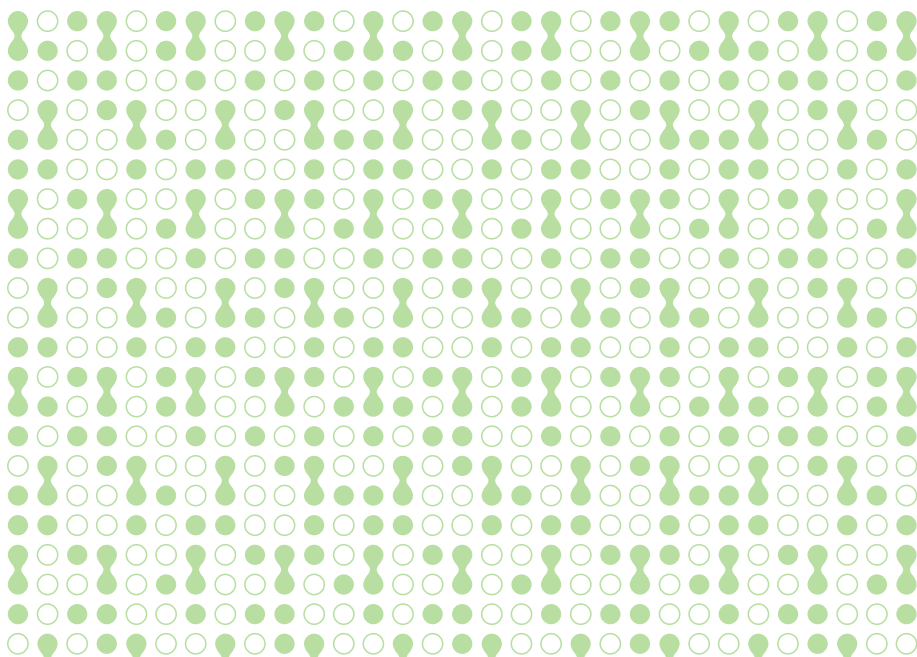




THE E-LEARNING RESEARCH, INNOVATION AND TRAINING CENTER OF THE UOC

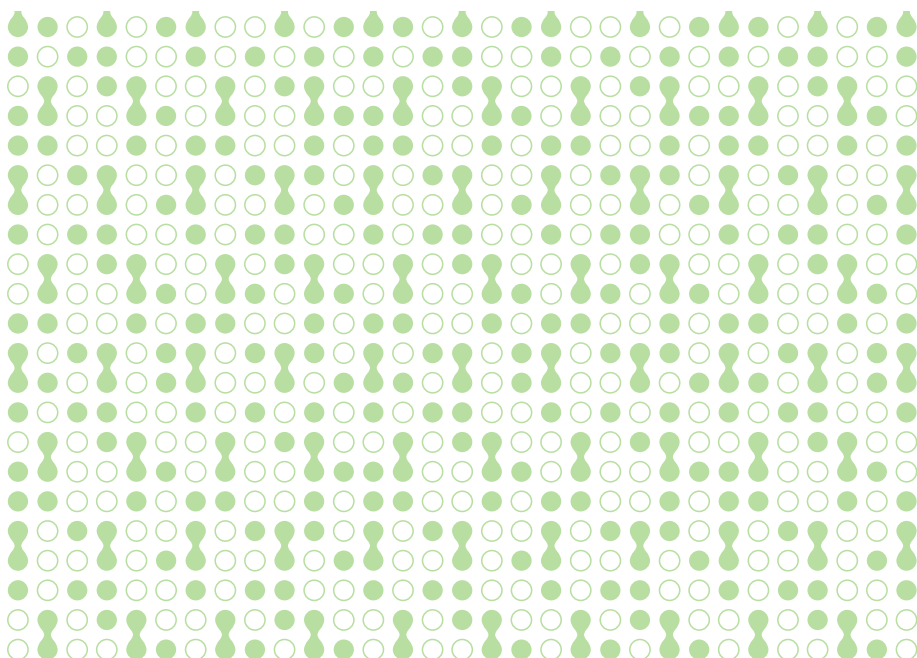


# Report on activities



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February 2013  
elearncenter@uoc.edu





## Albert Sangrà

Director, eLearn Center

Following the course set in 2009, the eLearn Center, the UOC's e-learning research, innovation and training hub has, during 2012, taken further steps to secure the core objective that lies at the heart of its mission: to become an international benchmark in online learning and teaching.

To do so, we have concentrated on three key objectives: to increase the eLC's visibility and profile, to consolidate its activities and to enhance the possibilities of member participation. All the actions we have taken this last year have sprung from the Center's Strategic Plan, and all have been important in achieving the results obtained.

From amongst the actions carried out, it is perhaps worth highlighting the constitution of the eLC's International Scientific Committee, which is charged with the mission of advising and assessing the Center with regard to its research, innovation and training strategy and the academic quality of the work carried out here. This Committee is made up of academics and researchers from a number of continents, all of whom are leading figures in the fields of e-learning and of applied technology in education. This international dimension means that they also act as the Center's ambassadors around the world.

Our network of researchers has grown this past year to pass the mark of 130 people, linked to the Center individually or through its research groups. This allows us to continue to bolster the eLC's position as a magnet for international researchers, who find the Center the ideal place for carrying out their research in the different areas of e-learning, whilst at the same time spreading the word of the UOC's excellence in applying e-learning and its own research.

In this regard, we have seen an increase in visits and stays by prestigious foreign professors and researchers, and this has led to the consolidation of the specialist seminar activities offered to the Center member community. These activities are often open in nature, meaning that there is an increasing number of participants from other institutions in the country. Such actions help us to boost recognition of e-learning in society, which is one of the Center's principles.

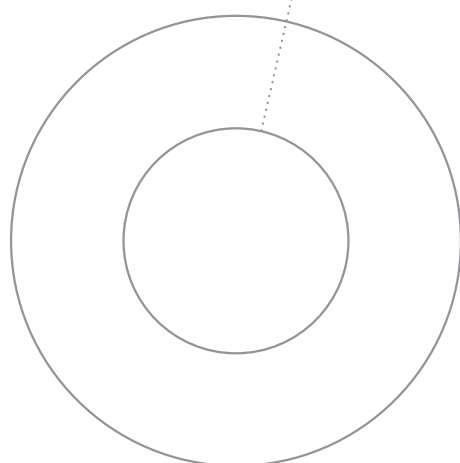
The year has also witnessed the outcomes of the first research projects promoted by the eLearn Center itself. The project *The conceptual framework for the definition of e-learning* has come to the end of phase one with the publication of articles in indexed journals. The *Horizon IB 2012* project, carried out in partnership with the New Media Consortium, presented its results in Boston and in Panama, whilst the *Time factor in e-learning* research project has begun to bear fruit in the form of the publication of both articles and monographic journals and books. Furthermore, we have consolidated our Doctoral Programme and have seen the good figures for enrollment in and satisfaction with our Programme Master in Education and ICT (e-Learning).

The annual report we are pleased to offer you is proof of the above facts and of the progress that the Center has, with the help of member and supporters alike, been building upon. There is still a lot to be done, but we can count on everybody to do their part.

