

A unique educational model



eLearning Innovation Center
*with the support of the Faculty of Psychology
and Education Sciences*

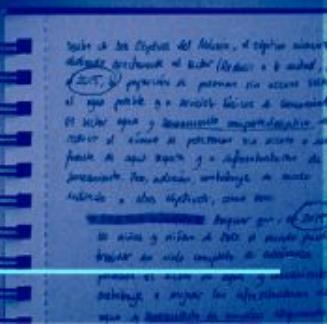
May 2024

Universitat Oberta
de Catalunya



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

The UOC's educational model



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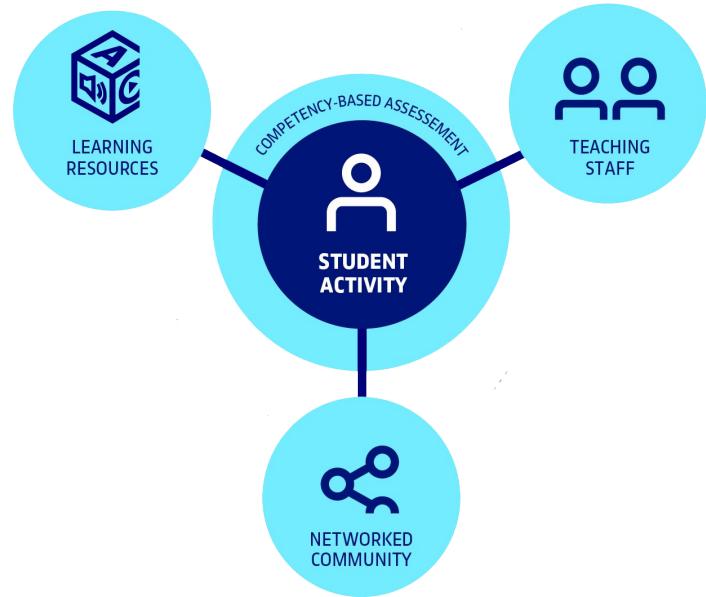
At the UOC, students learn actively...

- 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.

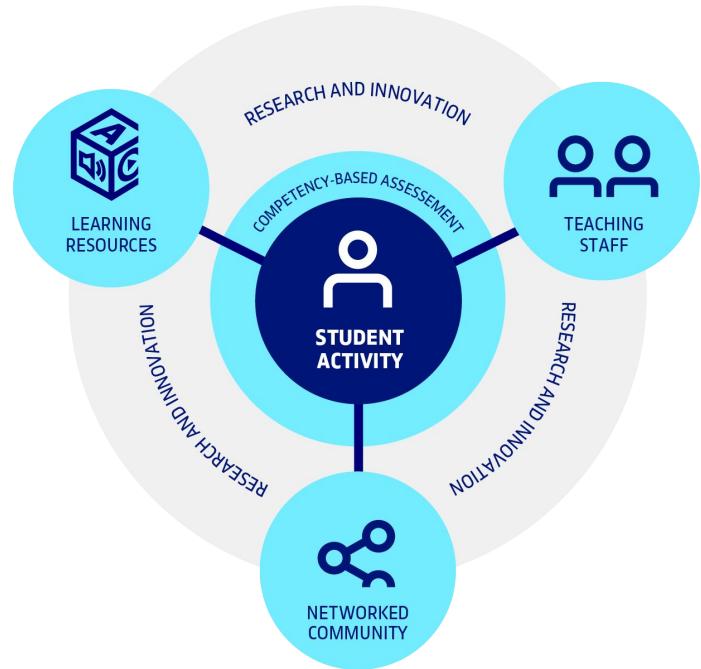


The UOC's educational model

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.



