



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair in  
Education & Technology  
for Social Change



# Alternative Staffing Approaches for Scalable Online Education: A View from the Experience at the Open University of Catalonia (UOC)

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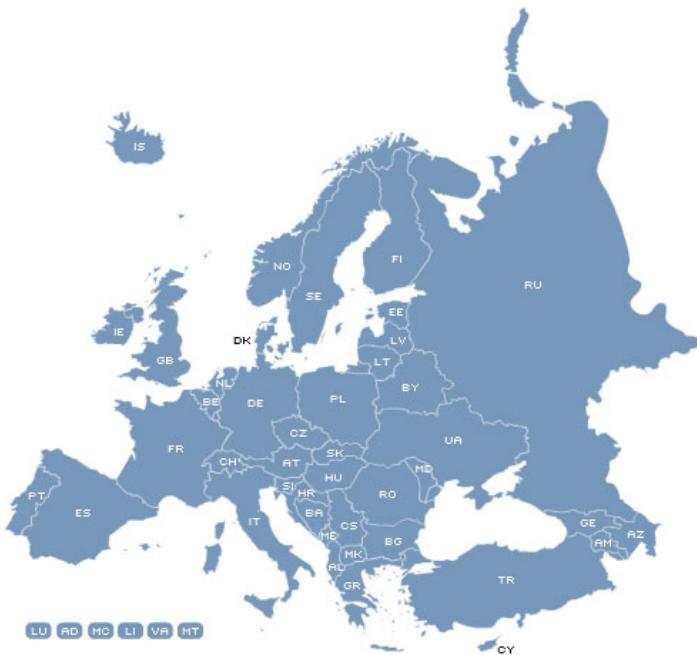
# Content

- Context
- Educational model
- Roles and profiles
- Recruitment, training and support
- Workload and remuneration model
- Conclusions



Context

# European policies in Distance Education and e-Learning



- The EC eLearning Plan (2001)
- The Strategic Framework for European cooperation in education and training (ET 2020) (2009)
- The Digital Agenda
- The European Higher Education Area (EHEA)



