

# THE EMMA MOOC PLATFORM

Instructional design and affordance

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University of Naples Federico II

Yerevan, September 2021

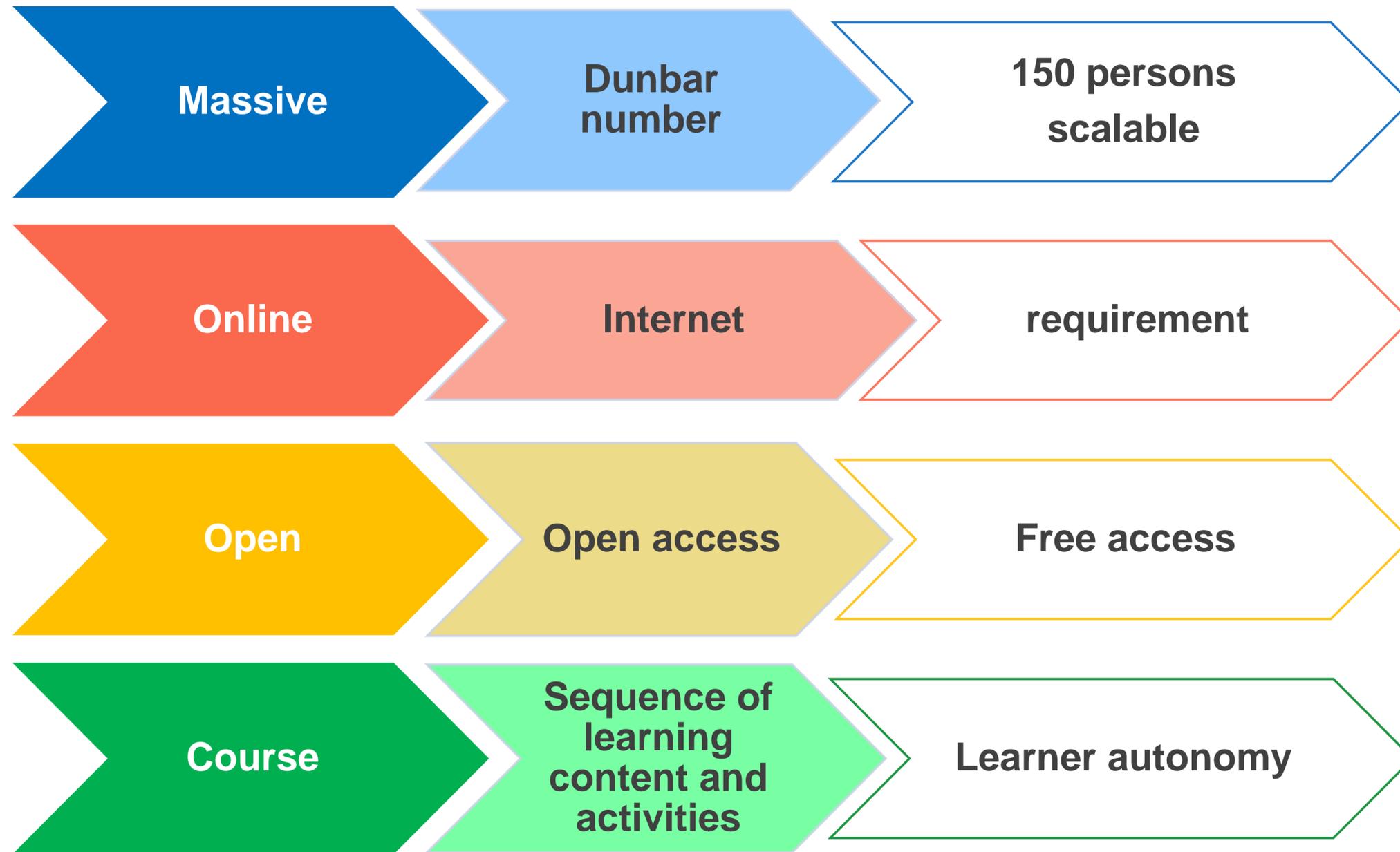


# A DISRUPTIVE INNOVATION

- ▶ 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?



# 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  &  UDACITY	\$7k	6365
iMBA  ILLINOIS &  COURSERA	\$22k	1100
Online Masters in Analytics  &  edX	\$10k	650