# SUMMARY

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## MISSION AND OBJECTIVES

THE CENTRE FOCUSES ITS ACTIVITIES ON HIGHER EDUCATION AND CONTINUOUS EDUCATION AND TRAINING IN e-LEARNING

Its objectives are:

1. Make a substantial contribution to research and innovation in the use of technologies for virtual learning and training.
2. Promote good educational practices based on the use of innovative ICTs that improve teaching and learning processes.
3. Boost training in e-learning by way of its own higher education programme that incorporates the results of research and innovation, facilitating the transfer of these results.



- The mission of the eLearn Center is to promote the UOC's education and ICT activities and help position the university as a benchmark in **e-learning research, innovation and training**.
- It is inspired by a **network research model** that facilitates collaboration and work between professionals and institutions.
- It enhances the activities of members, networks of experts and institutions linked to it, promotes innovative learning models and methodologies and **improves the quality of virtual education and training**.
- It raises **awareness** and social **recognition** of e-learning as an innovative educational methodology by promoting its dissemination and boosting its national and international profile.

## CORE LINES OF WORK

- LINE 1. Teaching and learning processes
- LINE 2. Organisation, management and educational policies
- LINE 3. Technological resources for learning

## THE eLC SCIENTIFIC COMMITTEE

Constituted on 25 June 2012, its objectives are to advise the center, contribute scientific know-how and disseminate its activities.

It is made up of six international experts:



**Terry Anderson**

Athabasca University, Canada



**Betty Collis**

University of Twente, Netherlands



**Sarah Guri-Rosenblit**

Open University of Israel, Israel



**Insung Jung**

International Christian University, Japan



**Ferran Ruiz**

President, Education Council of Catalonia



**Martha Stone-Wiske**

Harvard University, USA

[The voices of the eLearn Center's Scientific Committee](#)

#02

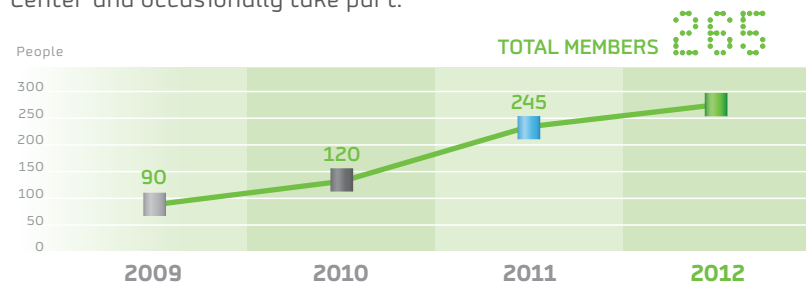


## THE COMMUNITY

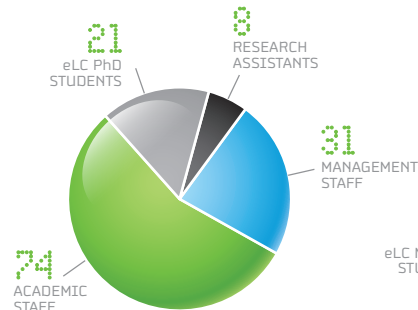
THE eLEARN CENTER BOASTS 50 INTERNATIONAL PARTNERS FROM 24 DIFFERENT COUNTRIES AND IS INCREASING ITS NATIONAL AND INTERNATIONAL PROFILE

### AN EVER-GROWING COMMUNITY

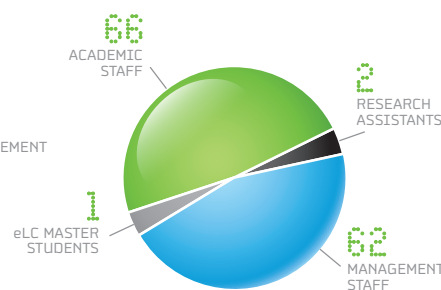
From the 90 members of its beginnings, the eLC community grew to 265 members at the end of 2012. The centre has 134 active members. Added to these are 131 supporters, who regularly follow activity at the Center and occasionally take part.



#### ACTIVE MEMBERS



#### SUPPORTER MEMBERS

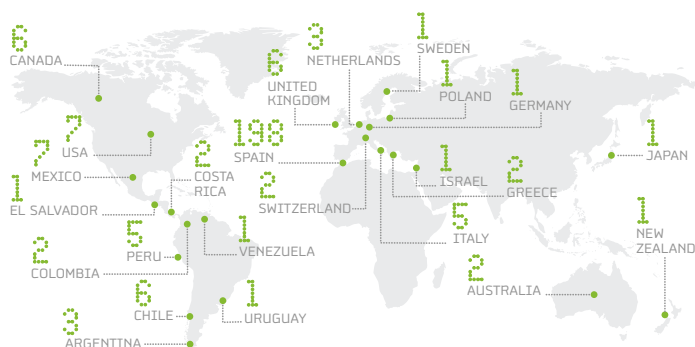


### AN INTERDISCIPLINARY COMMUNITY

The eLC approaches research in e-learning from different field perspectives: education, healthcare, tourism, communication, management and culture.

### A GLOBAL COMMUNITY

Researchers, lecturers and e-learning professionals from all over the world contribute to the activity at the Center.



#03



## THE RESEARCH PROGRAMME

THE PROGRAMME, WHICH ENDS THIS YEAR, HAS OBTAINED THE EXPECTED RESULTS AND IS NOW DISSEMINATING THEM

### TIME IS THE KEY

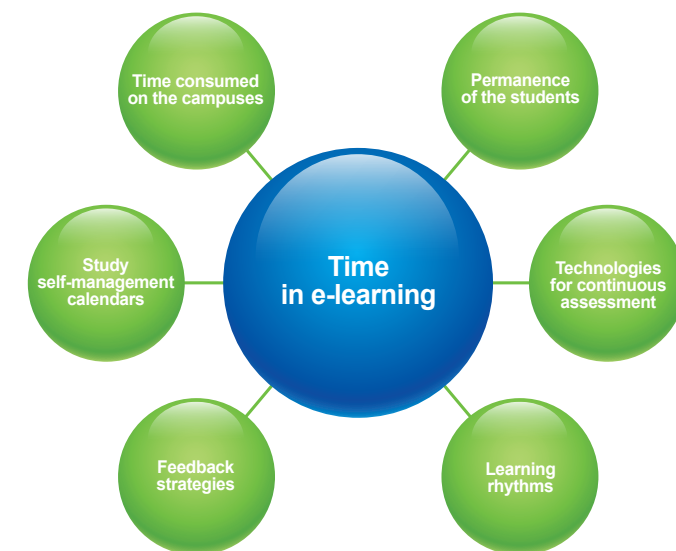
#### *The temporal dimension in e-learning*

The Center's 2009-2012 **research programme** is aimed at providing solutions to specific e-learning problems related with the **time factor** from a multidimensional perspective.

Promoting the incorporation of this thematic focus in the work of researchers linked to the Center has contributed to an increase in the scientific understanding of the impact of the time factor on e-learning.

#### OBJECTIVE:

- Gather together actions and decisions on the time factor in online education with the aim of improving learning.



