutoring Sessions</td>
<td>790</td>
<td>790</td>
</tr>
<tr>
<td>Counselling Sessions</td>
<td>212</td>
<td>212</td>
</tr>
</tbody>
</table>

Lectures:

- Inaugural Lecture for the Degree in Labour Sciences by Lluís Franco and Jordi Vilaseca.
- Inaugural Lecture for the Degree in Political and Administration Sciences by Joan Prats.
- “The Spanish Association of Industrial Technical Engineers in the Information Society”, a paper given to the Faculty of Computing by Joan Miquel Viadé and Jordi Gómez.
- Inaugural Lecture for the Degree in Higher Computing Engineering by Rafael Macau.
- A paper given to the Faculty of Information and Documentation Studies.
- “Technology and Knowledge: An Analysis from Social Psychology”, a paper given to the Faculty of Psychology and Educational Sciences.
- “The Making-off of Temps de silenci”, a colloquium of the Faculty of Humanities and Language and Literature, by Xavier Borrell, Rodolf Sirera, Enric Gomà and Carles Santacana.

Cultural Activities:

- UOC Cinema with Woody Allen
- An itinerary of the nature of the UAB campus
Synthesis meeting, first semester
Venue: Bellaterra Campus of the UAB
Date: 22nd December 2001

Lectures:
- "Globalisation and Linguistic Diversity: Identity and Intercommunication from the Perspective of the Complexity", a paper by Albert Bastardas i Boada.

Cultural Activities:
- Cinema UOC: A cycle on Federico Fellini

Presentation Meeting, second semester
Venue: Bellaterra Campus of the UAB
Date: 9th March 2002

Number of counselling and tutoring sessions:

<table>
<thead>
<tr>
<th></th>
<th>Presentation Meeting March 2002</th>
<th>Synthesis Meeting June 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Sessions</td>
<td>865</td>
<td>865</td>
</tr>
<tr>
<td>Counselling Sessions</td>
<td>223</td>
<td>223</td>
</tr>
</tbody>
</table>

Lectures:
- "New Technologies: microsoft.net", a paper given to the Faculty of Computing Engineering and Multimedia by Xavier Pey.
- "Antoni Maria Alcover and the Catalan Language", a paper given to the Faculty of Humanities and Language and Literature by Dr Joan Veny.
- "Internet and Psychology. The Future Is Here", a paper given to the Faculty of Psychology and Educational Sciences by Dr José Gutiérrez Maldonado.
- "Challenges and Opportunities in the Europe of the Euro", a paper given to the Faculty of Economics and Business by Carles Gasòliba.
- "Journalists and Documentalists: A Frontier Increasingly Less Clear", a paper given to the Faculty of Information and Documentation by Vicent Partal.
- "Law and Order and Development", a seminar of the Faculty of Law. Papers were given by Ignacio Astarloa, Undersecretary of Justice of the Spanish Ministry of Justice, and Daniel Kaufmann, member of the World Bank.

Cultural Activities:
- Ecocampus II: Sustainable Development at the UOC
- UOC Cinema: A cycle on Akira Kurosawa
- A concert by Ramon Muns
Synthesis meeting, second semester
Venue: Bellaterra Campus of the UAB
Date: 15th June 2002

Cultural Activities:
- A cycle on documentary cinema
- A poetry recital
- Presentation of the book
  Rebel·lions, bananes i volcans.
  Política i societat a l’Amèrica Central

“The Journal of the Meeting”
During this academic year, The Journal of the Meeting consolidated itself as a basic communication and participation tool of the whole UOC community for the meetings. It is a 24-page publication with the format of a university newspaper which is published on the occasion of each of the face-to-face meetings - i.e., four times a year. The Journal of the Meeting contains information on the different aspects of the meeting: maps, activity grids, articles on the lectures or other activities carried out, etc.
Institutional Evaluation

This is a summary of the conclusions of the questionnaire on institutional evaluation.

Participation

Participation is still around 30% as regards students, and 60% among counsellors and tutors (in the case of tutors, the figure has increased from a 49% registered three semesters back, while the figure for counsellors has remained constant).

This implies that the sample of the questionnaire, although we cannot be completely sure that there is a slant, seeing as students reply in a voluntary way, is ample enough to give us an error margin sufficiently low.

This semester, specifically, is of +/- 1.3% for students and a little more in the case of tutors and counsellors, +/- 3.09%.

General valuation

Globally, the data resulting from the questionnaire on institutional evaluation continue to be positive in almost all aspects which students, tutors and counsellors of the UOC are asked to value, being extremely valuable when valuing the importance of continuing evaluation (important or very important for 95% of students, and 96% of counsellors).

This positive trend is reflected when we consider the semester from a global standpoint. Students value it positively (72% positive or very positive), and during this semester there has been an increase of 4 and 3 points regarding the valuation of it done by tutors and counsellors (80% and 76%, respectively).

Among the aspects in the global valuation of the semester, we detected a recovery in the valuation done by tutors of the academic exigency when compared with other universities. It had gone down considerably last semester (now 44.2% thinks it better or much better compared to the 36% of last semester). We understand that the changes in the evaluation system which could have had an influence on this answer, after consolidation, has meant an increase in the positive valuation of this question.
Much along the lines of the latest semesters, a number of questions were introduced which referred to the aspects that have implied a novelty, or the aspects on which we had never asked for a valuation before.

<table>
<thead>
<tr>
<th><strong>Valuation of the semester novelties</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Much along the lines of the latest semesters, a number of questions were introduced which referred to the aspects that have implied a novelty, or the aspects on which we had never asked for a valuation before.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counsellors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value adequately the information and the orientation you have received regarding the tasks you have had to develop.</strong></td>
</tr>
<tr>
<td>62.5% positive or very positive</td>
</tr>
<tr>
<td>33.9% indifferent</td>
</tr>
<tr>
<td><strong>How often did you use the Support to Teaching tool to help monitor students?</strong></td>
</tr>
<tr>
<td>85.2% almost always or often</td>
</tr>
<tr>
<td><strong>Consulting the monitoring of students provides me with the information I need to carry out my task.</strong></td>
</tr>
<tr>
<td>91% agree or totally agree</td>
</tr>
<tr>
<td><strong>I know how the tool of consultation for lecturers Support to Teaching works.</strong></td>
</tr>
<tr>
<td>94.1% agree or totally agree</td>
</tr>
<tr>
<td><strong>My opinion is that through the tool of attention to queries I get the right answer to my doubts.</strong></td>
</tr>
<tr>
<td>57.7 agree or totally agree</td>
</tr>
<tr>
<td>27.1% disagree or totally disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tutors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value the aptness of the information and the orientations you have received with respect to the tasks you have had to develop.</strong></td>
</tr>
<tr>
<td>82.2% positive or very positive</td>
</tr>
<tr>
<td><strong>If the subject for which you have tutored has a virtual bookshelf, please value its usefulness.</strong></td>
</tr>
<tr>
<td>86.4% almost always or often</td>
</tr>
<tr>
<td><strong>The tool to monitor students recently incorporated into the classroom has been useful to me.</strong></td>
</tr>
<tr>
<td>76.2% agree or totally agree</td>
</tr>
<tr>
<td><strong>I know how the tool of consultation for lecturers Support to Teaching works.</strong></td>
</tr>
<tr>
<td>87.2% agree or totally agree</td>
</tr>
<tr>
<td><strong>My opinion is that through the tool of attention to queries I get the right answer to my doubts.</strong></td>
</tr>
<tr>
<td>74.4% agree or totally agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please, value the attention received from the query attention system of the Secretary’s office.</strong></td>
</tr>
<tr>
<td>59.8% positive or very positive</td>
</tr>
<tr>
<td>34.2% normal</td>
</tr>
<tr>
<td><strong>I consider the validation test as coherent/adequate to the continuing evaluation of the subject.</strong></td>
</tr>
<tr>
<td>76.2% agree or totally agree</td>
</tr>
<tr>
<td><strong>The evaluation model agrees with the objectives set for the subject.</strong></td>
</tr>
<tr>
<td>81.3% agree or totally agree</td>
</tr>
<tr>
<td><strong>If the subject has virtual bookshelf, please value its usefulness.</strong></td>
</tr>
<tr>
<td>73.1% positive or very positive</td>
</tr>
</tbody>
</table>
Globally, valuations are positive, and we could especially single out the valuation done by counsellors of the tool to monitor students, what we call the *single entry point for counsellors*, from which they obtain access to academic records, virtual folders, registration for continuing evaluation, and monitoring of the active period. 91% of the answers value that it provides them with the information they need to carry out their task.

Despite this, we are aware that as far as the communication among the three collectives is concerned, there is still some way to go, as we have already managed to make known the tools to attend to queries, but satisfaction as regards their use or aptness is "positively low", although at no time it has shown negative results.

Finally, and linking to the following section, we must say that the valuation made by students of the coherence/aptness between the validation test and the objectives of the subjects is also very high, and we believe that these are very good indicators of the essential aspects of teaching.

### Valuation of the evaluation

Apart from incorporating into this semester's questionnaire the two questions we have seen in the previous section regarding evaluation, we have thought it worthwhile also to keep the questions that referred to the validation test which had been incorporated during the last semester as a novelty.

So we see that percentages of positive answers are practically the same and seeing as they were already very positive last semester - which was the first experience -, in this second semester this valuation takes on a more important value which we should continue to consolidate.

<table>
<thead>
<tr>
<th>Percentage of valuation &quot;agree or totally agree&quot;</th>
<th>First semester</th>
<th>Second semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>My opinion is that the possibility of conducting a validation test has helped me to follow the continuing evaluation.</td>
<td>81%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Generally, the validation test has fulfilled my expectations.</td>
<td>85%</td>
<td>80%</td>
</tr>
</tbody>
</table>
We should take into account that counsellors start work in the Campus as soon as they join, and seeing the demands made by students, they are forced to do this learning in less time than the rest of groups. This datum, if contrasted with the 39% of new counsellors who consider that the aptness, the information and the guidance they have received is "average", makes it clear to us that we must introduce some improvements in the training/incorporation processes of counsellors.

As regards the questions about the frequency of use of the Campus spaces, although the answers from tutors and counsellors stay the same, have been suppressed from the student questionnaires. Instead, questions about the use of the library and the connection to the Campus have been included, as they provide interesting information with a view to obtaining data to allow us to improve these services.

Regarding these aspects, we should say that 53.5% of students value the quality of the connection to the UOC as good or very good, and 36.8% consider it normal. This proportion is also maintained among the collective of counsellors and of tutors, despite the fact that a greater proportion of students connect by means of an ADSL (25%).

Finally, we should comment on the fact that the library services are also valued in a positive way. Out of the three collectives, that of the counsellors awards it the highest points; students however are very critical of them, even if 70% consider them useful and fulfilling their information needs. We would probably need to contrast this information with the degree of use and with the need of this use, which could differ according to the faculty concerned.
The Semester

- Globally, one should consider this semester to have been:
  - "Extremely positive" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.3</td>
<td>91</td>
<td>91</td>
</tr>
</tbody>
</table>

- The possibility of undertaking a validation test has been a positive influence on the learning process
- The validation test is coherent with continuing evaluation

The Virtual Campus - Learning

- Learning how to use it:
  - "Easy or very easy" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>91</td>
<td>91</td>
</tr>
</tbody>
</table>

- Information is found there:
  - "Easy or very easy" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Replies by Study Plans – Students (Distribution over 100% of replies)

- AI/CC
  - Business Sciences 21.9%
  - Law 0.3%
  - ICT: Computer Systems 11.8%
  - Catalan Language and Lit. 2.3%
  - Humanities 8.9%

Replies by Faculties – Students (Distribution over 100% of replies)

- Documentation 5.9%
- Psychology 5.7%
- Musicology 5.2%
- Computer Engineering 2.4%
- Political Sciences 0.8%
- Labour Sciences 0.6%

Replies by Faculties – Tutors & Counsellors (Distribution over 100% of replies)

- Law and Political Science 8.2%
- Economics and Business Studies 39.2%
- Humanities and Language and Literature 17.4%
- Computing and Multimedia 17.9%
- Mathematics and Communication Sciences 5.5%
- Psychology and Educational Sciences 11.3%

Valuation of Subjects

- Global valuation over 5:

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>5.2</td>
<td>5.2</td>
<td>5.2</td>
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<tr>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
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<tr>
<td>5.4</td>
<td>5.4</td>
<td>5.4</td>
</tr>
<tr>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
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</tbody>
</table>

Impact of Continuing Evaluation

- Importance of Continuing Evaluations in the learning process:
  - "Very important" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>94</td>
<td>94</td>
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<tr>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

Semester News

- "Very positive or Positive - Totally agree or Agree" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>82%</td>
<td>82%</td>
<td>82%</td>
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<tr>
<td>84%</td>
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<td>84%</td>
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<tr>
<td>90%</td>
<td>90%</td>
<td>90%</td>
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</tbody>
</table>

Pedagogical Evaluation of Students

- "Positive or Positive - Totally agree or Agree" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>80%</td>
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<td>86%</td>
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</tbody>
</table>

Face-to-face Meetings

- "Totally agree or agree" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>64%</td>
<td>64%</td>
<td>64%</td>
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<td>66%</td>
<td>66%</td>
<td>66%</td>
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<tr>
<td>68%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Indicators of the Programme Contract

- "Good or Very good" % valuation

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>76%</td>
<td>76%</td>
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<td>78%</td>
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<td>78%</td>
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<td>84%</td>
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<td>84%</td>
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Annual Report Academic Year 2001-2002

Universitat Oberta de Catalunya
The Virtual Library

The Virtual Library, as a service designed to support teaching, research and management activities, continues with its activity of selection, acquisition and processing of digital resources.

