
A unique educational model

eLearning Innovation Center

*with the support of the Faculty of Psychology
and Education Sciences*

May 2024

Universitat Oberta
de Catalunya



**The university
that won the race
against time**

UoC

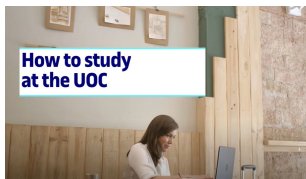
The UOC's educational model



The UOC's educational model

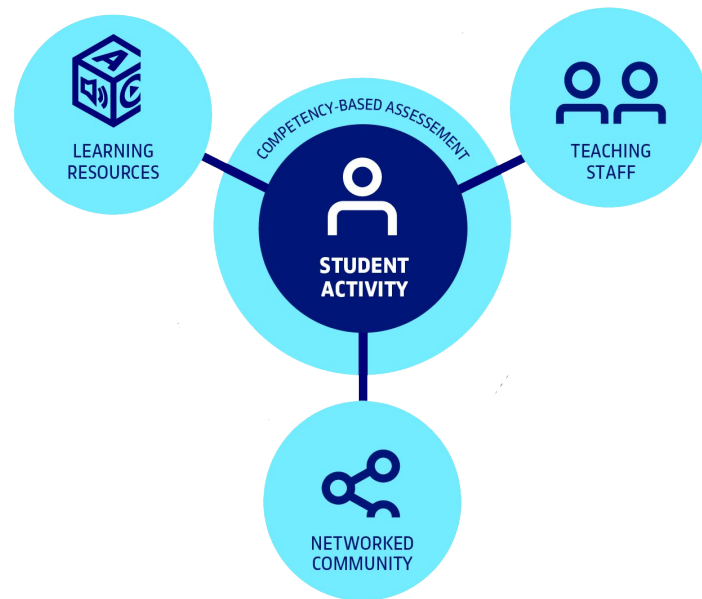
At the UOC, students learn actively...

- performing learning activities with the help of tools and resources throughout the semester,
- working with their classmates,
- receiving constant support from the teaching team,
- and being assessed by competencies.



**How to study
at the UOC?**

The student activity as
the central factor.

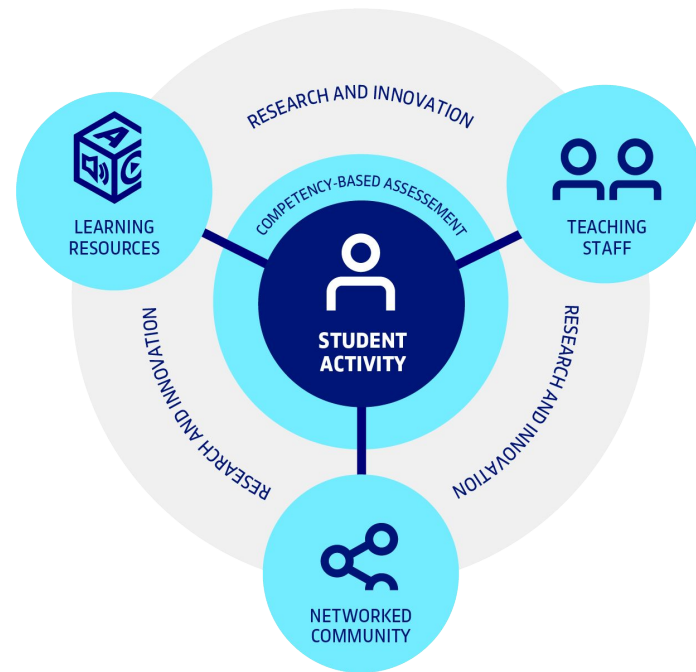


The UOC's educational model

The IN3, eHealth Center and faculty members at the UOC focus their research on the field of e-learning.

The eLearning Innovation Center ensures that the educational model evolves and is updated, taking methodological and technological trends into account, and enabling their implementation.

The educational model draws on research and innovation in e-learning.