#### RESULTS OBTAINED:

eLC Research Paper Series. <http://elcrps.uoc.edu/>

ISSN 2013-7966

A six-monthly digital journal publicising research into e-learning from a multidisciplinary focus.

- RPSeries no. 4: *Time factor in online teaching and learning on mathematics and physics*. Coordinated by Dr Teresa Sancho.

#### Articles:

- The use of screencasts in mathematical and scientific education. *César Córcoles*



## TRAINING IN e-LEARNING

THE CENTRE OFFERS INNOVATIVE, CUTTING-EDGE, TOP-QUALITY ACADEMIC AND PROFESSIONAL PROGRAMMES

In the 2011-2012 academic year, a total number of 926 people have benefitted from the Center's training programmes, including the Doctoral and Master Education and ICT (e-Learning) programmes and the internal and tailor-made training programmes.

### DOCTORATE IN EDUCATION AND ICT (e-LEARNING)

The Center has initiated the second edition of the Doctoral Programme in Education and ICT (e-Learning), which permits continued training for researchers and which can be started from the research track for the Masters in Education and ICT (e-Learning).

AIM:

- To support future researchers and promote high-quality e-learning doctoral theses.

STRUCTURE:

- Development of a doctoral thesis according to a personal project proposal previously accepted by the Academic Commission.
- Training seminars and guided research activities.
- Defence of the doctoral thesis.

### The eLC Doctors and Doctoral Student Community

24 doctoral students and 25 thesis supervisors and co-supervisors are taking part in the programme, participating in research seminars, networked and 2.0 space-related activities that allow for collaborative work and the sharing of research findings.

- Reading and writing mathematical notation in e-learning environments. *Josep Cuartero-Olivera, Gordon Hunter, Antoni Pérez-Navarro*
- Towards an Analysis of Study Habits of University Students. *Hans Peter Christensen, Albert Gras-Martí, Carlos Arturo Ávila Bernal*
- Monitoring of the online interventions in an experience of collaborative learning with future teachers of Mathematics. *Natalia Fátima Sgreccia Torresi*
- Temporal Aspects of Mathematical E-Assessment Systems. *Enosha Hettiarachchi, Maria Antonia Huertas*
- The relationship between cognition and affect on online mathematics and their interaction over time. *Eva Rovira, Teresa Sancho*

- *RPSeries no. 5: Communication and learning in the digital age.* Coordinated by Dr Sandra Sanz and Dr Amalia Creus.

Articles:

- Breaking boundaries in entertainment and learning. *Lluís Pastor*
- Digital literacies for engagement in emerging online cultures. *Steve Wheeler*
- Learning through professional environments: the ComCity project. *Amalia Creus, Ferran Lalueza*
- When time is running out: e-students under pressure with the UOC Kronos application. *Sílvia Sivera-Bello*
- Real-time political news: designing information flows in an online scenario. *Mary Griffiths*

Web page:

[http://www.uoc.edu/portal/english/learncenter/recerca-innovacio/programa\\_recerca/index.html](http://www.uoc.edu/portal/english/learncenter/recerca-innovacio/programa_recerca/index.html)

A total of 21 eLC research projects contribute to the research programme. Some of them have generated scientific publications on the subject.

- Alvarez, I., Espasa, A., & Guasch, T. (2012). The value of feedback in improving collaborative writing assignments in an online learning environment. *Studies in Higher Education*, 37(4), 387-400. DOI: 10.1080/03075079.2010.510182
- Barberà, E., Torras, E., & Guasch, T. (2012). Cognitive attainment in online learning environments: matching cognitive and technological presence. *Interactive Learning Environments*, DOI: 10.1080/10494820.2010.531026
- Barberà, E., Gros, B. & Kirshner, P. (2012). Temporal Issues in E-learning Research: A Literature Review. *British Journal of Educational Technology*. 43/2, pp. 53 - 55. ISSN 0007-1013, DOI: 10.1111/j.1467-8535.2011.01255.x
- Barberà E. & Clarà M. (2012). Time in e-Learning Research: A Qualitative Review of the Empirical Consideration of Time in Research into e-learning. *International Scholarly Research Network Education*, pp. 1 - 11. ISSN 2090-8644. DOI:10.5402/2012/640802
- Romero, M., Hyvonen, P. & Barberà, E. (2012). Creativity in Collaborative Learning across the Life Span. *Creative Education*, 3, 422-429. DOI: 10.4236/ce.2012.34066.

## THE EDUCATION AND ICT (e-LEARNING) ACADEMIC AND PROFESSIONAL PROGRAMME



The Center makes knowledge transfer possible through its own e-learning education and training programme. It focuses on enabling teaching staff and other professionals from the university, school and business sectors in the use of ICT for educational and/or training purposes.

### AIMS:

- To contribute to knowledge based on the function and appropriate use of e-learning.
- To provide professionals and organisations with cutting-edge, innovative training opportunities.
- To provide UOC academic staff with continuing training in online teaching strategies.
- To advise educational institutions on the incorporation of ICT as a part of methodological change.

### MASTERS:

- Masters Programme in Education and ICT (e-Learning).

### POSTGRADUATE DIPLOMAS:

- Techno-pedagogic design of programmes, environments and resources.
- Online teaching.
- E-learning management and administration.
- Research into e-learning.
- Innovation and creative use of ICT in education. UOC-Espiral.

### SPECIALIST COURSES:

- Programme and course design support.
- Online activities planning and creation.
- Online teaching.
- E-learning leadership and organisational development.
- E-learning project management.
- Teaching creativity, innovation and social networks.
- Online school teaching development. UOC-Espiral.

### INTERNATIONAL QUALIFICATIONS:

- Joint Certificate: E-learning design and development. UOC-UNM (University of New Mexico, USA).
- European certificate: E-learning course design and teaching.

### DOCTORATE:

- Doctorate programme in Education and ICT (e-Learning).

## ONLINE TEACHING STAFF PROFESSIONAL DEVELOPMENT PROGRAMME: IMPROVING TEACHING AT THE UOC

An internal training course that began in 2010. Aimed at UOC academic staff, it focuses on the acquisition of basic and advanced skills in e-learning teaching strategies. A total of 276 members of our teaching staff have benefitted from this course.

We continue to work towards this programme being recognised and accredited as a **postgraduate qualification** by relevant bodies.

## TAILOR-MADE TRAINING AND ADVICE AND CONSULTING PROGRAMME

Partnering institutions and organisations in the training of their professionals and the implementation of e-learning models.

- Training groups of directors, academic staff and managers.
- Evaluation of our own educational practice elements (training projects, courses, materials and resources).
- Strategic evaluation of e-learning implementation models.
- Tailor-made training and advice on projects integrating e-learning in higher education institutions.

