



UNESCO Chair in distance education (CUED)

**Activity Report 2020-2023 and
proposals for the new period**



Cátedra UNESCO de Educación a Distancia

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INTRODUCTION

The 2020-2023 period of the UNESCO Chair in Distance Education (CUED) of the UNED has taken place at a time characterised, on the one hand, by the change in the Direction of the CUED, assumed by Professor Ángeles Sánchez-Elvira Paniagua after its approval by UNESCO and, on the other hand, by the unexpected irruption of the pandemic of COVID19 during which, given the objectives of the CUED, the UNESCO Chair

has provided exceptional support to the abrupt transition from face-to-face higher education institutions to the so-called emergency remote education (Hodges, 2021).

REPORT OF THE CUED ACTIVITIES 2020-2023

RENEWAL OF THE CUED CHAIRHOLDER AND CREATION OF THE NEW STRUCTURE WITH ENLARGED MEMBERSHIP

The change in the leadership of the CUED, due to the retirement of Professor Lorenzo García-Aretio (who held the Chair since 2020), has prompted a process of renewal of its structure and number of members, with Professor García-Aretio being appointed Honorary President of the Chair.

The new CUED director, Ángeles Sánchez-Elvira Paniagua, aware of the importance of promoting a collegiate, open, plural and inclusive Chair, and based on her experience at the UNED during 16 years as director of the University Institute of Distance Education of the UNED, as well as on the relationships established with associations, institutions and experts in distance education in Latin America, the Caribbean and Europe, has set up a transnational think-tank for the Chair, has formed a transdisciplinary think-tank of experts composed of teachers, researchers and managers of the UNED with extensive experience in open, distance and digital education and international advisors from European and Latin American higher education institutions with extensive experience in the field of open, distance and digital education.

Currently, the Chair is structured by a Management Team (15 members), an Academic Council (51 members), 18 international advisors, and the Dissemination Networking Team, which comprises six members. That is, a total of 90 members, with all the Faculties and Technical Schools of Higher Engineering of the UNED represented, as well as technical units such as the Library, UNED Media, the University Institute of Distance Education (IUED), UNED Abierta, UNIDIS or the Office of Service-Learning, as well as heads of the Technology Centres of the University. Most members belong to the Faculty of Education, followed by the UNED School of Computer Engineering.

CREATION OF THE NEW WEBSITE AND DESIGN OF THE NEW LOGO

In the 2020-2024 stage, the new CUED website was designed, which presents the Chair, its members and services charter, as well as CUED news, events and blogs, including the Honorary President's blog, CUED blog, moderated open blog and access to CUED members' blogs. The website also includes information about the areas of Training, Research and Innovation in which CUED develops its work, as well as about resources created by members of the Chair, the link to the Journal of Digital Distance Education, RIED, and access to the CUED Observatory of Educational Technologies, launched in this period and which will be reported later.

Link to the new CUED website <https://blogs.uned.es/cued/>



Activities 2020-2023 and new proposals



CUED

INICIO LA CUED QUIÉNES SOMOS CARTA DE SERVICIOS CONTACTO



In parallel, a new logo was designed for the Chair, as well as its avatar for social networks.



Subsequently, following the new UNESCO guidelines, a new logo was designed, which is currently used in different versions.



CUED'S MAIN AREAS OF ACTION AND ACHIEVEMENTS IN THE PERIOD 2020-2023

TRAINING PROGRAMMES

FORMAL EDUCATION

In 2020-2023, CUED continued to participate in training activities belonging to the UNED undergraduate and postgraduate studies, under the responsibility of CUED members, aimed at training students in general and specific areas linked to open, distance and digital education. All subjects are taught per the UNED's distance education methodology. Some of the most important ones are the following:

a. Graduate Degrees

Subject: [Distance Education](#)

- Degrees in Pedagogy and Social Education
- Optional
- ECTS: 6
- Registration: a total of 634 students in Pedagogy and 305 Social Education in the period 2020-2024

Subject: [Sistemas interactivos de enseñanza/aprendizaje](#)

- Degree in Information Technology Engineering
- Optional
- ECTS: 6
- Registration: a total of 475 students in the period 2020-2024

Subject: End of Degree Project

- Degrees in Pedagogy and Social Education
- Compulsory subject.
- ECTS: 6
- Different CUED collaborators participate with a variable number of students in topics related to Open, Distance and Digital Education.

b. Official Masters degrees

Subject: [Distance Education and Virtual Training](#)

- University Master's Degree in Innovation and Research in Education
- Optional
- ECTS: 5
- Course registration 73 students in the period 2020-2024

Subject: [Connected learning analytics](#)

- Master's Degree in Communication and education on the web
- Optional
- ECTS: 5
- Course registration 222 students in the period 2020-2024

Subject: [Education and communication on the web](#)

- Master's Degree in Communication and education on the web
- Optional
- ECTS: 5
- Course registration 433 students in the period 2020-2024

Subject: [Media lab: digital environments for learning](#)

- Master's Degree in Communication and education on the web
- Optional
- ECTS: 5
- Course registration 207 students in the period 2020-2024

Subject: [e-Learning Accesibility](#)

- Master Degree in Educational Technology Engineering
- Compulsory
- ECTS: 6
- Course registration: 7 students in the period 2023-2024

Subject: [Multimedia content for Education](#)

- Master Degree in Educational Technology Engineering
- Compulsory
- ECTS: 6
- Course registration: 36 students in the period 2023-2024

Subject: [Educational object design and standards](#)

- Master Degree in Educational Technology Engineering
- Compulsory
- ECTS: 6
- Course registration: 29 students in the period 2023-2024

Subject: [Serious games for learning](#)

- Master Degree in Educational Technology Engineering
- Optional
- ECTS: 6
- Course registration: 11 students in the period 2023-2024

Subject: [Open content production and management](#)

- Master Degree in Educational Technology Engineering
- Optional
- ECTS: 6
- Course registration: 35 students in the period 2023-2024

Subject: [Digital services and infrastructures for education](#)

- Master Degree in Educational Technology Engineering
- Compulsory
- ECTS: 6
- Course registration: 30 students in the period 2023-2024

Subject: [Technological support to teaching and learning processes](#)

- Master Degree in Educational Technology Engineering
- Compulsory
- ECTS: 6
- Course registration: 31 students in the period 2023-2024

Subject: [Open Language Learning](#)

- Master's Degree in Information and Communication Technologies in Language Teaching and Processing
- Optional
- ECTS: 5
- Course registration 56 students in the period 2020-2024

Subject: [Mobile Assisted Learning](#)

- Master's Degree in Information and Communication Technologies in Language Teaching and Processing
- Optional
- ECTS: 5
- Course registration: 124 students in the period 2020-2024

Subject: [Adaptive systems for education](#)

- Master's Degree in Artificial Intelligence Research
- Optional
- ECTS: 6
- Course registration: 17 students in the period 2020-2024

Subject: **Master Thesis.**

CUED members have been responsible for the direction of many final Master Thesis in topics related to CUED objectives within some of the research lines of the Official Masters previously mentioned such as: Distance Education and Virtual Training, Accesibility and Digital inclusion, Educational Technology Engineering and others.

c. PhD thesis

Members of CUED participate in various doctoral programmes of the Doctoral School of the UNED.

TRAINING PROGRAMMES FOR INSTITUTIONS AND ORGANISMS

Training course for ISFODOSU (Dominican Republic): Initiation to Teaching Innovation Research

The training course was offered by a team of CUED responsible for the MOOC of the same name, to the Instituto Superior de Formación Docente Salomé Ureña (ISFODOSU), with the aim of enabling teachers to evaluate their innovation projects and determine their impact. This training cycle, comprising a set of 4 modules, aims to provide initial training in the use of educational research tools to evaluate the effects of teaching innovations. Very practical in nature, it is based on a series of teaching-learning activities centred on the participants, which will enable them to develop the competences described on quantitative and qualitative research, the design of instruments and the communication of results. The course was implemented online between March and June 2023.

Start date: 13 March 2023; end date: 31 June 2023

NEW OPEN EDUCATION AND LIFE-LONG-LEARNING PROGRAMMES

According to UNESCO's priorities, during 2020-2023, CUED has developed a line of open courses through the Open UNED Portal (UNED Abierta), developed by CUED members in collaboration with other organisations and institutions and endorsed by CUED.

Digital inclusion in Education

Digital Materials Accessible to All. Course belonging to the ONCE Foundation Channel in UNED Abierta, an initiative of the Royal Board on Disability, in collaboration with the ONCE Foundation and the UNED and endorsed by CUED. 15 hours. CUED Members: Alejandro Rodríguez-Ascaso and Emilio Letón. ETSI

How to train in design for all people (2nd edition). Course of the ONCE Foundation Channel in UNED Abierta, an initiative of the Royal Board on Disability, in collaboration with the ONCE Foundation and the UNED and endorsed by CUED. 12 hours. CUED Members: Alejandro Rodríguez-Ascaso and Emilio Letón. ETSI

Artificial Intelligence and educational technologies applied to Education.

Impact and application of Generative Artificial Intelligence within Education (1ed. 2023). 25 hours. IEEE Society and endorsed by CUED. CUED Member coordinator: Sergio Martín

Educational Robotics for all: gender, diversity and inclusion in STEAM. 3rd Ed. Under the sponsorship and leadership of the IEEE Education Society, the Department of Electrical and Computer Engineering of the UNED, the IEEE, the Spanish Chapter of the IEEE Education Society, the IEEE Student Branch of the UNED and Plaza Robotica. The NOOC is endorsed by the CUED.

MOOC Initiation to Research in Teaching Innovation. Modular Programme

This MOOC is a joint initiative of the UNESCO Chair in Distance Education, the University Institute of Distance Education of the UNED (IUED) and the Faculty of Education of the UNED to provide teachers of all educational levels with the possibility of learning, in an intensive and practical way, the basic skills in methodology for research oriented to the evaluation of teaching innovation projects. Two editions have been offered at UNED Abierta. CUED coordinator: Diego Ardura.

The MOOC (25 hours) is structured in five independent NOOCs:

- NOOC 01. How to evaluate a teaching innovation project? A global vision (6 hours)
- NOOC 02. Quantitative tools for the evaluation of an innovation project (6 hours).
- NOOC 03. Design and introduction to the psychometric study of measurement instruments for a teaching innovation project (4 hours).
- NOOC 04. Qualitative tools for the evaluation of a teaching innovation project (4 hours).
- NOOC 05. Dissemination of results of a teaching innovation project (4 hours).

CUED COLLABORATION ON THE ANNUAL TRAINING OF UNED ACADEMIC STAFF

Members of CUED have collaborated during the period 2020-2023 in various teacher training actions organised by the University Institute of Distance Education of the UNED (IUED), including topics related to the use of the new UNED e-learning platform (ÁGORA), the accessibility of materials and universal design, the creation of immersive materials, the development of active tutorials in distance education, among others.

