



## DELIVERABLE

[	D2.2 User Manual
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**Draft version** 

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## **REVISION HISTORY AND STATEMENT OF ORIGINALITY**

## **Revision History**

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## **Statement of originality:**

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both





## **1** Executive summary

The main output of WP2 is to have the Emma platform in place with the translation/transcription as well as learners behavior tracking and monitoring systems. As described into previous deliverables, the platform was launched in **beta release** at the end of month 8.

This deliverable concerns the second of a set of three User Manuals, each one to be provided at month 8, 16, 24 with a PU status. Since the deliverable D2.1 was about the Aggregator Description in a technical view, the D2.2. is only related to user guidelines, both from authors and users perspective. We will define how to author a course first with editing and policy issues, then we will illustrate the platform navigation, features and tools available in Emma. Some functions belonging to developments made so far will be described with more details. Videotutorials, simplified guides as well as A-Z courses for teachers and students have been produced for the second wave of Emma Moocs launch abd to give assistance to new mooc provide. Finally a live FACsection has been created using Zendesk technologies to provide a more efficient online interactive service.

## 2 Introduction

EMMA operates in two main modes; as an aggregator and hosting system of courses produced by European universities; and as a system that enables learners to construct their own learning pathways using units from MOOCs as building blocks. The EMMA team are taking a deliberate multi-lingual, multi-cultural approach to learning by offering inbuilt translation and transcription services for courses hosted on the platform.

A continuous flow of MOOCs is offered during the life span of the project. Some of them come from Emma partners but others are produced by non-Emma partners. These require more assistance and technical support. For this reason the present deliverable has been integrated of new sections explaining tools and features in a more didactical way.

## **3** Deliverable description

The user manuals will provide software and policy information presented in different formats and aimed at different target groups (new members, technicians, authors). They will be regularly maintained, updated and revised throughout the lifetime of the project during the deployment of new Emma release, of new software specification and upgrades, and the identification of other target groups.







## EMMA User Manual

Release 2.0

By University of Naples Federico II September 2015





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### 1. Pedagogical Techniques

The pedagogy of MOOCs is not a standardized practice. Here are some tips that can guide you through the implementation process. You will learn about some pedagogical techniques and good practice examples how to best make use of a MOOC on EMMA.

This tip system is subdivided 2 subsections, each one with a graphic signpost:

1.2 Good practice guidelines

1.3 Tutor/facilitator tips











#### **1.2 Good practice guidelines**

It's always absolutely necessary to plan your MOOC's pedagogical side. It's like a blueprint for your course and the success of student learning depends on the correctly chosen instructional design. EMMA gives you a flexibility for different instructional design models to be used. But we also give you some information <sup>1</sup>to have in mind **before you start** creating your own MOOC on EMMA:

- 1. Keep the MOOC **relatively short**; evaluation suggests that longer MOOCs result in high dropout rates and low learner satisfaction. Four to eight weeks is the recommended length of a MOOC.
- 2. Clearly articulate the number of anticipated learning hours per week; again keep these to a minimum; around 3 4 hours is recommended.
- 3. Have a **clear and logical** learning pathway.
- 4. Consider having core and extension activities.
- 5. Indicate the amount of learning time associated with each learning activity,
- 6. Make clear why participants are expected to use digital technologies (such as forums, wikis, blogs, etc.) and in particular **clarify what are the perceived benefits**. For example, wikis as a good means of collaborative working, blogs for reflection, or e-portfolios as a means of participants evidencing and collating how they have achieved the intended learning outcomes.
- 7. Ensure that learning **outcomes are indicated at the beginning of each week**, use active verbs that are measurable.
- 8. Ensure content is **coherent and logically structured**, with a clear beginning, middle and end.
- 9. Indicate what, if any, tutor support is provided.
- 10. Articulate the **pedagogical approach** used, for example is reflective learning encouraged, or dialogic learning.
- 11. During design try and focus on **activities** rather than content.
- 12. Consider carefully what **collaborative elements** are included and how these are organised.
- 13. Try and ensure that each week is **organized in the same way** so that it is easy for the participants to orientate themselves.
- 14. Keep participants motivated and on track by providing a weekly email update, **summarizing the key points** covered and signposting to the following week's activities.
- 15. Include **mini quizzes** at the end of each week, to enable participants to assess their learning.
- 16. Provide **extension activities**, which are both remedial and advanced in nature, to cater for a diversity of participants.
- 17. Consider having a short (5 minutes) video introducing the week's content and activities, this provides a more personal touch.
- 18. Videos should be less than ten minutes, audio can be longer.
- 19. Include transcripts for videos and audio.
- 20. Have a number of synchronous hour-long sessions, perhaps **one at the beginning** of the MOOC to provide an overview and enable participants to outline what they hope to get out

<sup>&</sup>lt;sup>1</sup> This list is adopted from Grainne Conole's work in the project.





of the MOOC, **one in the middle** providing a space for Q&A and any points for clarification, and **one at the end** to provide a space to reflect on their experience.

- 21. Try and ensure that all the resources are open and CC licenced, otherwise make clear statement and/or acknowledgement to the used source.
- 22. Provide a discussion thread on the forum/conversation to enable participants to introduce themselves, their experience of the subject to date and what they hope to get out of the participation in the MOOC.
- 23. Consider having a particular structure, for example:
  - Connect, Activate/Demonstrate, Consolidate
    - **Connect** an introductory section to orient the participant to the week's content and activities.
    - Activate/Demonstrate the main focus of content and activities for the week.
    - **Consolidate** the reflective element of the week, where participants reflect on what they have learnt and consider the relevance to their own practice.
  - Present, Apply, Review
    - **Present:** Methods to present new material to students, or to encourage them to think it out for themselves. This might involve facts, theories, concepts, stories or any other content.
    - **Apply:** Methods requiring students to apply the new material just presented to them. This is the only way to ensure that students conceptualise the new material so that they can understand it, recall it, and use it appropriately in the future.
    - **Review:** Methods to encourage students to recall former learning so as to clarify and focus on key points, ensure understanding, and to practice and check recall.
- 24. Use an appropriate mix of multimedia, ensure that images add something to the text, and consider the benefits of audio versus video. Audio is good as participants can listen to whilst doing other things, video is good if it shows or demonstrates something.
- 25. Try and ensure **active participation** as much as possible, for example: get participants to find and collate relevant resources, comment on the resource that others have uploaded, get them to write reflective blog posts and to comment on the blog posts written by peers, get them to participate in a discussion forum on a particular topic, or get them to work collaboratively in a group.
- 26. Enable participants to **monitor their learning progress**, by providing them with the ability to tick once activities are completed.
- 27. Consider **personalising the learning experience**, by providing audio feedback.
- 28. Ensure that there are clear signposts for navigation and labelling (i.e. have clear headings, make it easy for the participants to navigate around, etc. ).
- 29. Ensure that all the materials are accessible (variable fonts, suitable colours).
- 30. Ensure that **all links** work.
- 31. Ensure that all the **activities are consistent** with the **platform's functionality** (i.e., discussion forum, feedback mechanisms).
- 32. Keep text **simple** and to a minimum.





33. Consider including a **diagnostic assessment** at the beginning of the MOOC to assess participants prior learning and use this as a means of tailoring the delivery. Include links to useful resources, such as: study and academic skills, and library resources.











#### **1.3 Tutor/facilitator tips**

#### Student engagement strategies

- Generate interest through **student networks**;
- Recruit students also through Erasmus and Erasmus plus networks;
- Prepare **animated presentations** of each lesson or every other lesson based on a couple of slides from the lesson;
- Announce each lesson a **week beforehand on Socials** and on teacher blog and on Conversation of lesson itself "Coming next week". Again prepare each of these trailers and announcements in advance so they are ready for timely publication;

#### **Retention and activity rates**

- Vary assignment type;
- Warn users of potential difficulty
- Make courses/units as communicative and interactive and engaging as possible
- Ask questions in the conversation feature and prepare these questions in advance so they are ready for use when you need them;

#### Making the most of EMMA features (including multicultural and multilingual)

- Make sure we are fully aware of what platform offers (read user manual + do further training session)
- Send out messages to students about interesting material on other courses that they might like, hinglighting crossovers with UNINA courses. Prepare these in advance as they take time.

#### **Giving feedback**

• provide group feedback in form of video; written feedback on Unit Conversation

#### **Use of Socials**

• prepare a snappy, appealing phrase for each unit of every lesson in advance so they can be sent out on EMMA and other Socials to announce forthcoming units / things to look out for - All of these in at least two languages (original language and English).

[Note: the guide to Social Media use – "EMMA MOOC Social Media Guide" from ATIT was prepared to help teachers promote their courses]





## 2. Authoring a Course on EMMA

#### 2.1 The start

When you open the webpage (<u>europeanmoocs.eu</u>), first you will enter start page that looks like this. Choose **MOOCs** 







To author a course you need to sign in to gain access to the private authoring area and get authorization from the EMMA staff. Of course, before that you should have passed the evaluation process first (as explained to the section «Be one of  $Usw^2$ ) to be accredited to operate on Emma by the Emma consortium.



Once registered, insert your email and password and click on the login button. Your **welcome menu** is now available.

From here, you can access to your courses, to your personal blog area, Courses dashboard as well as to your own profile and annotations page. You can also ask for change your password if you need of a new one.

You can log into the platform backend from the header drop down menu by selecting "Your Courses".

"Your Blog" obviously takes you to your personal blog where you can set a post (title + text+img+link to video) and start posting and communicating with other authors and students.



You can then organise your lesson content using the WYSIWYG editor and following through each of the areas below:

- Adding a NEW course/Lesson/Units
- Course Editing
- Lesson Editing
- Unit Editing
- File manager
- Media manager
- Assignment and Test Editing

Be aware that the course structure is represented into the CMS as in the following figure:

<sup>&</sup>lt;sup>2</sup> Direct link: http://project.europeanmoocs.eu/project/get-involved/become-an-emma-mooc-provider/)











From the CMS dashboard you can create a new course, edit a pre-existing one and manage every aspect of lessons, units, assignments and quizzes, thanks to the accordion structure. Every course looks like an accordion block, which you can expand to work on it.

View	Edit	Unpublish	Delete	Reorder Lessons	Add Lesson	Manage Study Materials	Invite
lf you ne	ed to se	et the correct of	order of lesso	ons and units, you ca	n use the Reorder	feature available both for les	sons and units

A submenu allow you to manage easily some functions: for example, you can view your course component as they will be shown on the public pages; you can edit the course component; configuring as publish or not publish the status of any part or delete it. The menu allows also to reorder your lessons, add new ones or manage study material. Following is a description of all these features, while the Invite function allows you to open the course only on invitation of a pre-selected group of people. Teacher can add a list of email address and send an invite to selected users. A user can accept that invite and only that user can access the course.

#### 2.2. Adding a new course/creating a course cover page

To add a new course you have to click on " + Add Course" button situated at the bottom part of the dashboard.

This part not only opens a New Course per se, but also gives you a possibility to create a Cover Page of your Course - the part what you see when you first enter the course - all the information about the course, the teachers and introductory part. It is extremely relevant to choose an appealing image and to give effective and appropriate information to your public. Avoid to change information once you have published your courses.

EMMA	Welcome, Emma
Home   Structure Map	
My Course List of my courses	
Course 1: Title	
Add Course	

In the "Course" screen you can edit and manage every aspect of the course. It's designed to allow you to specifically focus on the fields you need to work on. Every field and every function has an inline tooltip feature – represented by a question mark - that guides you through the whole process.





Course title, overview, objectives and outcomes are all mandatory fields. This will ensure the necessary coherence to the presentation of the courses.

Course title	Edit translation: English
Title 1	select language
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.	To be published
2	07-07-2015
Course structure 3	Closing date 4
Overview Learning objectives Outcomes	₩ 07-08-2015
	StartEndDate
	Always open 📄 5
Type something	Coming soon course 📄 🤞
	Course Image Cover Set a cover image for this course through your Media Library. Please use only .jpg or .png square images. 7
	Open Media Library
	Coauthors Emma # 8

When choosing the title for your courses, let's remember that this is what the search engines will pick up on and the first step to engage students. So try to give appeal to your course starting from the title.

Courses are presented both by video and textual presentation. The right communicative approach in the description will add appeal whatever the subject!

- 1. Course Title: here you will give the name of your course
- Overview: 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 a video presentation from YouTube/Vimeo.
- 3. Learning objectives: Refers to the new knowledge we hope users will acquire through the course content we provide, and the skills that users will develop through the specific tools/activities included as part of the course. When completing this section do not forget to give input / suggestions for threads to discuss in the tool identified by the term: "conversations".





And **Outcomes:** The concrete results we expect from users on the course, measured through specific assignments and tests, contributions to socials etc. and a definition of how and where the users will be able to apply their new knowledge and skills.

In filling these fields, try to avoid a too formal or academic style.

As you can see, a **basic editor** enables you to manage text and layout, as well as inserting video or images. However you do not need to format your text because the platform already does it for you. However, overall at Lesson and Unit level, you can add **subtitles** in **bold** to identify new paragraphs, and **listing points** to structure related items (identation). Images will be always centered in the middle of the page.

[If you do not have a video presentation for your course, let's insert an image able to identify the course. Use a Creative Commons or copyright free image or be sure to own or to have acquired the rights. it's a good practice to aknowledge the image source].

**5.** In the top right hand corner of the Course window, you can choose whether to publish your work by clicking on the **private/public button**, while the **Start** and the **End Date** allow you to define your workplan, course by course, lesson by lesson.

published
07-07-2015
ng date
07.09.2015

[Be aware that the Official Opening of a course - when communicated to the users - should not be changed unless you send out a new communication to the enrolled users, and through the project website. Be also informed that once a course start, users will produce comments and annotations that will be tracked and analysed so consider your Official Opening as an ultimate and not modifiable date].

VERY IMPORTANT: Please notice that To be published date do not refers to the opening of the course but only to the publishing of the course's description on the courses's page to let people to enroll in it. The starting date of the course coincides with the FIRST LESSON date. This means that a course can be published one or two months before the starting date. Indeed, it is strongly recommend to use this time to promote the course and recruite students.

**5.** Always Open – it refers to a course that is always open for the learners to enroll

6. Coming Soon - it refers to a course that is scheduled to start in near future

**7.** Do not forget to insert a **cover image** to identify your course. Choose the right one: nice, attractive, quality proof. To be correctly aligned with the Emma page layout, the cover image Course Image Cover

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





must be squared, with a height of 240px. The **media library** allows you to choose and upload the image you prefer.

**8.** Co-authors – You can choose Co-authors for your course - when click in the area, it will give you a list of available teachers. Like you, also co-authors have to be subscribed to the platform and be accredited by the Emma consortium.

#### 2.3 Adding videos

To manage videos we have set up a Vimeo account and a Vimeo App. The Vimeo App is represented by the V-icon. This App allows you to send your video directly to the Vimeo platform thus allowing you to use its link to connect the video with the right course or any other part of it (lesson/unit/assignment). We noticed that with few browsers this feature do not work properly, in this case you only need to upload your videos on the Emma channel on Vimeo or on your own YouTube – Vimeo channel and paste the link into the Emma editor.



If you already have inserted videos on your own YouTube channel or Vimeo channel you are free to use these URL.

[Be informed that translation/transcription services are connected with video player features. UPV will send the transcription/translation directly to the video aggregator (YouTube/Vimeo). Accordingly with their task, only videos that have been previously sent to UPV will be translated. If videos do not belong to you, be sure you can apply to it UPV's translation services].

When you have finished filling in all the fields you can save your work and decide if and when **to publish** the course by using the slider on the top right corner of the main screen. To allow other coauthors to work on the same content, define their name into the **coauthors** field, positioned right below the media library.





# [Be aware that if other persons works on the same content, they can change/erase the work you have already done. Clear workflow and strong coordination of the editing process are required to avoid unexpected problems].