Spain

Planisferio físico

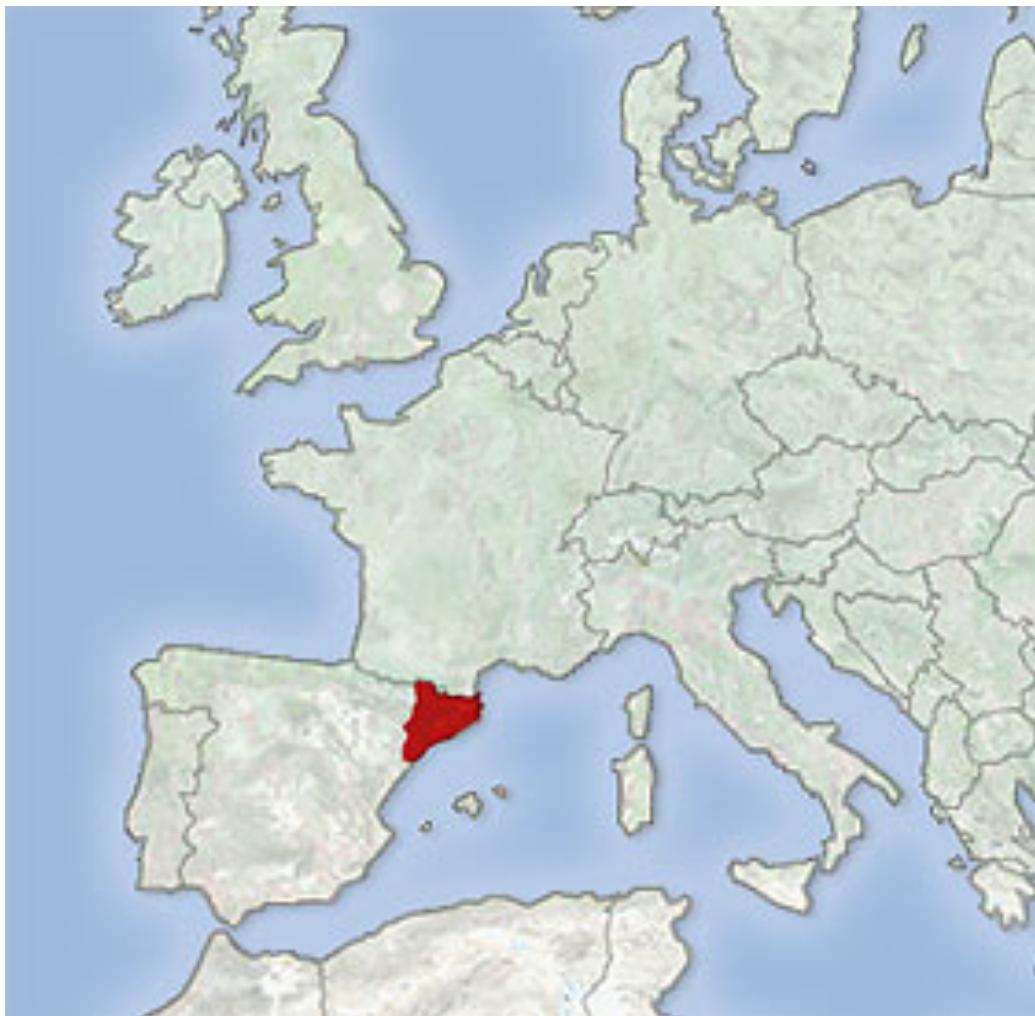


## The Spanish scenario

- Area: 504.645 km<sup>2</sup>
- Population: 47.000.000
- 81 universities
- 4 distance teaching universities (UNED, UOC, UNIR, UDIMA, IVU)
- 3 fully online (UOC, UNIR, UDIMA)
- 2 research universities (UOC, UNED)



Catalonia



**Catalonia (Catalunya)**

**Capital city: Barcelona**

**Area: 32.144 km<sup>2</sup>**

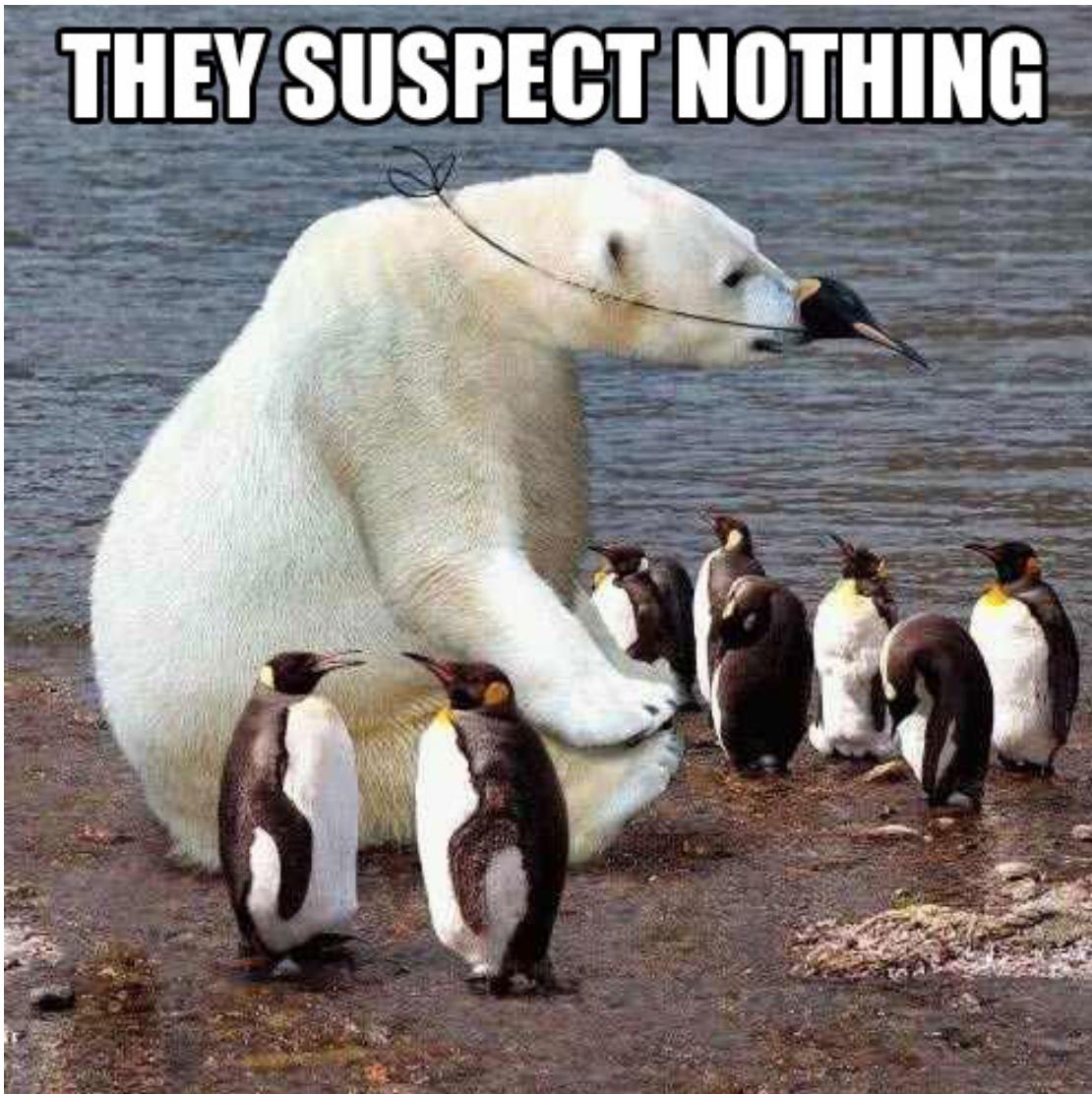
**Population: 7.565.603**

**Universities: 12**

Universitat Oberta de  
Catalunya (UOC)