Webinars and workshops have been offered for the development of 360 virtual tours, in the framework of the institutional project in which CUED participates and which is mentioned below.

Practical workshop IUED-CUED. Hybrid format

Immersive materials in educational environments, possibilities and challenges.

Speaker. Carlos Busón Buesa. Researcher at the Fundação de Apoio ao Desenvolvimento do Ensino, Ciência e Tecnologia do Estado de Mato Grosso do in collaboration with the Conselho Nacional de Desenvolvimento Científico e Tecnológico (FUNDECT/CNPq).

CUED'S NATIONAL AND INTERNATIONAL COLLABORATION ON ACTIONS TO SUPPORT THE EMERGENCY TRANSITION TO REMOTE EDUCATION DURING COVID.19 PANDEMIC

Special mention should be made of the continued collaboration developed during the COVID-19 pandemic by members of the CUED executive team, who are also responsible for managing digitalisation and innovation at the UNED, to respond swiftly to the requests for support received:

- a. By the Spanish Ministry of Universities for creating the CONECTADOS portal, #laUniversidadencasa, to support institutions and face-to-face teachers in the abrupt transition to emergency remote teaching through guides and materials made available openly in the first week of the confinement. The CUED Director participated in the design meetings for the portal structure and, specifically, in developing the Teaching and Learning Online area, designing, together with a team from the UOC, the structure of the section and contributing content to it. The portal was launched in less than a week.



- b. At the request of national and international institutions and teachers, especially from Latin America and the Caribbean, the Honorary President of CUED, Professor Lorenzo García-Aretio, carried out an active daily work of training on the necessary elements to develop online education with quality guarantees (below is the link to all the blog entries made with texts and online conferences from most recent to oldest).

19/02/2022). Tutoría y aprendizajes híbridos e integrados en educación a distancia.
(24/11). Estrategias para el acompañamiento docente en la educación virtual.
(16/11). ¿Nos podemos fiar de la evaluación en la educación a distancia digital? (vídeo)
(15/11). Tecnologías educativas más importantes.
(11/11). ¿Hacia dónde va la universidad? (vídeo)

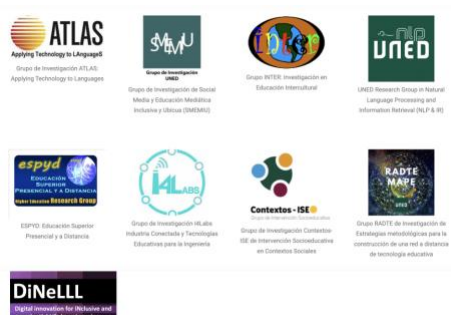
(24/10). Los desafíos de la educación y la transformación digital.
(14/10). Algo más que combinar espacio y tiempo en educación
(14/07). La innovación pendiente pospandemia. Integrar variables educativas.
(11/05). COVID-19: Cambios de visiones sobre la educación a distancia digital
(27/04). Ambientes educativos a distancia, híbridos o combinados, ¿igualan o desigulan? Y llegó el COVID
(22/04). Igualdad, desigualdad y equidad en contextos educativos
(13/04). Foros (III de III). Desarrollo de habilidades y moderación
(09/04). Foros (II de III). Claves en la enseñanza virtual. Tipologías
(06/04). Foros (I de III). Herramienta sustancial en los sistemas digitales de enseñanza y aprendizaje
(26/03). La educación a distancia digital. PreCOVID, COVID, PosCOVID (vídeo)
(23/03). No, no volverá la vieja normalidad en educación
(24/02/2021). Educación a distancia digital, algunas respuestas ante la pandemia
(21/12). 2020-2021. ¿Estamos ante transformaciones educativas de calado?
(19/12). Los efectos posCovid-19 en las instituciones educativas. ¿Hacia la enseñanza híbrida?
(03/12). Formatos educativo digitales en tiempos de COVID. Aprendizajes integrados (híbridos)
(01/12). Futuro de la educación universitaria: ¿más presencial, más en línea?
(13/11). Enfoques educativos a distancia y digitales, antes, en y después de la pandemia
(04/11). La tutoría en EaDD: sostén y facilitación de aprendizajes flexibles e híbridos
(27/10). Panel Rectores AIESAD. Respuestas al COVID-19.
(21/10). Temas actuales en la función tutorial a distancia.
(19/10). Variables que influyen en el éxito y fracaso de los estudiantes a distancia
(18/10). Panel de Rectores sobre EaDD y COVID-19 (AIESAD)
(15/10). El dilema de la calidad en la educación a distancia.
(13/10). Educación a Distancia. Vencer retos y superar desafíos.
(12/10). Educación a Distancia: una constante transformación (entrevista).
(24/9). COVID-19 y educación a distancia digital (V de V). Recopilando.
(22/09). COVID-19 y educación a distancia digital (IV de V). Posconfinamiento.
(18/09). COVID-19 y educación a distancia digital (III de V). Confinamiento.
(14/09). COVID-19 y educación a distancia digital (II de V). Preconfinamiento.
(10/09). COVID-19 y educación a distancia digital (I de V). Introducción.
(30/07). "Blended"-COVID (VI de VI). "Flipped" y Conclusiones.
(29/07). "Blended"-COVID (V de VI). Enseñanza y aprendizaje integrados.
(28/07). "Blended"-COVID (IV de VI). Nacimiento y evolución.
(27/07). "Blended"-COVID (III de VI). El concepto.
(23/07). "Blended"-COVID (II de VI). La convergencia.
(21/07). "Blended"-COVID (I de VI). Tipologías.
(16/07). Con el COVID-19, más bosque semántico.
(11/07). Mi intervención en el Congreso Pluma y Arroba.
(29/06). Retos y desafíos con la calidad de la EaD y en línea en tiempos de pandemia.
(22/06). Televisión y vídeo en educación.
(15/06). Audio en educación. Radio y podcast.
(10/06). Docentes universitarios ¿des-conectados?
(08/06). Conocimientos, compromisos y competencias en la docencia digital.
(05/06). Evaluación institucional y de programas.
(02/06). Respondiendo a los tópicos, recelos, resistencias y temores.
01/06). Análítica de aprendizaje y educación basada en datos.
(28/05). Hasta aquí lo urgente (COVID-19). Pero seguiré, a otro ritmo.
(27/05). Esta vez la UNED, sin Pruebas Presenciales (II de II). AvEX.
(26/05). Esta vez la UNED, sin Pruebas Presenciales (I de II). aLF
(25/05). De los exámenes presenciales a los exámenes en línea. El fraude.
(22/5). La información sobre los resultados de la evaluación. El feedback.
(21/5). Pruebas de definición, de ordenamiento y de respuesta por pares.
(20/05). Pruebas de alternativa múltiple.
(19/05). Pruebas de doble alternativa.
(18/05). Pruebas objetivas. Las de respuesta limitada.
(16/05). Educación y desarrollo. Educación y COVID-19. (Parte II de II).

(15/05). Las pruebas abiertas o de respuesta libre.
(14/05). Las tablas de especificación y las rúbricas.
(13/05). Instrumentos y técnicas de evaluación.
(12/05). Diseño de una prueba de evaluación.
(11/05). Pruebas de evaluación más habituales en sistemas a distancia.
(09/05). Educación y desarrollo. Educación y COVID-19. (Parte I de II)
(08/05). Etapas de la evaluación de calidad de los aprendizajes.
(07/05). Algunas tipologías de evaluación.
(06/05). ¿Qué, quién, cuándo y cómo debemos evaluar?
(05/05). Unas taxonomías de Bloom más actualizadas.
04/05). Bloom me ayudó en la docencia presencial y a distancia.
(01/05). Lamentable, mi Ministro de Universidades, Sr. Castells.
(30/04). Objetivos para mejor aprender, enseñar y evaluar.
(29/04). Bolonia y las competencias.
(28/04). ¿Es tan importante la evaluación? Sus finalidades.
(27/04). Evaluación de aprendizajes en EaD. Mis recomendaciones a ANECA.
(24/04). Defensa de tesis (TFM) vía chat.
(23/04). Lo que fue el Máster Internacional en EAAD.
(22/04). Evaluación. UNED vs. Ministerio de Universidades de España.
(21/04). Evolución de las Pruebas Presenciales en la UNED de España.
(20/04). ¿Cómo ha sido históricamente la evaluación en la UNED?
(17/04). ¿Cómo evaluar en la Universidad en tiempos de pandemia?
(16/04). Las actividades en formato digital, ¿e-actividades?
(15/04). Del magistrocentrismo al aprendizaje integrador en EaD.
(14/04). Una Unidad Didáctica, un Tema, una Lección..., en formato digital.
(13/04). ¿De la lección magistral presencial a la lección digital?
(11/04). ¿Por qué, para qué, qué y para quiénes escribo estas entradas?
(08/04). Planificación EaD (y VI de VI). Planificación de la Evaluación. Dudas finales.
(07/04). Planificación EaD (V de VI). Aplicación del plan y diseño.
(06/04). Planificación EaD (IV de VI). Producción de materiales y recursos.
(05/04). ¡Resistiré!, ¡resistiremos!.
(04/04). La RIED y el COVID-19. Llamada artículos científicos.
(03/04). Planificación EaD (III de VI). Especificación del diseño pedagógico.
(02/04). Planificación EaD (II de VI). El diseño: diagnóstico, análisis y contexto.
(01/04). ¿Es posible que ahora haya tantas personas que “sepan tanto” de EaDD?
(31/03). Planificación EaD (I de VI). Planificar y diseñar claves del éxito.
(30/03). LMS. Plataformas Virtuales o Entornos Virtuales de Aprendizaje.
(28/03). ¿Por qué van ganando los sistemas educativos a distancia?
(27/03). No temamos. La EaD puede tener calidad, y mucha.
(26/03). Todos hablan ahora de EaD, pero viene de muy lejos.
(25/03). Retener a los estudiantes sin la presencia física del profesor.
(24/03). Contenidos para generar aprendizajes en sistemas digitales.
(23/03). Los medios y recursos didácticos.
(21/03). De nuevo, la GUÍA DIDÁCTICA, o Guía de Estudio
(20/03). Sistemas digitales para estudiar desde casa. Requerimientos.
(19/03). Coronavirus y EaD. No es bueno improvisar, pero hay que actuar.
(18/03). COVID-19. Educación a distancia y, también, teletrabajo..., en China.
(17/03). UNESCO: Soluciones para un aprendizaje a distancia.
(16/3/2020). UNESCO: Planifica soluciones de EaD durante el cierre de escuelas.

