



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

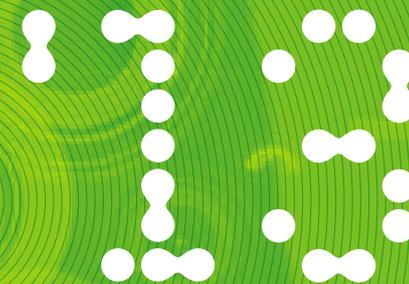


A CENTER OPEN TO THE WORLD

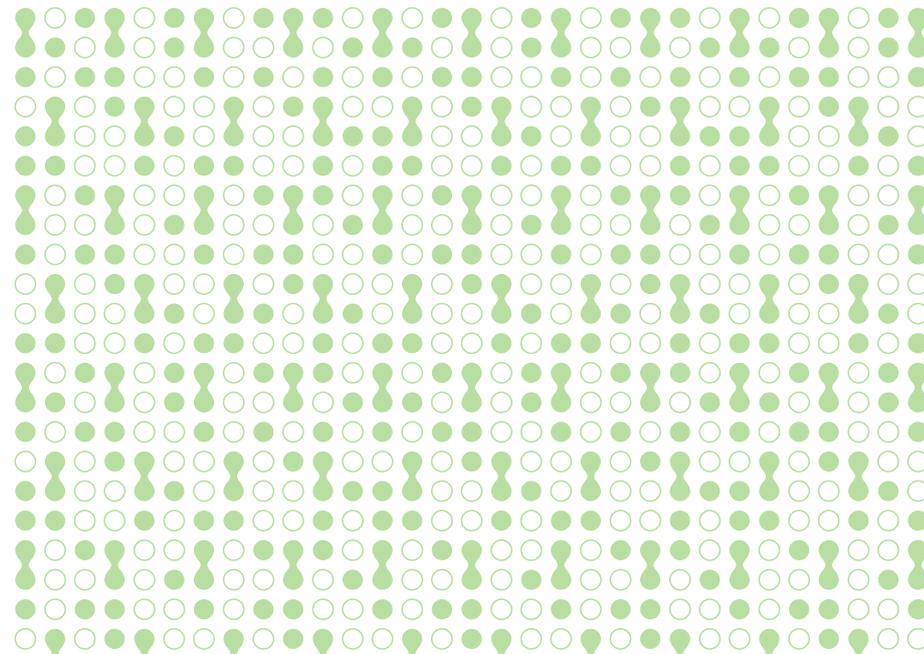
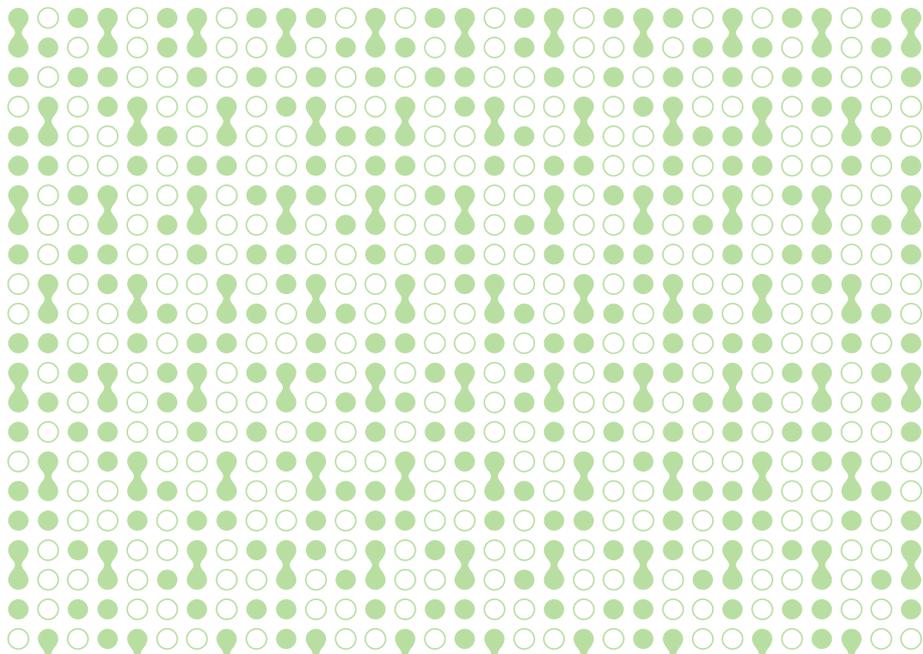
THE eLEARN CENTER IS OPEN TO THE INCORPORATION OF NEW MEMBERS AND PROJECTS AND COLLABORATION WITH COMPANIES.