# UOC: created in 1995





# UOC at a glance

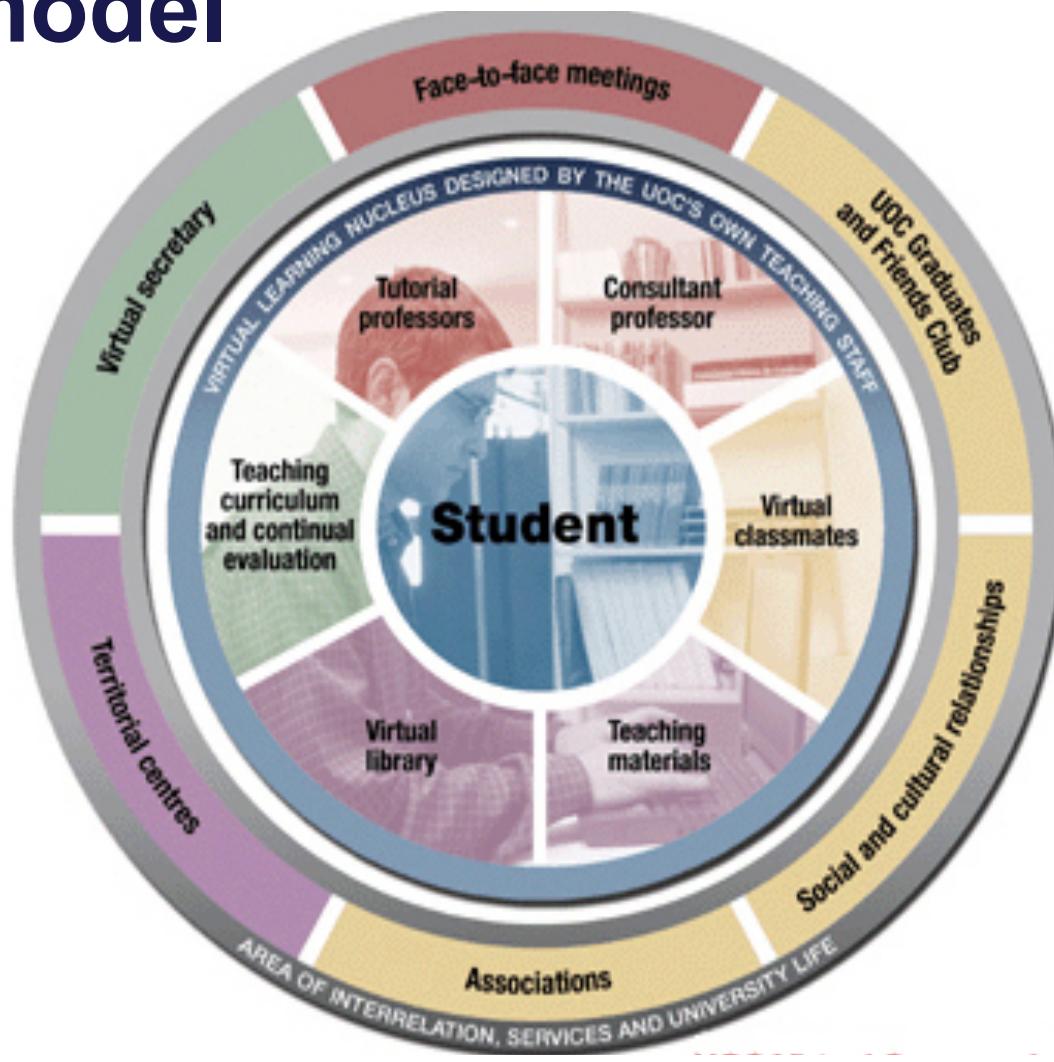
- **52.000+ students**
- **300 full-time teachers / 2.904 part-time tutors**
- **1.907 courses / 3.741 virtual classrooms**
- **1.721.958 teaching materials and learning resources uploaded at the Virtual Campus**