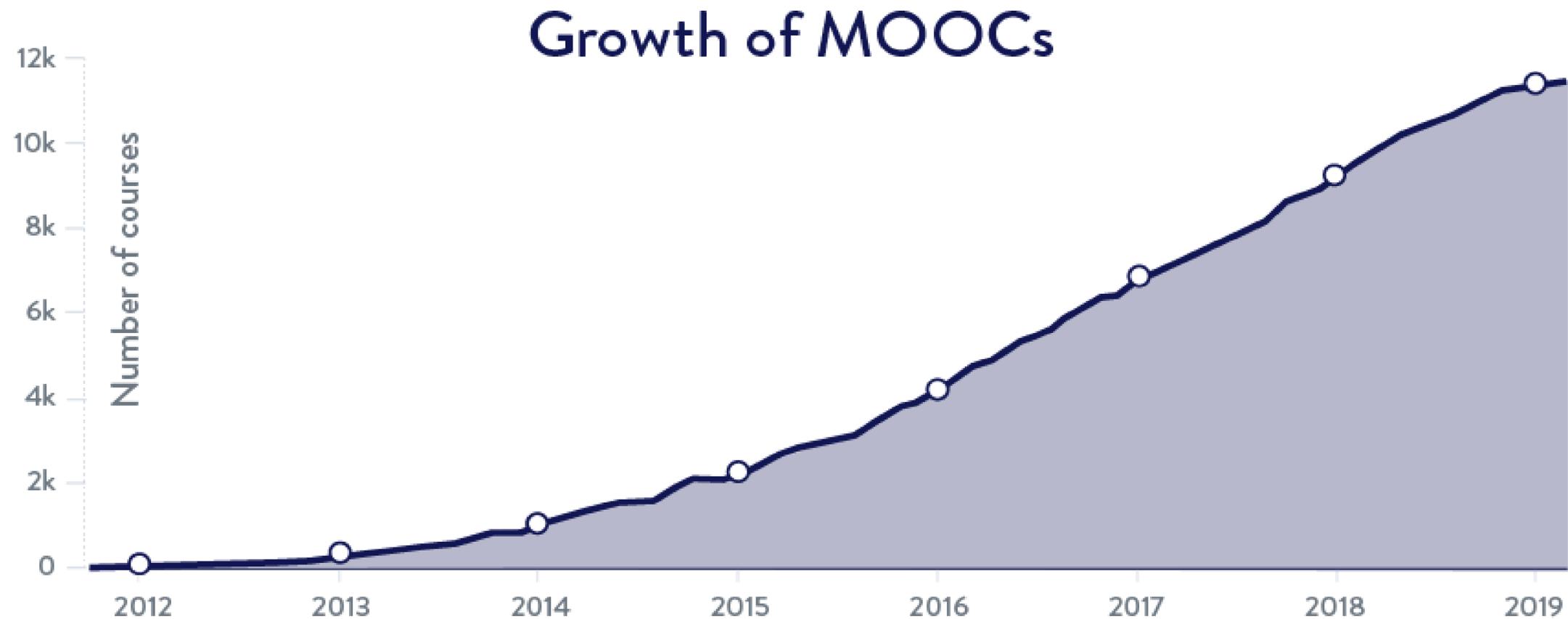
**CLASS CENTRAL**

# 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



# 2020: THE PANDEMIC EFFECT

## THE SECOND MOOC YEAR



**Dhawal Shah**

Nov 30th, 2020

 **180M**  
Students

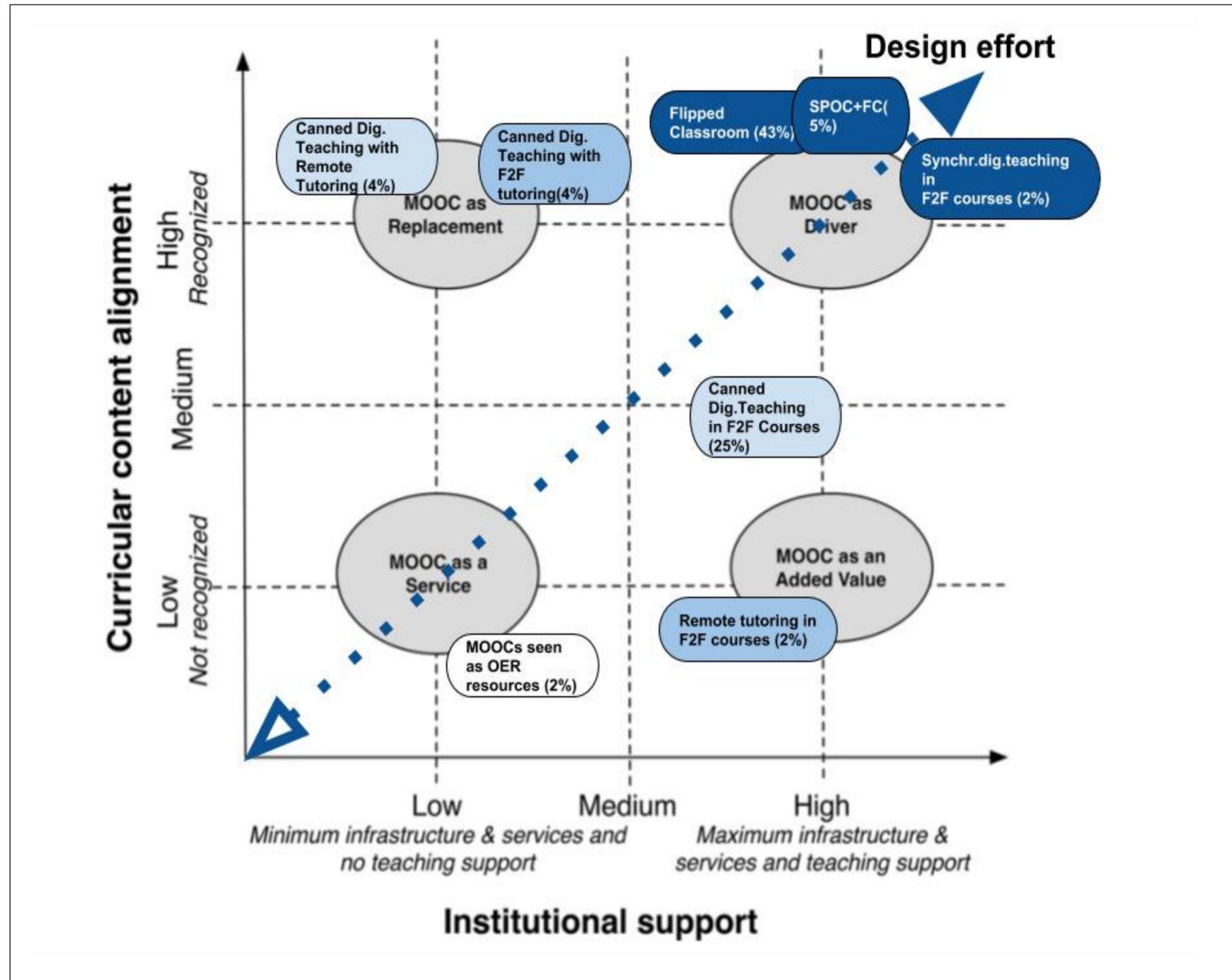
 **950**  
Universities

 **16.3k**  
Courses

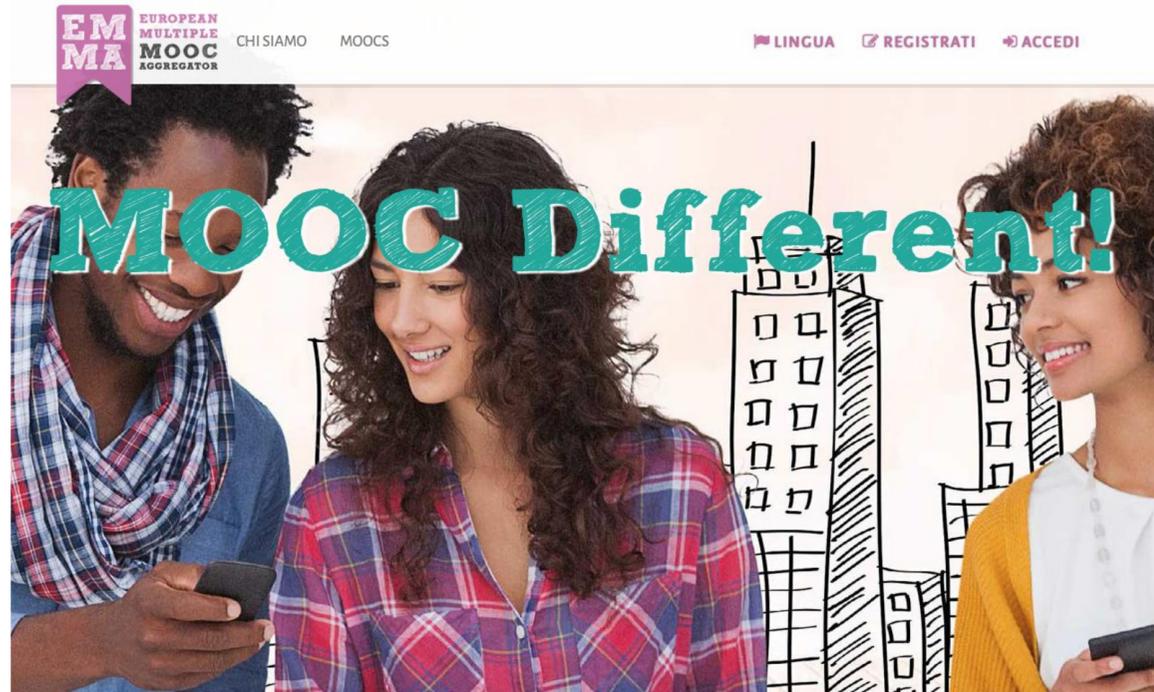
 **1180**  
Microcredentials

 **67**  
MOOC-based degrees

# MOOCS AS USED ON CAMPUS



# EMMA: THE FIRST PLATFORM WITH AN EUROPEAN FLAVOR



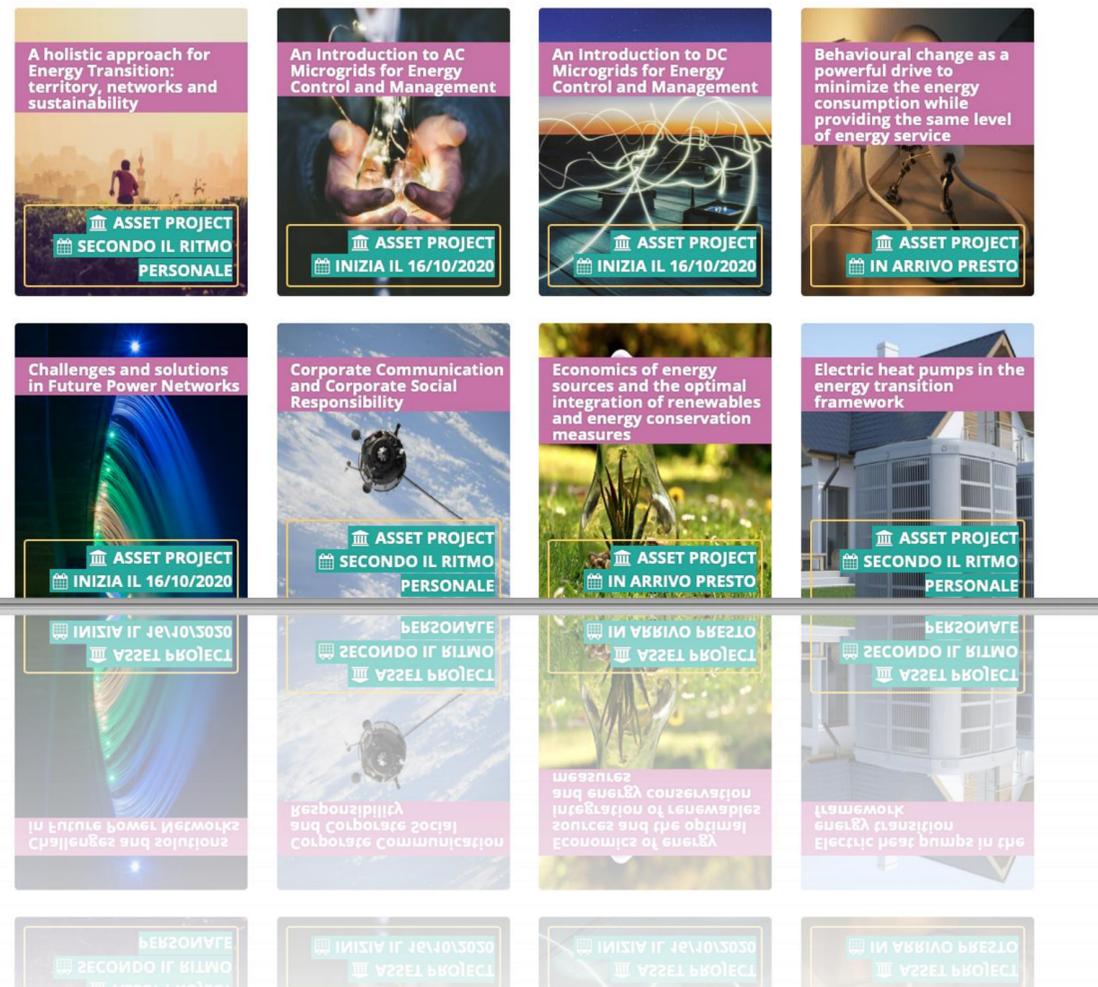
## Accesso ai MOOC Europei in diverse lingue



The European Multiple MOOC Aggregator, in breve EMMA, è un progetto pilota di 30 mesi supportato dall'Unione Europea. Ha l'obiettivo di mostrare l'eccellenza nelle metodologie innovative di insegnamento attraverso la sperimentazione di MOOCs su diversi argomenti. EMMA fornisce un sistema per erogare corsi aperti e gratuiti - in modalità multilingue - prodotti da università Europee e istituzioni della cultura per aiutare a preservare e a promuovere la ricchezza culturale, educativa e linguistica dell'Europa.