Tick the button to publish/un-publish your course



Once you have created the course it will appear in the dashboard, from where you can still edit, view or delete it by clicking on the buttons below the heading of the box.

Please remember to save throughout





#### 2.4 Adding a New Lesson

Once the course has been created, you can edit a new lesson to add into it by simply clicking on "Add Lesson" button in the course menu.

View	Edit	Unpublish	Delete	Reorder Lessons	Add Lesson	Manage Study Materials	Invite
	Luit	Onpublish	Delete	Neorder Lessons	Add Lesson	Manage Study Materials	

The "Lesson" editing page looks like the course one, but much simpler. You can set the **starting date** of the lesson through the calendar on the left sidebar and edit **title** and **lesson objectives** and **outcomes** on the right hand side of the screen. You will always have full control over the lesson contents since you can edit, view or delete it from the main screen dashboard of the CMS.

Lesso	n title																
Туре	the	title o	fthe	lesso	n												
0 Whe	n choo	sing the	e title fo	or your l	lessons,	remen	nber tha	at this is	what t	he sea	rch eng	ines wil	l pick u	ip on ar	nd the f	irst st	ep to engaging students.
Learni	ng ob	jectiv	es an	douto	omes												
В	I	U	۹ -	±٠	i≡	≣	1	) III	ĥ	90			V	C	C		>
Туре	some	thing															
0	ine el				-												

Also at this level be informative and attractive. Do not forget to engage learners with course activities, asking them to participate in the course via the **Blog** and/or the **Conversation** tool. The more you invite people to use the tools to provide information about themselves, or to ask for a definition of an issue as perceived in their culture or country etc., the more your course will sound interactive and really open. Remerber that your MOOC instructional design have a direct impact on student engagment, participation and content retention.

[Be informed that the lesson field allows you to insert both text and video, as well as images. It means that, if your course is not structured in units but only in lessons, you can use this field also to provide the video-lectures and text you have prepared. Also, if you do not have any video for this level, you can add an image to make the lesson more appealing. In this circumstance, note that Assignments and Quizzes will remain associated to the Unit. If you don't have the lesson level, just





write a title into the related field and a little description to introduce the units if needed, then start working at Unit level inserting video, texts, images, additional material and/or external links. This kind of structure allows Emma to be flexible enough to meet different needs]. The starting date and the end date are mandatory.

#### Please remember to save throughout

#### 2.5. Adding a New Unit

From the lesson accordion box you can create a new unit by clicking on the "Add Unit" button. The screen looks quite similar to the others, but it presents some unique features that allow you to add tags, links and upload additional resources.

On the left side of the screen you have the field where, as usual, you enter the unit title, upload an image or video through the Vimeo App (V-icon) into the **Content** field, as well as edit the content using the text editor.

Course 3: A-Z Teacher Tutorial
View Edit Unpublish Delete Reorder Lessons Add Lesson Manage Study Materials Invite
If you need to set the correct order of lessons and units, you can use the <b>Reorder</b> feature available both for lessons and units.
30 Apr '15 - Lesson 1: Pedagogical techniques
30 Apr '15 - Lesson 2: Authoring a course on EMMA
View Edit Unpublish Reorder Units Add Unit

On the right side, you will find three small boxes: the first one to add tags to the unit, the second one to add some more study material to the unit from the media library, and the last one to add links with descriptions in order to enrich your unit content.

To add study material to the course, you can upload it to the media library in any format (pdf, .doc, .jpg), but be sure to name the file without using empty spaces. You can add also little videos or audio files, but please consider the time for uploading and downloading as well as the space to store it on the server. Much better if you upload the video files on Vimeo or YouTube and use the link as external resources.

External resources are additional resources coming from institutional archives or specialised websites where interesting material for your students is provided. Any resource **must** have a **title** and a **description** to be published and, of course, the **right Url**. Try to link always the specific material avoiding to link general websites.





[It can happen that some commercial websites publish interesting material for your course. Before adding it as external resources, please consider its quality, its volatility, and the opportunity to let it be visited by your students].

External Links		
Add here external links		
Mintzberg H. (1996), "La progetta:	tione dell'organizzazione aziendale", Capitolo 1, Il Mulino, Bologna., Capitolo 🗙	
Link Title		
Description		
URL		Add

Both study material and external resources can be managed from the CMS dashboard where the section indicated as "Manage Study Material" allow you to delete or to describe your sources.

#### Please remember to save throughout

#### 2.6 Europeana API

EMMA platform has a specific way of tagging. To tag the course unit do not use common words, but try to use very specific and meaningful concepts. Tags will be used for automatic searching in Europeana, which is connected to Emma through API code. For this reason, the more specific the concepts used to tag the more pertinent will be the results found. Also it seems a good idea to insert tags both in your own language and in English for searchability reasons.

C	Save View Delete ? Publish
Edit trans	slation: English select language
Tags	Enter tags here
	Add tags separated by semicolon. USE TAGS TO CREATE MEANINGFUL LINKS TO EUROPEANA

In this example tags **John\_Dewey and Montessori-Maria** are used. When possibile, Europeana will retrieve the concerning documents togheter with a cover image.





John_Dewey Monte	essori_Maria		
PREVIOUS			NEXT
EUROPEANA RELAT	TED RESOURCES		
europeana think culture	europeana think culture	europeana think culture	





#### 2.7. Editing an Assignment

At the unit level, clicking on the purple box "add assignment", you can associate one o more assignments and or a quiz to a specific unit.



This takes you to a page that looks like the Unit one. Here you can create different types of assignments as well as associate quizzes.

5															
pe the	e title	ofth	ne ur	nit											
noose a	suitabl	e sub-h	neadin	ng for th	ne spec	ific uni	t of you	ir lessor	n.						
ontent	Ou	tcome	es												
D	т	TI 4	Π.	= .	1-	.=	7=	.=		0_		 0	C		
D	1	<u> </u>	11	-	s=	:=				0		5	C	47	
ype so	omethi	ng													

Authoring a general assignment/task means to insert the title in the box, and then the concerning text in the text box provided. You can enter here the assignment test, outcomes and upload videos (using the Vimeo-Icon button) and or images. You can base the assignment on the viewing of a video, or the reading of an article, (which you need to upload through your media library as in the teaching units) with accompanying comprehension questions.





You can upload additional study material in the media library, as well as associate a Quiz from the Quiz Library. Do not forget to add tags, choosing always specific concepts.

A counter will allow you to indicate the presumed time the assignment requires. Be aware that this parameter is not always realistic, due to the language constraints and the diversity of users.

Reading Time		
() Insert how many minutes you imagine the tex	ct will be	read by an average reader.
-	0	+

Tags	Enter tags here • Add tags separated by semicolon
Study mat Attach on	erial e or more files to this Unit from your Media Library.
	Open Media Library
Choose a Quiz num Quiz a ris Quiz a ris Definizior prova lla OTEST for U Nuovo Qu Q	Quiz ero 1 Jilici Jilici Beni culturali 2 JPV JPV Jil
Quiz Lib Reading T Insert how	rary C Refresh List ime v many minutes you imagine the text will be read by an average reader.
	- +

Remember to indicate where students should record their answers: if they are for the **Conversation** associated or the **blog**, or simply something to think about. Use also these assignment fields to briefly summarize the lesson, if needed.

#### Please remember to save throughout

#### 2.8. Editing a Quiz

The second type of assignment is a quiz. You can create three different types of test based on:

- 1- open answer
- 2- true/false questions
- 3- multiple choice quizzes

In terms of quiz authoring, however, multiple-choice tests and true/false tests follow the same procedure.

Attach one or more	iles to this Unit from your Media Library.
Material can be dele	ted only by the person/account that has uploaded it.
	Open Media Library
ol	
choose a Quiz	
Additional Resource	rces
) kkkk	
OER INVIA	
Quiz Library	Refresh List
Reading Time	
insert now many mir	lutes you imagine the text will be read by an average reader.
	0

To author a quiz, in the **Assignments** part click on Quiz Library, and the Edit Quiz window will open.

If you do not see it immediately, check that it is not hidden behind the window of your normal browser.

27





E M MA	EUROPE MULTIP MOO XGOREGA beta			Quiz List	Add N	ew Quiz
YOL	ir Qu	lizzes				
	ID	Name	Questions	Status	Acti	ons
	268	Quiz di test per assegno Descrizione del test quiz per assegno	2	۲	©.	Ŵ
	325	Il patrimonio italiano: alcune caratteristiche Identificare alcuni aspetti specifici del patrimonio italiano	3	۲	©.	Ê
	336	II caso Ex Fadda / The Ex Fadda group	3	\$	ß	ŵ
	347	Quiz con 1 sola risposta correttza Descrizione corso	1	۲	©.	Ŵ

In the quiz screen you can add a new quiz or edit a pre-existing one. Click on "Add New Quiz" in the main menu to start work on a new test, or "Quiz list" to edit an existing quiz. In Add new Quiz page, the fields Quiz Title and Quiz Description are mandatory.

E M RUDOTENE MACOCC		Quiz List	Add New Quiz
Add New Quiz			
Quiz Title	Published		
	Draft		-
Quiz Description			
			H Save

Do not confuse the **Quiz Description** (general) with the question description (quiz item description).

To create a multiple choice quiz click on **Add new quiz** as above and insert a title and a short description of what the quiz is designed to test in the relevant boxes. **Save**.





EM MA MOO AGGREGAT beta			Quiz List	Add New Quiz
Edit Qui	z			
Quiz Title			Published	
How to author	a Quiz		Draft	•
Quiz Descriptio	n			
Information for	r our partners			H Save
Questions				
Bulk Actions	Apply			+ Add Question
	ID	Question Text		
Bulk Actions	Apply			

At this point you can create the quiz questions. Click on "Add Question" as above, and the following box appears. You can now write your first item in the box Question Text.

Next, choose the type of answer you want in the second column: text answer or true/false answer, depending on the type of quiz.

For multiple choice quizzes, as well as true/false quizzes, you need to choose true/false answers.

lue	stion			
pu	t here your question (eg. what do	bes EMMA stand for?)		
dd	one or more answers		[i≣ Que	estion List
#	Туре	Text Answer	True/False Answer	
1	Text Answer ‡	type here your first option (eg. English Multi Male Association) - and indicate in the next column whether response is right or wrong.	⊡True <b>⊘</b> False	0

In the third column, **Text Answer**, type your first response option (eg. English Multi Male Association) - and indicate in the next column whether response is right or wrong.





To add a new response option for the same question, simply click on the green plus sign in the last column.

lues	stion			
put	here your question (eg. what	does EMMA stand for?)		
dd o	one or more answers		i≣ Ques	tion
#	Туре	Text Answer	True/False Answer	
1	Text Answer \$	type here your first option (eg. English Multi Male Association) - and indicate in the next column whether response is right or wrong.	⊡True <b>⊘</b> False	
2	Text Answer 🛟		🕞 True 🗹 False	

Once you have inserted your three or four alternative responses and ensured that only one has the **True** tick, save using the green button.

What does Creative Commons mean?         Answers         Type       Text Answer       True/False Answer         148       True/False Answer       It means that materials can be used free of charge by anybody.       I'True @False         149       True/False Answer       It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes.       I'True @False         150       True/False Answer       It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.       I'True @False	Add/	Edit Question			
#       Type       Text Answer       True/False Answer         148       True/False Answer       It means that materials can be used free of charge by anybody.       ITrue          149       True/False Answer       It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes.       ITrue          150       True/False Answer       It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.       Itrue	What do	es Creative Commons mea	n?		
#       Type       Text Answer       True/False Answer         148       True/False Answer       It means that materials can be used free of charge by anybody.       I'True          149       True/False Answer       It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes.       I'True          150       True/False Answer       It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.       I'True	nswers				Back to Qui
148       True/False Answer :       It means that materials can be used free of charge by anybody.       True          149       True/False Answer :       It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes.       True          150       True/False Answer :       It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.       It rue	#	Туре	Text Answer	True/False Answer	
149       True/False Answer ÷         149       True/False Answer ÷         150       It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.	148	True/False Answer 🛟	It means that materials can be used free of charge by anybody.	⊡True <b>⊘</b> False	
150       True/False Answer ÷         It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.	149	True/False Answer	It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes.	⊡True <b>⊘</b> False	
	150	True/False Answer	It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial.	d∰True ⊡False	0





To add further questions to your quiz click on **ADD QUESTION** and repeat the procedure for creating the multiple choice responses as above.

Once you have saved, you can find your completed quiz in the QUIZ LIBRARY on the assignment page. On this page you can click on existing quizzes to edit them, or write a new QUIZ (add new quiz).

**To create a quiz with a specific answer** the procedure is the same as the multiple choice so, click on **ADD NEW QUIZ**, insert title and quiz description and save.

- Click on Add question and insert question in box.
- This time, select answer type NOT true/false answer.
- Write answer in box.
- Cancel both true / false options.
- Select + symbol in right-hand column to add another question and repeat procedure.

z T	itle		Published				
ddit	tional F	Resources	Draft			¢	
iz D	escrip	tion					
A qui	ick che	eck on Rights and Attribution				H Sav	
esti	ons						
iesti ulk Ad	ons ctions	Apply		l	+ Add (	Questic	
ulk Ad	ons ctions	Apply Question Text			+ Add (	Questic	
ulk Ad	ctions ID	Apply Question Text What does Creative Commons mean?		3	+ Add (	Questic	
ulk Ad	ons ctions ID 1 2	Question Text What does Creative Commons mean? What does Free Royalty licensing mean?		3	+ Add ( ©	Questic Ê	

Now you quiz is ready to be associated to the assignment, choosing it from the **Quiz Library**. It will be published in the assignment section, where the learner can give his/her answers.

#### 2.9. Adding a Peer Assessment

Peer assessment feature on EMMA is a useful feature that helps both teachers and students in teaching and learning process. For teachers it is an instructional tool, also it saves teachers' time and energy to grade assignments. Teacher assigns some preset benchmarks and criteria, grading scale, multiple choice rubric, open answers that can help and guide peers evaluate assignments. As for the student side, it develops metacognitive skills and helps them learn material better.

The **workflow** and the process of EMMA peer assignment feature looks like this:







#### Setting the peer assignment

To set the peer assignment feature, you need add the peer assessment within the unit by going through > lesson -> unit -> assignment -> peer assessment.







.

The following window will appear where you will need to set:

Peer assessment Stats	1. Number of <b>Peer reviewers</b> per group			
71 users enrolled / O homework submitted	2. Number of <b>reviewers</b> for each assignment			
Create a Group of Peer Reviewers	<ol> <li>Evaluation period – you will need to add both dates – a starting date and closing date.</li> </ol>			
Max number of users per group: How many reviewers for each assignment?	4. Notes (optional field) to add some additional information you may need			
EVALUATION PERIOD Starting date	<b>Note</b> : after the starting date you cannot edit your assignment. Be aware also that until a student submits an assignment, he or she			
Select date				
Closing date  Select date  StartEndDate  ADD NOTE FOR REVIEWERS				





#### Configuring the peer assessment form

Next step is to add **assessment criteria**. The criteria are arranged around the questions and rubrics are different:

An open answer – this feature allows the teachers to ask questions about the work and receive open answers to them. For it you will need to define a question and add rubric – open answer.

Numerical vote – teacher can preset the grade scale.

Personalized answer – teacher asks a question and receives feedback according to already set multiple choice answers (you can also allow several choices by ticking the appropriate box). It is possible to add as many criteria as teacher needs.

When the assignment is created, the **students will receive notifications** (by email, and by EMMA notification system) that they have been assigned as reviewers.