RESEARCH AND INNOVATIVE TEACHING AND LEARNING GROUPS AND PROJECTS

In the new CUED structure, nine consolidated multidisciplinary research groups of the UNED are represented, whose research projects are developed around the core objectives of CUED in the field of

open, digital and distance education, focusing on pedagogical, technological, educational, and intercultural inclusion and accessibility challenges, thus contributing to the development of SDG4.



Likewise, 17 UNED [Teaching Innovation Research Groups](#) are represented in the CUED, through their members, contributing their advances to the whole, through the projects they develop in the annual calls for research projects in teaching innovation of the UNED and their results.

TEACHING INNOVATION RESEARCH PROJECTS

In this period, two innovation projects with CUED's institutional participation should be highlighted, aimed at two areas of innovation: the generation of immersive educational materials and the use of generative AI for teaching and learning in non-face-to-face environments:

2022-2023/23-24 Teaching Innovation Research Project Development of the UNED360 Channel.

The CUED Director co-coordinates the Teaching Innovation Project Development of the UNED360 Channel with the UNED Media and the University Institute of Distance Education Directions. This project has an institutional character, with the participation of the deans' teams and management of all the faculties and schools of the UNED. Its objective is to promote student engagement, motivation, and interest, as well as to improve their learning, through the potential of the use of 360° immersive videos/images to enhance student information, orientation, and learning, taking into account the existing empirical evidence (although it is still a developing field) of its beneficial effects for students in the variables above. The project offers teacher training (which started in 2023), the development of pilot videos, the creation of the UNED360° Channel of immersive videos, and the subsequent dissemination and open training through the CUED.



2023-2024 Teaching Innovation Research Project: Opportunities, risks and challenges of the use of technologies based on generative artificial intelligence in the context of the UNED.

Coordinated by CUED members, the objectives of this multi-year project, which has just started, will mainly address the use and impact of generative AI on the remodelling of assessment systems, its contribution to teaching work in instructional design and support for tutoring in non-face-to-face education modalities, carrying out pilots at UNED in the framework of the SMART-CG Group.

CUED PARTICIPATION IN EXTERNAL FUNDED PROJECTS

CUED participates in the following projects funded by national and international competitive calls, related to CUED's objectives:

- [CALOHEE Extension Project](#). Tuning Academy. Development of subject area-based qualifications frameworks (Bachelor and Master) for the general public and all stakeholders and more detailed assessment frameworks for subject specialists. In the area of Computer/ICT Engineering, members of the CUED have participated in the developments and taken part in the different working meetings (Pisa, Porto, Madrid). Also, the CUED and the UNED Computer Engineering School organised the 2023 meeting at the UNED with more than 70 participants.
- [Project ÁGORA](#). **Technological and methodological innovation for lAnguage teaching and GeneratiOn of synergies in Rural Areas (AGORA)**, national grant in the Convocatoria de Generación de Conocimiento del Ministerio de Ciencia e Innovación.

European-funded projects developed and approved by the EC in 2023 with CUED participation are to be launched in 2024.

- **ADMIT Project**. *Generative Ai and large language Models In higher educaTion*. Call: ERASMUS-2023-PCOOP-ENGO (Partnerships for Cooperation in the fields of education and training and youth - European NGO) Coordinador. EADTU. ADMIT will develop a comprehensive LLM-ed framework and guidelines, focusing on integrating AI responsibly in learning design, benefiting students, educators, and institutional leaders alike. They will stay updated with the latest in AI research and innovation, formulating ethical guidelines, and designing professional development modules for staff across Europe.
- **DIVE Project**. *Digitalising Vietnamese Education*. ERASMUS-EDU-2023-CBHE-STRAND-2. Coordinador EFMS. The main objective of this Cooperation to Development project is to promote digital transformation in higher education (HE) in Vietnam by a consortium of 11 Vietnamese Higher Education Institutions (HEIs), 3 European HEIs and an international association of HEIs and businesses expanding on their diverse experience in digital education (DE). Building on the experience of partners across Europe and the needs analysis of the higher education sector of Vietnam, the DIVE project (Digital Immersion of Vietnamese higher Education) aspires to foster the readiness of HEIs in Vietnam on their path to digital transformation.

PUBLICATIONS

The publications of the Honorary President, Lorenzo García-Aretio, and their impact, can be found in its [Google Scholar webpage](#).

The publications of the other CUED members are available in webpages such as WOS or Google Scholar. The following are some examples:

Alonso-Ramos, M., Hueso Romero, J.J., Sánchez-Elvira Paniagua, A., Pérez Molina, C.M., Martín, S., San Cristóbal Ruiz, E., García Loro, F., Feliz Murias, T., Castro, M. (2022). [Assessment of a group of 3 NOOCs on Nuclear Safety Culture](#). Proceedings EEE Learning with MOOCs (LWMOOCs), 67-71

Aznarte, J.L. Sánchez-Elvira Paniagua, A., Santamaría, M, Tobarra, Ll. & González Boticario, J. (2022). Avoiding e-proctoring, ensuring trust: UNED's AvEx. In Rossade, K.D., Janssen, J., Wood, C. & G. Ubachs

(Eds) [Designing Online Assessment - Solutions that are Rigorous, Trusted, Flexible and Scalable](#), pp.75-77. EADTU

Barcena, E., Red, T. & Vilhelm, M. (2021). [Open online courses and the democratization of knowledge for vulnerable groups](#). European Distance and E-Learning Network (EDEN) Proceedings, pp. 322-331

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KNOWLEDGE TRANSFER ACTIONS

Two lines of action in this period should be highlighted.

1. CUED Observatory of Educational Technologies

The CUED, under the coordination of Sergio Martín, has launched the CUED [Observatory of Educational Technologies](#), which can be accessed directly from the CUED website.



This project conducts an annual survey to gather an overview of how educators see the impact of new technologies on their teaching, including their views on new technologies, their impacts, needs and challenges in the educational process.

The analysis provided by the platform is multidisciplinary, across countries, across continents and across technologies and data are open to any researcher.

The platform has the following objectives:

- To become a communication and meeting point for the educational community on the development of new technologies for education.
- To become a tool where researchers can analyse technological metatrends and their evolution.
- To become a guide for educators on new ways of teaching and learning.

The observatory facilitates the analysis of the impact of new technologies in education and gathers the opinion of education experts to create real-time comparisons of the results. Data collection has been carried out for three years so far.

2. CUED Hackathons related to Sustainability and Distance Education.

[Hackathon Ibero-American Summit of Heads of State held in Andorra in 2021.](#)

Under the coordination of Sergio Martín (CUED Management Team), and the participation of the CUED Director and other members of the UNESCO Chair in the organisation, five groups of UNED students took part in the student hackathon organised by the University of Andorra during the Ibero-American Summit of Heads of State, held in the Principality of Andorra, with the slogan Innovation for sustainable development - Objective 2030, The hackathon challenged the groups to encourage female students to pursue careers in science, technology, engineering and mathematics, while at the same time encouraging more men to pursue university studies in the humanities and social sciences. The groups worked intensively online for 24 hours. One of the UNED groups won second place in the competition.



[Hackathon CUED Sustainable Development Goals](#)

The UNED - ODS University Hackathon consisted of a proposal to solve a challenge of international scope, related to a set of multidisciplinary fields of study related to the achievement of the Sustainable Development Goals. It was designed as a disruptive creative activity not focused on software development like traditional hackathons, but as a unique academic challenge characterised by: collective work, limited duration of 24-h, resolution of the challenge proposed by the organization, and multidisciplinary. There were synchronous meeting times and asynchronous working times for the participants, each supervised by a teacher.



ORGANISATION OF SYMPOSIUM, PANELS AND CONFERENCES PRESENTING CUED AND ESTABLISHING UNESCO CHAIRS RELATIONSHIPS

Throughout the period 2020-2023 CUED has organised the following activities relevant to CUED's objectives, raising awareness of the activities of both CUED and other UNESCO Chairs and searching for a dialogue and alliances between related UNESCO Chairs.

2021

2021 CUED meeting 20 January. In a hybrid meeting, the CUED members presented their work and reflected on the role of the CUED of the UNED in the current educational context and its projection towards Latin America and Europe through the participation of its members in different areas of action.

Simposio CUED 2021

XII Conference on Research in Educational Innovation of the UNED, 31 May-2 June

Cátedra UNESCO de Educación a Distancia (CUED). Acciones para la innovación educativa en entornos digitales 2021-2022/ Actions for Educational Innovation in Digital Environments 2021-2022

Moderator Ángeles Sánchez-Elvira Paniagua. CUED Director.

Presentation of CUED 2021 lines of actions Ángeles Sánchez-Elvira Paniagua. CUED Director. [Video](#)

Observatorio CUED de Tecnologías Educativas. Resultados de la consulta 2021

Sergio Martín Gutierrez, Ángeles Sánchez-Elvira Paniagua, Lorenzo García Aretio, Manuel Castro Gil y Mónica Vilhelm. [Video](#)

Primer Hackathon UNED-ODS. Una experiencia en línea para resolver un reto con impacto en la comunidad UNED

Sergio Martín Gutiérrez, Ángeles Sánchez-Elvira Paniagua, María José Bautista-Cerro, Juan García Gutierrez, Marta Ruíz Corbella, Alberto Izquierdo Montero (CUED, Cátedra UNESCO de Educación ambiental y Desarrollo Sostenible y Oficina ApS). Ana de Paz, Facultad de Psicología (Hackathon facilitator). [Video](#)

MOOCs con aval de la CUED y certificación IUED en UNED Abierta:

I MOOCs Canal Fundación ONCE-UNED sobre Accesibilidad Universal

Miguel Artaso, Cecile Finat, Antonio Juano, Emilio Letón, Elisa Molanes, Jorge Pérez-Martín, Alejandro Rodríguez-Ascaso. [Video](#)

II. La investigación educativa como herramienta para evaluar innovaciones docentes: diseño de un MOOC

Diego Ardura, Belén Ballesteros, Belén Gutiérrez de Rozas, Alberto Izquierdo, Javier Morentin, Juan Carlos Pérez, Cecilia Rollano, Mónica Vilhelm y Ángela Zamora. [Video](#)

Las tecnologías del lenguaje al servicio del aprendizaje. G-Rubric y Laboratorio de conversación (agentes virtuales)

Guillermo de Jorge Botana, Mercedes Bermudo y José María Luzón Encabo. [Video I](#) [Video II](#)

2023

26 September 2023. Organisation of the Conference *The role of UNESCO Chairs in building a sustainable future for all*. Hybrid and Open Conference. UNED

[Presentation and Programme](#)

The event aimed to present UNESCO's main objectives in relation to the SDGs and higher education to address current challenges. More specifically, it aimed to highlight the role of UNESCO Chairs in the recent transformations and building a sustainable future for all and to present the actions of the four UNESCO Chair of UNED.

Federico Mayor Zaragoza, as well as Francesc Pedró, Director of IESALC, the heads of the four UNESCO Chairs of the UNED, as well as two of its Honorary Residents, and Manuel Torres, Director of the UNESCO Chair in Conflict Resolution of the University of Cordoba, Spain, participated in the Conference.