## In evidenza



### CHI SIAMO

12 PARTNERS PARTECIPANO AL PROGETTO EMMA FIN DALL'INIZIO, IN OGNI CASO, DAL MOMENTO CHE IL PROGETTO CRESCE, SIAMO APERTI AD ALTRE UNIVERSITÀ, PER AIUTARLE A RENDERE DISPONIBILI I MOOCs ATTRAVERSO LA PIATTAFORMA EMMA.

**PER SAPERNE DI PIÙ**

### MOOCs

I MOOCs SONO L'ULTIMA EVOLUZIONE DELL'APPRENDIMENTO IN RETE. IMPARA COME USARE LA PIATTAFORMA.

**ESPLORA**

### #EUMOOCs

RT @EUmoocs: The energy transition is an opportunity to find a job in...

**RESTA SINTONIZZATO**

### CHI SIAMO

### MOOCs

### #EUMOOCs

# DELIVERING A MOOC ON EMMA



Providing multilingual access to European MOOCs  
Ensuring advanced services to newcomers  
Creating a pan-European brand

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## 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

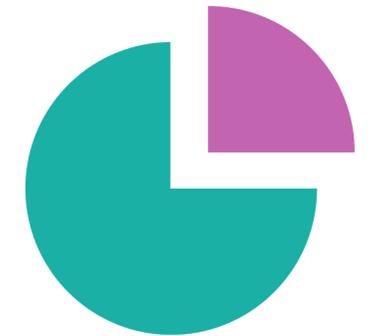
## ASSESSMENT TOOLS



Assess your classroom

TEST

## LEARNING DATA



Learning Analytics and Survey

ANALYZE

# Automatic Transcription/Translation

The screenshot displays the EMMA platform interface. At the top left is the EMMA logo. The top right shows a user greeting: "Welcome, Danilo". Below the navigation bar, there are links for "Home | Structure Map" and "Course Edit Course". The main content area features a video player on the left and a subtitle editing tool on the right. The video player shows a man in a suit speaking in front of a chalkboard with handwritten text: "culture", "cultura", "heritage", "social innovation", "patrim", and "SUD". A subtitle at the bottom of the video reads "in questo corso noi racconteremo la storia". The subtitle editing tool on the right has a text input field containing the same subtitle. A red box highlights a menu with the following options: "Advanced mode", "View edit history", "Download subtitles", "Import subtitles", and "Media attachments". An arrow points from the "Media attachments" option to the subtitle input field.