Educational Model

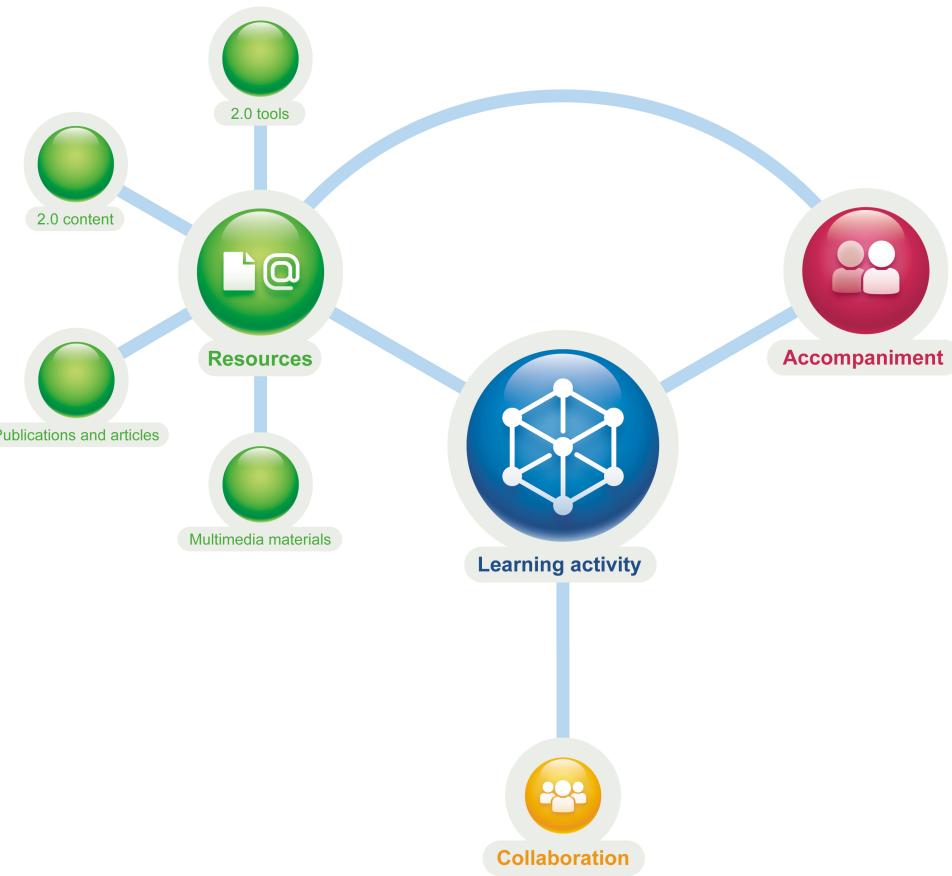
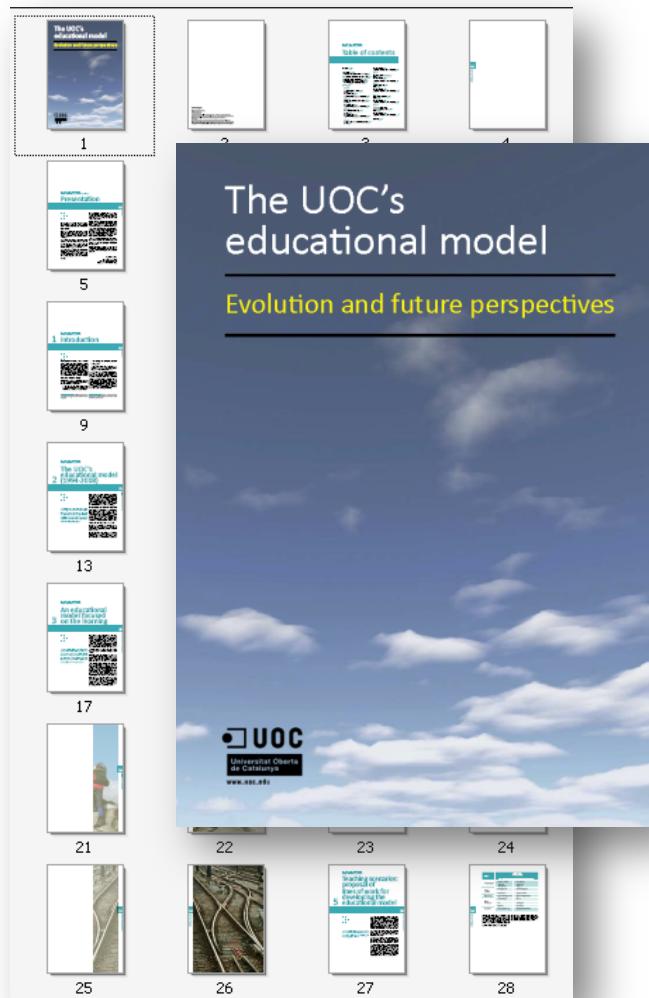
# Educational model