[Videos of the Conference](#)

[Presentation of the CUED](#). CUED Director

[25 years of UNESCO Chairs at UNED: Balance and perspectives](#). Lorenzo García Aretio. CUED Honorary President

III Encuentro Regional de AIESAD (Ibero-American Association of Higher Distance Education). 27-29 September, 2023. UNED. Madrid

27 September 2023. Panel: Cátedras UNESCO de AIESAD/ AIESAD UNESCO Chairs

Moderator: Ángeles Sánchez-Elvira Paniagua. CUED Director

- Cátedra UNESCO de Educación Ambiental y Desarrollo Sostenible. Directora María José Bautista-Cerro. UNED. España. [Video](#)
- Cátedra UNESCO de Desarrollo Territorial, Equidad y Justicia Socioambiental. Alba Serrano Rubiano, UNAD. Colombia. [Video](#)
- Cátedra UNESCO de Cultura y Educación para la Paz. Universidad Técnica Particular de Loja. Ecuador. Dra. Gabriela Moreira Aguirre. Decana de la Facultad de Ciencias Jurídicas y Políticas UTPL. [Video](#)
- Cátedra UNESCO de Educación a Distancia. Directora Ángeles Sánchez-Elvira Paniagua. UNED. España. [Video](#)
- Coloquio. [Video](#)

19 December 2023. Organisation of the International Conference: Education 2050. Visions and actions of the UNESCO Chairs in Open, Digital and Distance Education in building the future. Hybrid and Open Conference. UNED

[Presentation and Programme](#)

[Access to all the videos of the Conference in Spanish and English](#)

In this second UNED meeting of UNESCO Chairs, also organized by the CUED, CUED aimed to establish a dialogue and closer link to some of the approximately 40 international UNESCO Chairs and UNITWIN networks associated with open, distance, and digital Education worldwide. Some have roots going back to the last century, being aligned with the general aims of distance education and its evolution over time. Others, more recently, focus their activity on Open Education or the digital transformation of Education, including the integration of AI. At the same time, they all strongly share UNESCO's fundamental objectives of providing equitable, inclusive and high-quality Education for All throughout life.

Responsible for 16 UNESCO Chairs from Spain, Portugal, France, England, Andorra, South Africa, Lebanon, Brazil, Mexico, Uruguay and Canada attended the event. Keith Holmes (Research Coordinator, UNITWIN/UNESCO Chairs Programme), Francesc Pedró, Director of UNESCO IESALC, Zeynep Varoglu, (Senior Programme Specialist, Communication and Information Sector, UNESCO) and Mark West (Project Officer, Future of Learning and Innovation, Education Sector, UNESCO) also intervened.

- [UNESCO Chair in Distance Education](#) (CUED). UNED. Spain. Ángeles Sánchez-Elvira Paniagua (Organiser)
- [UNESCO Chair on eLearning](#). Universidad Internacional de La Rioja (UNIR). España. Spain. Daniel Burgos
- UNESCO [Chair in Scalable Digital Education for All](#). Carlos III University. Spain. Carlos Delgado Kloos
- [UNESCO Chair in Evaluation, Innovation and Excellence in Education](#). Universidad de Cádiz. Spain. Soledad Ibarra
- [UNESCO Chair in Education and Technology for Social Change](#). UOC. Spain. Albert Sangrá
- UNESCO Chair in Artificial Intelligence and Extended Reality. Lisbon University. Portugal. Joaquím Jorge.
- [Chaire UNESCO en Ressources Educatives Libres et Intelligence Artificielle](#). Université de Nantes. France. Colin de la Higuera
- [UNESCO Chair in Innovative Informal Digital Learning in Disadvantaged and Development Contexts](#). United Kingdom. John Traxler
- [UNESCO Chair on Open Distance Learning](#). University of South Africa. UNISA. South Africa. Moeketsi Letseka.
- [UNESCO Chair on Open Educational Resources \(OER\) for Access and Success](#). The Notre Dame University Louaize. Lebanon. Fawzi Barou
- [UNESCO Chair on Open Education and Social Justice](#). University of Cape Town. South Africa. Glenda Cox
- [UNESCO Chair in Distance Education](#). Universidade do Brasilia. Brazil. Tel Amiel
- 1. [UNESCO/ICDE Chair Open Education Movement for Latin America](#). TEC de Monterrey. México. Maria Soledad Ramírez Montoya
- [UNESCO Chair on Open Education. Universidad de la República](#). Uruguay. Regina Motz.
- UNESCO/ICDE Chair in Open Educational Resources. Athabasca University. Canada. Rory McGreal
- [UNESCO Chair in Information Technologies: training and solidarity development](#). Universitat d'Andorra. Andorra. Nadia Azzouz

This conference was carried out with the funds allocated to the UNESCO Chair in Distance Education in the UNED Vicerrectorate of Internationalisation and Multilingualism *Call for grants for strengthening internationalisation through international conferences 2023*.

PARTICIPATION OF CUED AT UNESCO EVENTS AND OTHER UNESCO CHAIRS MEETINGS

The Director of the CUED has participated and attended the following events.

2022

- **CUED video for the UNESCO Higher Education Conference 2022**
https://youtu.be/eLjYHHSNfs?si=0qft5ftxt_o6qkEq
- **XXX anniversary UNITWIN networks /UNESCO Chairs**. UNESCO headquarters, París. November 2022

CUED video for the XXX Anniversary *UNITWIN networks /UNESCO Chairs*.

<https://www.youtube.com/watch?v=AlOkIMjgB40&list=PLWuYED1WVJIMIBakjL-2NMI6nE0cG-xd9&index=14>

Meeting of Latin America and the Caribbean UNESCO Chairs, organised by UNESCO IESALC, coordinated by Francesc Pedró, Director of IESALC. *XXX anniversary UNITWIN /UNESCO Chairs*. UNESCO headquarters, París. 3-4 November 2022

UNESCO Chairs in Higher Education Meeting, *Envisioning together better futures for all*, organised by UNESCO IESALC, coordinated by Francesc Pedró, IESALC director. *XXX anniversary UNITWIN /UNESCO Chairs*. UNESCO headquarters, París. November 2022

2023

- ***Cordoba Meeting of Spanish UNESCO Chairs***

35 representatives of the 65 UNESCO Chairs belonging to Spanish universities gathered in a national meeting organised, again, after several years, by the Unesco Chair in Conflict Resolution of the University of Cordoba (UCO) and its Director, Manuel Torres. Keith Holmes, Research Coordinator of the Unitwin/Unesco Chairs Programme, gave an inaugural lecture, followed by Francesc Pedró, Director of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC).

During these two days of work, each of the Chairs was able to briefly present their lines of work and share with everyone their concerns, difficulties, achievements and requests, which were reflected in the ***Declaration of Cordoba 2023***, to which a total of **52 UNESCO Chairs** have adhered, both from the Chairs that were present and from those that have subsequently expressed their desire to subscribe to what was agreed therein.

[Cordoba Declaration](#)

PRESENTATION OF THE CUED IN OTHER NATIONAL AND INTERNATIONAL EVENTS.

Sánchez-Elvira Paniagua, A. (2020, 26 Febrero). Cátedra UNESCO de Educación a Distancia de la UNED, "[Día Internacional UNED-ODS, Agenda 2030](#)", UNED

Sánchez-Elvira Paniagua, A., Martín Gutiérrez, S., Rodríguez Ascaso, A., Letón Molina, E., Ardura Martínez, D., Luzón Encabo, J.M., de Jorge Botana, G., Bautista-Cerro, M.J. & Vilhelm, M. (2022, 19-21 October). *UNED UNESCO Chair in Distance Education. Current Research, Innovation and Training actions* [Communication]. I-HE2022 EADTU Conference Digital Reset: European Universities transforming for a changing world. Athens

CUED NATIONAL AND INTERNATIONAL KEYNOTES

It is worth highlighting the national and international support CUED provided to institutions and their academic staff through its honorary president, Dr. Lorenzo García Aretio, during the pandemic by giving dozens of online keynotes in virtual congresses and events, and addressing to the staff of many different universities in Latin America.

Several of them are open resources on the Youtube Channel:

Lorenzo García-Aretio contributions:

<https://www.youtube.com/playlist?list=PLLthRixTGjmnUdv3FByDnPodwJHRIQsd>

The following is a summary of some of invited keynotes carried out by the Director of the CUED during this period, many of them invited by Latin-American Higher Education Institutions, but also European ones.

2020

Sánchez-Elvira Paniagua, A. (2020, 18 Junio). *Todos hemos cambiado: Seguimiento y evaluación de estudiantes en la UNED en tiempos de pandemia. Evaluación de los Aprendizajes en Educación a Distancia* [Conferencia en línea]. Universidad Abierta para Adultos de República Dominicana.

Sánchez-Elvira Paniagua, A. (2020 6 de noviembre). *Competencia Digital y Autorregulación del Aprendizaje: dos competencias genéricas clave para estudiar a distancia*. [Conferencia en línea](#). Ciclo Interconexión de saberes. 74º Aniversario de los Estudios Administrativos y Contables en la UCV. Facultad de Ciencias Económicas y Sociales, FACES, Universidad Central de Venezuela.

Sánchez-Elvira Paniagua, A. (2020, 25 noviembre). *Ser Universidad a Distancia en tiempos de disrupción educativa acelerada*. I Encuentro Nacional de Educación a Distancia y Virtual. [Conferencia en línea]. Dirección del Sistema de Educación a Distancia, SED. Universidad Nacional Autónoma de Honduras, UNAH. Honduras.

2021

Sánchez-Elvira Paniagua, A. (2021 4 enero). *La UNED de España ante los desafíos de la pandemia. Desarrollos ágiles, inclusivos y sostenibles para un afrontamiento resiliente*. [II Jornadas de Educación a Distancia y Tecnología Educativa](#). [Conferencia en línea] FACEN. Universidad Nacional de Asunción. Paraguay.

