Participatory Final Projects - educating for global citizenship

An approach to knowledge co-creation integration into curricula

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Who we are
Distance Learning Universities

- Open University (UK) - 1969
- FernUniversität in Hagen - 1974
- Open Universiteit (NL) - 1984
- UNED - 1972
- Università Telematica Internazionale - UNINETTUNO - 2005
- Open University of Cyprus (OUC) - 2002
- FernUniversität in Hagen - 1974
- Open Universiteit (NL) - 1984
- UNED - 1972

1st Online

Online Universities (Virtual Campus based)
The university in the digital society

UNIVERSITY
- Face-to-face sessions of 90 minutes
- The professor is at the centre
  The professor transmits his/her knowledge to the students

Incremental evolution
Most on-line universities
- Audiovisual taping
- 60/90 minutes lectures
- Face-to-face sessions are rewarded
- The professor and the institution are at the centre (synchrony when decided)

Disruptive change
UOC 1995
- Re-engineered University
  The students activity is central
  100% asynchrony plus virtuality
  Teaching resources “industrialized” with a common pedagogic pattern (no art-craft from the professor)
  Virtual lecture-room plus accompaniment from tutor and collaborator professor
  Continuous evaluation
Teaching
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates*</td>
<td>64,512</td>
</tr>
<tr>
<td>Students*</td>
<td>58,383</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>4,330</td>
</tr>
<tr>
<td>Tutors</td>
<td>615</td>
</tr>
</tbody>
</table>

* Data for academic year 2016/2017
58,383 Students

93% study and have a job

61% are aged 30 or over

* Data for academic year 2016/2017
## The seven knowledge areas

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<thead>
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<tbody>
<tr>
<td>01</td>
<td>02</td>
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<tr>
<td>Arts and Humanities</td>
<td>Health Sciences</td>
<td>Information and Communication Sciences</td>
<td>Law and Political Science</td>
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<tr>
<td>Economics and Business</td>
<td>Computer Science, Multimedia and Telecommunications</td>
<td>Psychology and Education Sciences</td>
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<td>Category</td>
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<tr>
<td>Doctoral degrees</td>
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<tr>
<td>Bachelor's degrees</td>
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<tr>
<td>Postgraduate diplomas</td>
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<tr>
<td>Specializations and courses</td>
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<tr>
<td>Language and short courses</td>
<td>97</td>
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</tr>
<tr>
<td>UOC-certified master's degrees</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University master's degrees</td>
<td>35</td>
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</tbody>
</table>
UOC students are based in 134 different countries
Research

E-learning and the knowledge society
Research areas

- Digital culture and leisure
- Internet law
- Education and ICTs
- E-governance
- E-health
- Gender and ICTs
- Interactive tools in virtual learning environments
- Software engineering
- New economy
- Psychology, health and the net
- Web security
- Mobile technologies

IN3 – Internet Interdisciplinary Institute

eLearn Center

eHealth Center
Participatory Final Works
4.7 - By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others [...] global citizenship.
Open Knowledge Action Plan

- Open Access
- FAIR Data
- Open Educational Resources
- Models of Evaluation
- Open Innovation
- Open to Society
- Training, Communication & Awareness
- Open Infrastructures
- Participation in key spaces
The UOC’s challenge:

- How to become a distance university without distance?
- How to be a locally and globally engaged online university with social impact?
Goals

- Contribute to the **education of global citizens** introducing and reinforcing participatory processes with society

- **Social transformation** and **empowerment** of social groups through knowledge

- Get to be a more **open and integrated** university with a greater **social impact**
Methodology and Tools

Index

1. Introduction
2. Basic concepts of implementation
3. Participatory action research
4. Co-design and participatory design
5. Evaluation and indicators
6. Alternatives for online dynamics

Guide to participatory methodologies aimed at its implementation

http://hdl.handle.net/10609/84545
## Participatory Final Projects: Pilot edition

### Some examples...

<table>
<thead>
<tr>
<th>Project</th>
<th>CSO</th>
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</thead>
<tbody>
<tr>
<td>The old town of Tortosa: housing as a principle of inclusion.</td>
<td>Grup Esplai Blanquerna, Tortosa, Tarragona, Spain</td>
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<td>How to design an food waste awareness campaign based on the analysis of social perception?</td>
<td>Nutrition without Borders, Barcelona, Spain</td>
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<tr>
<td>Strategic analysis of the use of social networks to better reach target (young people with early school leaving)</td>
<td>Radio ECCA, Canary Islands, Spain</td>
</tr>
</tbody>
</table>
From distance universities to universities without distance? Opportunities for engaging with society and educating global citizens

Photo by Alejandro Escamilla on Unsplash
Challenges expressed through the eye of participants in the pilot

“The biggest challenge for the student has been to carry out fieldwork due to the distance and the dependance on technological resources for the consultations.”

CSO tutor

“CSOs must be aware that their involvement is crucial. If they do not understand this, participatory action research loses meaning.”

Student
Grateful for your attention!