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



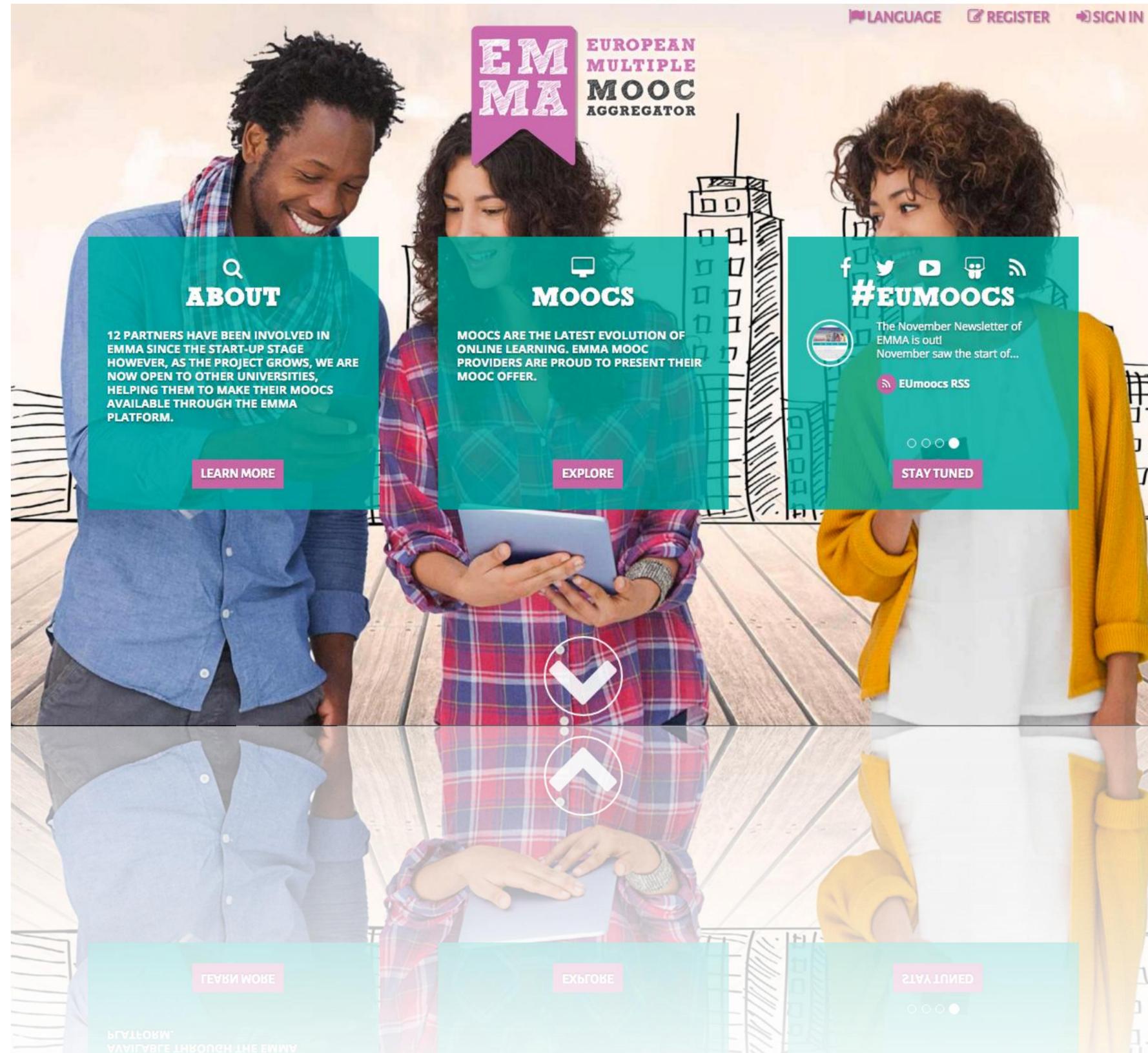
Conversation tool



Virtual classroom



H5P features



# Annotation system

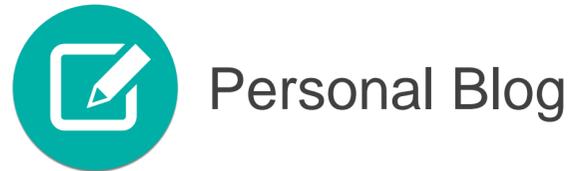
## TOOLBOX



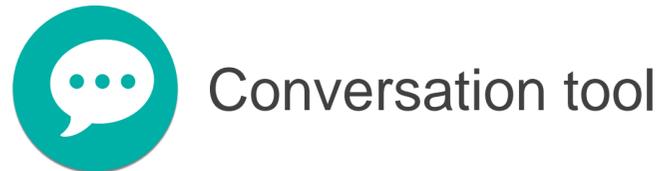
Annotation System



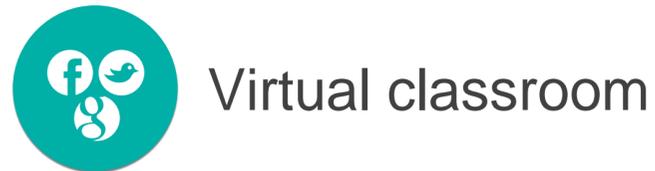
Coursebook



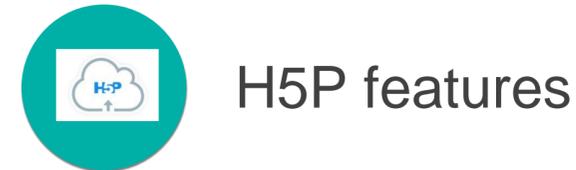
Personal Blog



Conversation tool



Virtual classroom



H5P features

## 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.

senza bisogno di dirlo:  
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# Personal Blog



Annotation System



Coursebook



Personal Blog



Conversation tool



Virtual classroom



H5P features

## YOUR Blog

welcome / engage / support /interact



### AlgoMOOC 07.01. Gli alberi

Postato su 20 April 2018

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

AlgoMOOC 07.01. Gli alberi

Guarda pi... Condividi

```
graph TD
    7((7)) --- 3((3))
    7 --- 33((33))
    3 --- 5((5))
    33 --- 45((45))
    45 --- 50((50))
    50 --- 65((65))
```

Insert 5

Insert 5 has been completed.

```
if insertion point is found
  create new vector
if value to be inserted < this key
  go left
else go right
```

Create  
Search(key)  
Insert(key)  
Remove(key)  
Find(key)

Find Minimum Find Maximum 21 Go

# 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!



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

**Ruth Kerr** 1 min ago

# Virtual classroom



Annotation System



Coursebook



Personal Blog



Conversation tool



Virtual classroom



H5P features

## YOUR CLASSROOM engage / connect / integrate / promote

COURSE

### Coding in your Classroom, Now! ⚙️

COURSE INFO

Alessandro Bogliolo 25 Jan '16 13 Weeks € Free

UNENROL

TRANSLATION

Virtual Classroom:

COURSE OVERVIEW



35.442 subscribers on the Course' Facebook group

### Coding in your Classroom, Now!

Gruppo Pubblico · 35.442 membri

Informazioni **Discussione** Membri Eventi Media **Iscriviti al grup...** 🔍 ...

Comunicazioni non lette · 100

Alessandro Bogliolo ha condiviso un link. 5 h ·

Webinar per le scuole superiori!  
**The power of Location: dalle mappe digitali all' Autonomous World**  
Segnalo alle scuole questo webinar/workshop gratuito (a cui io stesso sono iscritto) proposto in due date: mercoledì 14 alle 16 e mercoledì 21 alle 10. Come al solito, se agevolate la partecipazione della classe potete registrare a vostro nome l'attività sulla mappa di CodeWeek. Ma qui vedremo direttamente come gestire le mappe e i dati georeferenziati e avremo accesso a strumenti... Altro...



EVENTBRITE.IT

Informazioni

Gruppo di supporto al corso online concepito per aiutare i docenti ad introdurre il pensiero computazionale nelle classi di ogni ordine e grado... Altro...

- 🌐 **Pubblico**  
Tutti possono vedere chi fa parte del gruppo e cosa pubblica
- 👁️ **Visibile**  
Chiunque può trovare questo gruppo.
- 📍 **Urbino**
- 👤 **Gruppo Generale**