## PROJECTS

### *Teacher training course in the use of ICT in higher education, by the Universidad Santo Tomás (UST), Chile.*



Training 200 academic staff in methodologies for using ICT in higher education, for face-to-face, blended and online teaching. It was also offered as a complement the UST's "Diploma in Pedagogy for Higher Education" 25 hours (November 2001-January 2012)

### *Advice on the development of an e-learning system for the Universidad Tecnológica de Chile (Technological University of Chile)-INACAP, Chile.*



Result: a report containing context analysis, action proposals and decision making, aimed at those responsible for the initiative. (September - December 2012)





# #05

## THE PROJECTS

THE CENTER'S RESEARCH AND INNOVATION PROJECTS HAVE LAID THE FOUNDATIONS FOR ITS ACTIVITIES IN THE COMING YEARS

### WHAT DO WE MEAN BY "e-LEARNING?" *e-learning's conceptual framework*



The project's research team maintains that accurate identification of **e-learning's conceptual framework** will contribute to advancing the discipline from an educational perspective of research and innovation.

#### OBJECTIVES:

- To build a definition of the concept of e-learning that is the result of consensus between the scientific community and the different hands-on communities.
- To draw up a map that helps visualise the presence of e-learning in the different continents.
- To identify the different models for implementing e-learning in the world.

#### RESULTS OBTAINED 2012:

- Articles in academic journals:
  - Sangrà, A., Vlachopoulos, D. & Cabrera, N. (2012). «Building an inclusive definition for e-learning: an approach to its conceptual framework». *The International Review of Research in Open and Distance Learning*, 13 (2): 145-159. <http://www.irrodl.org/index.php/irrodl/issue/view/51>
- Sessions to discuss the research findings with national and international experts who visited the Center over the course of the year.

Project blog: <http://elconcept.uoc.edu>

### TECHNOLOGY OUTLOOK: IBEROAMERICAN HIGHER EDUCATION 2012-2017

#### *2012 Iberoamerican Horizon Project*



This report identifies the twelve emerging technologies most likely to bring about a transformation in higher education in Latin America in the coming one to five years, as well as the challenges and future trends it will have to take into account. The report recounts the different experiences already gained in universities, research centres and educational institutions in general. It is a joint initiative between the UOC and the New Media Consortium (NMC).

*Training course in teaching with ICT, for the Universidad Pedagógica Nacional de México (UPN, National Teacher Training University), Mexico.*



- **Basic module (50 hours):** *The teacher in a virtual environment*, aimed at 102 teachers new to online teaching as virtual tutors or with the help of ICT (September-November 2012)
- **Advanced module (50 hours):** *Advance online teaching strategies*, aimed at 156 teachers experienced in the use of ICT seeking to improve their skills (September-November 2012)

*Teacher training in e-learning course design and teaching, European University of Cyprus.*



- European Certificate: e-learning course design and teaching. 500 hours. Aimed at 10 teaching staff members. 500 hours (December 2012-April 2013)
- **Module 1:** Fundamentals of E-Learning and Education Design (4 ECTS)
  - **Module 2:** Supporting Teaching & Learning Processes through ICT (4 ECTS)
  - **Module 3:** Designing Programmes and Courses in Blended (4 ECTS)
  - **Module 4:** Designing Resources and Activities for E-Learning Purposes (4 ECTS)

#### OBJECTIVES:

- To explore the potential of emerging technologies to improve higher education in Latin America.
- To create an expert network to follow up on the recommendations and lines of action set out in the report.

#### RESULTS OBTAINED 2012:

- Durall, E., Gros, B., Maina, M., Johnson, L. & Adams, S. (2012). *Perspectives tecnològiques: Educació Superior a Iberoamèrica 2012-2017*. Austin, Texas: The New Media Consortium. <http://hdl.handle.net/10609/17361>
- Durall, E., Gros, B., Maina, M., Johnson, L. & Adams, S. (2012). *Perspectivas tecnológicas: educación superior en Iberoamérica 2012-2017*. Austin, Texas: The New Media Consortium. ISBN 978-0-9846601-9-3 <http://hdl.handle.net/10609/17021>
- Durall, E., Gros, B., Maina, M., Johnson, L. & Adams, S. (2012). *Technology Outlook: Iberoamerican Tertiary Education 2012-2017*. Austin, Texas: The New Media Consortium. <http://hdl.handle.net/10609/17461>
- Durall, E., Gros, B., Maina, M., Johnson, L. & Adams, S. (2012). *Perspectivas tecnológicas: educação superior na Ibero-américa 2012-2017*. Austin, Texas: The New Media Consortium. <http://hdl.handle.net/10609/17381>

**Project Blog:** <http://elchr.uoc.edu>

## LEARNING IN PERSONAL ENVIRONMENTS: JUST4ME

*Just-in-time and just-for-me: towards self-directed learning in a personal ubiquitous environment*



A project funded via the Spanish Ministry of Science and Innovation's INNPACTO programme. The project consortium comprises the following organisations: FUOC, ICA, MEDITECNOLOGIA, CIMNE, Bdigital and the Barcelona Official Medical Association.

#### OBJECTIVES:

- To design, implement and analyse the uses of a ubiquitous e-learning environment (accessible from anywhere and at any time via different devices, such as latest-generation mobile telephones and tablets) and the technical development of tools in prototype form.

#### RESULTS OBTAINED 2012:

- Garcia, I., Gros, B., Mas, X., Noguera, I., Sancho, T., Ceballos, J. (2012). «Just4me: Functional Requirements to Support Informal Self-directed Learning in a Personal Ubiquitous Environment». *Proceedings of the PLE Conference, Aveiro-Melbourne, 11-13 July*. <http://revistas.ua.pt/index.php/ple/article/view/1446>
- Noguera, I., Garcia, I., Gros, B., Mas, X., Sancho, T. (2012). *Just4me: functional requirements to support informal self-directed learning in a personal ubiquitous environment*. Poster presented at the

Seventh European Conference on Technology Enhanced Learning, Saarbrücken, Germany, 18-21 September. <http://just4me.blogs.uoc.edu/2012/10/poster-presentado-en-ec-tel-2012.html>

**Project Blog:** <http://just4me.blogs.uoc.edu/>

## EduCAT 2.0

*Evaluation of the EduCAT 2.0 pilot experience in primary education*



An initiative aimed at integrating technology into the upper level primary education curriculum.

#### OBJECTIVES:

- To encourage and facilitate the integration of ICT into teaching and learning processes.
- To promote methodological innovation.
- To support discussion and experience exchange between teachers.
- To identify different methodological and organisational functional models in the digital classroom.
- To collate successful classroom activities to make them available to other primary schools.
- To detect teacher training needs so as to integrate ICT into the classroom.
- To carry out a pilot test with the e-Scriptori cloud-based work tool.

#### RESULTS OBTAINED 2012:

- Final report on the EduCAT 2.0 pilot experience in primary education, June 2012

## “EL TIEMPO” (“THE WEATHER”) PROJECT

*A proposal for ICT integration based on the TPACK approach*



An initiative promoted by the *Fundación Telefónica* in collaboration with the *Fundació Itinerarium* to work from an interdisciplinary approach on the subject of the climate and meteorology with primary school students.

#### OBJECTIVES:

- To encourage the integration of ICT using the TPACK approach, using three transversal methodological components: the application of the scientific method, the promotion of corporative learning between equals and the use of ICT resources integrated in the process of activity planning together with knowledge of the discipline and teaching strategies.