# Educational model

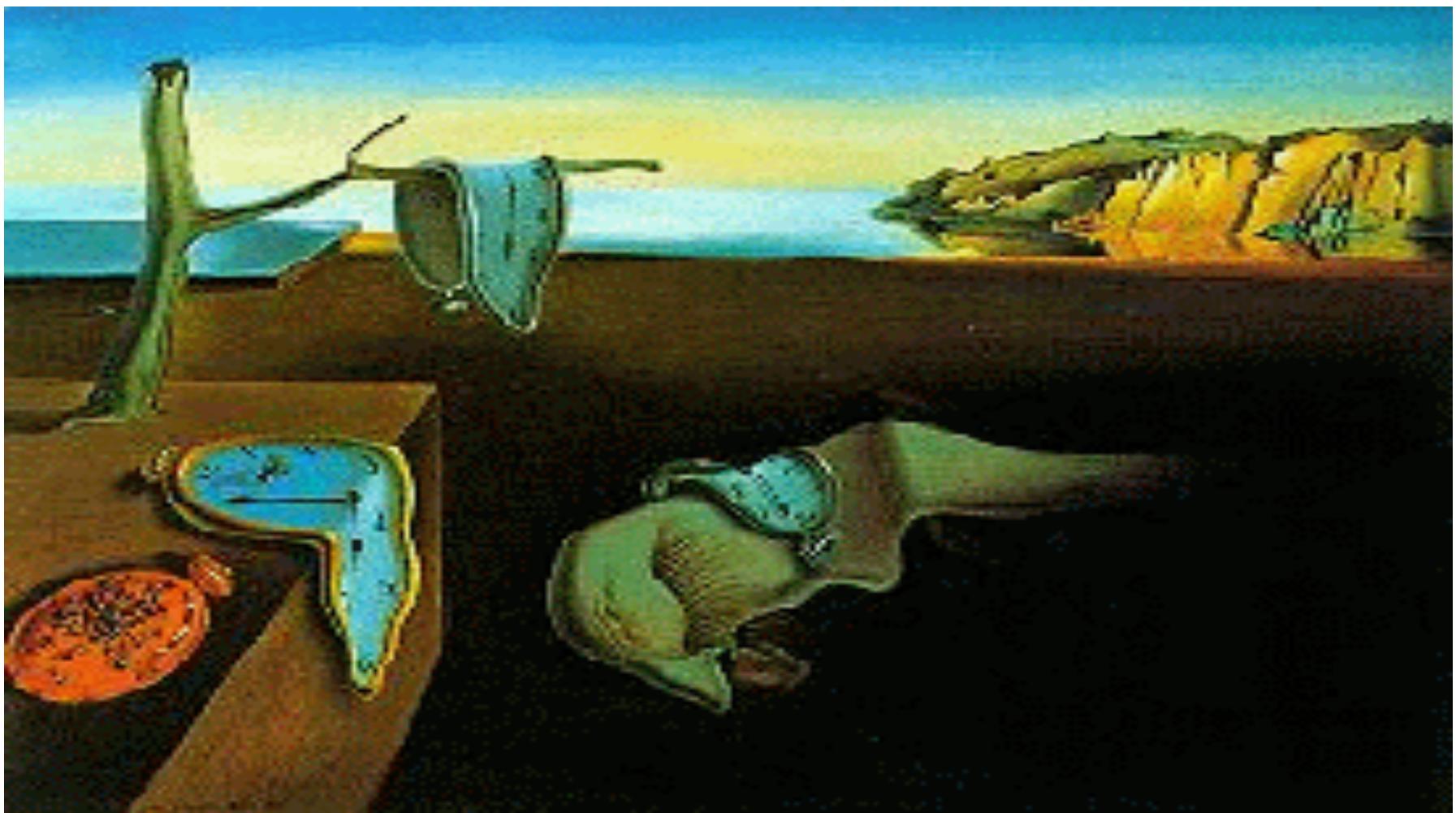


# Educational model



## Main pillars for the educational