UOC eLEARN CENTER

Universitat Oberta
de Catalunya

11

Report on activities

Begoña Gros

Director of the eLearn Center
Vice-Chancellor of Research and Innovation of the UOC

The eLearn Center is an e-learning research, innovation and training centre set up in 2009. The centre's main aim is to help position the UOC as a benchmark for virtual learning and thus promote this form of education and boost its scope nationally and worldwide.

Having consolidated its structure, the eLC's main goal in 2011 was to position the centre at national and international level. Its community currently boasts 245 members at the UOC and other institutions working on research, innovation and/or training projects. The eLC has set up a network of e-learning professionals and researchers eager to facilitate joint work and share knowledge. In this regard, the centre's activity in 2011 centred basically on:

- Increasing the number of research groups and members and thus expanding the network of linked people and institutions.

- Designing, implementing and maintaining a regular programme of research stages at the eLC designed to encourage prestigious international experts in the field of e-learning to spend time at the centre.

- Consolidating the programme of activities at the centre designed to help increase and expand our visibility and position ourselves favourably both nationally and internationally.

- Boosting e-learning training and research by expanding the range of education and training on offer at the centre and setting up the first edition of the doctorate programme in education and ICT (e-learning).

I am delighted to present this report summarising the centre's activity and the results achieved in 2011. I wish you will find it of interest.

SUMMARY

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Report on activities
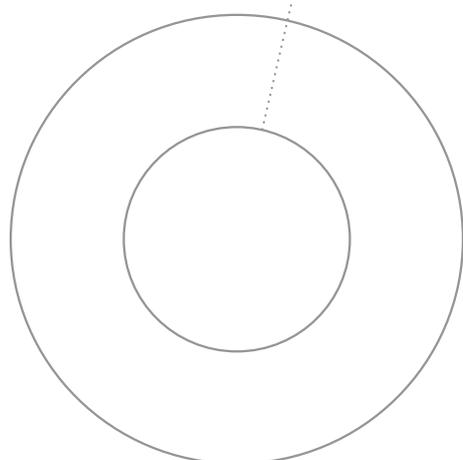
#01

MISSION AND OBJECTIVES

THE CENTRE FOCUSES ITS ACTIVITY ON HIGHER EDU-
CATION AND CONTINUOUS EDUCATION AND TRAINING
IN E-LEARNING

Its objective 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 high-level range of training programs incorporating results of research and innovation, facilitating the transfer of these results.

- The eLearn Center's mission is to promote the UOC's activity in education and ICT 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 activity 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 it and boosting its national and international scope.

RESEARCH, INNOVATION, TRAINING AND DISSEMINATION: MUCH MORE THAN A RESEARCH CENTRE

The centre is organized in four areas: **Research, Innovation, Training** and **Dissemination** and **Internationalisation**.

Research

Responds to the problems posed by e-learning from a multidimensional perspective.

Research Program 2009-2012 Time Factor in e-learning, focusing on aspects such as:

- Synchrony
- Rhythms of learning
- Students' length of stay

Innovation

Promotes and consolidates innovation processes in e-learning that emerge within the institution, proposing and developing ideas, experiences and innovative products whose origin or continuity lies outside the UOC. Focus of interest:

- Collaborative production of knowledge
- Assessment and (self-)regulation in the acquisition of competences
- Learning in immersive environments

Training

Contributes to the generation of knowledge on the function and appropriate use of e-learning and its transfer through training processes. Range of offers:

- Doctorate in Education and ICT (e-learning)
- University Master's Course in Education and ICTs (e-learning)
- Postgraduate diplomas and specialization courses
- International certificates
- Internal training programmes
- Tailor-made training programmes for institutions

Dissemination and Internationalisation

Promotes dissemination of the Center's production, results and activity in international networks and scientific publications, and provides resources addressed to the creation of community, by way of:

- Website elearncenter.uoc.edu consolidated. A benchmark space has been set up for consulting the centre's activity.
- Monthly publication of the eLC News. Sent to the whole eLC community every month.
- Publication of two issues of the Research Paper Series (eLCRPS)
- Web 2.0 spaces for the community. Spaces for sharing and collaborative work

LINES OF WORK

Research, innovation and training share 3 priority lines of work:

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

#02

THE COMMUNITY

IN 2011 THE eLEARN CENTER GREW IN TERMS OF THE NUMBER OF MEMBERS, PROJECTS AND NATIONAL AND INTERNATIONAL VISIBILITY

AN EVER-GROWING COMMUNITY

From 90 members at the end of 2009, the eLC community grew to 245 members at the end of 2011. The centre has 136 active members. Added to these are 109 supporters, who regularly follow activity at the centre and occasionally take part.

2011

People

250 · 225 · 200 · 175 · 150 · 125 · 100 · 75 · 50 · 25 · 0

TOTAL MEMBERS **245**

90 — DECEMBER 2009
100 — DECEMBER 2010
136 ACTIVE MEMBERS / **109** SUPPORTERS — DECEMBER 2011

AN INTERDISCIPLINARY COMMUNITY

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

— TOURISM
— HEALTHCARE
— CULTURE
— EDUCATION
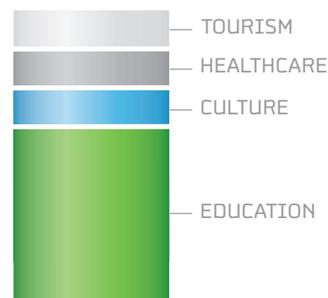
A GLOBAL COMMUNITY

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

5 CANADA
3 NETHERLANDS
1 SWEDEN
5 UK
1 GERMANY
6 USA
6 MEXICO
2 COSTA RICA
186 SPAIN
1 ISRAEL
2 GREECE
1 JAPAN
2 SWITZERLAND
3 ITALY
1 NEW ZEALAND
2 EL SALVADOR
5 PERU
1 VENEZUELA
2 COLOMBIA
6 CHILE
1 URUGUAY
1 AUSTRALIA
3 ARGENTINA

#03

THE RESEARCH PROGRAMME

THE PROGRAMME ACHIEVES ITS GOALS AND OBTAINS THE EXPECTED RESULTS

TIME IS THE KEY
The temporal dimension in e-learning

The centre's **Research Programme**, 2009-2012 aims to provide solutions to specific e-learning problems related with the **time factor**. By encouraging researchers linked to the centre to include this focus in their work, it has helped increase scientific knowledge of the time factor in e-learning.