Sánchez-Elvira Paniagua, A. (2021, 29 junio). [Promover una cultura de innovación a través de la investigación en innovación docente. La experiencia de la UNED](#). [Conferencia en línea] (a partir de min.38). *XI Jornadas de investigación*. Facultad de Ciencias Económicas y Sociales, FACES, Universidad Central de Venezuela,

Sánchez-Elvira Paniagua, A. (2021, 28 octubre). [s. XXI volátil y complejo, también en la docencia ¿Qué es eso de la semipresencialidad?](#) Conferencia en línea en el Seminario Web RedPensarUZ: Reflexiones desde las experiencias COVID-19. Universidad de Zaragoza. Zaragoza

Sánchez-Elvira Paniagua, A. (2021, 26 noviembre). *Diversidad, inclusión, innovación... y resiliencia. Ser de la UNED* [Conferencia]. [Ceremonia de egresados Facultad de Psicología UNED 2021](#) UNED, Madrid <http://congresos.uned.es/w20882/1111119802>
[Vídeo](#)

2022

Sánchez-Elvira Paniagua, A. (2022, 24 enero). *Educación a Distancia. Eliminando barreras para cambiar el rumbo* [Conferencia en línea]. "Cambiar el rumbo, transformar la Educación", cita virtual en la UNED para celebrar el día Internacional de la Educación 2022, #unmesunODS Vicerrectorado de Internacionalización. UNED
<https://canal.uned.es/series/6086a5f8b609236586190637>
[Vídeo](#)

Sánchez-Elvira Paniagua, A. (2022, 16 marzo). *Enseñar y aprender en un mundo conectado. Retos y desafíos de la educación superior en línea en Iberoamérica* [Conferencia en línea]. Evento de Lanzamiento de las Carreras de Grado en línea UTE. Ecuador.

Sánchez-Elvira Paniagua, A. (2022, 6 abril). *Claves del “engagement” como antídoto del abandono temprano en educación a distancia* [Conferencia en línea]. XII Congreso Internacional de Tecnologías de la Información, Comunicación y Educación a Distancia XII CITICED, Santo Domingo, República Dominicana. <https://docplayer.es/227911632-Xii-congreso-internacional-de-tecnologias-de-la-informacion-comunicacion-y-educacion-a-distancia-xii-citiced-2022-miercoles-6-de-abril-de-2022.html>

Sánchez-Elvira Paniagua, A. (2022, 13 May). *Developing an agile and unbundled Higher Education for a Personalized Life-long learning* [Conferencia en línea]. III ECCOE (European Credit Clearinghouse for Opening up Education Multiplier event) UNED, Madrid.

<https://eccoe.eu/spanish-eccoe-multiplier-event-digital-micro-credentials-a-solution-with-a-vision-for-tomorrows-educational-needs/>

[Video](#)

Sánchez-Elvira Paniagua, A. (2022, 27 julio). *Ecosistemas digitales para una educación superior inclusiva y personalizada a lo largo de la vida* [Conferencia en línea]. Primer Seminario: Modelos Educativos y Pedagógicos en Entornos Virtuales. CALED. Universidad Técnica Particular de Loja, Loja, Ecuador

Sánchez-Elvira Paniagua, A. (2022, 26 September). *The strategic alliance between distance learning and the humanities to face complex times* [Conference]. *Symposium on distance learning of literature in higher education*. University of Amherst, Amherst, Holanda

Sánchez-Elvira Paniagua, A. (2022, 31 octubre). *50 años de la UNED y 25 de la Cátedra UNESCO de Educación a Distancia ¿De dónde venimos y hacia dónde vamos?* [Conferencia en línea]. XXXV Simposio Internacional SOMECE 2022. Tecnologías emergentes y nuevos modelos educativos” 26 al 31 de octubre de 2022. Sociedad Mexicana de Computación en la Educación (SOMECE). México. [Video](#)

Sánchez-Elvira Paniagua, A., Amador Bautista, R. y Ruiz-Velasco Sánchez, E. (2022, 31 octubre). *Diálogo UNED-UNAM 50 años* [mesa redonda en línea]. XXXV Simposio Internacional SOMECE 2022. Tecnologías emergentes y nuevos modelos educativos. 26 al 31 de octubre de 2022. Sociedad Mexicana de Computación en la Educación (SOMECE). México. [Video](#)

Sánchez-Elvira Paniagua, A. (2022, 16 octubre). Mesa redonda *Metodologías innovadoras en Educación Superior para la formación de futuros maestros/as y profesionales de la Educación* [mesa redonda en línea]. I Jornadas Internacionales de Formación e Innovación Educativa. Forinnova. Metodologías activas, inclusivas y colaborativas en proyectos.

Sánchez-Elvira Paniagua, A. (2022, 14 diciembre). Mesa Redonda *UNED Pionera: 50 años de una educación diferente* [mesa redonda]. Lorenzo García-Aretio, Miguel Santamaría Lancho, Rocío Muñoz Mansilla y Ángeles Sánchez-Elvira Paniagua. Centro Asociado de la UNED en Tudela. [Videoa](#)

2023

Sánchez-Elvira Paniagua, A. (2023. 2 February). *Delving into online students’ wellbeing: A research framework* [online presentation]. EDEN Nap webinar on Students’ wellbeing in open and distance education. [Video](#)

Sánchez-Elvira Paniagua, A. (2023, 10 March). *Promoting student's well-being and academic success in distance learning: a research-based process for the development of student's support actions* [online presentation] [EADTU Two-day Staff Training Event on support services in Open and Distance Teaching Universities](#).

Sánchez-Elvira Paniagua, A. (2023, 20 abril). Conversatorio [Experiencias de mujeres líderes en la Educación a Distancia en Iberoamérica](#), organizado por la [Asociación Iberoamericana de Educación Superior a](#)

[Distancia \(AIESAD\)](#), la [Asociación Colombiana de Educación Superior a Distancia \(ACESAD\)](#) y la [Universidad Nacional Abierta y a Distancia \(UNAD\)](#) de Colombia. [Vídeo](#)

Sánchez-Elvira Paniagua, A. (2023, 13 junio). *Investigar en innovación educativa. Impulsando la formación de profesionales para un mundo en rápida transformación* [Conferencia]. Urania III Congreso Navarro de Jóvenes Investigadores, 12-14 junio. Centro Asociado de Tudela, España. [Vídeo](#)

Sánchez-Elvira Paniagua, A. (2023, 25 octubre). *Modalidades de Educación no Presencial en el Futuro de la Educación Superior: Una Visión a Través de los Objetivos de la UNESCO y la Comisión Europea* [Conferencia en línea]. [Sesión de Apertura Mestrado do Pedagogía do e-learning. Universidade Aberta de Portugal \(UaB\)](#), Departamento de Educación y Enseñanza a Distancia de la UaB. Lisboa, Portugal

Sánchez-Elvira Paniagua, A., Cavazos Salazar, L., Cervantes Pérez, F. & Ávila, P. (2023, 7 November). Panel *Retos y Desafíos de la Educación No Presencial en América Latina y El Caribe*. A dialogue on the continuous digital transformation, incorporation of artificial intelligence, pedagogical innovation, internationalisation, links with society, as key elements for ensuring the quality of education systems. Organised by the Instituto Latinoamericano y del Caribe de Calidad (CALED) and coordinated by Mary Morocho. 29th ICDE Conference. Joining Hands in Peace for the Futures of Education, 6-10 November. San Juan de Costa Rica.

Sánchez-Elvira Paniagua, A. (2023, 27 noviembre). *La contribución de la Educación a Distancia a una Internacionalización inclusiva, equitativa y de calidad a lo largo de la vida* [Conferencia en línea]. Seminario Internacional Faubai Centro-Oeste Políticas para a Promocao de uma Internacionalizacao Inclusiva e Equitativa. Brasil [Vídeo](#)

Sánchez-Elvira Paniagua, A. (2023, 7 December). *Moving towards enriched immersive learning scenarios. First steps of UNED 360 channel*. [Online conference]. EADTU Webinar week on The Rules of Engagement: Immersing Students in Online Education (Day 2). [Vídeo](#)

CUED IN THE ORGANISATION AND PARTICIPATION OF NATIONAL AND INTERNATIONAL CONFERENCES AND OTHER EVENTS

ORGANISATION

CUED has been member of the organisation team of:

- [II Jornadas de Docencia e Innovación Iberoamericanas IDI UNED. “Retos de la digitalización en la comunicación y educación universitaria: Gamificación”](#) 8, 9 y 10 de noviembre de 2022
Endorsed by CUED
- [III Encuentro Regional de AIESAD](#), 27-29 de septiembre 2023. UNED. Endorsed by CUED

PARTICIPATION

The participation of CUED members in multiple conferences and events related to open, digital and distance education is very extensive. Specially relevant for the number of CUED members taking part have been the *XI and XII UNED Research on Teaching Innovation Conference* in 2021 and 2022, and the *III Regional Encounter of AIESAD in 2023*.

The following are just a few examples of CUED participation in national and international conferences during this period.

2020

González Boticario, J., Santamaría Lancho, M., Aznarte Mellado, J.L., Llanos Tobarra, I. & Sánchez-Elvira Paniagua (2020, 20 October). *Massive deployment of digitalized resources, methodologies and AI techniques to support a personalized education in a mega-university facing challenges beyond 2020*. EDEN RW2020. [Online workshop], Lisbon.

Sánchez-Elvira Paniagua, A. (2020). *UNEDTrivial: potenciando el engagement de los estudiantes en línea a través de feedback espaciado y gamificado* [Paper presentation]. Virtual Educa Connect. Ecosistemas Digitales para el Desarrollo Humano Online event. 21-23 Julio de 2020

2021

González Brignardello, M.P. y Sánchez-Elvira Paniagua, A. (2021, 11-13 de mayo). *Estudiantes de primer año: Perfiles diferenciales en torno al abandono y el rendimiento*. XI Jornadas de Investigación en Innovación Docente de la UNED,. Madrid.

De Jorge Botana, G., Luzón Encabo, J.M., Bermudo Delgado, M. Contreras Felipe, A., Sánchez-Elvira Paniagua, A. y Pérez García, A.M. (2021). ["IO", el chatbot de la Facultad de Psicología \(UNED\) para ayudar a los estudiantes en su trabajo de Fin de Grado \(TFG\)](#). XI Jornadas de Investigación en Innovación Docente de la UNED, 11-13 de mayo de 2021. Madrid.

De Jorge Botana, G., Luzón Encabo, J.M., Contreras Felipe, A., Sánchez-Elvira Paniagua, A. & Pérez-García, A.M. (2021, 3-5 November). *Do you have any question? "IO" answers you. The chatbot of UNED. Faculty of Psychology that improves student support*. I-HE2021 -Higher Education in the new normal: the role of online, blended and distance learning. EADTU. Bari, Italy.

Merhi Auar, R., Sánchez-Elvira Paniagua, A., Palací Descals, F. (2021, 11-13 de mayo). *Eficacia percibida, engagement y burnout: una aproximación procesual al estudio del bienestar y la prevención del abandono de los estudiantes universitarios*. XI Jornadas de Investigación en Innovación Docente de la UNED, Madrid.

Santamaría Lancho, M. & Sánchez-Elvira Paniagua, A. (2021, 3-5 November) *UNED: Redesigning tutoring to evolve towards an active and personalized learning model in a blended learning context*. I-HE2021 - Higher Education in the new normal: the role of online, blended and distance learning. EADTU. Bari, Italy.