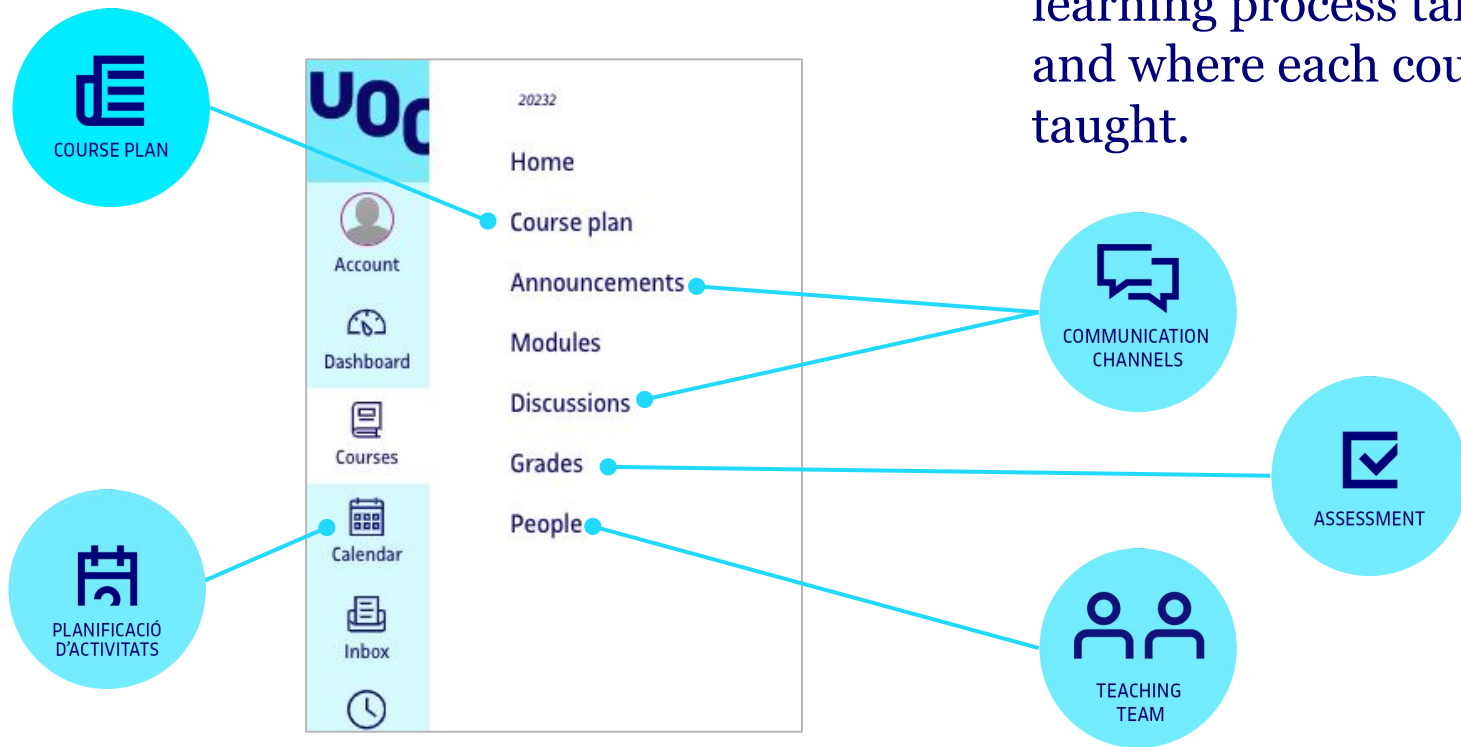


The learning process



The learning process

The virtual classrooms are the environments where the learning process takes place, and where each course is taught.



The learning process

Challenge-based learning.



