



## Universidad Nacional de Educación a Distancia

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### Type of organisation:

SME  School  University  Public Authority   
Training  No Profit  NGO

Other (Specify)

Fields of action :

SMEs <input type="checkbox"/>	Youth <input type="checkbox"/>	Universities <input checked="" type="checkbox"/>	Public Authorities <input type="checkbox"/>
Equal opportunities <input type="checkbox"/>	Schools <input type="checkbox"/>	Unemployed <input type="checkbox"/>	
Other (Specify)	<input type="text"/>		

**Description of the organisation**

UNED, established in 1972, is the largest public university in Spain. Founded along the lines of the British Open University, the UNED is now the main Spanish institution for distance and blended learning. UNED has as its main goal to provide quality higher and continuing education opportunities to all through a distance education system. UNED statutes set out explicitly commitments such as “services to society”, especially in situations that could prevent certain people from getting access to higher education courses. Another aim is to offer continuing study to those unable to attend regular schedules of conventional higher institutions.

Today UNED has over 210.000 students scattered all over Spain in 60 associated centres where students have access to libraries, tutoring, and other learning resources. UNED also has 20 associated centres abroad. Around 1.500 full time lecturers in Madrid and 1.200 administrative officers supervise the teaching and organisation of more than 30 degrees, over 40 post-graduate programs and 15 doctoral programs. UNED also has special programs for handicapped people, senior students and students in prison.

UNED is a multi-level, research-informed higher education institution offering programmes across the whole spectrum of higher education. It is conscious of its societal role and committed to providing access to university education for students of all ages and backgrounds, and to achieving quality and excellence in all aspects of its work. UNED offers around 610 continuing education programs with over 17.500 students. Furthermore, UNED Senior is addressed to people over 55 and finally, UNED has a wide social influence with radio and TV programming.

The international activity of the UNED is based on a significant number of agreements signed with various institutions throughout the geographic area of influence. Furthermore, it participates in different projects an initiative whose main objective is to foster progress in research, innovation, application and transfer of knowledge involving the use of Information Technology and Communication in Higher Education.

**Experience of the organization in previous European projects**

Some projects UNED has been or is currently involved in are the following:

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project <input checked="" type="checkbox"/>
ERASMUS +	Nº 598524-EPP-1-2018-ES-EPPKA2-CBHE-JP	UNED	FREE Project “Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda”
ERASMUS +	590202-EPP-1-2017-1-NL-EPPKA3-PI-FORWARD	EADTU	European SLPs for continuous professional development and lifelong learning” (European-SLPs)
ERASMUS +	585938-EPP-1-2017-1-FR-EPPKA2-CBHE-JP	UNIVERSITE DE LIMOGES	e-Learning InnoVative Engineering Solutions( E-lives)
ERASMUS +	2017-1-ES01-KA203-038181	Univesidad de Salamanca	HOSTFILM: HOSPITALITY IN EUROPEAN FILM”
ERASMUS +	2017-1-IT1-KA202-006251	Consiglio Nazionale delle	IoE-EQ- Internet of Energy

		Ricerche	
ERASMUS +	585934-EPP-1-2017-1-FR-EPPKA2-CBHE-JP	University of Montpellier. UM	Improving enGineers' Employability with multi-Competencies, Knowledge and Opportunities, GECKO
ERASMUS +	2017-1-DE01-KA203-003546	Nationale Agentur für EU-Hochschulzu sammenarbeit	Open Educational Passport
ERASMUS +	592177-EPP-1-2017-J;.BG-EPPKA3-IPI-SOC-IN	UNIVERSITY PAISII HILENDARSKI	Adaptive Personalized System for Creating Expression Tools in Social Inclusion of Learners with Verbal Communication Disables - TESI
VP/2018/005	VS/2018/0417 -	UNED	MicMen inCare 842587
H2020-SC1-DTH-2018-2020	GA.- 826506 S	FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS	mart environments for person-centered sustainable work and well-being
ERC-2017-STG	GA.-758600	UCIIM	Effort and Social Inequality: Advancing Measurement and Understanding Parental Origin Effect
MSCA-RISE	GA.- 690874	Genova University	Women with disabilities in Social Engagemen
ERC- Starting Grant	GA.- 679528	UNED	Poetry standarization and Linked Open Data
EURATOM Research and Training programme	GA.- 661910	European Nuclear Education Network	Advanced Networking For Nuclear Education and Training and Transfer of Expertise
ERASMUS +	2016-1-ES01-KA203-025731	UNED	MOONLITE
ERASMUS+	2016-1-ES01-KA203-025327	UNED	Platform Integration of Laboratories based on the Architecture of visiR
ERASMUS +	2016-1-IT01-KA202-005561	UNINEPTUNO	IOT4SMEs. Internet of Things for European Small and Medium Interprises
TEMPUS	543914-TEMPUS-1-2013-1-ES-TEMPUS-JPHES	UNIVERSIDAD DE ALICANTE	LOGIC Implementing the lifelong learning Concept in SNA: Responding to the changing needs of dynamic economies
ERASMUS + Key Action 2	573751-EPP-1-2016-1-DE-EPPKA2-CBHE-JP	University of Bremen	Inmotion: Innovative teaching and learning strategies in open modelling and simulation environment for student-centered engineering education
Erasmus +, Capacity Building.	2014-1-FR01-K203-008505	Universidad Distrital Francisco José de Caldas	Centros de cooperación para el fomento, fortalecimiento y transferencia de buenas prácticas que apoyan, cultivan, adaptan, comunican, innovan y acogen (ACACIA)