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Report on
activities

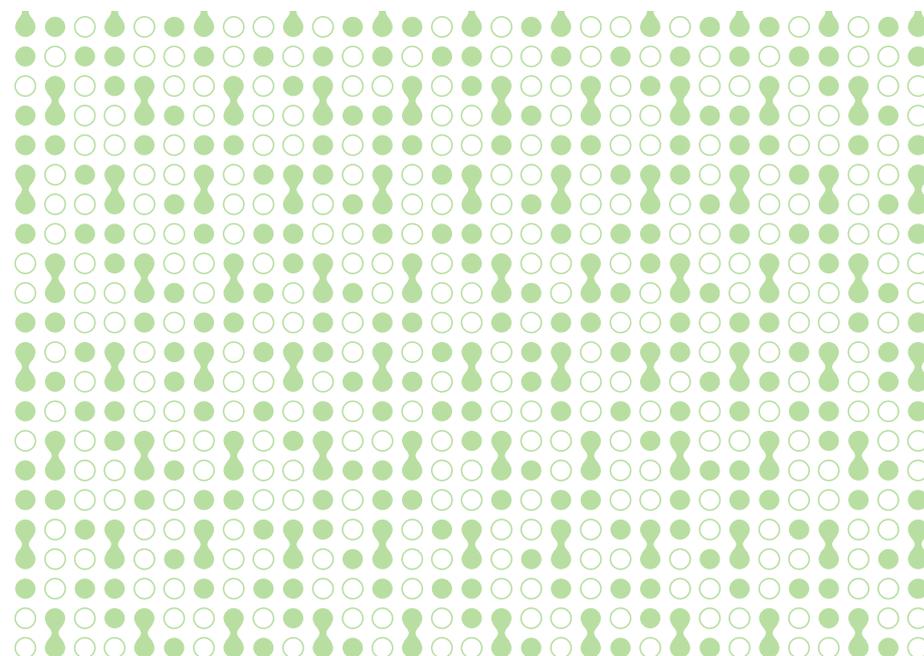
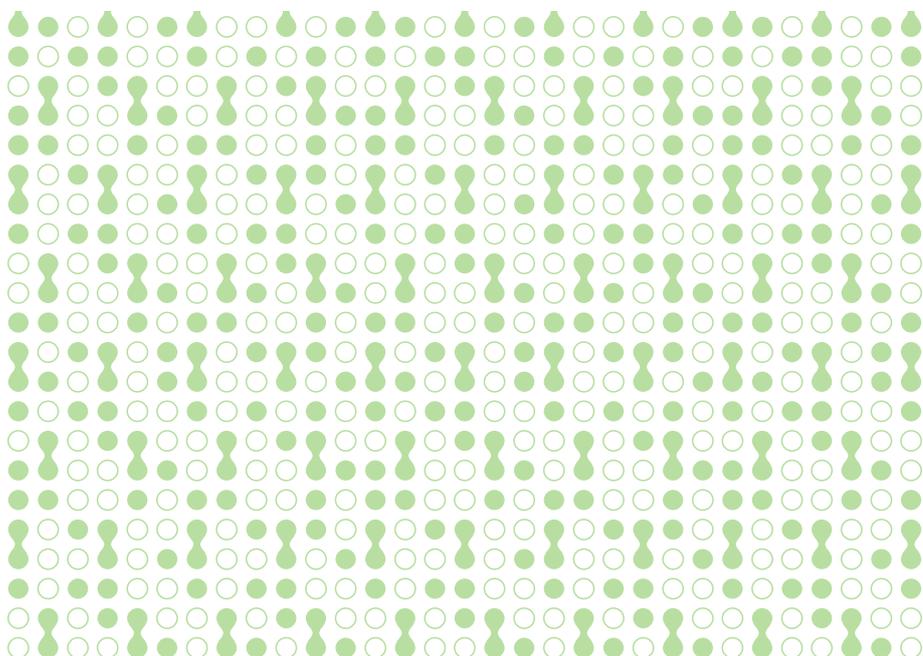


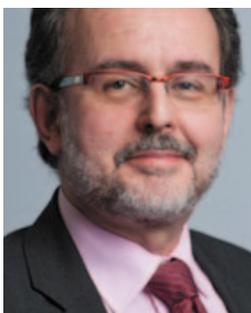
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May 2014
elearncenter@uoc.edu

Credits

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Albert Sangrà

Director, eLearn Center

In 2009, the UOC fostered the creation of the eLearn Center, charging it with the mission of gathering together and systematising the e-learning-related knowledge the university had been collating and accumulating since its very beginnings, contributing to the creation of new knowledge in the field and helping position the UOC as a national and international benchmark for e-learning research, innovation and training.

Four years later, the eLC has come a long way in achieving its mission goals. 2013 was a year of institutional change, and one affected by the contemporary context's financial limitations. Nevertheless, we have achieved the objectives of boosting our international profile while at the same time enhancing the visibility of the research, innovation and training performed by the Center's groups and researchers.

Over the course of 2013, we have carried out more than 70 activities, including workshops, seminars, talks and working sessions, involving more than 900 people, double the previous year's figures. What's more, we've seen a 30% increase in visits from international researchers as part of our visiting researcher and fellow programmes, of unquestionable benefit to the UOC's in-house research.

Beginning to work in thematic blocks has allowed us to group researchers and groups and their projects around research interests such as open education, training in competences and strategies for e-teaching, potential options for improving e-assessment and critically analysing the MOOC phenomenon.

In addition to the rise in the number of Center members, we have also increased the visibility of the results of their research by participating in the publication of a range of books, book chapters and journal studies, particularly with regard to subject matter of our doctoral programme: the time factor in e-learning. Similarly, we have continued with the publications promoted by the Center and have reached agreement on participating in the publishing of the journal *RUSC*, together with the DEHub of the University of New England, Australia.

We have also given a boost to knowledge transfer with tailor-made training and advice on e-learning, carrying out a range of projects in Europe and Latin America. Another mechanism for transferring knowledge to society, the University Masters in Education and ICT (e-learning), continues to secure high enrolment and graduation rates and has become one of the world's most successful programmes on the subject.

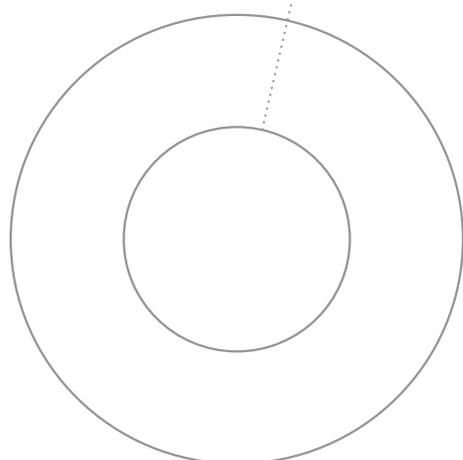
We can safely say now that, over the years since its creation, the Center has achieved indicators that make it clear how it has more than accomplished its mission. In its most recent report, the International Scientific Committee (ISC) advising the Center, made up of experts in the field, notes how the eLC is one of the world's leading research centres in the subject: "*The eLC is breaking ground in terms of Spanish universities and, given our knowledge of other universities, could be argued to be in the top 10% of such groups worldwide.*" (ISC, 18/06/13).

All this has been and is thanks to the efforts of all those, day after day, are working to ensure the Center's present and future, and to the teachers and researchers who have always placed their faith in it. To all of you: many, many thanks.

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MISSION AND OBJECTIVES

E-LEARNING RESEARCH, TRAINING AND INNOVATION TO IMPROVE EDUCATION AND POSITION THE UOC IN THE WORLD

Its objectives are:

1. To make a significant contribution to e-learning research, innovation and training, with special emphasis on the fields of higher education and lifelong learning.
2. To foster understanding and social recognition of e-learning as an innovative, quality education methodology that is nourished by the knowledge society and feeds its development.
3. To position the UOC as a national and international benchmark in e-learning research, innovation and training, by leveraging the UOC's internal work in the field.