Home
Announcements
Assignments
Discussions
Learning Tools
Google Drive
Folio's Agora
People
Pages
Files
Syllabus
Outcomes
Rubrics
Quizzes
Modules
BigBlueButton
Collaborations
Item Banks
Minimum grade
Settings

Outline and competencies CAA2

Graded assignment	Individual
Start November, 12	Deadline December, 1st
Solution December, 12	Time 37h



Imagen y texto creados con Copilot.

Como futuro diseñador o diseñadora de nanotecnología, te puedes encontrar con la siguiente situación: has creado un nanobot capaz de reparar tejidos y eliminar células cancerosas de forma precisa. Ahora, estás ante una decisión crucial:

1. Ética y Beneficio Humano: Optarías por utilizar este nanobot para ayudar a pacientes con cáncer, ofreciéndoles una terapia no invasiva y altamente efectiva. Esto podría cambiar la vida de muchas personas y potencialmente salvarlas.
2. Poder y Control: En cambio, podrías mantener esta tecnología en secreto y utilizarla como arma secreta. Podrías venderla a gobiernos o empresas para obtener poder e influencia. Pero esto podría tener consecuencias devastadoras y poner en peligro a la humanidad.
3. Transparencia y colaboración: Podrías compartir abiertamente la tecnología con la comunidad científica y trabajar colaborativamente para mejorarla. Esto podría acelerar la investigación y beneficiar a todo el mundo.

Tu decisión determinará el futuro de esta tecnología y su impacto en la sociedad. ¿Qué harías?

Learning outcomes

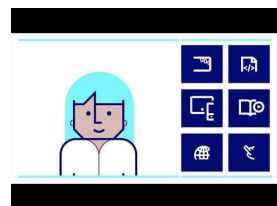
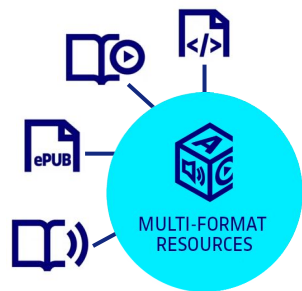
Reflexionar a propósito de la interacción entre ciencia, tecnología y sociedad en el contexto actual.

Aplicar una mirada interdisciplinaria a las relaciones entre sociedad, tecnología y cultura y su impacto en la Nanotecnología.



The learning process

The digital learning resources are cutting edge and adapted to the student.

