THE EMMA MOOC PLATFORM

Instructional design and affordance

Rosanna De Rosa
University of Naples Federico II
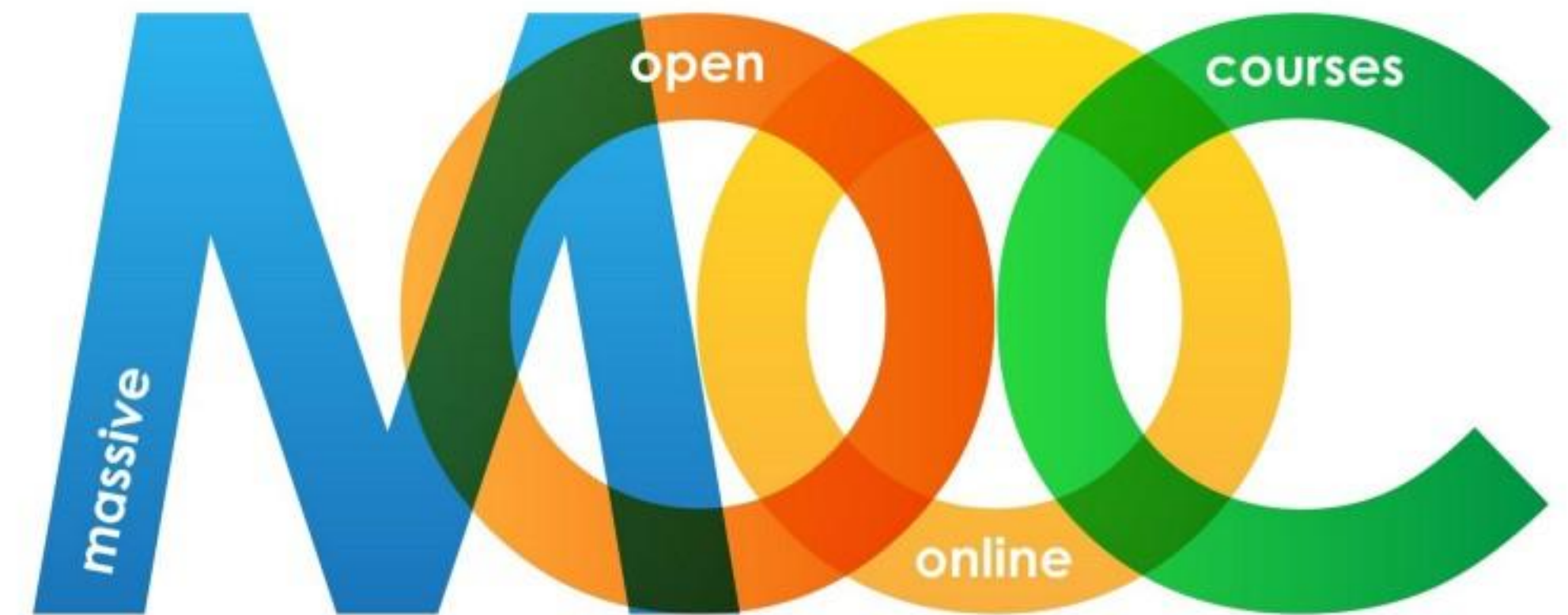
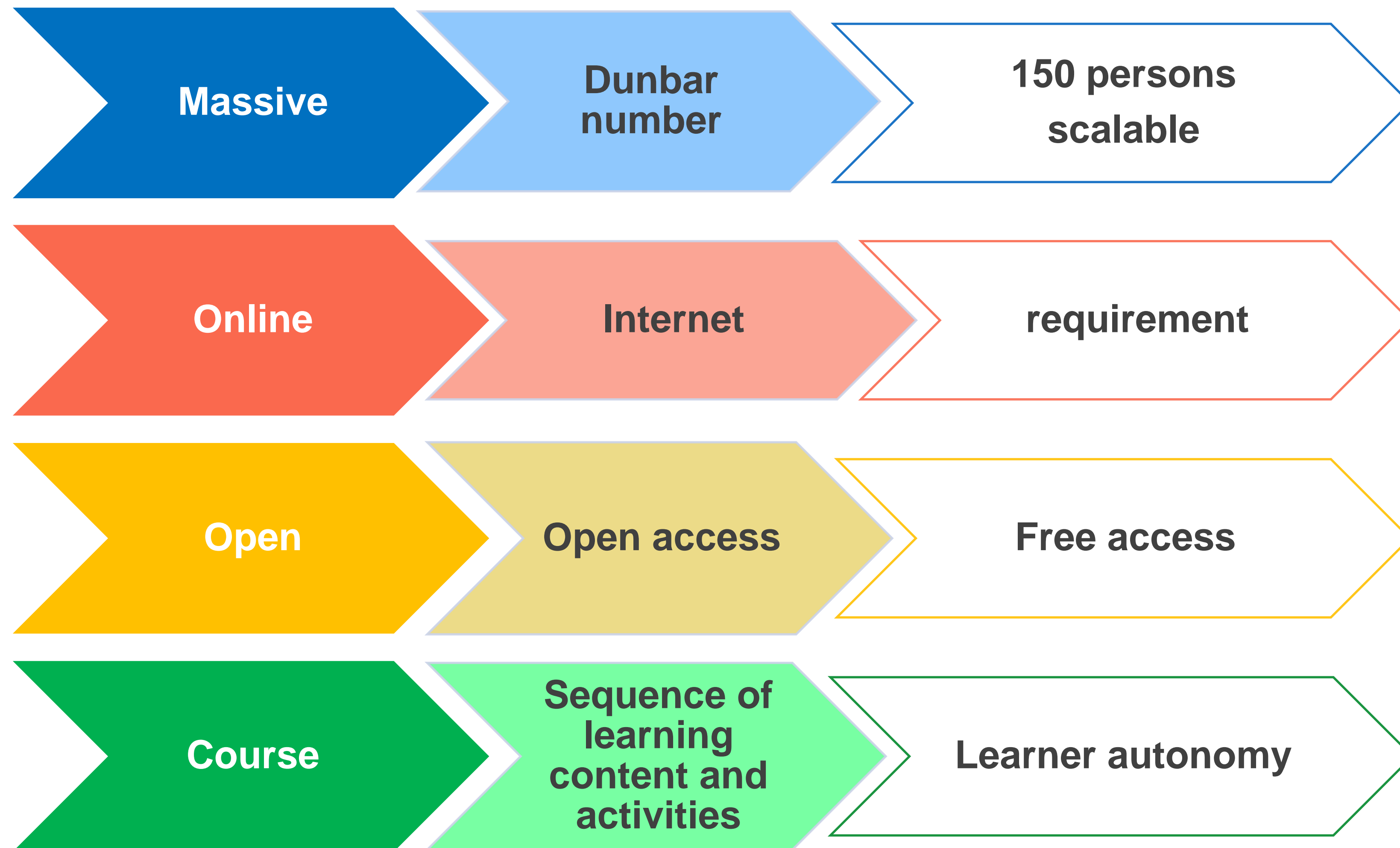**Yerevan, September 2021**

▸ **MOOCS – WHAT ARE THEY?**

▸ **WHAT ARE THE MAIN FEATURES OF EMMA?**

▸ **WHAT IS THE STRUCTURE OF A MOOC ON EMMA**

▸ **HOW WE SUPPORT NEW PROVIDER ?**

MOOCS – WHAT ARE THEY?