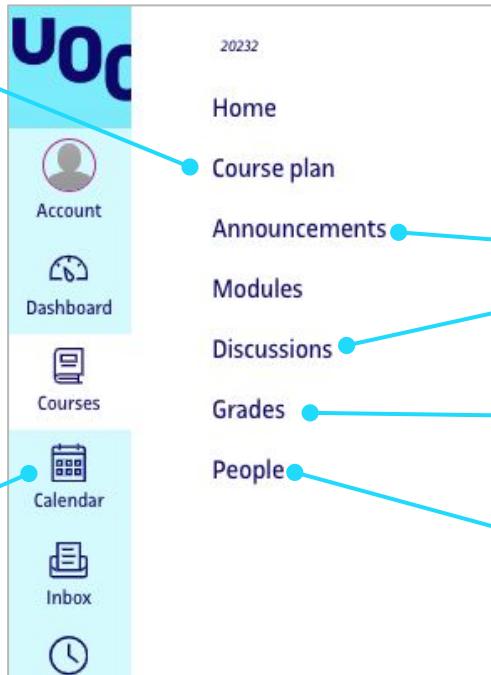
The learning process



The learning process



COURSE PLAN



PLANIFICACIÓ
D'ACTIVITATS

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



COMMUNICATION
CHANNELS



ASSESSMENT



TEACHING
TEAM

The learning process

Challenge-based learning.



Outline and competencies CAA2

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

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:

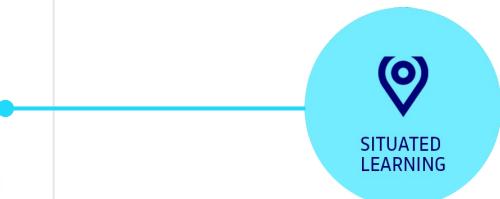
1. Ética y Beneficio Humano: Optarías por utilizar este nanobot para ayudar a pacientes con cáncer, ofreciéndoles una terapia no invasiva y altamente efectiva. Esto podría cambiar la vida de muchas personas y potencialmente salvarlas.
2. Poder y Control: En cambio, podrías mantener esta tecnología en 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.

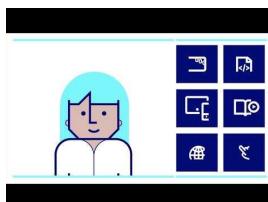
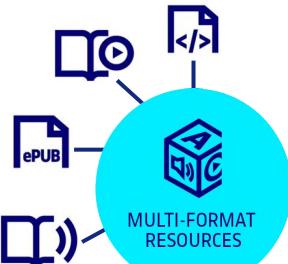
Aplicar una mirada interdisciplinaria a las relaciones entre sociedad, tecnología y cultura y su impacto en la Nanotecnología.



