THE UNIVERSITY THAT IS OPEN TO THE WORLD AND ROOTED IN ITS SURROUNDINGS

ACADEMIC YEAR 2009-2010
ANNUAL REPORT
OF THE UNIVERSITAT OBERTA DE CATALUNYA (OPEN UNIVERSITY OF CATALONIA, UOC)

FOREWORD

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A UNIVERSITY THAT IS OPEN TO PEOPLE AND THE WORLD, YET ROOTED IN ITS SURROUNDINGS

The internet, where our university was founded and where it continues to thrive today, has transformed the way we approach work, leisure and relationships, not to mention education and training. In today’s faster, more collaborative, more global world, with its universal access to knowledge and free production of information, universities must be able to meet new needs wherever and whenever they arise, especially in turbulent times of crisis like the present.

The UOC did just that over the past academic year, and it will continue to do so in the years to come, as established in the new 2010-2014 Strategic Plan. We will continue to orient the University’s activities towards meeting the needs of a community that is now over one hundred thousand strong, including students, alumni, faculty, tutors, collaborators and staff, and whose members, today more than ever before, are seeking wiki-style training: quick, flexible, collaborative, mobile and accessible. We have pursued this goal in our natural, global and virtual habitat, the internet, as well as in conjunction with other institutions and universities at both the local and international level, because in the current context, it is imperative to do more with less.

To this end, over the past year we signed 19 new agreements with universities and educational associations from around the world. These were in addition to the 60 framework and activity agreements already in place, as well as the more than 20 European and international teaching networks to which the UOC already belonged. We also launched our first course on Facebook and opened 37 classrooms in English and French as part of our Global Campus, which now offers everything from Arab and Islamic studies to programmes in food safety, the Campus for Peace and Africa project and the Chair in Sport as a Tool for Conflict Resolution established jointly with UNESCO and the FC Barcelona Foundation.

Of course, in order to meet the challenge of providing value-added service to more than 55,000 students in 60 countries around the world, it was necessary to upgrade the tools on the UOC’s Virtual Campus. Accordingly, the University overhauled its classrooms and e-mail system, created new modules that can be tailored to students’ specific preferences and needs, launched a new e-book loan service, adapted its teaching materials for mobile devices, such as the iPad, and opened the institutional repository O2, the ‘Oberta’ in open access.

In short, the UOC, that rare university whose overarching objective is to enhance the common good, is no mere product, but rather, as can be seen in this report, the very embodiment of continuous improvement.

Imma Tubella
President of the UOC

In the new knowledge era, universities have to be able to meet new needs wherever and whenever they arise, especially in turbulent times of crisis such as today.

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TEACHING AND QUALITY
The 2009-2010 academic year was also an important one in Catalonia due to the high number of qualifications already adapted to the European Higher Education Area (EHEA), thanks, in large part, to the heroic efforts of the educational community. The UOC’s main mission, European convergence, also highlights the critical importance of lifelong training, talent, mobility and quality teaching and research.

In this framework, all stakeholders in Catalan education must work together in order to continue to improve, without fearing the effort or risks involved. Hard work, cooperation and the desire to keep getting better will allow us to compete in an increasingly global environment without losing sight of local venues for originality and our own unique identity.

The use of ICT has made the UOC a pioneering university and given it an advantage when tackling technological changes: its commitment to new technologies has only grown over time, with the incorporation of ever more interactive features and the use of Web 2.0 tools. The UOC is an online university and, as such, is open to the world, but it is also deeply committed to local communities and rooted in Catalonia. In the current times of economic and social crisis, investing in quality education means supporting stable employment and the individual and collective welfare of the people.

I encourage you to read this document to learn for yourself about the UOC’s many achievements under the leadership of President Imma Tubella, who, this past academic year, moreover served as President of the Catalan Association of Public Universities (ACUP in Catalan). The UOC has made a clear name for itself in the world of universities and today stands out as a key component of the Catalan university system.

Josep Huguet
President of the Board of Trustees and Catalan Minister of Innovation, Universities and Business

As part of its commitment to creativity, internationalisation and knowledge dissemination, the UOC has brought new tools to the table able to help change the society we live in.

The UOC has surpassed the previously unthinkable number of 55,000 active students, hailing from ninety countries on six different continents, who connect to its virtual classrooms daily. In addition to the technological involvements, the largest challenge the University now faces is how to conserve its identity as an institution committed to society, an institution with a global calling that is nevertheless rooted in its local community, that exists on the web and is growing on social networks, but can also offer personalised service, both online and in person, to each and every one of its students. It reached this milestone as a result of the experience that it has accumulated since the first two hundred students enrolled fifteen years ago, its boundless capacity to come up with innovative new ways to overcome the constraints of time, virtual space and learning methodologies, and the application of criteria of sustainability and humanity that have always placed students’ best interests first. The efforts made are even more meritorious when one considers that the process of adapting to the new Bologna system is almost complete and more than ten thousand students are already enrolled on EHEA-adapted bachelor’s degree programs.

Due to the use of ICT and its digital identity, the UOC has emerged as a social network in and of itself in which a wide range of professionals, including researchers, lecturers, business owners, digital natives, civil servants, development cooperation agents, pensioners, the unemployed and entire families, meet to create, share and disseminate free knowledge. It might perhaps be argued that we are running the risk of stretching ourselves too thin with this increasingly extensive network (some five billion people from all around the world are internet users today) and that our faculty members will not be able to remember their students’ names. However, nothing could be further from the truth. The UOC is constantly reinforcing its identity, rolling out new courses, revamping its virtual classrooms, signing new partnership agreements with companies, institutions and universities from around the world and offering more services on its website. Campus and the Web 2.0, as well as in physical locations in the region, with a view to providing the entire community with more venues in which to interact and conduct research. Proof of this can be found in the relocation of the IN3 and Alvaro-Centro to the singular Media-ICT building in Barcelona’s 22@technology district; in the opening of the public Wiliklounge, just off Placa de Catalunya; in the new offices in L’Hospitalet and Tarragona; and in the inauguration of Hospital Moisès Broggi, in Sant Joan Despí, which is attached to the UOC.

This commitment to serving society, of vital importance in the current context of crisis, has won praise from a range of leading luminaries, amongst them the desire to keep getting better will allow us to

Josep Vilarasau
Chairman of the FUOC Advisory Board

Thanks to its use of ICT and its digital identity, the UOC has emerged as a social network in and of itself in which a wide range of professionals meet to create, share and disseminate knowledge for free.
Cooperation
- The UOC joins the Observatory on Borderless Higher Education.
- 3rd International Congress on Conflict, Conflict Resolution and Peace.

November – December 2009

Education
- Pompeu Fabra University and the UOC launch the new Master’s Degree in Teacher Training.

Cooperation
- The FUOC joins the Diversity Charter initiative, a compendium of best practices to promote equality and non-discrimination.

Graduation Ceremony
- The UOC holds a graduation ceremony at the Auditori in Barcelona and the Auditori Nacional de Musica in Madrid for over 5,500 graduates.

Research
- The UOC’s UNESCO Chair in E-Learning organises the 6th International Seminar on Open Social Learning.

Technology
- Virtua, a virtual machine hosting service for pilot projects, is launched.

International
- The UOC hosted the annual International Council for Open and Distance Education (ICDE) Standing Conference of Presidents (SCoP) under the title Quality in the Context of the Financial Crisis.
  http://www.uoc.edu/symposias/scop/09/

January – February 2010

Regional presence
- Inauguration of the UOC’s support centre in L’Hospitalet, located at the Bellvitge Cultural Centre.

Technology
- The UOC, UC Berkeley and ETH Zürich join forces to revolutionise audiovisual academic content.

Research
- Gilles Lavigne, a researcher at the Institute of Educational Research and Development (IERD) at the Autonomous University of Baja California, Mexico, studies browsing as a factor in e-learning.
- Presentation of the study Diagnóstico de percepciones Catalunya-España [Diagnosis of Perceptions: Catalonia-Spain], carried out by the UOC’s Ident.cat research group.
- Inauguration of Moisés Broggi Hospital, a university centre affiliated to the UOC.

Conferences
- Kul Wadhwa, Head of Business Development at the Wikimedia Foundation, is invited to speak at the 4th UOC Associate Companies Meeting.
- Jordi Pujol gives the talk Moving Up: Assets and Liabilities at Tribuna Oberta Viadrina.

Cooperation
- The Campus for Peace-Africa project, a joint UOC-African Virtual University initiative, is launched.

March – April 2010

Library
- The UOC’s institutional repository O2, The Oberta in Open Access, is launched.

Knowledge Dissemination
- First edition of the Picasso in Words micro-story contest.

Research
- Manuel Castells is named an advisor to the US Library of Congress.
- Presentation of the study ELAN.cat on multilingualism at Catalan companies.

University of Catalonia
- The Catalan Public Universities Association (ACUP) presents the 2010-2015 Internationalisation Plan for Catalan Public Universities.

Wikilounge
- Open house in honour of St George’s Day at the UOC’s new centre in Barcelona at Rambla de Catalunya 6.

- The UOC launches the e-treball (e-work) project to promote work-life balance and flexibility with regard to physical presence at the workplace.

May – July 2010

Research
- Completion of the SUMA educational platform project, developed by the UOC and Tecsidel, which combines the best aspects of the most acclaimed e-learning systems on the market with a set of tools and applications.
- Publication of the study Llenguatges i jooves. Usos i percepcions lingüístiques de la joventut catalana [Language and Young People: Language Use and Perception among Catalan Youth], directed by Joan Pujolar, lecturer in the Arts and Humanities Department.
- Gill Kirkup, a lecturer at the Open University, UK, was invited to the roundtable on gender, ICTs and education in developing countries.

Knowledge Dissemination
- Ferran Adrià and Ferran Soriano are invited to the IGI’s 3rd Symposium on Leadership and Talent in Business.
- Michael T. Jones, Chief Technology Advocate for Google and one of the founders of Google Earth, was invited to give the talk The Power of Information at the annual UOC Alumni meeting.
- EcoUniversitat, the Campus for Peace’s journal on sustainability, ecology and the environment in the university sector, is launched.
  http://ecouniversitas.uoc.edu
  http://eicrcs.uoc.edu
  http://mpwps.uoc.edu
- A Journal of Conflictology a new e-journal devoted to the analysis of conflict resolution and peace processes, is launched.
  http://journal-of-conflictology.uoc.edu

Agreements
- New UNESCO-FCB-UOC Chair in Sport as a Tool for Social Co-existence and Conflict Resolution.

Technology
- The UOC’s educational materials are adapted for the iPad.

Education
- The Catalan Broadcasting Corporation and the UOC launch the TV3-UOC Master’s Degree in Entertainment.
- The UOC creates the first MBA in Property Sciences.

Cooperation
- 3rd EcoUniversity Conference on the importance of raising awareness about environmental activism.

In Memoriam
- The UOC expresses its condolences for the passing of William J. Mitchell, professor at the Massachusetts Institute of Technology (MIT), awarded an honorary doctorate by the UOC in the academic year 2005-2006.

Innovation
- The UOC launches an open-access, augmented-reality game to help users determine their professional profile.

International
- The UOC co-organised the Rectors Conference called by the EuroMed Permanent University Forum (EPUF) which brought together over 140 university rectors from 23 countries.
  http://augmentada.uoc.edu

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THE UOC IN FIGURES

STUDENTS

1 BREAKDOWN OF STUDENTS BY TYPE OF PROGRAMME

OFFICIAL DEGREE PROGRAMMES

<table>
<thead>
<tr>
<th></th>
<th>EHEA degree</th>
<th>Pre-EHEA degree</th>
<th>Diploma or foundation degree</th>
<th>University master’s degree</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUGER Graduate DEGREES</td>
<td>10,666</td>
<td>18,824</td>
<td>14,777</td>
<td>2,345</td>
<td>131</td>
</tr>
<tr>
<td>PhD/TURADUDE DEGREES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the academic year 2009-2010, a total of 56,787 students enrolled on a UOC programme.

UOC-SPECIFIC DEGREE PROGRAMMES

<table>
<thead>
<tr>
<th>Programme</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree</td>
<td>732</td>
</tr>
<tr>
<td>Post-graduate degree</td>
<td>1,265</td>
</tr>
<tr>
<td>Specialisation course</td>
<td>1,055</td>
</tr>
<tr>
<td>University (baccalaureate)</td>
<td>2,887</td>
</tr>
<tr>
<td>Summer and Winter Open University</td>
<td>£99b</td>
</tr>
<tr>
<td>Català obert, lifelong learning courses, travel programme, seminars</td>
<td>630</td>
</tr>
</tbody>
</table>

Over 10,000 enrolled on EHEA-adapted degrees.