OBJECTIVE:

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

Time consumed on the campuses

Permanence of the students

Study self-management calendars

Time in e-learning

Technologies for continuous assessment

Feedback strategies

Learning rhythms
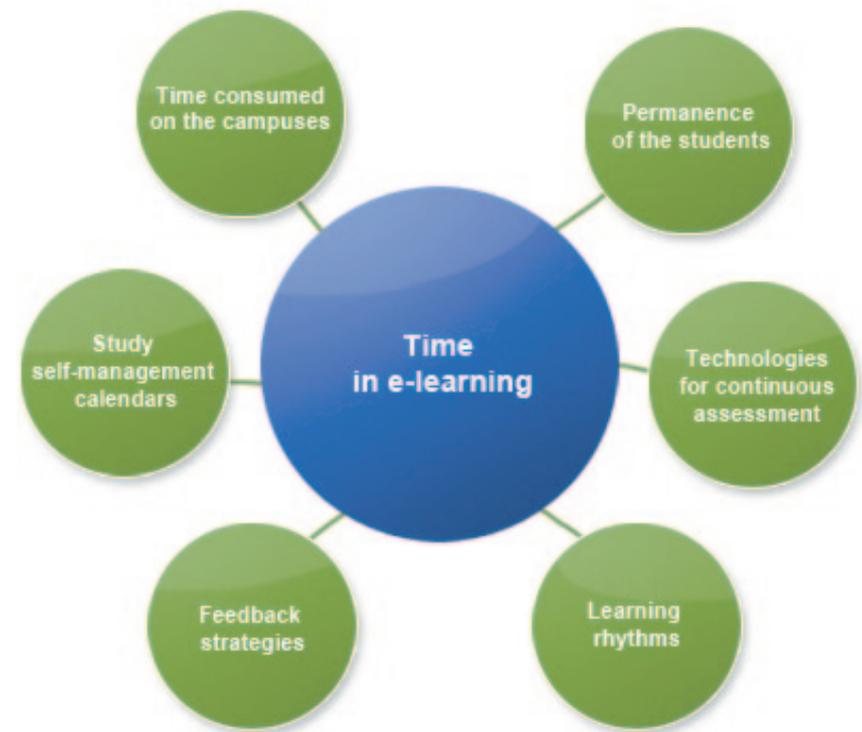
RESULTS OBTAINED:

❯ *eLC Research Paper Series.* http://elcrps.uoc.edu/
ISSN 2013-7966
A six-monthly digital magazine that publicises research in e-learning from a multi-disciplinary viewpoint.

- *RPSeries Number 2: The effects of time on collaborative online learning.* Coordinated by Dr Montse Guitert.

Articles:

- *Time management in virtual collaborative learning: the case of the Universitat Oberta de Catalunya (UOC).* Montse Guitert
- *The time factor in an online group course from the point of view of its students.* Marc Romero
- *Social aspects as regards the time factor: an analysis of the work process in a virtual group.* Montse Guitert, Maria Pérez-Mateo
- *Supporting collaborative discussions on asynchronous time: a technological perspective.* Santi Caballé
- *Assessed real-time language learning tasks online: How do learners prepare?* Joseph Hopkins
- *Some approaches to the effects of time on collaborative online learning.* Morten Flate, Bartolomé Rubia, Cristóbal Suárez, Pedro Román, Manuel Area, Iolanda Garcia, Juan Domingo

- *RPSeries Number 3: Intelligent Networking: New Opportunities for Effective Time Management in e-Learning Settings.* Coordinated by Dr Santi Caballé and Dr Atanasi Daradoumis.

Articles:

- *Adopting the role of online teacher as a researcher and model builder of learners' needs to approach time as a context-dependent factor within networking settings.* Maria Kordaki
- *Estimating time between creation and achievement of knowledge objects in learning groups through social network analysis.* Luis Casillas
- *Emotional scaffolding with respect to time factors in Networking Collaborative Learning Environments.* Michalis Feidakis
- *How to promote effectiveness in terms of time in networking processes.* Maria Pérez-Mateo, Montse Guitert
- *Anytime-Anywhere: Personalised Time Management in Networking for e-Learning.* Philip Thomas Moore
- *Collaborative Complex Learning Objects in Support for Social and Collaborative Just-in-Time Networking.* Néstor Mora, Santi Caballé

Web:

http://www.uoc.edu/portal/english/elearncenter/
recerca-innovacio/programa_recerca/index.html

Institutional repository at the UOC:

http://openaccess.uoc.edu/webapps/o2/?locale=es

#04

TRAINING IN e-LEARNING

THE CENTRE OFFERS INNOVATIVE, CUTTING-EDGE, TOP-QUALITY TRAINING

DOCTORATE IN EDUCATION AND ICT (e-LEARNING) PROGRAMME

The center has launched the first edition of the Doctorate Programme in Education and ICT (e-learning), which allows to continue the training of researchers and that can be started from the Master's course in Education and ICT research itinerary. 13 doctorate students and 15 thesis directors and co-directors are taking part in the Programme.

OBJECTIVE:
Helping train future researchers and promoting high-quality e-learning doctoral theses.

STRUCTURE:
- Period of education and training before carrying out the doctorate programme, linked to the research pathway for the Master's in Education and ICT (e-learning) at the UOC or a similar Master's accrediting similar education and training and guaranteeing students can carry out new research and expand their knowledge in the field of e-learning.

- Periods of research:
  - Programme for the Doctorate in Education and ICT (e-learning)
  - Training seminars and guided research activities
  - Defence of the doctoral thesis

eLC community of Doctors and Doctorate students

Carrying out activities on networks and 2.0 spaces that allow for collaborative work and sharing research findings.