SITUATED
LEARNING

The learning process

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



Challenge 3: Materials

The ADDIE model

2h

MISSION BERLIN - a mobile gamified exploration of a new educational landscape

1h

Gamifying online language teaching- Web Materials

2h

The playful frame: gamification in a Secondary school framework

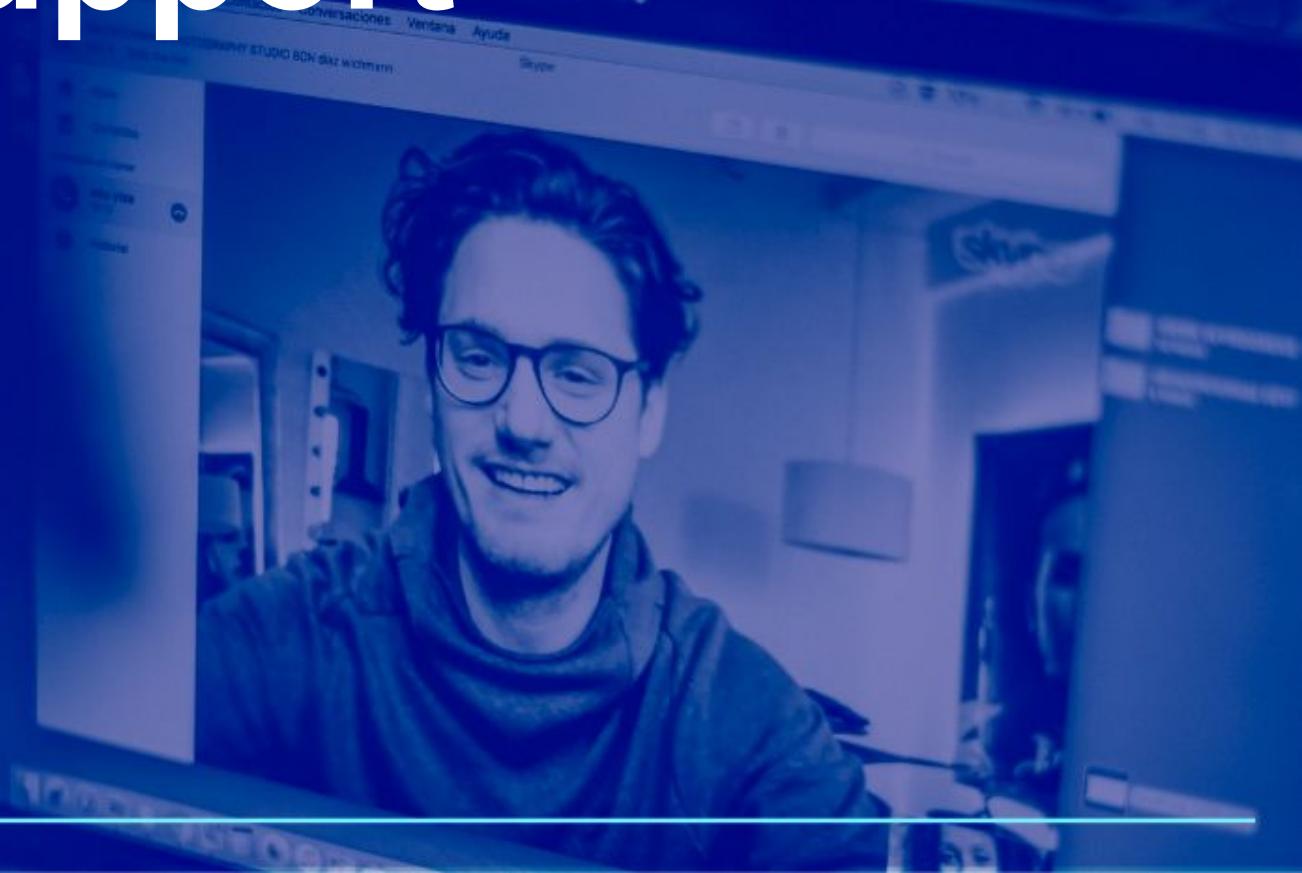
1h

MULTI-DEVICE RESOURCES

POINTERS FOR STUDENTS

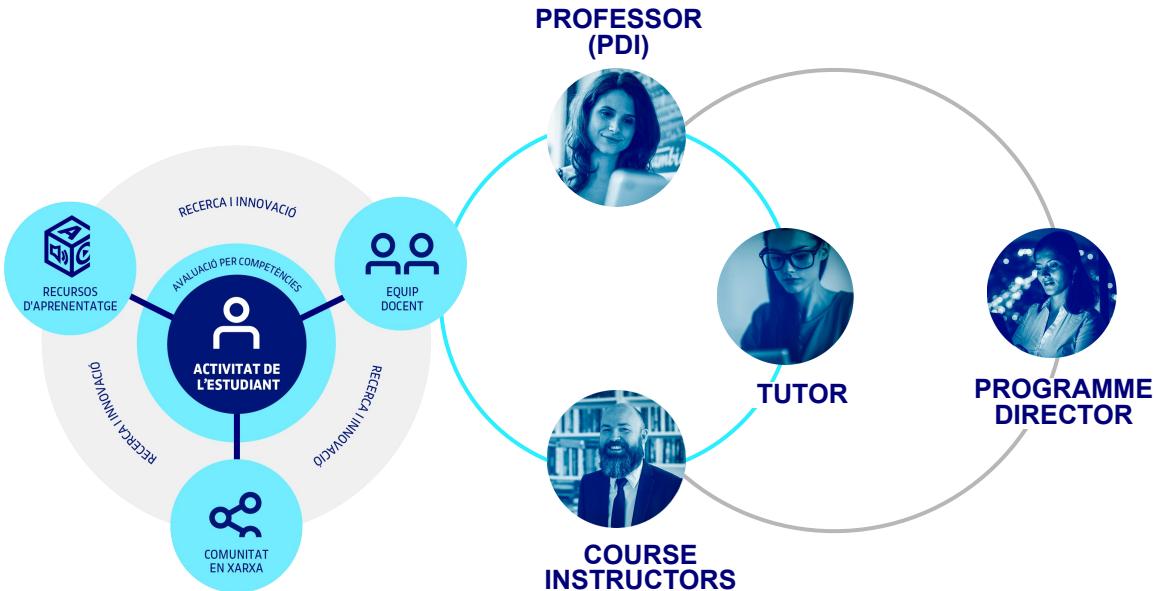
MULTIMEDIA RESOURCES

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



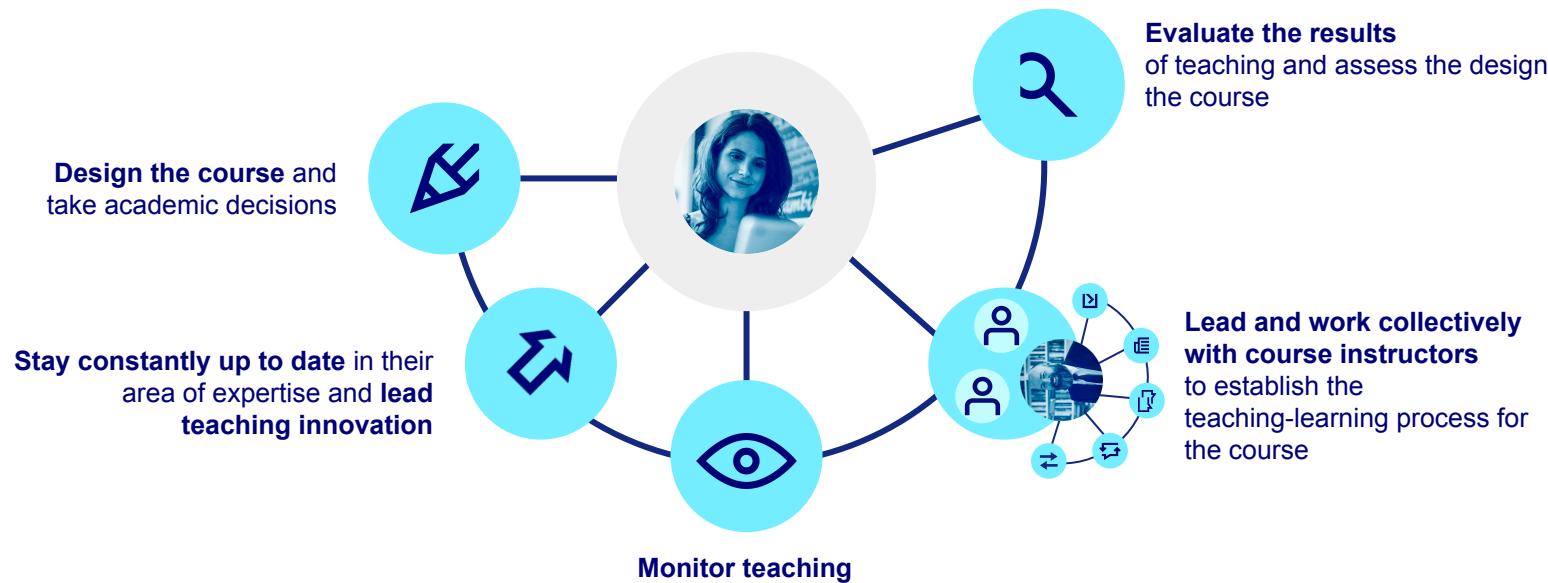
What sort of guidance can the UOC's tutors provide?