87% of EHEA-degree students are women.
2 BREAKDOWN OF STUDENTS BY AGE

- EHEA degrees, diplomas and pre-EHEA degrees
- University master's degrees, doctorates and postgraduate courses
- Other

3 BREAKDOWN OF STUDENTS BY SEX

<table>
<thead>
<tr>
<th></th>
<th>Diplomas and pre-EHEA degrees</th>
<th>EHEA degrees</th>
<th>University master's degrees</th>
<th>Doctorates</th>
<th>Postgraduate courses</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>17,220</td>
<td>4,584</td>
<td>1,313</td>
<td>191</td>
<td>1,565</td>
<td>937</td>
</tr>
<tr>
<td>Women</td>
<td>16,890</td>
<td>1082</td>
<td>1,032</td>
<td>60</td>
<td>1,487</td>
<td>1,112</td>
</tr>
</tbody>
</table>

4 EVOLUTION OF THE NUMBER OF STUDENTS ENROLLED

- UNDERGRADUATE: DIPLOMAS, PRE-EHEA AND EHEA DEGREES

- POSTGRADUATE: MASTER'S, POSTGRADUATE AND DOCTORAL

5 BREAKDOWN OF STUDENTS BY PROGRAMME

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMICS AND BUSINESS STUDIES</td>
<td></td>
</tr>
<tr>
<td>Diploma in Business Studies</td>
<td>1,643</td>
</tr>
<tr>
<td>Diploma in Tourism</td>
<td>1,161</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Business Administration and Management</td>
<td>1,827</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Labour Sciences</td>
<td>1,449</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Market Research and Techniques</td>
<td>1,006</td>
</tr>
<tr>
<td>Degree in Tourism</td>
<td>193</td>
</tr>
<tr>
<td>Degree in Business Administration and Management</td>
<td>1,547</td>
</tr>
<tr>
<td>Degree in Marketing and Market Research</td>
<td>419</td>
</tr>
<tr>
<td>Master's Degree in Health and Safety</td>
<td>471</td>
</tr>
<tr>
<td>INFORMATION AND COMMUNICATION SCIENCES</td>
<td></td>
</tr>
<tr>
<td>2nd-Cycle Degree in Audiovisual Communication</td>
<td>656</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Information and Communication Sciences</td>
<td>706</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Advertising and Public Relations</td>
<td>1,035</td>
</tr>
<tr>
<td>Degree in Communication Sciences</td>
<td>675</td>
</tr>
<tr>
<td>Degree in Information and Communication Sciences</td>
<td>168</td>
</tr>
<tr>
<td>Official Master's Degree in the Information and Knowledge Society</td>
<td>461</td>
</tr>
<tr>
<td>LAW AND POLITICAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>2nd-Cycle Degree in Law</td>
<td>3,310</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Political and Administration Sciences</td>
<td>491</td>
</tr>
<tr>
<td>Degree in Law</td>
<td>1,843</td>
</tr>
<tr>
<td>ARTS AND HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>2nd-Cycle Degree in Catalan Language and Literature</td>
<td>512</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Humanities</td>
<td>1,641</td>
</tr>
<tr>
<td>2nd-Cycle Degree in East Asian Studies</td>
<td>714</td>
</tr>
<tr>
<td>Degree in Humanities</td>
<td>1,049</td>
</tr>
<tr>
<td>Degree in Catalan Language and Literature</td>
<td>167</td>
</tr>
<tr>
<td>University Master's Degree in Cultural Management</td>
<td>477</td>
</tr>
<tr>
<td>PSYCHOLOGY AND EDUCATIONAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>2nd-Cycle Degree in Psychology</td>
<td>2,659</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Educational Psychology</td>
<td>1,886</td>
</tr>
<tr>
<td>Degree in Psychology</td>
<td>5,226</td>
</tr>
<tr>
<td>Degree in Social Education</td>
<td>786</td>
</tr>
<tr>
<td>University Master's Degree in Education and ICT (e-learning)</td>
<td>664</td>
</tr>
<tr>
<td>IT AND TELECOMMUNICATIONS</td>
<td></td>
</tr>
<tr>
<td>Foundation Degree in Management IT</td>
<td>2,245</td>
</tr>
<tr>
<td>Foundation Degree in Systems IT</td>
<td>2,749</td>
</tr>
<tr>
<td>Foundation Degree in Telecommunications, specialising in Telematics</td>
<td>979</td>
</tr>
<tr>
<td>2nd-Cycle Degree in Computer Engineering</td>
<td>932</td>
</tr>
<tr>
<td>Degree in Computer Engineering</td>
<td>121</td>
</tr>
<tr>
<td>Degree in Telecommunication Technology</td>
<td>55</td>
</tr>
<tr>
<td>Degree in Multimedia Studies</td>
<td>617</td>
</tr>
<tr>
<td>University Master's Degree in Free Software</td>
<td>472</td>
</tr>
</tbody>
</table>

Total: 46,612
Figures for 2008-2009 graduates

2. EVOLUTION OF THE NUMBER OF GRADUATES OF DIPLOMA, DEGREE, UNIVERSITY MASTER’S DEGREE AND DOCTORAL PROGRAMMES

Academic year 2009-2010

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Visits</th>
<th>Users</th>
<th>(Average) time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>26,485,873</td>
<td>3,054,628</td>
<td>4 min and 3 s</td>
</tr>
</tbody>
</table>

2.2. COMMUNICATION SPACES

Academic year 2009-2010

<table>
<thead>
<tr>
<th>Personalised messages</th>
<th>Subscribers to the Academic information newsletter</th>
<th>Active forums (managed by members of the university community)</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>27,334</td>
<td>541</td>
</tr>
</tbody>
</table>

3. STUDENT COMMUNICATION

ENQUIRIES

<table>
<thead>
<tr>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>143,808</td>
<td>180,296</td>
</tr>
</tbody>
</table>
4 THE UOC’S WEBSITE

4.1. EVOLUTION OF THE MAIN INDICATORS OF THE WEBSITE’S RANKING

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits</td>
<td>3,001,139</td>
<td>3,203,587</td>
<td>3,633,615</td>
</tr>
<tr>
<td>Users</td>
<td>491,772</td>
<td>617,999</td>
<td>719,585</td>
</tr>
<tr>
<td>Pages viewed</td>
<td>1,285,951</td>
<td>1,072,418</td>
<td>6,907,465</td>
</tr>
<tr>
<td>Time spent</td>
<td>1 min 52 s</td>
<td>2 min 9 s</td>
<td>2 min 32 s</td>
</tr>
<tr>
<td>PageRank</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Google Analytics

The UOC’s website has risen 114 places in the ranking since 2007.

Webometrics is a world ranking of university websites that compares some 20,000 institutions. It is based on four indicators: size of the site (number of pages hosted), visibility (number of external links to the site), number of rich files and Google Scholar citations.

4.2. RANKING OF UNIVERSITY WEBSITES

Webometrics 672 638 558

As of 31 July 2010

4.3. NUMBER OF VISITS BY BROWSING LANGUAGE

<table>
<thead>
<tr>
<th>Language</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan website</td>
<td>2,411,488</td>
<td></td>
</tr>
<tr>
<td>Spanish website</td>
<td>469,739</td>
<td></td>
</tr>
<tr>
<td>English website</td>
<td>41,575</td>
<td></td>
</tr>
</tbody>
</table>

In the highest-traffic month (March 2010)

4.4. EVOLUTION OF THE NUMBER OF VISITS FROM MOBILE DEVICES

Visits from mobile devices 7,126 23,227

Comparison from the highest-traffic month (I une)

5 KNOWLEDGE DISSEMINATION

5.1. YOUTUBE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of videos</td>
<td>449</td>
<td>913</td>
</tr>
<tr>
<td>Subscribers to the UOC’s YouTube channel</td>
<td>592</td>
<td>1,185</td>
</tr>
<tr>
<td>Number of plays</td>
<td>286,597</td>
<td>563,013</td>
</tr>
</tbody>
</table>

As of 31 July 2010

5.2. JOURNALS, INSTITUTIONAL PUBLICATIONS AND WEBSITES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of journals, publications and websites</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Subscribers</td>
<td>12,357</td>
<td>12,847</td>
</tr>
</tbody>
</table>

As of 31 July 2010


5.3. OPEN SOURCEWARE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits</td>
<td>428</td>
<td>11,921</td>
</tr>
<tr>
<td>Users</td>
<td>383</td>
<td>8,467</td>
</tr>
<tr>
<td>Time spent</td>
<td>19 sec</td>
<td>2 min 41 sec</td>
</tr>
</tbody>
</table>

Comparison from the highest-traffic month (February)

5.4. EDITORIAL UOC

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>122</td>
<td>107</td>
</tr>
<tr>
<td>Reprints</td>
<td>23</td>
<td>47</td>
</tr>
</tbody>
</table>

As of 31 July 2010

6 SOCIAL NETWORKS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pages opened on facebook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of active Twitter accounts</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

EVOLUTION OF THE UOC’S INSTITUTIONAL FACEBOOK PAGE

http://www.facebook.com/uoc_universitat

<table>
<thead>
<tr>
<th>Fans</th>
<th>751</th>
<th>4,389</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of interactions</td>
<td>51</td>
<td>275</td>
</tr>
</tbody>
</table>

EVOLUTION OF THE UOC’S INSTITUTIONAL TWITTER ACCOUNT

http://www.twitter.com/uoc_universitat

<table>
<thead>
<tr>
<th>Followers</th>
<th>825</th>
<th>3,610</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tweets in Catalan</td>
<td>226</td>
<td>587</td>
</tr>
<tr>
<td>Tweets in Spanish</td>
<td>183</td>
<td>472</td>
</tr>
<tr>
<td>Tweets in English</td>
<td>153</td>
<td>289</td>
</tr>
</tbody>
</table>

LINKEDIN ALUMNI

Members 10,7

As of 31 July 2010

1031 THE UOC: OPEN TO THE WORLD, ROOTED IN ITS SURROUNDINGS

AGREEMENTS

Catalonia
- FC Barcelona Foundation
Andorra
- University of Andorra
Bolivia
- UMSA - Universidad Mayor de San Andrés
Colombia
- Fundación Universitaria CEIPA
- Universidad de Caldas
- United Nations Development Programme (UNDP)
Cuba
- Office of the Historian of the City of Havana (OHCH)
United States
- Michigan State University (MSU)
- University of Missouri
Italy
- International Slow Food Association
Mexico
- Universidad Nacional Autónoma de México (UNAM)
- Universidad Pedagógica Nacional de México (UPN)
- Universidad Autónoma del Estado de México (UASAM)
Peru
- Pontificia Universidad Católica del Perú (PUCP)
Portugal
- AESE - Associação de Estudos Superiores de Empresa

Over the academic year 2009-2010, 19 agreements were signed and more than 60 others maintained with companies and institutions from around the world.
MAP OF NETWORKS

SPANISH
- CEDU (Conferencia Estatal de Defensores Universitarios)

EUROPEAN
- EADTU (European Association of Distance Teaching University)
- EDEN (European Distance and E-Learning Network)
- EFQUEL (European Foundation for Quality in e-Learning)
- EMUNI (Euro-Mediterranean University)
- ENOHE (European Network for Ombudsmen in Higher Education)
- EPUF (Euromed Permanent University Forum)
- EUA, (European University Association)
- EUCEN (The European Association for University Life Long Learning)
- EUNIS (European University Information Systems)

INTERNATIONAL
- AUIP (Asociación Universitaria Iberoamericana de Posgrado)
- CASE (Council for Advancement and Support of Education)
- CINDA (Centro Interuniversitario de Desarrollo)
- CREAD (Consortio Interamericano de Educación a Distancia)
- EDUCASE
- ELI (Edcucase Learning Initiative)
- GUN (Global University Network for Innovation)
- IAU (International Association of Universities)
- ICDE (International Council for Open and Distance Education)
- IMS (Global Learning Consortium)
- NAFSHA (Association of International Educators)
- NMC (New Media Consortium)
- ODCW (OpenCourseWare Consortium)
- RECLA (Red de Educación Continua de América Latina y Europa)
- REDDU (Red de Defensores Procuradores y Titulares de Organismos de Defensa de los Derechos Universitarios)
- Talloires Network

MAP OF OFFICES

Main office (Tibidabo 1 and 2 buildings)
- Av. Tibidabo, 39-43, Barcelona
- Vice President’s Office, Faculty and Academic Organisation
- Vice President’s Office, Technology
- UNESCO Chair in e-Learning
- Linguamón-DOC Chair in Multilingualism
- Arts and Humanities Department
- Law and Political Science Department
- Economics and Business Studies Department

Tibidabo 3 and 4 buildings
- Av. Tibidabo, 41-43, Barcelona
- Campus for Peace
- UNESCO-FC Barcelona Foundation-UOC Chair in Sport as a Tool for Social Coexistence and Conflict Resolution
- Doctoral Programme in the Information and Knowledge Society (IN3)

Media-ICT building
- C. Roc Boronat, 117, Barcelona
- Vice President’s Office, Postgraduate Education and Lifelong Learning
- Vice President’s Office, Research and Innovation
- Internet Interdisciplinary Institute (IN3)
- eLearn Center (eLC)
- International Graduate Institute (IGI)
- School of Languages

225 building
- Rambla del Poblenou, 156, Barcelona
- Information and Communication Sciences Department
- IT, Multimedia and Telecommunications Department
- Psychology and Educational Sciences Department

Wikilounge
- Rambla de Catalunya, 6, Barcelona
- Ombudsman
- Alumni

Castelldefels
- Parc tecnològic de la mediterrània
- Av. del Canal Olímpic, Castelldefels
- Data Processing Center

INTERNATIONAL OFFICES AND ANTENNAE

Mexico
- Pte. de la Reforma, 265, piso 1.Col. Cuauhtémoc
- 06500 Mexico, D.F. (Mexico)
- UOC Office in Mexico

UOC Antennae
- They provide logistical support and pave the way for new opportunities for collaboration.
- Brussels (Belgium), Andean region, India (New Delhi), China (Shanghai).