Doctorate students

Olga Anglada. Director: *Dr Albert Sangrà*

María del Pilar Castro. Directors: *Dr Begoña Gros and Dr Iolanda Garcia*

Mónica Elena Da Silva. Director: *Dr Adriana Ornellas*

Marga Franco i Casamitjana. Directors: *Dr Elena Barberà and Dr Margarida Romero*

Eduardo Hamuy Pinto. Director: *Dr Rosa María Mayordomo*

Juan Vicente Izquierdo Soriano. Director: *Dr Francesc Saigí*

Francesc Llorens Cerdà. Director: *Dr Albert Sangrà*

José Luís Medina Garcia. Directors: *Dr José Antonio Morán and Dr Carles Monzo Sánchez*

Néstor Mora Núñez. Directors: *Dr Santi Caballé and Dr Atanasi Daradoumis*

Ana Virgina Quesada Alvarado. Director: *Dr Josep Maria Duart*

Gabriela Sabulsky Gaer. Directors: *Dr Begoña Gros and Dr Elena Barberà*

Azu Vázquez Gutiérrez. Director: *Dr Montse Guitert*

Antonela Esposito. Directors: *Dr Marcelo Maina and Dr Albert Sangrà*

EDUCATION AND ICT (e-LEARNING) PROGRAMME

The centre makes knowledge transfer possible through its own programme of e-learning education and training. Teachers and professionals in university, school and business spheres are trained to use ICT for educational and/or training purposes.

AIMS:

- To contribute to knowledge based on the function and appropriate use of e-learning.
- To offer professionals and organisations cutting-edge, innovative training opportunities.
- To provide the UOC's faculty staff with continuous training in online teaching strategies.
- To advise educational institutions on how to introduce ICT as a way of bringing about changes in methodology.

RANGE OF OFFERS:

MASTER'S DEGREE

- University Master's Course in Education and ICTs (e-learning)

POSTGRADUATE DIPLOMAS

- Innovation and creative use of ICTs in education. UOC-Espiral
- Research in e-learning
- Expert in the use of ICTs in teaching
- Expert in design of programs, environments and materials with ICT support
- Expert in direction and management of training projects using ICTs

SPECIALIZATION COURSES

- Resources for methodological innovation in the digital classroom
- Network-based teaching development
- Creativity, innovation and social networks in teaching
- Digital skills and collaborative learning
- Technician in management of training projects in the use of ICTs
- Technician in design of programs, environments and materials with ICT support
- Technician in online training and tutoring
- Virtual worlds applied to education

INTERNATIONAL QUALIFICATIONS

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

INTERNAL TRAINING PROGRAMME: FOR THE IMPROVEMENT OF TEACHING IN THE UOC

Online Teaching Professional Development programme launched in 2010. Addressed to the UOC's faculty staff, it is oriented to the acquisition of both basic and advanced skills in teaching strategies in e-learning. The programme was taken by 72 teachers.

We are currently working to have this programme recognised and accredited by the competent bodies as a **postgraduate course**.

CUSTOMISED TRAINING AND CONSULTANCY PROGRAMME

Partnerships with institutions and organisations in training their professionals and introducing e-learning models.

It responds to the following needs:

- Training groups of directors, professors and managers of e-learning.
- Evaluation of the elements of the institutions' own educational practice (projects, courses, materials and training resources).
- Strategic assessment of models for implementing e-learning.
- Costumized training and advice to introduce e-learning into higher education institutions.

PROJECTS

Blended and online teaching. Universidad Nacional del Noroeste de la Provincia de Buenos Aires (UNNOBA), Argentina.

Advanced training in online teaching strategies, both virtual and blended, for 40 teachers (February to July 2011). 100 hours).

Teaching in virtual environments. Universidad Pedagógica Nacional de México (UPN), Mexico.

Training in the use of ICT

◗ **Basic module (50 hours):** Teaching in virtual learning environments addressed to 200 teachers new to online teaching with the role of virtual tutors or tutors with the help of ICT (March to July 2011).

◗ **Advanced module (50 hours):** Advanced strategies for online teaching, addressed to 200 teachers with experience in teaching using ICT who wished to improve their practice and skills (September to November 2011).

A course training teachers to use ICT in higher education, Universidad de Santo Tomás (UST), Chile.

Training 200 teachers in methodologies for using ICT in higher education for face-to-face, blended and online teaching. It was also offered as a complement to the "Higher-education Teaching Diploma" at the UST (November 2011 to January 2012, 25 hours).

A total of 1.205 students have participated in the Education and ICT Programme for the 2010-2011 academic year.

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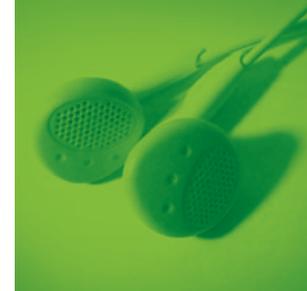
THE PROJECTS

THE CENTRE'S RESEARCH AND INNOVATION PROJECTS HAVE LAID THE FOUNDATIONS FOR ITS ACTIVITY IN THE COMING YEARS

WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT E-LEARNING?
Conceptual framework of e-learning
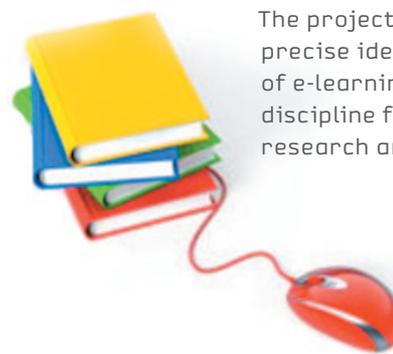
The project's research team maintains that precise identification of the conceptual framework of e-learning will contribute to advancing the discipline from an educational perspective of research and innovation.

OBJECTIVE:

◗ Coming up with a definition of the concept of e-learning, as a result of consensus between the scientific community and communities working with the concept.