Among the digital paying resources, the activity focuses on the selection of complete-text databases. In the academic year 2001-2002 there were 189 databases available, as opposed to the 110 of the year 2000-2001. Among the complete-text databases incorporated this year, we could single out the following:

- United Nations Treaties Collection
- Databases on the Information Society
- Academic Elite Computer Source

In addition, the Biblioteca Digital del Consorci de Biblioteques Universitàries de Catalunya, of which the UOC Virtual Library is a member, has increased its collection with the following databases now accessible to the university community of Catalonia:

- Food Science and Technology Abstracts
- Wiley
- American Chemical Society

Within the digital collection, the number of digital journals available has also increased considerably if compared to the previous year.

The total of digital resources available from the digital collection of the Library is 10,066, a 99.76 more than during the year 2000-2001.

The classroom libraries or virtual bookshelves attempt to place within the space of the classroom and within the reach of students and lecturers the resources and materials which are thought necessary for the learning process: 245 subjects with 4,215 resources.
Within the personalised services, we have launched a new service which caters for news on psychology and the Internet, reaching 1,122 users related to this area of interest every week.

Two new daily newsletters have been launched from April 2002. They are sent to the mailboxes of 1,440 interested users: €-conomia, which brings you the headings of the financial dailies of the national and international sphere, and that of the official publications, which allows daily access to the official gazettes of the Spanish autonomous communities, the Boletín Oficial del Estado and the Bulletin of the European Union, and to consult them in a fast and comfortable way.

The implementation of a new application for the retrieval of documents (Servei d’Obtenció de Documents, SOD) and inter-library loan facilitates the provision of documents to the UOC community and the exchange of documents among the various university libraries. This application, known with the name of ARIEL, has been developed by the Research Library Group consortium of libraries. As a complement to this service, a new function has been incorporated into the Electronic Distribution of Summaries (Distribució Electrònica de Sumaris, DESU) service, which enables you to request copies of articles, from the summary sent to you by e-mail.
The data obtained during the academic year 2001-2002 represent a notable increase in the use of the Virtual Library and its services: an increase of a 44.84% of users (792,900 users) compared to the year 2000-2001, which has represented a total of 9,948,618 consultations of the Library web pages containing information and content. This latest increase has been especially significant as a result of the growth of the classroom libraries and their resources.

The incorporation of the new personalised services detailed above and the technical improvements in the service of document retrieval (SOD) have made it possible for the total number of personalised services in the UOC virtual community to rise to 1,098,403, a 27% above the figures of 2000-2001.
Projects and external projection

A new line of activity based on the provision of consultancy and assessment services for the development of digital libraries has facilitated that the libraries from the Escuela Nacional de la Judicatura (Dominican Republic) and of the Universidad Técnica y Particular de Loja (Ecuador) have access to the digital resource manager developed by the UOC (Dinaweb).

In April 2002 the COINE project (Cultural Objects in Networked Environments) was launched. The UOC Library took part in it together with Fretwell-Downing Informatics (UK) and the National Microelectronics Application Centre (EIRE), Eircom Ennis Information Age Town (EIRE), the University of Macedonia - Economics & Social Sciences (Greece) and the Jagiellonian University (Poland).

COINE will set up a platform to allow autonomous communities to publish web-structured information. Among other things, the Library is responsible for the dissemination of the project.

The Library has been present in various events of an academic and professional nature. Among others, we could single out in a special way the participation in the VIII Jornades Catalanes de Documentació; the summer course organised by the Universidad de Zaragoza; the Jornades de l’Esport organised by the International Association for Sport Information (IASI) and the Consell Català de l’Esport; the workshop on Digital Projects of the REBIUN libraries (Red Bibliotecas Universitarias); the II Jornadas Españolas de Bibliotecas Digitales, of which the UOC Library was co-organiser; the XII Jornadas Bibliotecarias de Andalucía; and the II Coloquio Internacional de Ciencias de la Documentación.

The UOC Library is also part of the Consorci de Biblioteques Universitàries de Catalunya (CBUC) and of the Red de Bibliotecas Universitarias (REBIUN), in whose Executive Commission it plays a leading role. This network is part of the Conferencia de Rectores de las Universidades Españolas (CRUE). We should single out the important presence of the Virtual Library in both organisations.

The UOC Library forms part of the Delos’ Network of Excellence for Digital Libraries. This network is an initiative funded by the European Union’s Information Society Technologies 5th Framework Programme (IST-FP5). The following, among others, are some of its objectives: to focus on the improvement of research in this emerging field; to provide a forum among researchers and representatives from industries to exchange ideas and experiences; and to contribute to the standardisation of activities linked to digital libraries.
Services and Student Care

Student Care

Students at the Universitat Oberta de Catalunya have a student care service organised in various information platforms.

On the one hand, from the time the student receives confirmation of his or her admission, the process of incorporation to the UOC starts in order to guarantee access with the maximum facilities and an integration under optimal conditions. Along this line, at the same time that they receive communication about their admission, students are allocated a username and given an access password to the Virtual Campus and various documents which inform them of the UOC pedagogical model, the academic norms, instructions to formalise their enrollment, the various funding options, the computer requirements of their work point and the territorial extension of the support centres, support points and UOC points.

Next, when the student physically enrolls at the corresponding support centre, he or she is given the CD A Guide to Studying at the UOC, with guidance on the UOC methodology of study, the didactic materials of the Multimedia and communication subject, and information about the welcoming sessions. The aim of these sessions is to complete the process of incorporation of the new students to the UOC, and they are given by veteran students with the collaboration of the centre’s staff, and they intend to show the UOC pedagogical model, to carry out a test of the Virtual Campus, to remind them of the most significative dates, and to sort out all the queries which students may have before the beginning of the semester.

At the same time, students may connect to the Virtual Campus and obtain access to the large volume of information that the UOC makes available to them, especially the Student Care and Secretary’s Office spaces:

The Student Care space brings together the necessary channels for students to communicate with the University regarding non-teaching actions, in other words, relating to management, service or information. Student Care gathers a set of services which are meant to facilitate to students their stay at the UOC, apart from making it possible for them to make their opinion known in order to improve the services offered them and to reply to their demands. Thus in this space of the Virtual Campus the following sections and services are grouped:

- Attention to Consultations Service

This service was launched from the second semester of the year 2001-2002 resulting from the unification of the following mailboxes: Academic Transactions, Enrollment Transactions and Academic Information.

<table>
<thead>
<tr>
<th>First semester</th>
<th>Messages received in the mailboxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Academic Transactions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Enrollment Transactions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Academic Information</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Number of consultations received by the Service</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td><strong>13,629</strong></td>
</tr>
<tr>
<td><strong>Second semester</strong></td>
<td><strong>20,630</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34,259</strong></td>
</tr>
</tbody>
</table>
- **Computer Help**

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations received</td>
<td>12,233</td>
<td>17,036</td>
</tr>
<tr>
<td>Total</td>
<td>29,269</td>
<td></td>
</tr>
</tbody>
</table>

- **Student Consultations, Suggestions and Claims Service**

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations attended</td>
<td>676</td>
<td>1,140</td>
</tr>
<tr>
<td>Total</td>
<td>1,816</td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, the *Secretary’s Office* is the space where students may check and auto-manage all those issues that may affect them throughout their academic life.

The aim of the Virtual Secretary’s Office is to facilitate as much as possible all the transactions that students have to carry out throughout their academic life. The two basic pillars to achieve this objective are the static information being generated from the Secretary’s Office itself, and the transactions that can be carried out directly on the academic record.

### Campus Accessibility

The UOC undertakes the commitment to facilitate to those sectors of the population who experience special difficulties access to the University. For this motive, it has adapted its methodology and processes.

To this end, during the academic year 2001-2002 work has been undertaken in the following areas:

1. To launch special attention right from enrollment, thus ensuring service to all students from a global point of view: materials, Campus, and so on.

2. To adapt the new Virtual Campus in order to suppress any computer access barriers for those persons with any disability.

3. To keep in touch with groups conducting research and innovation on Internet accessibility issues, in order to launch the new accessibility technologies with the greatest speed.

With special regard to the accessibility of the blind, we maintain the adaptation of the Virtual Campus so that with a workpoint configured with the accessibility software and hardware, students may work using both the audio and the Braille line. This will enable them to obtain access not only to the on-line information of the Virtual Campus, but also to the materials that we send in electronic format.
During this academic year 2001, the Job Vacancies service has taken a qualitative and quantitative leap, seeing as it has widened its scope of services, tools and activities it offers our students at the time of building their own professional development in accordance with the needs they have of approaching the labour market.

At present, the Job Vacancies service is equipped with the following elements:

- A service of professional guidance, which assesses students in a personalised way from the Virtual Campus, and in a face-to-face fashion at the meetings workshops; thus they are helped to build their process of labour insertion. During this period we have attended 793 virtual assessments and 229 face-to-face orientations.

- Presentation of the best offers, especially selected in accordance with the UOC faculties and with the curricular characteristics of our students. Through this information, we manage to provide an answer to two important objectives: on the one hand, the service becomes a reference point of the labour market for our students, so that they may come to know what the most sought-after professional profiles are in the labour market, and thus guide them better along their academic itineraries; on the other, it is at the same time a stimulus of change in the face of occupational opportunities which motivate them to enter into interesting selection processes.

- An evaluation tool of the remuneration itself, updated thanks to the information that Tea-Cegos Cybersearch has been identifying in its selection processes throughout the year.

- A selection of the main tests of professional aptitudes which allow on-line assessment of student competencies, as regards professional motivation, psychological profile in the professional context, managing attitudes, or the knowledge of English.

For this improvement, the UOC’s Job Vacancies service has relied on the collaboration of experts, institutions and leading companies in the market which contribute with products and value services adapted to the needs of the UOC-trained professionals. To date, we count on the collaboration, among others, of Servijob and Cybersearch.
We would like to single out here the task performed by the Plataforma Antiguerra de la UOC (PAUOC) (UOC’s Anti-war Platform), which has played an important role collecting aid for Afghanistan. During 2001 they managed to raise important funds destined to that country.

The Universitat Oberta de Catalunya offers each association a space on the Virtual Campus where they can publish information about the association, including the possibility of hosting the entity’s web site. At the same time it offers them general-access exchange mailboxes to all the associations, and other, restricted-access ones, for the respective members.