THE UOC AND ITS SURROUNDINGS

Regional network
- The UOC is organised around a central office with a network of regional offices and points.

Student services
- Over the course of the 2009-2010 academic year, 91,000 queries were handled from students who contacted their regional offices about questions, formalities or using available services.

Educational guidance
- More than 27,000 people received guidance at the different regional offices, and 153 information sessions were held on the different ways to study at the UOC.

New developments in the regional network
- Over the academic year, a new UOC point was inaugurated in Balaguer in collaboration with the Balaguer Town Council.

Regional Activity Plan
- The period saw further action on the Regional Activity Plan, which aims to bring the knowledge generated by the University closer to society at large. More than 100 activities were held with a variety of formats: lecture series, digital skills workshops, round tables, etc.

Present on every continent.
- The online university, the global university.

STUDENTS

MORE THAN 35,000
- Catalonia

MORE THAN 12,000
- Spain (excluding Catalonia)

Up to 50
- Andorra
- Mexico
- Colombia
- Germany

Up to 100
- United Kingdom
- France

Up to 200
- Argentina
- Austria
- Morocco

Up to 500
- Bolivia
- Venezuela
- Peru
- Brazil
- Costa Rica
- Turkey
- Luxembourg
- Japan
- Portugal

Up to 10
- Denmark
- Nicaragua
- Sudan
- Austria
- Morocco

Up to 10
- Norway
- Guatemala
- Dominican Republic
- Ethiopia
- Finland
- Honduras
- Kenya
- Sweden
- Algeria
- Australia
- Egypt
- Mozambique
- Poland
- Singapore
- United Arab Emirates
- Uruguay
- Afghanistan
- Canada
- Paraguay
- Angola
- Philippines
- Hong Kong
- Israel
- Jamaica
- South Korea
- Greece
- Iceland
- Oman
- Czech Republic
- Russia
- Serbia
- South Africa
- Thailand
- Trinidad and Tobago
- Albania
- West Indies
- Bosnia and Herzegovina
- Cameroon
- Estonia
- Gambia
- Guinea-Bissau
- Hungary
- India
- Indonesia
- Liechtenstein
- Mauritania
- Panama
- Puerto Rico
- Romania
- Senegal
- Sierra Leone
- Sri Lanka
- Taiwan
- Tunisia
- Zimbabwe
GET TO KNOW THE UOC
http://www.uoc.edu/portal/english/a_universitat/conex_t_uoc/presentacio/index.html

- Learning model
  http://www.uoc.edu/upropasemispresa_universitat/model_educatiu/introduccio/index.html
- Virtual Library
  http://biblioteca.uoc.edu
- Institutional repository – O2
  http://openaccess.uoc.edu

OPEN TO SOCIETY
- The President online
  http://rectora.uoc.edu
- UNESCO Chair in E-Learning
  http://unescocard.uoc.edu
- Lingüistics-UOC Chair in Multilingualism
  http://criteriainmultilingue.uoc.edu
- Campus for Peace
  http://campusforpeace.uoc.edu
- Associate institutions and companies
  http://associated_companies.uoc.edu
- UOC Alumni
  http://alumni.uoc.edu
- Regional network
  http://www.uoc.edu/portal/english/a_universitat/seus_i_contacte/

OPEN TO SOCIAL NETWORKS
- YouTube
  http://www.youtube.com/uoc
- Twitter (in Catalan)
  http://www.twitter.com/uoc_uoc
- Twitter (in Spanish)
  http://www.twitter.com/UOC_Uoc
- Twitter (in English)
  http://www.twitter.com/UOC_UOC
- Twitter Alumni
  http://twitter.com/UOC_Alumni
- Facebook
  http://www.facebook.com/uoc_universitat
- Vimeo
  http://vimeo.com/uoc
- Delicious
  http://delicious.com/UOC_University
- SlideShare Alumni
  http://www.slideshare.net/uocalumni
- Flickr
  http://www.flickr.com/uoc_universitat
- Linkedin Alumni
  http://www.linkedin.com/groups/uoc-1496279
- All of the UOC’s Twitter accounts
  http://twitter.com/UOC_Uoc
- UOC blogs
  http://www.uoc.edu/portal/english/a_universitat/seus_i_contacte/blogs

QUALITY TEACHING
- Course offerings
  http://www.uoc.edu/studies
  - EHEA-adapted undergraduate degrees
  - Pre-EHEA undergraduate degrees
  - Diplomas
  - Engineering and foundation degrees
  - International Graduate Institute
  http://igg.uoc.edu

- Official and university master’s degrees
- Postgraduate courses
- Open programmes

- Departments:
  - Arts and Humanities Department
  http://aan.uoc.edu
- Information and Communication Sciences Department
  http://ciec.uoc.edu
- Law and Political Science Department
  http://edps.uoc.edu
- Economics and Business Studies Department
  http://eeb.uoc.edu
- IT, Multimedia and Telecommunications Department
  http://dmct.uoc.edu
- Psychology and Educational Sciences Department
  http://psce.uoc.edu

KNOWLEDGE DISSEMINATION
- Editorial UOC
  http://www.editionsuoc.com
- Journals
  http://journals.uoc.edu
- Anthologies
  http://antologies.uoc.edu
- Digitalum
  http://digitalum.uoc.edu
- ECP Universitat
  http://recu.uoc.edu
- eLC Research Paper Series
  http://eic-research-paper-series.uoc.edu
- IDP, Internet, Law and Politics Journal
  http://idp.uoc.edu
- IN3 Working Paper Series
  http://in3-working-paper-series.uoc.edu
- J Ournal of Conflictology
  http://journals.or-conflictology.uoc.edu
- Mosaic
  http://mosaic.uoc.edu
- RUSC. University and Knowledge Society
  http://rusc.uoc.edu
- UOC Papers
  http://uocpapers.uoc.edu
- Walk In
  http://walkin.uoc.edu

WEBSITES
- L·eBAr
  http://lebarr.uoc.edu
- Debates on Education
  http://www.debats.cat
- Open teaching materials
- OpenCourseWare
  http://ocw.uoc.edu
- Fundació UOC (UOC Foundation, FUOC) is the backbone of the university.
  The FUOC Advisory Board is a consultative body that is also responsible for reporting on the budget, planning and appointing the president of the UOC.
The Permanent Committee is the Foundation’s permanent administrative and management body.

Chairman

Josep Ribas, Director General for Universities of the Catalan Ministry of Innovation, Universities and Enterprise

APPPOINTED BY BUSINESS ORGANISATIONS

Josep A. Díaz, Vice-President of Foment del Treball Nacional

Lluís Godoy, representative of Petita i Mitjana Empresa de Catalunya

APPPOINTED BY TRADE UNIONS

Antonio Córcoles, representative of Comissions Obreres

Neus Munté, representative of Unió General dels Treballadors

Imma Tubella, President of the UOC

Óscar Aguer, Director of the FUOC

(Composition as of 31 July 2010)

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2010-2014 STRATEGIC PLAN

In 2009, the UOC undertook a review of its main objectives for the next five years. To this end, it performed an initial assessment of the main objectives of the 2007-2010 period. That work was reviewed and extended to 2014, such that the Strategic Plan now has the same term as the programme agreement with the Catalan Government. Likewise, the definition of the UOC’s main objectives was brought into line with the explicit commitments undertaken between the UOC and the Catalan government.

Mission

The UOC is an innovative university, deeply rooted in Catalonia yet open to the world, and a leader in lifelong education and research on the information and knowledge society.

Its educational and management model, led by a highly qualified team and based on customisation and accompaniment of students over the course of their studies through networking and intensive use of ICT, allows it to overcome scheduling and location constraints in order to share the knowledge it generates with the world at large, thereby fostering personal development and as better society.

Vision

The UOC is an online university that is deeply rooted in Catalonia but disseminates knowledge around the world with a view to promoting lifelong personal development and a better society.

Organised as a network, it attracts talented professionals—lecturers, researchers and managers—who, by making intensive use of ICT, are able to provide quality education and knowledge services.
The UOC is an open, flexible, online, quality, student-oriented, innovative and socially responsible institution.

Values

Strategic lines and vision

1. Training
This line refers to the strategies linked to the University’s course offerings and the design of the programmes, learning methodology and quality systems.

2. R&D, innovation and transfer
This line refers to the strategies linked to research and knowledge transfer in the fields of the knowledge society and e-learning, in particular.

3. Worldwide presence
This line refers to the strategies linked to the University’s presence in Catalonia, Spain and the world.

4. Personnel development
This line refers to the strategies linked to the organisation’s human capital.

5. Organisational culture
This line refers to the strategies linked to the University’s culture and values in terms of its teams and structures.

TEACHING AND QUALITY

I01

EHEA

Deployment of new qualifications
The following EHEA-adapted bachelor’s and master’s degrees were added to the UOC’s existing offer:

Bachelor’s degrees
- Business Administration and Management
- Communication
- Social Education
- Computer Engineering
- Information and Communication Sciences
- Catalan Language and Literature
- Marketing and Market Research
- Multimedia studies
- Telecommunication Technologies
- Tourism

University master’s degrees
- Cultural Management (inter-university programme with the University of Girona and the University of the Balearic Islands)
- Teaching of Secondary School, Vocational Training and Languages (inter-university programme coordinated by Pompeu Fabra University)

Likewise, the university has begun the validation process to add the following programmes in the 2010-2011 academic year:

Bachelor’s degrees
- Criminology
- Labour Relations and Employment

University master’s degrees
- Tax Issues
- Nutrition and Health
- Telemedicine
- Multimedia Applications
- Computer Engineering
- Telecommunications Engineering
- Psychology, Health and Quality of Life

To date, all the above programmes have received a positive final report from the Spanish National Agency for Quality Assessment and Accreditation (ANECA).

Quality

The UOC has an internal quality assurance system in place for its official qualifications.

I02

TEACHING MAP

Arts and Humanities

Undergraduate qualifications
Undergraduate qualifications / Bachelor’s Degree in Humanities / Bachelor’s Degree in Catalan Language and Literature / 2nd-Cycle Degree in Catalan Language and Literature / 2nd-Cycle Degree in Humanities / 2nd-Cycle Degree in East Asian Studies

Postgraduate qualifications
Undergraduate qualifications / Bachelor’s Degree in Humanities / Bachelor’s Degree in Catalan Language and Literature / 2nd-Cycle Degree in Catalan Language and Literature / 2nd-Cycle Degree in Humanities / 2nd-Cycle Degree in East Asian Studies

Information and Communication Sciences

Undergraduate qualifications
Bachelor’s Degree in Information and Communication Sciences / Bachelor’s Degree in Communication / 2nd-Cycle Degree in Audiovisual Communication / 2nd-Cycle Degree in Information and Communication Sciences / 2nd-Cycle Degree in Advertising and Public Relations

Postgraduate qualifications
UOC-El Periódico-Lavinia Master’s Degree in Digital Journalism and Digital Communication Project Management / Master’s Degree in Political Communication / TV3-UOC Master’s Degree in Entertainment / Master’s Degree in...

Call for faculty evaluations
As provided under the agreement signed between the UOC and AQU Catalunya, the first call for faculty evaluations was published during the 2009-2010 academic year within the framework of a trial run of the Docencia programme. These evaluations, open to the entire UOC faculty, were promoted as a tool for improving teaching quality and took into account all the teaching activities carried out by faculty members. A total of 27 faculty members registered for the initial pilot edition, of whom 23 received positive evaluations.

AQU Catalunya’s SUPPORT programme
Staff members from the Planning and Evaluation Area visited the Open University United Kingdom (Pace) to learn about its internal quality assurance system and the procedures that it follows to ensure the system’s proper implementation.

The UOC has an AQU-certified internal quality assurance system in place for its official qualifications.