model

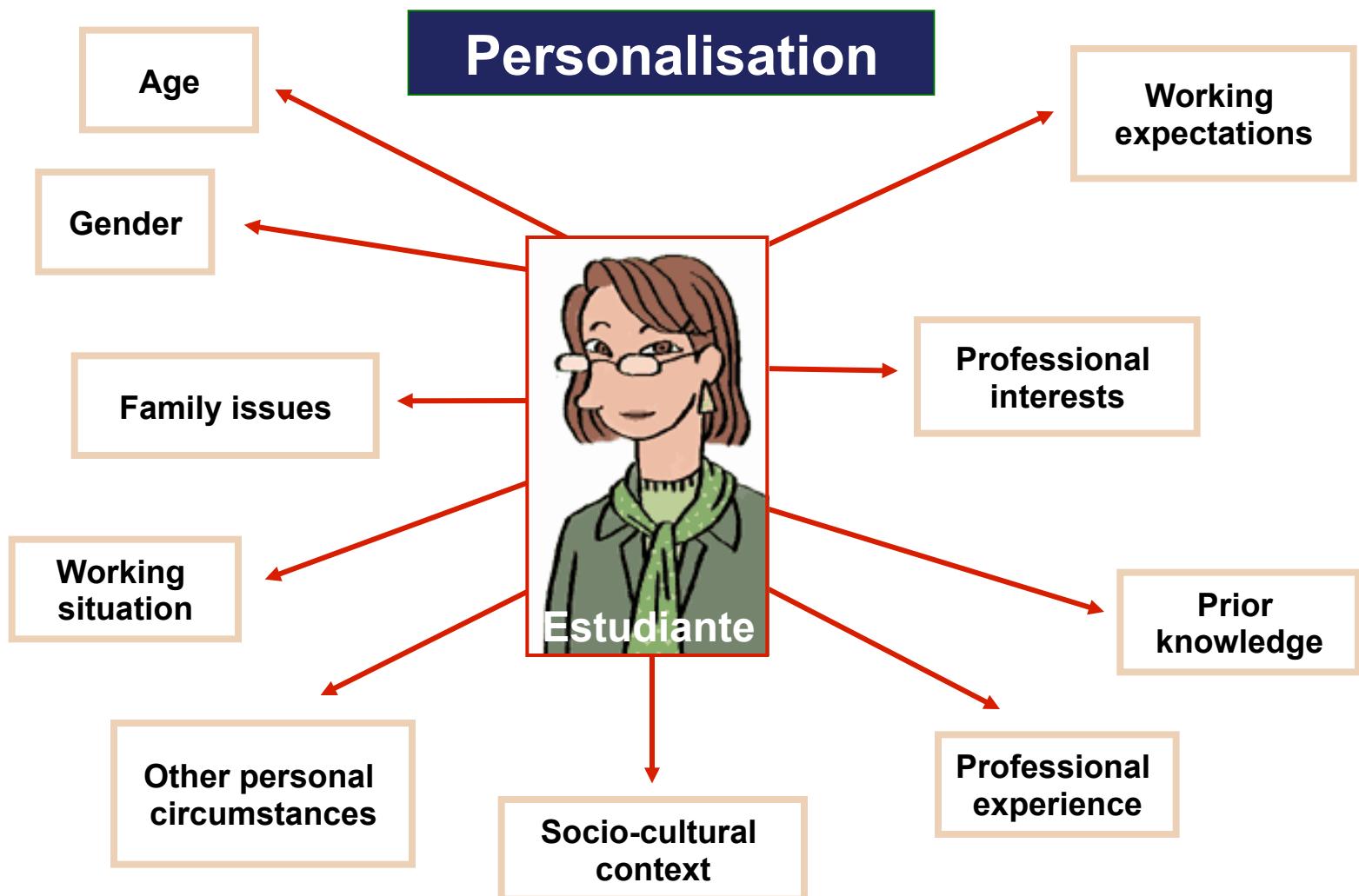
- Flexibility
- Personalisation
- Collaboration
- Interaction