These goals find concrete form in our desire to become:

- A shared, consolidated project in the UOC, around which projects to improve e-learning are created and carried out, and which creates multi-directional synergies.
- An expertise hub that acts to interconnect its members, who are recognised because they are able to create expert knowledge of e-learning in their areas of study.
- An e-learning benchmark for the international community, leading to nationally and internationally renowned experts visiting and partnering with the centre, whilst eLC members themselves are invited to participate as speakers in international conferences and other prestigious academic gatherings.
- A player that helps to promote understanding of e-learning and its impact on the social fabric, through the dissemination and transfer of knowledge and productivity with companies and other players and institutions.

CORE LINES OF WORK

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

New thematic blocks developed in 2013:

- New online assessment methodologies
- Open Education
- Mapping e-learning

THE eLC INTERNATIONAL ACADEMIC COMMITTEE

Constituted on 25 June 2012, its objectives are to advise the centre, contribute scientific know-how and disseminate its activities. It held its second annual meeting in June 2013.

It is made up of six international experts:



Betty Collis

Former Professor, University of Twente, Holland



Ferran Ruiz

President, School Education Council of Catalonia



Insung Jung

International Christian University, Japan



Martha Stone Wiske

Former Professor, Harvard Graduate School of Education, USA



Terry Anderson

Athabasca University, Canada



Sarah Guri-Rosenblit

Open University of Israel, Israel



[The voices of the eLC International Scientific Committee \(videos from 2012 and 2013\)](#)



RUSC, UNIVERSITIES AND KNOWLEDGE SOCIETY JOURNAL

With the goal of promoting understanding and social recognition of e-learning as an innovative, quality education methodology—one of the centre's core missions—in February, the l'eLearn Center begins its partnership with [RUSC, Universities and Knowledge Society Journal](#), a peer-reviewed academic journal covering e-learning, universities and networked society.

The journal, which has two issues per year (published in January and July), offers free and immediate access to its content on the principle that making research publicly available free of charge helps to enhance the global knowledge exchange.

RUSC Universities and Knowledge Society Journal has been accepted and included in the most important directories, catalogues, libraries and databases.

SCOPUS-SJR 2012: 0.157

MIAR-ICDS 2014: 9,500

INRECS impact index for 2011: 0.508

Google Scholar-H5-index: 14

Jointly published by *DEHub* (University of New England).

ISSN 1698-580X

DOI: <http://dx.doi.org/10.7238/issn.1698-580X>



THE COMMUNITY

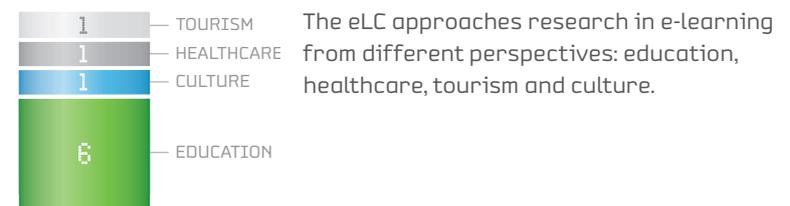
THE eLEARN CENTER THIS YEAR BOASTS 74 INTERNATIONAL PARTNERS FROM 27 DIFFERENT COUNTRIES AND IS INCREASING ITS NATIONAL AND INTERNATIONAL PROFILE

AN EVER-GROWING COMMUNITY

From the 90 members of its beginnings, the eLC community grew to 290 members at the end of 2013. The centre has 154 active members. Added to these are 136 supporters, who regularly follow activity at the Center and occasionally take part.

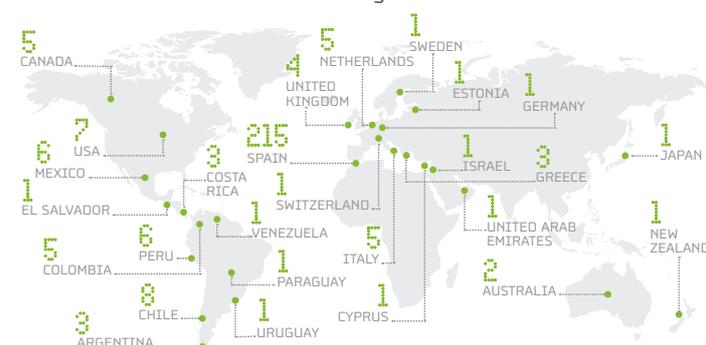


AN INTERDISCIPLINARY COMMUNITY



A GLOBAL COMMUNITY

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





THE RESEARCH PROGRAMME

THE PROGRAMME CONTINUES TO PRODUCE PUBLICATIONS AND DISSEMINATE ITS RESULTS

TIME IS THE KEY

The temporal dimension in e-learning

Aimed at providing solutions to specific **time factor**-related e-learning problems from a multidimensional perspective, the Center's 2009-2012 **research programme** has led to the appearance of a number of publications during 2013.

Promoting the incorporation of this thematic focus in the work of researchers associated with the Center has helped increase academic understanding of the impact of the time factor in e-learning.

OBJECTIVE:

- To collate 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. 6: PhD research papers dealing with time issues, I*
Coordinated by Dr. Iolanda Garcia.