The 2009-2010 academic year saw an increase in the number of EHEA-adapted bachelor’s and university master’s degrees offered at the UOC. The number is expected to continue to grow in 2010-2011.

Information and Knowledge Management and Administration / UOC-ACN Postgraduate Degree in Multimedia Journalism Products / Postgraduate Degree in Innovation and Creation of Audiovisual Content / Postgraduate Degree in Advertising, the Internet and Digital Media / Postgraduate Degree in Digital Communication Applied to Tourism / UOC-CECOR Postgraduate Degree in Protocol / Postgraduate Degree in Social Networks and Interknowledge / Postgraduate Degree in Development and Production of Documentaries: From the Idea to the Screen / UOC-Medimed Postgraduate Degree in Development and Production of Documentaries for the Internet / Business. From the Idea to the Screen / Postgraduate Degree in Digital Journalism

Law and Political Science
Undergraduate qualifications
Bachelor's Degree in Law / Bachelor's Degree in Criminology / 2nd-Cycle Degree in Law / 2nd-Cycle Degree in Political and Administration Sciences
Postgraduate qualifications
International Master's Degree in Copyright Law / Master's Degree in Copyright Law / University Master's Degree in Political Analysis / Master's Degree in Tax Regulation / UOC-IDH Master's Degree in Human Rights and Democracy / Master's Degree in Corporate Legal Consulting / Postgraduate Degree in Electronic Administration / Postgraduate Degree in EU Studies / Postgraduate Degree in the Tax System

Economics and Business Studies
Undergraduate qualifications
Bachelor's Degree in Business Administration and Management / Bachelor's Degree in Tourism / Bachelor's Degree in Marketing and Market Research / Bachelor's Degree in Labour Relations and Employment / 2nd-Cycle Degree in Business Administration and Management / 2nd-Cycle Degree in Labour Sciences / 2nd-Cycle Degree in Market Research and Techniques / Diploma in Business Studies / Diploma in Tourism
Postgraduate qualifications
Postgraduate qualifications / Master's Degree in Marketing and Human Resource Management / Master's Degree in Marketing and Communication Management / University Master's Degree in Health and Safety / Master's Degree in Integral Logistics and Operations / Master's Degree in Financial Instruments and Markets / Master's Degree in Economic and Financial Management of Companies / WTO-GT Master's Degree in Senior Management in Resort Policy and Strategy / Master's Degree in Competition Law and Economics / UOC-UIB Postgraduate Degree in Management and Marketing of Tourism Companies

IT, Multimedia and Telecommunications
Undergraduate qualifications
Bachelor's Degree in Computer Engineering / Bachelor's Degree in Multimedia Studies / Bachelor's Degree in Telecommunications Technology / Foundation Degree in Management IT / Foundation Degree in Systems IT / Foundation Degree in Telecommunications: Specialisation in Telematics / 2nd-Cycle Degree in Computer Engineering / Multimedia Studies (UOC-specific qualification)
Postgraduate qualifications
Master's Degree in System and IT Management

University Master's Degree in Free Software / Master's Degree in Multimedia Creation and Production: Technology and Applications / CISCO Master's Degree in Networking Technologies: CCNA / Master's Degree in the Development of Microsoft.NET Applications / Master's Degree in Business Intelligence / Master's Degree in Computer Security / Master's Degree in Biocomputing and Biostatistics / Master's Degree in Video Games / Postgraduate Degree in ASP.NET Technologies for the Development of Web Applications / Postgraduate Degree in Object-Oriented Software Engineering / Postgraduate Degree in Video Game Design and Programming / Postgraduate Degree in Geographic Information Systems / Postgraduate Degree in Human-Computer Interaction

Psychology and Educational Sciences
Undergraduate qualifications
Bachelor's Degree in Social Education / Bachelor's Degree in Psychology / 2nd-Cycle Degree in Psychology / 2nd-Cycle Degree in Educational Psychology
Postgraduate qualifications
UOC-UPT Inter-University Master's Degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training

Global Executive Education
Master's Degree in Quality and Innovation Management / Master's Degree in Business Administration (MBA) / MBA in Property Sciences / Executive MBA (EMBA) / Director Development Postgraduate Programme / General Management Postgraduate Programme

City and Urban Planning Management
Postgraduate qualifications
Postgraduate qualifications / Master's Degree in City Management / Master's Degree in Public Safety Policy / Postgraduate Degree in the Environment and Infrastructure for a Change of Model

Health Sciences
Postgraduate qualifications
Master's Degree in Clinical Management / Master's Degree in the Planning and Design of Health Centres / Master's Degree in Health ICT Systems / University Master's Degree in Telemedicine / University Master's Degree in Nutrition and Health / Master's Degree in Executive Management of Hospitals / Postgraduate Degree in Health Social Work

Food Systems, Culture and Society
Postgraduate qualifications
Master's Degree in Food, Society and International Food Governance / Master's Degree in Organic Farming and Rural Development / Master's Degree in Food, Society and Territory

Humanitarian Cooperation, Peace and Sustainability
Postgraduate qualifications
Master's Degree in Conflictology: Specialisation in Family and Educational Mediation / Master's Degree in Conflictology: Specialisation in Armed Conflicts and Crisis Management / Master's Degree in Conflictology / Master's Degree in Online Management and Resources for Dependent Persons / Master's Degree in International Humanitarian Law and International Criminal Justice / Master's Degree in Management of Non-profit Organisations

Internet Interdisciplinary Institute (INS)
Postgraduate qualifications
University Master's Degree in the Information and Knowledge Society

Doctoral programme
Doctoral Programme in the Information and Knowledge Society

eLearn Center (eLC)
Postgraduate qualifications
University Master's Degree in E-Learning / Postgraduate Degree in Design, Implementation and Assessment in E-Learning / UOC-Espiral Postgraduate Degree in Innovation and the Creative Use of ICT in Education / Postgraduate Degree in Research in E-Learning / E-Learning Course Design and Teaching (European certificate) / E-Learning Design and Development (UOC-UNIM joint certificate)

Doctoral programme
Doctoral Programme in E-Learning

I3I
ARTS AND HUMANITIES DEPARTMENT
http://eau.uoc.edu

Lines of work
» Consolidation of EHEA-adapted qualifications
» New qualifications
» Linguamón-UOC Chair in Multilingualism

Actions
EHEA-adapted qualifications
The department has rolled out two new EHEA-adapted qualifications:
» Inter-university Master's Degree in Cultural Management (UOC-UDG/UIB): With more than 200 enrolled students, it was successfully deployed (creation and consolidation of tutoring teams, use and evaluation of new materials and implementation of new formats with regard to learning resources).
» Bachelor's Degree in Catalan Language and Literature: With more than 160 enrolled students, it was implemented quickly. Facilities were provided to adapt the former Second-Cycle Degree in Catalan Language and Literature to the new bachelor's degree.

» Bachelor's Degree in Humanities: It was offered for the second academic year and has cemented its status as one of the most popular bachelor's degrees in the humanities in Spain (733 enrolled students).

Development of skills and materials
The skills maps for the EHEA-adapted bachelor's degrees were defined in full, and the process to be used for the creation and review of teaching materials for all of the department's qualifications was designed and planned.

Plans to expand the academic offer
Plans were made to continue to expand the academic offer (bachelor's and official master's degrees and UOC-specific graduate qualifica-
Dissemination activities

- Lecture series: ‘L’Àsia oriental: tan lluny, tan a prop [East Asia: so far, so close]’ sponsored by the East Asian Studies programme. The series explored cultural mediation, contemporary culture and thought.
- The journal Digithum: Humanities in the digital age published its twelfth issue, and the journal Artnodes published its ninth. Both journals have established themselves nationally and internationally as quality peer-reviewed journals and are included in citation databases and directories. [http://digithum.uoc.edu](http://digithum.uoc.edu) [http://arnodes.uoc.edu](http://arnodes.uoc.edu)

Thesis


Awards and distinctions

Teresa Iriarren received the Lliuis Nicolau d’Olivet Prize, awarded by the Institute of Catalan Studies (IEC), for her doctoral thesis. Roger Martínez received the Extraordinary Doctoral Prize (corresponding to the 2007-2008 academic year), awarded on 26 January 2010 by the Graduate Studies Committee, by delegation of the Governing Council and at the suggestion of the Department of Sociology of the Autonomous University of Barcelona.

President’s Delegate to the Department> Dr. Carles Sigalés | Director of the East Asia Studies programme> Dr. Natàlia Cantó (until 30 November 2009), Dr. Carles Païdò | Director of the Catalan Language and Literature programme> Dr. Salvador Climent | Director of the Languages programme> Pauline Ernest | Director of the Humanities programme> Dr. Francesc Núñez | Director of the School of Languages> Ferran Ferrando | Faculty> Dr. Eduard Albar, Dr. Pau Alsina, Dr. Marie Christine Appel, Dr. Elisenda Ardevol, Dr. Nathalie Isabel Bittoun, Federico Borges, Dr. Anna Busquets, Dr. Joan Campás, Roger Canadell, Dr. Natàlia Cantó, Dr. César Carreras, Dr. Marta Coll, Alba Colombo, Dr. Montserrat Crespin, Dr. Ona Domènech, Dr. Begonya Enguíx, Dr. Josep Anton Fernández, Narcís Figueras, Dr. Joan Fuster, Dr. Olivia Gassol, Marc Gil, Muriel Gómez, Isaac González, J. Joseph Ellsworth Hopkins, Dr. Teresa Iriarren, Lluïc López, Isidor Mari, Dr. David Martínez, Dr. Roger Martínez, Dr. Glòria Munilla, Dr. Antore Oliver, Takako Ótsuki, Dr. Maite Pujal, J. Jacqueline Robbins, Ana Rodríguez, Neus Rötger, Dr. Laura Solanilla, Miquel Strubell, Dr. j. aume Subirana, Kevin Thomson, Dr. Agnès Vayreda | Department Administrator> Gemma Carrera | Academic administrative staff> Mónica Benhamou, Maribel Curado, Eva Galdón, Diana Grau, Pilar Miquel, Rosana Verde | Secretaries> Cristina Magrinyà, Bárbara Carrasco (from 11 July 2010)

The qualifications offered by this department are shown on the teaching map on page 129.

104I INFORMATION AND COMMUNICATION SCIENCES DEPARTMENT [http://iec.uoc.edu](http://iec.uoc.edu)

Lines of work

- Bachelor’s degrees in Communication and in Information and Documentation
- Teaching innovation
- Collaboration with institutions and companies to implement new programmes

Actions

Deployment of EHEA-adapted bachelor’s degrees

The new bachelor’s degrees in Communication and in Information and Documentation were launched with the deployment of the first-semester subjects.

New postgraduate programmes in the spheres of communication and information

The relationship with companies and institutions was consolidated through collaborations with Televisió de Catalunya, the Catalan News Agency, El Periódico de Catalunya, Lavinia, MEDITED and FUNDACC, with which the department worked on the design of new postgraduate programmes.

Two new postgraduate programmes were rolled out: the programme on Internet Advertising and New Digital Media and the UOC-Digitalt programme on Innovation in Audiovisual Content Creation.

Teaching innovation projects

- Kronos: A tool that seeks to help define, design, evaluate and hone management skills.
- Pre-assessment for continuous assessment activities (CAAS): Development of a tool that uses qualitative and quantitative analysis of the CAAs to afford a preliminary assessment of crosscutting skills.
- QR Code: The goal is to be able to give physical books QR codes that link to suplementary multimedia material.

Dissemination activities

2nd BCN Meeting Info: Competitive Intelligence

The lecturer Derek Stephens gave the opening talk at the event, which seeks to gather information from around the world and identity current trends in order to help organisation managers make better decisions.

Tenth anniversary

The Information and Communication Sciences Department celebrated the tenth anniversary of the implementation of the Second-Cycle Degree in Information and Communication Sciences.

“The department’s postgraduate and master’s degree programmes are designed and carried out with leading companies and institutions in the information and communication industry. We are thus able to develop the university-business partnership together.”

Lluis Pastor, Director of the Information and Communication Sciences Department

Department Director> Dr. Lluis Pastor | Director of the Advertising and Public Relations programme> Dr. Ferran Laluzia | Director of the Audiovisual Communication programme> Dr. Antoni Roig | Director of the Information and Communication Sciences programme> Dr. Josep Cobarsí | Faculty> Dr. Ioni Aira, Dr. Daniel Aranda, Dr. Agustí Canals, Dr. Víctor Cañal, J. judith Clares, Dr. Anna Maria Clua, Eva Domínguez, Elisenda Estanyol, Dr. Núria Ferran, Montserrat Garcia, Dr. Pablo Lara, Dr. Alexandra López, Dr. Francisca Lupiáñez, Oriol Mirabell, Mireia Montañà, Dr. Maria Candela Ollé, Dra. Eva Ortol, Dra. Gemma San Cornelio, Dr. Jordi Sánchez, Sandra Sanz, Silvia Sivera, Dr. Imma Tubella, Mercè Vázquez, Sandra Vilajoana | Department Administrator> Montse Atenza | Academic administrative staff> Alejandra Armores, Patricia Batlle, Felisa Cabezás, Sandra Martínez, Meriñxel Martínez, Inés Romeu | Department Secretary> Manoli Mansilla

The qualifications offered by this department are shown on the teaching map on page 129.