ASSESSMENT CRITERIA
Question:
6
Narrative Criteria (open questio 💠
Risposta aperta
Question:
Grade (set a value MIN. and MA: \$
Voto numerico 3
Min: Max:
Question:
Checklist (choice assertion)
Risposta personalizzata
enter answers here
Add answers separated by semicolon
📄 Risposta multipla
ADD CRITERIA
C SAVEALL





#### View

The teacher sees the peer assignments in view below. Pressing the **select all** button will resend notifications to students and remind them about the **pending peer assessment assignment.** 

oor accor	sment d	ashboard							
Peer ÷									
) Homework submitted   1 Homework evaluated   9 Homework to be evalute									
Homework	Course	Assignment Title	Deadline	Date assessment	Status	Sollecita tutt			
	Peer	Peer assegno	12-03-2015	11-03-2015	Completed				
	Peer	Peer assegno	12-03-2015	11-03-2015	Completed				
	Peer	Peer assegno	12-03-2015	11-03-2015	Completed				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
	Peer	Peer assegno	12-03-2015	11-03-2015	Created				
_									

**Peer reviewers are randomly chosen by the system**; as mentioned above, the teacher defines number of reviewers and the number of the homeworks they have to assess. The evaluation of the homework is carried out according to a scheme, which is also prepared by the teacher. Once they are nominated as peer reviewers, selected **students will receive a notification** on the platform, via **email** and a **special badge** will appear near the notification bar. The evaluation period starts.







*Note*: the badge remains until the peer reviewer complete the assessment of all homework

In their **profile page**, Peer reviewer can view in "My peer assessment" the number and the **status** of the homework they have to correct.

rofile Courses 🕢 Last N		s 🕙 🛛 La	st Notifications Last Act	ivitie: My Pee	r Assessment Vy Hom	ework			
Peer	Peer assessment dashboard								
Home	All courses 😜 Homework Course Assignment Title Deadline Date assessment Status								
	L	Peer	Peer assegno	12-03-2015	11-03-2015	Completed			
Peer Peer assegno 12-03-2015 11-03-2015 Creater									

Clicking on homework icon, Peer reviewer is redirected to the **Peer assessment form** page where he can evaluate the homework.




Assignment : Peer assegno
Descrizione TEXT
<b>Risultati</b> Outcomes
Homework to be reviewed Risoluzione automatica utente 3745
Peer assessment form
1.Question: Question 1
2.Question: Question 2 answer 1 #moocac14_t2 #moocac14_t3
3.Question: Question 3 Min:1-Max:5
SEND PEER ASSESSMENT FORM





### 3. Translating your videos

EMMA as a multilingual platform offers a possibility of expert automated transcription/translation. Here is how to make use of this feature.

### 3.1 Video transcriptions and editing

First, upload your videos to your institution channel on Vimeo or YouTube. Be careful with the privacy settings - select hidden from Vimeo and not anybody. (If your institution does not have a channel, please apply to support @europeanmoocs.eu for assistance).

First of all, you need a TTP<sup>3</sup> account to proceed. If this is your first time, you need to *Register* at <u>http://ttp.mllp.upv.es</u> mentioning that you are an EMMA MOOC provider. Then proceed as follows:

Log in to TTP with your username and password, then upload your video file to the TTP by clicking on the upload media button on left sidebar.



<sup>3</sup> TTP stands for Transcription and Translation Platform





A registration form appears that you need to fill in as shown below. Only the fields with an asterix are compulsory. Please label carefully for easy retrieval afterwards. You will receive an email to notify you that your video has been uploaded.

Title*:	
	The title will be used to search for related documents on the web to improve the quality of the transcription.
Media file*:	Enter URL (YouTube and Vimeo URLs are supported)
	or Scegli file nessuno selezionato
	File extensions supported
Media language*:	\$
Language model adaptation:	C Enabled
	Improve transcription quality by exploiting related text resources.
Slides file:	Scegli file nessuno selezionato
External documents:	Scegli file nessun file selezionato
	If slides or documents are provided, their contents will be processed to improve the quality of the transcription.
	Send

Once the video is uploaded, transcription of the spoken text is carried out by UPV. They will notify you by email when the subtitles are ready.

When subtitles are ready, log in to the TTP, go to My Videos on sidebar menu, and a screen will open with all your available videos.

Click on **the video you want to work** on and an editing window opens alongside the video screen. You should make any corrections necessary, paying particular attention to inserting punctuation marks where required.







You will notice that when you log in to **My Videos**, the languages that the subtitles are available in small boxes on bottom left corner of each video window. The boxes are in black initially. When you have partially reviewed the subtitles in your own language, the box turns orange and when the editing work is complete the box is green.

When you have completed the transcription editing, please allow a couple of hours for the translations to be regenerated from the corrected transcriptions.

### 3.2 Translating subtitles and uploading them

When your translated subtitles are ready, access the editing window by clicking on the CC button in bottom-right corner and selecting the appropriate source language and target language as shown below. Edit your translations as you think appropriate - remembering that we are dealing with correcting advanced machine translations, not retranslating the text from scratch. Again the boxes will change colour, indicating the current status of your translation. There is no need to complete a video in any one session.







When you are ready to associate your edited translated subtitles to your video, click on the gear icon and then download subtitles as shown below:



Open your video in Vimeo / YouTube, click on CC (corresponding captions) and upload the corresponding subtitles file





To **embed your video** in EMMA, open the desired video in your YouTube or Vimeo\_account, look for the "embedded" option and copy the provided HTML\_code into the EMMA platform while HTML tags are shown. Once this video\_is embedded into the EMMA platform, the option to display subtitles in the selected language is shown on the bottom bar of the video.

[More on the translation of Videos, you can watch multimedia tutorials here: http://platform.europeanmoocs.eu/lesson\_translating\_your\_videos]

### 3.3 Translating the content

Author your content on EMMA. If you are worried about the timing, you can always author 2 or 3 lessons only and then organise their translation before moving on to the next batch of lessons.

- 1. Once you have 2-3 lessons ready
- 2. Send a mail to UPV (jvalor@dsic.upv.es) and inform them that your lessons are complete on the EMMA platform.
- 3. UPV will then export the text on to the TTP. They will send you a mail notifying you when the translations have been generated on their platform.

Login to the TTP platform and go to My Documents. Your lessons will open in the window as a list with course title, abstract, content and assignments all separated into translated chunks.

Click on the section you want to translate. The colour coding is the same as before, black for unedited, orange for in progress and green for completed.

Once you have completed a batch of lessons, inform the technical team at support@europeanmoocs.eu and they will organise the export of your work from the TTP and upload it on to the EMMA platform.

More on the translation of Videos, you can watch multimedia tutorials here: <u>http://platform.europeanmoocs.eu/lesson\_translating\_text\_content</u>





### 4. Navigating Emma

Nearly all the sites we looked at have a structure that is simple, intuitive and easy-to-navigate. Information is conveyed through basic graphics featuring a straightforward, well-designed layout where content is limited to providing users with a useful overview of the site and services on offer. This makes for easy reading and navigation as there is nothing to confuse users and little textual or visual overload.

The navigation system on all the sites we looked at includes the same basic elements albeit in different positions and cover the same basic routes. The underlying logic is always similar but navigation routes are much richer on some of the sites because of the inclusion of submenus.

The signposting language used within the various menus comprises a series of generic, generally accepted terms, which all the sites have adopted because they are all similar in function.

From our investigations (see deliverable on Interface Specification which is very exhaustive) appear that although FutureLearn is one of the platforms that has found a new equilibrium between interaction, accessibility, mobile use, and user participation, so keeping a strong focus on learning effectiveness as well as sustainability and avoiding overloading either teacher or student with too much work.

The Emma project has been inspired by the same philosophy trying to combine: Ease of use, clear display, a balanced level of interaction, mobile use, sustainability, within an environment that limits the interaction with the technology to leave user free to interact with the content and the OER provided. In fact, we believe that a real user-centric platform should not be focused on technology overall when we are addressing the inclusiveness and openness of TEL initiative. Indeed the use of technology should be conceived as much as possible as a transparent feature that allow for *dis-intermediated interaction* between content and people involved into teaching-learning processes (cfr. Bolter 2000)<sup>4</sup>. Too many features and/or technological tools can overload the learning experience. The main idea is that you should learn to read not to open a book. So that is why Emma has chosen to keep the platform simpler, with a high degree of consistency, giving priority to the main function (learning) and taking as parallel - but fully integrated - all the other functions that in a learning process are still very relevant (socialization, interaction, participation).

<sup>&</sup>lt;sup>4</sup> Richard Grusin and Jay David Bolter (2000), *Remediation: Understanding New Media*, Cambridge, MA: MIT Press.





### 4.1 Registering to the platform

Before you can start using EMMA with full functionality, enroll to the courses; start learning with courses with the multilingual possibilities, interacting with peers, track your own learning or become a teacher on EMMA, you will need to register to the platform.

It is very simple and straightforward process:

After entering the europeanmoocs.eu website, this welcome page will greet you offering different options explained in the separate section 4.4



Choose the MOOCs to enter the Mooc platform. In the upper right corner choose Sign in / Register







The following screen will show the **registration form** which you will need to fill in as shown in this example:

Maka	۵	Eradze	۵.,
maka@tlu.ee		maka@tlu.ee	
•••••	a <sub>e</sub>		0.
Female	<u>†</u> ‡ ‡	21-06-1981	<u></u>
Student	÷	Italy	<b>*</b> *
English	¢ 🗨	Agree to the terms and cond	itions

After sending the form for registration, you will receive an email and you will need to follow the instructions given in the email.

Activ	vate your account on EMMA
<b>X</b>	Emma Project <info@europeanmoocs.eu> to me  ¯</info@europeanmoocs.eu>
	Welcome to Emma, the European Multiple Mooc Aggregator.
	Please click on the following link to activate your account
	http://platform.europeanmoocs.eu/complete.php?i=9096&h=5e31acb3aed4491e32f81122cb4e4e10





### 4.2 Enrolling to a Course

In order to register and become a student to a course, a user needs to enroll in the course. This can be done through clicking on the enroll button when you enter the course main page.

Simply choose a course you want to register to and click on the enroll button





You are in!

[Note: you can always enroll to an EMMA course, even if the actual study period has ended but you will only be able to access the course overview. For Coming Soon courses you will not able to access to the lessons until a new official opening]





### 4.3 Platform structure

As a result of the benchmarking analysis described in detail in D2.5, the EMMA team concluded that features of the FutureLearn were the most effective in terms of user engagement and interaction. With the aim of ensuring system transparency, easy navigation and interaction with the learning environments Emma combines a simple graphic layout with straightforward, obvious functions. The layout of Emma presents the content as a single column, with the addition of a sidebar that is normally invisible and is opened with a single click (Fig. 4). When the sidebar is open the central content moves slightly to the right or left, enabling users to navigate within the content as well as the platform features and tools.

The navigation system, therefore, is a simplified breadcrumbs model offering rapid access to the main features from the topbar on the site, just under the general site menu, and also via a sidebar. The *responsive* features, where applicable, mean that the site can be used on different devices and with different screen resolutions. The content in the central column of the interface is structured to allow for easy vertical reading, with the different elements clearly separated.







### 4.4 Entry Page, main menu, footer, sidebar

The general EMMA layout is an even simpler wireframe. Access to the six main areas on the site is possible from the entry page:

- 1. **Project:** information about the project and its history: mission, consortium, partners and Moocs providers;
- 2. MOOCs: the core of EMMA. The courses and lessons;
- 3. News: project-related news and events;
- 4. Launch Your Own MOOC: an invite to teaching centres around the world to become part of the team and deliver their courses through EMMA (currently showing EMMA/Federica summer school on Ischia, Italy)
- Stay Tuned: quick sign up for the project newsletter, to get the latest info and updates on EMMA;
- #EUmoocs: in an era of Social networking, we can no longer think in terms of isolated websites. Moocs are about knowledge-sharing, debate and interaction. Learning communities in short. Discover and follow EMMA on the main social media.

This page is going to be re-designed. The next Emma interface will be more dynamic.







### 4.5 Main Menu

If you click on MOOCs on the Entry Page, you get to the learning core of EMMA. The straightforward layout takes you quickly and easily to any of the courses that are currently open, or, through the drop-down menu, to all the courses on offer. The main navigation menu, which is present on every page, has four links:



**About**: information about the project and its history: mission, consortium, partners and the course providers;

MOOCs: list of all the courses on EMMA;

Provider: information sheet about institutions offering courses on EMMA;

**EMMA Posts:** an area for inter- and intra-course discussion: a guided entry to specific coursebased discussion areas.





FAQ: EMMA help desk center (more info in the Chapter 8)

Signpost languages for Italian, Catalan, Dutch, English, Estonian, German, Portuguese, Spanish and Polish

Apart from these four main links you can also choose which language you want to view and navigate the interface and the user Sign In/Login box. Registered users can thus go directly to their own personal tools dashboard, and start to create their own CourseBook.

### 4.6 Footer

The links in this menu are to:

EMMA: the project and information about the consortium

MOOCs: a list of all the courses

Providers: EMMA course providers

Policy: terms and conditions of service

### 4.7 Sidebar

The sidebar menu is created specifically to guide the user through your learning and create the learning ambience for your path. It follows you across the platform and gives you quick access to:

- My courses: courses that you are enrolled to. It also shows the progress as a percentage of completed lessons in the course.
- Activity of your learning in your courses shows Learning Analytics of the student learning. With the help of this feature the student will be able to follow some supporting information on the learning process (more information on Learning Analytics is given in the Learning Analytics part of this deliverable)
- Your coursebooks your notes and annotations, your personal learning environment that you can build your own learning pathway with (this part is explained in the Personal Learning Environment section of this deliverable.







### 4.8 Webpage body

The webpage body includes the course structure and some relevant functions such as **Enroll** and **Translation**.

To **enroll** on a course, the users need to register to the platform filling an online module with biographic information. They will then receive a confirmation email and a request to respond to a survey.

[Be informed that – accordingly with the project tasks – from this registration point the Ipsos survey procedure will start. It includes several processes, part of them managed by Unina through the Emma platform and part of them directly managed by IPSOS on their server. Users will be asked to fill in Questionnaires as proposed by IPSOS.]

The **Translation button** allows users to switch language for textual content of the MOOCs. Translated subtitles for the videos are available using the usual icons on the Vimeo video toolbar.

### **Creation of translations**





MOOC courses are offered in various languages depending on provider. The text translation is provided by UPV upon partner request through the Emma system. MOOC provider inserts content on Emma and - thanks to an automatic procedure - the text is sent to UPV for translation. There is a short interval before publication due to the time required for transferring files. Video transctiptions are also translated automatically by UPV and providers recombine the new subtitles, after editing, to



the original video. Note: detailed breakdown of the editing process for text and video content is given in the relevant authoring section 3.

4.9 Course

### structure

As already described at beginning of the present document, the course is structured as follows: Course – Lesson –Unit- Assignment/test

In the *Course* section you find:

- a) Info: course title, associated tags, start and finish date, enrollment and translation options;
- b) Video preview: an introductory video from the teacher
- c) Summary: an overview of the course
- d) Learning Objectives: what is to be learned
- e) Outcomes: what are the expected outcomes of the course
- f) Course Structure: index of the different lessons
- g) Teacher: teacher info and contacts





## h) **Conversation**: an area for students to comment and discuss lesson-related issues, and even for the teacher to contribute if they want.

