Integration of SDGs in

☐ Institutional governance/strategic level
☐ SDGs in research
☐ SDGs in campus operations
☐ SDGs in curriculum development
☐ SDGs in student engagement activities
☐ SDGs into community activities
☐ SDGs at a whole-institution level

Focus on

☐ Goal 1 - No poverty
☐ Goal 2 - Zero hunger
☐ Goal 3 - Good health and wellbeing
☐ Goal 4 - Quality education
☐ Goal 5 - Gender equality
☐ Goal 6 - Clean water and sanitation
☐ Goal 7 - Affordable and clean energy
☐ Goal 8 - Decent work and economic growth
☐ Goal 9 - Industry, innovation and infrastructure
☐ Goal 10 - Reduced inequalities
☐ Goal 11 - Sustainable cities and communities
☐ Goal 12 - Responsible consumption and production
☐ Goal 13 - Climate action
☐ Goal 14 - Life below water
☐ Goal 15 - Life on land
☐ Goal 16 - Peace, justice and strong institutions
☐ Goal 17 - Partnerships for the goals

Webinar series on Emergency Remote Teaching

COVID-19 forced educational centres around the world to close halfway through the year, yet academic activities had to go on. Teachers from every continent were obliged to forge ahead with their teaching remotely, despite having neither the tools nor the knowledge to do so in most cases.

Faced with this exceptional situation and committed to contributing to offer quality education for all (SDG4), the UOC decided to lend a helping hand by sharing its teaching staff's knowledge and its 25 years' experience in e-learning. And so, in April, the "Emergency remote teaching" programme was born, targeting Spanish-speaking teachers trying to adapt to online teaching. The initiative was welcomed with open arms: about 10,000 people from 47 countries signed up for the programme and over 156.000 people from 70 countries already watched the openly accessible recorded versions of the sessions. Half of the participants came from Spain, followed by countries such as Colombia, Ecuador, Mexico, Peru, Argentina, Chile and Venezuela. Moreover, 40% were university teachers and 20% worked in secondary education. More than 80 members of the UOC's staff took part in the initiative, with the complicity, commitment and hard work of all of the UOC's faculties and 13 management departments.

On this subject, the UOC's president, Josep A. Planell, said that "we share our know-how in e-learning because it is part of our undertaking and because this crisis demands that we share our knowledge to support and advise those who need it".

Amidst the Covid-19 emergency situation, "those of us who have the necessary teaching, technological and organizational knowledge to provide quality online education are duty bound to share it with our colleagues," states Pastora Martínez Samper, vice president for Globalisation and Cooperation. This is the knowledge that a university like the UOC has. Born on the internet 25 years ago, the University today is "an open knowledge hub".

Link: https://www.uoc.edu/portal/en/news/actualitat/2020/313-remote-teaching.html

BARRIERS

1. An enormous challenge was to set up an activity like this admits the Covid-19 emergency, a situation of extreme insecurity with everyone working from home.

CONCLUSIONS

This initiative has been successful thanks to offering an immediate, simple, practical and interactive response to the need of a specific stakeholder group (teachers) in an exceptional situation. Internally, the project had been designed as an institutional response to the emergency situation and thus received widespread support both from faculty as well as from management. And thanks to an extensive network of collaborators across the globe - mainly in Latin America - thousands of teachers have been able to benefit from the knowledge shared.

At the UOC we are convinced that opening knowledge like we did through the webinars, can have an important impact on the SDGs, in this case especially on SDG4.