#### RESULTS OBTAINED 2012:

- “El tiempo” final report, a proposal for ICT integration based on the TPACK approach. Assessment report. January 2012 [http://dl.dropbox.com/u/39206561/Evaluacion/informe\\_eltiempo\\_elc\\_UOC.pdf](http://dl.dropbox.com/u/39206561/Evaluacion/informe_eltiempo_elc_UOC.pdf)

**Project Blog:** <https://sites.google.com/site/nazareteltiempo/el-proyecto>



# RESEARCH AND INNOVATION

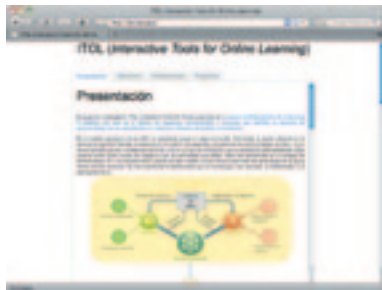
THE CENTER BENEFITS FROM WORK OF BOTH 9 RESEARCH GROUPS AND 21 INDIVIDUAL MEMBERS



## EduLab. Education & ICT

The implementation of new ICT-based teaching and learning methodologies.

[edulab.uoc.edu](http://edulab.uoc.edu)



## ITOL. Interactive Tools for Online Learning

The design of spaces, tools and resources that facilitate students' learning processes in virtual environments at a university level.

[itol.uoc.edu](http://itol.uoc.edu)



## EdOnline. Educational Supports to learn in Online environments

Knowledge creation processes in e-learning environments.

[edon.wordpress.com](http://edon.wordpress.com)



## eHealthLab. The UOC's telemedicine laboratory

The integration of ICT into healthcare systems. A 2.0 telemedicine applications platform.

[ehealth.uoc.edu](http://ehealth.uoc.edu)



## LNT. The New Tourism Laboratory

Simulations and technological tools for learning in tourism.

## MeL. Management & eLearning

Management teaching in virtual environments. The management of e-learning.

## eCo. e-learning, information and communication

A space for experimentation around teaching and learning processes based on collaboration, creativity, entertainment and the use of audiovisual technologies.

## EDUS. University and school distance education

Building knowledge in virtual teaching and learning contexts from the contributions of the social and cognitive dimensions of educational psychology.

## MUSEIA. Museology, Museography, ICT and Cultural Heritage

Online educational resources on cultural heritage and museology.

[museia.cat](http://museia.cat)

## 46 RESEARCH AND INNOVATION PROJECTS AND ACTIVITIES

### MeL Group

**Lead researcher:** Eva Rimbau ([erimbau@uoc.edu](mailto:erimbau@uoc.edu))

- Development of online learning competences (2012-2014). How to work on information analysis and reasoning skills in new materials design. Pilot test planned for the subjects Financial Mathematics and Business Management
- Dissemination of the PID-2011 *Video-skills* project. Improvement in the learning of specific content by means of vodcasts made by academic staff and consultants.
- Towards improved e-feedback* project (MQD 2010-2012). Phase Two
- i-PAC* (2012-2013). The use of tablets for downloading, correcting and annotating PACs.
- Publication in the journal JCR of work results: *Determinants of the workplace e-learning; On-the-job E-learning; Workers' Attitudes and Perceptions*

## Edul@b Group

**Lead researcher:** Montse Guitert (*mguitert@uoc.edu*)

- Virtual collaborative learning network – RACEV (AACC).
- Development and assessment of competences through the end-of-Master's project in virtual environments (MQD).
- “Policies of “one computer for every child” in Spain. The views and practices of teaching staff in light of the Escuela 2.0 programme. A comparative analysis of Spain's Autonomous Communities” (R&D).
- Practices aiming at excellence in end-of-degree projects (EyA).
- PRESENT@: Multidisciplinary virtual graduation hall (MQD).
- Formative assessment of competences through blogs (REDICE)
- OERtest (LLP-ERASMUS): Open Educational Resources.
- The OportUnidad Project: Open educational practices: a bottom-up approach in Latin America and Europe to develop a common Higher Education Area (ALFA III, EC).
- Europortfolio: a European Network of Eportfolio Experts and Practitioners.
- An authoring model for Open Learning Resources for Versioning (RAO).
- Competency Reference Framework for the design of Teacher Training Programmes for University Academic Staff (MQD).
- Digital Learners in Higher Education.
- Lifelong learning ecologies: the contributions of ICT to the professional teaching staff development (R&D).
- CAPPLE: Competences for permanent learning based on the use of PLEs (Personal Learning Environments) (R&D).

## ITOL Group

**Lead researcher:** Eugènia Santamaria (*esantamaria@uoc.edu*)

- A learning platform based on a design centred on online students: AdVisor: tool for monitoring and modelling students based on continuous assessment information and participation in forums, facilities for electronic practices and remote labs.
- Multimedia resources and cross-media narrative.
- A model for authoring hypervideo as a teaching resource in the virtual classroom.

## EDUS Group

**Lead researcher:** Elena Barberà (*ebarbera@uoc.edu*)

- *COCREAT*: Enabling Creative Collaboration Through Supportive Technologies (2010-2013) (FP7 Lifelong Learning).
- *REDeportfolios*: The national network of e-portfolios (A Ministry of Science and Innovation “complementary action”).

- WLLB: educational time quality enhancement through mobile technologies (PEOPLE/MARIE CURIE).

## EdOnline Group

**Lead researcher:** Teresa Guasch (*tguaschp@uoc.edu*)

- E-feedback in Collaborative Writing processes: development of teaching and learning competencies in online environments (Feed2learn). R&D (2011-2013): Ministry of Science and Innovation. Directorate General for Research and Management of National R&D&I plan. Sub-Directorate General for Research Projects. EDU2010-19407.
- eLene2Learn. (2011-2014) Exploring and promoting the contribution of ICT and digital media to the development of learning to learn competencies in lifelong learning. (LLP) transversal programme. European Commission (519212-LLP-2011-IT\_KA3\_KA3NW).
- Teacher training courses for UOC tutors and counsellors on the incorporation of formative feedback in undergraduate and Master's texts.

## eHealthLab Group

**Lead researcher:** Francesc Saigí (*fsaigi@uoc.edu*)

- Development of the line of research “Virtual reality simulations in health science education”.
- European training and research programme “Social Care Informatics”.
- CICUS network (*Clúster Iberoamericà de Col·laboració Universitària en Salut* Iberoamerican Cluster for University Collaboration on Health).
- ECOPIH: clinical collaboration and networked learning tool between primary and specialist care.
- The *e-Dieta Mediterrània* (“e-Mediterranean Diet”) repository on social, cultural and health-related aspects related to the Mediterranean diet.
- NutriPRAC: virtual space in the practical work classrooms of the University Masters in Nutrition and Health that permits access to real nutrition clinical practice experiences of different healthcare institutions.

## eCO Group

**Lead researcher:** Sandra Sanz (*ssanzm@uoc.edu*)

- Teaching and learning environments and processes based on collaboration, creativity, entertainment and audiovisual technologies: conceptual ideas and practical experiences of innovation in e-learning.

- ▶ Participatory culture and learning in the digital society: social networks, virtual communities, new ways of building and sharing knowledge.
- ▶ Communication and learning: informal learning environments and contexts, experiences and social usage of information and communication technologies.
- ▶ Coordination of the BCN Meeting 2012 Social e-xperience international congress.