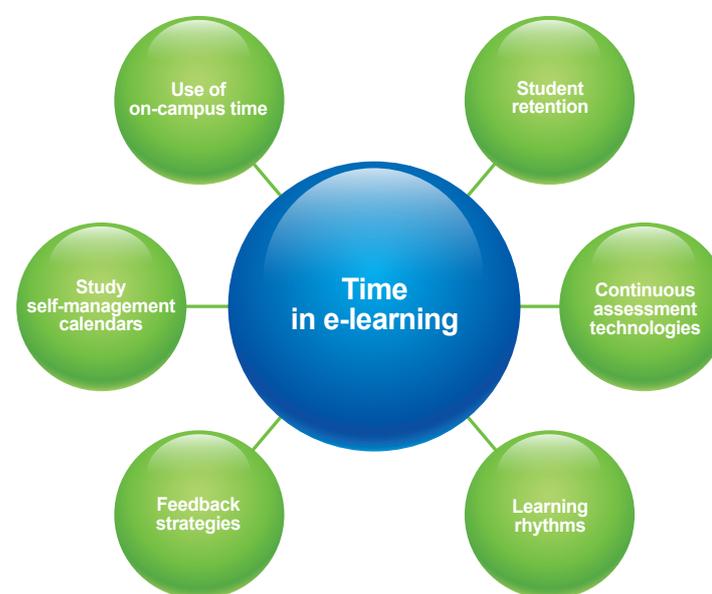
Articles:

- PhD research papers dealing with time issues. *Francesc Llorens, Albert Sangrà*
- Chronotopes in learner-generated contexts. A reflection about the interconnectedness of temporal and spatial dimensions to provide a framework for the exploration of hybrid learning ecologies of doctoral e-researchers. *Antonella Esposito, Albert Sangrà, Marcelo Maina*
- Exploring learners' emotions over time in virtual learnings. *Marta Maria Arguedas, Thanasis Daradoumis*
- Measuring students' Time Perspective and Time on Task in GBL activities. *Mireia Usart, Margarida Romero, Elena Barberà*
- A Methodological Definition for Time Regulation Patterns and Learning Efficiency in Collaborative Learning Contexts. *Marga Franco-Casamitjana, Elena Barberà, Margarida Romero*
- When procrastination leads to dropping out: analysing students at risk. *Josep Grau, Julià Minguillon*

- *RPSeries no. 7: PhD research papers dealing with time issues, II*
Coordinated by Dr. Marc Clarà.

Articles:

- Teacher perceptions of the time factor in One Laptop per Child. *Azucena Vázquez, Montse Guibert*
- ICT collective appropriation on childhood and its impact on the community: the 5D educational model potentials and limits. *Mónica da Silva, Adriana Ornellas*
- Self-regulation and time factor in virtual and remote laboratories. *José Luis Medina*
- Time patterns and perceptions of online learning success factors. *Armando Cortés, Elena Barberà*



Web:

http://www.uoc.edu/portal/catala/learncenter/recerca-innovacio/programa_recerca/index.html

Of all the Center's research projects and activities, 23 contribute to the research programme and some of them led to publications on the subject:

- ESPASA, A.; GUASCH, T.; ÁLVAREZ, I. M. (2013). «Analysis of feedback processes in online group interaction: a methodological model». *Digital Education Review*, 23, 59-73.
- GUASCH, T.; ESPASA, A.; ÁLVAREZ, I. M.; KIRSCHNER, P. A. (2013). «Effects of Teacher and Peer Feedback on Collaborative Writing in an Online Learning Environment». *Distance education*, 34 (3), 324-338. DOI: 10.1080/01587919.2013.835772.
- GUASCH, T.; ESPASA, A.; KIRSCHNER, P. A. (2013). «E-feedback focused on students' discussion to guide collaborative writing in online learning environments». A: PYTASH, K. E.; FERDI, R. E.; RASINSKI, T. (ed.). *Preparing teachers to teach writing using technology*. Pittsburgh, PA: ETC Press, p. 195-208.
- ESPASA, A.; ROCHERA, M. J.; GUASCH, T. *Formative feedback in online interaction to enhance learning*. Organised symposium. EARLI Conference (European Association Research on Learning and Instruction). Munich, August 2013. Discussant: Susanne Narciss.



TRAINING IN e-LEARNING

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

Over the course of the 2012-2013 academic year, 1,157 people have benefitted from the Center's training solutions, including the programmes for its Doctorate and Masters in Education and ICT (e-learning) and its internal and tailor-made training courses.

DOCTORATE IN EDUCATION AND ICT (e-LEARNING)

The Doctorate in Education and ICT (e-learning), which can provide researchers with ongoing training and which can be commenced with the research track of the Master's in Education and ICT (e-learning), is now fully consolidated and embarking upon its third edition. 37 doctoral students and 49 thesis supervisors and co-supervisors participate in the programme.

AIM:

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

STRUCTURE:

- Period of education and training before carrying out the doctorate programme, linked to the research track for the Master's in Education and ICT (e-learning) at the UOC or a similar Master's accrediting education and training guaranteeing that students can carry out new research and expand their knowledge in the field of e-learning.
- Research periods:
 - Programa de doctorat d'Educació i TIC (e-learning)
 - Training seminars and guided research activities
 - Defence of the doctoral thesis

2013 saw the publishing of the programme's second doctoral thesis: Curricular engineering of the teaching-learning system for written communication skills in the UOC's ICT courses, by Dr. M. Jesús Marco.

The eLC Doctors and Doctoral Student Community

The holding of research seminars, networked and 2.0 space-related activities that allow for collaborative work and the sharing of research findings.

- GUASCH, T.; ESPASA, A.; ÁLVAREZ, I.; KIRSCHNER, P. A. *Harnessing formative feedback: effect of feedback on the writing process in online interactions*. EARLI Conference (European Association Research on Learning and Instruction). Munich, August 2013.
- ROMERO, M.; BARBERÀ, E. (2013). *Time pressure in Creative Collaboration*. CCSTED 2013 a la 12th International Conference on Web-based Learning ICWL.
- ROMERO, M.; BARBERÀ, E. (2013). «Las dificultades temporales de los estudiantes universitarios en formación a distancia». (*Students' time-related difficulties in distance learning*) in the journal *Educación a Distancia*.
- ROMERO, M.; USART, M. (2013). «The Impact of Students' Temporal Perspectives on Time-On-Task and Learning Performance in Game Based Learning». *International Journal of Game-Based Learning*, 3 (1), 80-92.
- ROMERO, M.; USART, M. (2013). «Time Factor in the Curriculum Integration of Game-Based Learning». A: DE FREITAS, S.; OTT, M.; POPESCU, M. M.; STANESCU, I. *New Pedagogical Approaches in Game Enhanced Learning: Curriculum Integration*. DOI: 10.4018/978-1-4666-3950-8.

