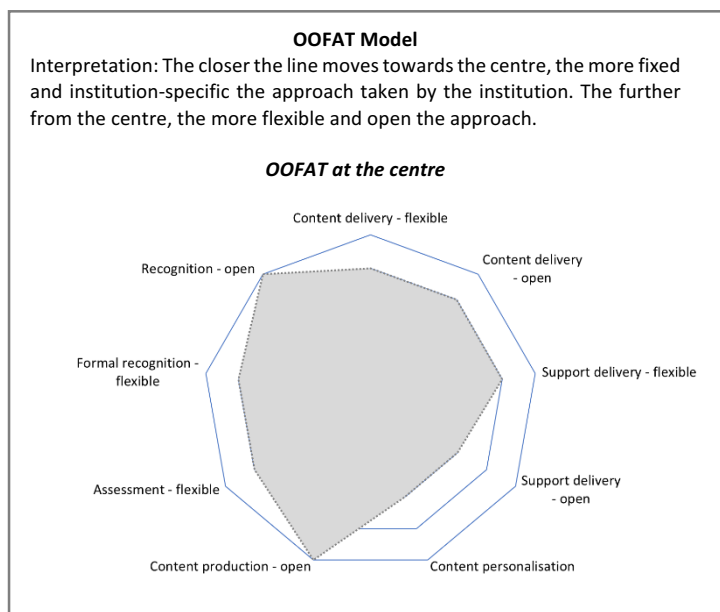# Brazil – Universidade Federal do Rio Grande do Norte: Laboratório de Inovação Tecnológica em Saúde

Established in 1958, the Federal University of Rio Grande do Norte (UFRN) is a public Brazilian university funded by the Brazilian federal government, located in the city of Natal, Rio Grande do Norte, Brazil. Founded in March 2011, the Laboratory of Technological Innovation in Health (LAIS) is based on a combination of knowledge of Health, Engineering and Information and Communication Technologies. The LAIS is located in the Hospital Universitário Onofre Lopes (HUOL) and is the first laboratory installed in a Brazilian university hospital with the proposal of promoting technological innovation in health.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding

Private ——————————————◆——— Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other: Specialist

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model

Entrepreneurial model with fixed core

Defender-related characteristics *versus* Prospector-related characteristics

- Profitability / sustainability
- Networks
- Competitive advantage
- Value chain
- Communication channels
- Target group
- Products / services

Business Model: Additional Information

The business model focuses on using digital technologies to reach new markets via new or innovative channels using the same of similar products and services as in the past.

Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-enhanced learning elements

Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other	

TEL Strategy

The LAIS is devoted to research and use technology in the learning and health scenarios.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT at the centre

- Content delivery - flexible
- Content delivery - open
- Support delivery - flexible
- Support delivery - open
- Content personalisation
- Content production - open
- Assessment - flexible
- Formal recognition - flexible
- Recognition - open

OOFAT Model: Additional Information

Content
[n. a.]

Delivery
Our MOOC courses are open all the time. For the specialization courses, we have to comply of academic rules of the University. The MOOCs content are open and may be copied, remixed or derivate other creations. The access to the content in the Specialization courses are primarily accessible by students. The moment in which some of the content is offered in self-instructional modules, the content can be accessed and used by all. Some restriction may be imposed in the certification according to health professions.

Recognition
In the context of MOOC learning pathways are absolutely self-determined. In the specialization courses, pathways tend to be more rigid.