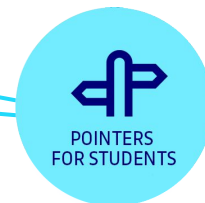


The digital learning resources adapt to you

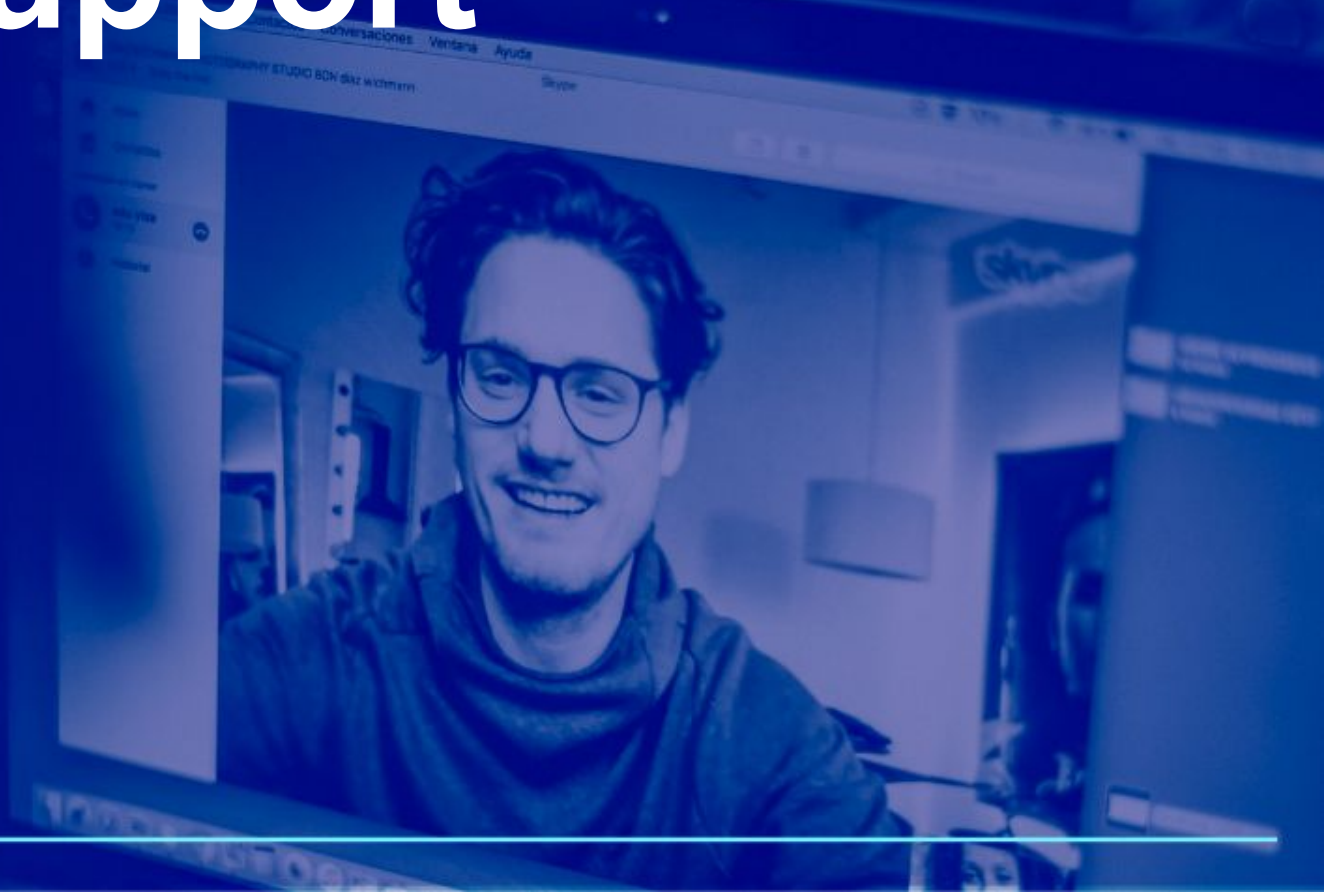
The screenshot shows a digital learning interface titled "Challenge 3: Materials". It features a large video player with a blue sphere and concentric circles. Below the video are three resource cards:

- The ADDIE model**: A card with a blue sphere and concentric circles. It has a "2h" icon and an information icon.
- Gamifying online language teaching- Web Materials**: A card with a hand holding colorful dice. It has a "2h" icon and an information icon.
- MISSION BERLIN - a mobile gamified exploration of a new educational landscape**: A card with a mobile app interface. It has a "1h" icon and an information icon.

Below these cards is a partially visible card titled "The playful frame: gamification in a..." with a "2h" icon and an information icon.