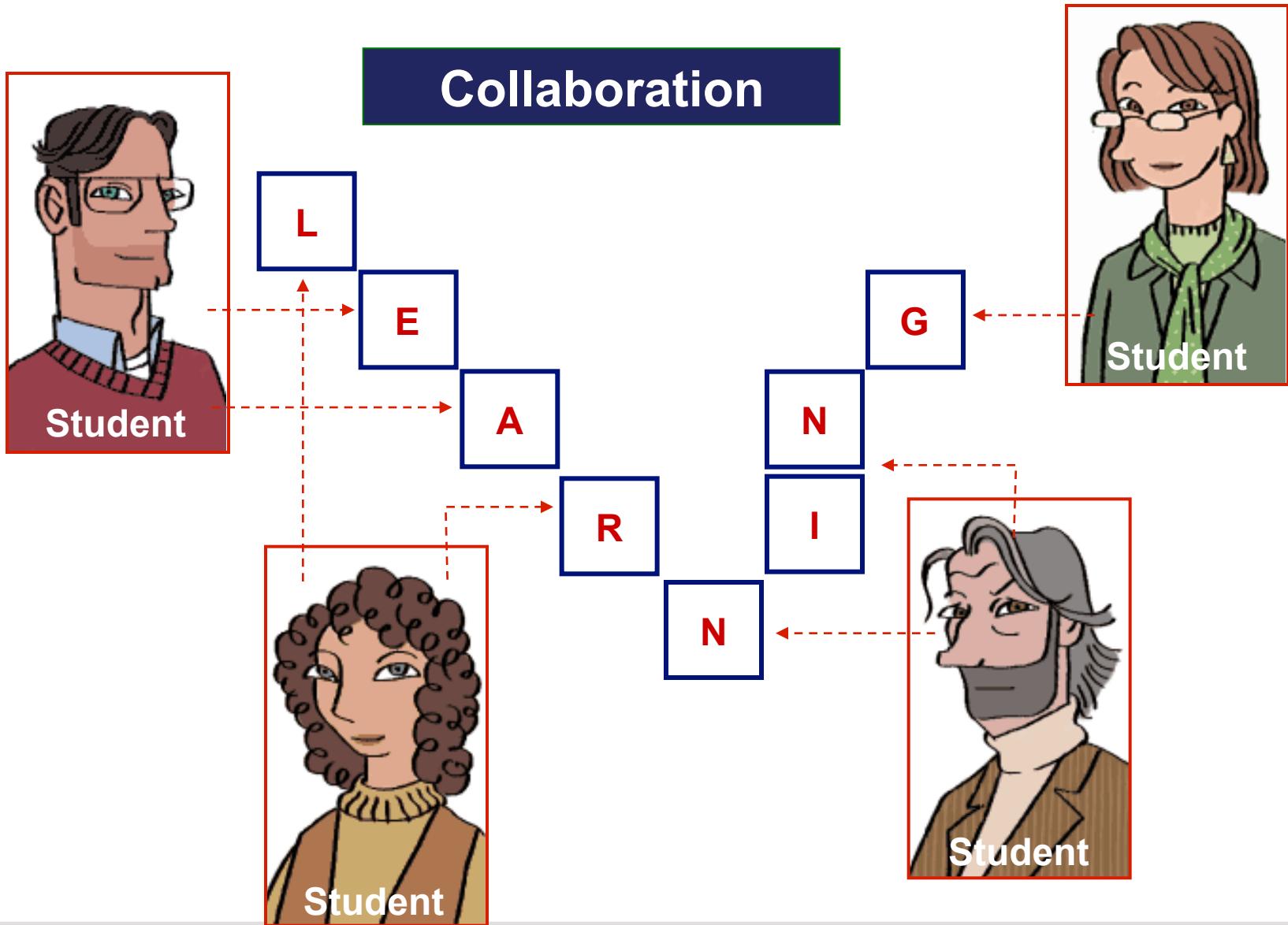
Flexibility

Personalised learning means  
ensuring that individual  
differences are acknowledged





## Collaboration



## Interaction

Interaction ...  
**Student-community**  
**Student-institution**  
**Institution-community**

**Student academic life**

**Teaching and learning process**

Interaction ...  
**Student-student**  
**Student-teacher**  
**Student-group**  
**Teacher-group**



Roles and profiles

# The teaching team

- Professor Responsible for the Course (PRA)
- Online tutor (CONSULTOR): Subject expert
- Advisor (TUTOR): Mentor
- Author: Content elaborator (sometimes)



# Roles and responsibilities

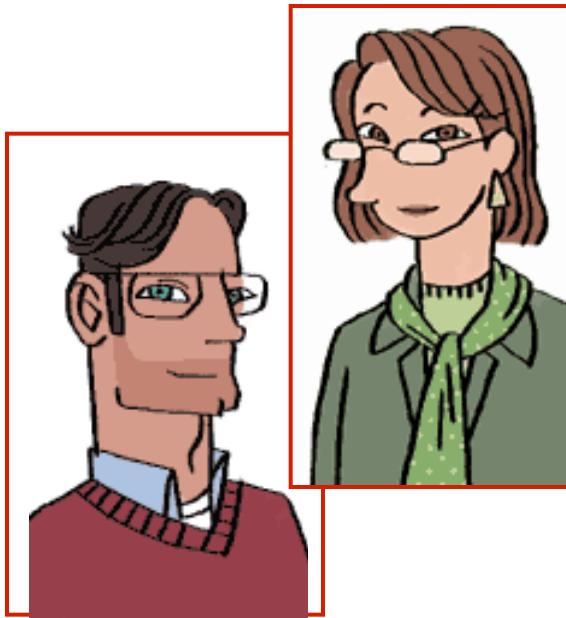
- Course designer
  - Content provider
  - Evaluator
  - Coordinator
- 
- Pedagogical
  - Content organizer
  - Evaluator
- 
- Advisor
  - Social

**Professor responsible for the course (PRA)**

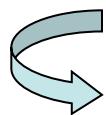
**Online tutor (Consultor)**

**Advisor (Tutor)**

# The Learning Design



- Learning designers' team who supports teachers to design courses and learning resources
- Design is key: even blended should be designed as online



## Profile of the graduate/postgraduate Program Competencies Map



# Course Plan

*Imagine*

**Application situations**

*Design and create*

**Learning situations**

**Design of activities**

**Identification and creation of resources**

**Time allocation**

Identification of the competencies linked to the course

Identification and design of actions which boost some competencies until its achievement