Learning Objectives
Koolituse eesmärk on valikkursuse "Arvuti kasutamineuurimistöös" läbimiseks vajalike pädevuste kujundamine. Kursus võimaldab praktilise tegevusega põimitult omandada Riiklikus Õppekavas kirjeldatud infotehnoloogia ja uurimuslikke (baas- ja kompleksoskused) pädevusi esimesel tasemel. Kursuse ülesandeid ei tehta mitte oma uurimistöö põhjal, vaid kursusel saab kasutatada ettevalmistatud andmekogumeid.
Outcomes
Kursuse lõpetanud õppija:
<ul> <li>Kavandab ja loob infotehnoloogia abil uurimistööd;</li> <li>Kasutab infotehnoloogiat efektiivselt info hankimiseks ja uurimuslike tegevuste sooritamiseks;</li> <li>Tunneb peamisi uurimistööks vajalike lähteandmete kogumise meetodeid;</li> <li>Töötleb andmeid sobivate meetoditega;</li> <li>Analüüsib uurimistulemusi sobivate meetoditega;</li> <li>Oskab õppida distantsolukorras</li> </ul>
COURSE STRUCTURE
Lesson 1 - Sissejuhatus kursusesse
Lesson 2 - Andmete kogumine ja ettevalmistamine analüüsiks
Lesson 3 - Andmestiku struktureerimine ja puhastamine
Lesson 4 - Andmetest ülevaate saamine; sagedustabel, histogramm ja graafikud
Lesson 5 - Andmete töötlemine: keskmised ja hajuvus

# [Be aware that the course structure is automatically compiled. You don't need to name your lessons as lesson 1, 2 etc. neither to insert the list of lesson somewhere. Overall DO NOT create parallel index with links to specific page. Emma is a LMS platform not a normal website].

At the bottom of the page you have the module **Conversation**. This is an important feature to engage the student into the learning process as well as to invite them to interact with peers.

**Conversation** has been imagined as a devoted forum in the sense that for any part of the course you have a specific conversation module so as to enable you to know at any time which comment/conversation is related to course presentation, to lesson, to unit and assignment.

Posting in this module - at the level of course presentation - is possible both for enrolled users and for users who have not yet subscribed. Afterwards only enrolled users can participate in the conversation.







A personal avatar is uploaded to personalize your comments. Where an avatar image is not available, the system will upload a default image, realized by the Unina team for Emma, according to the EMMA visual.



Be aware that this module is Facebook Like. Inserting the URL of a webpage, the system will automatically upload the description and eventually the image related to it. Of course you can delete or edit again your comment.

[We have introduce this function to make a stronger link between the module Conversation and the Blog, thus allowing users to promote their own posts and to direct the attention on images/videos they have associated to their posts. In this case, as teacher you can ask participants to write a post into the blog on a specific topic and to allow everybody to comment/discuss on it].

### 4.10 The Lesson page

Any lesson will published according to the date you have set up in the CMS. So it will be available only if its status is public.

The Lesson section is structured as follows (Fig. 6):

- a) **Info**: title of lesson, associated tags, start and finish date of course, enrollment and translation options;
- b) **Lesson abstract**: description of the lesson's main topics and of the aspects that students should focus on;





- c) **Units**: list of the study modules, if any. Each module focuses on one of the topics listed in the Plan; The list is compiled
- d) Additional resources: both external resources and study material can be used to provide more sources for your students such as bibliographical references, papers and proceedings, book chapters or articles stored on online repositories or open access journal websites specially chosen by the teacher for the specific lesson as well as uploaded on the platform.
- e) **Conversation**: discussion area for students and for the teacher. Do not forget to invite learners to use it, soliciting their participation with enough *food for thought* or informative tips.



[As explained in the first part of this document, the lesson module allows you to manage texts, videos and images. If you have a complex course structure – i.e, lessons subdivided in various units as in the example above - insert here only a simple description of the topics you will treat in the units following. If you have a more simple course structure – i.e only lessons – use this module to manage both your video and text]





### 4.11 The Unit pages

The **Units** are the different modules making up the lesson, and are divided into four sections (Fig. 7)

- a) **Info**: unit title, translation options; tags associated to the lesson are stored into the rightside toolbar,
- b) **Unit Content**: the actual learning unit, comprising a mix of text, images, videos and hyperlinks (though not all at the same time).
- c) Additional resources and/or study material: useful bibliographical references and or material, specially chosen by the teacher for the specific unit;
- d) **Conversation**: the interactive area for students to comment and discuss content-related issues, and even for the teacher to contribute to the discussion and give feedbacks.

Lesson 1/9	Unit 3/3	Virtual Classro	om: 🛃		UNITS	TRANSLATION ~
<b>Inquiry</b> is w for true kno	vritten sum wledge, fao	mary of an inv cts or new infor	estigation and its mation about a pl	results. <b>Investig</b> nenomenon in na	<b>ation</b> , or <b>inquiry</b> ture, society, cultur	<b>process</b> is a search e or elsewhere.
Usually an ii	nquiry inclu	ides the followi	ng parts:			
<ul> <li>Justificatio</li> <li>Problems</li> <li>Investigation</li> <li>Results and Investigation</li> <li>journalist conneighboring</li> <li>market ana based on provide the second second</li></ul>	on for the c tatement a ion method halysis and ns are co an gather g country. <i>i</i> lyst can pr evious yea	hoice of topic (v ind investigatio d (how was the conclusions (wh nducted by re and analyze p A criminalist ca edict the effec rs' data. All thre	why this investigat n questions (what data gathered?) ) nat were the resul presentatives of ieces of informat n refute a prosect t of a South Ame se examples are u	tion?)); : knowledge was s ; ts?)) different profes ion to prove tha utor's murder ch rican draught on ndoubtedly invest	sought?) ); sions. For exampl t a party leader is arge based on DN the stock price of tigations, but not so	e, an investigative influenced by the A evidence. A stock f a coffee company cientific research
Scientific re	search is a	type of investig	ation that is distir	iguished from oth	ers by :	
<ul><li>researche</li><li>connectio</li><li>Method ,</li></ul>	r, who is a n to earlier	recognized scie scientific work: cognized by oth	ntist ; s (either relying o er scientists and s	n them or criticizii science ;	ng them) ;	
<ul><li>replicabili</li><li>generaliza</li><li>publicatio</li></ul>	which is red ty by other ation, which n in a scier	scientists ; n is based on a s nce journal or co	strict way of draw onference	ing conclusions ;		

On the last unit of the lesson you will see a button that the user will need to click to confirm that he/she has finished working on the particular lesson.





WELL DONE! THE LESSON HAS BEEN COMPLETED. CLICK HERE TO RETURN TO COURSE OVERVIEW

[Note that on the top of the page there is a drop-down navigation bar that enables users to go to the next unit or go back to the previous one. You can also move through different units by clicking on previous or next buttons in the end of the unit].

PREVIOUS	
----------	--

[To give more appeal to your pages, please let's insert a meaningful image at the beginning of the text, so to attract the attention of the users, and give them more food for thought. Be also aware that selecting part of a text or a specific sentence, add a note or a resource via a special tool]

### 4.12 The Assignment Page

The **assignment** page is the place where self-assessment is possible. It is introduced to the user through the changing colour of header bar – from pink to green. This should give the learner a visual message that some reactions is expected from him.

This is also the page where the Quiz will be shown.

As explained previously, an assignment can be intended as a:

- A little test or description to write
- An open question to answer to
- A chapter or paper to read and comment
- A video or image to comment or to explain
- A quiz to answer
- Etc.

For these reasons, the Assignment has been conceived as a Unit, to let the teacher be free to imagine the kind of assignment he wants. Of course you can decide to have both an open assignment and a more structured **Quiz** at same time, or a quiz only, or just nothing.

The assignment is not compulsory for the teacher neither for the learner which is free to decide to answer to it or not **following the teacher's instruction**.





	Lesson 2/9	Unit 1/3	Assignment 1/1		
ry to remember, wh	nich ways have	you gathe	red data (or seen it b	eing gathered) and wri	te to your blog:
Reading data f	from a sense	or - What	purpose did you	use the data for? W	hich inquiry topics or
<ul> <li>Searching data</li> <li>topics or school</li> </ul>	a from writte	to? en sourc	es - What purpose	e did you use the da	ta for? Which inquiry
<ul> <li>Observation W it relate to?</li> </ul>	hat purpose (	did you u	se the data for? W	hich inquiry topics or	school subjects does
• Questionnaire does it relate to	What purpos ?	se did yo	u use the data for	? Which inquiry topi	cs or school subjects
<ul> <li>Testing What p relate to?</li> </ul>	ourpose did y	ou use t	he data for? Which	n inquiry topics or so	hool subjects does it
DUTCOMES					
DUTCOMES					

The green **Assignments** button allows the user to come back on previous topics. Clicking the red button "**do the assignment**" will let you start working on your assignment.





## 5. Blog, EMMA posts, the Coursebook(PLE), the Social Classroom: the Emma collaborative tools

### 5.1 Blog and EMMA posts

All users (teacher and learner) subscribed to the platform can have their own personal blog area. The blog page can be personalised with your preferred image in format .jpg 1024 pixel. If missing, a default image will be provided as well. You can access it from the welcome profile menu, as shown in the figure below:



Add new post is the function to edit your post in the editor available. This will allow you to insert text, images, YouTube video Url, links as well. But - more importantly - the blog is the main tool to use to communicate with the class. If a post is selected to be sent only to the Course students, a notification appears on the student profile, and he/she will receive also a notification via email.

Here you will have to provide tags and select a course from the dropdown menu to send the message only to the users of that specific course. Use this feature to communicate directly and easily with your students.

Posts can be linked to a specific course while hastags can be used as keywords to filter all related posts from the **EmmaPosts** feature, visibile in your top menu bar. In this case, both students and teachers can read a very specific cluster of messages.





### Personal Blog of Emma



nlicensed Froala Editor

New Post Tags (separate them with a comma eg. education, Steiner, democratization)

Select a course to send a message only to users enrolled in that course

\*





Be aware that there is no moderation: Posts and comments will be published as they are. To improve the reachability of your posts, we have developed the feature labelled **EMMA posts**. It is a form of metablog which indexes the posts and give to the users the possibility to filter all posts by **Most viewed**, **Latest Posts** and **Teacher posts**, published both by teacher and students. This part of the platform does not need a subscription, so it enjoys full publicness and visibility.



3 Aug		Warm up questions - Do you have existing assets that could facilitate/hinder the implementation of an ePortfolio? I have been making a list of some of the assets that could be included in the ePortfolio. A hindr of substantial 'street cred' as far as leadersh read more	ance is the lack
	Posted by Marce #eportfolioL4	lle Droulers     Views: 37   Comments 0	🕈 Reply
30 Jul	<b>46</b> Th and in	e end of the ePortfolio Self-Development vitation to a post-MOOC survey Dear participants, We have arrived at the end of the ePortfolio Self-Development Study MOOC! At this moment, you to complete a brief survey about learning behavior and your experience with the MO is aimed at all enrolled par read more	<b>Study</b> we kindly ask OC. This survey
	Posted by Lourd	es Guardia     Views: 119   Comments 0	<table-cell-rows> Reply</table-cell-rows>

### 5.2 Your Profile

By clicking on **Welcome Menu**, you can access your profile and manage your personal information. This page is all about you: your biodata, description of your courses, list of notifications, last activities, Peer Assessments completed, homeworks submitted. This page is completed by direct links to you personal blog, your email. From this page you can access also to all homeworks done by students. As any user, also learners have their own profile page where they can upload the profile





image, or change the Blog default image to personalize it. Also they can see here the evaluation of their homework by teacher as well as by peers.

Profile	Courses 🕖	Last Notifications	Last Activities	My P	Peer Assessment My Homework
			N	ame	Maka
A	-		Last n	ame	Eradze
		Location		♀ Italy	
	he th	JAN D	Joi	ned	20 October 2014
		APLX	Langu	age	ka
		About	Me	TEL Researcher, instructional designer	
O Mu	ersonal blog				
× My pers	About me   M ional blog	laka Eradze's			
Write	a URL				
		Save			

The following tabs serve different purposes:

- 1. **Profile** your profile and the information that can be interactively entered on the page.
- 2. **Courses** your courses, you are enrolled to.
- 3. Last notifications from the platform
- 4. Last Activities platform tracks the activities and shows them in this tab (NB: the activities tracked and visualised are only visible to you)
- 5. My Peer Assessments submitted peer assessments
- 6. My Homeworks homeworks that you have submitted.

### 5.3. Virtual Classroom

Virtual Classroom is a simple way to add external social links to your course. This features is useful if you for example have a Facebook group or a facebook page and you want extend your learning





environment to social media. You can add external social link in the CMS on the first page of your course. As default in the VC is added your "EMMA posts feed" (all posts associated by that cours).

To add a virtual classroom in your course, you need to complete the boxes in the Course General Introductory part, where you upload your course cover image, define the course start and end dates etc. Here you will need to fill in the boxes that interest you by adding the links to the outside social platforms. In this example several links are filled in – like Twitter, Facebook Page, Google+ etc.

Social Board	
Twitter	https://twitter.com/AntigoneThebes
Facebook	https://www.facebook.com/eradze
Google+	https://plus.google.com/+MakaEradze/posts
Google Drive	https://drive.coopie.com/falden/aw2id=0P4004lipek70dmPIPD76h3dp7Uo%up=charing
Youtube	
Vimeo	https://www.youtube.com/channel/UCrGXaJPa962ofQftbQI-vbA
Instance	
instagram	
Tumbir	
Wiki	
Wordpress	https://antigonethebes.wordpress.com/

These links will appear as icons next to the **Course Title**:

Course A-Z Teacher Tutorial 🍄	
COURSE INFO	
Ruth Kerr	





### 6. The Personal Learning Environment and CourseBook

### 6.1 Emma Personal Learning Environment

Personalizing learning is an important part of learning experience. We thought of making the student learning as comfortable as possible by adding the PLE feature on EMMA. EMMA Personal Learning environment is a feature that allows students arrange and organize their own pathways to learning. Two features – **ToolBox** and **CourseBook** features create the whole Personalized Learning Environment experience on EMMA platform. With the help of the **ToolBox** feature you can take notes, add annotations, add links to resources to already existing material and arrange them according to your preference: mix and match and create your own personalized learning. Try to use also this feature through diverse MOOCs using a building block approach to produce a unique and customized coursebook.

### 6.2. The Personal Learning Environment

Enabling students to create their own personalised path is one of the main objectives of the project. Following a constructivist approach, the Emma project enable users to create their own content though a personal learning environment (PLE). The **CourseBook** and the related **ToolBox** are the core of your personal learning environment allowing you to interact dinamically with the content. Let see how to use the **toolbox** to create a coursebook.

### 6.3 ToolBox

The ToolBox is an essential feature on EMMA. This is the tool that helps create the CourseBook content. With the highlighting, taking a note and resources capabilities, it will organize your thoughts and favorite content into bits and pieces of information and you will be able to give more thought to the saved material later.

First of all, check if the ToolBoox is active by clicking the tool icon next to the course title

	r i utoriai 😽		
COURSEINFO	Personalize your course!		
🕿 Ruth Kerr 🛛 🛗	Discover the Emma toolbox 30 Apr 15 С 4 weeks с Free	Virtual Classroom:	ENROLL TRANSLATION

In order to see this feature working, you need to enter a course at level of presentation, lesson or unit. Hovering the mouse over the text, you will see a submenu coming up with several options:

- 1. Highlight this
- 2. Add a note





- 3. Add Resource
- 4. View all saved
- 5. Share this

### **Highlight This**

Highlithing feature will help you save the part of the lesson, you need to take to your own PLE.



press the **box icon** to save it into the **"Saved elements"**.



It will take you to the Saved elements that are visible in **your notes.** 

Afterwards, you can add them into your **CourseBook**. **CourseBook** is a type of a notepad that gives you a possibility to organize your learning material the way you want to by saving Highlighted material, links to recourses with it, making notes to it etc. Coursebooks can be several and you can create them very easily.







When you start interacting with the Highlighted section, this Text Note will open and you can **copy** it to your CourseWork or **Delete** it

Course: Your annotations SAVED ELEMENTS						
Text note		×				
The aim of the first lesson is to get to know each other, course learning environment and to do the introduction to inquiry research.						
	COPY TO MY COURSEBOOK	DELETE THIS ELEMENT				

Adding the Highlighted text note will take you to this screen, where you will need to create a New

CourseBook.

