Building *Oneversity*. One University for All.

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Abstract

Global Campus Nebrija is the unit in charge of eLearning at Universidad Nebrija. Since 2012 it has been developed a framework of methodology, integrative technologies and, above all, the aim of achieving the same DNA principles of face to face education in this private university, which are personalization, internationalization, innovation, and learning by doing educate experience. Research conducted in 2016, among eLearning students, determined the pathways building one university for all. Focus Group was developed to interact with students. Therefore, with ATLAS.ti analysis, the survey was designed and launched with a response rate of 15% (268 participants). Main questions (8) identified in the focus group were professionalization, utility, communication, accessibility, participation, bilingualism, collaboration and personalization. Then the survey treated 28 questions divided in 6 categories. As conclusion, activities may result useful for their future job. The majority want to increase their interactions with foreign students. Finally, they demand more connected, collaborative and social on-campus spaces and they also consider that online communication channels are critic for their success. In the digital economy, it is not possible to build a new and adaptive educational model excluding students from the formula.

Keywords: University, Academic Community, Education Design, Blended Learning, eLearning

1. Introduction

eLearning has been established as a modality. Nowadays, there are few doubts in the university framework that it is a growing tendency. Perhaps the underlying question in all academic organizations is in what way and how intensely it should exist. Universidad Nebrija has also had to overcome many thresholds to reach what today represents its eLearning model: Global Campus Nebrija (GCN). The model itself, with methodology and projects, as well as its collaborative way of working [1], have managed to give it a unique identity. And this cooperative and flexible [2] philosophy not only sticks to the internal management processes [3], but to the construction of the University of the future with its own students, alma mater of the Educational Project.

1.2 Aims of research

This article focuses on an analysis of student participation in university (elearning modality) design and aims specifically to identify the main proposals that can make it easier for students to get involved in the functioning of the e-university, by more innovative methodologies, resources and tools that may affect their motivation. The aims managed were:
- Make real the philosophy of collaboration and being fairly closed to its students.
- Obtain information about the student´s concerns.
- Improve the system and procedures that affect their day to day.
- Segment for a better definition of extension activities.
- ncrease the pride of belonging to of the online student.

1.3 Literature review

Recently, universities are facing the new challenges of the Information and Knowledge Society in an environment increasingly characterized by digitization, globalization, complexity and diversity. In this context, it is necessary to reflect on the way of teaching and learning, attending to the needs of the students of the XXI century and looking for the way to generate knowledge and significant academic, professional and personal quality experiences. We face a new economic era, a liquid society [4], determined by the reciprocal exchange of information and peer cooperation [5].

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Higher Education institutions have new educational challenges [6]:
• Train the citizen and professional of the XXI century: creative, enterprising, critical, competent with ICT and autonomous.
• Institutional leadership is required to build a strong sense of community.
• Remove collective intelligence, taking advantage of the open possibilities of the digital society.
• Focus on the interests of the learner.
• The new ecology of learning. Knowledge is generated beyond formal systems, thanks to networks and communities.
• The construction of the curriculum must configured by society demands and will have to be made among all the agents involved in its development.
• It is about training citizens, not just efficient professionals. An educational system open to the community and based on collaborative learning.

In the university field, there has been a lot of studies about the participation of students [7] [8] and some data highlight the degree of involvement and participation in different areas [9], the contexts of participation [10] and the channels used [11]. Practically all of these studies coincide in the difficulty of student participation in college life.
It shows the need to consider participation closely related to the processes of social inclusion, integration and identity. Participation [12] not only as information, but real interaction. This action can take place at different levels and can range from the simplest action to full and permanent involvement.
According to the Delors Report to UNESCO [13] and the Glasgow Declaration [14], education must be a lifelong process, which allows students to be committed to their learning process, able to make decisions, be autonomous, look for objectives and solve problems. To this end, educational institutions should enhance the student's involvement in the training process.
New generations of workers are members of the so-called "creative class", people more willing and able to work in a labor culture that highly values communication, innovation, good work environment, personal relationships and the enriching character of work, even above wages [15].
If we look at what the future holds, we will find a more collaborative society [16], who is currently learning to integrate this way of thinking, working and living together. The "collective mindset" model, which is already being seen with BlaBlaCar, Uber, Airbnb, among other initiatives, also affects education (Peerology) [17].

2. A cooperative experience
This part of the paper describes the methods and results of the experience carried out at GCN to know better its students.

2.1 Methods
Table 1 shows the different actions done to conduct the research necessary. First of all, bringing into alignment academia with service staff and preparing a carefully planification, because it was critical to consider the holistic and integrative view of the project.

Table 1. Roadmap to understanding eLearning students at Universidad Nebrija.