Massive	Dunbar number	150 persons scalable
Online	Internet	requirement
Open	Open access	Free access
Course	Sequence of learning content and activities	Learner autonomy

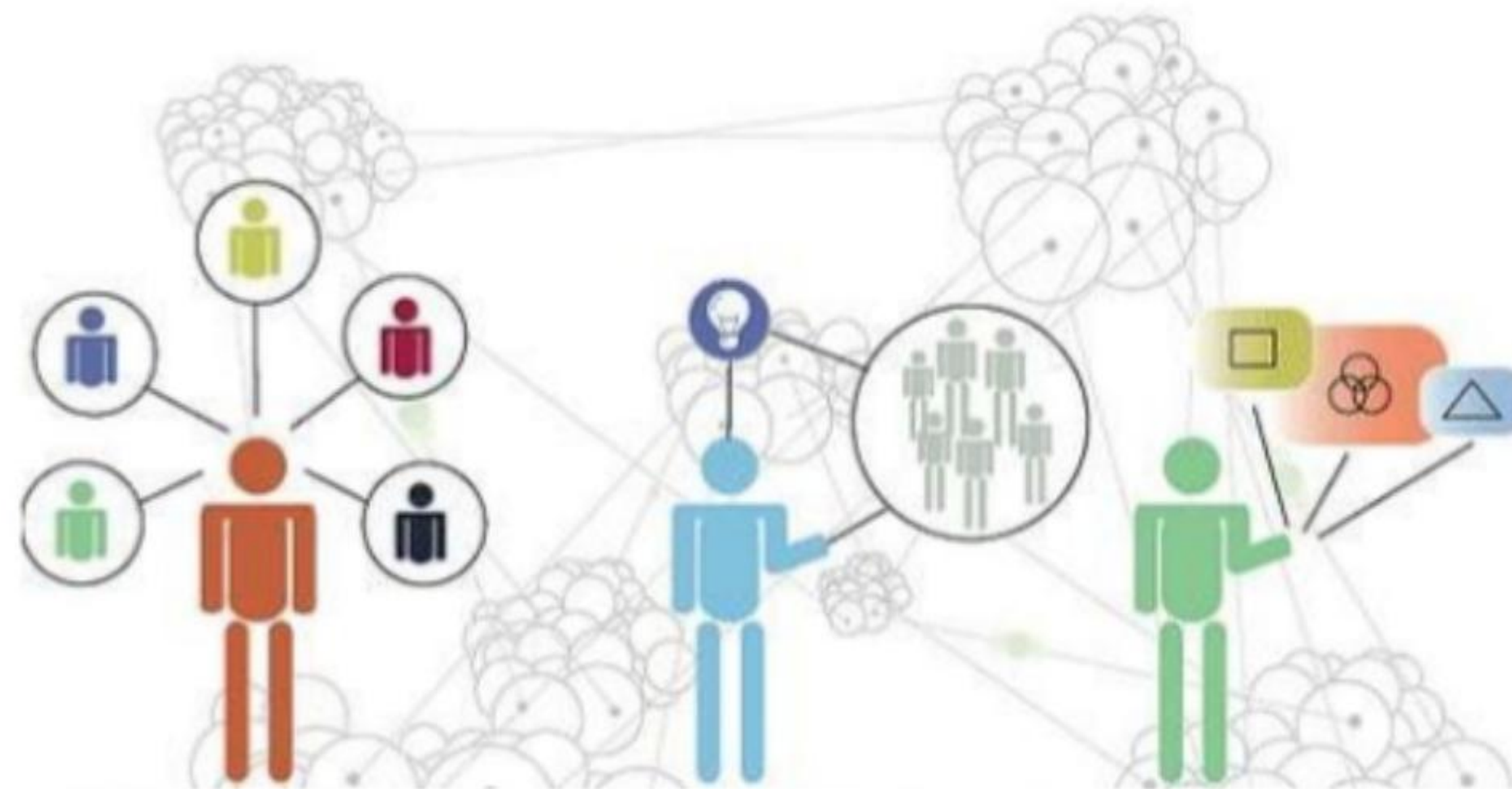# BORN CONNECTIVIST…

- Born in 2008 as a pedagogical innovation at scale
- Siemens and Downs first MOOC: **Connectivism and Connective Knowledge course (CCK08)**
- Year of a MOOC 2012
- Christensen's *disruptive innovation* model also applied to education

Connectivism Learning Theory

George Siemens (2005) and Stephen Downes (2005)

BUSINESS AS USUAL?

Massive   Not so massive anymore - scale has shrunken
Open   Not so open anymore. Some business models are emerging
Online Courses Still there, still courses, still an opportunity

	$ Cost	Students
Online Masters of Science in Computer Science **Georgia Tech** & **UDACITY**	$7k	6365
iMBA **ILLINOIS** & **coursera**	$22k	1100
Online Masters in Analytics **Georgia Tech** & **edX**	$10k	650

CLASS CENTRAL

SO WHY DO A MOOC?

Some Reason Why:

- Extension to traditional university offers
- Another cycle of a hype - university degrees
- Micro-credentials - different across the world
- Monetization – business model
- Searching for pedagogical innovation through MOOCs