Course: Your annotations				6
SAVED FLEM	ENTS			
Text note				×
The aim of the first lesson is to get to know	w each other, co	ourse learning envir	onment and to do the introduc	tion to inquiry research.
Write here name of new CourseBook	CREATE			
			COPY TO MY COURSEBOOK	DELETE THIS ELEMENT

Or **Choose** an already existing one.







### Voilà! It's here!



### Adding the Notes

Add the Note from the same contextual menu:

- 1. Choose a section
- 2. Add a note
- 3. Save

	лст							
HIGHLIGHT THIS	5 🔊 ADD A NOTE	ADD RESOURCE	VIEW ALL SAVED	SHARE THIS	<b>f y</b> &			
The aim of the to inquiry rese	e first lesson is to earch.	o get to know ead	ch other, course l	earning envir	onment and to	do the int	roduction	<b>P</b> <sup>2</sup>
This is impo	rtant							
						CANCEL	SAVE	

### Adding a Resource

1. Highlight a section





- 2. Add a resource link
- 3. Save

Lesson 1/9 Onic 1/3 Virtua	Classroom: 反				TRANSLATION ~
HIGHLIGHT THIS 🔗 ADD A NOTE	ADD RESOURCE	VIEW ALL SAVED	SHARE THIS	fy &	
Use the section "conversation	" in the end of pa	age and please wi	rite short intr	oduction of yourse	lf.
http://europeanmoocs.eu/					
				_	_
				CA	NCEL SAVE

### Accessing the Saved Notes, Highlights and Resources



The Notes, Highlights and Resources are saved in the Notes area accessed from your Annotations section

Also, you can access the saved **highlights**, **notes** and **resources** directly from the contextual menu

	ADD A NOTE	ADD RESOURCE	VIEW ALL SAVED	SHARE THIS			
When you view the Course, you go to an introductory page that is public and							
watch a video presentation of the course (and find subtitles in other lang							
course, meet th	e teacher and s	see the content i	index. You can also	o see how mu			

You can access your coursebook by clicking on the cube icon in left side bar. You land on a page with a series of boxes which you can fill with content you send from other areas of the PLE. Whenever you click send to **CourseBook**, the content is transferred to one of these boxes.

The **CourseBook** is accessed from the left sidebar as shown in the picture.

Once opened, it looks like a list of created coursebooks, each one with a title and a creation date:







The opened version looks like a list of annotations, links, and highlights taken during the study process using the toolbox. Content in the Coursebook can be selected, reodered, deleted. Once you have the final release you can download it on your computer and – eventually - share with other students.







### 7. Platform tracking facilities

The aim of the tracking system is to analyze what the user is doing on the platform, and to send these information to the server in order to understand his/her behavior. To do this, we have to intercept any high level interaction on a page (for example mouse clicks) to detect the action the user is performing.

While some of these actions are easy to intercept, involving a specific action on an element of the page (i.e. a click on a button), others are trickier and need much more work.

One of the most difficult things to retrieve is the time a user spends on a single page, and even more, WHAT the user is doing on that page. The main difficulty that we have to face when trying to extract the time spent on a page is that the user can leave the page without logging-out: he could just close the page/tab/browser, or he can type a different URL in the address bar of the browser itself.

In order to face these issues, CSP developed a module that heavily relies on javascript and AJAX to intercept user activity on client side, and to periodically synchronize these information with the server (CSP has also developed some server side sections integrated on the EMMA platform).

Users' interactions will be collected as xAPI (TinCan API) statements and sent to learning record store Learning Locker that stores xAPI standardized statements. In this case raw data of users' interactions will be stored in the correct format, that TLU will use to do their analysis. In the following picture you can find a diagram which will clarify the interaction between various modules of the platform



There is no user interface of the tracking system in order not to interfere with the user experience provided by the platform.





### 7.1 Analytics Dashboards

EMMA platform provides different dashboards for two types of users - students and instructors. The aim of implementing the learning analytics dashboard is to support awareness and sense making of the learning experience in online learning settings. Students' dashboards enable to raise students' awareness of their learning activities by providing overview of the progress or social structures in the course context. Instructors' dashboard provides feedback to course designers about the activities during the course.

### 7.1.1 Students' Dashboards

Currently, there are two dashboard views in the Learning Analytics that report on different information based on the interactions in the system. This views for the Student Learning Analytics are accessed from the Left Sidebar of the platform. In order to access the information, first you need to choose a Course, then Type of the Dashboard view and then Start and End dates for the analytic period.





S	TUDENT	S A	CTIVITY				
	Course: A-Z Emma Tutorial						
	Type: Related Learning Materials						
	Start 01-01-2015						
	End: 21-07-2015						
	31-07-2013						
F	etch data						
		Most	popular resources by you				
#	Name	Page UR	L	Views			
1	A-Z Emma Tutorial	http://pl	atform.europeanmoocs.eu/course.php?cor=73	3			
2	EMMA MOOC courses	http://pl	atform.europeanmoocs.eu/lesson.php?cor=73&lez=354	2			
3	Peer Assignment	http://pl	atform.europeanmoocs.eu/unit.php?sli=1094	1			
4	Plaftorm Structure	http://pl	atform.europeanmoocs.eu/unit.php?sli=1163	1			
	Oth	er stude	nts also accessed these materials				
#	Name		Page URL	Views			
1	A-Z Emma Tutorial		http://platform.europeanmoocs.eu/course.php?cor=73	34			
2	EMMA MOOC courses		http://platform.europeanmoocs.eu/lesson.php? cor=73&lez=354	13			
3	Plaftorm Structure		http://platform.europeanmoocs.eu/unit.php?sli=1163	7			
4	Your Personal tools		http://platform.europeanmoocs.eu/lesson.php? cor=73&lez=355	5			
5	The Unit pages		http://platform.europeanmoocs.eu/unit.php?sli=827	4			
6	Enrolling in a new cou	rse	http://platform.europeanmoocs.eu/unit.php?sli=1158	4			
7	The Lesson page		http://platform.europeanmoocs.eu/unit.php?sli=826	4			
8	Peer Assignment		http://platform.europeanmoocs.eu/unit.php?sli=1094	3			
9	Your Personal Learnin Environment	g	http://platform.europeanmoocs.eu/unit.php?sli=1160	3			
10	The Public Wall		http://platform.europeanmoocs.eu/unit.php?sli=830	3			






## Most popular resources by course (does not include my views)

#	Name	Page URL	Views
1	A-Z Emma Tutorial	http://platform.europeanmoocs.eu/course.php?cor=73	34
2	EMMA MOOC courses	http://platform.europeanmoocs.eu/lesson.php? cor=73&lez=354	13
3	Plaftorm Structure	http://platform.europeanmoocs.eu/unit.php?sli=1163	7
4	Your Personal tools	http://platform.europeanmoocs.eu/lesson.php? cor=73&lez=355	5
5	The Unit pages	http://platform.europeanmoocs.eu/unit.php?sli=827	4
6	Enrolling in a new course	http://platform.europeanmoocs.eu/unit.php?sli=1158	4
7	The Lesson page	http://platform.europeanmoocs.eu/unit.php?sli=826	4
8	Peer Assignment	http://platform.europeanmoocs.eu/unit.php?sli=1094	3
9	Your Personal Learning Environment	http://platform.europeanmoocs.eu/unit.php?sli=1160	3
10	The Public Wall	http://platform.europeanmoocs.eu/unit.php?sli=830	3





### 7.1.2 Teacher Dashboards



Teacher dashboards provide the teacher with the information on student learning and this information can be used to understand how the students on the course are doing.

The Courses Dashboard can be access from the main menu. There are several tabs in he dashboard view. Tabs are:

### **Overview of the course**

Overview page is a default landing page for Learning Analytics dashboards which displays general statistics for the current (selected) course.

Graph generates bars for number of total interactions per lessons and curved line for average time spent by users per lessons and most popular resources within the course.







Most popular resources

#	Title	Views
1	Arvuti kasutamine uurimistöös	453
2	The Processing of the Data: the Means and Dispersion of Values	342
3	Means	233
4	Keskmised	231
5	Different ways of gathering data	123
6	Resource title 1	122
7	Materjali nimi 1	65
8	Resource title 2	56
9	Resource title 3	43
10	Resource title 4	22

### **Figure X: Instructor view: overview.**

Data is viewable on scalable graph which can extend if needed. Average time spent is presented in minutes. Table of the most popular resources displays 10 most popular resources with link to resource and number of total views. Depending of the language chosen by user, table may display data for same resource in several rows (for example, English version may have more views than Estonian version of the resource).

### Participants

Participants tab gives an overview of total amount of users who have enrolled or left the course during the course.

Table beneath the graph displays all enrolled and unenrolled users as name+lastname+email+status





European	ИMÁ	🌢 Авоит	MOOCS PROVIDER	s Emma Posts	FAQ	<b>y</b>	Welcome, - Priit
Learn	inganal	ytics					
Overview	Activity stream	Social Networ	k Analysis Lessons	Participants			
	ې. Enroll/Unemail		Enrollm Mobile Devic	es in Everyday Life			
			Enrol	I Unenroll		Highcharts.com	
	E	nrolled users	Unenrolled users				
	#	First Name	Last Name	E-mail		Status	
	1	Lance	Gutin	asd@gu	itini.ee	Active	
	2	Elliott	Muñoz	123@ell	iottmunoz.fi	Active	
	3	Kevin	Vigneault	d@hello	kv.it	Active	
	4	Todd	Moy	323@to	ddmoy.us	Active	
	5	Jackson	Fox	er@jack	sonfox.com	Active	

### Figure X: Enrollment activity of the course participants

### Lessons

Lessons tab visualizes activities related to specific lesson and unit. For each unit 3 different graphs and tables are presented:

1. Learning content

Learning content graph displays % on enrolled users who have accessed unit, accessed study materials and accessed hyperlinks within the unit. Hovering over graph bar, a popup appears which





displays total amount of enrolled users who have accessed selected (hovered) data (for example: 45 enrolled users (22%) have accessed hyperlinks in current unit).

2. Assignments

Assignments graph visualizes % of enrolled users who have viewed and submitted assignments in current unit. Hovering over Viewed bar displays total amount of enrolled users who have viewed assignments in current unit and Submitted assignments bar displays total amount of submitted assignments and average score for all assignments within the unit.

3. Most popular resources

Table visualizes 10 most popular resources within selected unit. Resource name + language code, resource URL and total amount of views will be available for user.





	European	AND A	Авоц	JT MOOCs	Provider	s Emma Posts	s FAQ	H	y		Welco Priit	ime, 👻	
Le	earni	nganaly	ytics										
0	verview	Activity stream	Social Net	work Analysis	Lessons	Participants							
	Lesson 1	Lesson 2	Lesson 3	Lesson 3	Lesson 4	Lesson 5							
Un	iit 1 / Unit	2 / Unit 3											
				Learn	ning conte	ent				Result			
	100												
5	80 —												
	00 — 00					Unit 2							
2 2 2	40 —					45 enrolled use accessed hype	ers (22%) ha erlinks in cu	ave rrent unit					
	20												
	0				Unit 1								
		Acc	essed unit	Accessed	study materia	als 🧧 Accesse	ed hyperlin	ks	Highch	arts.com			
				۵۹۶	ianments	(3)				Result			
	100			, 199	ginnents	(0)				-			
	80												
	60		_			Unit 2 Submitted assigr	nments: 50						
annoil Annoil	40				- 4	Average score: 5	5%						
da A	20 —		_										

Most popular resources

Unit 1

#	Name	Page URL	Views
1	Resource 1 ENG	http://emmamoocs.eu/course/123.php	14
2	Resource 2	http://emmamoocs.eu/course/133.php	11
3	Resource 3 ENG	http://emmamoocs.eu/course/56.php	5
4	Resource 4 ENG	http://emmamoocs.eu/course/78.php	2
5	Resource 5	http://emmamoocs.eu/course/2.php	1
6	Resource 5 ENG	http://emmamoocs.eu/course/2.php	1
7	Resource 6	http://emmamoocs.eu/course/2.php	1
8	Resource 6 ENG	http://emmamoocs.eu/course/2.php	1
9	Resource 7 ENG	http://emmamoocs.eu/course/2.php	1
10	Resource 7	http://emmamoocs.eu/course/2.php	1

**Social Network Analysis** 





SNA tab visualizes users connections between each other during the whole course. Stronger connections marks more than one activity (comment) between two users.

Click on a user's name opens popup with user's last 5 activities during the course and link to user's activity stream under user profile page.



### Quiz Dashboard

Quiz Dashboard is meant for showing overall information on the quizzes library that you have created. It gives general statistical information on the variables like Number of quizzes created, active quizzes, active students, quizzes answered, correct answers, wrong answers etc. You can access this dashboard from the main **contextual menu** --> **quiz dashboard** 





Quiz CreatedQuiz ActiveStudents ActiveQuiz svolti5210	35
Answers Correct 18 Answers Correct 51.43 Answers Wrong 13 Answers Wrong 33 Answers Ans	37.14

[Note: More detailed EMMA Learning Analytics description will be provided in the Deliverable dedicated to EMMA Learning Analytics, D4.3. General description is provided in 4.1].





## 8. Teacher and Student Tutorial MOOCs

To help from one side, students and from the other, teachers to work with the platform, tutorials were created on EMMA platform. These tutorials give EMMA users the possibility to experience EMMA platform and, at the same time, explore different functionalities of the platform in an interactive way. The support created from the EMMA team includes multimedia, video tutorials and rich material to make the most out of EMMA.

### 8.1 A-Z Emma Tutorial

The A-Z Emma tutorial was prepared to help the students navigate, orientate on the platform and also guide them through the typical MOOCs structure and learning process. It consists of the Navigation and Learning on MOOCs part and Personal Tools part. As any other MOOC, it is accessible from the Mooc page list and has been produced by the UNINA Team.

The A-Z tutorial consists of two lessons 1. EMMA MOOC courses 2. Personal tools. The main objective of the both lessons is for the students to familiarize themselves with the platform capabilities.

- The Lesson EMMA MOOC courses consist of the following units: Plaftorm Structure, Enrolling in a New Course, the Lesson page, the Unit Pages, the Assigment Page, Peer assignment. The objective of this lesson is to introduce the learners to the platform structure, the logic of learning on EMMA platform and how to use its capabilities. This lesson opens with an introductory video and gives the platform overview with the use of screenshots and text.
- 2. The Lesson **Your Personal Tools** consists of the following units: the **Emma Posts (Meta blog)**, **Your Personal Learning Environment, Your blog.** The objective of this lesson is to introduce the learners to the Personal tools they can use on the platform.





#### COURSE OVERVIEW

Cargin into EMMA Partice: #					
€ → X ff () platform.europeanmoocs.eu					0.8.1
	R	M: MR	EUROPEAN MULTIPLE MOOC AGOREGATOR Beta		
	Wew registration				
	Please fill in the following fields:				
	First Name	4	Lost Name	A	
	Int		Ratype Encod		
	Chinia a passenad		Batype gammad		
	Grader	- 00	Birth data		
	Classe your profession instituity		Select year country	**	
	fadoct your language	• *	Agene to the testes and conditions		
		••	Seed of articlogie		
		+ 1	init technyle	_	

To use the Emma's courses you need to <u>subscribe</u> to the Emma platform and to <u>enroll</u> in a course. It 's not difficult but be sure you received the confirmation email and validate it. In some cases, the confirmation email goes into the SPAM folder, so check also such a folder before requiring technical support. For any problem, have a look at the "how to enroll" videotutorial or write to support@europeanmoccs.eu

Now, let's have a look to the EMMA features. Enjoy !

EMMA offers a series of MOOC courses that you can follow, studying the different units in each lesson and completing the assignments to check your learning. Working towards a certificate of completion at the end.