105I LAW AND POLITICAL SCIENCE DEPARTMENT [http://reicp.uoc.edu](http://reicp.uoc.edu)

Lines of work

- Systems for improving teaching quality
- Verification of the Bachelor’s Degree in Criminology
- Faculty accreditation

Actions

- The Department believes in and follows the teaching quality guidelines.
- The qualifications committee has drafted the report on the Bachelor’s Degree in Criminology, which is currently being verified.
- Some 70% of the department’s faculty hold a PhD and 60% are accredited lecturers.

Dissemination activities

1st Conference on the Teaching of Law and ICT

On 4 June 2010, the Law and Political Science Department held the 1st Conference on the Teaching of Law and ICT with the aim of exchanging experiences and sharing knowledge on the uses to which ICT can be put in law instruction.

IPD. Revista de Internet, Derecho y Politica

- Issues 9 and 10 of the journal, devoted to the confidentiality and security of social networks and online dispute resolution (ODR), were published during the 2009-2010 academic year. [http://ipd.uoc.edu](http://ipd.uoc.edu)
Verification of the Bachelor's Degree in Labour Relations and Employment

Following verification by ANECA, and building on the experience of the bachelor's degree programmes already deployed by the three participating departments (Economics and Business Studies, Law and Political Science, and Psychology and Educational Sciences), the necessary interdepartmental efforts were made to roll out the Bachelor's Degree in Labour Relations and Employment in the 2010-2011 academic year.

New university master's degree programmes

Qualification committees were set up to prepare two reports for the verification of two new master's degrees, intended to offer continuity to the general and specific training provided in the bachelor's degree programmes: the University Master's Degree in Organisational Management in the Knowledge Economy and the University Master's Degree in Analysis of the Economic Environment.

Innovation projects

Within the framework of the 2010 APLICA project, five innovation projects were undertaken in the department:

- e-Feedback: A process to encourage interaction between students and faculty.
- G-PAC: Study guides for teaching.
- eCOACH Project: Time synchronisation of learning and coaching.

Software for professional simulations: Within the framework of the practical activities for the Bachelor's Degree in Tourism.

Real-time video streaming: A learning resource for teacher programmes.

Strategic reflection

The overarching objectives of the department's activities were defined, in keeping with the lines of the UOC's 2010-2014 Strategic Plan. Five task forces were set up to explore strategic lines: teaching, research, teaching management, professional roles and work organisation.

Dissemination activities

The following activities were jointly organised with Alumni:

- First Meeting of Economics and Business Studies Graduates: ‘Nous professionals, noves competences’ (New professionals, new skills). The guest speaker was the sociologist Oriol Homs i Ferret, an expert on education and social policy.
- Events to kick off the semester: Talks were offered by collaborating teachers on topics related to the deployed qualifications.
- Participation of faculty in international conferences.

Awards and distinctions

The student Manuel Carreira Cerdeira received ex aequo the prize for the best university curriculum, awarded annually by the Catalan Association of Economists, in recognition of his academic path at the UOC. (Diploma in Business Sciences and Second-Cycle Degree in Business Administration and Management).

“Although from an academic point of view, the highlight of the year was the successful deployment of the bachelor's degrees in

The qualifications offered by this department are shown on the teaching map on page 129.

106] ECONOMICS AND BUSINESS STUDIES DEPARTMENT

http://ebe.ub.edu

Lines of work

- Bachelor's degrees in Economics and Business Studies
- University master's degrees
- Innovation to improve teaching quality
- Economics and Business Studies Department strategy

Actions

Deployment of bachelor's degrees

More than 60% of the three bachelor's degree programmes verified by the Spanish Agency for Quality Assessment and Accreditation (ANECA) were deployed. These programmes are: Business Administration and Management, Marketing and Market Research, and Tourism. Together, they account for 20% of all students enrolled in bachelor's degree programmes at the UOC.

ECONOMICS AND BUSINESS STUDIES DEPARTMENT

http://ebe.ub.edu

Lines of work

- Bachelor's degrees
- University master's degrees
- EHEA-adapted postgraduate offer
- Faculty accreditation

Actions

Three new bachelor's degrees

Teaching began for the bachelor's degree programmes in Computer Engineering, Telecommunications Technology and Multimedia Studies in February 2009, with a total of 840 enrolled students.

Verified university master's degrees

The University Council verified the university master's programmes launched to provide continuity for the three bachelor's programmes already in place. The new university master's degree programmes—in Multimedia Applications, Computer Engineering and Telecommunications Engineering—will be deployed in the 2011-2012 academic year.
Enlargement and EHEA-adaptation of the postgraduate offer
Three new postgraduate programmes were launched:
- Master’s Degree in SAP Solutions: HCM&SD Certification
- Master’s Degree in Biocomputing and Biostatistics
- Postgraduate Degree in Geographic Information Systems
Three additional programmes were adapted to the EHEA:
- Postgraduate Degree in IT Security
- Postgraduate Degree in CISCO Networking Technologies: CCNA
- Master’s Degree in Technologies for the Development of Microsoft.NET Applications

More faculty members with PhDs and accreditation
Some 65% of the department’s faculty members now hold PhDs, and 76% have been accredited.

Dissemination activities

Postgraduate colloquia
Two colloquia were held in the field of video games (‘Tecnologia online para juegos arcade: minimizando el lag’ [Online technology for arcade games: minimising lag] and ‘SCRUM per a videojocs’ [SCRUM for video games]), two in the field of IT security (‘Metadate security’ and ‘Seguretat: l’amenaça de cibercrime’ [Security: The threat of cybercrime]), and one in the field of open-source tools for business intelligence.

Conferences for students
- Department conference in Madrid to present the three new bachelor’s degree programmes and gather together the local community of students, alumni, tutors and counsellors.
- Sessions to present the new bachelor’s degree programmes at the Barcelona County office, aimed at groups involved with the foundation degrees in IT and Telecommunications and the UOC-specific qualification in Multimedia Studies.

Conferences and seminars
- Hybrid Algorithms for solving Realistic problems (HAR). All models are used for the calculation of the optimal path.

Theses
Rius, Àngels (2010): Un marco formal para la especificación de escenas educativas reutilizables (UOC), co-directed by Dr. Jordi Conesa Caralt and Dr. Elena Garcia Bartolcanal from the University of Alcalá (UAM).

“**This year, we deployed EHEA-adapted bachelor’s degrees, verified the university master’s degrees and consolidated the postgraduate offer with a view to providing our students with a comprehensive training offer in the field of ICT.**”

Rafael Macau, Director of Strategic Development.

**Department Director:** Rafael Macau | Assistant Director of the Department | Director of the Bachelor’s Degree in Multimedia Studies | Director of the Foundation Degree in Management IT

**Professors:** Ferran Giménez | Director of the Foundation Degree in Management IT | Director of the University Master’s Degree in Free Software programmes

**Faculty Members:** Josep Maria Marçal | Director of the University Master’s Degree in Free Software programmes | Dr. David Megías (until 3 September 2010), Dr. Carles Garrigues | Director of the University Master’s Degree in Free Software programmes | Dr. Josep Prieto | Director of the Bachelor’s Degree in Computer Engineering programmes

**Technical Coordinators:** Dr. Daniel Riera | Director of the Foundation Degree in Telecommunications programmes | Dr. Eugenia Santamarta | Faculty | Ferran Adelantado, Dr. Joan Amestos, Dr. David Sáferes, Dr. Xavier Bárret, Pedro Bascónes, Dr. Rober Beneito, Dr. Santiago Cabalé, Dr. Jordi Cabot, Carlos Casado, Jordi Casas, Dr. Robert Clariós, Germán Cobo, Jordi Conesa, César Pablo Corcoles, Dr. Atanasio Daradoumis, David García, Dr. Iagoaquin García, Ana Elena Guerrero, Isabel Guitart, Dr. Maria Antonia Huertas, Dr. Josep Jordi, Dr. Angel Alejandro Juan, Dr. Agata Lapedriza, M. Jesus Marco, Antoni Marin, Dr. Joan Manel Marqués, Dr. David Masip, Dr. David Megías, Dr. Javier Melechón, Dr. Juliu Mingulong, Dr. Enric Mor, Dr. Jose Antonio Morán, Dr. Adriana Ormelas, Dr. Joan Antoni Pastor, Dr. Anitere Pérez, Elena Planas, Laura Porta, Dr. Helena Rifa, Dr. M. Àngels Rius, Maria Elena Rodriguez, Dr. Marc Komero, Teresa Romeu, Dr. Teresa Sancho, Jordi Serra, Montse Serra, Dr. Lorenc Valverde, Dr. Xavier Vilajosana | Department Administrator | Marta Borris | Academic administrative staff | Xavier Casado, Montserrat | unyent, Paqui Martín, Juanjo Martínez, Pep Pedrero, Montserrat Ricart, Daniel Roman | Secretary | Elena Giner

The qualifications offered by this department are shown on the teaching map on pages 129.

**108** PSYCHOLOGY AND EDUCATIONAL SCIENCES DEPARTMENT

http://ecep.uoc.edu

**Lines of work**

- Deployment of new EHEA-adapted qualifications
- Research and innovation
- Launch of a new Debates on Education series

**Actions**

Bachelor’s Degree in Social Education
First year of the Bachelor’s Degree in Social Education programme, with two new faculty members holding PhDs joining the department. Enrolment on the first cycle of the Second-Cycle Degree in Psychology was closed and deployment of the bachelor’s degree continued. The first year of the new Bachelor’s Degree in Labour Relations, offered jointly with the Economics and Business Studies and Law and Political Science departments, began. This programme adapts the former Diploma in Labour Sciences to the EHEA.

Master’s Degree in Teacher Training
Efforts were made to involve members of the sector in the first edition of the Master’s Degree in Teacher Training: Secondary Education, Vocational Education and Language Teaching, offered jointly by the department and Pompeu Fabra University (UPF). To this end, 35 secondary schools agreed to participate as training centres.

**Activities and dissemination**

- First Psychology Conference: Students and graduates from the department participated in and collaborated on this conference, organised by the psychology faculty.
- Debates on Education with Vincent Dupnez, Mats Ekholm, François Dubet, J. aap Drnkers, Ferran Ferrer, Ramon Farré, Ramon Plan-iurià, Daniel Innerarity and Roser Salavert.

http://debats.cat

“The department continued to deploy new training options to meet emerging social needs.”

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

**Department Director:** Josep M. Monomí | Director of the Psychology programmes | Dr. Mercè Boixadors | Director of the Educational Psychology programmes | Dr. Teresa Guasch | Director of the Social Education programme | Dr. Jordi Planella | Faculty | Llorenç Andreu, Dr. Manuel Armayones, Dr. Toni Badia, Dr. Guillem Baudista, Eva Bretones, Dr. Josep M. Duart, Dr. Anna Espasa, Sergi Fàbregues, Manuel Fernández, Dr. Anna Gálvez, Benigna Gómez, Dr. Beoglia Gros, Dra. Noemí Guillamon, Dr. Euallia Hernández, Dr. Georgeta Ion, Dr. Daniël López, Dr. Rosa M. Mayoromoto, Julio Meneses, Dr. Segundo Moyano, Dr. Elena Muñiz, Dr. Rubén Nieto, Dr. Modesta Pousada, Dr. Diego Redolar, Dr. Isaiel Rodríguez, Dr. Jordi Solé, Dr. Beatriz Sorà, Montse Vall-Ilovera, Josep Vivas | Department Administrator | Marta Ferrusola | Academic administrative staff | Felisa Cabezas, Llúcia Costa, Manga Franco, Eva Oller, Francesc Remol | Secretary | Sandra Natalé

**109** INTERNATIONAL GRADUATE INSTITUTE (IGI)

http://igi.uoc.edu

**Lines of work**

- Consolidation of the International Graduate Institute in terms of areas of knowledge, the quality of its programmes and its international standing.
- Launching of the School of Languages.
- Continued promotion of the ‘Open programmes’ training offer (Oberts.net).
- Design of an appropriate framework for the development of the UOC’s lifelong and customised education options.