CLASS CENTRAL

Growth of MOOCs
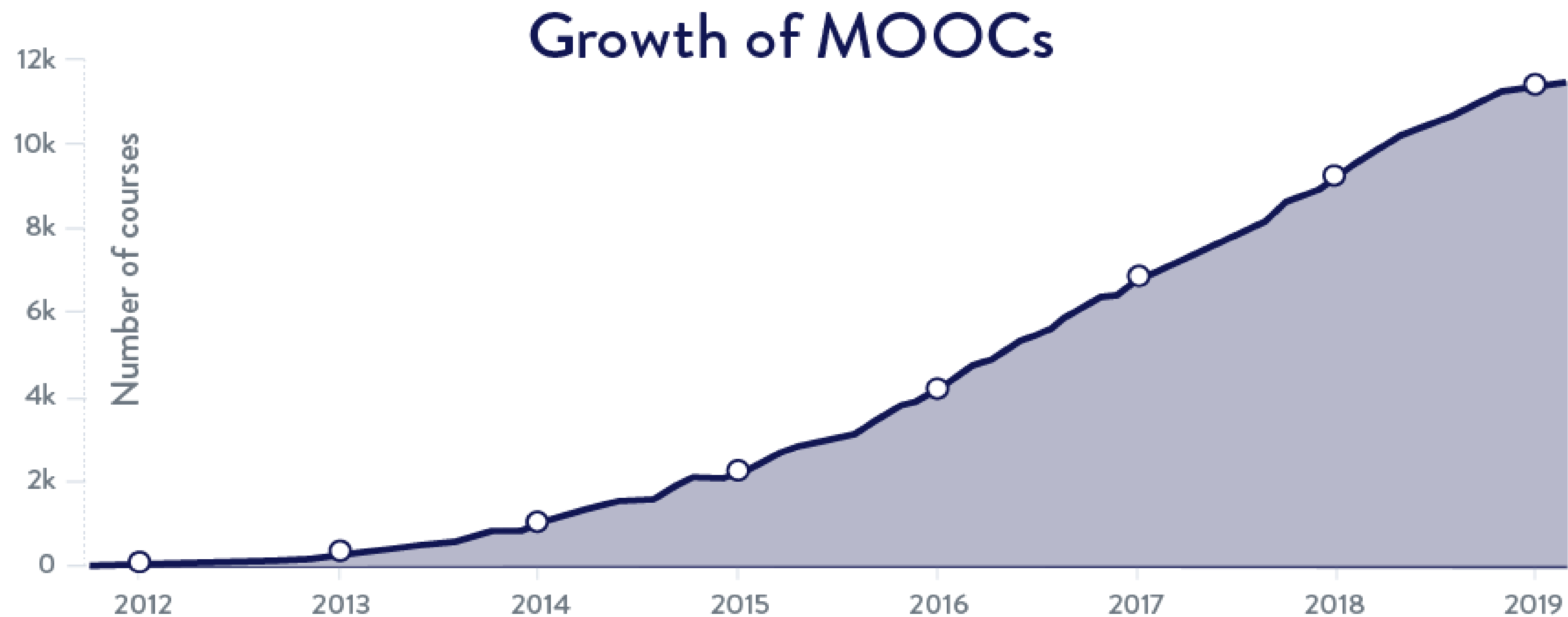
THE SECOND MOOC YEAR
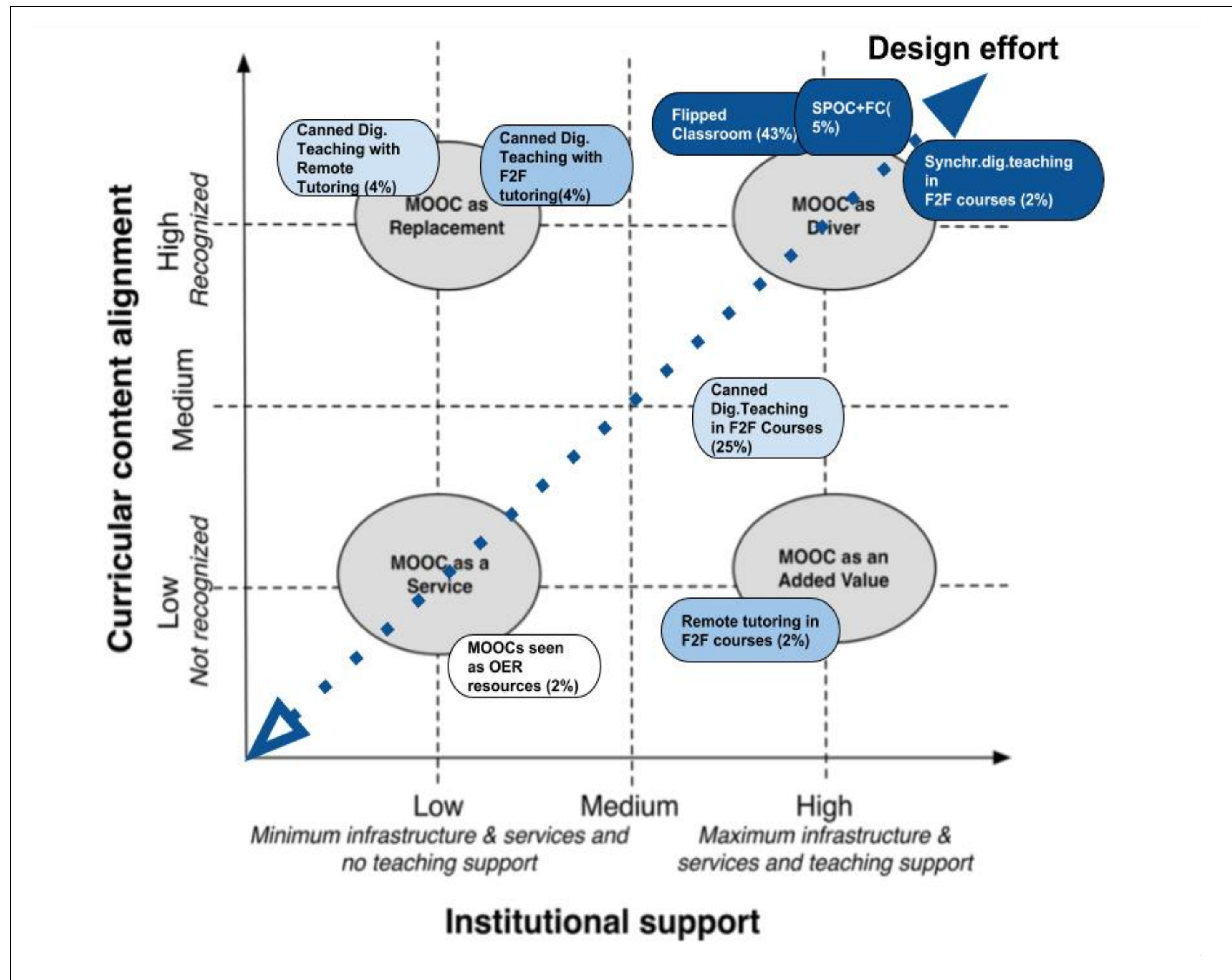
Dhawal Shah
Nov 30th, 2020

👤 **180M**
Students
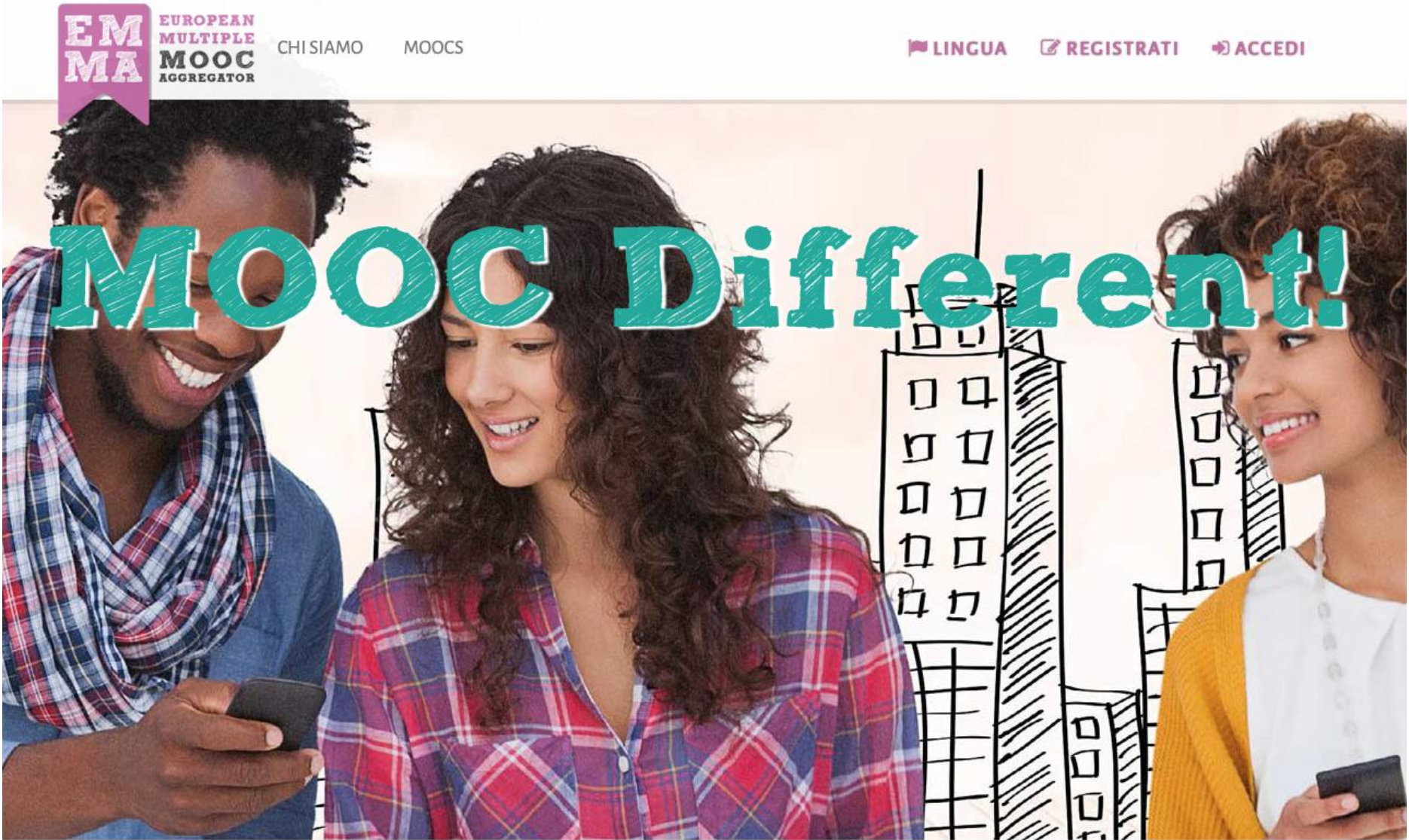
🏛 **950**
Universities