RESULTS OBTAINED:

◗ Final project report:

▪ Sangrà, A., Vlachopoulos, D., Cabrera, N. & Bravo, S. (2011). *Cap a una definició inclusiva de l'e-learning. Barcelona: eLearn Center. UOC.*

▪ Sangrà, A., Vlachopoulos, D., Cabrera, N. & Bravo, S. (2011). *Hacia una definición inclusiva del e-learning. Barcelona: eLearn Center. UOC.*

▪ Sangrà, A., Vlachopoulos, D., Cabrera, N. & Bravo, S. (2011). *Towards an inclusive definition of e-learning. Barcelona: eLearn Center.*

◗ Papers in scientific 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*

▪ Sangrà, A., Vlachopoulos, D. & Cabrera, N. (2011). *The conceptual framework of e-learning: a view from inside. International Journal of Learning, 18* http://l11.cgpublisher.com/proposals/854/index_html

▪ Sangrà, A., Vlachopoulos, D. & Cabrera, N. (2011). *The conceptual framework of e-learning: a view from inside. 18th International Conference on Learning. Mauritius.*

▪ *Open day, 29 September 2011:* http://www.uoc.edu/portal/english/elearncenter/noticies/eLC/2011/noticia_034.html

◗ Sessions to discuss the findings of research with national and international experts who visited the centre this year.

Blog of the project: *http://elconcept.uoc.edu* ↵

EMERGING TECHNOLOGIES IN LATIN-AMERICAN UNIVERSITIES
Horizon Report: Iberoamerican Edition 2010

The report identifies and analyses the six technologies with the greatest potential for transformation of higher education in Ibero-America with horizons of 1, 3 and 5 years, along with the future challenges and trends that will have to be faced. This is a joint initiative of the UOC and the New Media Consortium (NMC).

OBJECTIVES:
- Exploring the potential of emerging technologies to improve higher-education in Latin America.
- Setting up a network of experts to follow the recommendations and lines of action set out in the report.

RESULTS OBTAINED:
- Digital and print version published in four languages, from the Horizon Report. *Horizon Report: Ibero-American Edition 2010.* ISBN 978-0-982890-1-1
- eLC network linked to the Horizon Report, as a result of the activity carried out through the webminar held in 2010.
- Expanding the network of experts and organisations in the field of innovation in education through the use of ICT in the Latin American context to develop joint projects and initiatives through the space at LinkedIn: http://www.linkedin.com/groups?gid=3689260&mostPopular=&trk=tyah

Blog of the project:

http://elchr.uoc.edu

INTERACTIVE FORUM FOR COLLABORATIVE LEARNING
eKNOWLEDGE
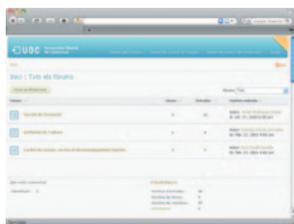
Design and development of a forum tool for the UOC Campus to incorporate resources for managing information and communication.

OBJECTIVE:
- Improved collaborative learning in virtual discussion places through an interactive online forum tool. The tool incorporates note-taking and features to make it easier to follow presentations and assess them.

RESULTS OBTAINED:
- Assessment of the pilot test: data analysis and preparing the report.

- Functional prototype that allows for a larger-scale pilot experience.
- Second pilot scheme during the second term of the 2010-2011 academic year, in all subjects in the Master's in Free Software and the Master's in Business Intelligence. A total of 979 students took part.
- Garcia, I. (2012) *Beyond interaction: forums as spaces for collaboration and building knowledge.* In B. Gros and X. Mas (Coords.) Communication in virtual spaces. Focuses and experiences in online training. Barcelona: Editorial UOC.
- Promoting the project through internal work sessions with lecturers at the UOC.

Explanatory leaflet in the UOC institutional repository:

http://openaccess.uoc.edu/webapps/o2/handle/10609/6681

TOOL FOR THE INTEGRATION OF CONTENTS AND COMMUNICATION
UOCLET. From paper notes to digital notes

The project made it possible to develop a web note-taking tool to enrich and personalise educational resources through collaboration between students and teachers.

The tool makes it possible to make private and public notes to be shared with the other students in class. The notes could be teaching hints, conversations between students and with teachers, an activity directly linked to the page or highlighting a mistake in the material, amongst many others.

OBJECTIVE:
- Developing a web note-taking tool that makes it possible to work on specific content within the study material in a virtual classroom through the interaction of students and consultants.

RESULTS OBTAINED:
- Assessing the pilot text in the subject "Initiation to mathematics for engineering" in Computer, Engineering and Telecommunications Studies at the UOC.
- Introducing the tool into classrooms during the second term of the 2010-2011 academic year.

Video of the project presentation:

http://www.youtube.com/watch?v=denoS6OHSUM

#06

RESEARCH AND INNOVATION

THE CENTER BENEFITS FROM THE WORK OF INDIVIDUAL MEMBERS AND RESEARCH GROUPS

10 RESEARCH GROUPS

Fourteen members linked individually to specific work plans related to the centre's lines of work

MeL. Management & eLearning

Teaching management in virtual environments. Managing e-learning.

EduL@b. Education and ICT

Application of new teaching and learning methodologies by means of ICTs.

http://edulab.uoc.edu/
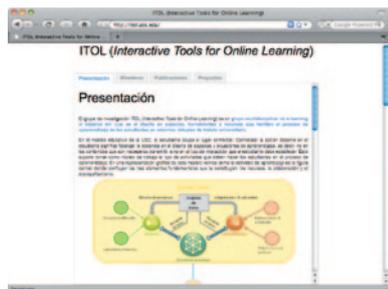
ITOL. Interactive Tools for Online Learning environments

Design of spaces, tools and resources to facilitate the learning process for students in virtual environments in the university sphere.

http://itol.uoc.edu

EDUS. University and school distance education

Building knowledge in virtual teaching and learning contexts by contributing to the social and cognitive facets of educational psychology.
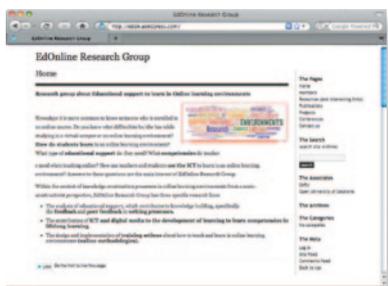
EdOnline. Educational Supports to learn in Online environments

Processes of creating knowledge in virtual learning environments.

http://edon.wordpress.com

eHealthLab. Telemedicine lab at the UOC

Integrating ICT in health systems Platform 2.0 of telemedicine applications.

http://www.laboratoriode telemedicina.com

EMA-UOC. Environments and Digital Learning Materials

Analysis and design of digital learning environments.

eCo. e-learning, information and communication

Experimentation space around teaching and learning environments and processes based on collaboration, creativity, entertainment and the use of audiovisual technologies.