## LNT Group

**Lead researcher:** Francesc González ([fgonzalezre@uoc.edu](mailto:fgonzalezre@uoc.edu))

- ▶ Augmented reality, simulation and games in tourism.
- ▶ Doctoral thesis *Virtual communities of tourism professionals: a study on the impact of online social networks on sharing knowledge*.
- ▶ Holding of the II E-Learning and Tourism Symposia on simulation and gaming-based learning.
- ▶ The implementation and commercialisation of responsible tourism in Catalonia's intermediary sector.

## MUSEIA Group

**Lead researcher:** Glòria Munilla ([gmunilla@uoc.edu](mailto:gmunilla@uoc.edu))

- ▶ International collaboration network for scientific museology.
- ▶ Research report: gathering, analysis and commencement of interpretation of data and information on the *Comediants* project.
- ▶ Research report: gathering, analysis and commencement of interpretation of data and information on the *Planeta Bellera* project.

## SUPPORT FOR RESEARCH AND INNOVATION

### Research assistants



**Dr Dimitrios Vlachopoulos**

Researcher of the project *The conceptual framework for e-learning*



**Eva Durall**

Researcher of the projects *2012 Iberoamerican Horizon; EduCAT 2.0; "El Tiempo" ("The Weather")*



**Hafsa Akhrif**

Researcher of the project *The conceptual framework for e-learning*



**Arianna Mazzeo**

Researcher of the project *The conceptual framework for e-learning*



**Dr Ingrid Noguera**

Researcher of the project *Just4Me*



**Dr Marc Clarà**

Researcher of the *Time Factor* research programme



**Armando Cortés**

Researcher of the *Time Factor* research programme



## PROGRAMME OF STAYS

THE CENTER ENCOURAGES RESEARCH, INNOVATION AND TRAINING THROUGH AN ONGOING PROGRAMME OF VISITING PROFESSORS AND RESEARCH FELLOWS

### *eLC Research Fellows Programme*

To facilitate research and benefit from expert knowledge, the Center incorporates internationally renowned researchers in the field of e-learning.



#### **Dr Sarah Guri-Rosenblit**

*Research Professor and Director of International Academic Outreach, Open University of Israel, Israel*

**Lines of work:** e-learning management, organisation and policies. Quality.

**Research project:** *Models and elements of leadership present in these diverse settings that encourage adaptation of technology to teaching and learning.*

**Activities:**

- The seminar *Open universities worldwide: current challenges and future prospects.*
- An article to be published in an academic journal (planned for 2013): *How to improve the practice of e-teaching in online universities.*
- Advice sessions for Center groups and members.
- Working sessions to explore the possibility of the eLC becoming a partner in the *Israeli government-supported project Israeli Centers for Research Excellence (I-CORE)*, with the goal of creating the *Education and the New Information Society centre of excellence.*

**Duration of the stay:** 1 month

### *eLC Visiting Professors Programme*

The eLC benefits from the advice of visiting professors who are experts in the Center's lines of work.



#### **Dr Larry Ragan**

*Director of Instructional Design & Development, Continuing and Distance Education / World Campus, The Pennsylvania State University, USA*

**Lines of work:** Teaching and learning processes.

**Activities:**

- The talk *Online Quality Teaching & Learning: Students and Faculty Perceptions*, part of the *New learning contexts in the digital age* series.
- The work session *Emerging Leadership Dimensions for Online Education.*
- The workshop *Online Teaching Presence Matters: How to Manage it?*
- Work sessions, experience exchange and methodological advice for Center members.

**Duration of the stay:** 1 week

With the support of the Internationalisation at Home program of the Obra Social de la Fundació La Caixa.



#### **Dr Som Naidu**

*Professor and Director of Learning & Teaching Quality Enhancement and Evaluation Services in the Division of Learning and Teaching Services, Charles Sturt University, Australia*

**Lines of work:** Teaching and learning processes. E-learning quality.

**Activities:**

- The talk *Research & Scholarship in Technology Enhanced Learning including Dissemination Strategies: When, How and Where to Publish?*, part of the eLC Update Research Meeting.
- The coffee-debate *Designs for Developing Professional Knowledge*, part of the Research Talk Series.
- Work sessions, experience exchange and methodological advice for Center members.

**Duration of the stay:** 1 week

With the support of the Internationalisation at Home program of the Obra Social de la Fundació La Caixa.



#### **Dr Patrizia Ghislandi**

*Professor of Educational Technology and Distance Learning, Faculty of Cognitive Science, University of Trento, Italy*

**Lines of work:** Teaching and learning processes.

**Activities:**

- The talk *Researches on (e)Learning quality and learning design. Some methodological issues*, as part of the series *New learning contexts in the digital age.*
- Coffee-debate *Communities of practice for continuous education.*
- Work sessions, experience exchange and methodological advice for Center members.

**Duration of the stay:** 1 week

With the support of the Internationalisation at Home program of the Obra Social de la Fundació La Caixa.



#### **Dr Mohamed Ally**

*Research Professor, Centre for Distance Education, Athabasca University, USA*

**Lines of work:** Technological resources for learning.

**Activities:**

- The seminar *Mobile Learning: Learner experience point of view and Pedagogical Approaches*, as part of the cycle *New learning contexts in the digital age.*
- Work sessions, experience exchange and methodological advice for Center members.

**Duration of the stay:** 1 week

With the support of the Internationalisation at Home program of the Obra Social de la Fundació La Caixa.



#### **Dr Peter Reimann**

*Research professor in education, The University of Sydney, Australia*

**Lines of work:** Teaching and learning processes. Technologies for learning.

**Activities:**

- Research seminar *Process as a resource: some observations on analysing temporal data of individual and group learning.*
- Personalized methodological advice to doctoral students.
- Work meetings with Center researchers.

**Duration of the stay:** 1 week

With the support of the Internationalisation at Home program of the Obra Social de la Fundació La Caixa.



### Dr Maria Zajac

Research professor and quality assurance specialist at the Centre for Development of Distance and Continuing Education, Warsaw School of Economics, Poland

**Lines of work:** e-learning management, organisation and policies. Quality.

**Activities:**

- The seminar *Organizational Models and Quality assurance of e-learning processes in Poland and at the Warsaw School of Economics in particular.*
- Working meetings with Center researchers on the competency-based design of online programmes and evaluation.

**Duration of the stay:** 1 week



### Dr Josianne Basque

Research professor in education technology at the Télé-Université TÉLUQ, Québec, Canada

**Lines of work:** Teaching and learning processes. Quality.

**Activities:**

- The talk *The Program Approach in Higher Education: Developing a guide for academic teams.*
- The work session *What competencies should we target in study programs in Educational Technology?*
- Experience exchanges with Center groups and members.

**Duration of the stay:** 1 week



### Greg Kaminsky

Trainer and Master Reviewer, Quality Matters Program, USA

**Lines of work:** e-learning management, organisation and policies. Quality.

**Activities:**

- Open workshop *Course design and online program quality framework of QM.*
- Working meetings with Center researchers on the competency-based design of online programmes and evaluation.