▱ **16.3k**
Courses

▤ **1180**
Microcredentials

▣ **67**
MOOC-based degrees

[cc] **class central**

By the Numbers: MOOCs in 2020
Statistics do not include China

Eradze M., León Urrutia M., Reda V., Kerr R. (2019) Blended Learning with MOOCs. In: Calise M., Delgado Kloos C., Reich J., Ruiperez-Valiente J., Wirsing M. (eds) Digital Education: At the MOOC Crossroads Where the Interests of Academia and Business Converge. EMOOCs 2019. Lecture Notes in Computer Science, vol 11475. Springer, Cham

EMMA: THE FIRST PLATFORM WITH AN EUROPEAN FLAVOR

Providing multilingual access to European MOOCs

Ensuring advanced services to newcomers

Creating a pan-European brand

WHAT can EMMA OFFER?

MOOC Expertise and knowledge

Monitoring Services, Tracking and Learning Analytics

Hosting and Communication

Translation / transcription

EMMA FEATURES

MULTIPLE LANGUAGES

Automatic translation and transcription system in 8 languages

TRANSLATE

INTERACTIVE FEATURES

Personal Learning Environment

ENGAGE

ASSESSMENT TOOLS

Assess your classroom

TEST

LEARNING DATA

Learning Analytics and Survey
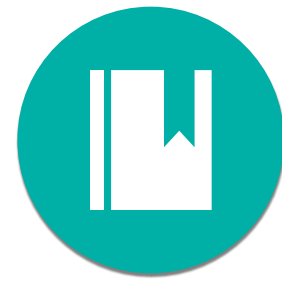
ANALYZE

Automatic Transcription/Translation

This tool has been developed by UPV (dpt of Information Science)
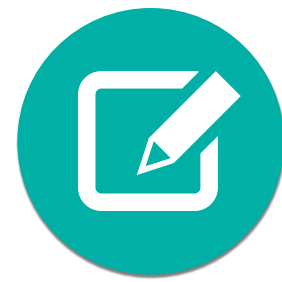https://politrans.upv.es/

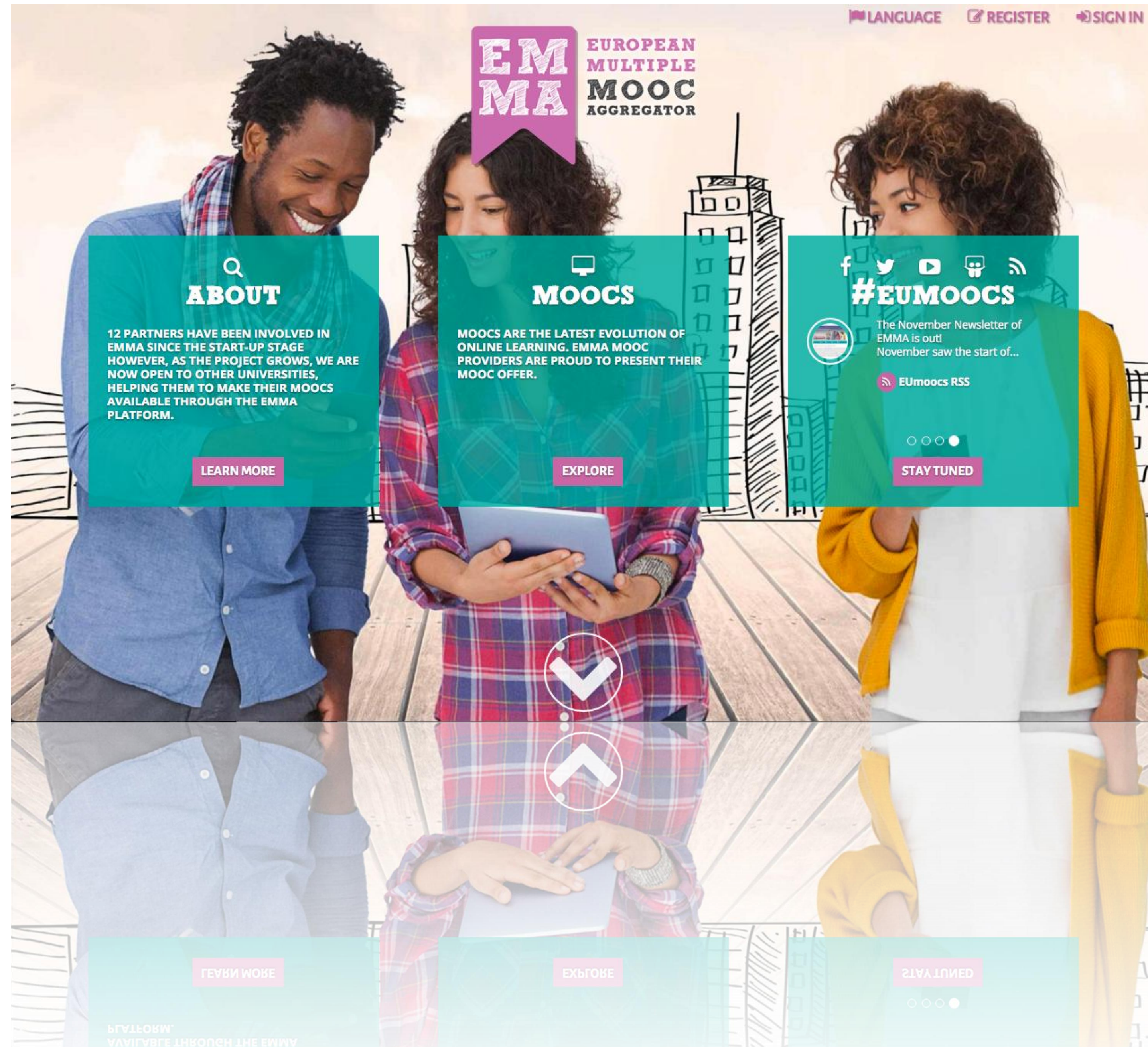# Interactive tools: PLE and H5P features

- Annotation System
- Coursebook
- Personal Blog
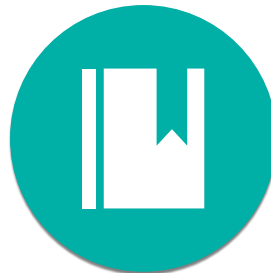- Conversation tool
- Virtual classroom
- H5P features

Annotation system

Coursebook

Personal Blog

Conversation tool

Virtual classroom

H5P features

TOOLBOX

Highlight, add a note, add resources, save and view

Quando affrontiamo un problema o abbiamo un'idea, spesso intuiamo la soluzione ma non siamo in grado di formularla in modo operativo per metterla in pratica. Il pensiero computazionale è proprio questo, la capacità di immaginare e descrivere un procedimento costruttivo che porti alla soluzione. Come imparare a parlare ci aiuta a formulare pensieri complessi, così il pensiero computazionale ci offre strumenti ulteriori a supporto della fantasia e della creatività.