LNT. New Tourism Laboratory

Simulations and technological tools for learning in tourism.

MUSEIA. Museology, Museography, ICT and Cultural Heritage

Online educational resources on cultural heritage and museology.

http://www.museia.cat

45 RESEARCH AND INNOVATION PROJECTS AND ACTIVITIES

Group *MeL*

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

- Teaching management in virtual environments and managing e-learning
- Organising tutoring activities in virtual environments
- Improved feedback in the continuous assessment process: alternative formats to written feedback
- Improved learning of specific contents through video cartridges prepared by consultants: alternative video formats
- Theoretical approach to the organisational factors for successful teamwork with virtual teachers
- *Towards improved e-feedback* project (MQD 2010-2012)
- APLICA project *Video-skills*

Edul@b Group

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

- Coordination and participation in the eLCRSP special issue on "The effects of time on collaborative online learning"
- Virtual collaborative learning network (AACC)
- Policies of "one computer for every child" in Spain (R+D)
- Development and Assessment of Competences through the Final Master's Work in virtual environments (MQD)
- Practices towards excellence in final degree projects (EyA)
- PRESENT@: Multidisciplinary virtual graduation hall (MQD)
- Formative assessment of competences through blogs (REDICE)
- OERtest (LLP-ERASMUS)
- Digital Learners in Higher Education
- Identification, development and assessment of teaching competences when applying training plans aimed at university lecturers (EyA)
- E-Portfolio NETWORK (AACC)
- CONCEDE (LLP-ERASMUS)
- Competences for online teaching: assessment of the education on offer for university lecturers within the framework of the EHEA (EyA)
- Lifelong learning ecologies: the role of ICT in professional teacher development" (ECO4LEARN)
- A social ecology for innovative and creative learning design" (eLD4edu)

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, facility for electronic practices and remote labs
- Multimedia resources and cross-media narrative

EDUS Group

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

- *COCREAT*: Enabling Creative Collaboration Through Supportive Technologies (2010-2013) (FP7 Lifelong Learning)
- *REDeportfolios*: e-portfolios national network (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
- Short Term Scientific Mission. Visit Professor Luuk van Waes. University of Antwerp 5-18 March 2012. COST-STSM-ISO703-9374: Implementation of Inputlog for the analysis of students' cognitive performance in feedback processes
- Research stage: "José Castillejo" programme of stages for mobility abroad. Ministry of Science and Innovation JC2010-0078. Project. Educational support in writing processes in virtual teaching-learning environments: Analysis of e-feedback models at the Open University of the Netherlands

eHealthLab Group

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

- Knowledge networks and telemedicine projects
- Analysis of applications of virtual reality in the health sector: systematic revision, implementation and estimation of the effect of the use of virtual reality simulators in medical teaching and learning processes. Case study at a healthcare institution
- Biowave project: use of web 2.0 tools to promote interdisciplinary collaboration between Master's in biotechnology and biohealthcare

EMA UOC Group

Lead researcher: Begoña Gros *(bgros@uoc.edu)*

- 2009 R+D project (Ministry of Economics and Competitiveness): Uses of ICT among university students: academic and social perspective of mediated learning processes
- INNPACTO 2011 project (Ministry of Science and Innovation): Just in time and just for me: towards self-management of learning in ubiquitous personal environment
- Developing seminars for reflection/discussion and setting up and maintaining the group's web space

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, experience and social uses of information and communication technologies

LNT Group

Lead researcher: Francesc González *(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"
- APLICA 2011 teaching innovation project: "Applying augmented reality technology for valuing the countryside as a tourist resource"

MUSEIA Group

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

- 3C4Learning: Creativity, community, children
- International collaboration network for scientific museology

IMPULSE FOR RESEARCH AND INNOVATION

Research assistants

Dr Dimitrios Vlachopoulos

Researcher of the project *Conceptual framework of e-learning*

Eva Durall

Researcher of the project *Horizon Report: 2010 Latin America edition* and the *eKnowledge* project

Hafsa Akhrif

Researcher of the project *Conceptual framework of e-learning*

Dr Elena de Martín

Researcher of the project *Time Factor in e-learning*

Dr Margarida Romero

Researcher of the *COCREAT* project

Doctorate students

Twelve researchers develop their doctoral thesis within the framework of related groups and have a thesis director from the centre:

Luciana Caffesse. Director: *Dr Teresa Guasch*

Federico Borges. Director: *Dr Begoña Gros*

Xavier Mas. Director: *Dr Begoña Gros*

Ana Maria Rodera. Director: *Dr Elena Barberà*

Gemma Aguado. Directors: *Dr Elena Barberà and Dr Anna Escofet*

Armando Cortés. Directors: *Dr Begoña Gros and Dr Elena Barberà*

Joseph Hopkins. Directors: *Dr Montse Guitert and Dr Regine Hampel*

Montse Serra. Directors: *Dr Eugènia Santamaría and Dr Josep M. Basart*

Ferran Giménez. Directors: *Dr Eugènia Santamaría and Dr Carles Sigalés*

David Garcia. Directors: *Dr Eugènia Santamaría and Dr José Antonio Morán*

Germán Cobo. Directors: *Dr José Antonio Morán and Dr Eugènia Santamaría*

Antoni Marin. Directors: *Dr Javier Melenchón and Dr Roser Beneito*

#07

PROGRAMME OF STAYS

THE CENTRE PROMOTES RESEARCH, INNOVATION AND TRAINING THROUGH A REGULAR PROGRAMME OF STAGES FOR VISITING LECTURERS AND RESEARCHERS

eLC Research Fellows Programme

With the aim of favoring research and benefiting from expert knowledge, the Center incorporates researchers of recognized prestige in the field of e-learning.