- You can use the translation feature to view the course and videosub titles in the original language or in one of the translated versions currently available.
- You can extend and develop your learning in the course using the links and resources suggested by the teacher, using the Europeana and online resources recommended by EMMA, and adding and sharing yourown resources.
- You can collect all your bookmarks and comments and notes in a personal page.
- You can build communities of interest or simply share learning resources and experiences with your classmates, teacher and other users on EMMA using the different interaction features.
- You can also construct your own learning path in a specific topic area. You will see that the MOOCs fall into

### 8.2. A-Z Teacher Tutorial

Teacher tutorial is a mixture of text, images and multimedia tutorials. It guides the teacher through different stages of course creation and also gives them some tips and good practice guidelines. The A-Z Teacher tutorial is a course where teachers can understand how EMMA platform works, how to author a course. It will also help you to pedagogically design your own MOOC.

This tutorual consists of Six Lessons that cover everything you need to know about the process of MOOC creation. The following Lessons are offered to teachers.

- Pedagogical techniques for MOOCs
- Authoring a Course on EMMA
- Navigation on EMMA
- Personal Area
- Translationg Text Content
- Translating videos





With the help of this course the teachers will be able to create a MOOC on EMMA platform. The course will give them ideas on instructional design of the course and also will guide you through the hands on process of course creation.

Outcomes

By the end of the course the teachers will know:

- How to navigate on EMMA
- Pedagogical design tips to create a MOOC
- Technical implementation of a MOOC

Tutorial consists of text, video and images. Video tutorials are based on the idea of the general overview of complex features on the platform, like **creating a new course** workflow.

Lesson 2/6	Unit 2 /7	Virtual Classroom:				TRANSLATI
ere is a vide	eo demons	ration of the whole p	rocess			
	co demons	adon of the mole p	100035			
			EM EUROPEAN MULTIPLE			
			MA MOOC			
	н	low to cre	ate a new	course	on	
			EMMA	000200	••••	

To add a new course you have to click on " + Add Course" button situated at the bottom part of the dashboard.

The tutorial also guides the teachers through the innovative **multilingual translation system** and instructs them how to use this feature. It has separate lessons on the text translation system and video translation/transcription system.





#### TRANSLATING TEXT CONTENT Translating lesson content 🔅

Lesson 5/6 Unit 1 /h Virtual Classroom: UNITS - TRANSLATION -	UNITINFO				
	Lesson 5/6	Unit 1 /1	Virtual Classroom:	UNITS 🕶	TRANSLATION ~

Author your content on EMMA. If you are worried about the timing, you can always author 2 or 3 lessons only and then organise their translation before moving on to the next batch of lessons.

Once you have 2-3 lessons ready, send a mail to UPV (jorcisai@upv.es) and inform them that your lessons are complete on the EMMA platform. UPV will then export the text on to their Translectures platform. They will send you a mail notifying you when the translations have been generated on their platform.

Login to the Translectures platform and go to My Documents. Your lessons will open in the window as a list with course title, abstract, content and assignments all separated into translated chunks.

Click on the section you want to translate. The colour coding is the same as before, black for unedited, orange for in progress and green for completed.

Once you have completed a batch of lessons, inform the technical team at support@europeanmoocs.eu and they will organise the export of your work from the Translectures platform and upload it on to the EMMA platform.

The video below provides a summary of the various steps.

Review of Italian translations	of UPV MOOC courses - ruthlizkerr	MLLP   Media Transcription and Translation Platform	MLLP	Media Transcriptio	in and Translation Pl
S MLLP		Documents			
	III ID 0	∿ Title ≎	Sentences 0	Canguage O	<b>⊘</b> Translations
DEO TRANSCRIPTION My videos Upload media Mi Statistics	course_54_Jesson_313_unit_591_contentHTML	Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi - > Lesson 2: La pedagogia come ambito di ricerca empirica e criticorteoretica -> Unit 2: Pedagogia e incerca critica/teoretica [contentHTML]	9	Italiano	es en
My documents Upload document	course_54_lesson_319_unit_636_contentHTML	Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi - > Lesson 4: la ricerca criticotreoretta in educazione -> Unit 2: Contesti e obiettivi della ricerca critica pedagogica [contenti/TML]	31	Italiano	es en
불 My groups (* Log out	course_38_lesson_278_unit_825_title	L'organizzazione delle imprese culturali → Lesson 12: Adhocrazia → Unit 3: Adhocrazia: contesto e punti di forza/debolezza (title)	1	Italiano	en
	course_54_lesson_321_abstract	Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi > Lesson 6: La formazione come oggetto di ricerca pedagogica: ambiti, livelli e dimensioni (abstract)	5	Italiano	es en
	course 28 Jaccob 377 unit 271 contact/JTM	Parazaizzazione delle imprese culturali. >	20	Italiano	





## 9. EMMA Help Desk

The Help feature was introduced as a sort of supplement to the A-Z teacher and A-Z student guides that will answer mostly to technical questions.

EMMA Help Desk is organized in sections that allow to classify all "Questions and Answers" by different criteria (information, user and media type). This information is targeting different audicences: guest users, students (enrolled users), teachers and EMMA providers (current and potential).

Starting from users and teachers support requests, UNINA and ATIT support team analysed the most frequently asked questions and issues that need further explanation and provided new artilcles to maintain all information that is updated in the different sections of the Help Desk. All Users can navigate by sections or with the integrated free search engine that has a real time suggestion when users start typing first questions.







To access Help desk you can click on **FAQ** section in the main menu or during the navigation you can click on the little button with a question mark in the bottom right of the webpage.





\* zendesk Leave us a message

When you click on it, a little window with search box will open. This is an interactive box and the results will show up as you type there.

You can open and read the result that interests you directly from the box or open an original article by clicking on "View Original Article" and read it from there.





EMMA THE PROJECT MOOCS PROVIDERS EMMA POSTS	Submit a request
EMMA HELP DESK Search	٩
EMMA FAQ > I'm a student > The Basic How Do I Enroll In A Course On EMMA?	
First of all, you will need to sign upin the platform to create your access credentials. Then you can get enrolled in the course of your preference, clicking on the enroll button which is available to all courses currently available in the EMMA platform.	RELATED ARTICLES How can I provide feedback to EMMA? What is a MOOC? How is the common structure of courses in EMMA? How do I get answers to questions I have related to the courses? Toolbox and Saved Elements
Was this article helpful? 0 out of 0 found this helpful Have more questions? Submit a request	

If an EMMA user does not find the answer to his questions, he can sends an email to *support@europeanmoocs.eu*. EMMA Help Desk back-end allows to manage all support requests through a ticket system provided by Zendesk.





## **APPENDIX: Multilingual Simplified Guide**

In order to help the students and teachers quickly orientate on EMMA platform, we also provide them with the simplified, visual guide to the platform. This guide was created based on the idea of infographics and uses a simple language and simple structure. This guide was translated into 8 languages and adopted to reflect the needs of the multilingual users. In the Appendix 1 you will see an example of this simplified guide in English. And Appendix 2 contains the translations of the guide.

### [NoteThe guide can be downloaded from <u>http://platform.europeanmoocs.eu/guide/EMMA-</u> <u>Teacher-Infographic-Guide.pdf</u>]

### **Appendix 1. Simplified Guide for EMMA**





















CIP grant agreement no. 621030

www.europeanmoocs.eu











# Appendix 2. Translations of the Simplified Guide in 7 languages

## CATALAN

Ν.	English	Catalan
1	Teacher guide	Guia del professor
2	Chapter 1. Creating a Course	Capítol 1. Crear un curs
3	Sign in with your teacher account and go to "Your Courses" in your personal menu	Inicieu sessió amb el vostre compte de professor i aneu a "Els vostres cursos" en el menú personal
	add course information "course title", "overview", "learning objectives" and "outcomes"	Introduïu la informació del curs: "Títol del curs", "Descripció", "Objectius d'aprenentatge" i "Resultats d'aprenentatge"
4	define course start and end date	Definiu les dates d'inici i finalització del curs
5	Note: this is the date when course overview will be available on MOOCs list,not the date of your first lesson	Nota: Aquesta és la data en què la descripció del curs es farà pública en la llista de cursos, no la data de la primera lliçó.
6	choose a cover page for your course	Trieu una pàgina de portada per al vostre curs
7	add coauthors: users that can manage the course with you	Afegiu els coautors: Són els usuaris que podran gestionar el curs amb vós
8	Tick the Publish checkbox and click on Save	Marqueu l'opció "Publica", i després cliqueu a "Desa"
9	All done	Ja està!
1	Chapter 2. teacher guide	Capítol 2. Guia del professor
2	Adding a new Lesson on EMMA	Afegir una nova lliçó en EMMA
3	Click on "add lesson" button in the course menu	Cliqueu al botó "Afegeix lliçó" en el menú de cursos
4	Set the starting date of the lesson and edit "title", "Lesson objectives" and "outcomes"	Definiu la data d'inici de la lliçó i editeu: "Títol", "Objectius de la lliçó" i "Resultats"
5	Click on "save"	Cliqueu a "Desa"
6	EMMA tips - engage learners with course activities, asking them to participate in the course via the Blog and/or the	Consells d'EMMA: Utilitzeu el blog i l'eina de conversa per animar els estudiants a participar en les activitats del curs





	conversation tool	
1	Chapter 3.	Capítol 3.
2	Adding a new Unit on EMMA	Afegir una nova unitat en EMMA
3	Click on "Add Unit"	Cliqueu a "Afegeix unitat"
	a) enter the unit "title" b) Upload an	a) Introduïu el "Títol" de la unitat; b) Pugeu
4	image or video c) Edit content using the	una imatge o un vídeo; c) Editeu els
	text editor.	continguts usant l'editor de text.
5	Add "tags" to the unit	Afegiu "Etiquetes" a la unitat
6	Add more study material to the unit from	Afegiu més material d'estudi a la unitat a
0	media library	travé de la Biblioteca multimèdia
7	Click on "save"	Cliqueu a "Desa"
	EMMA tips: tags link to Europeana API, a	Consells d'EMMA: Les etiquetes enllacen a
Q	resource repository that can link your tags	l'API d'Europeana, un repositori que enllaça a
0	to specific media, so try to use specific	recursos multimèdia específics, de manera
	words.	que es recomana utilitzar termes específics.
1	Chapter 4. Adding an Assignment on EMMA	Capítol 4. Afegir una tasca en EMMA
h	Click on the purple box "add assignment".	Cliqueu en la caixa morada "Afegeix tasca". És
Z	It looks like a unit page	similar a una pàgina d'unitat.
3	Add info about your assignment:	Introduïu la informació de la tasca:
4	"Title", "Description" and "Outcomes"	"Títol", "Descripció" i "Resultats"
5	Click on "save"	Cliqueu a "Desa"
6	EMMA tips: when your students send a homework you can evaluate it clicking on the "submitted homework" tab in your profile. If you too much homework to evaluate, use the peer assessment features ;)	Consells d'EMMA: Quan els estudiants envien una tasca, podeu avaluar-la clicant a la pestanya "Tasques enviades" del vostre perfil. Si teniu massa tasques per avaluar, podeu usar la funcionalitat d'avaluació per parells ;)
1	Chapter 5. Adding a quiz on EMMA	Capítol 5. Afegir una prova en EMMA
2	Click on the purple box "add assignment"	Cliqueu a la caixa morada "Afegeix tasca"
3	Click on "quiz library" and then on "add new quiz". Click on "add new quiz" and insert a title and a short description	Cliqueu a "Llibreria de proves", i després a "Afegeix nova prova". Cliqueu a "Afegeix nova prova", i introduïu un títol i una descripció breu
4	Click on the "save" button	Cliqueu al botó "Desa"
5	Now start adding questions by clicking on	Ara podeu clicar a "Afegeix pregunta" per





	"add question"(you can now write your	afegir preguntes (podeu introduir la primera
	first item in the box Question Text)	opció de resposta en la caixa "Text de la
		pregunta")
	Choose the type of answer: text answer (if	Triue el tipus de resposta: resposta de text (si
6	you have only 1 correct answer) or	només hi ha 1 resposta correcta) o resposta
	true/false answer	vertader/fals
	in "text answer", type your first response	En "Resposta de text", introduïu la primera
	option and indicate in the next column	opció de resposta i indiqueu en la columna
7	whether response is right or wrong. To	contigua si la resposta és vertadera o falsa.
	add a new response simply click on the	Per afegir una nova resposta, cliqueu al signe
	green plus sign	verd +
	Once you have inserted your three or four	Quan hàgeu introduït tres o quatre respostes
8	alternative responses and ensured that	alternatives i comprovat que només una està
0	only one has the true tick, save using the	marcada com a vertadera, deseu clicant al
	green button.	botó verd.
	To add further questions to your quiz click	Per afegir més preguntes a la prova, feu clic a
٩	on "Add Question". Once you have saved,	"Afegeix pregunta". Després de desar-la,
	you can find your completed quiz in the	podreu trobar la prova completa en la
	"Quiz Library" on the assignment page	"Biblioteca de proves" en la pàgina de tasca
1	Chapter 6. Evaluating a homework on EMMA	Capítol 6. Avaluar una tasca en EMMA
1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on	<b>Capítol 6. Avaluar una tasca en EMMA</b> Aneu al vostre perfil personal i cliqueu a la
1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework"	<b>Capítol 6. Avaluar una tasca en EMMA</b> Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades"
1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels
1 2 3	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants
1 2 3	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari,
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació <b>Capítol 7. Crear una avaluació per parells en</b>
1 2 3 4 5 1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació Capítol 7. Crear una avaluació per parells en EMMA
1 2 3 4 5 1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació Capítol 7. Crear una avaluació per parells en EMMA El professor afegirà una tasca al seu curs (a
1 2 3 4 5 1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions,	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació Capítol 7. Crear una avaluació per parells en EMMA El professor afegirà una tasca al seu curs (a nivell d'unitat) en la plataforma EMMA. Títol,
1 2 3 4 5 1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació Capítol 7. Crear una avaluació per parells en EMMA El professor afegirà una tasca al seu curs (a nivell d'unitat) en la plataforma EMMA. Títol, Instruccions, Resultats, Data límit
1 2 3 4 5 1 2 3	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline Home work submission period	Capítol 6. Avaluar una tasca en EMMA Aneu al vostre perfil personal i cliqueu a la pestanya "Tasques enviades" Vegeu o filtreu la llista de tasques dels estudiants Cliqueu en cada tasca i introduïu-hi un comentari Consells d'EMMA: Quan afegiu un comentari, apareixerà un signe especial a l'unitat, i l'estudiant podrà veure l'avaluació Capítol 7. Crear una avaluació per parells en EMMA El professor afegirà una tasca al seu curs (a nivell d'unitat) en la plataforma EMMA. Títol, Instruccions, Resultats, Data límit Període d'enviament de la tasca





	sends his homework	realitzaran i enviaran les tasques
5	Visual/HTML editor. Formatting text, link, images	Editor visual/editor HTML. Donar format del text, enllaços, imatges
6	Teacher checks number of homeworks sent and creates a peer assessment. Group of PR creation, Evaluation period, Assessment of criteria: narrative, grade, checklist	El professor comprovarà el nombre de tasques enviades i crearà una avaluació per parells. Creació de grups d'avaluació per parells, Període d'avaluació, Criteris d'avaluació: text, puntuació, llista de verificació
7	Some students who sent homework are nominated as "peer reviewer". PR receives a notification on platform, by email and a special badge appears near notification bar	Alguns dels estudiants que han enviat tasques seran seleccionats com a avaluadors per parells. Cada avaluador per parells rebrà una notificació en la plataforma i per correu electrònic, i li apareixerà una insígnia especial en la barra de notificacions
8	Peer Reviewer completes an evaluation questionnaire. PR can manage his peer assessment on his profile dashboard	Cada avaluador per parells emplenarà un qüestionari d'avaluació. Cada avaluador per parells podrà administrar les seues avaluacions des del seu tauler de perfil
9	Teacher checks homework evaluated on his profile dashboard. Teacher can also re- send a notification to PR who has not evaluated the homework	El professor podrà verificar les tasques avaluades en el seu tauler de perfil. El professor també pot reenviar notificacions als avaluadors per parells que no hagen avaluat les tasques que els corresponen
10	When homework is evaluated student receives a notification. Student receives a notification on platform by email and an icon appears near unit lesson index	Quan s'ha avaluat una tasca, l'estudiant rep una notificació. L'estudiant rebrà la notificació en la plataforma i per e-mail, i li apareixerà un signe especial junt a l'índex de lliçons
11	All done!	Ja esta!
1	Chapter 8. Creating an EMMA post	Capítol 8. Crear una entrada de blog en EMMA
2	Go to your profile menu in the top-right side of the platform and click on "Your Blog"	Aneu al menú del vostre perfil (en la part superior dreta de la plataforma) i cliqueu a "El vostre blog"
3	Click on "Add new Post", type a "Title" and fill the "Content post" field	Cliqueu a "Afegeix nova entrada", introduïu un "Títol" i empleneu el camp "Contingut de l'entrada"
4	Add "Tags" and select your course if you want to show your post only to your	Afegiu "Etiquetes" i seleccioneu un curs si només voleu mostrar l'entrada als alumnes





	students	
5	Click on "Save". A notification will be sent	Cliqueu a "Desa". S'enviarà una notificació a
5	to all your enrolled students	tots els estudiants registrats al curs
6	EMMA tips. Engage your students asking	Consells d'EMMA: Per motivar els estudiants,
0	them to produce some artefacts	demaneu-los que publiquen algun text
1	Chapter 9. Content Translation on EMMA	Capítol 9. Traducció de continguts en EMMA
2	Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process	Quan tingueu preparades dos o tres lliçons en EMMA, podeu informar-ne la UPV via correu electrònic per començar el procés de traducció
3	Automatic Translation will be generated.	Es generaran traduccions automàtiques.
4	Edit the translations: Black is for unedited, orange for in progress and green for completed.	Editeu les traduccions: el negre significa "No s'ha editat", el taronja "En procés", i el verd "Completat".
5	When your translation is edited and ready, inform UPV who will re-export to EMMA	Quan la traducció estiga editada i preparada, informeu-ne la UPV, que l'exportarà a EMMA.
6	All done!	Ja està!