File recenti

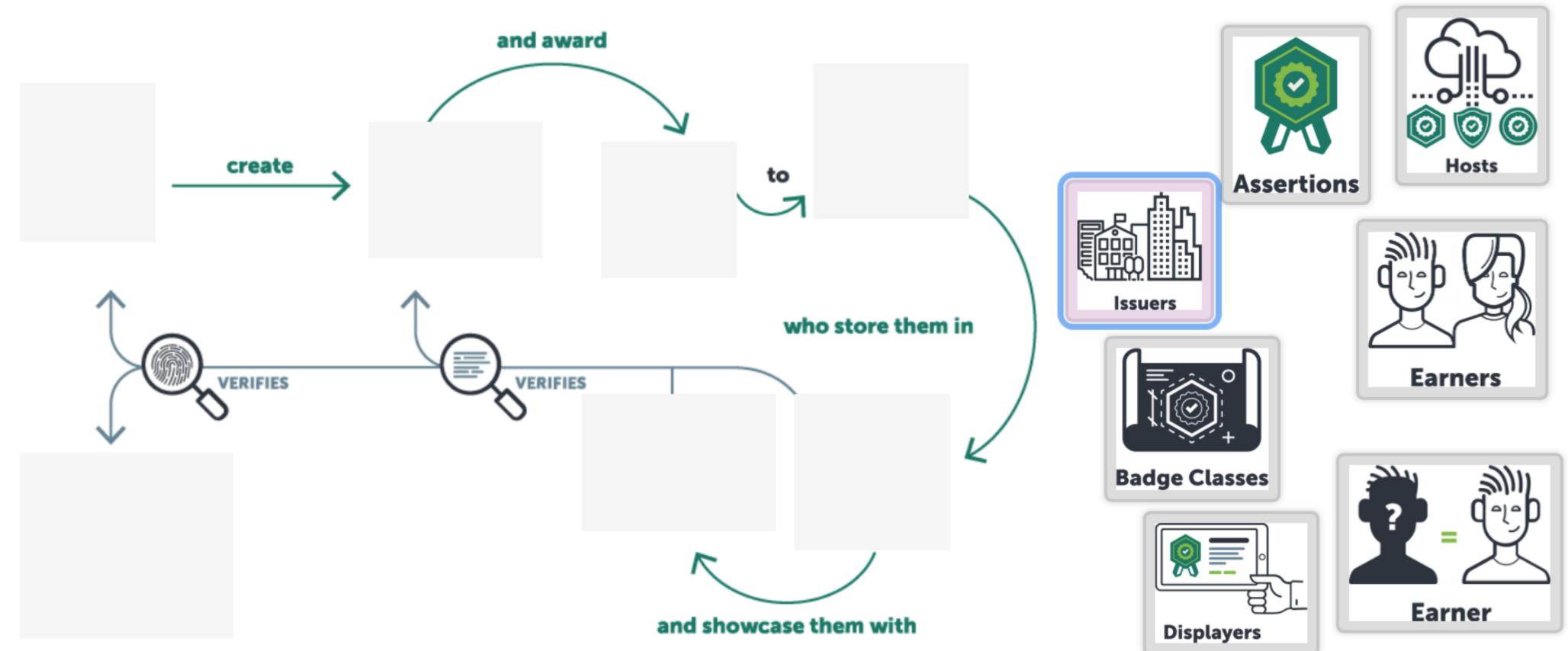
- 📄 **Codice esadecimale della El...**  
Caricamento: dom · PDF
- 📄 **PIZZAGENTILCorretto.pdf**  
Caricamento: 1 ott · PDF
- 📄 **Regole Ricicody.pdf**  
Caricamento: 11 set · PDF

# 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.



The diagram illustrates the Open Badges ecosystem. On the left, a flow shows a component 'create' leading to another, which 'and award' to a third. Below this, two magnifying glass icons labeled 'VERIFIES' point to a component. On the right, a collection of icons represents ecosystem elements: 'Assertions' (a green badge), 'Hosts' (a cloud with three badges), 'Issuers' (a city skyline, highlighted with a pink border), 'Earners' (two people), 'Badge Classes' (a book with a badge), 'Displayers' (a hand holding a tablet with a badge), and 'Earner' (a person with a question mark and an equals sign). A curved arrow labeled 'to' points from the 'and award' component to the 'Issuers' icon. Another curved arrow labeled 'who store them in' points from the 'Issuers' icon to the 'Displayers' icon. A curved arrow labeled 'and showcase them with' points from the 'Displayers' icon back to the 'and award' component. At the bottom, there is a blue 'Check' button and 'Reuse' and 'Embed' options.

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

problema

occupazionale/employment

problema

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

**B I U** [bulleted list] [numbered list] [link] [undo] [redo] [code]

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

Quanti valutatori per ciascun compito?

#### EVALUATION PERIOD

Data di inizio



StartEndDate

Data di chiusura



StartEndDate

#### ADD NOTE FOR REVIEWERS

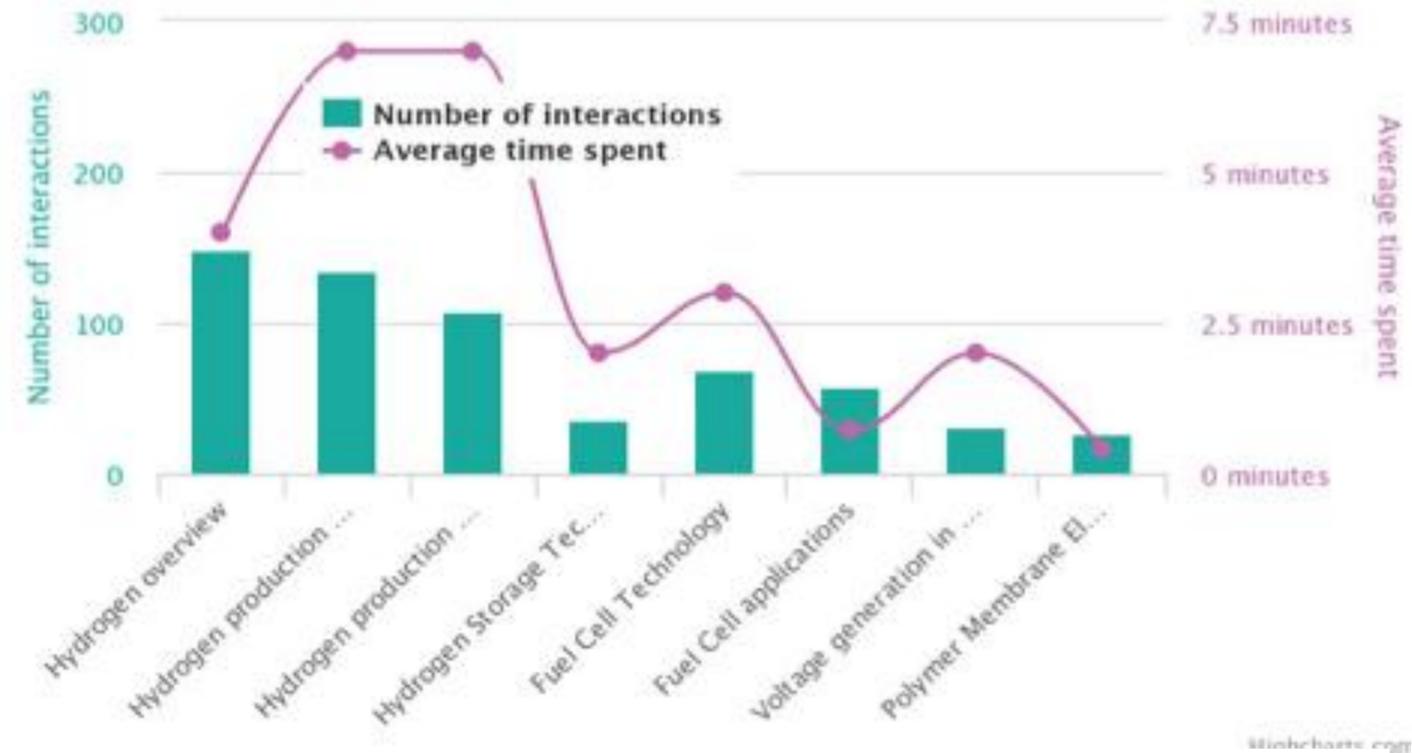
Ora ti chiediamo di dare un giudizio costruttivo sul compito svolto da un tuo collega.  
La valutazione è anonima: tu non sai chi ha scritto il compito e l'autore non saprà chi lo ha valutato.