There are currently 16 registered associations, which are the following:

- ABIPI: Associació de les Illes Balears i les Pitiüses
  An association open to the whole university community aiming at the fostering of relations, exchange and knowledge between the Balearic Islands with the Pitiüses and the rest of the Catalan-speaking areas (Països Catalans).
  abipi@uoc.edu

- ACTUA: Amics del Cinema i el Teatre de la UOC Associats
  The aims of this association are the following: to promote theatrical activities within the specific framework of the UOC, to promote theatrical exchanges with other universities, centres or cultural bodies, and to investigate the possibilities that new technologies, and specially the Virtual Campus, can contribute to the theatrical world.
  actua@uoc.edu

- AEUOC
  This association was founded to serve the interests of the students at the Universitat Oberta de Catalunya. This objective arises from the idea of lending support to the consolidation of this university, and of going deeper into its organisation and the improvement of its teaching services.
  aeuoc@uoc.edu
  http://cv.uoc.es/~AEUOC/

- APDTC-UOC: Associació Professional de Docents Telemàtics de Catalunya - UOC
  The aim of this association focuses on promoting collaboration among its members for the dissemination of teaching by telematic means; the defence of the interests as a collective; and the dissemination of culture through the new virtual means of communication.
  apdtc-uoc@uoc.edu
  http://cv.uoc.es/~APDTC-UOC/
CEPC-UOC: Coordinadora d’Estudiants dels Països Catalans - UOC

CEPC works on aspects which could not be carried out in an isolated way, like the exchange and promotion of experiences and initiatives among Catalan study centres, the creation of a common influential telematic space open to all Catalan students which could be used as a framework for carrying out debates, the putting forward of suggestions, the exchange of experiences, and the creation of a common front for the defence of Catalan students from the exterior.

cpec-uoc@uoc.edu

CRUOC: Club de Rugbi UOC

The following are the aims of this club:

- To promote and practice rugby among the members of the university community of the Universitat Oberta de Catalunya.

- To take part in all types of sporting competitions, specially in those organised within the university sphere.

- To promote and hold social and cultural activities directly or indirectly related to the sport of rugby among members of the association and among the remaining members of the university community.

cruoc@uoc.edu

AtletiUOC: Associació d’Atletisme de la UOC

The aims of the association are the following:

- To develop activities and initiatives to promote the practice of athletics among the members of the UOC collective, leading to the creation of teams to represent the UOC in the various competitions at different levels, not only at university but also at other levels.

- To be used as the direct communication link among the practitioners of this sport in order to plan training sessions and participation in competitions.

atletiuoc@uoc.edu

http://cv.uoc.es/~AtletiUOC/index.html

OPV: Oberta al País Valencià

The following are the objectives of this association:

- To promote the knowledge of the culture, and of all the areas of the society, of the País Valencià within the community of the UOC.

- To promote virtual and face-to-face activities relating to the País Valencià and open to the whole university community.

- To promote the creation of at least one support point in the País Valencià territory.

- To promote the establishing of a support centre in the País Valencià and the holding of Universitat Oberta de Catalunya examinations there.

- To establish links between the Universitat Oberta de Catalunya and the Valencian institutions to achieve collaborations of whatever kind.

- To carry out other kinds of activities, as the association may deem appropriate.

- To facilitate the knowledge and the mutual relations among people from Valencia, as well as among all the people with an interest for the Valencian reality.

opv@uoc.edu

http://cv.uoc.es/~OPV/
- **Paradigma: Associació d’Estudiants de Doctorat de la UOC**

  The aim of this association is to foster the participation of doctoral students in the life of the UOC and actively to participate in the university life in the corresponding collegiate organs.

  paradigma@uoc.edu

- **PAUOC: Plataforma Antiguerra de la Universitat Oberta de Catalunya**

  The UOC’s Anti-war Platform (Plataforma Antiguerra de la UOC) is a collective which groups teaching staff, management staff and students within the framework of the Universitat Oberta de Catalunya. Its aim is the activation of a critical conscience among the people in our environment and of Catalonian society in favour of the values of peace and solidarity, while working for the construction of a fairer world and denouncing the root of the conflicts that make peace impossible.

  pauoc@uoc.edu
  http://cv.uoc.es/~PAUOC/

- **Puntdoc: Associació d’Estudiants de Documentació de la UOC**

  The following are the aims of this association:

  - To serve the interests and needs of all UOC students of the degree in Documentation.
  - To search for and suggest improvements in the sphere of the degree in Documentation at the UOC.
  - To support all that could mean an improvement in the University’s teaching services.
  - To foster collaboration among the students of Documentation.
  - To promote the dialogue with the rest of associations related to documentation, in order to share in the objectives and concerns.
  - To establish mechanisms to make Documentation known in society - both the studies and the profession.

  puntdoc@campus.UOC.es
  http://cv.uoc.es/~Puntdoc/index.htm

- **RC2-UOC: Xarxa de Comunicació i Recursos en Resolució i Transformació de Conflictes - UOC**

  The basic aim of this association is to serve as a network for the communication of interesting initiatives and news which are taking place in the field of conflict resolution and transformation, and to become a means for the development of common projects and initiatives of its members and of any other association, institution, entity or individual person with whom some sort of mutual collaboration may be sought.

  rc2-uoc@uoc.edu

- **REUOC: Associació dels Estudiants de la UOC Residents a l’Estranger**

  The aims of this association are the following:

  - To promote, specify and foster maximum degree of integration among our members within the sphere of the UOC in order to attain a full recognition for the students living near Catalonia and to make less evident any geographical distance.
  - To channel the requests from our members and to watch over the special characteristics and problems of virtual students worldwide.
  - To lay down collaboration guidelines, and the extension of the UOC activities to students who live outside the Catalan-speaking territories (Països Catalans) or of the Spanish state.
  - To specify and promote co-operation mechanisms with bodies and institutions likely to promote the implementation of the UOC where members reside.

  reuoc@uoc.edu
The aims of this association are the following:

- To publish and maintain a website with the same name as the Association destined to set up a forum of contributions of a cultural and literary nature linked to Catalan culture and letters.

- To open the website to creative and cultural exchange among the members of the UOC community and Catalan-speaking society as a whole and the Internet community of Catalan speakers.

- To contribute to the consolidation of the communication space in Catalan on the Internet.

- To promote literary creativity in virtual support, and its dissemination via the Internet.

- To carry out activities, within the sphere of the UOC, and related to the aims of the association and listed in the previous points.

- To study, to get to know and to give thought to all the “service needs” which may arise during the stay of any student at the Universitat Oberta de Catalunya.

- To organise any actions involving training, cultural, sporting, and leisure activities, as well as those activities that foment co-operative action in the UOC community.

- To promote all type of relations with other student organisations and associations, as well as the creation of federations and confederations, in accordance with what is laid down in current legislation.

zona.campus@uoc.edu

### Number of members

<table>
<thead>
<tr>
<th>Association</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABIPI</td>
<td>51</td>
</tr>
<tr>
<td>ACTUA</td>
<td>6</td>
</tr>
<tr>
<td>AEUOC</td>
<td>20</td>
</tr>
<tr>
<td>APDTC-UOC</td>
<td>3</td>
</tr>
<tr>
<td>AtletiUOC</td>
<td>81</td>
</tr>
<tr>
<td>CEPC-UOC</td>
<td>3</td>
</tr>
<tr>
<td>CRUOC</td>
<td>51</td>
</tr>
<tr>
<td>OPV</td>
<td>10</td>
</tr>
<tr>
<td>Paradigma</td>
<td>3</td>
</tr>
<tr>
<td>PAUOC</td>
<td>54</td>
</tr>
<tr>
<td>Puntdoc</td>
<td>38</td>
</tr>
<tr>
<td>RC2</td>
<td>3</td>
</tr>
<tr>
<td>REUOC</td>
<td>22</td>
</tr>
<tr>
<td>Tossal</td>
<td>3</td>
</tr>
<tr>
<td>UOCAP</td>
<td>16</td>
</tr>
<tr>
<td>Zona Campus</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>372</strong></td>
</tr>
</tbody>
</table>

UOCAP: Associació de Llicenciades i Llicenciats en Psicopedagogia a la UOC

An association has been constituted so as to have a specific sphere from which the following initiatives could be promoted:

- To facilitate interaction with the UOC university institution.

- To watch over permanent training.

- To take part in the design of seminars, master’s degrees, postgraduate courses and doctorates.

- To co-ordinate with professionals holding degrees from other universities.

- To go deeper into the definition of the profile of the professional.

- To create the Association of Psychopedagogues.

- To watch over the creation and the good running of a job vacancies scheme.

- To make international exchanges possible.
## Sports Promotion

One of the objectives of the University is the promotion of sport. Sport is a healthy activity which creates links and group awareness within the university community. The objectives of the Sports Service follow the line of promoting sporting practice, the participation of the UOC in inter-university championships and the setting up of an aid programme for professional students.

In the sphere of inter-university sport, we should single out the variety of championships held, with a total of 30 individual sports and 10 team sports. In 2002 Pitch-and-Putt was introduced as a new individual sport, with a participation of more than 25 students. We value this very positively, as it is the first year in which this sport has been promoted within inter-university competition.

In the field of promotion of sporting practice, we organised a week-end at Boi-Taüll to practice adventure sports, and another week-end in Andorra for the practice of winter sports.

During the two semesters of the academic year 2001-2002, a total of 40 students took part in the Catalan University Championship, in which a total of 14 medals was obtained.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Gold Medals</th>
<th>Silver Medals</th>
<th>Bronze Medals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Duathlon</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cross-country skiing</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Karate</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Middle Marathon (men and women)</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Middle Mountain Marathon</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Swimming</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sailing Raquero</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Sailing</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
We should single out the role played by the Associació d’Atletisme de la UOC within the sporting sphere, as it has promoted the participation of students in the university championships.

As regards national competitions, the UOC competed with two candidates: David Navarro Úbeda and Carolina López Martos, who competed in the kumité and kates modality of karate, respectively. Carolina López obtained a third position, and so a bronze medal. There has been a decrease in the number of participants due to the new norms issued by the Sports Higher Council, limiting the age of participants to 28 years.

Similarly, this year - for the second time running - the UOC, together with the Municipal Sailing Centre, organised the Catalan University Sailing championship, which was held during five different sessions. Similarly - in collaboration with the Club Muntanyenc Sant Cugat - organised the Catalan University Championship of Middle Marathon.

La Virtual (Virtual Consumers’ Network) offers users specifically-designed solutions for the UOC study point at the Botiga (shop) of La Virtual, a shop on the Internet where users can find computer products and services, the recommended bibliographies for UOC courses of study, and materials proper to the UOC.

La Virtual is framed within a wider commercial offer called the Galeria Virtual (www.lavirtual.com), the first university virtual commercial centre. It is a space managed by La Virtual where willing companies can address themselves directly to the UOC community. With this e-commerce space, a wide offer of products and services is given to Virtual Campus users.

On 31st December 2002 the number of members had risen to 25,557 - a significant increase of members when compared to last year.

During 2001, La Virtual has attended approximately 4,500 calls and 2,200 e-mails; 950 orders have been delivered to 690 clients and the turnover totalled 670,607.32 euros.
Territorial Network

The UOC has a network of support centres and points which take the University closer to the regions of Catalonia. The aim of the territorial network is to open up the University to future students, to offer complementary resources to their learning, to organise all the face-to-face services, and to take University closer to the persons, bodies and institutions, and doing it in a decentralised way throughout Catalonia.

The territorial network structures itself in two levels: a nuclear network of support centres which embrace large demarcations or population areas (Girona regions, Central regions, Vallès, Barcelonès, Baix Llobregat and Penedès, the Western regions, Camp de Tarragona and Terres de l’Ebre); and a capillary network made up of support points which reach all the Catalanian regions.

Support centres are the main resource of the territorial network and they offer the maximum service level to students in the regions of their area of influence. They also work on the co-ordination of work at the support points and the services offered there.

Support points act as a complement to the function carried out by the support centres. They are located within some public service or centres of public institutions (libraries, information services, telecentres, etc.) by means of a collaboration agreement. Support points offer attention to the public, and the possibility exists of carrying out some specific transactions; they also have equipment for connection to the UOC’s Virtual Campus.