🔖 HIGHLIGHT THIS   ✏️ ADD A NOTE   🌐 ADD RESOURCE   📦 VIEW ALL SAVED   ◁ SHARE THIS   🄵 🄣 🄶

Per questo **il pensiero computazionale è per tutti**. E' una capacità trasversale che va sviluppata il prima possibile. Non è solo per informatici e programmatori, ma **programmare è il modo migliore per acquisirlo**. Per questo in Europa e nel mondo si svolgono ogni anno campagne di alfabetizzazione per la diffusione del coding. E' per questa stessa ragione che noi parleremo di coding e **giocheremo con la programmazione** senza ripeterci ogni volta che lo facciamo per sviluppare il pensiero computazionale. Quello accadrà da sé senza bisogno di dirlo.

CourseBook

Annotation System

CourseBook

Personal Blog

Conversation tool

Virtual classroom

H5P features

YOUR COURSEBOOK
check / edit / reorder /delete
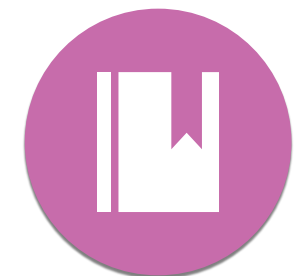
Titolo: **My new coursebook**

Il mio Coursebook

Per questo **il pensiero computazionale è per tutti**. E' una capacità trasversale che va sviluppata il prima possibile. Non è solo per informatici e programmatori, ma **programmare è il modo migliore per acquisirlo**. Per questo in Europa e nel mondo si svolgono ogni anno campagne di alfabetizzazione per la diffusione del coding. E' per questa stessa ragione che noi parleremo di coding e **giocheremo con la programmazione** senza ripeterci ogni volta che lo facciamo per sviluppare il pensiero computazionale. Quello accadrà da sé senza bisogno di dirlo.

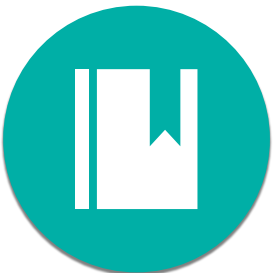Corso: **Coding in your Classroom, Now!**

Personal Blog

- Annotation System
- Coursebook
- **Personal Blog**
- Conversation tool
- Virtual classroom
- H5P features

YOUR Blog
welcome / engage / support /interact

Il Blog Personale di Alessandro Bogliolo

AGGIUNGI UN NUOVO ARTICOLO

AlgoMOOC 07.01. Gli alberi
Postato su20 April 2018

Questo pomeriggio, alle 17:30, inizia la lezione 7!

Conversation tool

Annotation System
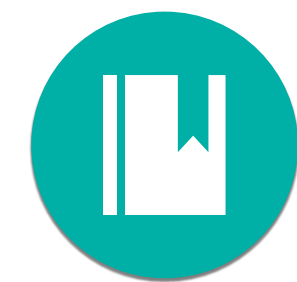
Coursebook

Personal Blog

Conversation tool

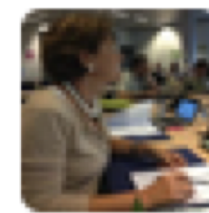
Virtual classroom

H5P features

YOUR CONVERSATION TOOL
introduce / inform / ask /monitor

Rebecca Ferguson 2 days ago

I wonder if 'Join the discussion' might help to prompt more learning-focused conversations than 'post a comment'?

Reply

Ruth Kerr 1 min ago

Interesting point Rebecca. Be good to analyse the effect of the two different invites!

Virtual classroom

- Annotation System
- Coursebook
- Personal Blog
- Conversation tool
- **Virtual classroom**
- H5P features

YOUR CLASSROOM
engage / connect / integrate /promote

35.442 subscribers on the Course' Facebook group

H5P features: engaging students
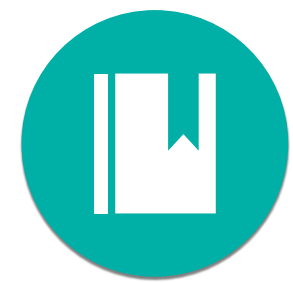
- Annotation System
- Coursebook
- Personal Blog
- Conversation tool
- Virtual classroom
- H5P features

LO1.1 #2 Open Badges ecosystem

Drag & drop the elements of the Open Badge ecosystem (on the right) to the diagram representing the ecosystem on the left.