SUPPORT FOR RESEARCH

Research assistants



Armando Cortés

Researcher, Time Factor research programme

THE EDUCATION AND ICT (E-LEARNING) 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.

COURSES OFFERED:

MASTERS:

- University Masters 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 the 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. UOC-Espiral
- Online teaching development. UOC-Espiral

INTERNATIONAL QUALIFICATIONS:

- European certificate: e-learning course design and teaching

In the 2012-13, academic year, the Master's was followed by 635 students, with 288 new student matriculations, whilst 214 people graduated from the programme. Additionally, the programme had 136 students from Colombia, as a result of the UOC-UNAB agreement.

With regard to our Postgraduate Diplomas (already successfully completed by 268 people), 39 new students matriculated during the 2012-13 academic year.

ONLINE TEACHING STAFF PROFESSIONAL DEVELOPMENT COURSE: 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. Since the start of the programme, a total of XX members of our teaching staff have benefitted from it (XX during the 2012-13 academic year).

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

TAILOR-MADE TRAINING AND ADVICE PROGRAMME: TRAINING AND CONSULTING

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

The programme provides solutions for the following needs:

- 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

Training teaching staff 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 (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)

Introductory course in online teaching, Alberto Hurtado University, Chile



UNIVERSIDAD
ALBERTO HURTADO

- Training of 13 professors in the acquisition of ICT skills and teaching strategies in virtual environments. 50 hours (April-May 2013).

Advice on the development of an e-learning system for the Universidad San Ignacio de Loyola (USIL), Peru



UNIVERSIDAD
SAN IGNACIO
DE LOYOLA

- Result: a report containing context analysis, action proposals and decision making, aimed at those responsible for the initiative. (February 2013).

NETWORKED TEACHERS: LIFELONG LEARNING AND TEACHER REFRESHER COURSES

A range of micro-courses (1 ECTS), specialist training seminars, guides and summaries of good practices for lifelong learning and innovation and refresher courses in the use of ICT in the classroom, for primary and secondary school teachers. A total of 10 courses are provided.

All this training options are carried out online on the UOC's Virtual Campus in collaboration with Associació ESPIRAL, Educació i Tecnologia.

SUPPORT FOR TRAINING



Nancy Ramos

Support for tailor-made training projects



Gerard Enrique

Intern student

#05

RESEARCH AND INNOVATION

THE CENTRE BENEFITS FROM THE WORK OF 9 RESEARCH GROUPS AND 17 INDIVIDUALLY-LINKED RESEARCHERS



EdOnline. Educational Supports to learn in Online environments

Knowledge creation processes in e-learning environments.

edon.wordpress.com



EduL@b. Educació & TIC

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

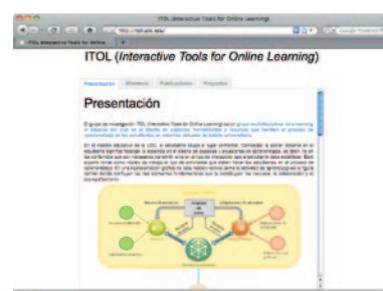
edulab.uoc.edu



eHealthLab. The UOC's telemedicine laboratory

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

ehealthuoc.net



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



LNT. The New Tourism Laboratory

Simulations and technological tools for learning in tourism.

MeL. Management & eLearning

Teaching management 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.

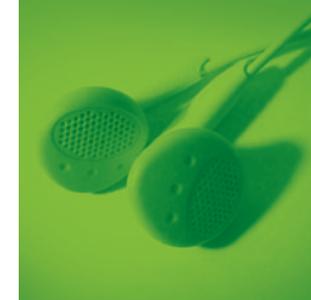
EDUS. University and school distance learning

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



THE PROJECTS

THE PROJECTS CARRIED OUT AT THE eLC CONSOLIDATE ITS POSITION AS AN INTERNATIONAL RESEARCH AND INNOVATION HUB

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
- Presentation, Education and entertainment (“Ludoteracy”) R&D
- Participatory culture and learning in the digital society: social networks, virtual communities, new ways of building and sharing knowledge
- Co-organisation, International Media Education and Digital Competence Conference Gamification, collective creation and learning

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 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 partner academic staff on the incorporation of formative feedback in undergraduate and Masters texts

Edu@b Group

Lead Researcher: Montse Guitert (mguitert@uoc.edu)

- Virtual collaborative learning network (AACC)
- R&D Lifelong learning ecologies: the contributions of ICT to the professional teaching staff development (ECO4LEARN) (2013-2015)

INDIVIDUALLY LINKED RESEARCHERS

| Teaching and learning processes in e-learning | Technological resources in support of e-learning | Technological resources in support of e-learning |
|---|--|--|
| Guillermo Bautista | | |
| Nathalie Bittoun | | |
| | Santi Caballé | |
| Atanasi Daradoumis | Atanasi Daradoumis | |
| | | Maria Galofré |
| Iolanda Garcia | | |
| | | Josep Grau |
| Maria Antònia Huertas | Maria Antònia Huertas | |
| Ferran Lalueza | Ferran Lalueza | |
| M. Jesús Marco | M. Jesús Marco | |
| Xavier Mas | | |
| Enric Mor | Enric Mor | |
| Ingrid Noguera | | |
| Adriana Ornellas | Adriana Ornellas | |
| Ismael Peña | Ismael Peña | |
| | | Isabel Solà |
| | | Patrícia Peralta |

- *DportUnidad*: Open educational practices: a bottom-up approach in Latin America and Europe to develop a common Higher Education Area (ALFA III, EC)
- Digital Learners in Higher Education
- EPNET –Europortfolio: a European Network of Eportfolio Experts and Practitioners
- CAPPLE: Competences for permanent learning based on the use of PLEs (Personal Learning Environments) (R&D)
- * RED-U: A proposal for a competence reference framework for university academic staff and adaptation of training plans based on teaching competences
- Competence reference framework for the design of teacher training programmes for university academic staff (MQD)
- The impact of education assessment in the development of university competences. The viewpoint of the first graduates
- “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)
- UOC case study (APLICA). Development of a case study authoring and implementation tool for postgraduate programmes.
- EQTeL Project. TEMPUS IV: Enhancing Quality of Technology-Enhanced Learning at Jordanian Universities (LLLProgramme)
- EMMA (European Multiple MOOC Aggregator)