Throughout this academic year, two new support centres were launched: Alt Penedès and Osona. And support points were similarly inaugurated in the following cities: Ciutadella, Masquefa, Mataró, Blanes, Barcelona - in Les Corts, in the Vila Olímpica and in the Sant Andreu districts -, La Seu d’Urgell, La Pobla de Segur, Badalona, La Fatarella, Vilanova i la Geltrú, and Montblanc.
The following is the territorial distribution of support centres and points:

<table>
<thead>
<tr>
<th>Metropolitan Scope</th>
<th>Support Centres</th>
<th>Support Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barcelona (Barcelonès)</td>
<td>Hospitalet de Llobregat (Barcelonès)</td>
</tr>
<tr>
<td></td>
<td>Les Corts (Barcelonès)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vila Olímpica (Barcelonès)</td>
<td></td>
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<tr>
<td></td>
<td>Mataró - Biblioteca (Maresme)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Badalona (Barcelonès)</td>
<td></td>
</tr>
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<td></td>
<td>Sant Andreu (Barcelonès)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sant Feliu de Llobregat (Baix Llobregat)</td>
<td>Vilafranca del Penedès (Alt Penedès) (support centre)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vilanova i la Geltrú (Garraf)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masquefa (Anoia)</td>
</tr>
<tr>
<td></td>
<td>Terrassa (Vallès Occidental)</td>
<td>Rubi (Vallès Occidental)</td>
</tr>
<tr>
<td></td>
<td>Sabadell (Vallès Occidental)</td>
<td>Granollers (Vallès Oriental)</td>
</tr>
<tr>
<td>Girona Regions</td>
<td>Salt (Gironès)</td>
<td>Figueres (Alt Empordà)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Olot (Garrotxa)</td>
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<tr>
<td></td>
<td></td>
<td>Palafrugell (Baix Empordà)</td>
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<tr>
<td></td>
<td></td>
<td>Ripoll (Ripollès)</td>
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<tr>
<td></td>
<td></td>
<td>Santa Coloma de Farners (Selva)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banyoles (Pla de l’Estany)</td>
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<tr>
<td></td>
<td></td>
<td>Blanes (Selva)</td>
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<tr>
<td></td>
<td></td>
<td>Ribes de Freser (Ripollès)</td>
</tr>
<tr>
<td>Camp de Tarragona</td>
<td>Reus (Baix Camp)</td>
<td>Valls (Alt Camp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coma-ruga (Baix Penedès)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Móra d’Ebre (Ribera d’Ebre)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Montblanc (Conca de Barberà)</td>
</tr>
<tr>
<td>Terres de l’Ebre</td>
<td>Tortosa (Baix Ebre)</td>
<td>Gandesa (Terra Alta)</td>
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<td>Fatarella (Terra Alta)</td>
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<td>Western Regions</td>
<td>Lleida (Segrià)</td>
<td>Seu d’Urgell (Alt Urgell)</td>
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<td>Tàrrega (Urgell)</td>
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<td></td>
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<td>Sort (Pallars Sobirà)</td>
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<td></td>
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<td>Pobla de Segur (Pallars Jussà)</td>
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<td></td>
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<td>Talarn (Pallars Jussà)</td>
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<td>Viella (Vall d’Aran)</td>
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<tr>
<td>Central Regions</td>
<td>Manresa (Bages)</td>
<td>Igualada (Anoia)</td>
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<td>Berga (Berguedà)</td>
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<td>Vic (Osona) (support centre)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solsona (Solsonès)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Puigcerdà (Cerdanya)</td>
</tr>
<tr>
<td>Outside Catalonia</td>
<td>Sant Julià de Lòria (Andorra - Estudis Virtuals d’Andorra)</td>
<td>Brussels (Belgium) - (Barcelonès)*</td>
</tr>
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* Reference Support Centre.
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<td>Vic</td>
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<td>Garrotxa</td>
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<td>Coma-ruga - El Vendrell</td>
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</tr>
<tr>
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<td>Delegation of the Generalitat de Catalunya in Madrid</td>
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<td>Sardinia - Italy</td>
<td>Òmnium Cultural de l’Alguer, Universitat de Sàsser and Town Council of Alghero</td>
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<td>Town Council of Ciutadella and Universitat de les Illes Balears</td>
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<td>Masquefa</td>
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<td>Blanes</td>
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<tr>
<td>Barcelona - Les Corts</td>
<td>Barcelonaès</td>
<td>Consorci de Biblioteques de Barcelona</td>
</tr>
<tr>
<td>Barcelona - Vila Olímpica</td>
<td>Barcelonaès</td>
<td>Consorci de Biblioteques de Barcelona</td>
</tr>
<tr>
<td>Seu d’Urgell</td>
<td>Alt Urgell</td>
<td>Regional Council of Alt Urgell</td>
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<td>Garraf</td>
<td>Town Council of Vilanova i la Geltrú</td>
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<td>Montblanc</td>
<td>Conca de Barberà</td>
<td>Regional Council of La Conca de Barberà</td>
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<tr>
<td>Barcelona - Sant Andreu</td>
<td>Barcelonaès</td>
<td>Consorci de Biblioteques de Barcelona</td>
</tr>
</tbody>
</table>
Access Networks

Students and teaching staff can use access networks to connect themselves from home to the UOC’s Intranet servers:

- **BTN (Basic Telephony Network):** It is the conventional access network; it needs a modem providing 33 or 56 Kbps.

- **ISDN (Integrated Services Digital Network):** It provides 64 Kbps with a capacity to reach 128 Kbps. It offers two channels allowing the user to hold the connection to the intranet without engaging the telephone line.

- **ADSL (Asymmetrical Digital Subscriber Line):** It offers a permanent high-speed data connection, up to 2 Mbps, over a conventional copper device. During this year this technology has become the most popular among students.

According to the satisfaction survey carried out with students in the month of July, a 32.1%, when asked about what technology they use, say they use wideband networks. When asked through what service they do it, 47.4% say they use a flat connection rate and only a 15.5% use Infovia offered by the UOC. A 89.9% values the quality of their connection positively.

Teaching and management staff obtain access through an own network using a 900 number which offers them connection free of charge. The remote access server has been upgraded to deal with 240 simultaneous connections and improve the quality of the connection.

The core of the network has been totally renewed, with the consequent security and reliability of the service with two completely redundant firewall lines from different vendors.
Club of UOC Graduates and Former Students

The Club favours the maintenance of links among former students with a UOC degree. It provides them with access to the Job Vacancies service, and it opens up the communications channels with non-matriculated students.

The BBVA bank has sponsored the creation of the UOC Club through the collaboration agreement signed in June 1999.

The profile of the people trained at the UOC makes them ideal candidates to become active participants in the emerging information society.

Our students acquire talent to manage information and knowledge on the Net and they learn how to learn, finally conforming a profile of people characterised by the following traits:

- They are sensitive to constant learning.
- They are committed to improving their talent.
- They are capable of investing large doses of personal effort in the face of challenges.
- They have an innovative and creative mentality.
- They uphold values and behave ethically in the discharge of their professional duties.
- They are self-disciplined and good managers of their time.
- They are capable of managing large volumes of information.
- They are well acquainted with, and they are advanced users of, the new technologies and multimedia resources.
- They are networking pioneers.
- They are flexible to the environment and change.

The UOC already has 1,838 graduates and this is one of the motives that led it to create the Club of UOC Graduates and Former Students, with the aim of offering them a continuity in their training and in the professional and cultural links with our university.

The following is our current number of graduates:

<table>
<thead>
<tr>
<th>Students graduated</th>
<th></th>
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<tbody>
<tr>
<td>Business Sciences</td>
<td>159</td>
</tr>
<tr>
<td>Business Administration and Management</td>
<td>85</td>
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<tr>
<td>Psychopedagogy</td>
<td>270</td>
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<tr>
<td>Law Studies</td>
<td>28</td>
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<tr>
<td>Humanities</td>
<td>11</td>
</tr>
<tr>
<td>Catalan Language and Literature</td>
<td>2</td>
</tr>
<tr>
<td>Technical Engineering in Computer Management</td>
<td>10</td>
</tr>
<tr>
<td>Technical Engineering in Computer Systems</td>
<td>21</td>
</tr>
<tr>
<td>Documentation</td>
<td>57</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>1,195</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,838</strong></td>
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During this last year we have begun our study visits to leading companies from various business sectors. The number of visits totalled four, and the number of students, 109. We visited the Seat car plant in Martorell; Barcelona Harbour; Grup Zeta’s printing and logistics centre; and the CaixaForum cultural centre in Barcelona.

On 4th December we inaugurated the UOC Theatre Community. This is the first specialised community made up of a group of people with an affinity of interests. They share in resources, ideas, opinions or queries, with the aim of learning through sharing and thus multiply their knowledge. Those inscribed in the community, a total of 500, have enjoyed a virtual space and four face-to-face activities (a guided visit through the Catalonian National Theatre (TNC) and a chat with some of its actors; forming part of the public of the TV3 programme Set de nit; attending a recording session of the TV programme Plats bruts, and taking part in the dialogues and chats of the Barcelona Grec Summer Festival). These activities were attended by some 150 UOC members.

We also organised a reunion with dinner of the students of the Psychopedagogy pilot group, with a total of 57 former students attending. It should be added here that the members of the UOC community have been able to take part periodically in leisure and cultural activities organised by the UOC Club: An adventure week-end; a guided tour of “Girona, flower time”; a wine-tasting course in Vilafranca; a guided tour of “Medieval Montblanc”; and the now traditional CalçUOCtada are just some examples of this. A total of six activities with a total of 102 people attending.

This year we have also organised the leisure and cultural activities that frame the Graduation Ceremony of UOC students in Reus.

Finally, this summer we collaborated with the Universitat Oberta d’Estiu by organising two virtual debates galvanised by experts, and two face-to-face activities for three of its courses, totalling 50 participants.

All these activities have gathered a total of 605 members of the UOC Club.

Throughout the academic year, the members of the UOC Club have had access to the Library services, to professional spaces, to theme forums, to spaces to share in activities, to the professional area from which access is obtained to directories, professional associations and shared spaces for the exchange of experiences, to the job vacancies services, the consumers’ co-operative, a selection of Internet resources, the notice-board for small announcements, the services necessary to re-start courses, academic transactions, and so on. They have also had the chance to get into contact with various associations.

In addition, they have enjoyed the Advantages space. In this space the Club has entered into agreements with 50 cultural entities (museums, theatres, cinemas, and so on) which offer us permanent discounts on their tickets. On the other hand, a total of 4,518 tickets for specific functions were distributed (either free of charge or with important discounts) between September 2001 and June 2002. Similarly, there are currently more than 150 firms (from bookshops to toyshops) permanently offering special discounts from this space to the members of the UOC community.
Virtual Sessions

The speed of innovations and the novelties of all type which continuously appear in the content of the various professional fields made it necessary for the University to think of the possibility of programming a number of training sessions to allow graduates and professionals to keep up to date and to get into contact with the people that were the real experts or who led the field of innovation and change. This new training action is what came to be called Virtual Sessions.

The format of these sessions allows for a distance and asynchronous participation, while at the same time it fosters links between graduates and professionals so that exchange forums may be set up to contribute to the professional advancement of the UOC graduates.

The Virtual Sessions are training activities that last for eight hours a week touching on very varied issues.

<table>
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<td>Introduction to Egyptian Hieroglyphic Script</td>
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<tr>
<td>From 17th to 24th September 2001</td>
<td>33</td>
</tr>
<tr>
<td>From 12th to 22nd April 2002</td>
<td>14</td>
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<tr>
<td>Co-ordinator: Josep Cervelló</td>
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<tr>
<td>How to Manage a Collective Agreement</td>
<td>7</td>
</tr>
<tr>
<td>From 1st to 5th October 2001</td>
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<tr>
<td>Co-ordinator: Jesús Moncada</td>
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<tr>
<td>Application of the EFQM Model</td>
<td>13</td>
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<tr>
<td>From 15th to 19th October 2001</td>
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<td>Co-ordinator: Joaquim Membrado</td>
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<td>An Introduction to Web Site Architecture</td>
<td>12</td>
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<td>Co-ordinator: Alain Jordà</td>
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<td>E-sourcing</td>
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<td>How To Handle Stress</td>
<td>27</td>
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<td>From 5th to 15th April 2002</td>
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<tr>
<td>Co-ordinator: Joan Cornet</td>
<td></td>
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<tr>
<td>Pedagogical Strategies To Reduce Tensions</td>
<td>11</td>
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<td>From 22nd to 25th April 2002</td>
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<tr>
<td>Co-ordinator: Marta Burguet</td>
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<tr>
<td>How To Improve Our Emotional Intelligence</td>
<td>45</td>
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<tr>
<td>From 26th April to 6th May 2002</td>
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<td>Co-ordinator: Joan Cornet</td>
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<td>Communication in Personal Development</td>
<td>17</td>
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<td>From 3rd to 5th May 2002</td>
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<tr>
<td>Co-ordinator: Joan Cornet</td>
<td></td>
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<tr>
<td>Treating Digital Images: From Pencil to Mouse</td>
<td>10</td>
</tr>
<tr>
<td>From 3rd to 5th May 2002</td>
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<tr>
<td>Co-ordinator: Feliciano Villar</td>
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<tr>
<td>How To Manage Our Time</td>
<td>19</td>
</tr>
<tr>
<td>From 10th to 20th May 2002</td>
<td></td>
</tr>
<tr>
<td>Co-ordinator: Joan Cornet</td>
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<td>Total number of participants</td>
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</table>
Research

The Internet Interdisciplinary Institute (IN3)

Throughout 2002, the IN3 centred its efforts on the consolidation of its structure and lines of research.