TASK	DEPARTMENT ASSIGNED	SCHEDULE
Mapping students profile	Student Service, GCN	01/12/2015
Focus Group	Student Service, GCN, Faculty	15 -16/12/2015
University student advocate report	Student Advocate	18/01/2016
Analysis teachers surveys of 3 years	Student Service, GCN	22/01/2016
Student commitees outputs	Student Service	15/02/2016
Design student surveys	Student Service, GCN	08/02/2016
Launch student surveys	Communication, Student Service, GCN	12/02/2016
Transcription and analysis of focus group	Student Service, GCN, Faculty	29/01/2016
Collaborative analysis of the information	Student Service, GCN, Faculty	26/02/2016
Communication to tutors and teachers of the process	Communication, Student Service	29/02/2016
Proposals report	Student Service, GCN, Faculty	11/03/2016
Feedback to students	Communication	15/03/2016
Implementation and follow up	Student Service, GCN, Faculty	Academic year 16/17

The tasks related to students followed three main steps:
- Focus Group, where a meeting guide was worked out with topics to be addressed identified at the Executive Committee. In this group participated in mid-December 10 online students, trusted representatives of the defined profile of each area of knowledge.
- Analysis of results of the Focus, with an ATLAS.ti method, to build the survey. Coding in qualitative research means to assign a word or a phrase that summarizes a section of language-based or visual data. It can capture whatever is an evocative attribute.☐Main questions (8) coded were professionalization, utility, communication, accessibility, participation, bilingualism, collaboration and personalization.
- Surveys constructed from the structural, explanatory variables identified in the focus transcript. The questionnaire tool used was web based, hosted outside Nebrija in order to preserve anonymity, with 28 questions, multiple choices and also free text questions, divided into 6 blocks (extra-curricular activities, digital resources, administrative proceedings, international culture, skills for employability and infrastructures), in which 268 students participated (response rate of 15%), considering that only 16 days were allowed (February 15th to March 2nd) due to a delay in the schedule.

2.2 Main results

For students, the activities may result useful (59%) and specific for their future job (69%). This means that they seek utility in everything they do, their main goal being employability or an improvement in their jobs, hence also the specificity (although there is a growing trend in demand for interdisciplinary activities). The GCN online student is a senior student, aged between 25 and 55 years old, which makes this elementary priority more understandable what was found at the focus and was endorsed by the rest of the students in the survey.

About 70% think that their teachers, and also themselves, have a good performance at the virtual campus, but they demand more connected spaces on-campus. Traditional teaching spaces (classrooms and libraries) are still the most valued areas in the campus architecture (69%) versus the new kind of study-working places (59%), mostly collaborative and social. Along with the usefulness of their activities, the student of the University needs other types of spaces, different from physical classrooms, even virtual ones. There are online students who like to approach the campus to work on their projects and / or jobs.

The 55% would want to increase their interactions with students of other nationalities, which means that an international, global culture is what they hope to find among their peers. The global village as a way to network.

At last, the 44% consider that the online communication channels are critical for their program success, and accessibility is the more appreciated value (40%) among the university staff with whom they keep in contact. In some ways, the online student requires a digital transformation of the University system regarding its management and communication with it. It needs to access more and better through the social channels, maintaining an informal communication parallel to the formal and strictly academic.

3. Discussion

In the digital economy, it is not possible to build a new and adaptive educational model excluding students from the formula. This can only be done by a very strong determination of collaboration of all, from academia to students.

In the research developed during 2015-2016 academic year, based on student discussion groups and student questionnaires, it was obtained information about the major motivations to student participation in the design and building process of their university. The methodology employed allows Universidad Nebrija to design new activities and transform spaces and processes to improve the relationship with the student. In conclusion to the article it is proposed, as shown in Figure 1, to focus the work of improvement on the extension activities (including the intercultural ones), the spaces, and the communication with University we propose improvements aimed at promoting student involvement in the functioning of the university.

Figure 1. Main improvements to build a university for all.
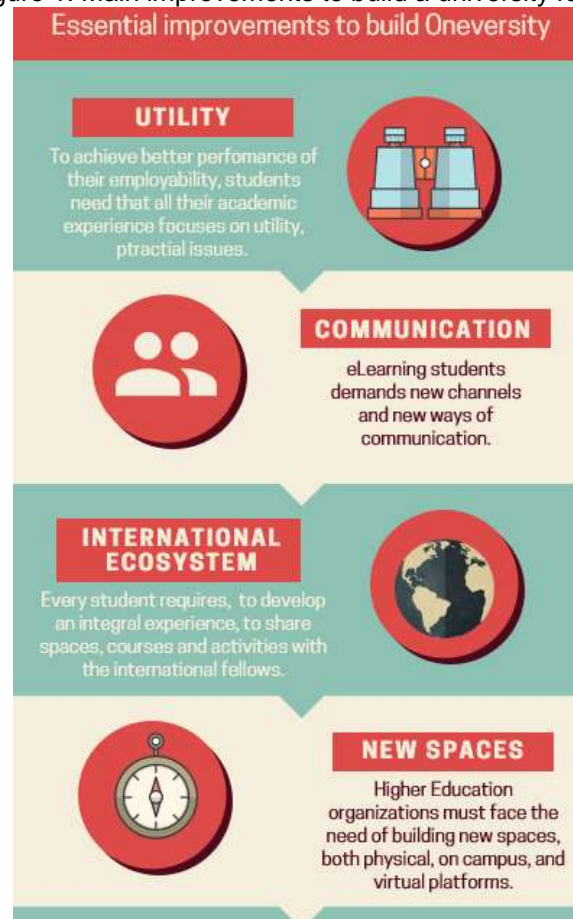
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