create

and award

to

who store them in

VERIFIES

VERIFIES

and showcase them with

Assertions

Hosts

Issuers

Earners

Badge Classes

Displayers

Earner
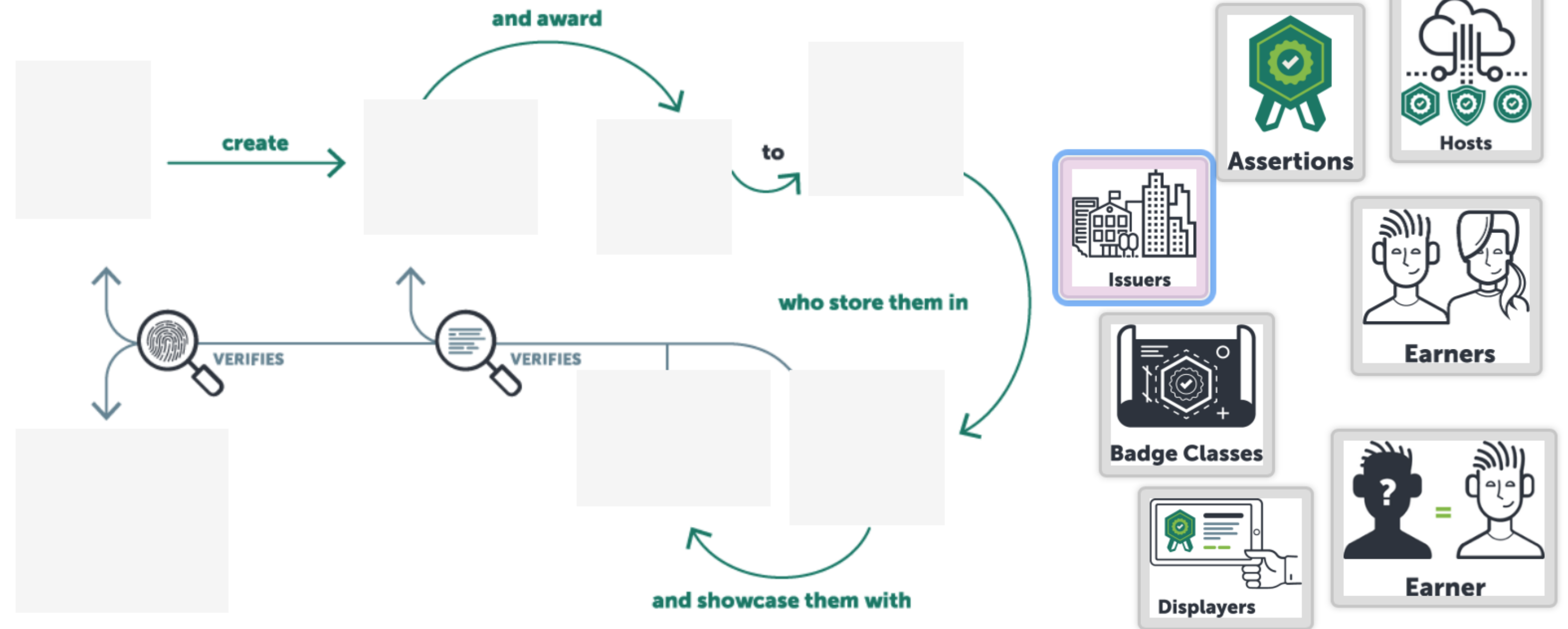
Check

Reuse   <> Embed

Drag and drop elements

Assessment Tools

Quiz
test / engage / measure
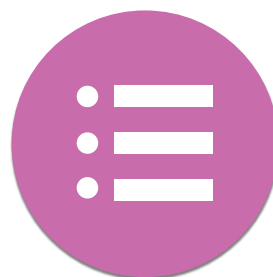
Quiz

Blog

Homework

Peer Assessment

IL PATRIMONIO CULTURALE ABBANDONATO

Assignment: The true meaning of the cultural heritage

UNIT INFO   Lesson **1/8**   Unit **3/3**   Assignment **1/1**   ASSIGNMENTS ▾   TRANSLATION ⌄

OUTCOMES
Far emergere quale sia il reale valore del patrimonio culturale, al di là dell'aspetto prettamente economico

QUIZZES

Quale problema principale mette in evidenza l'abbandono del patrimonio?/What are the major problems highlighted by the abandonment of the heritage?

problema economico/economic problems	○ True	○ False
problema sociale ed identitario/-social and identity problems	○ True	○ False
problema occupazionale/employment problems	○ True	○ False

Assessment Tools
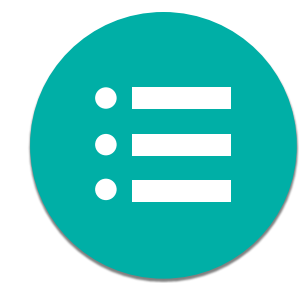
Quiz
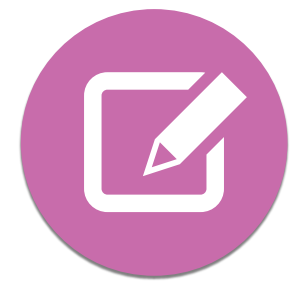
Blog

Homework

Peer Assessment

BLOG
activate / discuss /Inform

❮ PERSONAL BLOG OF NATALIA MOTA

Quelques anciens outils utilisés pour faire du vin

📌 Posted on 3 May 2020

Outils de tonnellerie:

Ancienne presse du raisin pour le vin

Ancienne bouteille d'argile:

Assessment tools
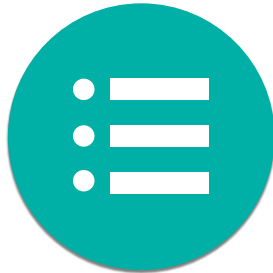
Quiz

Blog

Homework

Peer Assessment

OPEN HOMEWORK
reflect /recount / relate

HOMEWORK

DO THE ASSIGNMENT

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Type something

Send your homework to the evaluator

| Profilo | Corsi 25 | Ultime notifiche | Ultime attività | La mia valutazione fra pari | My Homework | I miei certificati |

Homework dashboard - Peer assessments

All courses

Homework	Course	Assignment Title	Deadline	Date assessment	Status
📄	Coding in your Classroom, Now!	Descrivi lo scenario e le tue intenzioni	03-02-2016	30-01-2016	Creato
📄	Coding in your Classroom, Now!	Descrivi lo scenario e le tue intenzioni	03-02-2016	30-01-2016	Eseguito

Assessment tools

 Quiz

 Blog

 Homework

 Peer Assessment

BLOG
share / empower / involve

Peer assessment Stats

4521 users enrolled / **2899** homework submitted
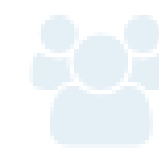
Create a Group of Peer Reviewers

Numero massimo di utenti per gruppo

10

Quanti valutatori per ciascun compito?

3

EVALUATION PERIOD

Data di inizio

📅 30-01-2016

StartEndDate

Data di chiusura

📅 03-02-2016

StartEndDate

ADD NOTE FOR REVIEWERS

Ora ti chiediamo di dare un giudizio costruttivo sul compito svolto da un tuo collega.
La valutazione è anonima: tu non sai chi ha scritto il compito e l'autore non saprà chi lo ha valutato.