Dr Donald E. Hanna
Research fellow at the Department of Engineering Professional Development, University of Wisconsin-Madison, United States

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

Research project: *Leadership for change and cultural/ environmental factors that influence future development of higher education models and frameworks.*

Research project and activities:

- *Benchmarking e-learning EU-USA (BELEUSA). Call for projects EU-US Atlantis Programme (Cooperation in Higher Education and Vocational Training).*

  Talk Templates of Excellence in Higher Education. International symposium CIDUI-CESE Universities, States & Markets in a Changing Europe: Towards a Creative Governance of Higher Education, 4 April 2011.

- *Paper to be published in science journals.*
- *Work and advice sessions with groups and members at the centre.*

Duration of the period: 3 months

eLC Visiting Professors Programme

The eLC receives the advice of visiting professors, experts in the centre's lines of work.

Dr Ileana de la Teja
Lecturer and researcher at the LICEF Research Center, Télé-université, Canada

Line of work: *Teaching and learning processes.*

Activities:

- *Talk Defining competences for online teaching: application of MOT model. International seminar "Competences of online teachers".*
- *Advice for management of the Master's in Education and ICT (e-learning) at the UOC in competence design. Work sessions to prepare the final versions of competence maps for online docnet, the instructional e-learning designer and manager.*
- *Work sessions with members of the centre on studying recognition and accreditation of knowledge maps by international organisations IBSTPI, ISTE, EiFEL.*

Duration of the period: 1 week

Dr Terry Anderson
Research fellow at the Canada Research Chair in Distance Education, Athabasca University, Canada

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

Activities:

- *Talk: Connectivism: Perfect pedagogy for the networked Era?*
- *Roundtable Roses and Thorns: life experiences in implementing e-learning from the Canadian perspective. With Dr Mark Bullen, lecturer and research, Dean of the Learning & Teaching Centre de la British Columbia Institute of Technology (BCIT).*
- *Work sessions, sharing experiences and methodological advice to groups and members at the centre.*

Duration of the period: 1 week

Dr Insung Jung
Lecturer and researcher at the International Christian University, Japan

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

Activities:

- *Research seminars:*
  - *Learners' perceptions of Quality in Distance Education and e-learning*
  - *Instructional design strategies for stress-reduced online collaboration in high context culture*
  - *Extended Spaces for Teaching and Learning*
- *Talk: Quality assurance in e-learning: contributions from Asia.*
- *Work sessions, sharing experiences and methodological advice to groups and members at the centre.*

Duration of the period: 1 week

Simon Kear
Research at the Beyond Distance Research Alliance, University of Leicester, United Kingdom

Line of work: Teaching and learning processes.

Activities:

- *Workshop Learning design.*
- *Work sessions with groups and members on practices and models of formative design.*

Duration of the period: 1 week

Investigators in research periods

Chrysi Rapanta
Doctorate student, Università della Svizzera Italiana, Lugano, Switzerland

Thesis project: *Communication processes in e-learning design teams: a multiple case-study*

Duration of the period: 5 months
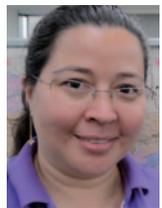
Mónica Lazo
Doctorate student, Universidad Don Bosco, El Salvador

Thesis project: *Study on the effect on learning of the kind of teaching strategy in virtual environments: the contribution of collaborative learning*

Duration of the period: 3 months

Francesc Llorens
Doctorate student, Doctorate in Education and ICT (e-learning), UOC

Thesis project: *Identification and assessment of the teaching role and functions of teaching collaborators in postgraduate studies at the Universitat Oberta de Catalunya*

Duration of the period: 1 week
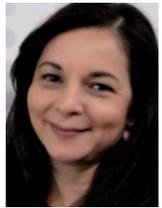
Patricia Marín
Doctorate student, Universidad de Costa Rica

Thesis project: *Didactic configuration of ICT-supported courses: the case of the engineering department at the Universidad de Costa Rica*

Duration of the period: 4.5 months

100%

100% OF RESEARCHERS ASSESSED THEIR RESEARCH STAGE AS POSITIVE OR VERY POSITIVE

"MY TUTOR TRUSTED ON ME, OFFERED ME SPACE AND THE POSSIBIITY TO CARRY OUT MY WORK AT MY OWN PACE. SHE OFFERED ME ADVICE AND PUT ME IN CONTACT WITH OTHER RESEARCHERS. I WAS ABLE TO IMPROVE ON MY PREVIOUS WORK EXPERIENCE IN QUALITATIVE RESEARCH".
Mónica Lazo

"IT MORE THAN MET MY EXPECTATIONS: TO MAKE PROGRESS WITH RESEARCH, SHARE EXPERIENCES WITH RESEARCH STUDENTS AND TAKE PART IN THE ACTIVITIES TAKING PLACE IN THE UNIVERSITY".
Patricia Marín

"I WAS ABLE TO SET GOALS IN MY RESEARCH WORK, EMPATHISE WITH THE MEMBERS OF THE RESEARCH GROUP AND GET TO KNOW WORK DYNAMICS".
*Francesc Llorens*

#08

THE ACTIVITIES

TALKS, CONFERENCES, DEBATES, WORKSHOPS AND RESEARCH SEMINARS

THE CENTRE GIVES CONTINUITY TO ITS PROGRAMMING

During 2011, the Center organized 21 activities oriented to generation of knowledge, dissemination of e-learning, fostering of research and creation of community, with the participation of more than 700 persons. The activities are addressed to both members of the Center and the educational community as a whole.