**Duration of the stay:** 1 week



### Pilar Castro

Universidad Popular Autónoma del Estado de Puebla, Mexico Education and ICT (e-learning) doctoral student, UOC

**Thesis project:** Co-design and self-guided learning. Application criteria.

**Duration of the stay:** 1 week



### Maribel Castillo

Universidad Autónoma del Estado de Morelos, Mexico Doctoral student

**Thesis project:** Implementation of an e-learning environment in higher education: The case of the e-UAEM's Multimodal Training space.

**Duration of the stay:** 5 weeks



### Antonella Esposito

Università degli Studi di Milano Education and ICT (e-learning) doctoral student, UOC

**Thesis project:** The transition 'from student to researcher' in the digital age. Probing the affordances of emerging learning ecologies of PhD e-researchers.

**Duration of the stay:** 1 week



100% OF RESEARCHERS HAVE RANKED THEIR VISIT AS POSITIVE OR VERY POSITIVE

"WE SHARED THE COMMON STRUGGLES AND REWARDS OF ONLINE TEACHING AND LEARNING AND EXPLORED METHODS TO APPROACH FOR COLLABORATIVE EFFORTS OF MUTUAL BENEFIT".  
Larry Ragan

"THE STAY EXCEEDED EVEN MY EXPECTATIONS, I HAD MEETINGS ALSO WITH PEOPLE FROM OTHER UNIVERSITY DEPARTMENTS CORRESPONDING TO THE INTERESTS I EXPRESSED WHEN I APPLIED FOR THE STAY".  
Maria Zajac

"I FOUND VERY PRODUCTIVE TO BE ENGAGED IN PRESENTATIONS FOCUSING ON THE THEORETICAL ASPECTS OF MY DOCTORAL WORK".  
Antonella Esposito

## Visiting researchers



### Dr. José Pedro Rocha

Post-doctoral research professor, Universidad Nacional Autónoma de México (UNAM), Mexico

**Lines of work:** e-learning management, organisation and policies. Quality.

**Project:** Development of an integrated framework for quality assessment and assurance in e-learning programmes.

**Duration of the stay:** 12 months



### Patricia Marín

Universidad de Costa Rica, Doctoral student

**Thesis project:** The didactic configuration of courses employing Information and Communications Technology (ICT): the case of the Engineering Faculty of the Universidad de Costa Rica.

**Duration of the stay:** 4½ months



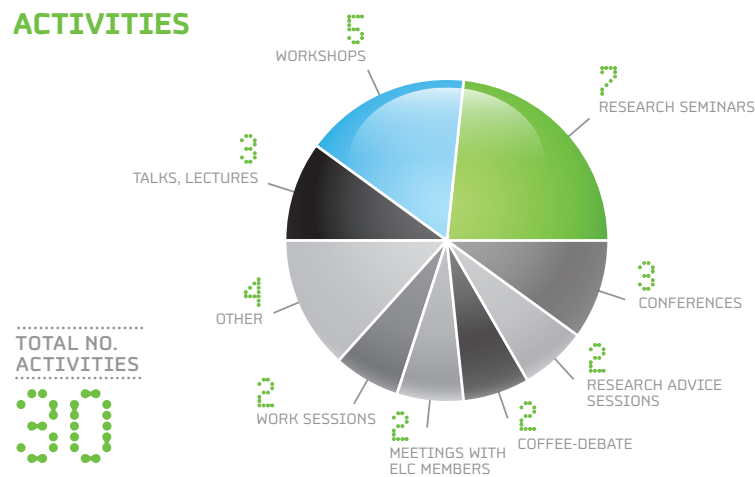
## THE ACTIVITIES

### TALKS, DEBATES, WORKSHOPS AND RESEARCH SEMINARS

### THE CENTRE CONTINUES WITH ITS PROGRAMMING

Over the course of 2012, the Center has organised 32 activities focused on knowledge creation, the dissemination of e-learning, the encouragement of research and community creation, in which more than 500 people have participated. These activities are aimed at both Center members and the educational community as a whole.

#### ACTIVITIES



#### *“Online Quality Teaching & Learning: Students and Faculty Perceptions”.*

Talk by **Larry Ragan**, Continuing and Distance Education / World Campus, Penn State University, USA  
18 September



#### *“Communities of practice for continuous education”.*

**Patrizia Ghislandi**, University of Trento  
16 November



#### *“Emerging approaches to online learning: developments in Canada”.*

Seminar with **Dr Tony Bates** and **Maxim Jean-Louis**, Contact North, Canada  
19 November

### Activities that meet members' needs

4.3 out of 5

The average score for participant satisfaction with Center activities is 4.3 out of 5.



#### *“Designing for learning in an open world”.*

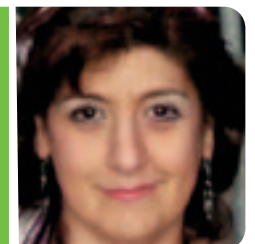
Seminar with **Gráinne Conole**, University of Leicester, UK  
20 January



#### *Creativity and wit in the face of current challenges to education.*

II UOC-Espiral Symposium.  
9 June

“COFFEE-DEBATES MAKE THE TALKER MORE APPROACHABLE AND ALLOW FOR A RELAXED, OPEN EXCHANGE OF VIEWS”.  
*Marta Arguedas*





## INSTITUTIONAL VISITS

To gain a better insight into our research, innovation and training activities, representatives of 23 universities and other higher education institutions have visited the Center during 2012. Contact with them has contributed to the creation of e-learning expert networks and to enhanced awareness of the activities of both the Center and the UOC itself.

<b>CHILE:</b>	• Universidad Alberto Hurtado, Chile • INACAP, Universidad Tecnológica de Chile
<b>PORTUGAL:</b>	• IPCA
<b>MOROCCO:</b>	• Moroccan government, Moroccan Virtual Campus
<b>FINLAND:</b>	• University of Tampere
<b>UNITED KINGDOM:</b>	• University of Leicester • University of Glamorgan, Wales • Kingston University
<b>COREA:</b>	• Korea National Open University
<b>SLOVENIA:</b>	• EMUNI University
<b>BRASIL:</b>	• Universidade Federal do Rio de Janeiro • Universidade Federal de Santa Catarina
<b>CANADA:</b>	• Contact North
<b>USA:</b>	• Empire State College • Harvard University
<b>AUSTRALIA:</b>	• University of Southern Queensland • University of Sidney
<b>COLOMBIA:</b>	• Portal Educativo Colombia Aprende Convenio Universidad EAFIT - MEN • Sociedad de San Pablo o Editorial San Pablo
<b>SPAIN:</b>	• Universitat d'Alacant • Universitat de Barcelona (with Latin-American delegates)
<b>BULGARIA:</b>	• State University of Library Studies and Information Technologies
<b>MEXICO:</b>	• Universidad de Guadalajara