Monitoring Tools

LEARNING DATA
Monitor / evaluate / intervene

- **Enrollments**

- **Lessons**

- **Activity stream**

- **SNA**

Hydrogen as Energy Vector

Monitoring Tools

- **Student progress**

- **Lessons overview**

Student Progress Overview | Lessons | Social Network Analysis

Course start: 2016-05-29 | Course end: 2016-09-30

L'organizzazione delle imprese culturali I

MY PROGRESS ❓

3 out of 18

Units visited

The number of units you have visited

58%
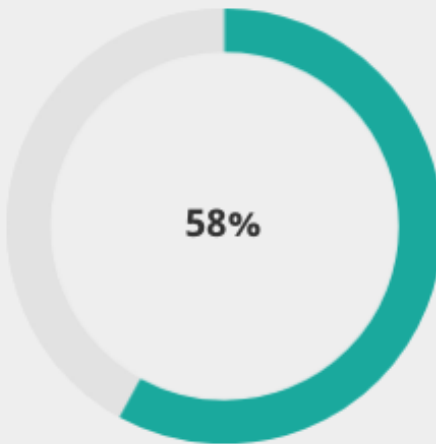
Quizzes average score

The average result of all the quizzes you did expressed in percentages

COURSE STRUCTURE ❓

- Il concetto di organizzazione
  - Perché studiare le organizzazioni e il processo di progettazione? ✓
    - Organizzazioni 👁 ✓
  - Gli elementi di base: le parti dell'organizzazione ✓
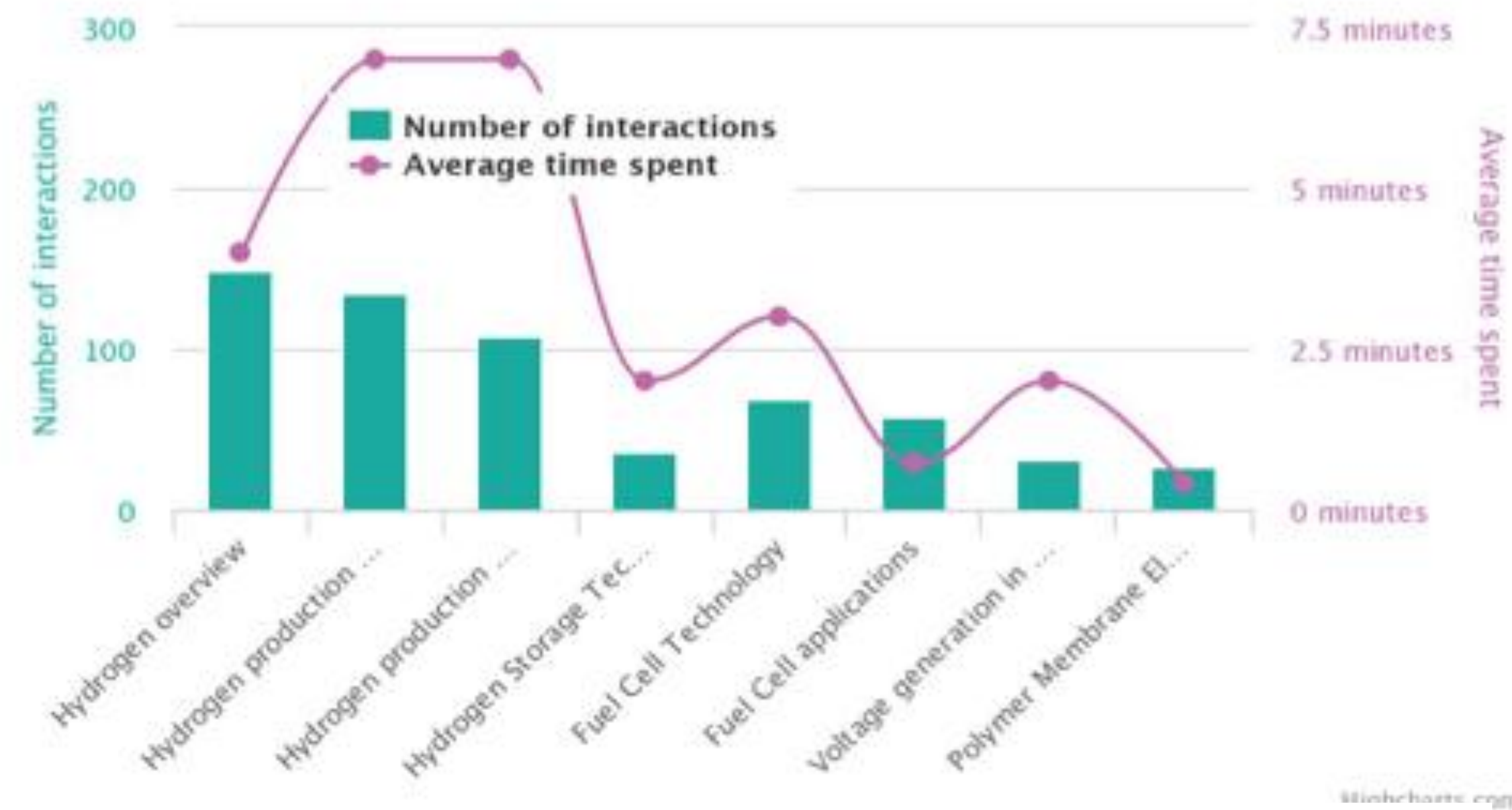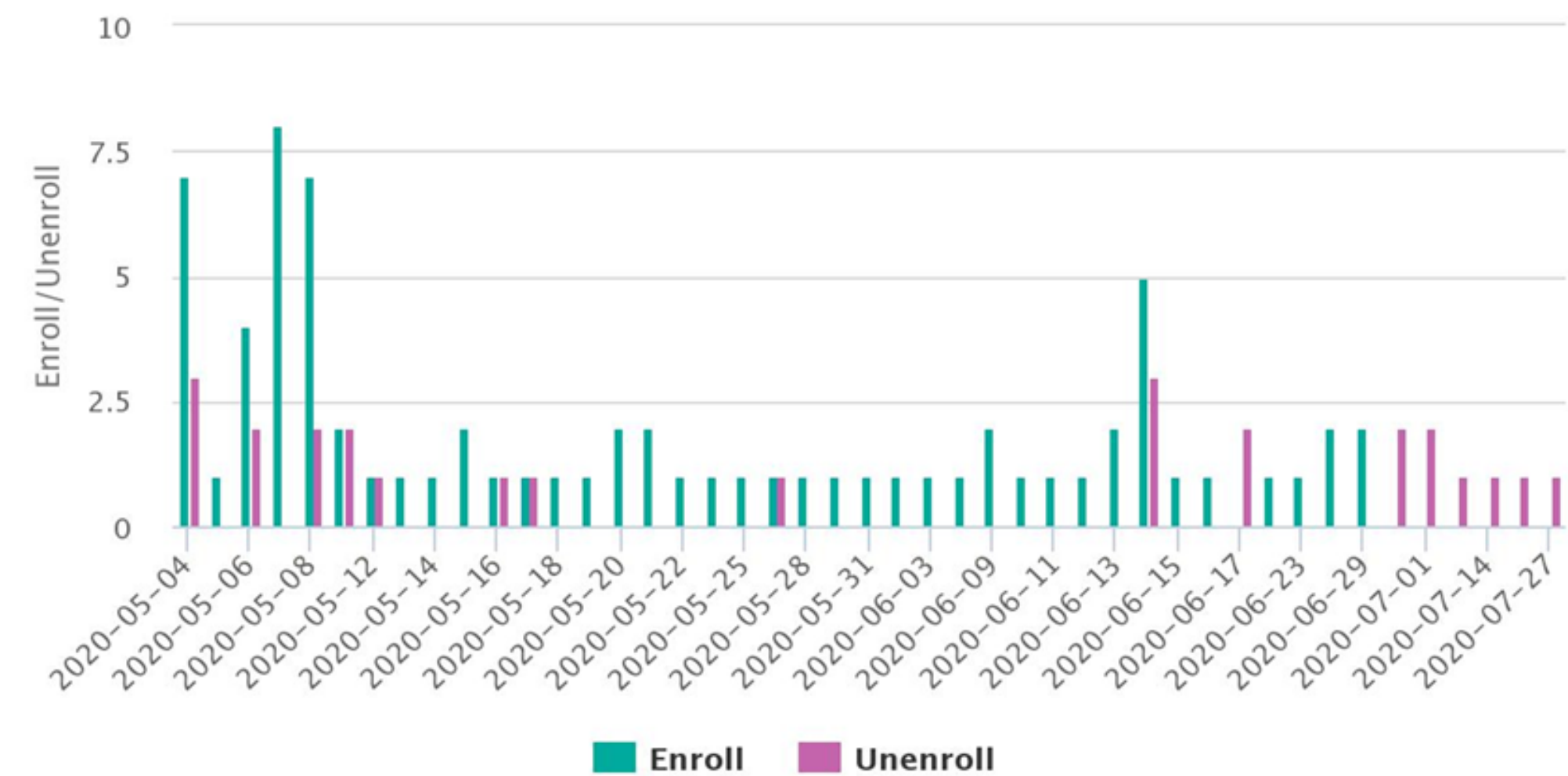   - Organizzazioni: coordinamento e parti 👁 ✓
  - Gli elementi di base: i meccanismi di coordinamento ✓
    - Meccanismi di coordinamento **Average: 58%** **Last: 58%** 👁 ✓
- I confini del settore dei beni e delle attività culturali ✓
  - Definizione del settore culturale
    - Problema delle definizioni
  - Una mappa di orientamento per i Beni Culturali
    - Costruire una mappa di orientamento
  - La definizione dei confini: la scelta delle funzioni
    - Dai le principali definizioni
- La progettazione delle posizioni individuali
  - La progettazione delle posizioni
    - Come definire la progettazione delle posizioni

Monitoring tools

- **Students profiling**
  - **Expectations**
  - **Course**
  - **Exit**

EMMA EUROPEAN MULTIPLE MOOC AGGREGATOR

GOVERNING INHERITANCE STATUTES AFTER THE ENTRY INTO FORCE OF EU SUCCESSION REGULATION

GoInEU

Repudiation

CERTIFICATE OF PARTICIPATION

This is to certify that Media Engineering participated in "Repudiation", a MOOC offered by EMMA (European Multiple MOOC Aggregator) in collaboration with Fondazione Italiana del Notariato, under the EC co-funded project GOINEU. This MOOC was hosted on www.europeanmoocs.eu.