Activating teaching and peers collaborative support

*Perform*

Aims of the activities;  
Evidence of learning outcomes

**Assess**

Recruitment, training  
and support

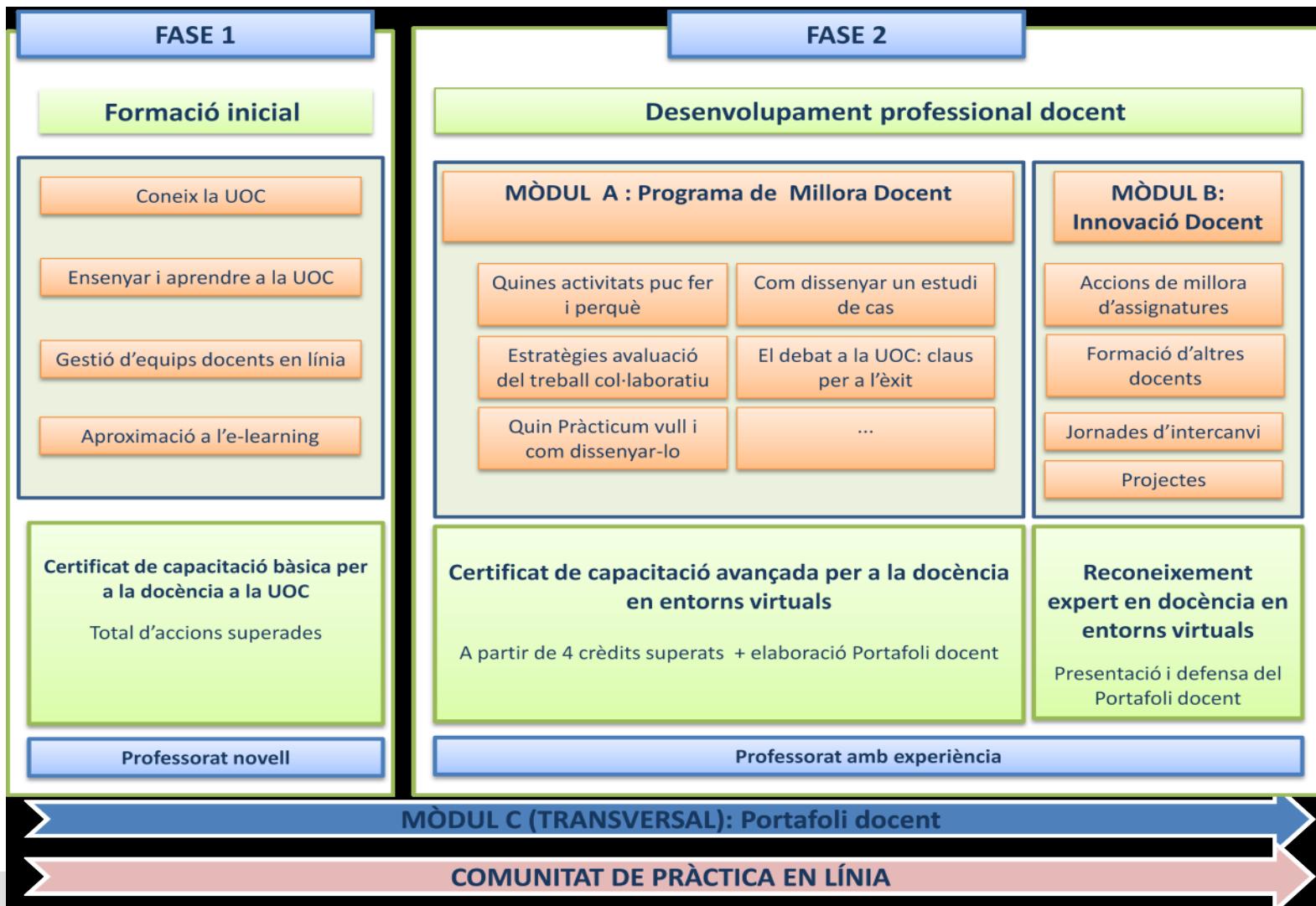
## Recruitment

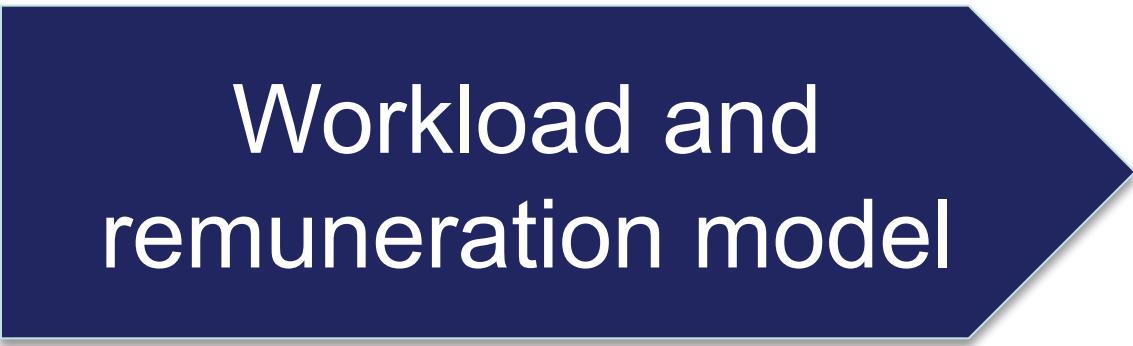
- Public Open Call (on the basis of needs)
- Selection of appropriated profiles (PRAs)
  - Requirements: to have another job
  - Usually university teachers or professionals
- Interview (PRA + HR)
- Decision (Accepted start program)

## Support

- Dedicated Office to manage all the process and to support teachers
- Online Support Office

# Online Teaching Professional Development Program





Workload and  
remuneration model

## Workload

- 1 ECTS: 25 hours the student has to devote to activities
- 1 Course (regularly): 6 ECTS (150 h.)
- # Students in a course: up to 65 (not all of them)
- Estimated weekly workload for an experienced online tutor: 12-15 h.

## Remuneration

- **Fixed amount +  $[k_1 * \# \text{ students enrolled}] + [k_2 * \# \text{ ECTS} * \# \text{ students following the continuous assessment}]$**
- Undergraduate  
 $300\text{\euro} + [15,4 * \# \text{ students enrolled}] + [7,5 * \text{ECTS} * \# \text{ students following the continuous assessment}]$
- Graduate  
 $300\text{\euro} + [9,5 * \# \text{ students enrolled}] + [11 * \text{ECTS} * \# \text{ students following the continuous assessment}]$

# Conclusions



**You cannot drive a  
car ...**

**... in the same way  
you ride a horse ...**



# Thank you very much

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