As a key element, the placement of the foundation-stone of the new IN3 building should be mentioned. This occurred on 8th February 2002. The building is situated in the Parc Mediterrani de la Tecnologia in Castelldefels. The Parc Mediterrani de la Tecnologia is a project supported by the Generalitat de Catalunya and the Universitat Politècnica de Catalunya with the objective of housing training, research, and technology transfer projects.

Along the same lines of consolidation, the IN3 continued to take a position in relation to the 6th Framework Programme of the European Commission (VI FP). The new programme has set itself the objective of contributing to the creation of an authentic European research area.

This area is a forward-looking project for the research in Europe that aspires to create an internal science and technology market that will promote scientific quality, competitiveness, and innovation by means of increased co-operation and co-ordination among the agents interested in all the relevant spheres.

Given this scenario, a strategy has been created that aspires to much more than the mere participation in specific or traditional programmes foreseeable on the way out. The intention is to continue to be in a good position within the framework of European projects in the coming years.

The starting-point is made specific in the participation in the five roadmap projects approved at the eighth gathering of the 5th Framework Programme. These roadmaps are the seed sown by the European Commission with the objective of creating future outstanding Networks and the integrated projects of the 6th FP. The IN3 has participated in two major spheres: e-learning and socioeconomics.

Also in the state sphere, a prime objective is the consolidation of the participation of the IN3 in the summons of the Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2000-2003, in which the knowledge society is presented as a strategic action in the Programa Nacional de Socioeconomía. In this regard, mention should be made of the visit of the Minister for Science and Technology, Josep Piqué, to the UOC on 7th October, with the objective of getting to know the IN3. Piqué had a meeting with the Rector, Gabriel Ferraté; with the CEO of Grup Planeta, José Manuel Lara Basch; with the Vice-Rector for Research, Imma Tubella, and with the Director of the IN3, Ramon O'Callaghan. At this meeting, the Minister for Science and Technology made public the Government's support for the IN3. Likewise, he stressed that the IN3 "is a pioneer not only within the Spanish state, but throughout the world". According to the Minister, "assistance to the UOC will allow the consolidation of the information society in Spain, and this is a prime objective of the Government." To this end, the establishment of the following axes of activity was fomented throughout 2002: basic research, applied research, innovation, and transfer. The axis of research lies in the activity carried out within the framework of basic research projects and in the framework of the doctoral programme. In the sphere of innovation or applied research, projects were developed that are oriented toward the design of models, methods, and systems for the resolution of specific problems in the various disciplines. And, finally, the transfer of technology and methodology was significant, above all in the field of virtual learning.
Among the new projects, mention should be made of the two roadmaps approved by the European Commission in the area of socio-economics. One is co-ordinated by Dr Ramon O’Callaghan and is the “Growth-Nodes in a Knowledge-Based Europe” (G-NIKE) project, which analyses the nature and dynamics of new network growth bursts in Europe under the effect of the information and communications technologies. The other is the “Roadmap to Communicating Knowledge Essential for the Industrial Environment” project, co-ordinated by Professor Agustí Canals, which works on the elaboration of a strategic map or on future development in the context of organisational learning, relative to the training of engineers and knowledge workers.

On the other hand, the “Learning in Virtual Integrated University System” (LIVIUS) project, co-ordinated by Professor Carles Sigalés, has the objective of creating an organisational model of its own and a university psycho-pedagogical model which will include traditional universities, distance universities, and telecommunications companies, in order to share technological know-how and psycho-pedagogical and organisational responsibilities.

Finally, the project “www.europadiversa.com”, co-ordinated by Dr Adela Ros, is oriented toward promoting a virtual space around which, little by little, there will be structured a contact network of European and international dimensions in order to share information and resources on a permanent basis about cultural diversity within the European framework.

In the field of basic research, mention should be made of projects that contributed to it throughout 2002, such as the Projecte Internet Catalunya, a multi-disciplinary research project on the information society in Catalonia, co-directed by Dr Manuel Castells and Dr Imma Tubella; the regional IST project, co-ordinated by Dr Jordi Vilaseca, the main aim of which is the study of the indicators of development of e-government and e-business in the European regions; the Streamobile project, co-ordinated by Dr Jordi Herrera, which worked on the concept of security in mobile environments; the project “Interaction and Educational Influence: The Construction of Knowledge in Electronic Teaching and Learning Environments”, with the objective of identifying and describing the mechanisms of educational influence in formal teaching and learning environments that use non-presential forms of interaction with the support of ICTs. This project is co-ordinated by Dr César Coll from the Universitat de Barcelona, and consists of two sub-projects, one from the UB itself and the other from the UOC. The researcher in charge of the latter is Dr Elena Barberà.

Dr Adriana Gil co-ordinates the project called “La identitat i consum de les TIC en adolescents en espais públics i privats de lleure”, with the objective of clarifying what the dynamics of ICT consumption are among Barcelona adolescents in leisure and virtual spaces.

E-MATH, co-ordinated by Professor Ángel Alejandro Juan, has the objective of fomenting and disseminating the use and integration of present-day technological tools (specialised software and Internet) in the programmes of various quantitative subjects within the framework of a number of university degrees. The “Plataforma de protecció d’imatges digitals” (Pla PID) Project, co-ordinated by Dr Jordi Herrera, will create a platform for the protection of the copyright of digital images. This platform will allow, in an integrated way, the evaluation and certification of copyright protection systems based on watermark techniques and their on-line use by users.
Research Chairs

The "La pell de la web" Project and the "Lluca" project are within the framework of the Telefónica Chair, co-ordinated by Dr Agnès Vayreda and Dr Elisenda Ardèvol. The first of these projects is centred on the analysis of virtual forums as on-line sociability areas, and has the objective of contextualising forums within their environment - that is, of understanding what their role is on the network.

The other project, called "Lluca", is dedicated to the study of the contributions of Internet users to a web page (specifically, it analyses the behaviour of visitors to the UOC’s web).

The analysis of these data will help us to understand the dynamics of visitors by means of the integration of the data obtained into a general file and their crossing with other already-studied dynamics.

Summons for IN3 projects

On the other hand, the summons for IN3 projects for the year 2002 was proposed with the objective of financing research projects linked to the effects, use, and applications of the information and communications technologies, their impact on individuals, organisations, and society, and their economic, political, and social implications. The Research Commission of the IN3 approved a total of twelve research projects.

In the sphere of virtual learning, mention should be made of the project called "L’aprenentatge i el treball cooperatiu en un entorn virtual universitari: el cas de la Universitat Oberta de Catalunya", co-ordinated by Dr Montse Guitert and aimed at the development of methodologies of learning and cooperative work in virtual environments in the university sphere, on the basis of the description of current educational experiences, with the analysis of the phenomena that are part of the process of clarifying relations and of the discoveries of the underlying critical processes.

In this same sphere, Dr Elena Barberà co-ordinates the project called “Pautes per a l’anàlisi de la interacció en entorns virtuals d’aprenentatge: dimensions rellevants i instruments d’avaluació”. Its main objective is the elaboration and validation of educational quality analysis instruments in formal teaching and learning environments which use non-presential forms of interaction, with the support of the new information and communications technologies.

Contributing a more social vision of virtual learning, the project called "Estudi de les implicacions socials, polítiques i econòmiques per a un e-learning de qualitat" proposes to contribute to the consolidation of an integrated framework of research and of a network of investigation into the social, political, and economic aspects of virtual learning. This project is co-ordinated by Dr Adela Ros.

In the field of knowledge management, the project co-ordinated by Dr Mario Pérez-Montoro, under the title "Identificació cognitiva i estàndards metodològics en la gestió del coneixement a les organitzacions", proposes a double objective. On the one hand, to elaborate a definition of knowledge that will allow the efficient identification of, and discrimination between, items of knowledge in the framework of organisations. On the other hand - and in association with this first objective - to design an implementation methodology that will serve as a model of directives for knowledge management projects in organisations.
In the field of law, the project called "Propietat intel·lectual i ensenyament a Internet" has got under way, co-ordinated by Dr Raquel Xalabarder. The project is oriented toward the study of questions of intellectual property in relation to the use of protected works to carry out teaching and research activity by means of digital networks (Internet); and the project "Information Technology and Privacy at Work", whose objective is to compare in what way the legal systems of seven different countries (Brazil, France, Germany, Italy, Spain, the United Kingdom, and the United States) are beginning to react to two closely related questions that have been profoundly affected by the new technologies: the control of workers and the processing of workers’ personal data. This latter project is co-ordinated by Dr Mark Jeffery.

Also in the sphere of law, the project called "Societat de la informació i dret penal. Política criminal en el context de la globalització", co-ordinated by Óscar Morales, aims to achieve two main objectives: the general study of computer crime, with a comparative juridical study of the necessities of legal custody in relation to technological crime and the reality of positive national, international, and supra-national law on this matter; and the general study of the responsibility of Internet service providers, with a transversal study of the regime of responsibility of Internet service providers for the content of material encountered by the users who browse or are hosted on their servers.

From a more generic point of view, the project entitled "L’impacte de les noves tecnologies sobre la política democràtica: actors, estratègies i institucions" establishes a double objective: in the first place, to contribute to the study of the impact of the new technologies on the transformations of democratic political processes in advanced democracies; in the second place, the project aims to specify the relations existing between the use which socio-political actors make of the new technologies and the characteristics of the institutional context in which they act.

In the sphere of digital culture, the project called "Creació de models i evaluació i seguiment de plataformes virtuals per a la difusió, documentació i comunicació d’institucions culturals i del patrimoni", and co-ordinated by Drs Glòria Munilla and Cèsar Carreras, aims to evaluate the application of the information and communications technologies to documentation and broadcasting in the sphere of museums and other institutions and centres of heritage interpretation.

The project called "La psicologia de la salut i de la qualitat de vida en la societat de la informació i del coneixement" is defined as an exploratory study of the relationship of the information and knowledge society with the psychological aspects of health and quality of life. It is co-ordinated by Dr Lourdes Valiente.

Finally, and from a more technological angle, the project entitled "Desenvolupament, avaluació, experimentació i aplicació de tècniques per a la traducció automàtica no supervisada i el tractament de la informació textual", co-ordinated by Dr Salvador Climent, has the final objective of creating or improving the applications of language processing.

The "Estudis literaris i tecnologies digitals" project, co-ordinated by Dr Laura Borràs, proposes research oriented toward the application of the interactive computer systems that integrate the morphologies of information into literature and, at the same time, a critical analysis concerning the implicit repercussions of this application.
Innovation and Applied Research

The projects that have been carried out within the framework of innovative activity are the result of the desire to improve the pedagogical model and the technological infrastructure of virtual learning at the UOC. Applied research projects have contributed to maintaining its role of pioneer in the sphere of virtual learning at the European level.

In this regard, it has participated in three of the four roadmaps emphasized by the European Commission in the area of virtual learning:

- The "eLearning Thematic Network" (ElearnTN) project has the objective of going more deeply into the use of the new technologies in the sphere of higher education and of creating a broad research group that will work on research into the use of ICTs in higher distance learning.

- The TIME2LEARN project, for its part, aims to reduce "carrying-out time" in the European sphere relative to the creation, distribution, and acquisition of knowledge by means of ICTs.

- The "Learning Grid of Excellence Working Group" project proposes to facilitate the establishment of a representative European learning infrastructure that will provide support to a systematic interchange of information and to the creation of opportunities for collaboration among various agents.