Ji⬤⬤afa

MOOC teacher - Fondazione Italiana del Notariato

Emma has received funding from the European Union's Competitiveness and Innovation Framework Programme under grant agreement no 621030.
The e-learning course has received funding from the European Union's Justice Programme under the GoInEU project.

Fondazione Italiana del Notariato

info@europeanmoocs.eu | www.europeanmoocs.eu | www.facebook.com/EUmoocs | @EUmoocs

2019-09-14 18:19:17

Reward: badges

What are Open Badges?

Open Badges are digital badges, shareable on different platforms in dedicated spaces, which allow individuals to demonstrate various skills and experience they have acquired.

https://openbadges.org

Badges created by the Open Science Research Data Management (Oberred Project) and delivered through Emma

Issuer Badges

Create Badge ...

Search Issuer Badges   1 - 7 of 7

NAME	CREATED	AWARDS ⌄	
Open Badges for Open Science, Foundations Level	14 gen 2021	28	...
Context and stakes of Research Data Management	8 mar 2021	22	...
Open Badges for Open Science – Technology Level	15 gen 2021	17	...
Open Badges for Open Science – Application Level	15 gen 2021	16	...
Concepts and processes of Research Data Management	22 mar 2021	15	...
Open Badges for Open Science – Distinguished Project	11 feb 2021	5	...
Being an animator of the ecosystem	11 giu 2021	1	...

HOW TO CREATE A MOOC ON EMMA?

SYLLABUS

COURSE STRUCTURE

MATERIAL

ASSIGNMENTS AND

ACTIVITIES

INSTRUCTIONAL DESIGN AND PEDAGOGY

AWARENESS AND REFLECTION

CONVERSATION

SUPPORT

ASSESSMENT

LEARNING ANALYTICS

EMMA

Chapter 1. Creating a Course on EMMA

Sign in with your teacher's account and go to "**Your Courses**" in your personal menu

To add a new course you have to click on "**Add Course**" button

Add **course information**: "Course title", "Overview", "Learning objective", "Outcomes"

Define course **start and end date**

NOTE: This is the date of when your course overview will be available on MOOCs list, not the date of your first lesson.

Choose a **cover page** for your course

Add **coauthors**: users that can manage with you your course

Tick the "**Publish**" button and click on "**Save**"

All Done!

WHAT IS THE STRUCTURE OF A MOOC ON EMMA?

Course Add New Course

(?) **Save** (?) ☐ Publish

Course title

Type the title of the course

Choose the title for your courses and remember that this is what the search engines will pick up on and the first step to engaging students.

Course structure

| **Overview** | Learning objectives | Outcomes | Certification and Additional Info | Use of content and licenses |

B *I* U ¶▾ ≣▾ ≣ ⋮≣ ⋮≣ ≣ ≣ ▤ % ▨ ▣ ↺ ↻ </>

Type something

Here you can describe how the course is structured, the kind of learning content/objects included, who it is aimed at, something about the provider institution / teachers, the kind of commitment required etc... If needed, you can also embed one or more Youtube/Vimeo videos.

Course native language Italian ⇕

To be published

📅 16-09-2019

Closing date

📅 16-10-2019

StartEndDate

Self-Paced ☐

Coming soon course ☐

Archived ☐

External ☐

Certified ☐ (?)

Mooc of distinction ☐ (?)

Course Image Cover

Set a cover image for this course through your Media Library. Please use only `.jpg` or `.png` **square** images.

Open Media Library

Coauthors

Choose a Teach

Coauthors

Tutor

Choose a Tut

Tutor

Social Board Save this course and come back for add a social link, thanks

EMMA CMS VIEW

HOW THE CMS LOOK LIKE

Course 1: ePortfolio new

View | Edit | Publish | Reorder Lessons | Add Lesson | Manage Study Materials | Invite | Analitycs

If you need to set the correct order of lessons and units, you can use the **Reorder** feature available both for lessons and units.

This course has an extra time of 55 days

15 Jun '15 - Lesson 1: Definiendo los ePortfolios

15 Jun '15 - Lesson 2: Estableciendo los propósitos del ePortfolio

15 Jun '15 - Lesson 3: Delineando la estrategia del ePortfolio

15 Jun '15 - Lesson 4: Diseñando el Ecosistema del ePortfolio

15 Jun '15 - Lesson 5: Evaluando la Solución de ePortfolio

15 Jun '15 - Lesson 6: De las iniciativas aisladas a las iniciativas integradoras

15 Jun '15 - Lesson 7: ePortfolio: Del Cambio Programático al cambio sistémico

Lessons: 7 | Units: 28

EMMA CMS VIEW
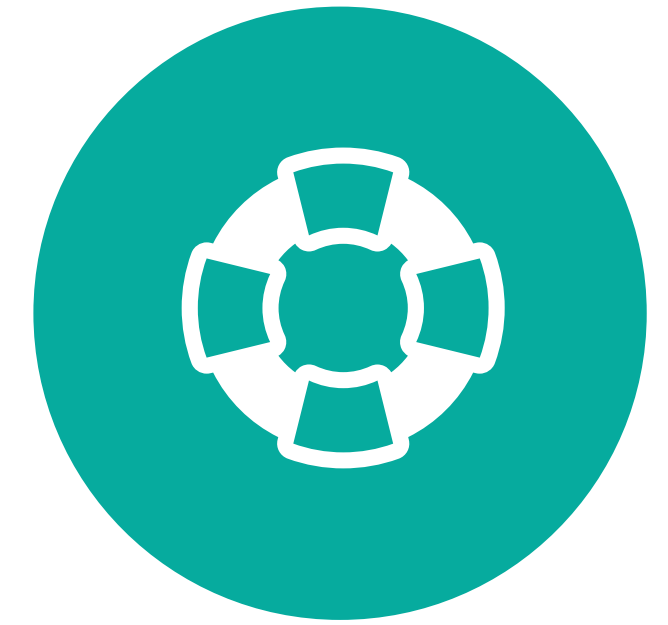
Lots of Support

EMMA DEMO PLATFORM

EMMA SYLLABUS

EMMA SIMPLIFIED GUIDE

HELP DESK

A-Z EMMA TUTORIAL

A-Z EMMA TEACHER GUIDE

PLATFORM USER MANUAL

EMMA WEBINAR

Emma Platform Tutorial
https://youtu.be/oWU_x7BqH_Q

THANKS FOR YOUR ATTENTION