2022

Romero Martínez, S.J. y Sánchez-Elvira Paniagua, A. (2022, 31 de mayo-1 de junio). *Perfiles del alumnado nuevo de la UNED y abandono*. Simposio. Estudios y acciones institucionales de apoyo, seguimiento y prevención del abandono estudiantil. IUED-COIE *XII Jornadas de Investigación en Innovación Docente de la UNED. 10 años del Plan de Bolonia y dos de disrupción educativa. Afrontando la complejidad de los retos venideros. Balance y perspectivas*. UNED, Madrid. [Vídeo](#)

Sánchez-Elvira Paniagua, A. (2022, 31 de mayo-1 de junio). *Preparar a docentes y estudiantes para una docencia y aprendizaje a distancia de calidad*. Simposio *Desde un plan de uso de tecnologías inteligentes para el aprendizaje personalizado a una implementación a corto plazo en la Universidad*. UNED. XII Jornadas de Investigación en Innovación Docente de la UNED. 10 años del Plan de Bolonia y dos de disrupción educativa. Afrontando la complejidad de los retos venideros. Balance y perspectivas. UNED, Madrid. [Vídeo](#)

Sánchez-Elvira Paniagua, A., García Pérez, M., Madroñero Gonzalo, S., Maciel Torres, I. y Martín de León, M.G. (2022, 31 de mayo-1 de junio). *De Tu primer día en la UNED a Tu primer crédito en la UNED: nuevas acciones de apoyo y seguimiento de los estudiantes en el Plan de Acogida*. Simposio. Estudios y acciones

institucionales de apoyo, seguimiento y prevención del abandono estudiantil. IUED-COIE XII Jornadas de Investigación en Innovación Docente de la UNED. 10 años del Plan de Bolonia y dos de disrupción educativa. Afrontando la complejidad de los retos venideros. Balance y perspectivas. UNED, [Vídeo](#)

Santamaría Lancho, M., Sánchez-Elvira Paniagua, A. y Moreno, E. (2022, 31 de mayo-1 de junio). *Visión longitudinal del abandono en las titulaciones de grado de la UNED en el EEES. Simposio. Estudios y acciones institucionales de apoyo, seguimiento y prevención del abandono estudiantil*. IUED-COIE XII Jornadas de Investigación en Innovación Docente de la UNED. 10 años del Plan de Bolonia y dos de disrupción educativa. Afrontando la complejidad de los retos venideros. Balance y perspectivas. UNED, Madrid [Vídeo](#)

2023

Sánchez-Elvira Paniagua, A., Alba Juez, A. & del Val Garijo, F, (2023, 8 November). *Towards international digital higher education ecosystems for inclusive and sustainable futures. UNED steps*. [Communication] 29th ICDE Conference. Joining Hands in Peace for the Futures of Education, 6-10 November. San Juan de Costa Rica.

COLLABORATION AND ALLIANCES WITH DISTANCE EDUCATION INTERNATIONAL INSTITUTIONS AND ASSOCIATIONS

During this period, the CUED Director, Ángeles Sánchez-Elvira Paniagua) and other members of the Chair have participated in various projects, face-to-face and online events and other actions of international distance education associations and organisations such as the EADTU (European Association of Distance Teaching Universities), AIESAD (Ibero-American Association of Distance Higher Education), CALED (Latin American Institute for Quality in Distance Education) or EDEN (European Network on Distance Education), as well as other international distance education associations and organisations such as the European Association of Distance Teaching Universities (EADTU), AIESAD (Ibero-American Association of Distance Higher Education), CALED (Latin American Institute for Quality in Distance Education) or EDEN (EDEN Digital Learning Europe).

In addition to the participation of the CUED Board, its Honorary President and other CUED members in conferences, webinars and other dissemination actions of these international organisations and associations, many of which have been mentioned above, CUED and its members collaborate in different lines of action. Following some examples:

EADTU

- Participation of CUED Director as chair of the EADTU Student Support Group of Expertise in the EMPOWER Project.
- Participation of some CUED members in the EADTU Diversity and Inclusion Task Force.
- Participation of some CUED members in the EADTU Special Interest Group Online Assessment.
- Participation of CUED Director in the revision of the 2024 e-Xcellence reviewed Manual, as member of the team of EADTU e-Xcellence reviewers.

AIESAD

- Collaboration of the CUED Director in the organisation of the AIESAD/UNED [tribute to Lorenzo García Aretio](#), Honorary President of the CUED, held at the UNED in October 25 2021.
- Collaboration of the CUED Director in the edition of the tribute book to Lorenzo García Aretio, [Visiones en Educación sin barreras ni fronteras](#), Ed.AIESAD (2021), with 36 contributions of international experts in Open and Distance Education

- Collaboration of the CUED Director in the organisation of the [3rd Regional Meeting of AIESAD](#) at the UNED 27-29 September 2023 with a wide participation of CUED members.

EDEN

- Organisation of the [EDEN NAP Webinar - Students' Wellbeing in Open and Distance Education](#), 2 February 2023 (Inés Gil, CUED executive board)

CALED

- Members of the CUED are collaborating in different CALED projects, such as the publication of a book on the regulations and policies on distance education in Ibero-America and a glossary of open, distance and digital education terms, which will be available in 2024.

OEI

- Collaboration of CUED members in the elaboration of the Virtual Mobility in Higher Education Institutions in Latin America and the Caribbean (MOVESALC): guide for the design, implementation and monitoring of virtual mobility actions 2021.

OPENEU CONSORTIUM: AN EUROPEAN ALLIANCE

In close collaboration with the Vice-Rectorate for Internationalisation and Multilingualism of the UNED, with whom CUED works on various projects, the Director of CUED and a team of leading members of CUED have been working on the preparation of the **OPEN EU project** coordinated by the Universitat Oberta de Catalunya (UOC).

This project responds to the annual call for [European Universities of the European Commission](#). Created three years ago, the OpenEu Consortium, signed by the rectors of all participating European universities, looks forward to obtaining the approval of the Alliance as the Pan-European University of Open Education that strengthens European Higher Education with the principles and values of inclusion that characterize us, in addition to the experience and expertise in digital education to promote the digital transformation of higher education.

The Consortium is formed by the main European Open, Distance and Online universities from Spain, Portugal, Germany, the Netherlands, Greece and Cyprus, as well as other European universities in the process of digital transformation and various associated partners of great interest for the objectives of the project such as the EADTU.

UNED Vicerrectorate of Internationalisation and the CUED team are currently working with the rest of the partners in the 2024 call, having received a certificate of excellence in the previous calls. Internationalisation, Mobilities, Joint programmes, Multilingualism and life-long learning are among UNED and CUED main responsibilities.

DISSEMINATION ACTIONS

RIED JOURNAL: AN INTERNATIONAL INSTRUMENT FOR SCIENTIFIC DISSEMINATION IN OPEN, DIGITAL AND DISTANCE EDUCATION

The Honorary President of the CUED was the founder and current Director/Editor of the RIED-*Revista Iberoamericana de Educación a Distancia*, a journal always close to the objectives of the CUED and an instrument for the scientific dissemination of Open, Distance and Digital Education research, mainly in Spanish-speaking countries. It should be noted that during this period the journal has achieved an outstanding position in different international rankings.

CLARIVATE.

- a) 2023. SSCI journal, JCR-JIF = 4.6, Q1. In Education, 3/74 in Spain and 32/269 worldwide. Percentile = 88.3. See report.
- b) 2023. In the Journal Citation Indicator (JCI). JCR-JCI = 2.57, Q1. In Education, 4/74 for Spain and 18/742 worldwide. Percentile = 97.64. See report.

SCOPUS.

- a) 2023. SJR 2022, 0.99: Education, Q1, 3rd in Spain; Computer Science, Q1, 1st in Spain. See Report.
- b) 2023. CiteScore 2022 = 5.3: Education, 87th percentile; Computer Science, 69th percentile. See report.
- c) 2023. Rank 4 out of 1631 world journals in Education, according to SNIP index = 5,271. Currently, CiteScoreTracker 2023 (November, 2023) = 6.6.

GOOGLE SCHOLAR.

2023. Google Scholar Metrics. RIED in this edition ranks 7 in the Top 100 journals preferably written in Spanish. Rank 1 in "h5-median". Rank 3 in Education.

DIALNET.

2023. Dialnet Metrics. Out of a total of 232 Spanish journals in Education, RIED is ranked 6/224, in the C1 and in the 97th percentile.

FECYT.

(2023). Among the journals of Educational Sciences with the FECYT seal of excellence, RIED is placed in C1, position 7/89.

LATINDEX.

RIED meets 38 of the 38 criteria established in the Latindex Catalogue 2.0. See report.

During this last period, the RIED has published the following monographs directly related to CUED objectives:

- [Competencias y metodologías innovadoras para la educación digital](#)
- [Horizontes digitales complejos en el futuro de la educación 4.0: luces desde las recomendaciones UNESCO La educación en clave audiovisual y multipantalla](#)
- [Evaluación digital y digitalización de la evaluación. Tecnologías avanzadas e innovación educativa.](#)
- [Análítica del aprendizaje.](#)
- [Aprendizaje-Servicio y tecnologías digitales.](#)

CUED SOCIAL NETWORKS

Since 2011, CUED have been publishing daily documents, news and articles on Distance Education, and information about CUED activities, in its different formulations, using the applications that the Web 2.0 makes available to us. Since 2013 this activity has been increased and currently the tools used are:

CUED Curated Blog

During this period the activity in the different blogs linked to the Chair has continued to be prolific:

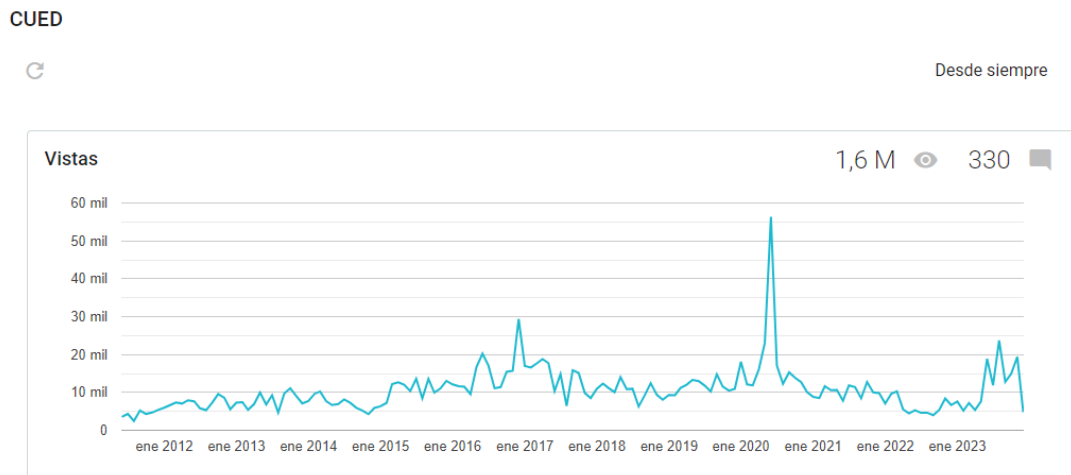
- Curated Blog of the CUED: <http://blogcued.blogspot.com/>

This curated CUED blog is open to contributions from experts and friends of the UNESCO Chair in Distance Education so that they can present their ideas, reflections, and points of view on different topics related to the CUED theme.