EDUS Group

Lead Researcher: Elena Barberà (ebarbera@uoc.edu)

- *COCREAT*: Enabling Creative Collaboration Through Supportive Technologies (2010-2013) (FP7 Lifelong Learning)
- Lifelong Learners and Teachers’ Time Management Competency in E-Learning
- Dissemination of results of research on the time factor in e-learning: “Students’ perceptions in online learning in Mexican context”, “To what extent can and should online universities be open and flexible?”, EARLI 2013; “Students’ perceptions towards online learning success”, EDULEARN 2013; “Time Pressure in Computer-Based Creative Collaboration”, CCSTED 2013
- Coordination of Special Issue on MOOCs, Digital Education Review
- Contribution to Design2learn, Europortfolio, cross-cutting eportfolio/PLE competences research projects

eHealthLab Group

Lead Researcher: Francesc Saigí (fsaigi@uoc.edu)

- European training and research programme “Social Care Informatics”

- IMCI project (Integrated Management of Childhood Illness), CICUT network
- Content creation via 2.0 tools for nutritional support for different pathologies
- Development of the line of research “Virtual reality simulations in health science education”.
- ECOPIH: clinical collaboration and networked learning tool between primary and specialist care.
- Virtual space in the practical work classrooms for the Master’s in Nutrition and Health, that helps with the incorporation of and interaction with virtual patients and their progress based on student monitoring and proposals
- Evaluation of mobile apps as an education tool for community health

ITOL Group

Lead Researcher: Eugènia Santamaria (esantamaria@uoc.edu)

- LMS/VLE for managing the teaching-learning project
- Creation of multimedia resources for laboratories and subjects
- The use of hypervideo in transmedia narrative-based didactic design
- Clustering algorithm for data analysis to obtain student behaviour models
- Neuroheadset: student behaviour and the use of learning resources
- Visualising learning: Learning Dashboard for improving self-awareness in the learning process
- Monitoring the online student

LNT Group

Lead Researcher: Francesc González (fgonzalezre@uoc.edu)

- The implementation and commercialisation of responsible tourism in Catalonia’s intermediary sector.
- Co-organisation, *III International Tourism Management Congress*
- Participation in ICT and international tourism bodies
- The role of events in the formation of tourist sites (creation of databases and cartography)
- Teacher’s guides in Tourism and ICT

MeL Group

Lead Researcher: Josep Maria Batalla (jbatalla@uoc.edu)

- Development of online learning competences (2012-2014). How to work on information analysis and reasoning skills in new materials design

- i-PAC (Aplica 2012-2013). The use of tablets for downloading, correcting and annotating PACs
- Organisation of virtual work teams (2013-2016)
- Dissemination of the MQD project *Towards improved e-feedback*
- Publication in the journal *JCR* of the results of the works *Analysis of workers' profiles and satisfaction towards on-the-job training, The influence of the innovation and use of ICT in business training. The case of Spain's industrial sector, Students as consumers: a consideration about service quality in universities and Determinants of the workplace e-learning*
- Co-organisation of the *II ACCID Accountancy Professors Conference*
- Co-organisation of the *I Workshop on E-Learning in Economics and Business Studies*

MUSEIA Group

Lead Researcher: Glòria Munilla (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
- Project *Science and social inclusion in Science Museums and Centres*: Museia, CosmoCaixa and the Barcelona Maritime Museum

INDIVIDUALLY LINKED RESEARCHERS

Guillermo Bautista (gbautista@uoc.edu)

- iEMA Project: Smart Classroom
- Tutoring of international doctoral students on research visits to the Center

Nathalie Bittoun (nbittoun@uoc.edu)

- Training for UOC partner teaching staff, French language learning area
- New types of online materials for foreign languages

Santi Caballé (scaballe@uoc.edu)

- Organisation of 3rd ALICE Workshop 2013
- MOOCs and educational data mining
- e-assessment, emotional and security aspects in CSCL Computer-supported collaborative learning (CSCL)?

Atanasi Daradoumis (adaradoumis@uoc.edu)

- Emotional intelligence-based collaborative learning systems

- The influence of students' emotions on their learning in virtual environments

Maria Galofré (mgalofre@uoc.edu)

- A study of disabled students' satisfaction with the UOC
- A study of the needs of students aged over 65 and their relationship with e-learning

Iolanda Garcia (igarciago@uoc.edu)

- Just4Me project: ubiquitous personal learning environments (PLEs)
- Design2Learn R&D project: co-designing inquiry-based and technology enhanced-learning scenarios in higher education
- PhDPlace innovation project: a flexible learning environment for doctoral students

Josep Grau (jgrauv@uoc.edu)

- A study of the causes of students dropping out of the UOC and other e-learning contexts

Maria Antònia Huertas (mhuertass@uoc.edu)

- Technology Enhanced Assessment Systems
- The acquisition and assessment of competences in technological subjects
- Tutoring of the Center's international visiting professors

Ferran Lalueza (flalueza@uoc.edu)

- ComCity innovation project: a virtual practical work environment for the Degree in Communication
- UOCrea Media Studio innovation project: PLE for the remote development of the audiovisual creation process

M. Jesús Marco (mmarcog@uoc.edu)

- Written communication skills in UOC computer science and ICT course students
- eTransfoli innovation project: assessing cross-cutting competences

Xavier Mas (xmas@uoc.edu)

- The integration of adults' digital technology uses within their educational activities at university
- Just4Me project: ubiquitous personal learning environments (PLEs)

Enric Mor (emor@uoc.edu)

- Technology Enhanced Assessment Systems

- The acquisition and assessment of competencies in technological subjects

Ingrid Noguera (*inoguerafr@uoc.edu*)

- Just4Me project: ubiquitous personal learning environments (PLEs)
- Design2Learn R&D project: co-designing inquiry-based and technology enhanced-learning scenarios in higher education

Adriana Ornellas (*aornellas@uoc.edu*)

- Tutoring of international doctoral students on research visits to the Center

Ismael Peña (*ipena@uoc.edu*)

- PLE-Monitor innovation project: personal learning environments for competence-based work and its assessment