ACTIVITIES
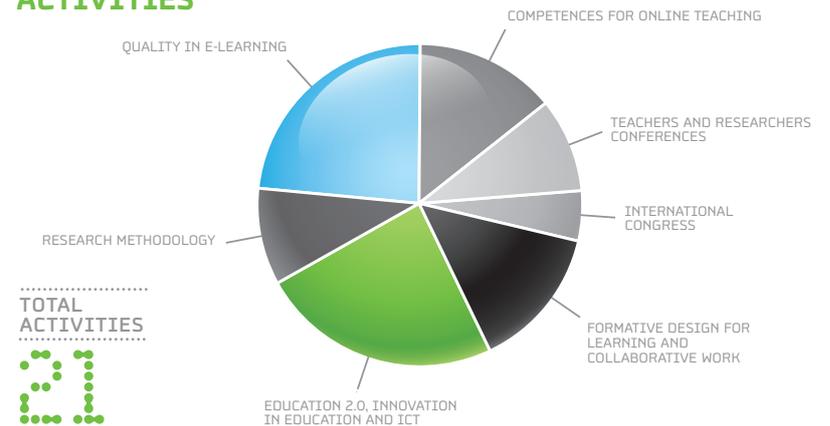
QUALITY IN E-LEARNING

COMPETENCES FOR ONLINE TEACHING

TEACHERS AND RESEARCHERS CONFERENCES

INTERNATIONAL CONGRESS

FORMATIVE DESIGN FOR LEARNING AND COLLABORATIVE WORK

EDUCATION 2.0, INNOVATION IN EDUCATION AND ICT

RESEARCH METHODOLOGY

TOTAL ACTIVITIES

21

"Instructional design strategies for stress-reduced online collaboration in high context culture". Research seminar by **Dr Insung Jung**, International Christian University, Japan, 22 November

"Connectivism: Perfect pedagogy for the networked Era?". Talk by **Dr Terry Anderson**, Athabasca University, United States, 9 November
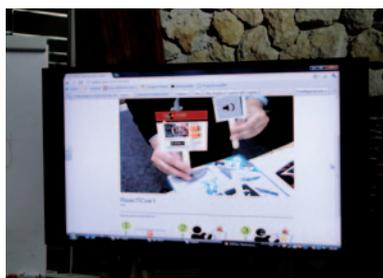
"QR codes and Augmented Reality applied to education". ReacTICva't workshop UOC-Associació Espiral, by **Raúl Reinoso**, Associació Espiral. December 12

"Definition of competences for online teaching". Research seminar by **Dr Ileana de la Teja**, Centre de Recherche d'Informatique Cognitive et Environnements de Formation (LICEF), Canada. September 7

"Universities, states and markets in a changing Europe: Towards creative governance of higher education". International symposium CIDUI-CESE. April 4

"Fostering a Learning Culture: Strategies toward Excellence". Research seminar by **Dr Donald E. Hanna**, University of Wisconsin-Madison. April 14

4.1 out of 5

Participants rated the centre's activities as 4.1 out of 5.

"THE SEMINARS AND WORKSHOPS MAKE IT POSSIBLE TO SHARE GOOD PRACTICES IN RESEARCH AND INNOVATION".
Armando Cortés

INSTITUTIONAL VISITS

In order to find out more about their research, innovation and training activity, representatives of eleven universities and higher education institutions from seven different countries visited the centre. The contact with these people helped set up networks of experts in e-learning and promote the activity of the centre and the UOC as a whole.
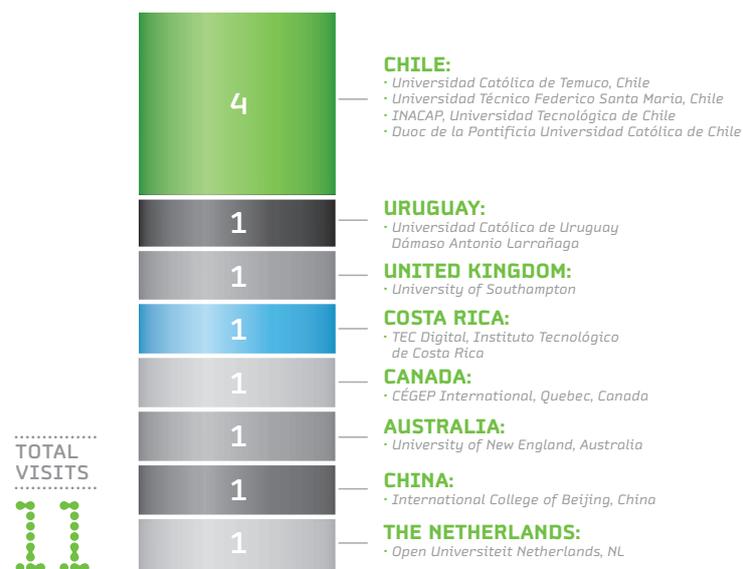
4 **CHILE:**
· *Universidad Católica de Temuco, Chile*
· *Universidad Técnico Federico Santa María, Chile*
· *INACAP, Universidad Tecnológica de Chile*
· *Duoc de la Pontificia Universidad Católica de Chile*

1 **URUGUAY:**
· *Universidad Católica de Uruguay Dámaso Antonio Larrañaga*

1 **UNITED KINGDOM:**
· *University of Southampton*

1 **COSTA RICA:**
· *TEC Digital, Instituto Tecnológico de Costa Rica*

1 **CANADA:**
· *CÉGEP International, Quebec, Canada*

1 **AUSTRALIA:**
· *University of New England, Australia*

1 **CHINA:**
· *International College of Beijing, China*

1 **THE NETHERLANDS:**
· *Open Universiteit Netherlands, NL*

TOTAL VISITS
11
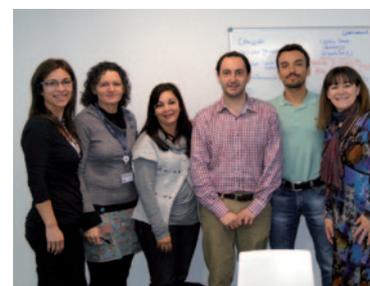
Duoc de la Pontificia Universidad Católica de Chile

**TEC Digital, Instituto Tecnológico de Costa Rica**

SUPPORT FOR RESEARCH AND MEMBERS' ACTIVITY

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

ECONOMIC BACKING FOR TRAINING, RESEARCH STAFF MOBILITY AND PROMOTING RESEARCH AND INNOVATION IN E-LEARNING

The Center has awarded a total of 19 grants in an annual call, benefiting professors, researchers and management staff.