**Actions**

Reference framework document for postgraduate studies at the UOC
Under the leadership of the International Gradu-
The International Graduate Institute Advisory Board was set up on 1 July 2010 and tasked with tabling proposals and actions aimed at increasing the quality and internationalisation of the academic programmes. Its members include:

- Mr. Guy Haug (Chairman of the Board), European expert on the assessment and development of universities and higher education systems.
- Ms. Pilar Conesa, Managing Director of An-teverti and consultant.
- Ms. Rosina Gómez-Baeza, Director of LABo-ral, Centre for Art and Creative Industries.
- Ms. Carmen Mur, Executive President and CEO of Manpower Spain.
- Mr. Ricardo Ruiz de Querol, Director of the Research Group on Social Media, Fundación Barcelona Media.
- Mr. Francisco Sevilla Pérez, Counsellor for Health and Consumer Affairs for the European Union, representing Spain.
- Mr. Carles Sola, Professor of Chemical Engineering at the Autonomous University of Barcelona (UAB) and member of the Institute for Catalan Studies (IEC).
- Mr. Hans de Wij, Senior International Advisor at the University of Amsterdam and Senior Policy Advisor at the T.M.C. Asser Institu on the public and private law of the Hague Conventions.

School of Languages: The School of Languages was set up as an interdisciplinary area intended to offer services to both UOC and external students. To ensure international recognition of the language skills acquired, its offer was adapted to the nomenclature and subject levels of the Common European Reference Framework (CEFR) for languages.

The UOC's postgraduate offer is characterised by its professional focus, its modular structure and the international nature of the programmes.

The International Graduate Institute's activities:

In keeping with its mission to serve the University, the International Graduate Institute coordinates and standardises the training initiatives coming out of the UOC's departments, schools and centres. It is committed to working in an interdisciplinary fashion with the University's different educational areas, in collaboration with companies and other universities. The training programmes offer under its umbrella are grouped into sixteen knowledge areas:

- Global Executive Education
- Economics and Business Studies
- Computers, Multimedia and Telecommunications
- Communication and Information
- Law and Political Sciences
- Language, Linguistics and Translation
- Art, Culture and Society
- Psychology and Education Sciences
- e-Learning (Education and ICT)
- Humanitarian Cooperation, Peace and Sustainability
- Health Sciences
- City and Urban Planning Management
- Tourism
- Arab and Islamic Studies
- Food Systems, Culture and Society
- Information Society (Master's degree)

Over the 2009-2010 academic year, the International Graduate Institute offered its services to these areas in the form of a variety of actions and activities, among which special attention should be called to the following:

3rd International Graduate Institute (IGI) Conference:

The 3rd IGI Conference was held at Montserrat (Sant Fruitos de Bages) in June 2010. The conference was targeted at companies and the topic was ‘Leadership and talent at companies’. Ferran Adrià and Ferran Soriano were the main guest speakers.

http://www.uoc.edu/act/igis/index.html

Relationship with the students:

Several regional Alumni meetings were held within the framework of the Open Programmes, including workshops and talks aimed at disseminating new skills and professional profiles in business.

On 19 July, the IGI welcomed its MBA programme students at an event at the UOC’s main offices.

International activities and agreements:

- January 2010
  - The UOC and the National Autonomous University of Mexico (UNAM) sign a partnership agreement aimed at establishing a closer relationship between the two institutions in the areas of open and distance education.

- February 2010
  - The UOC and the University of Guadalajara gather together experts in telemedicine from around the world in Guadalajara (Mexico) for the International Telemedicine Symposium 2010 (11 and 12 February). The occasion is also used to present the Latin American Cluster for University Collaboration on Telemedicine, which seeks to bring together the best universities in Latin America to promote and develop academic and technological cooperation, research and innovation programmes in telemedicine. Symposium website: http://www.cucs.uoc.mx/telemedicine/symposium/index.html

- March 2010
  - Agreement with Michigan State University aimed at establishing a closer relationship between the two institutions in the areas of open and distance education and, specifically, within the framework of the Master’s Degree in Food, Society and International Food Governance Programme. The agreement envisages, among other things, cooperation on the preparation of teaching materials, publications, academic information and research.

- April 2010
  - The Academic Committee on International Development is created for the purpose of collaborating on the international development policy defined by the UOC’s Governing Council and coordinating academic actions carried out in this area.
  - The Committee’s members include:
    - Josep Maria Durat, Vice President, Post-graduate Studies and Lifelong Learning
Through its specialised lifelong learning programmes, the International Graduate Institute offers innovative and up-to-date training tailored to the real needs of people and companies and aimed at helping students detect career opportunities.

Josep M. Duart, Vice President, Postgraduate Studies and Lifelong Learning.

**Educational technology**

Over the academic year, the Office of Learning Technologies has developed, among others, the following applications and tools for learning:

- **Content search engine**

  A content search engine that indexes all the components of the UOC’s virtual classrooms: teaching content, messages, forum threads, etc.

- **Assessment of e-book usability**

  To assess the usability of e-books adapted to postgraduate courses.

- **E-transfolio**

  Skill-based assessment tool. It works as a virtual space for students showing the status of the student’s learning process in terms of skills acquired and personal CV.

- **Langblog**

  Tool designed to practice speaking skills, with posts and replies in audio and video format.

- **Moodle classrooms**

  - Integration of Moodle classrooms into the UOC’s e-learning environment.
  - Fully automatic system for switching from a UOC classroom to a Moodle classroom and vice versa without disrupting the UOC’s administrative procedures.
  - They enable mixed classrooms, with members from both UOC classrooms and elsewhere.

- **My Way**

  Development and use of this software, which automatically generates files in different formats: pdf, html, ePub, Mobipocket, Daisy (audio book) and karaoke (video book).

- **My UOC homepage**

  Modelled after Google Apps, My UOC offers a variety of customised options and settings and the flexibility and versatility of a virtual space that users can use as their personal desktop. More information:

  http://www.youtube.com/watch?v=ksiYKJ2wIyw

**WikiSpaces Manager**

Incorporates the WikiSpaces application into the UOC’s virtual classrooms.

**Apertium**

Apertium is an open-source translation platform that has been fine-tuned, jointly with the company Prompsit, to provide translation services adapted the UOC’s specific needs.

**Continuous Assessment Record (RAC in Catalan)**

The RAC tool offers counsellors an integrated environment to receive students’ activities, mark them and provide individual or group feedback.

**New webmail and search engine**

This year, the webmail system was redesigned to ensure a more user-oriented user experience. The C++ technology was phased out to make way for more standard technology and freeware (Java). The result is a usable, efficient, effective and satisfactory tool for users.

More information:

http://www.youtube.com/watch?v=ksiYKJ2wIyw

**Library**

http://biblioteca.uoc.edu

**e-Book reader loan service**

The pilot phase of the project, conducted from October to December 2009, met with a warm reception: some 90% of users rated the devices positively, and 80% emphasised how easy they are to use.

**Online teaching materials**

The Library is an active participant in the development of the cooperative repository of online teaching materials MDX. Launched on 15 October 2009, the MDX project is a joint effort by Catalan universities coordinated by the Consortium of Catalan University Libraries (CBUC). MDX offers access to 700 different materials and digital resources generated in relation to the teaching conducted at member universities. The purpose of the repository is to raise the profile and increase the dissemination of teaching content, whilst at the same time contributing to educational innovation and free access to knowledge.

The MDX was integrated into the teaching collection of the UOC’s institutional repository O2, the ‘Oberta’ in Open Access, which also includes the UOC students’ final-year projects and research papers.

MDX:

http://www.mdx.cat/

O2, the ‘Oberta’ in Open Access:

http://openaccess.uoc.edu/webapps/o2/

Teaching collection:

http://openaccess.uoc.edu/webapps/o2/handle/10309/1

Some 90% of users rated the e-book loan service positively.
RESEARCH, INNOVATION AND TRANSFER

1011 PROMOTING RESEARCH
http://www.uoc.edu/portals/english/referencia/investigacion/index.html

By merging the former Vice President’s Offices of Innovation and of Research in December 2009, the UOC offered proof of its commitment to providing new impetus for research, innovation and transfer activities. The goal was to promote quality research and innovation activities that both benefit teaching at the UOC and have a clear impact on the local socio-economic community. This has translated into two internal grant programmes and the creation of three specific committees to ensure proper implementation of the strategic plan drawn up by the Vice President’s Office.

The grant programme Internal support for conducting activities has been stepped under the APLICA programme, which is intended to boost innovation. Moreover, a UOC-specific research support programme was launched to cover the expenses associated with research and scientific output (attendance at conferences, publications, organisation of symposia and conferences, mobility to engage in short stays at other institutions and the drafting of proposals for submission to national and European competitive calls).

The Research Committee, the Publications Committee and the Ethics Committee
The Research Committee is tasked with promoting and articulating the strategies and actions arising under the UOC’s research and innovation policy. The Publications Committee ensures the coherence and consistency of the UOC’s academic publications, whilst the Ethics Committee ensures and, where applicable, certifies that all research conducted at the UOC respects people’s dignity.

Research groups
The UOC’s research, innovation and transfer activity is organised into more than thirty research groups linked to departments, knowledge areas or one of the UOC’s two research centres. Fourteen of these groups were recognised by the Catalan government in its last call, in 2009.

We promote quality research and innovation with a view to enhancing teaching and having a positive impact on the local socio-economic fabric. Research, innovation and transfer activities are structured around more than thirty research groups.

1021 RESEARCH IN THE DEPARTMENTS AND KNOWLEDGE AREAS
http://uocresearch.uoc.edu

UOC faculty members conduct their research, pursue innovation and carry out their teaching and management activities through the main offices of the departments to which they belong. Management staff also participate in research and innovation projects carried out by the areas to which they belong. In some cases, members belong to interdisciplinary groups exploring crosscutting themes. Specifically, there are 12 officially established research groups, half of which have been recognised by the Catalan government, specialised in the fields of art and humanities, social sciences, health and technology sciences and communication.

Research groups
- Technology and Social Action (ATIC), officially recognised as an emerging group by the Catalan government
- Culture and Society Studies (GRECS), officially recognised as an emerging group by the Catalan government
- Globalisation, Legal Pluralism and Human Rights (GROIP), officially recognised as an emerging group by the Catalan government
- InteractuArt: Art and society in the digital age (GROUPWARE.CAT)
- Information and Communication Systems and Services (ICSS)
- Identity and Global Culture (IDENTI.CAT), officially recognised as an emerging group by the Catalan government
- Knowledge and Information Management at Organisations (KIMO), officially recognised as an established group by the Catalan government
- Language Processing Group (LPG)
- Digital Culture and New Media (Mediacions), officially recognised as an emerging group by the Catalan government
- Computer Applications in Cultural Heritage (OLIBA)
- Organisations, Conciliation and ICT
- Tax Issues, Labour Relations and the Welfare State (TICTRIBUTS), officially recognised as an emerging group by the Catalan government
- Technology and Social Action (ATIC)
- Culture and Society Studies (GRECS)
- Globalisation, Legal Pluralism and Human Rights (GROIP)
- InteractuArt: Art and society in the digital age (GROUPWARE.CAT)
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- Language Processing Group (LPG)
- Digital Culture and New Media (Mediacions)
- Computer Applications in Cultural Heritage (OLIBA)
- Organisations, Conciliation and ICT
- Tax Issues, Labour Relations and the Welfare State (TICTRIBUTS)

The IN3 published the following four calls:
- Call for research fellows: five senior fellow positions aimed at researchers specialising in empirical research on social media/online communities
- Call for visiting professors: Visiting professors join the organisation by invitation of its management in order to contribute to the UOC’s research lines
- Call for resident researchers: four positions aimed at UOC faculty members to allow them to devote themselves full time to a project related to the interdisciplinary study of the information and knowledge society or to information and communication technology
- Call for a knowledge community: Targeting UOC research groups with a view to creating a competitive knowledge community with ties to foreign institutions.

IN3 research groups
- Communication & New Media
- Distributed, Parallel and Collaborative Systems (DPCS)
- Education & Network Society (ENS)
- e-Governance: electronic administration and democracy (GADE)
- Computer-Aided Software Engineering (GRES-UOC)
- Information & Communication Technologies Interdisciplinary Research Group (I2TIC)
- Interdret (Privacy and IP Protection)
- Kryptography and Information Security for Open Networks (KISON)
- Observatory of the New Economy (ONE)
- Psychology, Health and the Internet (PSINET)
- Scene Understanding and Artificial Intelligence Lab (SUNAI)

Knowledge transfer
With a view to keeping academic life at the IN3 fresh and dynamic, 51 research seminars, 6 workshops, 12 public lectures and 3 international conferences were held. The latter in particular, given their international bent, contributed significantly to the forging of collaborative networks among researchers, research groups and programmes and doctoral students.
- Mobile Phones and the Internet in Latin America and Africa (October 2009)
- Conference on Development and Information Technologies (October 2009)
- ICT and Society Network Meeting (July 2010)

Scientific Committee for Research and Doctoral Studies
The UOC’s Scientific Committee for Research and Doctoral Studies is an independent body set up in 2002 to evaluate the University’s academic performance, oversee the quality of its doctoral programme and advise the president on research strategy. The Committee is made up of distinguished scientists and lecturers from a variety of disciplines and countries. All members are prestigious university professors from Spain, Europe and the United States and are appointed by the president.