SUPPORT FOR RESEARCH AND INNOVATION

Research assistants



Ivan Alsina

Researcher, EPNET - Europortfolio project



Luciana Caffesse

Researcher, OportUnidad project



Janine Knight

Researcher, CoCreat project



Arianna Mazzeo

Researcher, EPNET - Europortfolio project



Dra. Ingrid Noguera

Researcher, Just4Me and Design2Learn projects



Dra. Maria Pérez-Mateo

Researcher, OportUnidad project



Dra. Ana Rodera

Researcher, eLene2Learn and OportUnidad projects



Mireia Usart

Researcher, Just4Me and Design2Learn projects



VISITING SCHOLAR PROGRAMMES

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

eLC Research Fellows Program

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



Dr. Terry Anderson

Research Professor, Canada Research Chair in Distance Education, Athabasca University, Canada

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

Activities:

- International seminar: *e-learning around the world: achievements, challenges and broken promises*
- Annual meeting of the eLC's Scientific Committee
- Workshop for teaching staff involved in the UOC's Education and TIC (*e-learning*) Master's programme
- CIDUI 2013 symposium round table: *Flexible training and organisation models*
- Doctorate methodology seminar: *Research Paradigms: Ontology's, Epistemologies & Methods. Doctoral Programme in Education and ICT (e-learning)*
- UOC UNESCO Chair round table: *Opening Up Higher Education: Open Content, Open Networked Learning, MOOCs, Open Business: What to expect? What to be ready for?*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Line of work: 2 months

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dr. Insung Jung

Professor and researcher, International Christian University, Japan

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

Activities:

- Research conference *eLC Research Update Meeting and PhD Seminar: Design, development and evaluation of a research project*
- Talk *Culture and online learning*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 2 weeks

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.

eLC Visiting Professors Program

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



Dr. Denise Whitelock

Professor of Technology Enhanced Assessment & Learning, Open University Institute of Educational Technology, Open University, UK

Line of work: Teaching and learning processes

Project: Talk series *New approaches for learning in an open world*

Activities:

- Research workshop *Learning Analytics and student feedback*
- Research seminar *Automatic feedback for motivation and self-regulation*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dr. George Veletsianos

Canada Research Chair in Innovative Learning and Technology, Associate Professor, Royal Roads University, School of Education and Technology, Canada

Line of work: Technological resources for learning

Project: Talk series *New approaches for learning in an open world*

Activities:

- Talk *The significant opportunities and challenges that learners, educators, researchers, and learning institutions are facing in the age of "open" and "connected"*
- Research seminar *Higher Education scholar's participation and practices on Twitter. Social learning and networking*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dra. Olga Dysthe

Professor, Teacher Professionalism and Education, Knowledge, Education and Democracy, Department of Education, Faculty of Psychology, University of Bergen, Norway

Line of work: Teaching and learning processes

Project: Talk series *New approaches for learning in an open world*

Activities:

- Research seminar *eLC Research Update Meeting: "Academic Writing in Research Context"*
- Workshop *Creativity in research and research writing. What support do students at different levels need?*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dr. Yishay Mor

Independent consultant, former Senior Lecturer in Educational Technology, Institute of Educational Technology, Open University, UK

Line of work: Teaching and learning processes

Project: Talk series *New approaches for learning in an open world*

Activities:

- Research seminar *Learning Design research state of the art*
- Workshop *Design of MOOCs, Lessons learned from OLDS MOOC*
- Talk *Learning Design and teacher professional development*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dr. Mark Millard

Director, Learning Design & Technologies, Department of Engineering Professional Development, University of Wisconsin-Madison, USA

Line of work: Teaching and learning processes

Project: Seminar *Building networks for the improvement of distance and online learning*

Activities:

- Workshop *Approaches to Design of Online Courses and eAssessment Strategies*
- Round table *comETS: improving teaching and learning through networking and collaboration*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.



Dra. Rosalind James

*Research Fellow, University of New England, Australia
Director, DEHub network, Co-Editor of the journal RUSC*

Line of work: Teaching and learning processes

Project: Seminar *Building networks for the improvement of distance and online learning*

Activities:

- Talk *Collaborating to create quality independent learning: a case study*
- Round table *DEHub distance and online learning network*
- Work sessions, experience exchanges and methodological advice for Center groups and members

Duration of visit: 1 week

With the support of the Obra Social Fundació La Caixa's *Internationalisation at Home* programme.

Visiting researchers



Pablo Rivera

University of Barcelona, Spain

Thesis subject: *Being a university student in virtual contexts: students' experiences and tales of receiving e-learning-based training. The case of the Universitat Oberta de Catalunya*

Duration of visit: 6 months

**Guillermo Rodríguez**

Hospital General de Medellín, University of Antioquia-Medellín, Colombia

Thesis subject: Virtual communities of practice in healthcare

Duration of visit: 2 weeks

**Nelson Martínez**

Don Bosco University, El Salvador

Thesis subject: Learning assessment practices in virtual environments

Duration of visit: 2,5 months

**Roberto Aguas**

EAFYT University, Colombia

Thesis subject: Formulating a model to assess the level of ubiquity of a Higher Education Institution encompassing the fields of technology, learning and management (TAG model)

Duration of visit: 3 months

**Luca PolICASTRO**

University of Genova, Italy

Thesis subject: The strategic learning of related languages in e-learning contexts: implementing out a Spanish course for Italian speakers in Lams and Moodle

Duration of visit: 4,5 months

**Eve Lamberg**

Estonian Business School, Estonia

Thesis subject: Barriers of the undergraduate students of entrepreneurship to the perception of the accounting process

Duration of visit: 2 months

**Laureano Berasategui**

T.B. Inc. Development Group. IESE Business School, Spain
Education and ICT (e-Learning) doctoral student, UOC, Spain

Thesis subject: The case-study method for developing management skills in blended learning

Duration of visit: 2 months

**Mónica Da Silva**

University of the Republic, Uruguay
Education and ICT (e-Learning) doctoral student, UOC, Spain

Thesis subject: ICT-mediated collaborative learning: analysis of the design and implementation of the Fifth Dimension model in the Uruguay educational context