Erasmus + KA3	543097-LLP-1-2013-1-PT-KA3MP	Universidade de Oporto	TALOE: Time to Assess Learning Outcomes in E-learning
TEMPUS	TEMPUS 530332-TEMPUS-1-2012-1-JO-TEMPUS-JPCR.	PSTU	MUREE: Modernising Undergraduate Renewable Energy Education: EU Experience for Jordan
LIFELONG LEARNING PROGRAMME	531186-LLP-2012	Université de Lyon	MIRIADI : Mutualisation and Innovation pour un Réseau de l'intercompréhension A Distance
ERASMUS +	22-I-FR01-K203-0085	Université de Montpellier	COLISSEE.Competences linguistiques et interculturelles au Service des Entreprises en Europe
ERASMUS +	2014.1.BK01.KA203-001309	EADTU	SCORE2020 Support Centres for Open education and MOOCS in different regions of Europe 2020
ERASMUS +	2014-1-AT02-KA205-000212	FACHHOCHSCHULE JOANNEUM GESELLSCHAFT MBH	I SEE YOU
ERASMUS +	2015-1-IT01-KA202-004733	Università Telematica Internazionale UNINETTUNO	IN-CLOUD. Innovation in Universities and Businesses
Erasmus+ Capacity Building	561727-EPP-1-2015-1-BG-EPPKA2-CBH-JP	UNIVERSITY PAISII HILENDARSKI	mEquity-Improving Higher Education Quality in Jordan using Mobile Technologies for Better Integration of Disadvantaged Groups to Socio-economic Diversity
ERASMUS +	562113-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD	UNIVERSITY PAISII HILENDARSKI	Using mobile technology to improve policy Ref orm for Inclusion of Disadvantaged Groups in Education Mridge
ERASMUS +	562206-EPP-1-2015-1 -BG-EPPKA2-KA	Technical University of Sofia	MicroElectronics Cloud Alliance
ERASMUS +	561735-EPP-I-2015-1-PT-EPPKA2-CBHE-JP	INSTITUTO POLITECNICO DO PORTO	Educational Modules for Electric and Electronic Circuits Theory and Practice following an Enquiry-based Teaching and Learning Methodology supported by VISIR
ERASMUS +	2015-1-DE01-KA203-002169	FernUniversität in Hagen	EDELNET
ERASMUS +	2016-1-ES01-KA203-025327	UNED	Platform Integration of Laboratories based on the Architecture of visiR
ERASMUS	517742-LLP-1-2011-1-BG- ERASMUS ECUE	Plovdiv University, Bulgaria	Performance-centred-adaptive curriculum for employment needs – PAC
ERASMUS	517836-LLP-1-2011-ES-ERASMUS-ESMO	UNED	Remote-labs access in Internet -based Performance-centred Learning Environment for Curriculum Support –RIPLECS

### **Experience and Expertise of the organization in the project's subject area**

The group of researchers and teachers leading this project at the UNED has been working on this topic for years and has engaged in identifying the needs of implementing a project like this. Some previous actions are:

- 1st BiUNED international conference on bilingualism and bilingual education "Bilingualism and interculturality: challenges, limits and solutions." hosted by UNED in November 2018 (<https://biuned.weebly.com/>).

- 2nd BiUNED international conference on bilingualism and bilingual education "Bilingualism, migration and heritage languages." to be celebrated in November 2020 (<https://biuned2020.weebly.com/>).

- Interviews carried out to different stakeholders (bilingual education experts, parents, students, headmasters, CLIL teachers and bilingual programme coordinators) in various primary and secondary schools in different regions within Spain (Santander, Cádiz, Madrid). These interviews resulted in two TVE programs analysing the ins and outs in the implementation of bilingual programmes in Spain. Part I was dedicated to the view of experts, scholars, school headmasters, and other stakeholders (<https://canal.uned.es/video/5dd672d65578f20b9c1cc4a8>). Part II analyses the view of students, parents and teachers (<https://canal.uned.es/video/5de8c3485578f248fc22b3b1>).

These TV programs have been broadcasted on the Spanish national TV in November and December 2019 and March 2020.

- Pilot study carried out by Inmaculada Senra whose main objective was to approach content subject high school teachers in Spain in order to identify the problems they encounter when implementing CLIL in their schools with regard to coordination and communication with the various stakeholders. Some informants believed that, in order for the bilingual programme to be successful, families' collaboration is needed as long as it is not intrusive, as well as collaboration of both students and families, and highlighted the formative level of families. Besides, some maintained that the entire educational community must be convinced of the relevance and usefulness of the bilingual programmes, whose results can only be appreciable in the long term.