# Monitoring Tools

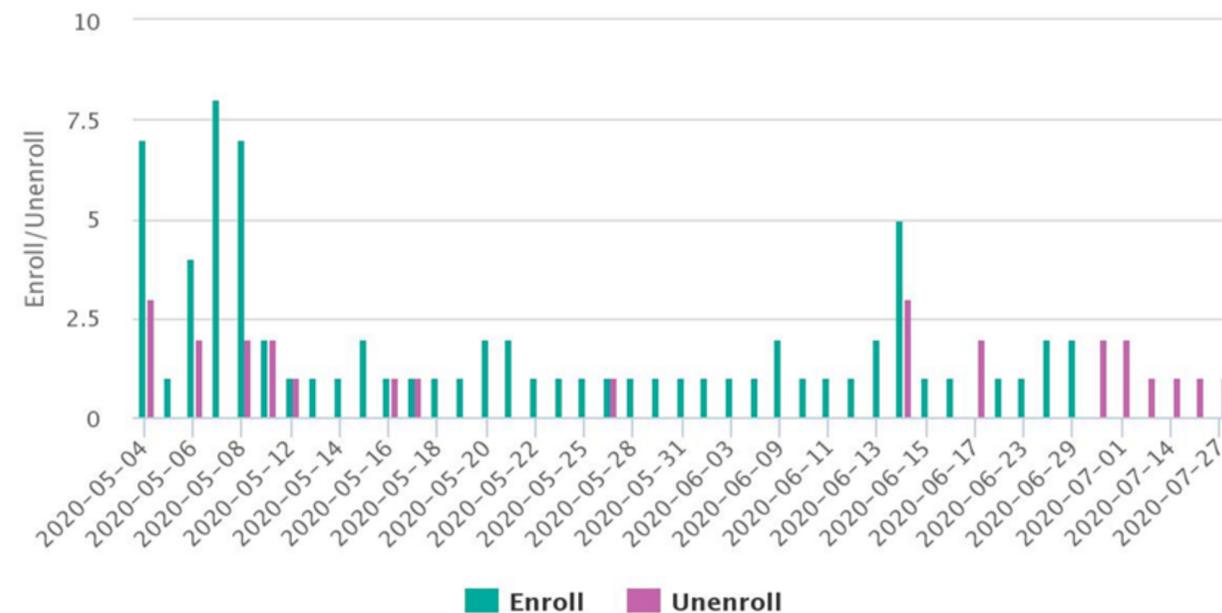
## THEACHER DASHBOARD

- Enrollments
- Lessons
- Activity stream
- SNA

## LEARNING DATA Monitor / evaluate / intervene



Hydrogen as Energy Vector



# Monitoring Tools

## STUDENT DASHBOARD

- Student progress
- Lessons overview

Student Progress Overview

Lessons

Social Network Analysis

Course start: 2016-05-29

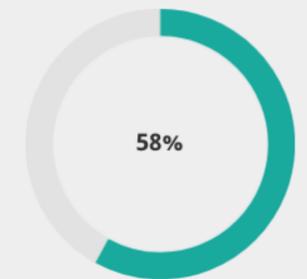
Course end: 2016-09-30

## L'organizzazione delle imprese culturali I

### MY PROGRESS ?



Units visited  
The number of units  
you have visited



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

## SURVEY

- Students profiling
- Expectations
- Course
- Exit

The screenshot shows the EMMA (European Multiple MOOC Aggregator) interface. At the top, there is a navigation bar with the EMMA logo, a 'beta' badge, and links for 'ABOUT', 'MOOCs', 'PROVIDERS', 'EMMA POSTS', and 'FAQ'. Social media icons for Facebook and Twitter are also present. A user profile dropdown shows 'Welcome, Stefano' with a notification bell icon. Below the navigation bar is a 'MENU' button and the 'UNIVERSITY OF NAPLES FEDERICO II' logo. The main content area features a breadcrumb trail: 'Home' → 'Speriamo bene' → 'Test lesson'. The title of the page is 'TEST LESSON Mini-Questionnaire on this MOOC' with a gear icon. Below the title, there is a 'UNIT INFO' section with a progress indicator: 'Lesson 2/3', 'Unit 2/3', and 'Virtual Classroom: [icon]'. There are two buttons: 'UNITS' and 'TRANSLATION'. The main text reads: 'Teachers can add a custom message that invite all enrolled users to complete the mini-questionnaire [Optional]'. A personalized greeting 'Hi Stefano' is displayed. The message continues: 'We would like to know more about your experience with this course on EMMA. The survey should **only take 2 minutes** to complete! We thank you in advance for taking the time to complete this EMMA MOOC mini-questionnaire and helping us to keep improving EMMA and making it closer to the learners' need.' Below the text are three smiley face icons: a green happy face, a yellow neutral face, and a red sad face. A prominent purple button says 'FILL THE MINI-QUESTIONNAIRE'. At the bottom, there are 'PREVIOUS' and 'NEXT' buttons flanking a large empty text input field.