## DUTCH

N.	English	Dutch	
1	Teacher guide	Handleiding voor docenten	
2	Chapter 1. Creating a Course	Hoofdstuk 1. Maak een cursus	
3	Sign in with your teacher account and go to "Your Courses" in your personal menu	Log in met uw docent account en ga na 'Uw cursussen' in uw persoonlijke menu.	
	add course information "course title", "overview", "learning objectives" and "outcomes"	Vul de cursus informatie in: titel van de cursus, korte beschrijving, leerdoelen en beoogde resultaten.	
4	define course start and end date	Geef de start en einddatum van de cursus aan.	
5	Note: this is the date when course overview will be available on MOOCs list,not the date of your first lesson	Let op: dit is de datum waarop de beschrijving van de cursus beschikbaar gemaakt wordt in de lijst van MOOCs, niet de datum waarop de eerste les begint.	
6	choose a cover page for your course	Kies een plaatje voor uw cursus.	
7	add coauthors: users that can manage the course with you	Voeg medeauteurs toe. Dit zijn docenten die samen met u de cursus beheren.	
8	Tick the Publish checkbox and click on Save	Zet het vinkje bij 'Publiceer' en klik dan op 'Bewaar'.	
9	All done	Dat is alles.	
1	Chapter 2. teacher guide	Hoofdstuk 2. Docent handleiding	
2	Adding a new Lesson on EMMA	Een les toevoegen	
3	Click on "add lesson" button in the course menu	Klik op de knop 'Voeg les toe' in het cursus menu.	
4	Set the starting date of the lesson and edit "title", "Lesson objectives" and "outcomes"	Zet de start datum van de les, geef een betekenisvolle titel, en geef aan wat de leerdoelen en beoogde resultaten van de les zijn.	
5	Click on "save"	Klik op de knop 'Bewaren'.	
6	EMMA tips - engage learners with course activities, asking them to participate in the course via the Blog and/or the conversation tool	EMMA tip - activeer deelnemers met leeractiviteiten, stimuleer hen om via de blog of conversatie tool actief mee te doen in de cursus.	
1	Chanter 3	Hoofdstuk 3	





2	Adding a new Unit on EMMA	Een nieuwe eenheid toevoegen.
3	Click on "Add Unit"	Klik op 'Voeg eenheid toe'
4	a) enter the unit "title" b) Upload an image or video c) Edit content using the text editor.	Geef een betekenisvolle titel en gebruik het tekstveld om de inhoud in te voegen.
5	Add "tags" to the unit	Voeg 'tags' toe aan de eenheid.
6	Add more study material to the unit from media library	Gebruik de 'media library' om aanvullend leermateriaal aan de eenheid toe te voegen.
7	Click on "save"	Klik op de knop 'Bewaren'.
8	EMMA tips: tags link to Europeana API, a resource repository that can link your tags to specific media, so try to use specific words.	EMMA tip: probeer specifieke termen te gebruiken voor uw tags. Op die manier kunnen materialen uit de Europeana repository gekoppeld worden.
	Chapter 4 Adding on Assignment on	
1	EMMA	Hoofdstuk 4. Een opdracht toevoegen
2	Click on the purple box "add assignment". It looks like a unit page	Klik op de knop 'Voeg opdracht toe'.
3	Add info about your assignment:	
4	"Title", "Description" and "Outcomes"	Geef een betekenisvolle titel, en gebruik het tekstveld voor de opdracht beschrijving (tab 'Beschrijving') en de beoogde resultaten (tab 'Resultaten').
5	Click on "save"	Klik op de knop 'Bewaar'.
6	EMMA tips: when your students send a homework you can evaluate it clicking on the "submitted homework" tab in your profile. If you too much homework to evaluate, use the peer assessment features ;)	EMMA tip: u kunt de ingezonden opdrachten van de deelnemers terugvinden in de tab 'Submitted homework' in uw profielpagina. Als u teveel opdrachten moet beoordelen, kunt u de peer assessment gebruiken.
1	Chapter 5. Adding a quiz on EMMA	Hoofdstuk 5. Een toets toevoegen
2	Click on the purple box "add assignment"	Klik op de knop 'Voeg opdracht toe'.
3	Click on "quiz library" and then on "add new quiz". Click on "add new quiz" and insert a title and a short description	Klik op de knop 'Toetslijst' en daarna op de link 'Voeg toets toe'. Geef een betekenisvolle titel en een korte beschrijving.
4	Click on the "save" button	Klik op de knop 'Bewaar'.
5	Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text)	Klik op de knop 'Voeg vraag toe'. Vul de vraagtekst in in het veld 'Vraag'.





6	Choose the type of answer: text answer (if you have only 1 correct answer) or true/false answer	Kies het type antwoord. Gebruik 'text answer' als u een vraag hebt met slechts 1 correct antwoord of als het een waar/niet waar vraag betreft.
7	in "text answer", type your first response option and indicate in the next column whether response is right or wrong. To add a new response simply click on the green plus sign	Vul in het veld 'Text answer' de tekst van de eerste antwoordalternatief en geef in de volgende kolom aan of antwoord correct of incorrect is. Klik op het groene kruisje om antwoordalternatieven toe te voegen.
8	Once you have inserted your three or four alternative responses and ensured that only one has the true tick, save using the green button.	Als u drie of vier antwoordalternatieven hebt gemaakt, en gecontroleerd hebt dat slechts 1 is aangemerkt als correct, kunt u de vraag bewaren door op de groene knop 'Bewaar' te klikken.
9	To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment page	Klik op 'Voeg vraag toe' als u meer vragen wilt toevoegen aan de toets. Klik op de knop 'Bewaar' om de toets op te slaan. Klik op de link 'Toetslijst' om de toets in de lijst terug te vinden. Sluit het venster. U vindt de toets ook terug in de 'Toetslijst' op de opdracht pagina en kunt dan de toets koppelen aan de opdracht.
1	Chapter 6. Evaluating a homework on EMMA	Hoofdstuk 6. Beoordelen van opdrachten
2	Go to your personal profile and click on the tab "Submitted Homework"	Ga naar uw profile pagina en klik op de tab 'Submitted homework'.
3	See/filter the list of your student's homework	De lijst toont alle ingezonden opdrachten van alle cursussen. U kunt via het filter opdrachten per cursus bekijken.
4	Click on each homework and add a comment	U kunt de opdracht bekijken door op het groene icoontje in de eerste kolom te klikken. U kunt uw feedback geven door onder de uitwerking op de link 'Antwoord' te klikken. Type uw tekst in het veld en klik op de knop 'Bewaar'.
5	EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	EMMA tip - Als u feedback geeft, wordt er een speciaal icoontje getoond bij de eenheid structuur. De deelnemer kan dan uw feedback lezen.





1	Chapter 7. Creating a Peer Assessment on EMMA	Hoofdstuk 7. Peer assessment toevoegen	
2	Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline	Nadat u een opdracht heeft gemaakt, kunt u er een peer assessment opdracht aan toevoegen door op de knop 'Voeg peer assessment toe' te klikken.	
3	Home work submission period	Periode voor indienen van opdrachten	
4	During unit sessions student performs and sends his homework	Deelnemers werken aan opdrachten en sturen die in.	
5	Visual/HTML editor. Formatting text, link, images	Visuele/HTML editor. Opmaak van tekst, hyperlinks, plaatjes	
6	Teacher checks number of homeworks sent and creates a peer assessment. Group of PR creation, Evaluation period, Assessment of criteria: narrative, grade, checklist	U bekijkt hoeveel opdrachten er ingezonden zijn en maakt een peer assessment. Hiertoe vult u in hoeveel deelnemers er maximaal in een groep mogen zitten en hoeveel beoordelaars er zijn per opdracht. U zet de evaluatie periode. U geeft de assessment criteria aan: open vraag, cijfer, keuzelijst.	
7	Some students who sent homework are nominated as "peer reviewer". PR receives a notification on platform, by email and a special badge appears near notification bar	Sommige deelnemers die opdrachten hebben ingezonden, worden aangemerk als 'peer reviewer'. Deze 'peer reviewers' worden daarop geattendeerd via een notificatie in het EMMA platform, via e-mail, en via een speciale badge in de buurt van de notificatiesbalk.	
8	Peer Reviewer completes an evaluation questionnaire. PR can manage his peer assessment on his profile dashboard	De 'peer reviewer' vult een evaluatie vragenlijst in. De 'peer reviewer' kan de peer assessment doen via het profiel dashboard.	
9	Teacher checks homework evaluated on his profile dashboard. Teacher can also re- send a notification to PR who has not evaluated the homework	U controleert de evaluatie door peers via uw profiel dashboard. U kunt ook een bericht sturen aan de 'peer reviewer' indien die de opdracht nog niet beoordeeld heeft.	
10	When homework is evaluated student receives a notification. Student receives a notification on platform by email and an icon appears near unit lesson index	De deelnemer ontvangt bericht indien de opdracht is beoordeeld. De notificatie wordt in het platform getoond, wordt via e-mail verzonden. Bovendien wordt een icoontjes getoond bij de eenheid les structuur.	
1	Chapter 8. Creating an EMMA post	Hoofstuk 8. Een blogpost maken	





2	Go to your profile menu in the top-right side of the platform and click on "Your Blog"	Ga naar uw persoonlijke menu rechtsboven en klik op 'Uw blog'
3	Click on "Add new Post", type a "Title" and fill the "Content post" field	Klik op de knop 'Voeg nieuw bericht toe'. Geef een betekenisvolle titel en type het bericht.
4	Add "Tags" and select your course if you want to show your post only to your students	Voeg 'tags' toe. Selecteer uw cursus als u het bericht alleen wilt tonen aan deelnemers die zijn ingeschreven in de cursus.
5	Click on "Save". A notification will be sent to all your enrolled students	Klik op 'Save'. Alle ingeschreven deelnemers ontvangen per e-mail een notificatie van dit bericht.
6	EMMA tips. Engage your students asking them to produce some artefacts	EMMA tip - Activeer uw deelnemers door hen te vragen enkele producten te maken.
-		
1	Chapter 9. Content Translation on EMMA	Hoofdstuk 9. Vertaling van inhoud
1 2	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to	Hoofdstuk 9. Vertaling van inhoud Zo gauw u 2 of 3 lessen klaar heeft, kunt u UPV via e-mail laten weten dat het
<b>1</b> 2	<b>Chapter 9. Content Translation on EMMA</b> Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process	Hoofdstuk 9. Vertaling van inhoud Zo gauw u 2 of 3 lessen klaar heeft, kunt u UPV via e-mail laten weten dat het vertaalproces gestart kan worden.
1 2 3	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated.	Hoofdstuk 9. Vertaling van inhoud Zo gauw u 2 of 3 lessen klaar heeft, kunt u UPV via e-mail laten weten dat het vertaalproces gestart kan worden. De automatische vertaling zal worden gemaakt.
1 2 3	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited,	Hoofdstuk 9. Vertaling van inhoud Zo gauw u 2 of 3 lessen klaar heeft, kunt u UPV via e-mail laten weten dat het vertaalproces gestart kan worden. De automatische vertaling zal worden gemaakt. Bewerk de vertaling: Zwart is voor onbewerkt,
1 2 3 4	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited, orange for in progress and green for	Hoofdstuk 9. Vertaling van inhoudZo gauw u 2 of 3 lessen klaar heeft, kunt uUPV via e-mail laten weten dat hetvertaalproces gestart kan worden.De automatische vertaling zal wordengemaakt.Bewerk de vertaling: Zwart is voor onbewerkt,oranje voor in bewerking, en groen voor
1 2 3 4	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited, orange for in progress and green for completed.	Hoofdstuk 9. Vertaling van inhoud Zo gauw u 2 of 3 lessen klaar heeft, kunt u UPV via e-mail laten weten dat het vertaalproces gestart kan worden. De automatische vertaling zal worden gemaakt. Bewerk de vertaling: Zwart is voor onbewerkt, oranje voor in bewerking, en groen voor afgerond.
1 2 3 4	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited, orange for in progress and green for completed. When your translation is edited and	Hoofdstuk 9. Vertaling van inhoudZo gauw u 2 of 3 lessen klaar heeft, kunt uUPV via e-mail laten weten dat hetvertaalproces gestart kan worden.De automatische vertaling zal wordengemaakt.Bewerk de vertaling: Zwart is voor onbewerkt,oranje voor in bewerking, en groen voorafgerond.Informeer UPV als u de vertaling bewerkt
1 2 3 4 5	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited, orange for in progress and green for completed. When your translation is edited and ready, inform UPV who will re-export to	Hoofdstuk 9. Vertaling van inhoudZo gauw u 2 of 3 lessen klaar heeft, kunt uUPV via e-mail laten weten dat hetvertaalproces gestart kan worden.De automatische vertaling zal wordengemaakt.Bewerk de vertaling: Zwart is voor onbewerkt,oranje voor in bewerking, en groen voorafgerond.Informeer UPV als u de vertaling overzetten
1 2 3 4 5	Chapter 9. Content Translation on EMMA Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process Automatic Translation will be generated. Edit the translations: Black is for unedited, orange for in progress and green for completed. When your translation is edited and ready, inform UPV who will re-export to EMMA	Hoofdstuk 9. Vertaling van inhoudZo gauw u 2 of 3 lessen klaar heeft, kunt uUPV via e-mail laten weten dat hetvertaalproces gestart kan worden.De automatische vertaling zal wordengemaakt.Bewerk de vertaling: Zwart is voor onbewerkt,oranje voor in bewerking, en groen voorafgerond.Informeer UPV als u de vertaling bewerkthebt. UPV zal dan de vertaling overzettennaar EMIMA.