### **Contributions that can be provided to the project**

As project coordinator, UNED will be responsible for the coordination of the project and also for the management of the whole project in coordination with PIXEL. It will complete the official documents, coordinate transnational meetings, collect information from all the partners, act if problems are detected, and complete the final report. It will lead the design of the questionnaires and interviews, and observation protocols in the Lithuanian and Romanian schools. It will also coordinate the first intellectual output (MOOCs). It will be responsible for the quality of the intellectual outputs and for the overall coordination of the project, and will guarantee excellence in the results developed.

UNED will host the last transnational meeting and organize the Multiplier Event in Madrid. It will also organize the training activity in Madrid. Finally, UNED will play a part in all three intellectual outputs and in dissemination activities via the UNED TV and radio channels, TVE, social media, the different associated centers UNED has scattered all over Spain, and by contacting important educational government stakeholders.

Besides, one of the UNED team members is a statistician, so his main task in the project will be to analyze all the data resulting from the questionnaires and make it accessible to the rest of partners.

### **Contact Person's Experience and Expertise**

Dr. Inmaculada Senra Silva is a full professor at the Foreign Language Department at the UNED, Madrid, Spain, where she teaches courses in English, language variation and change, as well as linguistic assessment, teaching materials design and linguistic planning and policy of minority languages in the Master of English Applied Linguistics. She is the coordinator of the Master in Applied Linguistics at the Faculty of Philology, UNED. She has a European doctorate in English Philology from the University of Seville and has worked in several Spanish universities. Her main areas of research include teaching and learning a second language, more specifically writing and oral fluency. Currently, one of her priority research lines is CLIL. She has participated in several projects funded by the Spanish Ministry of Economy and Competitiveness as well as some European projects. At present she is carrying out some research on

the needs of bilingual secondary school content teachers in Spain. She has published articles on topics related to the acquisition and teaching of English as a Foreign Language, and she is co-author of English Skills for Independent Learners (C1) CUP/UNED (2011), Gramática Inglesa para Hispanohablantes (2017) CUP/UNED, and Sounds Good (2019), UNED. She has given talks at various international universities, and has been a visiting professor at universities such as Bristol University and Cardiff University (UK). Although she is now a full professor at the UNED, she has also been an English secondary school teacher for some years, so she has first-hand knowledge of the situation at schools. Therefore she can bring to this project both theoretical and practical knowledge and also her expertise.

Dr. Rubén Chacón-Beltrán is a full professor at the Foreign Language Department and Dean of the Faculty of Philology at the UNED, in Madrid, Spain, where he teaches undergraduate courses in English as a foreign language, sociolinguistics, and master courses in bilingualism and linguistic policy. He has a PhD in Applied English Linguistics from the University of Seville and has worked in several Spanish universities. He is the editor of the academic journal ELIA: Applied English Linguistics Studies, and director of the research group TISAAL. He has recently been a visiting professor at the Open University, Swansea University, Birmingham City University and the University of the West of England in the United Kingdom. His areas of interest are teaching and learning vocabulary, the development of teaching materials, bilingual education and autonomy in learning. Professor Chacón-Beltrán has co-edited several books such as Age in L2 acquisition and teaching (2006), Peter Lang; Insights into vocabulary teaching and learning (2010), Multilingual Matters; The impact of affective variables in L2 teaching and learning (2010), University of Seville; and Bilingual and Multilingual Education in the 21st Century: Building on Experience (2013), Multilingual Matters. He is also co-author of teaching materials for teaching English as Gramática Inglesa para Hispanohablantes (2017), Cambridge University Press/UNED, English Skills for Independent Learners B2 (2010), Cambridge University Press/UNED, and Sounds Good (2019), UNED. In November 2018, Professor Chacón Beltrán organized the international conference entitled Bilingualism and Interculturality: Challenges, limits and solutions at the UNED in Madrid.

Dr. Diego Ardura is an assistant professor at the Research Methods and Diagnosis in Education in the Faculty of Education at UNED, in Madrid (Spain). He teaches undergraduate and master courses on Research Methodology and Statistics. He holds a PhD in Theoretical Chemistry from the University of Oviedo (Spain) and a masters' degree in Educational Research from the UNED. He is currently a PhD candidate in Educational Research. He is an associate editor at Bordon: Journal of Education. He spent his postdoc at the University of Toronto for 1.5 years. Professor Ardura was a science high school teacher for over 15 years. During this time, he taught Physics & Chemistry in a bilingual program. Besides, he was in charge of the bilingual program at his school both at the primary and secondary levels. He has published several papers using multivariate statistical approaches in the field of motivation, self-regulation, learning approaches and academic achievement. He is currently working as a methodologist with a mixed-methods approach on a research project focused on school leadership. He will be involved in BiMO as the project statistician and will also help with his expertise as a bilingual secondary school content subject teacher for many years.