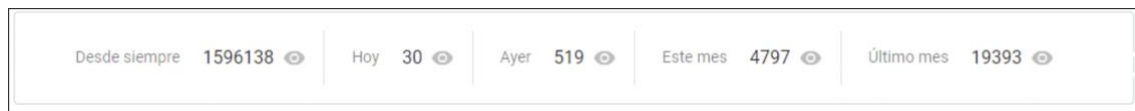
This space also serves as a means of interaction and communication between the many followers of the CUED. It is a fundamental reference space for researchers and experts in distance education in the Ibero-American sphere. It was launched in June 2012. We have 2050 entries published.

Almost 1.6 million visits have been registered since the blog was created. Particularly noteworthy are the queries made to the blog during 2020, the year of the COVID-19 pandemic lockdown. (see Figure 1).

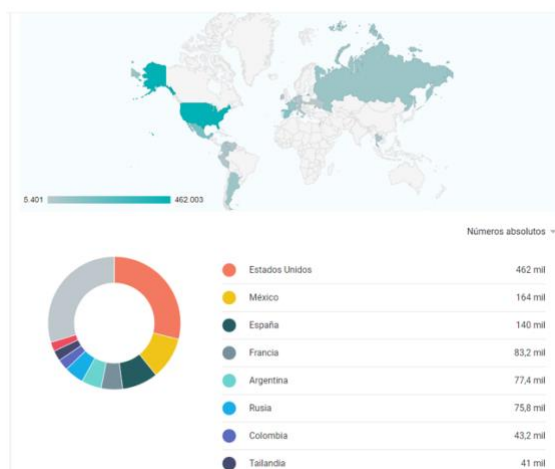
Figure 1: Visits number of CUED Blog



Data show the pace of consultations, 19393 monthly visits (Table 1)



Visits per country (Figure 2)



CUED Honour President Spaces

- Blog *Contextos Universitarios Medrados*: <https://aretio.hypotheses.org/>. This Blog has ISSN: 2340-552X
- Blog RIED: <https://blogderied.blogspot.com/>
- Blog García Aretio: <http://aretio.blogspot.com/>
- Blog Aula Magna 2.0: <https://cuedespyd.hypotheses.org/>
- Tumblr: <http://lgaretio.tumblr.com/>

redCUED : <http://redcued.ning.com/>

The UNESCO Chair in Distance Education (CUED) network welcomes every academic who is concerned about and occupied with Open, Digital and Distance Education in the redCUED, a CUED space for exchange, debate, analysis, documentation, research, training, etc., in the field of EaD. Created in March 2012, it currently has almost 3,000 members:

- More than 90%, are higher education teachers.
- More than 80% of the members are from Latin American universities.
- A review of the short curricula of each member shows that a high percentage of them are highly qualified in the field of the redCUED, and many of them carry out management tasks in their institutions, organisations and centres.

The Discussion List CUEDISTANCIA (CUED-L): <http://www2.uned.es/catedraunesco-ead/cuedis.html>

CUEDISTANCIA or CUED-L is the discussion list promoted by the UNESCO Chair in Distance Education (CUED). It was early launched on February 2001 with the intention of becoming the vehicle through which relevant information is exchanged on everything that, in one way or another, is related to DE in all its variants. In a few years it became a dense network of scholars. Since 2011 this tool is still used as a means of disseminating the most interesting news published in the other CUED tools, so everyday a message is published in the CUEDISTANCIA List where 15/20 news and documents of special interest to the field of Distance Education are collected.

As of 17-12-2023:

- subscribers: 2058
- number of countries of origin: 27
- total number of messages since November 2004: 18,500 (approx.)

Other curated social networks with daily publications

Curated contents, documents, experiences, news or information that may be of interest to the community of researchers, teachers and experts who are part of CUED. The "Timeline" of the CUED accounts is also fed daily by comments and content from the highest institutions and experts in the field of Distance Education worldwide. The CUED is therefore part of an international dialogue on Open, Digital and Distance Education with which it contributes to the whole community and is permanently enriched.

- Scoop.it!:
 - Educación a Distancia (EaD): <http://www.scoop.it/t/educacion-a-distancia-ead>
 - DocuCUED: <http://www.scoop.it/t/docucued>
- Twitter (X):
 - @cued_ More than 8400 followers
 - @lgaretio More than 10400 followers
 - @asanchezvira More than 1090 followers
- Facebook:
 - <http://www.facebook.com/CatedraUNESCOEaD> More than 1500 followers
 - <https://www.facebook.com/lgaretio2> More than 3000 followers
 - <https://www.facebook.com/angeles.sanchezvira.paniagua>
- Blogger:
 - BlogCUED: <http://www.blogcued.blogspot.com>
 - Blog Contextos universitarios mediados: <http://aretio.hypotheses.org/>
 - Blog de García Aretio: <http://aretio.blogspot.com.es/>
- Youtube:
 - CUED: <http://www.youtube.com/user/CUED2011>
 - Lorenzo García Aretio: <http://www.youtube.com/user/lgaretio>
- Tumblr: <http://lgaretio.tumblr.com/>

AWARDS

CUED MEMBERS AWARDS

TRIBUTES AND ACKNOWLEDGEMENTS DURING THIS PERIOD TO DR. LORENZO GARCÍA ARETIO, HONORARY PRESIDENT OF THE CUED

- (2023). [ICDE World Excellence Award for Lifetime Achievement in Distance Education](#), awarded by The International Council for Open and Distance Education (ICDE) at its 29th ICDE World Conference 2023. [ICDE announcement](#). [UNED Official news](#).
- (2023). AIESAD launches the García Aretio Award. Two awards: a) for Innovation in Teaching Practice in Distance and Virtual Higher Education and b) for Lifetime Achievement in Distance and Virtual Higher Education.
- (2021). [Great international tribute from the Ibero-American Association for Distance Higher Education \(AIESAD\) and UNED, here and here](#).
- (2021). [The Assembly Hall of the Faculty of Education of the UNED will be called "Salón de Actos Lorenzo García Aretio"](#).
- (2021). Tribute book with the participation of **46 authors from 12 countries and 25 universities**, "Visiones en educación sin barreras ni fronteras" with the contribution of 11 CUED members ([Visions in education without barriers or borders](#)).
- (2021). The [Lorenzo García Aretio Award for Innovation in Distance Education](#) is created.
- (2021). [Tribute Plaque of the Ibero-American Association of Higher Distance Education \(AIESAD\)](#).
- (2021). [The Ibero-American Journal of Distance Education \(RIED\)](#), of AIESAD, created and directed by García Aretio, indexed in the Social Science Citation Index (JCR-JIF) of Web of Science and also in Scopus.
- (2021). [Another tribute book from America \(Mexico\)](#)

- (2021). [Honorary President of the UNESCO Chair in Distance Education](#) and [here](#).
- (2020). [Honorable Mention for Education and Development](#). UNAD (Colombia) and here.

UNED SOCIAL COUNCIL 2023 AWARDS

In the Social Council of the UNED annual awards, three of the prizes were awarded for good teaching staff practices developed or with the participation of different CUED members.

UNED Social Council Award for best teaching practice 2023 to the UNED ODS Hackathon (CUED members: Sergio Martín, Ángeles Sánchez-Elvira Paniagua y María José Bautista-Cerro)



UNED Social Council Award for best teaching practice 2023 Universal Accessibility and training to meet the challenges of digitalisation (CUED members: Alejandro Rodríguez Ascaso y Emilio Letón).

UNED Social Council Accésit 2023 best teaching practice 2023 Active methodologies and educational technology: 'Programming and simple robotics for future teachers', (CUED member: José Manuel Sáez López).

CUED MEMBERS AWARD ON THE XII UNED CONFERENCE ON TEACHING INNOVATION RESEARCH

"Data Driven Learning en entornos de aprendizaje formales e informales".
María Dolores Castrillo de Larreta-Azelain y Elena María Martín Monje. Facultad de Filología UNED
<https://canal.uned.es/video/magic/67yd4lp2l30gs4ws0cg8sgg0ss8k4o0>

XII UNED CONFERENCE ON TEACHING INNOVATION RESEARCH CUED AWARD

UNESCO Chair in Distance Education Mention for the best paper presented by authors from Latin America XI Jornadas de Investigación en Innovación Docente (11th Conference on Teaching Innovation Research)

- Project "The influence of the first weeks of study on final academic performance. An analysis of cohorts of university students".

Authors: Luis Fabian Moncada Mora, José Fernando Negrete Zambrano, Pablo Ramiro Armijos Valdivieso and Max Alejandro Arias Monteros. UTPL (Universidad Técnica Particular de Loja). Ecuador.

CUED ROADMAP FOR THE PERIOD 2024-2027

After this period, after the renewal of CUED's chairholder in 2021, the objectives of creating a broad multidisciplinary think-tank for the development of CUED's new goals have been carried out, starting to develop the planned actions taking advantage of CUED new structure and increased number of members, as stated in the previous report and continuing with CUED's already consolidated actions, such as CUED great potential and scope for disseminating the principles and developments of quality and inclusive distance education in its different modalities, primarily through Spanish-speaking countries.

In this new period, CUED has already started or is starting national and international projects related to the objectives that CUED proposed for the period 2020-2024 concerning training and research in areas of relevance for the future of higher education, such as cooperation to the development of open, digital and distance education or its improvement in higher education institutions and developing countries, and research in current emergent areas such as Artificial Intelligence, in general, and more specifically Generative Artificial Intelligence applied to teaching-learning processes from an ethical and inclusive perspective, following UNESCO concerns, recommendations, and guidelines.

In short, CUED wants to continue advancing, according to current possibilities, in higher education **without barriers**, including everyone with special attention to disadvantage groups, **without limits** through innovative lifelong learning options and **without frontiers** through the development of global collaboration networks and international educational programmes supported by open, digital and distance education.

CUED ACTIONS ALIGNED WITH UNESCO OBJECTIVES FOR HIGHER EDUCATION

The CUED will continue addressing the objective of “non leaving anyone behind” in the framework of an inclusive, disaggregated, and open conception of lifelong learning, also facing the second significant global educational disruption after Covid-19 pandemic, with the irruption of generative artificial intelligence in education in 2023.