Mention should also be made of other projects begun on in previous calls for submissions and which are still running: the Metacampus project works to design, develop, and evaluate a digital marketplace for the life-long selection, purchase, and delivery of learning resources at the service of European citizens; the "Cultural Objects in Networked Environments" (COINE) project will result in a system of local dominions at the European level with elements belonging to each culture involved, as what is desired is the fomenting of understanding among the various cultural realities.

The objective of the COSTER project is to create a multi-lingual resource based on a decision-making system that will allow a wide range of professionals (producers and designers of multimedia educational material, institutions, and providers of content) to calculate easily and quickly the costs of producing a multimedia application of any kind: cassette or video tapes, web pages, CD-ROMs, and so on.

Among the new projects, the collaboration line with South East Asia stands out in the form of such projects as "Developing EU-China e-learning Models and Capacities" (DEC eLEARN) which proposes to develop a model of virtual learning common to China and the European Union; and the "Connecting Southeast Asia & Europe e-Learning Models" (CAE-elearn) project, which aims to increase the understanding of the culture of South East Asia and of its open and distance education systems, its values and pedagogical models, and the IT&C system by means of collaboration between Europe and South East Asia.

In 2002 the project called "Developing a European eLearning Observation System" (DELOS) was also begun. Its objective is to develop a sustainable European observatory of the experience and institutions in the field of virtual learning in order to contribute to decision-making on the part of political, social, and economic agents.
Transfer

Throughout 2002 work continued with institutions such as the Universidad Virtual de Quilmes (Argentina), the Fundación Universitaria-CEIPA (Colombia), the F@c (consortium of French universities), the Escuela Nacional de la Judicatura (Dominican Republic), the Universidad Interamericana de Costa Rica y Panamá, the Universidad Técnica Particular de Loja (Ecuador), the Instituto de Empresa (Spain), the Instituto de Neurociencias y de Salud Mental (INSM, Spain), the Institut Municipal d’Educació de Barcelona (IMEB), the Direcció General de Política Lingüística, and the Institut Català d’Ensenyament Secundari a Distància (ICESD).

Some of the institutions with which collaboration has begun are the Departament de Benestar Social de la Generalitat de Catalunya and the Fundació CIREM (Centre d’Iniciatives i Recerques Europees a la Mediterrània).

New members

In 2002, Professor Max Boisot joined the IN3 research team as a part-time researcher and as co-ordinator of the IN3 line of research into knowledge management. Boisot is Associate Fellow at Templeton College, Oxford, and Senior Researcher at the Sol Snider Center for Entrepreneurial Research, The Wharton School (University of Pennsylvania). At the present time, his research is focussed on the field of knowledge management.

His activity at the IN3 involves participation in the European project "Growth-Nodes in a Knowledge-Based Europe" (G-NIKE). Within the framework of the doctoral programme he will design and impart a course centring on knowledge management and will undertake the supervision of two doctoral theses. He will also be involved as an assessor in the design of the future Master’s degree in knowledge management at the UOC.

The other person who joined the staff was Jeroen Peijnenburg (Master’s Degree in Information Management and Engineer Business Management) as project co-ordinator. His activity involves the co-ordination of the CAE-eLEARN project within the framework of co-operation projects with South East Asia.

Mention should also be made of the association of Raine Koskimaa, a Professor at the University of Turku (Finland) and a researcher and expert on digital literature, with the line of research into literature and new technologies on the basis of his participation in the working session called "Cartografies de l’hipertext", organised by the HERMENEIA research group.
Between 16th and 23rd June 2002, Professor Barry Wellman stayed at the UOC with the objective of writing a chapter of the Projecte Internet Catalunya research report. Wellman is Professor of the Department of Sociology at the University of Toronto (Canada) and Director of NetLab, a renowned institute on all to do with Internet. He has carried out a number of studies on on-line sociability, virtual communities, and the impact of Internet on daily life.

### R+D+I. Evolution of economic resources

<table>
<thead>
<tr>
<th>Origin of resources by financing institutions</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Administration</td>
<td>76</td>
</tr>
<tr>
<td>Autonomous Administration</td>
<td>144</td>
</tr>
<tr>
<td>Local Administrations</td>
<td>6</td>
</tr>
<tr>
<td>European Union</td>
<td>246</td>
</tr>
<tr>
<td>Companies</td>
<td>306</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>778</strong></td>
</tr>
</tbody>
</table>

*Figures in thousands of euros.*

### Distribution of resources according to the type of activity

<table>
<thead>
<tr>
<th>Projects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R+D+I projects</td>
<td>715</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>38</td>
</tr>
<tr>
<td>R+D+I personnel</td>
<td>15</td>
</tr>
<tr>
<td>Other activities</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>778</strong></td>
</tr>
</tbody>
</table>

*Figures in thousands of euros.*
This academic year the UOC has multiplied its efforts to disseminate the knowledge it generates. To this effect, it has emphasised in a special way the low-obsolescence contributions which will allow the stabilisation and dissemination of university knowledge. This function has been developed under various formats, ranging from the feature article to, for instance, the magnitude of the PIC project, led by Professor Castells, which in its first research report has contributed with more than 500 pages and hundreds of tables which analyse the impact of the Internet on Catalanian society. In total, more than 300 pieces of high-quality content generated by prestigious authors like Roy Ascott, Tony Bates, Antoni Muntades, Joan Prats, Joaquim Agut, Philippe Bootz, Manuel Campo Vidal, Claudio Dondi, Joan Clos, José Manuel Lara, Michael G. Moore, Alfons Cornella, Joan Majó, Agustí Canals, Xavier Berenguer, Martha Stone, Jordi Vilaseca, Santiago de Torres, Vicent Partal, Carles Sigalés or the above mentioned Manuel Castells.

### Obsolescence

<table>
<thead>
<tr>
<th></th>
<th>Catalan</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>82</td>
<td>81</td>
<td>18</td>
</tr>
<tr>
<td>Papers</td>
<td>47</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Conferences</td>
<td>17</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Working papers</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Chronicles and reviews</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Debates</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Interviews</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Inaugural Lect.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Research Report</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>End of Degree Assignm.</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Pre-publishing summary</td>
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<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Lletra pages</td>
<td>115</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>277</td>
<td>134</td>
<td>36</td>
</tr>
<tr>
<td><strong>High</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>175</td>
<td>160</td>
<td>80</td>
</tr>
<tr>
<td>Recommended Links</td>
<td>135</td>
<td>110</td>
<td>26</td>
</tr>
<tr>
<td>Press Notes</td>
<td>124</td>
<td>93</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total general</strong></td>
<td>711</td>
<td>497</td>
<td>142</td>
</tr>
</tbody>
</table>
As its main novelties we could single out the consolidation of the Outstanding space, and the continuation of the dissemination of the research on the new economy and e-business by the Observatory of the New Economy (ONE).

Currently, the space of the Observatory of the Economy is under a re-design phase and evolving towards the Observatory of the New Economy (ONE).

The main aim of the Linguistic Service is to lend support through the UOC portal to the linguistic needs of the University, and to make up for the gaps existing in this field. The work is done in basically two spheres, namely, in assessment, and in training.

We organised the October 2001 tests leading to the awarding of the inter-university certificates of proficiency in the Catalan Language, recognised by the Direcció General de Política Lingüística, and took part in the February and June 2002 exams.

As regards the elaboration of linguistic criteria, we took part, together with the Technological Strategic Area, in the creation of a glossary in Catalan, Spanish and English for the technological model which can be consulted from the University portal. The glossary was elaborated following the basic terminological criteria which have been drawn up by the Service for the didactic materials and the University documents.

The Service enrolled an intern for practical work for a month, following on the collaboration agreement with the Universitat Autònoma de Barcelona for postgraduate students completing the course on Linguistic Correction and Quality at the UAB.

In the framework of the Joan Lluís Vives University Network, the Linguistic Service takes active part in the inter-university activities of the Comissió Tècnica de Llengua, especially in the Subcomissió de Programes de Suport a la Traducció. This year we have also run a course to manage translation projects for university linguistic systems.

The Service also takes part in the Comissió Interuniversitària de Formació en Llengua Catalana (CIFOLC), whose main objective is the elaboration, evaluation and running of the inter-university tests to issue the certificates of Catalan recognised by the Direcció General de Política Lingüística, apart from the participation in projects of common interest.

To these formats we should add that other activity of dissemination which is more recent and, therefore, more ephemeral; in other words, the Internet. During this academic year, the UOC has singled out some 350 significant events on its portal and has recommended a total of 225 links; all of which represents an information of reference to understand the information society and its linkage to the various disciplines of knowledge comprised in the UOC.

During the academic year 2001-2002 the Observatory of the Economy (Observatori Econòmic) has kept consolidating itself as a reference space for the monitoring of the national and international economic activity.

Universitat Oberta de Catalunya
Annual Report Academic Year 2001-2002
The following are some examples which allow a vision of the portal activity:
Activities, Round-tables, Sessions and Conferences

Institutional Activities

- From 30th July to 6th August 2001
  Rector Gabriel Ferraté travels to Chile
  He visits various institutions relating to Chilean education and universities.
  A paper given at the Universidad de Las Américas

- 29th September 2001
  Graduation ceremony of the studies recognised at the UOC
  Venue: Teatre Bartrina in Reus
  Also collaborating: Town Council of Reus, Provincial Council of Tarragona and Caixa Tarragona

- 4th October 2001
  Inauguration of the UOC Academic Year
  "Reflexió sobre Internet i la llibertat en la lliçó virtual"
  Speaker: Manuel Castells

- 9th October 2001
  Presentation of the ICDE prize to the Spanish Minister for Foreign Affairs, Josep Piqué, during an act in Madrid
  Venue: Casa de América

- 7th November 2001
  Presentation of Manuel Castells’s book Galaxia Internet
  Venue: UOC Auditorium

- 4th December 2001
  A speech delivered by Rector Gabriel Ferraté to thank the Norwegian government for the award to the UOC of the ICDE prize to the best virtual and distance university, and the individual prize of excellence
  Venue: Oslo, Norway

- 30th January 2002
  Presentation by Rector Gabriel Ferraté and the First Minister and Labour Minister of the Catalonian Government, Artur Mas and Lluís Franco respectively, of the on-line occupational space (e-Cifo)
  Venue: Palau de la Generalitat

- 8th February 2002
  Laying down of the first stone of the Internet Interdisciplinary Institute (IN3) at the Parc Mediterrani de la Tecnologia in Castelldefels, near Barcelona
  Attended by: The President of the Generalitat de Catalunya, Jordi Pujol; the Rector of the UOC, Gabriel Ferraté; and the Catalan Minister for Universities, Research and the Information Society, Andreu Mas-Colell
  Venue: Castelldefels

- 12th March 2002
  Anniversary of Lletra
  Celebration of the first anniversary of the most important web site on Catalan Literature
  Speakers: The Rector of the UOC, Gabriel Ferraté; Jaume Subirana; and writer Màrius Serra
  Venue: Centre de Cultura Contemporània de Barcelona (CCCB)
  Organised by: Lletra, IN2, the Department of Activities and the Territory, and the Department of the Rector’s Office
Round-table: "Les religions truquen a la porta. La gestió del pluralisme religiós en l’estat i l’empresa"
24th October 2001
Venue: Auditorium, Barcelonès Support Centre
Organised by: Faculty of Humanities and Language and Literature of the UOC, together with the Department of Activities and the Territory

Seminar: "Information Technology and Privacy at Work"
2nd and 3rd November 2001
Venue: UOC central building (av. Tibidabo, 39, Barcelona)
Organised by: UOC Faculty of Law

Seminar: "Peace Processes in Northern Ireland"
16th November 2001
Speaker: Byron Bland, Associate Director, Stanford Center on Conflict and Negotiation
Venue: UOC central building (av. Tibidabo, 39, Barcelona)
Organised by: UOC Faculty of Law

Jornades de Responsabilitat Civil i Penal dels Protectors de Serveis a Internet
22nd and 23rd November 2001
Co-ordination: Fermín Morales Prats, Professor of Penal Law at the UAB Òscar Morales García, UOC lecturer
Venue: Col·legi d’Advocats de Barcelona
Organised by: UOC Faculty of Law and the Internet Interdisciplinary Institute (IN3), together with the Il·lustre Col·legi d’Advocats de Barcelona
Also collaborating: Department of Universities, Research and the Information Society of the Generalitat de Catalunya