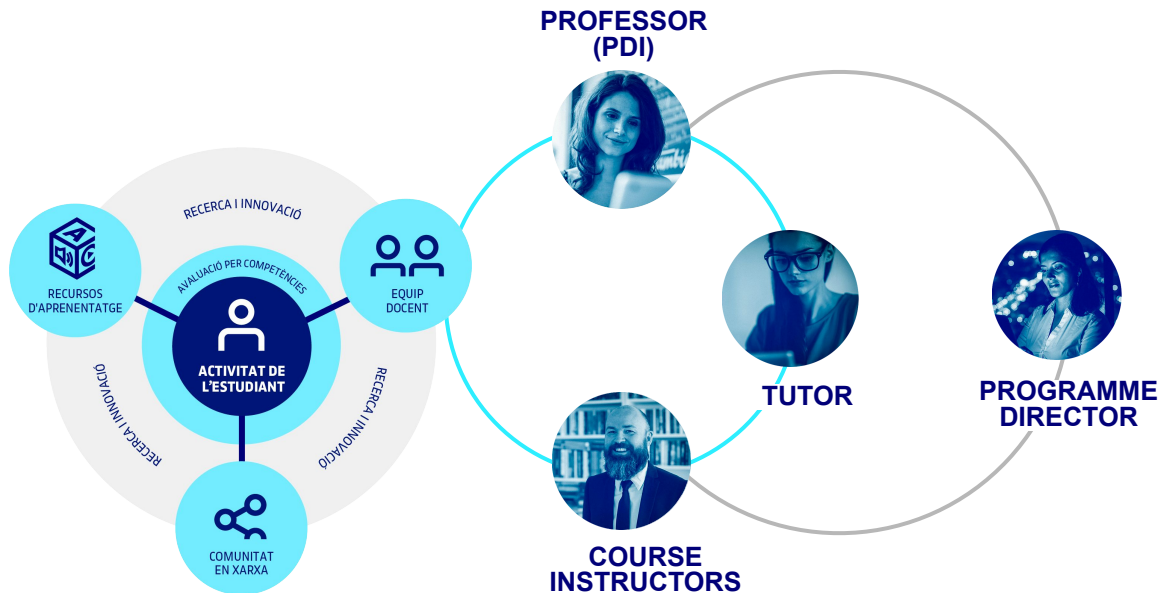


Support



The UOC teaching staff

The teaching team provides students with personalized support and ongoing guidance throughout the course of their studies.



Responsibilities of tutors

They advise students on the choice of a personal academic pathway during their time at the UOC.



TUTOR

They welcome (first academic tutor), support and guide students on a person-by-person basis during their academic life at the UOC.



What sort of guidance can the UOC's tutors provide?