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



Responsibilities of coordinating professors

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

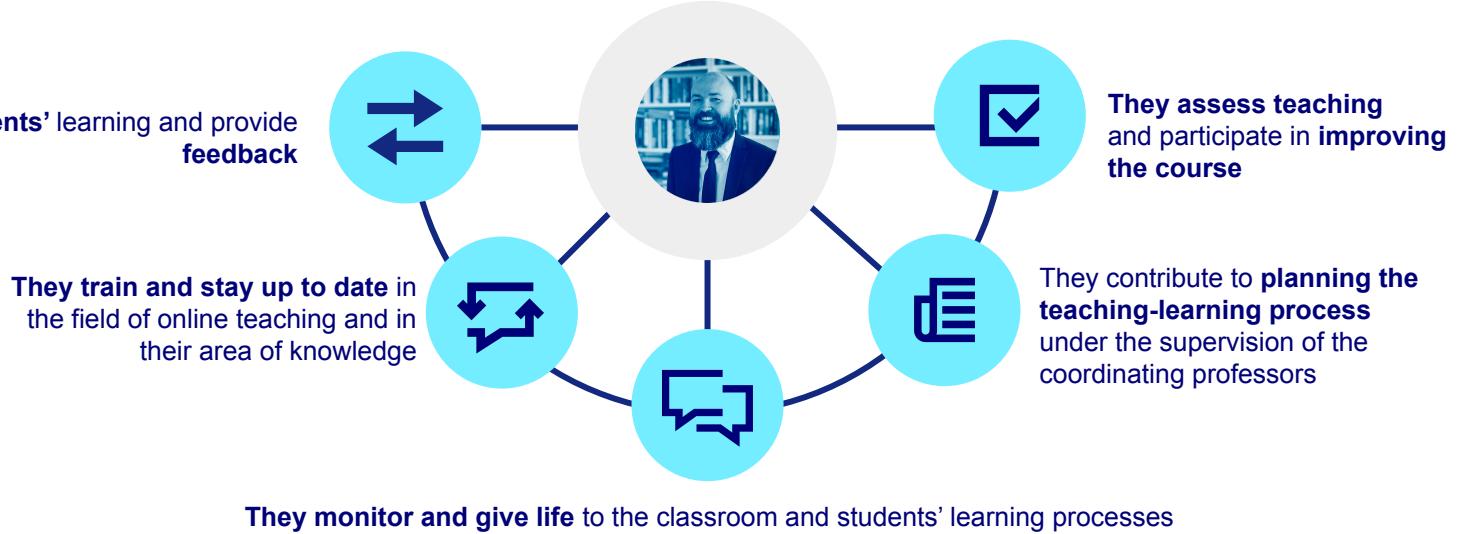


Responsibilities of course instructors

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



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

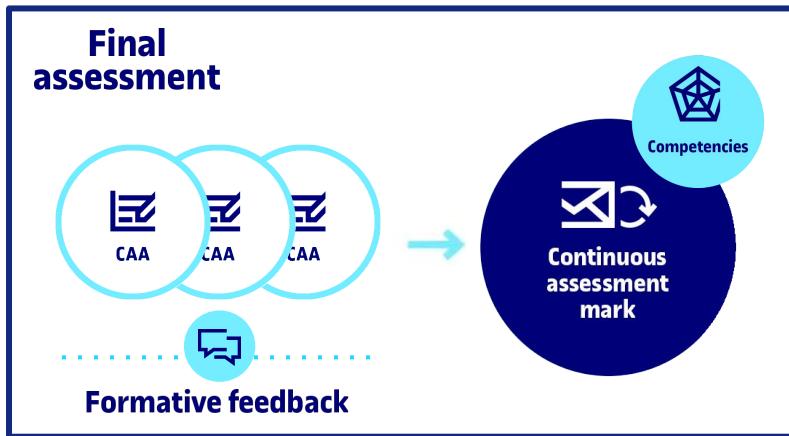


Assessment

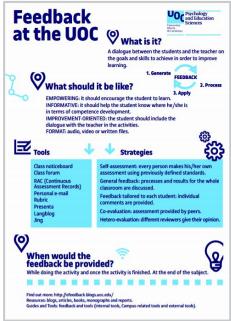