The Anthropology of Law
13 December 2001
Speaker: Dr Simon Roberts, London School of Economics & Political Science
Venue: UOC central building (Avinguda Tibidabo, 39, Barcelona)
Organised by: Faculty of Law

Formàtic, Technological Modernity
February - May 2002
Venue: Cambra Oficial de Comerç i Indústria de Sabadell
Organised by: UOC and Cambra de Comerç de Sabadell
Co-ordinated by: Faculty of Multimedia and Communication of the UOC
Also collaborating: "la Caixa" savings bank

Linguistics Proposals for the Future of Europe
31st May and 1st June 2002
Speakers: Miquel Strubell and Isidor Mari under the title "The regime of official and working languages of the institutions of European Union and Perspectives in view of the enlargement"
Venue: Barcelona (Headquarters of the Fundació Jaume Bofill)
Organised by: Fundació Jaume Bofill, Eurocongrés 2000, Institut Linguapax of the UNESCO Centre, and the Faculty of Humanities, and Language and Literature of the UOC
Conferences and Congresses

- 5th Meeting of Applied Economics
  "Economy of Knowledge, City and Competition"
  June 2001
  Speakers: Joan Trullén, Dr Josep Lladós and Rafael Boix
  Venue: Oviedo
  Participation: Faculty of Economics and Business Studies

- Course for Management of a Banking Office
  "How Should Macroeconomic Indicators Be Read?"
  7 June 2002
  Speaker: Dr Joan Torrent
  Venue: Universitat de Barcelona
  Participation: Faculty of Economics and Business Studies

- 1st Session of the New Citizenship Cycle: Local Sphere and Multiculturality
  29th June 2002
  Venue: Teatre Auditori Felip Pedrell, Jardins de Salvador Vidallet, 1 Tortosa
  Organised by: UOC and Coordinadora d’Entitats per la Immigració del Baix Ebre
  Also collaborating: Town Council of Tortosa, Fundació Jaume Bofill and Associació per a la cooperació entre cultures

- 1st Congreso Nacional de Comercio Electrónico Aplicado
  "La espera on line: hacia una aproximación multidisciplinar en el estudio de los tiempos de espera y su repercusión en el comercio electrónico"
  Speakers: Gerard Ryan and Dr Inma Rodríguez
  Venue: Valencia
  Participation: Faculty of Economics and Business Studies

- International Marketing Meeting (BIMM): Europe a New Domestic Market
  "Strategy and Business on the Internet"
  Speaker: Dr Inma Rodríguez
  Venue: Barcelona
  Participation: Faculty of Economics and Business Studies

- "Workshop du Réseau FREREF NTIC: travail coopératif et NTIC en environnements ouverts de formation. Étude des cas de trois régions de la FREREF"
  9 and 10 July 2002
  Speakers: Montse Guitert and Ferran Giménez, co-ordinators of the Fondation des Régions Europeénnes pour la Recherche en Education et en Formation (FREREF) theme network
  Venue: Universitat Oberta de Catalunya
  Organised by: Faculty of Computing Engineering and Multimedia

- Xll Congreso Nacional de ACEDE
  "Supermarket Key Attributes and Location Decisions: A Comparative Study Between British and Spanish Consumers"
  Speakers: Rosa Colomé Perales and Daniel Serra
  Venue: Palma de Mallorca
  Participation: Faculty of Economics and Business Studies

- I Congreso Nacional de Comercio Electrónico Aplicado
  "La espera on line: hacia una aproximación multidisciplinar en el estudio de los tiempos de espera y su repercusión en el comercio electrónico"
  Speakers: Gerard Ryan and Dr Inma Rodríguez
  Venue: Valencia
  Participation: Faculty of Economics and Business Studies

- 6th ELA Doctorate Workshop
  "Supermarket Key Attributes and Location Decisions"
  Speakers: Rosa Colomé Perales and Daniel Serra
  Venue: Monchy - St. Eloy, France
  Participation: Faculty of Economics and Business Studies

- 20th World Conference on Open Learning and Distance Education
  "Network usage in the network learning distance"
  From 1st to 5th April 2002
  Speakers: Dr Jordi Vilaseca, Antoni Meseguer and M. del Mar Sabadell
  Venue: Düsseldorf
  Participation: Faculty of Economics and Business Studies
Debates on Education
Venue: Building of the Fundació Jaume Bofill in Barcelona
Organised by: Fundació Jaume Bofill and the UOC
"De la vigilància tecnològica a la intel·ligència competitiva"
15th September 2001
Speaker: Pere Escorsa
Venue: presentation meeting at the Universitat Autònoma de Barcelona
Organised by: Faculty of Information and Documentation

"Internet in Every Life"
15th November 2001
Speakers: Professor Barry Wellman, Department of Sociology at Toronto University
Organised by: UOC Doctoral Department

"La intel·ligència empresarial a la indústria médico-farmacèutica"
26th October 2001
Speaker: Ramon Maspons
Venue: Barcelonès Support Centre
Organised by: Faculty of Information and Documentation

"Cultural and Ethical Issues in International Distance Education"
26th November 2001
Speaker: Tony Bates, Director of Distance Education and Technology of the University of British Columbia
Organised by: UOC Doctoral Department

"El desarrollo de la economía del conocimiento en México"
25th February 2002
Speaker: Dr Jordi Vilaseca
Venue: Universidad de Guadalajara (Mexico)
Participation: Faculty of Economics and Business Studies

"La borsa: funció, realitat i perspectives"
5th March 2002
Speaker: Joan Hortalà, President, Barcelona Stock Exchange
Presentation of the event: Jordi Vilaseca, Head of the Faculty of Economics at the UOC
Venue: Hotel Don Cándido (Terrassa)
Organised by: Collaboration agreement between the Town Council of Terrassa, CECOT, Caixa Terrassa, Cambra de Comerç de Terrassa, Diari de Terrassa and the UOC

"La convergència digital de l'electrònica de consum"
7th May 2002
Speaker: Alexandre Blasi, Vice President and CEO of Samsung Electronics Iberia
Presentation of the event: Pere Navarro, Mayor of Terrassa
Venue: Hotel Don Cándido (Terrassa)
Organised by: Collaboration agreement between the Town Council of Terrassa, CECOT, Caixa Terrassa, Cambra de Comerç de Terrassa, Diari de Terrassa and the UOC

"Periodistes i documentalistes: una frontera cada cop menys clara"
9th March 2002
Speaker: Vicent Partal
Venue: Presentation meeting at the Universitat Autònoma de Barcelona
Organised by: Faculty of Information and Documentation

"Internet i psicologia. El futur ja és aquí"
9th March 2002
Speaker: José Gutiérrez Maldonado
Venue: Presentation meeting at the Universitat Autònoma de Barcelona
Organised by: Faculty of Psychology and Educational Sciences

"Una oportunità" by the Università di Sassari
"Lo sviluppo della nuova economia in Italia"
13th and 14th March 2002
Speaker: Dr Jordi Vilaseca
Venue: Sassari, Sardinia (Italy)
With the participation of: Faculty of Economics and Business Studies

"Ciberculturas y psicología social"
4th April 2002
Speaker: Martín Mora Martínez, a lecturer at the Universidad de Guadalajara (Mexico)
Venue: UOC central building (av. Tibidabo, 39, Barcelona)
Organised by: Faculty of Psychology and Educational Sciences

"Democratitzacions en punt crític: el cas de Bolívia"
8th April 2002
Venue: UOC central building (av. Tibidabo, 39, Barcelona)
Organised by: Faculty of Law and Political Sciences of the UOC together with the Institut Internacional de Governabilitat, and the Department of the Presidency of the Generalitat de Catalunya
A Cycle of Talks at the Barcelona Libraries

From 18th April to 20th June 2002
Venue: Biblioteca de les Corts
Organised by: UOC and Xarxa de Biblioteques de la Diputació

"El projecte Lletra (revista virtual). Una nova manera d'entendre la literatura catalana"
Speaker: Jaume Subirana, writer and co-ordinator of Lletra

"L'amor en els temps d'Internet"
Speaker: Francesc Núñez, Lecturer at the UOC

"Què és una biblioteca virtual?"
Speaker: Dora Pérez, Head of the UOC Virtual Library

"Art i tecnologia"
Speaker: Kepa Landa, net.artist

"L'aprenentatge en la virtualitat"
Speaker: Albert Sangrà, UOC Academic Director

"L'art a l’era digital"
Speaker: Pau Alsina, UOC’s specialist in net.art

Educa Online Congress

From 27th to 29th May 2002
Venue: Hotel Princesa Sofia de Barcelona
Organised by: ICWE Berlin and Madrid, UOC
Also collaborating: The Information Society Directorate-General of the European Commission, Applications of the Multimedia Unit for Education and Training, European Commission, Directorate-General, Education and Culture

"Globalització, transmigració i xarxes migratòries"

25th June 2002
Speakers: Ivan Light, Lecturer at the University of California, Los Angeles
Venue: UOC Auditorium
Organised by: UOC Faculty of Humanities and Language and Literature

Competition

UOC Prizes of Virtual Creation, 3rd edition

People taking part: members of the UOC community
Date: beginning of 2001 until 14th December 2001
Organised by: UOC
Sponsors: Pioneer, Toshiba, Banco Santander Central Hispano, and Marinva
Film Cycles

- 3rd Cinema Forum Cycle at Salt
  Showing of films by Charles Chaplin

Films:
- Monsieur Verdoux (1947)
- Luces de la ciudad (City Lights, 1931)
- El chico (The Kid, 1921)
- La quimera del oro (The Gold Rush, 1925)
- El gran dictador (The Great Dictator, 1940)

19th and 26th March 2002, Girona
9th, 11th and 16th April 2002, Salt
Speakers: Àngel Quintana, Pep Prieto, Imma Merino, Guillem Terribas and Narcís Mir
Venue: Cinema Truffaut, Girona
Casa de Cultura Les Bernardes, Salt
Organised by: UOC and Casa de Cultura Les Bernardes
Also collaborating: Town Council of Salt

Presentations of Lletra

- Presentation of the book by Anthony W. Bates

4th December 2001
Speakers: Anthony W. Bates, Francisco Rubio and Albert Sangrà
Venue: UOC Auditorium
Organised by: The Rector’s Office together with the Department of Activities and the Territory
Also collaborating: Editorial Gedisa

- Presentation of the book by Maia Vidalot

4th December 2001
Speakers: Maia Vidalot and Vicenç Villatoro
Venue: Bangemann Room at the UOC
Organised by: Faculty of Psychology and Educational Sciences at the UOC, together with the Department of Activities and the Territory
Also collaborating: Editorial Columna

- Presentation of the book
  L’assessorament psicopedagògic a Catalunya. Trajectòria dels equips d’assessorament psicopedagògic

13th February 2002
Speakers: Pilar Sanlorien, Manel Sánchez and Joan Bonals
Venue: Bangemann Room at the UOC
Organised by: Faculty of Psychology and Educational Sciences at the UOC, together with the Department of Activities and the Territory
Also collaborating: Editorial Graó

Fairs, Promotional Activities, and Presentations of the Institution

- International Junior Chambers of Commerce Convention

From 5th to 9th November 2001
Venue: Palau de Congressos de Barcelona
Organised by: Department of Marketing together with the Department of Activities and the Territory
Attention to the Public

The UOC mechanisms for attention to the public, through the information line 902 141 141 of the Catalanian division, attended a total of 36,980 queries and answered some 4,323 electronic messages from the mailboxes informacio@uoc.edu and informacion@uoc.edu, and more than 60,000 in support centres and points. The on-line training assessment service answered some 800 queries.

As regards the Latin American division, during the academic year 2001-2002 the telephone line 902 372 373 registered an activity of 24,494 queries, and the e-mail address informacion@uoc.edu received 1,711 messages.

Improvements have been carried out on the CRM (Customer Relationship Management) tool of the UOC as regards the quality of the registration of data of the people interested in the activities of the University.