Duration of visit: 2 weeks

100%

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

"GREAT SUPPORT FROM MY TUTOR, WHO HELPED ME WITH THE FOCUS OF MY RESEARCH WORK".
Nelson Martínez

"I LEARNED HOW THINGS ARE DONE AT A TOP-FLIGHT RESEARCH CENTRE, IN EVERY AREA: THE RESEARCH ITSELF, THE DISSEMINATION, THE ACTIVITIES. I HAVE SEEN THINGS FROM A DIFFERENT VIEWPOINT AND GOT TO KNOW SPANISH AND INTERNATIONAL RESEARCHERS".
Luca PolICASTRO

#09

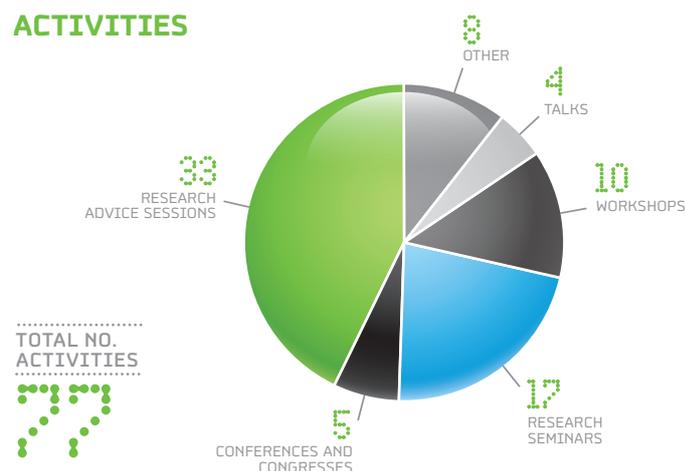
THE ACTIVITIES

TALKS, DEBATES, WORKSHOPS AND RESEARCH SEMINARS

THE CENTRE CONTINUES WITH ITS PROGRAMMING

Over the course of 2013, the Center has organised 77 activities focused on knowledge creation, the dissemination of e-learning, the encouragement of research and community creation, in which more than 900 people have participated. These activities are aimed at both Center members and the educational community as a whole.

ACTIVITIES



"How can technology best be used to provide resources to distance learning?"

Research seminar with **Tae Rim Lee**, South Korea
4 March



The organisation of the Swedish school system and its relation to ICT: challenges and possibilities"

Talk by **Eva Edman Stålbrandt**, Stockholm University, Sweden
23 May



ReactICva't. "Dispositius mòbils a l'aula" (Mobile devices in the classroom)

Workshop with **Pilar Soro & Xavier Suñé**
6 June



International seminar E-learning around the world: achievements, challenges and broken promises

CaixaForum Barcelona
7 June



Design your own MOOC

Workshop with **Yishay Mor**,
Open University, UK
5 November

INSTITUTIONAL VISITS

To gain a better insight into our research, innovation and training activities, representatives of 16 universities and other higher education institutions from 15 different countries have visited the Center. 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.

THE NETHERLANDS:

- University of Twente
- Open University of the Netherlands

USA:

- Harvard Graduate School of Education

SPAIN:

- Catalan Schools Council

ISRAEL:

- Open University of Israel

FINLAND:

- Tampere University of Applied Sciences

GERMANY:

- FernUniversität in Hagen

CHILE:

- University of Santo Tomás
- University of La Frontera
- CFT Escuela de Comercio business school

ESTONIA:

- Estonian Business School

AUSTRIA:

- Danube University Krems (DUK)

SWEDEN:

- Next Generation Learning Centre (NGL),
Högskolan Dalarna

PORTUGAL:

- Universidade Aberta (Open University)

UNITED ARAB EMIRATES:

- Higher Colleges of Technology (HCT)

BRAZIL:

- Fluminense Federal University

TOTAL NUMBER OF VISITS

16

Activities that meet members' needs

4.2 out of 5

The average score for participant satisfaction with Center activities is 4.2 out of 5

"THE TALK HELPED ME GET UP TO DATE ON A NUMBER OF ISSUES. BUT, EVEN BETTER THAN THE TALK ITSELF WAS BEING ABLE TO HAVE A PERSONAL ADVISORY SESSION WITH DR. TERRY ANDERSON, WHICH WAS OF GREAT USE TO BOTH ME AND MY RESEARCH".
Antonella Esposito



Danube University Krems, Austria



Fluminense Federal University, Brazil



SUPPORT FOR RESEARCH AND MEMBERS' ACTIVITIES

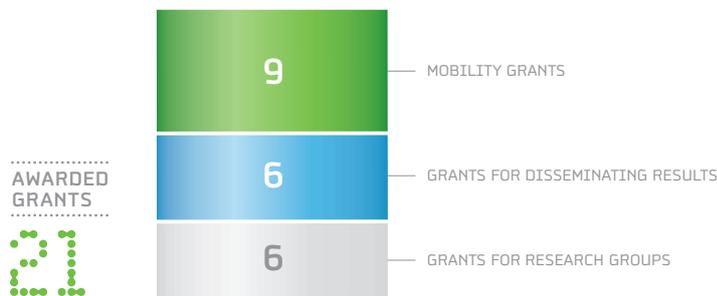
THE CENTER OFFERS SERVICES DESIGNED TO SUPPORT RESEARCH AND PROMOTE PROJECTS AND ACTIVITIES

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

The Center has awarded a total of 21 of its own grants aimed at supporting the eLC community's research activities, to the benefit of academics, researchers and management staff.

There are three 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 activities.

Aid granted, by type:



SESSIONS OFFERING METHODOLOGICAL ADVICE FOR RESEARCH

17 doctoral students have benefitted from personal advice on research methodology and dissemination strategies from visiting fellows and professors at the Center over the course of 2013. In total, 33 advisory sessions were provided.

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

Publicació mensual que recull l'activitat dels membres del centre i els acosta a l'actualitat del món de l'e-learning.

2.0 spaces



www.twitter.com/eLC_UOC

1965 FOLLOWERS



www.youtube.com/elearncenter

177 VIDEOS

112 SUBSCRIBERS

More than 21,300 views



www.flickr.com/elearncenter

938 PHOTOS



www.slideshare.com/elearncenter

81 PRESENTATIONS

52 FOLLOWERS

More than 30,000 views