The calls included 3 different types of grants:

AWARDED GRANTS

19

7	MOBILITY GRANTS FOR ATTENDANCE AT SCIENTIFIC CONGRESSES, SEMINARS OR MEETINGS
6	GRANTS FOR DISSEMINATING RESULTS OF RESEARCH, INNOVATION AND TRAINING
6	GRANTS FOR RESEARCH GROUPS
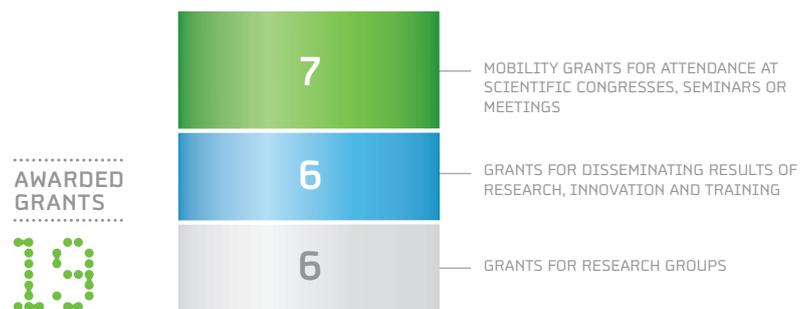
SESSIONS OFFERING METHODOLOGICAL ADVICE FOR RESEARCH

Researcher Alejandro Armellini, from the Beyond Distance Research Alliance at the University of Leicester, advised a total of 13 doctorate students on the process of preparing a doctoral thesis and methodologies for research through personalised face-to-face and online tutorials. He gave the research seminar on Achieving innovation for learning, teaching and research.

CHANNELS OF DISSEMINATION

Newsletter eLC News
Monthly publication that contains information on members' activity and offers an insight into the world of e-learning.

Spaces 2.0
During 2011, the centre created various communication channels 2.0:

twitter
www.twitter.com/
eLC_UOC

You Tube
www.youtube.com/
elearncenter

flickr
www.flickr.com/
elearncenter

**slideshare**
www.slideshare.com/
elearncenter

We continue to work to ensure all groups and members at the centre have their own spaces for sharing knowledge and collaborative work.
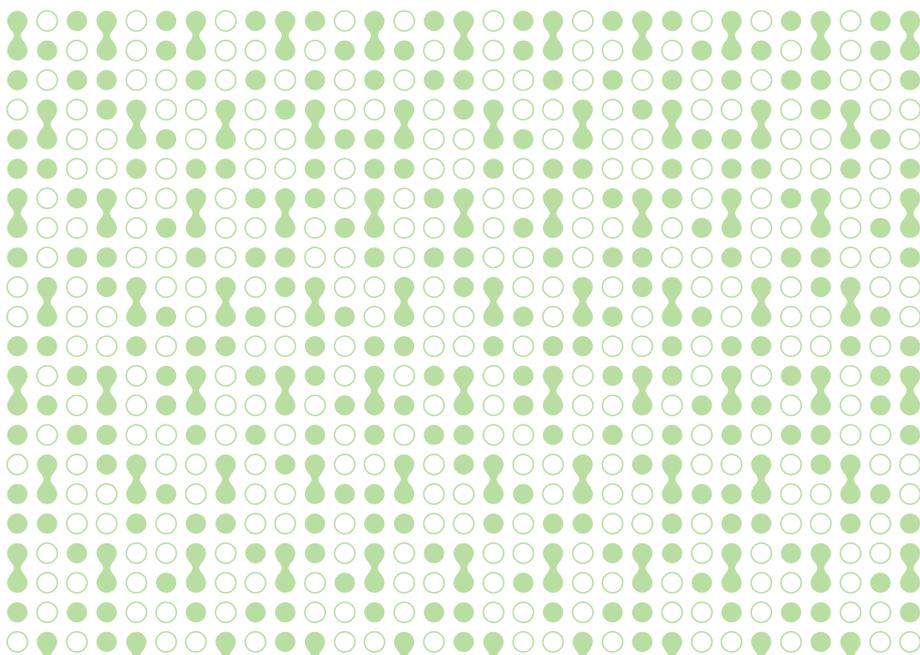
Credits

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UOC **eLEARN CENTER**

Universitat Oberta
de Catalunya
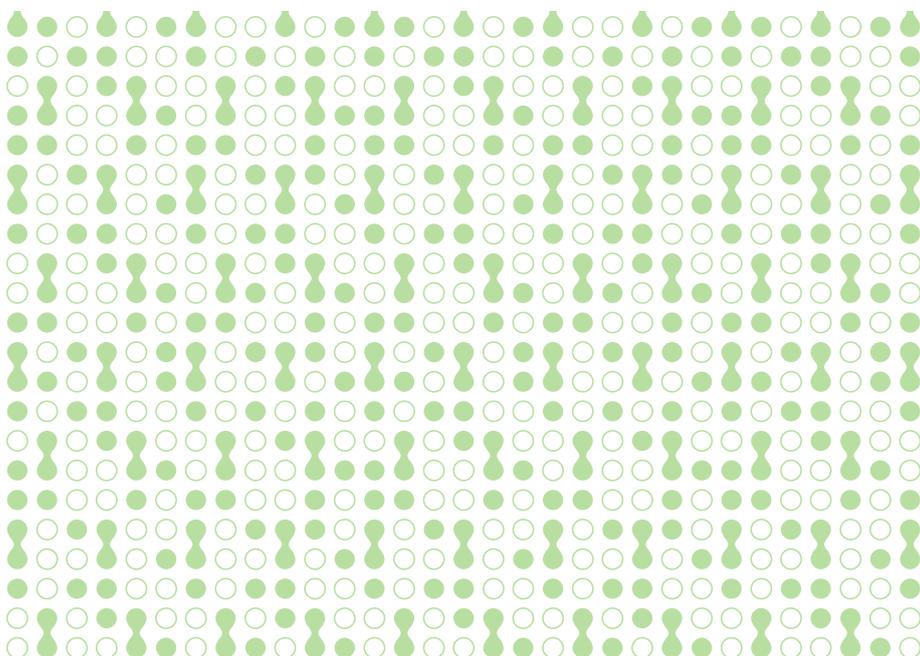
A CENTER OPEN TO THE WORLD

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

Contact the eLC
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