# Reward: certification



EUROPEAN  
MULTIPLE  
MOOC  
AGGREGATOR



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

## 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](http://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.



[info@europeanmoocs.eu](mailto:info@europeanmoocs.eu) | [www.europeanmoocs.eu](http://www.europeanmoocs.eu) | [www.facebook.com/EUmoocs](https://www.facebook.com/EUmoocs) | [@EUmoocs](https://twitter.com/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 ⋮

1 - 7 of 7 < >

NAME	CREATED	AWARDS <span>▼</span>
 <a href="#">Open Badges for Open Science, Foundations Level</a>	14 gen 2021	28 <span>⋮</span>
 <a href="#">Context and stakes of Research Data Management</a>	8 mar 2021	22 <span>⋮</span>
 <a href="#">Open Badges for Open Science - Technology Level</a>	15 gen 2021	17 <span>⋮</span>
 <a href="#">Open Badges for Open Science - Application Level</a>	15 gen 2021	16 <span>⋮</span>
 <a href="#">Concepts and processes of Research Data Management</a>	22 mar 2021	15 <span>⋮</span>
 <a href="#">Open Badges for Open Science - Distinguished Project</a>	11 feb 2021	5 <span>⋮</span>
 <a href="#">Being an animator of the ecosystem</a>	11 giu 2021	1 <span>⋮</span>

# HOW TO CREATE A MOOC ON EMMA?

**SYLLABUS**

**COURSE STRUCTURE**

**MATERIAL**

**ASSIGNMENTS AND**

**ACTIVITIES**

**CONVERSATION**

**SUPPORT**

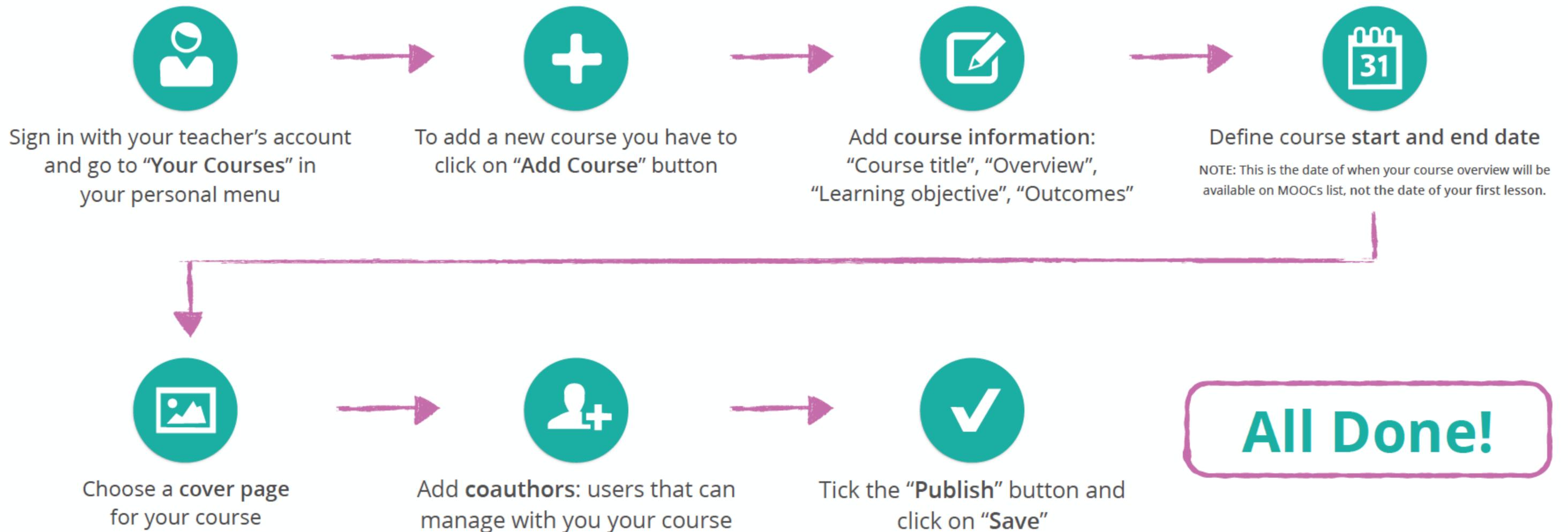
**ASSESSMENT**

**LEARNING ANALYTICS**

**INSTRUCTIONAL DESIGN AND PEDAGOGY**

**AWARENESS AND REFLECTION**

### Chapter 1. Creating a Course on EMMA



# 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

## To be published

16-09-2019

## Closing date

16-10-2019

StartEndDate

Self-Paced

Coming soon course

Archived

External

Certified  [?](#)

Moc 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

Coauthors

## Tutor

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](#) | [Analytics](#)

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

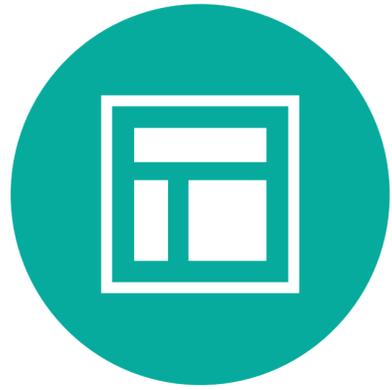
15 Jun '15 - Lesson 6: De las iniciativas aisladas a las iniciativas integradoras

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  
WEBINA  
R**



**Emma Platform Tutorial**  
[https://youtu.be/oWU\\_x7BqH\\_Q](https://youtu.be/oWU_x7BqH_Q)

THANKS FOR YOUR ATTENTION