Research and Collaboration Projects

- The Civil Code, translation into Catalan
  Period: from 1999 to 2002
  Client: Editorial Atelier
  Author: Marta Balcells Roca, Eva Bruguera Chavarria and Mònica Vilasau Solana
  Co-ordinator: Ramon Casas, Lecturer at the UOC Faculty of Law
  Isidor Mari, Head of the Faculty of Humanities and Language and Literature
  Collaboration Project: Faculty of Law

- "Grup e-Crime d’investigació en delinquència informàtica. La responsabilitat jurídica i penal dels prestadors de serveis de la societat de la informació"
  Period: from the year 2000
  Speakers: Universitat Oberta de Catalunya, Universitat Autònoma de Barcelona, Università degli Studi di Trento, Cuerpo Nacional de Policía Española, Fiscalia del Tribunal Superior de Justicia de Catalunya
  Project Co-ordinators: Faculty of Law

- Catalonian Civil Law: A Specialisation Course for Judges and Magistrates
  Period: from the year 2000
  Client: Department of Justice, Generalitat de Catalunya
  Co-ordination: Ramon Casas and Mònica Vilasau
  Collaboration Project: Faculty of Law

- Juridical Consultancy for the Internet 2-CAT Platform
  Period: from October 2001
  Client: Department of Universities, Research and the Information Society
  Collaboration Project: Faculty of Law

- Project: "Dret del treball i noves tecnologies" (DTNT)
  Period: from the year 2000
  Speakers: Università degli Studi, Siena (Italy), University of Illinois (USA), Université de Paris-Sorbonne (France), Universidade Federal Fluminense (Brazil), Universitat Autònoma de Barcelona and Max-Planck-Institut of Munich (Germany)
  Project Co-ordinators: Faculty of Law

- Tempus-Tacis, Project of Training in Human Rights for lecturers of the Juridical Institute of the Ministry of the Interior (MVD) of the Russian Federation
  Period: from 1998 to 2002
  Speakers: University of Leicester, UK Rijksuniversiteit te Utrecht (University of Utrecht), The Netherlands Universitat Oberta de Catalunya Escola de Policia de Catalunya Juridical Institute of the Ministry of the Interior (MVD) of the Russian Federation
  Project Co-ordinators: Faculty of Law

- Project: Research and Collaboration Projects
  Tempus-Tacis, Project of Training in Human Rights for lecturers of the Juridical Institute of the Ministry of the Interior (MVD) of the Russian Federation
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  Speakers: University of Leicester, UK Rijksuniversiteit te Utrecht (University of Utrecht), The Netherlands Universitat Oberta de Catalunya Escola de Policia de Catalunya Juridical Institute of the Ministry of the Interior (MVD) of the Russian Federation
  Project Co-ordinators: Faculty of Law
Solidarity Co-operation

Campus for Peace

During this second year, the Campus for Peace (C4P) has consolidated the conceptualisation of its project and as a response to it, it has launched a new version of its web site conceived of as a tool for the service to the entities and projects that work within the sphere of development co-operation and solidarity. During this academic year 2001-2002, the project has also consolidated its lines of action: to offer entities and projects the technological platform for the creation of virtual communities, working intranets and virtual learning environments (the Virtual Campus).

The C4P has been configured as a neutral platform open to non-profit entities (NGOs, GOs, public or private foundations, and so on) and to the projects linked to the spheres of co-operation and solidarity.

During the academic year 2001-2002, this community has welcomed 12 new members:

- Alianza ONG
  http://www.campusforpeace.org/cat/org/org0002a.html

- Alianza Universidad Campesina Indígena - Red
  http://www.campusforpeace.org/cat/org/org0009a.html

- Asociación Cristiana para el Desarrollo
  http://www.campusforpeace.org/cat/org/org0010a.html

- Ayuda en Acción
  http://www.campusforpeace.org/cat/org/org0001a.html

- Càtedra Unesco de Filosofia per a la Pau de la Universitat Jaume I
  http://www.campusforpeace.org/cat/org/org0003a.html

- Comunicaciones Cónclave
  http://www.campusforpeace.org/cat/org/org0011a.html

- Corporación Escuela de Formación de Ciudadanos Siglo XXI
  http://www.campusforpeace.org/cat/org/org004a.html

- Dianova Internacional
  http://www.campusforpeace.org/cat/org/org0005.html

- Enginyeria Sense Fronteres (ESF)
  http://www.campusforpeace.org/cat/org/org0006.html

- Fundació Medatia
  http://www.campusforpeace.org/cat/org/org0012.html

- Jove Cambra d’Igualada
  http://www.campusforpeace.org/cat/org/org0007a.html

- Minyons escoltes i guies Sant Jordi de Catalunya
  http://www.campusforpeace.org/cat/org/org008a.html
The Campus for Peace provides the technological platform and collaborates in the design and implementation of on-line training activities, by offering the assessment of specialists in the application of ICTs to virtual learning. This activity results in the Campus for Peace courses developed by the member organisations and entities that specialise in the subjects taught and in training projects in which training is the essential objective or the means to carry them out.

### Courses
- *Flowering of Management*, organised by the Tetworld Center for Peace and Global Gaming, with the collaboration of consultant Pravir Malik
- Ethical banking
- Culture of peace
- Medical assistance to the Third World
- Paz, cooperación y comunicación, organised by the UNESCO Chair of Philosophy of Peace of the Universitat Jaume I. http://www.campusforpeace.org/esp/curs/curs0001b.html

### Training Projects
- "Compartir para educar". Promoted by the IWith Foundation, with the collaboration of the Infantia Foundation; the objective of this project is to reduce the digital divide among the various rural areas of the Dominican Republic, Guatemala and Mexico, through the rolling out of infrastructures and the carrying out of training activities in the Information and Communications Technologies (ICTs). http://www.campusforpeace.org/cat/prj/proj0006a.html
- F3 – Travnik. The Jove Cambra d’Igualada (Igualada Junior Chamber) promotes the F3 - Travnik project ("Formant futurs formadors") involving the training in computer skills of a group of young people from 14 to 18 years of age from the Bosnian city of Travnik, at the Creu Roja Anoia facilities. http://www.campusforpeace.org/cat/prj/proj0004a.html
The C4P also takes part in development co-operation projects - and promotes some - which are carried out together with member entities of its community, with external entities to its platform, or with other UOC departments or areas; in addition, it contributes to them the added value of the application of the ICTs in their conceptualisation, management and implementation.

Co-operation Projects

- Projecte EUMEDIS. This project, which finds its place in Sector 4 of the EUMEDIS programme about research applied to industry, commerce and innovation, contributes to find solutions involving the application of the information and communications technologies (ICTs) to the small and medium enterprises (SME), taking into account the capacities and priorities of the Mediterranean countries involved in the project. http://www.campusforpeace.org/cat/prj/proj0009a.html

- RELACION. Promoted by Comunicaciones Cónclave and the Fundación Medatia; the objective of this project is the creation of a virtual network of NGOs which may contribute to set up co-operation links in the academic, scientific, social and cultural fields among Latin American NGOs devoted to social development. This collaboration should result in an increase in their capacity to train, to disseminate, to conduct scientific, technological and cultural research and of service to the community. http://www.campusforpeace.org/cat/prj/proj0011a.html

- Ayuda en Acción (Action Aid): Knowledge Management Platform. This project involves the development of a knowledge management system which will allow this organisation and share the information and knowledge generated by the institution, to manage the information and knowledge, to generate new knowledge from practice and learning, to set up continuing education systems, and to promote and reinforce an organisational culture which focuses on learning and knowledge management. http://www.campusforpeace.org/cat/prj/proj0008a.html

- Christmas, a time for sharing. A fundraising campaign through the Internet for the UNICEF humanitarian aid programme destined to sending school and educational material to Afghan children currently in refugee camps. http://www.campusforpeace.org/cat/prj/proj0001a.html
The C4P supports any university community activity entailing co-operation and solidarity, and it carries out activities, by means of the ICTs, for the sensitising of the UOC community in matters of co-operation and solidarity.

- Ecocampus II Project. The objective, through the Ecocampus II Project, is to open the debate on sustainable development at the Universitat Oberta de Catalunya and, specifically, with regard to the responsible use of raw materials and energies throughout the University activity.
  http://www.campusforpeace.org/cat/prj/proj0006a.html

- "Afghanistan: A Hidden War" Multimedia Competition. This competition, organised by the Universitat Oberta de Catalunya (UOC), through the Campus for Peace, and Doctors Without Borders, consisted in the elaboration of a multimedia montage to serve as a support for the presentation of the photographic exhibition "Afghanistan: A Hidden War". The competition was opened to students of the Degree in Multimedia Studies, a UOC and UPC own degree.
  http://www.campusforpeace.org/cat/prj/proj0002a.html

- Participation in the assessment and research geared to the development and implementation of the use of ICTs in the sphere of co-operation. The C4P takes part in seminars, congresses, debates and sessions on ICTs and co-operation, and disseminates the ideas through the elaboration and publication of articles.

- Giving assessment sessions on ICTs and co-operation to the UN Volunteers Agency. The UOC, through the Campus for Peace, its development co-operation programme, has given assessment sessions on the ICTs and co-operation. The sessions took place at the Agency's Central Office in Bonn and were aimed at personnel of the United Nations Volunteers (UNV) and of the United Nations Information Technologies (UNITeS).
  http://www.campusforpeace.org/cat/not/not0028a.html

- An Interactive Game for the "Oblidats" exhibition of Metges Sense Fronteres (Doctors Without Borders). Students of the Degree in Multimedia Studies, a UOC and UPC own degree, created an interactive multimedia game for the stand of Doctors Without Borders in Barcelona’s Passeig de Gràcia during the Festivals of Our Lady of Ransom (la Mercè), from 21st to 24th September.
  http://www.campusforpeace.org/cat/prj/proj0010a.html

- On-line volunteers for the "Compartir para educar" project. The Campus for Peace advertised for an on-line volunteer position to collaborate in the "Compartir para educar" project, of the Fundació IWith.org, for the implementation of virtual training activities in the information and communications technologies (ICTs) among the various rural areas of the Dominican Republic, Guatemala and Mexico.
  http://www.campusforpeace.org/cat/prj/proj0007a.html

- The paper "Conflictologia: l’impacte de la tecnologia en la resolució de conflictes", within the 5th edition of "Aranguren", organised by the Departament de Ciència Política i Dret Públic of the Universitat Autònoma de Barcelona, held in Sabadell from 20th November to 13th December 2001.
  http://www.campusforpeace.org/cat/not/not0010a.html

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  http://www.campusforpeace.org/cat/not/not0010a.html
- Moderation of the virtual forum “Nuevas tecnologías y ONG: ¿una relación de amor-odio?”, organised by Canal Solidario within the cycle “Debates de otoño en Canal Solidario”. The debate remained open from 12th November to 16th December 2001. [link](http://www.campusforpeace.org/cat/not/not0009a.html)

- Participation in the round-table “Participación social: voluntariado en línea. Retos y límites de la participación voluntaria en red”, within the Encuentro sobre la Incorporación de las Nuevas Tecnologías a la Gestión y Organización del Voluntariado y las ONG, Red.es, organised by the Spanish Ministry of Employment and Social Affairs and the Andalusian Volunteer Agency (Seville, 17th and 18th October 2001). [link](http://www.campusforpeace.org/cat/not/not0008a.html)

- Participation in the round-table “Nuevas tecnologías y formación a distancia: políticas de solidaridad hacia los excluidos”, within the I Congreso Internacional sobre Ética en los Contenidos de los Medios de Comunicación e Internet: Violencia Mediática, Adolescencia y Cultura de Paz, organised by the Andalusia UNESCO Centre and the Fundación Cultura de Paz (Granada, 15th to 17th October 2001). [link](http://www.campusforpeace.org/cat/not/not0007a.html)

- Presentation of the Campus for Peace experience at the round-table “Ejemplos concretos de iniciativas llevadas a cabo por ONG”, within the sessions of the Nuevas Tecnologías y ONG, organised by the Canal Solidario of the Fundación Chandra and the Spanish Ministry of Employment and Social Affairs (Madrid, 15th October 2001). [link](http://www.campusforpeace.org/cat/not/not0006a.html)

- Organisation of the virtual debate “Cap a un nou àmbit internacional?” on the consequences of the 11th September attacks on the USA, moderated by Martí Anglada, the TV3 and Catalunya Ràdio specialist in international affairs. The debate remained open from 20th September to 1st October 2001. [link](http://www.campusforpeace.org/cat/not/not0005a.html)