STUDENT



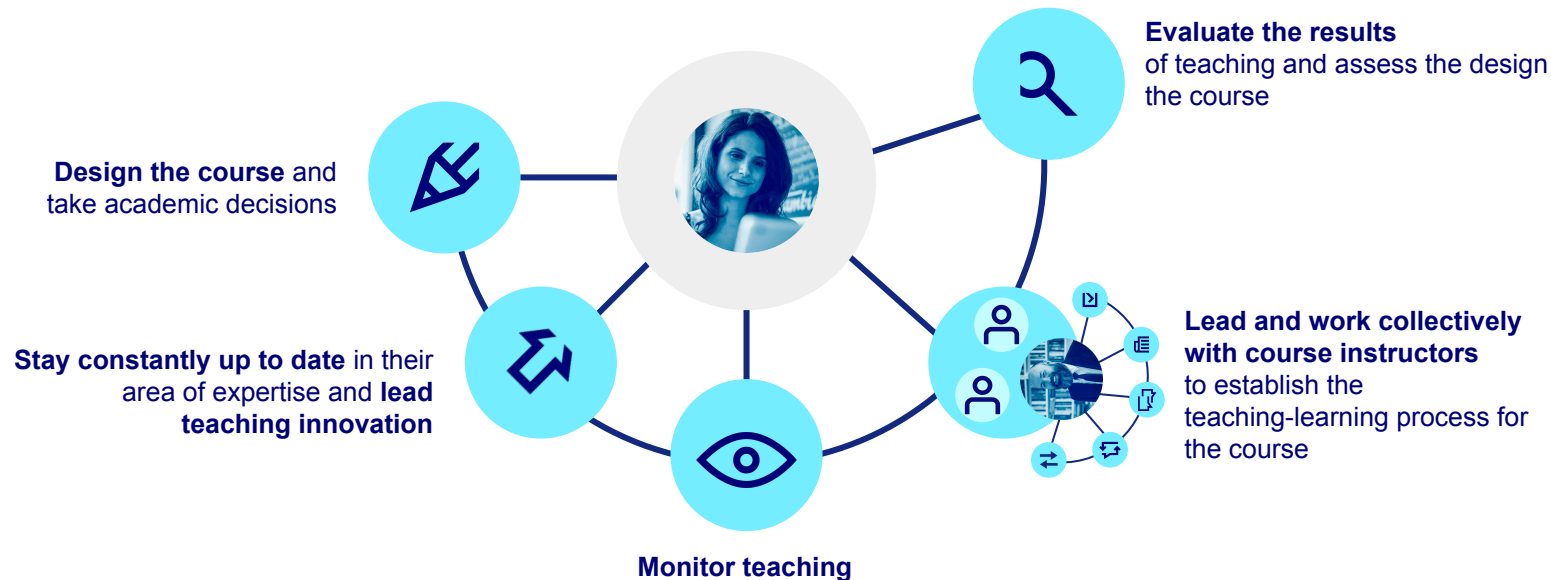
COORDINATING PROFESSOR



COURSE INSTRUCTOR

Responsibilities of coordinating professors

They design the course, ensure its quality and coordinate the course instructors.



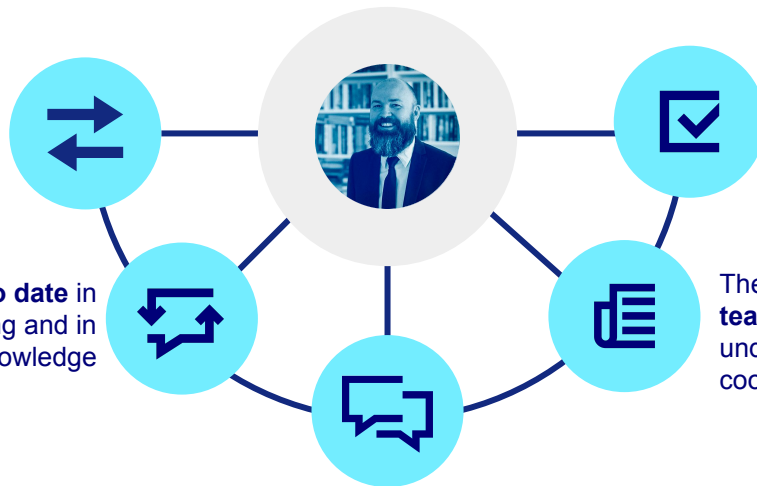
Responsibilities of course instructors

They assess and guide students' learning process in a given course.



**What sort of
guidance can
the UOC's course
instructors provide?**

They assess students' learning and provide feedback



They train and stay up to date in the field of online teaching and in their area of knowledge

They assess teaching and participate in improving the course

They contribute to planning the teaching-learning process under the supervision of the coordinating professors

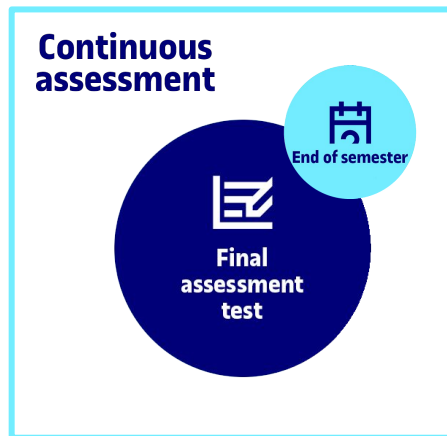
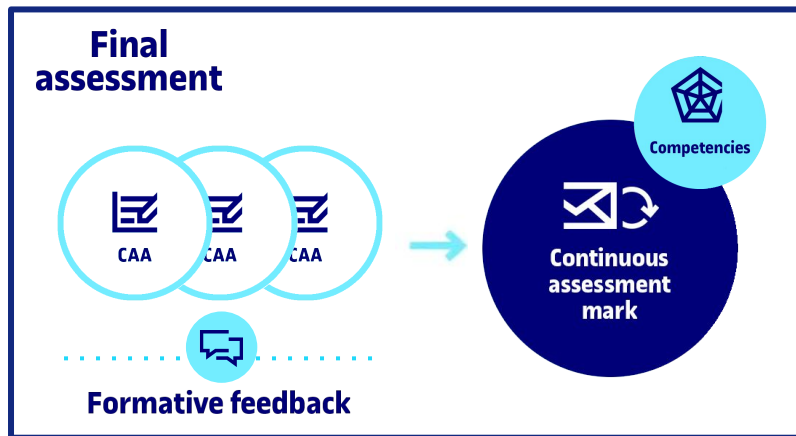
They monitor and give life to the classroom and students' learning processes