Chairman: Martin Carnoy, Stanford University
Members: Betty Collins, University of Iwente (Netherlands) / William Dutton, Oxford Internet Institute / Jerry Feldman, University of California, Berkeley / Miguel Ángel Lagunas, Technical University of Catalonia (UJC) / Vicente López, Pompeu Fabra University / Robin Mansell, London School of Economics / Guido Martinotti, University of Milan / Vicenc Navarro, Pompeu Fabra University / Marina Subirats, Autonomous University of Barcelona / Xavier Vives, IESE Business School, University of Navarre / Rosalind Williams, Massachusetts Institute of Technology
The UOC’s Scientific Committee for Research and Doctoral Studies is an independent body tasked with evaluating the University’s academic performance.

The IN3 acts as a nexus between UOC faculty members, IN3 researchers, PhD students, and renowned international visiting researchers and lecturers.

The IN3 is a UOC research institute specialising in knowledge society research and the impact of ICT within the institute’s fields of study.

Doctoral programme on the Information and Knowledge Society


Some 27 students received grants within the framework of the Doctoral Programme on the Information and Knowledge Society to work on their doctoral theses. Seven students defended their theses:


ROVIRA, Irene (2010). Los deberes de información y asistencia de la administración tributaria: análisis jurídico y estudio del impacto de las tecnologías de la información y la comunicación. Directed by Ana María Delgado García and Rafael Oliver Cuello.


One of the objectives of the doctoral programme is to provide students with the skills and capacities they need to research ICT, the uses to which it is put, and the transformations that it is generating and reflects in different humanistic and social spheres.

IN3 MANAGEMENT

Director(s): Dr. Manuel Castells | Assistant Director(s): Dr.Meritxell Rocas | Director of the Doctoral Programme: Dr. Josep Lladós Masllorens | Assistant Director(s): Dr. Rosa Joromo and Dr. David Megías | Doctorate Committees: Dr. Lluisa Ardevol, Dr. Elena Barberà, Dr. Miquel Peguera, Dr. Ramon Riberà, Dr. Daniel Riera, Dr. Inma Rodriguez, Dr. Jordi Sánchez | Programme Administrator: Jordi Ferran

I041 I LEARN CENTER

Research, innovation and training in e-learning

http://elearncenter.uoc.es/

Objectives

To make a significant contribution to research and innovation in the use of learning technologies and e-learning.

To promote good educational practice in the use of ICT.

To enhance e-learning through a diverse offer of higher education programmes that incorporate the results of current research and innovation, thereby facilitating the transfer thereof.

Priority lines of work

Teaching and learning processes

Educational organisation and management

Technological resources for learning

Areas of work

RESEARCH

2009-2012 research programme: Time Factor in E-Learning

This line is geared towards finding solutions for the problems posed by e-learning from a multidimensional perspective. It includes actions and decisions regarding the time factor with a view to improving learning.

E-learning conceptual framework project

This line is geared towards defining the concept of e-learning, according to the consensus of both the scientific community and the different practitioner communities.

Doctoral Programme in E-Learning

The doctoral programme encourages students to write their doctoral theses on the centre’s lines of work and will contribute to training the next generation of e-learning researchers.

Visiting researchers

Three international researchers joined the centre through the eLC Research Fellows Programme, and two visiting lecturers and two pre-doctoral researchers were engaged through the eLC Stays programme.

INNOVATION

Improving the use of ICT in educational practice

The collaborative production of knowledge, evaluation and self-regulation in relation to achieving skills and learning in immersion environments.

Horizon Report: Latin American Edition 2010

The report identifies and analyses six technologies with the potential to affect a major transformation in Latin American higher education over the next twenty years. It is a joint initiative of the UOC and the New Media Consortium (NMC).

e-Knowledge project

Interactive forum for collaborative learning

TEACHING

University master’s degree, postgraduate qualifications, specialisation courses and international qualifications

The E-Learning programme is geared towards developing students’ capacity to improve their skills with regard to the use of ICT in education and training and in the direction and management of e-learning.

Online teaching

Courses, specialised training seminars, guides and good practice dossiers for the initial and continuing training of teachers online.

Customised training

Cooperation with higher-education institutions on the implementation of e-learning models.

ACTIVITIES

Seventeen conferences, workshops and research seminars were held, with the participation of more than 100 people.

RESEARCH SUPPORT

Services oriented towards fostering and facilitating research and the dissemination of projects and activities: grants, personalised developmental counselling sessions and the creation of Web 2.0 venues for the community.

The eLC’s research groups

EDUS

EDONLINE (Research group on educational media for learning in online environments)

EDUL@

Digital skill-building

ITOL

CollabHealth

New Tourism Lab

Research in Educational Management (REM)

EMA-UOC

MUSEA

The centre is open to the incorporation of new members and projects and to collaboration with Spanish and international companies.

Ten research and innovation groups and 22 e-learning projects.

The eLC’s lines of work include teaching and learning processes, educational organisation and management, and technological resources for learning.

MANAGEMENT

Director of the eLC> Dr. Begoña Gros | Director of the Research Area> Dr. Elena Barberà | Director of the Innovation Area> Dr. Isabella García | Academic Director> Dr. Albert Sanquil | Director of the Dissemination and Internationalisation Area> Silvia Bravo, Diego Fernández | Faculty> Dr. Lourdes Guadix, Dr. Marcello Maina | Technical Office> Toni Martínez | Technical Office> Marga Franco, Cristina Girona, Alfred Salat, M.ª Carmen Marín

Universitat Oberta de Catalunya | Academic Year 2009-2010

Annual Report in English
I05I SUPPORT FOR RESEARCH AND INNOVATION

UOC Research and Transfer Support Office (OSRT)
http://osrt.uoc.edu

Conference on research and innovation indicators
In February 2010, the UOC hosted the Conference on RDI Indicators, sponsored by the Network of Spanish University Offices for the Transfer of Research Results (RedOTRI) and the Conference of Spanish University Rectors (CRUE).

Technology and knowledge map of the UOC
The OSRT’s Knowledge Transfer Unit (UTC) is currently preparing the first stage of the university’s technology and knowledge map, which will serve to identify, organise and classify, in a visual and intuitive way, the UOC’s full technological and knowledge offer.
http://mapa.tecnoinnovacion.uoc.edu

Support for the UOC’s Knowledge Transfer Unit from the Spanish Ministry of Science and Innovation
The UTC was launched within the framework of the sub-programme to support transfer at research centres (INNCIDE 2010) as a contact point between the UOC and its community for the primary purpose of transferring the results obtained in the University’s RDI.

Library
http://biblioteca.uoc.edu

Recercat, TDX, impact factors and citation managers
The Library launched a new section containing all the necessary information on Recercat, TDX, impact factors and citation managers. With regard to citation managers, ReWorks is no longer just a link and now includes a comprehensive user guide with videos and images to facilitate its use.
http://biblio.uoc.edu/eng/index.html/services/index

The O2: ‘The Oberta’ in Open Access
http://openaccess.uoc.edu/openapps/y2o2/
The ‘Oberta’ in Open Access, or O2, makes it possible to present all the UOC’s open-access learning, research and institutional documents and collections in a single system. The O2 further makes it possible to:
- Increase the visibility, accessibility and permanence of research.
- Improve scientific communication and advance research by making it easier to find and recover relevant information more quickly.
- Increase the number of readers and citations of publications.
- Protect intellectual property and manage copyrights.
- Encourage open access to scientific information in accordance with the ‘green road’; i.e., facilitating the self-archiving of publications.
- ISI Web of Science.

ProQuest and ISI Web of Science
The Library subscribes to ProQuest Dissertations & Theses (PQDT), which offers access to more than two million doctoral and master’s theses from around the world dating from 1861 to the present. With regard to the ISI Web of Science impact factor, the Library also drafts a monthly report listing the papers written by the UOC, new papers and papers with new citations included in the ISI Web of Science database.

NEW HOMEPAGE FOR ALL STUDENTS
My UOC, which can be customised according to each user’s specific interests, was launched for all students. My UOC offers a selection of both UOC-specific and external modules, which students can include and position according to their needs.

New image for the UOC Campus
Many of the spaces on Campus received a makeover and were adapted to the new Campus 5.0 design, including the classrooms, secretary’s office, news area, informational microsites, etc. The new design is cleaner and more usable.

STUDENTS AND ALUMNI

I01I STUDENTS

Lines of work
- Accompany students throughout the EHEA-adaptation process
- Improve and broaden the services offered to students
- Campus 5.0

The objectives for the past year were to facilitate the adaptation of students’ transcripts to the EHEA, improve student services and launch the Campus 5.0.

Actions
Service Master Plan
This plan makes it possible to detect opportunities to improve the services offered to students and to implement plans to act on them.

EHEA adaptation simulator
The simulator allows students to simulate what their academic transcript will look like if they decide to adapt it to the EHEA. Moreover, a new tool was created that allows students to customise the adaptation and ask for less adaptation. Students can choose from the full range of adaptation possibilities for their transcript quickly and intuitively.

Expansion of the complaint service
In 2010, the UOC opened a complaint service for postgraduate students. Over the year, the UOC’s student services office received 180,296 queries.

New student ID card
In honour of the 15th anniversary of the UOC’s founding, a new student card was distributed with a design adapted to the University’s image.

Contest: ‘My corner of the UOC’
To celebrate the UOC’s 15th anniversary, a contest was held in which members of the UOC community were invited to submit photos of the places they use to study or connect to the University. Nearly 200 submissions were received, and prizes were given to three individual photos and one collection.
http://15.uoc.edu

I02I ALUMNI
http://alumni.uoc.edu
UOC Alumni is the UOC’s talent network, created in 2008 as a service to graduates and society at large. UOC Alumni is made up of everyone who has ever earned a university qualification from the UOC, some 26,500 people in all from around the world.

UOC Alumni can be found wherever UOC graduates live, work or socialise. It is an open, adaptable, flexible and permanent forum for knowledge exchange, personal and professional development and lifelong learning.

The Alumni network includes the lifelong learning offer, career guidance services and exclusive benefits for UOC graduates.

Alumni services
Lifelong learning
- Recommended courses and resources
- Access to the UOC Library
- Up-to-date material
- UOC training

Alumni Network
- Alumni directory
- Meetings and events
- Alumni groups by areas of interest
- Graduating class photographs

Careers
- Job opportunities
- Services for companies
- Career counselling
- Internships for students

Benefits
- Discounts on UOC courses
- Access to the UOC’s resources
- Exclusive benefits for alumni
I chose the UOC for its teaching system (continuous assessment) and educational quality. My experience in general has been quite good, from start to finish.”

Susana Galeano
Second-Cycle Degree in Business Sciences
@thereuem student
Newbury, United Kingdom

“Quality, flexibility and suitability for the demands of today’s society are just some of the many great features of the UOC that I would highlight.”

Àngel Miquel Pérez
Bachelor’s Degree in Humanities
Benfàl (València)

“I chose the UOC to study something that otherwise wouldn’t have been possible. Really, every year has offered a new challenge requiring persistence, commitment and sacrifice.”

Juan Carlos Fabián
Bachelor’s Degree in Engineering Management IT specialist
L’Hospital de Llobregat

“For me, the UOC system is the future of university education.”

Gabriel Monlau
Bachelor’s Degree in Psychology
Barcelona

“I consider studying at the UOC to be a good thing, since you can solve any problems you might have quickly and find all the references you need.”

Elisabet Ruestes
Student of the Bachelor’s Degree in Law
J some (Lièrda)

“I chose to study at the UOC because it offers a great way to meet likeminded people from around the world and to collaborate and network with them without having to be in the same place.”

Laura Engel
Student of the Master’s Degree in Conflictology
Ligan City, Philippines

“The support provided by the team of tutors and faculty members, which is crucial during the research project, was extraordinary and played a key role in allowing me to successfully complete my studies.”

Lucía Suárez
Master’s Degree in e-Learning
Madrid

Alumni

“The UOC does not only serve as a continuous learning and study space. It is more than that. It is a meeting point, for dialogue, for tolerance. It is where we learn a little more each day, not only on the materials that we are studying, but also on people and on ourselves, on our capacity, discipline, responsibility, how to coexist with others, how to work in a team...”

Margarita Álvarez Montes
Graduate
Labour Sciences

“It was a challenge and I did it, and now I have a lot of more doors open to me than I had before.”

Maria Assumpció Mayor
Graduate
Humanities

“In my opinion, choosing the UOC was one of the best decisions that I have ever made in my life.”