TOTAL NUMBER OF VISITS

23



**Hanna and Marko Teräs**  
University of Tampere, Finland



**Jacqui Neale**  
University of Glamorgan,  
Wales, UK

#09



## SUPPORT FOR RESEARCH AND MEMBERS' ACTIVITY

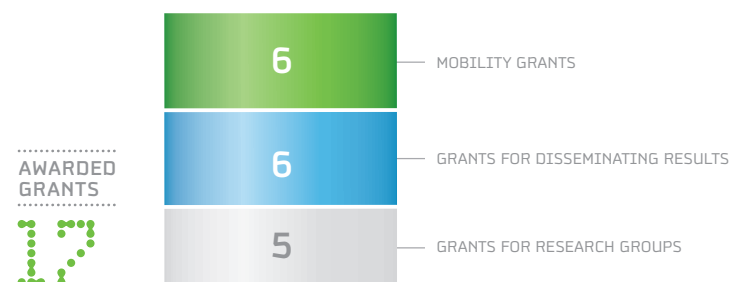
THE CENTER OFFERS SERVICES DESIGNED TO SUPPORT RESEARCH AND PROMOTE PROJECTS AND ACTIVITIES

### FINANCIAL AID FOR RESEARCH STAFF MOBILITY, PROMOTING RESEARCH AND INNOVATION IN e-LEARNING AND GROUP ACTIVITIES

The Center has awarded a total of 17 of its own grants aimed at supporting the eLC community's research activities, to the benefit of academics, researchers and management staff.

There are 3 different types of aid: mobility, to attend academic conferences, workshops and meetings; aid for the publication of research, innovation and training results; and aid for groups with R&D&I activities.

Aid granted, by type:



### SESSIONS OFFERING METHODOLOGICAL ADVICE FOR RESEARCH

A total of 16 doctoral students and Center researchers have benefitted from personalised advice on research methodology and dissemination strategies from two visiting professors:

- ▶ Peter Reimann, from the University of Sydney, Australia. He visited the centre as part of the first annual Update Research Meeting, where he gave the seminar *Process as a resource: Some observations on Analyzing Temporal Data of Individual and Group Learning*.
- ▶ Som Naidu, from the Charles Sturt University of Australia. He visited the centre as part of the Center's 2<sup>nd</sup> research workshop, where he gave the seminar *Research & Scholarship in Technology Enhanced Learning including Dissemination Strategies: When, How and Where to Publish?*

## CHANNELS OF DISSEMINATION

The eLC promotes the dissemination of the outcomes, results and activities of the Center via international networks and in academic journals, and facilitates resources aimed at community creation, by means of the following:

### eLC Research Paper Series

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

### eLCNews newsletter

Monthly publication that contains information on members' activity and offers an insight into the world of e-learning. [Have a look!](#)

### 2.0 spaces



[www.twitter.com/eLC\\_UOC](http://www.twitter.com/eLC_UOC)

1185 FOLLOWERS



[www.youtube.com/elearncenter](http://www.youtube.com/elearncenter)

145 UPLOADED VIDEOS

More than 16.000 views



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

607 ELEMENTS

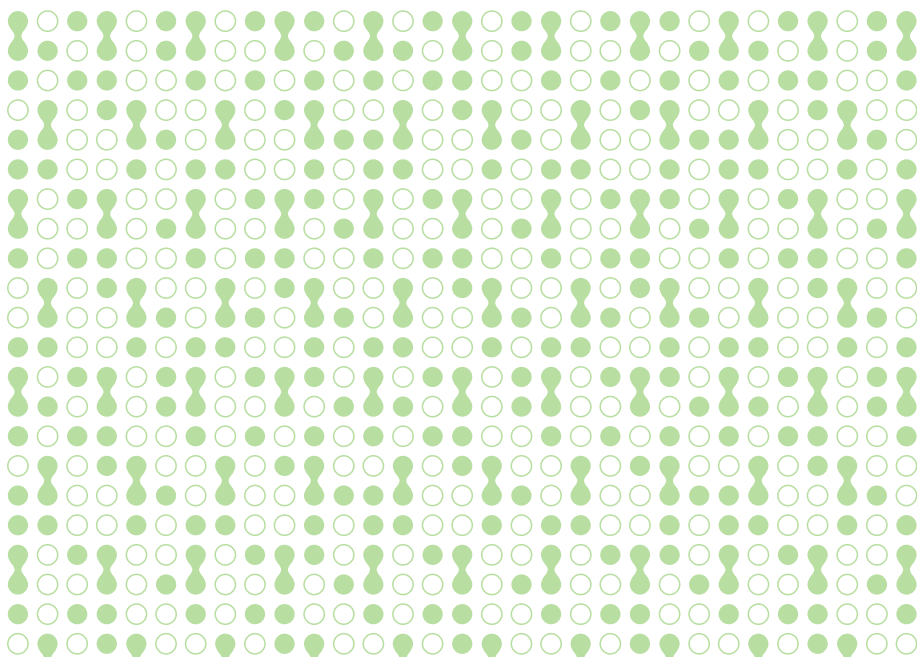
More than 4.700 views



[www.slideshare.com/elearncenter](http://www.slideshare.com/elearncenter)

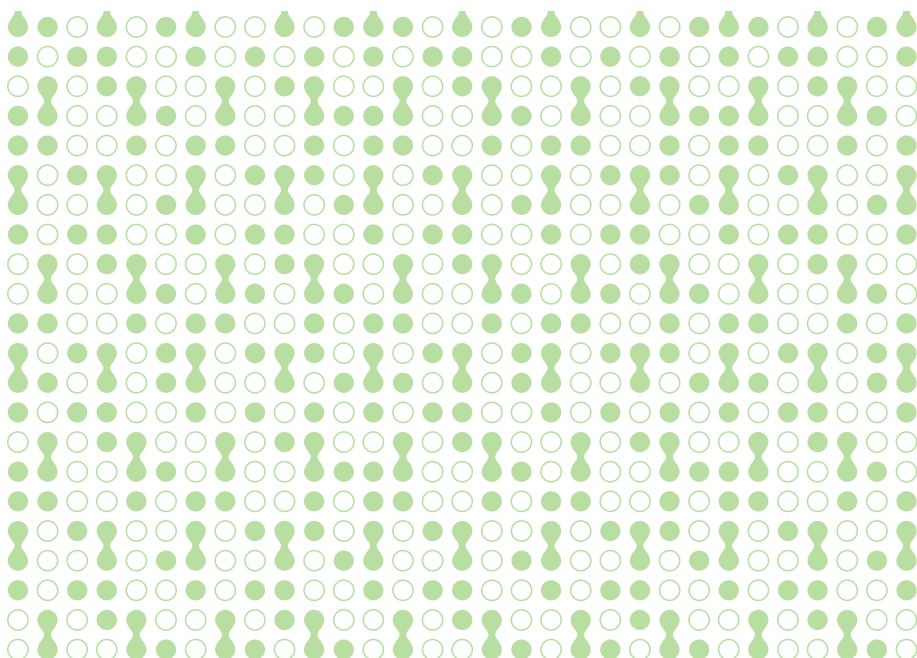
55 PRESENTATIONS

More than 30.000 views



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**Contact:** [elearncenter@uoc.edu](mailto:elearncenter@uoc.edu)





A CENTER OPEN TO THE WORLD

THE eLEARN CENTER IS OPEN TO THE INCORPORATION  
OF NEW MEMBERS AND PROJECTS AND  
COLLABORATION WITH COMPANIES.

Contact the eLC

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