In this sense, CUED actions will continue its work aligned with the UNESCO objectives and priorities in the context of higher education and lifelong learning, in which open, distance and digital education are called to develop a substantially contribute to its achievement:

1.- CUED alignment with the Global Education Agenda 2030, and more specifically, the Framework for Action for Education 2030 *'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*, intrinsically linked to the goals of both distance education from its inception and CUED ones. CUED's action lines aim, more specifically, at continuing giving support to the achievement of the following concrete goals introduced in the Framework of Action for Education 2030 (mainly at the level of tertiary education and lifelong learning):

4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.

4.5: *By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*

4.c. *By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.*

In the renewal period, CUED will be specially covering UNESCO global priorities through the **Strategic Objective 1**, of the **UNESCO 2021 Medium-Term Strategy**, and its two main outcomes to meet current educational challenges.

UNESCO 2021 Medium-Term Strategy Strategic Objective 1 (p.8)

Strategic Objective 1: Ensure quality equitable and inclusive education and promote lifelong learning opportunities for all, in order, inter alia, to reduce inequalities and promote learning and creative societies, particularly in the digital era

Outcome 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Outcome 2: Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation

In this sense, CUED will continue working on consolidated and new ways of **promoting and supporting a higher education without barriers, specially attending human diversity in the access to higher education of the so-call “no traditional learners”** (adults, part-time students, students with functional diversity and special needs, students in remote places, gender gap, etc.). **To face some of the main current global challenges, CUED will keep on attending UNESCO priorities to reduce unequal access to quality education and sustained learning opportunities, as well as the impact of frontier technologies in education and the digital divide.**

2.- CUED alignment with UNESCO 2022 roadmap for Higher Education ([UNESCO, 2022, Beyond Limits. New Ways to Reinvent Higher Education. Working document for the World Higher Education Conference](#)) and the Strategic Objective 4 of the 2021 Medium term strategy.

UNESCO's 2022 roadmap for higher education (HE) points out relevant action lines on which CUED wants to continue working in the next four-year period, aligned with UNED,'s progress, as well:

- **Development of innovative lifelong learning systems with multiple and flexible pathways:** opportunities for upskilling and re-skilling through formal (e.g. micro-degrees) and non-formal formats (e.g. MOOC/NOOC) in an unbundling and personalized re-bundling of education with agile designs, more adapted to individual needs leading to what is named as seamless education, that is, continuous learning experiences integrated in diverse environments.
- **Enhancement inter- and transdisciplinary for a holistic education** to cope with the complexity of the world and the corresponding work requirements.
- **Promotion of Open Education and Science** considering UNESCO 2019 new recommendations and any other future update.
- **Widening International mobility** and setting the possibilities for international recognition of studies and qualifications in which the international organisations are already working on.

- Tightly related to CUED objectives, UNESCO reiterates in 2022 HE roadmap the **need to increase distance education modalities and technologies to effectively support teaching, learning, and research**. Blended, online and hybrid combinations of distance education modalities (enhanced during the pandemic) need to be enriched by technologies supporting effective and innovative pedagogies such as artificial intelligence, machine learning, data analytics, collaborative platforms, augmented and extended reality, immersive learning scenarios, internet of things, etc., improving teaching, learning and research, on campus and remotely, to address current educational challenges. In addition, 2023 marks the emergence of a significant new global educational disruptor, generative AI, around which all educational institutions need to work intensively to analyse its impact on teaching and learning processes, as well as on scientific research and university management, guide by ethics and inclusive rules and guidelines for appropriate use such as those UNESCO is already providing.

Aligned with these objectives, CUED will attend UNESCO priority of **meeting the technological challenge through its Strategic Objective 4 and its two main outcomes applied to the use of educational technologies, open education and knowledge dissemination under ethical standards, also considering the recent and abrupt irruption of Generative Intelligence**.

UNESCO 2021 Medium-Term Strategy Strategic Objective 4 (p.15)

Strategic Objective 4: Foster a technological environment in the service of humankind through the development and dissemination of knowledge and skills and the development of ethical standards

Outcome 8: Foster knowledge sharing and skills development in the digital age

Outcome 9: Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation

3.- CUED Internationalisation aligned with Sustainable Development Goal 17 Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

During the next period, CUED will continue building national and international partnerships and networks, especially between UNESCO Chairs and open, digital and distance education associations and institutions, to support the achievement of CUED's objectives, specially aligned with:

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation.

17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology, and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

CUED international networks aim at giving support to the above UNESCO priorities under the perspective of the ***UNESCO 2021 Medium-Term Strategy Enabling Objective***.

UNESCO 2021 Medium-Term Strategy Enabling Objective (p.18)

Enabling objective: Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities

Enabling Outcome 10: Reinforced partnerships, outreach and advocacy in support of UNESCO's action

Enabling Outcome 11: Accountable, efficient and effective management in pursuit of the Organization's results

CUED ACTION LINES FOR 2024-2027

In short, CUED lines of action for the next period, considering the current context mentioned above and UNESCO priorities, are the following, linked to our current and regular areas of counselling, training, research, transfer, and dissemination, as well as the establishment of exchange and collaboration networks:

CUED COUNSELLING AND EDUCATIONAL ACTIONS

- To continue with the **development of new OER and open courses such as NOOC and MOOC** offered in OPEN UNED and other UNED OER platforms (such as CanalUNED) on relevant CUED topics. A NOOC on service-learning methodology developed by members of CUED and the UNED service-learning office, and endorsed by CUED, is being prepared and will be offered in 2024.
- Development and launch of new **micro-credentials. A micro-master** in Open, Digital and Distance Education, aligned with the new UNED micro-degrees offer and the EADTU MCE framework, is included in CUED roadmap.
- Continuing CUED's regular **on-demand counselling and training actions of traditional face-to-face institutions or institutions aiming at making progress in their digital transformation towards hybrid and online modalities**, both formal and non-formal, with guarantees of quality, accessibility, and inclusiveness. The Erasmus + DIVE project to be developed in Vietnam, starting in 2024, is an example of these activities.
- Development of **advanced online or hybrid training and counselling programmes for managers and teachers of higher education institutions with experience in distance learning modalities**, introducing them to the current possibilities derived from the integration of artificial intelligence and learning analytics, among other advanced technologies promoting personalised learning that takes place in advanced, scalable, interoperable, accessible, and inclusive digital ecosystems.
- Development of **specific advisory and training programmes for managers and teachers on universal design and accessibility** for groups of students with special needs in digital education modalities.

CUED RESEARCH AND TRANSFER ON INNOVATION IN OPEN, DIGITAL AND DISTANCE EDUCATION

Through the synergies established with the UNED 9 Research Groups and the 17 Teaching Innovation Research Groups in which CUED members are integrated, as well as the CUED Observatory of Educational Technologies set up during the previous period, the aim is to:

- Continue to **participate in competitive calls for national and international projects** in CUED's lines of action.
- Establish **synergies with the UNED's annual research programme in educational innovation** to promote evidence-based quality educational research in university institutions with distance learning modalities.
- **Collaborate with the new UNED Innovation Hub** to extend its impact to the countries of Latin America and the Caribbean, to make teaching innovation visible and promote it through communities of practice, considering that CUED already has members of the CUED network for the generation of a base of good practices.
- **Promote the publication of research in CUED areas in high impact journals** and other publications such as books, chapters, and reports.

CUED ACTIONS TO STRENGTH INTERNATIONALIZATION AND CREATE NETWORKS

- **Optimising and strengthening those development cooperation projects in distance education** which the UNED carries out through its **Vice-Rectorate for Internationalisation** supported by the academic network CUED represents.
 - If the **European Alliance OpenEU** in the 2023 call, coordinated by the UOC, is approved in 2024, the CUED director and other CUED members will be directly involved in its developments. As such, internationalisation, virtual mobilities, multilingualism, and life-long learning will be fields with the highest involvement of CUED members.
 - **Working on the tasks and deliverables of the Erasmus+ ADMIT and DIVE** (cooperation-to-development in Vietnam) projects along this new renewal period.
 - **Participate in new calls for international projects** within the framework of CUED's objectives.
- Continue to develop **international collaboration with those associations which CUED works regularly**, such as EADTU, AIESAD, CALED, etc:
 - About the **EADTU**, CUED members will continue working in projects already underway (such as the *Modularisation of Continuing Education and professionalisation by Micro-credentials*, MCE, or the EMPOWER) and the Erasmus+ project ADMIT starting at 2024. Also, CUED members will participate in new proposals linked to relevant topics in open, digital, and distance education. Furthermore, in 2024, the CUED Director will work with two experts from OPEN UK to update the *EADTU e-Xcellence Handbook and Quick-Scan* on e-learning quality.
 - About **AIESAD**, some collaboration projects in which the CUED will be contributing are being considered to create synergies such as:
 - Creation of a network of AIESAD teachers' training units of AIESAD universities with hybrid and distance learning modalities, which will enable the sharing of good practices and the development of joint training programmes, or the development of workshops leading to train the academic and administrative staff of the institutions for obtaining funding through international calls for proposals.
 - Creation of a network of AIESAD experts and university managers, who share their experience and successful developments in the development of educational technologies in the field of digital education, as well as their dissemination through the networks with which CUED collaborates.
 - Creation of a network of AIESAD experts in project management for the achievement of international projects financed in competitive calls for proposals.

- Creation of a network of AIESAD UNESCO Chairs, as referred below.
- About the **CALED**, CUED will be developing in 2024 an ongoing project related the development of an international glossary of open, digital and distance education terms in Spanish-language countries. Also, collaboration will continue in projects and proposals as they arise in the next years.

RELATIONSHIPS OF CUED WITH UNESCO AND OTHER UNESCO CHAIRS AND UNITWIN NETWORKS

- The CUED will promote the generation of international networks of related UNESCO Chairs, on the one hand, **UNESCO Chairs of the American Association of Distance Teaching Universities (AIESAD)** and, on the other hand, between the Open, Digital and Distance Education UNESCO Chairs that the CUED has already started in 2023 by the organisation of two initial meetings organized by the CUED in October and December 2023, respectively.
- **Participation in UNESCO activities** related to CUED.
- **Strengthen the relations already established with IESALC** by contributing to the development of joint actions.
- Participation in **activities and actions of the Spanish UNESCO Chairs**.

TRANSFER AND DISSEMINATION ACTIONS

- **Collaborate with the UNED SDG Observatory** in actions and projects related to the areas of the Chair, as well as the Vice-Rectorate for Teaching Innovation, in general, and the IUED in particular, in the actions of training, research, innovation, advice and dissemination that are carried out.
- **Continue the wide dissemination and diffusion that characterises CUED** through the **organisation of conferences, seminars or workshops, guest lectures, participation in congresses and intensive dissemination** of open, digital and distance education through the **usual CUED networks**, as in the past.
- **Collaboration with the RIED** (Revista Iberoamericana de Educación a Distancia) which will be launched in English in 2024, extending its impact.