Assessment

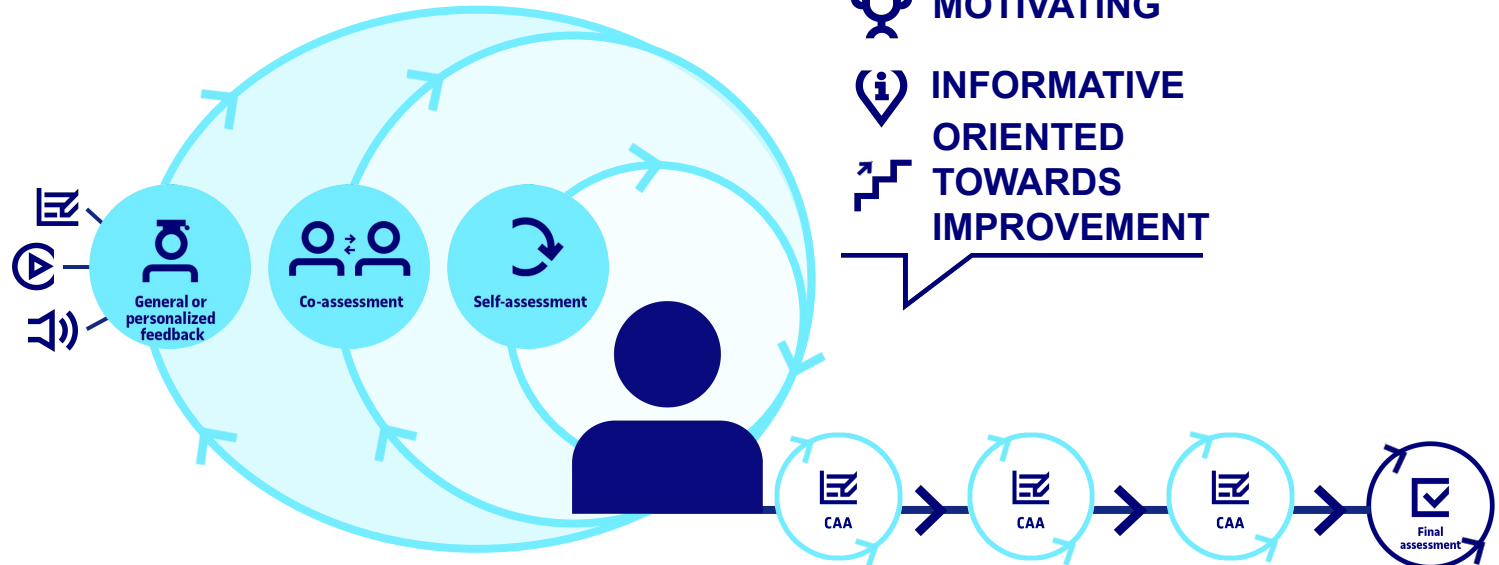





The competence assessment process

Assessment is continuous,
formative, digital, inclusive
and ethical, authentic
and competency-based,
providing certification and
integrating IA. [↗](#)



Dialogue between students and teachers on goals and competencies to enhance learning.



 [UOC.universitat](https://www.uoc.universitat.edu)
 [@UOCuniversitat](https://twitter.com/UOCuniversitat)
 [@uocuniversitat](https://www.instagram.com/uocuniversitat)

uoc.edu

Universitat Oberta
de Catalunya

Uoc