The competence assessment process

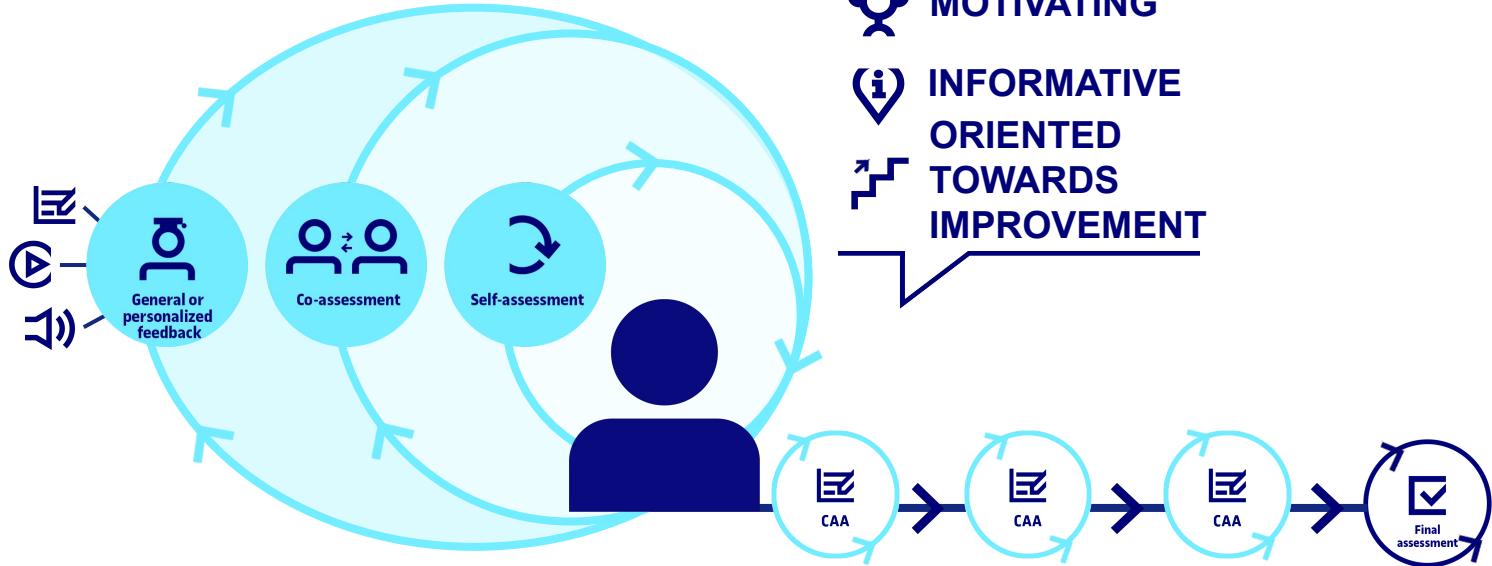
Assessment is continuous, formative, digital, inclusive and ethical, authentic and competency-based, providing certification and integrating IA. ↗



Formative feedback at the UOC



Feedback: a tool
for lifelong
learning



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

MOTIVATING
 INFORMATIVE
 ORIENTED TOWARDS IMPROVEMENT

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