Héctor Rubio
Graduate
Technical Engineering in Computer Management

INTERNATIONALISATION, GLOBAL CAMPUS, CHAIRS AND COOPERATION

103
THE INTERNATIONAL UOC

International agreements

By signing 19 new international partnership agreements with universities, educational institutions and international organisations, the UOC continued to encourage mobility, attract talent, enrich knowledge, strengthen its global presence and help to promote its departments: http://www.uoc.edu/portals/catalania/university/contacts/international/contacts/index.html

The international partnerships are listed on page 125 of this report.

The international website

The UOC also internationalised both its academic offer and its website. It reformulated its international discourse and embraced a multimedia approach: hybrid websites, Web 2.0 tools, self-explanatory graphs highlighting key figures for the University and audiovisual media to explain how the Virtual Campus and educational model work.

http://www.uoc.edu/portals/catalonia/university/contacts/international/contacts/index.html

Global campus

With the roll-out of the academic offer in English and French, the UOC also launched its Global Campus, which, in the first semester of the 2009-2010 academic year, began to offer the Master’s Degree in Food, Society and International Food Governance and the Master’s Degree in Conflictology, in addition to the Master’s Degree in Arab and Islamic Studies. The first two programmes are taught entirely in English, whilst the third is taught in French.

In the second semester of the 2009-2010 academic year, the postgraduate offer in English
was expanded to include the programmes e-Learning Course Design and Teaching, the UOC-UNIM J oint Certificate in e-Learning Design and Development, and the Specialisation Course in Food Security: Assessment and Action, which is offered jointly with the UN Food and Agriculture Organisation (FAO).

The UOC unveiled the new Global Campus, which will host an increasingly large multi-
lingual offer.

International networks
The UOC remained active in international net-
works and continued to promote the exchange and application of knowledge and new technol-
ologies to enhance teaching and research.

A list of the different international networks to which the UOC belongs can be found on page 125 of this report or on the University’s website at: http://www.uoc.edu/portaal/enguixa-universar:

coneix-la.uoc/xarxes_internacionals/xarxes_europees/list.html.

At the same time, the UOC strengthened its in-
ternational position with a variety of initiatives, including the holding of a range of events, partic-
ipating in international conferences and enter-
ing into new partnerships with international networks:

- EADTU > Participation in two task forces—Virtual Libraries and International Study Cen-
tres—and two European projects—Shaping Inclusive and Responsive University Strategies (SIRUS) and Open Educational Resources in Higher Education.
- EPITE> The UOC co-sponsored the first Con-
fERENCE of University Presidents of the Union for the Mediterranean (UFM) in Barcelona, bringing together university presidents from 21 countries. http://www.uoc.edu/portaal/resur-
nes_e/.documents/sala_prensa/academic/1/20-
UKRAMME_CONFERENCE_29sept2010.pdf.
- ICDE> The UOC is the headquarters for the Stand-
ding Conference of Presidents (SCOP) on ‘Quality in the context of the financial crisis’. Some eighty university presidents and senior executives participate in the conference.
- NMC> Together with the eLearn Center, the UOC prepared the first Horizon Report: Latin American Edition 2010.

UOC Antennae
The UOC Antennae network is made up of pro-
fessionals who act as liasons between the Uni-
versity and those countries considered crucial to its internationalisation. The so-called anten-
nae provide logistical support and pave the way for new opportunities for collaboration.

This academic year, the UOC opened two new antennae: one in Brussels, Belgium, and the other in the Andean region. These were added to the antennae already in place in New Delhi, India, and Shanghai, China.

102] UNESCO CHAIR IN E-LEARNING

Objective: The UOC UNESCO Chair in E-Learning researches and develops activities aimed at encour-
gaging use of ICTs for development and learning.

Open Social Learning
This academic year, the Chair focused on the analysis of the use of social networks in e-
learning, an issue that was explored at several levels during the roundtable ‘Open Social Learning a l’Estat espanyol: diagnostic i perspectiva’ (Open social learning in Spain: Diagnosis and prospects). Based on the roundtable’s conclusions and the accompanying study prepared on the subject, the 6th International Seminar on Open Social Learn-
ing was held on 20 November and 1 December 2009 in Barcelona. The seminar was attended by, among others, world experts such as George Siemens and Stephen Downes, who analysed the pros and cons of pushing distance education towards more open models based on the use of social networks, beyond each institution’s own virtual learning environment.
http://www.uoc.edu/symposia/unescoseminar2009/09/

Open social learning was the topic of the Chair’s 6th International Seminar.

Pilot open-social-learning course on Face-
book
The Chair participated in the definition of the course ‘Viatges 2.0: eines i recursos’ (Travel 2.0: Online tools and resources), conducted on the social network Facebook, as a pilot test ex-
ploring the intersection of formal and informal education. The course was presented at the 6th International Seminar as a practical pilot test of open social learning.
http://www.facebook.com/group.php?gid=162804996538

Knowledge dissemination: website, blog and Twitter
All of Chair’s activities are discussed on its website and blog, which seeks to be a forum for communication and reflection on the use of ICT for learning and personal development. The Chair also experimented for the first time with the use of Twitter as a proactive tool for learning in informal environments and as a Web 2.0 conference tool. Website: http://unescochair.uoc.edu;
Blog: http://unescochairlearning.uoc.edu/blog;
Twitter: http://twitter.com/unescochair

Attached to the UOC’s Arts and Humanities Department, the Chair is tasked with promoting research, training, information and documenta-
tion on multilingualism as a means of social and economic development.

The Chair is tasked with promoting re-
search, training, information and documen-
tation on multilingualism as a means of
social and economic development.

Dissemination activities
- New website for the Chair
http://www.uoc.edu/portaal/english/catedra_multi-
linguisme.html
- Publication of two books with Editorial UOC
- Desenvolupar la voluntat de comunicar en una
L2 (coord. Isidor Marí and Miquel Strubell).
- El multilingüismo desde la cuna. Elementos
que hay que tener en cuenta para educar de
modo multilingüe. Author: Anna Sole Mean.
- Lecture series: The series looked at trends in
linguistic diversity and highlighted the re-
search being conducted on multilingualism as
it is applied in fields such as economics or
education.

International profile
EUROUNET Project
This project includes 20 European universities and two research centres willing to develop the necessary multilingual structures and to partici-
 pate in a discussion on the implications of mul-
tilingualism in Europe.
http://reunom.uoc.edu

Studies and projects
Language engineering
In 2010, the Chair continued to carry out the project on the use of technology to create virtual venues for multilingual communication by means of automatic translation.

The tasks carried out to achieve this goal include:
- Integration of the Apertium translation system into the message system and classrooms for the Postgraduate Programme in Linguistic and Cultural Diversity Management.
- Implementation of translation memories and glossaries based on the literature on multilin-
gualism and linguistic diversity and the post-
graduate course material available in multiple
languages.
- Development of the Catalan-English lan-
guage pair for the purpose of integrating it into the postgraduate classrooms and con-
ducting a pilot test.
- Contribution to the creation of the interdisci-
plinary classroom for the Postgraduate Pro-
gramme in Linguistic and Cultural Diversity Management.

DIRECTORS AND MANAGERS
Chair Director> Isidor Marí (until 19 October 2010), Miquel Strubell
Executive Secretary> Miquel Strubell (until 19 October 2010), Joan Pujolar
Teaching Area Manager> Made Puigdevall

DIRECTORS AND MANAGERS
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Prevention of and Protection against Violence: Towards Peace

Objective
The objective of the Chair, which is attached to the Campus for Peace, is to use sport to promote social cohesion and settle conflict situations peacefully. The Chair helps students master procedures, attitudes and skills that will allow them to study and apply the possibilities of sport as a tool for educational intervention, able to convey values in highly conflictive contexts marked by poor social coexistence.

The Chair’s three main pillars are: teaching, research and transfer.

The Chair’s objective is to use sport to promote social cohesion and settle conflict situations peacefully.

Master’s in Sport as a Tool for Social Coexistence and Conflict Resolution
This master’s programme trains students in the necessary skills to use sport as a tool for educational intervention and the conveyance of values in highly conflictive contexts marked by poor social coexistence.

The master’s programme is comprised of two postgraduate programmes:
- Postgraduate Degree in Sport and Human rights: Offers a wide range of subjects related to sociology, education and human rights.
- Postgraduate Degree in Sport and Development: Includes eight subjects related to social intervention and development.

The master’s programme is intended for professionals in the fields of education, psychology, sport and primary care, as well as NGOs and similar associations dedicated to development cooperation and human rights.

Research
The Chair promotes research in the field of sport through the UOC’s Conflictology Studies and Research Centre (CERC) and the FC Barcelona Foundation’s International Network of Solidarity Centres (XICs). The former is a multidisciplinary research group on peace and conflict specialising in conflict resolution through sport.

The latter aims to study the impact of the sport programmes offered at the extracurricular solidarity centres that the FCB Foundation runs on several continents.

Transfer
- Publication of the annual activities report, a multi-author book containing the research outcomes and a range of dissemination materials.
- Organisation of an international conference on the use of sport for social coexistence and conflict resolution (Switzerland).

The Campus for Peace promotes development cooperation, humanitarian aid and sustainability.

Transfer
- EcoUniversitat Conferences (Barcelona, October 2009 and June 2010), with the theme ‘Degrowth and proposals for transition’. The role of the media in raising environmental awareness, the political and economic alternatives of the environmental crisis and the concept of holistic health were discussed.
- 4th Conference on Conflictology and Peace (Barcelona, September 2010). The objective was to offer a meeting place and forum for professionals, experts and specialists who work for peace, restorative justice, conflict management, mediation, arbitration and conciliation to share their experiences.
- The creation of the Conflictology Studies and Research Centre (CERC). It promotes research and discussion in the field and offers a virtual platform with the support of the City Council of Barcelona: www.resolucióde conflictes.com.
- Journal of Conflictology, a twice-yearly academic journal. It examines the application of conflict resolution theory and disseminates knowledge on non-violent practice from a realistic and scientific point of view.
- ECOUniversitat, a twice-yearly academic journal. It examines the application of conflict resolution theory and disseminates knowledge on non-violent practice from a realistic and scientific point of view.

More courses, more students, more organisations
The university for NGOs grew quantitatively and qualitatively and now has a total of 90 courses, more than 3,000 students and 14 partner organisations. Special mention should be called to the following training projects:
- The Food Systems, Culture and Society programme at the UOC’s International Graduate Institute.
- Prevention of and Protection against Commercial Sexual Exploitation of Children (CSEC), a course aimed at jurists, lawyers, NGO staff and government bodies specialised in human rights and childhood.
- ‘Learning to Live Together’, a course jointly sponsored by L’Hospitalet de Llobregat Town Council and Obra Social “la Caixa”, targeted at disadvantaged groups from the Coliblanca-La Torrasa district.
- ‘Understanding Africa’, a course with the NGO Amics per al Desenvolupament de l’Àfrica Negre (Friends for the Development of Black Africa, ADANE).
- Virtual courses on nature, peace and community responsibility with the World Scout Bureau, which represents 28 million people from 160 different countries.
- Improvement of the UOC-Red Cross Humanitarian Action programme, which was adapted to the EHEA and to the new job profiles sought by the market.
Institutional annual report

Fifteen-year timeline IN3 Newslette

UNESCO Chair in e-Learning

Docublog

Vull Saber’ collection

Docublog

Online spaces for knowledge

Debates on Education

Challenges and problems in education in the social, political and economic context

Lletres

Catalan literature on the Internet

Argus

Virtual exhibits

Music of poets

Picasso in Words

OFLLetres

http://litres.uoc.edu/index.html

http://www.uoc.edu/portal/eng/unesco/unescoемыхов/unesco-materyals/

http://Associated_Companies.uoc.edu

Biographies and Companies

Wikipedia and Panoramio, special guests at the annual meeting

The representatives of the associated institutions and companies were able to speak directly with Kuld Wadhwa, Director of Business Development at Wikipedia, and to learn about the UOC’s latest innovative contributions to the field of e-learning. Eduardo Merchan, creator of Panoramio, was also on hand and laid out a fresh, innovative vision of entrepreneurship on the Internet.

Conferences and seminars

Interested professionals have the option of participating in the talks and seminars organised by the UOC in relation to visits from international researchers. Experts such as the lecturer Mihaela Nedelcu, the lecturer Martin Kaplan, Ferran Adria and Luis Conde were just some of last year’s speakers. The decision was taken to publish the UOC’s Associated Companies newsletter more frequently. It is now sent out monthly to some 400 subscribers.

Businesses and the EHEA

In keeping with the spirit of Bologna, the participation of associated companies in the departments’ teaching activities increased. They now collaborate as stable environments in which students can carry out internships and final projects for bachelor’s and university master’s degree programmes.

The participation of the associated companies in the departments’ teaching activities increased. They collaborate as stable working environments for students.