### ESTONIAN

Ν.	English	Estonian	
1	Teacher guide	Juhis õpetajale	
2	Chapter 1. Creating a Course	Peatükk 1. Kursuse loomine	
2	Sign in with your teacher account and go	Logi sisse õpetaja kontoga ja vali menüüst	
З	to "Your Courses" in your personal menu	"Sinu kursused"	
	add course information "course title", "overview", "learning objectives" and "outcomes"	lisa kursuse andmed: "kursuse pealkiri", "ülevaade", "eesmärgid" ja "õpiväljundid"	
4	define course start and end date	määratle kursuse algus- ja lõpukuupäev	
5	Note: this is the date when course overview will be available on MOOCs list,not the date of your first lesson	Märkus: see on kursuse kirjelduse avaldamise kuupäev MOOC'ide kataloogis, mitte kursuse käivitumise kuupäev.	
6	choose a cover page for your course	vali kursuse avaleht	
7	add coauthors: users that can manage the course with you	lisa kaasautorid: kasutajad, kel on kursuse muutmise õigused	
0	Tick the Publish checkbox and click on	Valige suvand Avalda-nupul ja seejärel	
0	Save	Salvesta-nupul	
9	All done	Valmis	
1	Chapter 2. teacher guide	Peatükk 2. Juhis õpetajale	
2	Adding a new Lesson on EMMA	Uue tunni lisamine EMMA platvormil	
3	Click on "add lesson" button in the course menu	Vali "lisa tund" kursuse menüüs	
4	Set the starting date of the lesson and edit "title", "Lesson objectives" and "outcomes"	Sisesta tunni alguskuupäev, pealkiri, eesmärgid ja õpiväljundid	
5	Click on "save"	Klõpsa "Salvesta"	
6	EMMA tips - engage learners with course activities, asking them to participate in the course via the Blog and/or the conversation tool	EMMA soovitus - koosta ülesanded nii, et osalejad aktiivselt panustaksid suhtlusesse blogi ja vestluse vahendusel	
<u> </u>			
1	Chapter 3.	Peatükk 3	
2	Adding a new Unit on EMMA	Uue oppetunni lisamine EMMAsse	
3	Click on "Add Unit"	Klöpsa "Lisa uus õppetund"	
4	a) enter the unit "title" b) Upload an	a) sisesta materjali pealkiri, b) laadi üles pilt	
	image or video c) Edit content using the	voi video, c) lisa ja toimeta tekst	





	text editor.	
5	Add "tags" to the unit	Lisa sildid (märksõnad)
6	Add more study material to the unit from media library	Lisa täiendavat materjali meediakogust
7	Click on "save"	Klõpsa "Salvesta"
8	EMMA tips: tags link to Europeana API, a resource repository that can link your tags to specific media, so try to use specific words.	EMMA soovitus: vali märksõnad nii, et need ühtiksid Europeana API-s kasutatutega, sel juhul lingitakse need kohe Europeana varamus sama märksõnaga tähsitatud materjalidega
1	Chapter 4. Adding an Assignment on EMMA	Peatükk 4. Ülesande lisamine
2	Click on the purple box "add assignment". It looks like a unit page	Klõpsa nupul "Lisa ülesanne", see sarnaneb õppetunni lehele
3	Add info about your assignment:	Sisesta uue ülesande kirjeldus:
4	"Title", "Description" and "Outcomes"	"Pealkiri", "Kirjeldus" ja "Õpiväljundid"
5	Click on "save"	Klõpsa "Salvesta"
6	EMMA tips: when your students send a homework you can evaluate it clicking on the "submitted homework" tab in your profile. If you too much homework to evaluate, use the peer assessment features ;)	EMMA soovitus: õppijate poolt esitatud vastused on hindamiseks leitavad "Esitatud kodutööd" alt sinu profiililehel. Kui tunned, et hindamine muutub koormavaks, siis kasuta partnerhindamist.
1	Chapter 5. Adding a quiz on EMMA	Peatükk 5. Testi lisamine
2 3	Click on the purple box "add assignment" Click on "quiz library" and then on "add new quiz". Click on "add new quiz" and insert a title and a short description	Klõpsa "Lisa ülesanne" Klõpsa "Testikogu", seejärel "Lisa uus test" ja lisa testi pealkiri koos lühikirjeldusega.
4	Click on the "save" button	Klõpsa "Salvesta"
5	Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text)	Nüüd täida test küsimustega, klõpsates "Lisa küsimus".
6	Choose the type of answer: text answer (if you have only 1 correct answer) or true/false answer	Vali vastuse tüüp: tekstivastus (vaid üks õige valik) või õige/vale vastus.





7	in "text answer", type your first response option and indicate in the next column whether response is right or wrong. To add a new response simply click on the green plus sign Once you have inserted your three or	Tekstivastuse puhul kirjuta vastusevariandi sõnastus ja märgi teises veerus, kas tegemist on õige vastusevariandiga. JÄrgmise vastusevariandi lisamiseks klõpsa rohelisel plussmärgil. Kui oled sisestanud 3-4 vastusevarianti ja
8	four alternative responses and ensured that only one has the true tick, save using the green button.	kontrollinud, et vaid üks neist on märgitud õige vastusena, siis salvesta testiküsimus klõpsates rohelist nuppu.
9	To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment page	Järgmiste testiküsimuste lisamiseks testi klõpsa "Lisa küsimus". Kui kõik küsimused on testi sisestatud ja test salvestatud, ilmub test testikogusse ülesannete lehel.
1	Chapter 6. Evaluating a homework on EMMA	Peatükk 6. Esitatud kodutööde hindamine
2	Go to your personal profile and click on the tab "Submitted Homework"	Ava oma profiilileht ja ja klõpsa sakil "Esitatud kodutööd"
3	See/filter the list of your student's homework	Vaata või filtreeri esitatud kodutööde nimekirja
4	Click on each homework and add a comment	Klõpsa valitud kodutööl ja kirjuta omapoolne tagasiside
5	EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	EMMA vihje: kui oled lisanud oma kommentaari, ilmub õppija vaates antud õppetüki juurde vastav ikoon ja õppija saab sellel ikoonil klõpsates õpetaja antud tagasisidet lugeda.
1	Chapter 7. Creating a Peer Assessment	Destühle 7. Deutseukindeusine
1	on EMMA	Peatukk 7. Partnernindamine
2	Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline	Öpetaja lisab ülesande oma kursusele õppetüki tasandi - pealkiri, juhised, väljundid ja tähtaeg
3	Home work submission period	Märgi kodutöö esitamise tähtaeg
4	During unit sessions student performs and sends his homework	Öppijad esitavad oma kodutööd õppetüki sessiooni jooksul
5	Visual/HTML editor. Formatting text, link, images	Õppijad saavad kasutada veebipõhist tekstitoimetit





1	Chapter 9. Content Translation on	Peatükk 9. Õppematerjalide tõlkimine
	them to produce some artefacts	jagama.
6	EMMA tips. Engage your students asking	EMMA soovitus: kasuta postitusi, et innustada õppijaid ise materjale looma ja teistega
5	to all your enrolled students	teate uue postituse kohta.
4	Add "Tags" and select your course if you want to show your post only to your students	Lisa märskõnad ja vali, kes tohib seda postitust lugeda.
3	Click on "Add new Post", type a "Title" and fill the "Content post" field	Klõpsa "Lisa postitus", sisesta postituse pealkiri ja sisu.
2	Go to your profile menu in the top-right side of the platform and click on "Your Blog"	Klõpsa oma profiililehe parempoolses ülanurgas asuval nupul "Minu blogi"
1	Chapter 8. Creating an EMMA post	Peatükk 8. Postituse lisamine
11	All done!	Valmis!
10	When homework is evaluated student receives a notification. Student receives a notification on platform by email and an icon appears near unit lesson index	Kui partnerhinnang on õpetaja poolt kinnitatud, saab õppija märguande. Õppija saab märguande e-posti teel lisaks ilmub kodutöö autorile vastava õppetüki juurde hinnet täheistav ikoon.
9	Teacher checks homework evaluated on his profile dashboard. Teacher can also re-send a notification to PR who has not evaluated the homework	Õpetaja kontrollib esitatud partnerhinninguid oma töölaual. Õpetaja võib saata märguande partnerhindajale, kes pole veel iseseisvat ülesannet hinnanud.
8	Peer Reviewer completes an evaluation questionnaire. PR can manage his peer assessment on his profile dashboard	Partnerhindaja hindab temale suunatud kodutöö ja saab seda vajadusel ka hiljem muuta oma profiili töölaual.
7	Some students who sent homework are nominated as "peer reviewer". PR receives a notification on platform, by email and a special badge appears near notification bar	Märgi valitud õppijad partnerhindajateks, EMMA saadab neist igaühele e-posti teel vastavasisulise teate.
6	Teacher checks number of homeworks sent and creates a peer assessment. Group of PR creation, Evaluation period, Assessment of criteria: narrative, grade, checklist	Lisa partnerhindamise ülesanne, märkides hinnangu esitamistähtaja ja formaadi: vabas vormis, hindeline, kategooria





	EMMA	EMMAs
2	Once you have 2 or 3 lessons ready on	Kui oled saanud valmis vähemalt 2-3 tundi
	EMMA, you can inform UPV via mail to	EMMA platvormil, anna oma tõlkimise soovist
	initiate the translation process	e-psoti teel teada UPV-le
3	Automatic Translation will be generated.	Automaatne tõlge ilmub EMMsse kiiresti.
4	Edit the translations: Black is for unedited, orange for in progress and green for completed.	Toimeta automaatselt tõlgitud sisu. Mustaga on tähistatud toimetamata tekst, oranžiga pooleliolev toimetamine ja rohelisega lõplikult toimetatud tekst.
5	When your translation is edited and ready, inform UPV who will re-export to EMMA	Kui tõlge on toimetatud ja aktsepteeritud, anna sellest teada UPV-le, kes ekspordib tõlgitud sisu EMMAsse.
6	All done!	Valmis!





## FRENCH

Ν.	English	French			
1	Teacher guide	Guide de l'enseignant			
2	Chapter 1. Creating a Course	Chapitre 1 : Créer un cours			
3	Sign in with your teacher account and go to "Your Courses" in your personal menu	Connectez-vous avec votre compte enseignant et aller à "Vos MOOCs" dans votre menu personnel			
	add course information "course title", "overview", "learning objectives" and "outcomes"	Ajoutez des informations sur votre cours : "titre du cours", "vue d'ensemble", "objectifs d'apprentissage" et "finalités"			
4	define course start and end date	Définissez la date de début et de fin du MOOC			
5	Note: this is the date when course overview will be available on MOOCs list,not the date of your first lesson	N.B : Il s'agit de la date où la vue d'ensemble du MOOC sera disponible dans la liste de l'ensemble des MOOCs, pas la date de votre première leçon.			
6	choose a cover page for your course	Choisissez une page de couverture pour votre MOOC			
7	add coauthors: users that can manage the course with you	Ajoutez des co-auteurs : utilisateurs qui peuvent administrer le MOOC avec vous.			
8	Tick the Publish checkbox and click on Save	Sélectionnez l'option Publier puis cliquez sur Enregistrer			
9	All done	Terminé			
1	Chapter 2. teacher guide	Chapitre 2 : Guide de l'enseignant			
2	Adding a new Lesson on EMMA	Ajouter une nouvelle leçon sur EMMA			
3	Click on "add lesson" button in the course menu	Cliquez sur le bouton "ajouter une leçon" dans le menu du MOOC.			
4	Set the starting date of the lesson and edit "title", "Lesson objectives" and "outcomes"	Réglez la date de début de la leçon et modifier le "titre", les "objectifs de la leçon", et les "finalités"			
5	Click on "save"	Cliquez sur "Enregistrer"			
6	EMMA tips - engage learners with course activities, asking them to participate in the course via the Blog and/or the conversation tool	Conseils d'EMMA : Impliquez vos apprenants dans des activités, en leur demandant par exemple de participer au blog du MOOC et/ou à l'espace "Conversations"			
1	Chapter 3.	Chapitre 3			




2	Adding a new Unit on EMMA	Ajouter une nouvelle Unité sur EMMA
3	Click on "Add Unit"	Cliquez sur "Ajouter une unité"
	a) enter the unit "title" b) Upload an	a) Entrez le titre de l'unité, b) Téléchargez une
4	image or video c) Edit content using the	image ou une vidéo, c) Modifiez le contenu en
	text editor.	utilisant l'éditeur de texte.
5	Add "tags" to the unit	Ajoutez des "tags" (mots-clés) à l'unité
6	Add more study material to the unit from	Ajoutez plus de matériel d'apprentissage à
0	media library	l'unité depuis la médiathèque
7	Click on "save"	Cliquez sur "Enregistrer"
	ENAMA tipe: tage link to Europeana APL a	Conseils d'EMMA : Les liens des tags renvoient
	EIVINA LIPS. Lags link to Europeana API, a	à Europeana API, un dépositaire de ressources
8	tags to specific modia, so try to use	qui peut relier vos tags avec une ressource
	tags to specific media, so try to use	spécifique, donc essayez d'utiliser des mots
	specific words.	spécifiques.
1	Chapter 4. Adding an Assignment on EMMA	Chapitre 4 : Ajouter des activités sur EMMA
	Click on the purple box "add assignment".	Cliquez sur le bouton violet "Aiouter des
2	It looks like a unit page	activités". Cela ressemble à une page d'unité.
3	Add info about your assignment:	Aioutez des infos sur vos activités :
4	"Title". "Description" and "Outcomes"	"Titre". "Description" et "Finalités"
5	Click on "save"	Cliquez sur "Enregistrer"
	EMMA tips: when your students send a	Conseils d'EMMA : guand vos apprenants
	homework you can evaluate it clicking on	envoient un travail, vous pouvez l'évaluer en
	the "submitted homework" tab in your	cliquant sur l'onglet "Travaux soumis" dans
6	profile. If you too much homework to	votre profil. Si vous avez trop de travaux à
	evaluate, use the peer assessment	évaluer, utilisez la fonctionnalité "Evaluation
	features ;)	par les pairs" ;)
1	Chapter 5. Adding a quiz on EMMA	Chapitre 5 : Ajouter un quiz sur EMMA
2		Cliquez sur le bouton violet "ajouter une
2	Click on the purple box add assignment	activité"
	Click on "quiz library" and then on "add	Cliquez sur "bibliothèque de quiz" ensuite sur
2	click off quizilibrary and there off add	"ajouter un nouveau quiz". Cliquez sur
5	new quiz . Click on add new quiz and	"ajouter un nouveau quiz", insérez un titre et
	insert a title and a short description	une courte description.
4	Click on the "save" button	Cliquez sur le bouton "enregistrer"
	Now start adding questions by clicking on	Maintenant, vous pouvez commencer à
5	"add question"(you can now write your	ajouter des questions en cliquant sur "ajouter
	first item in the box Question Text)	une question" (vous pouvez alors écrire votre





		premier item dans la case Texte de la
		question)
	Choose the type of answer: text answer	Choisissez le type de votre question : réponse
6	(if you have only 1 correct answer) or	texte (si vous avez seulement une réponse
	true/false answer	correcte) ou une réponse vrai/faux
	in "text answer", type your first response	Dans "réponse texte", tapez la première
	option and indicate in the next column	option de réponse et indiquez dans la colonne
7	whether response is right or wrong. To	d'à côté si la réponse est vraie ou fausse. Pour
	add a new response simply click on the	ajouter une nouvelle réponse, vous n'avez
	green plus sign	plus qu'à cliquer sur le signe "plus" vert.
	Once you have inserted your three or four	Une fois que vous avez inséré vos 3 ou 4 choix
8	alternative responses and ensured that	de réponses, assurez-vous qu'une seule
0	only one has the true tick, save using the	réponse est indiquée comme correcte,
	green button.	enregistrez avec le bouton vert.
	To add further questions to your quiz click	Pour ajouter plus de questions à votre quiz,
	on "Add Question". Once you have saved	cliquez sur "Ajouter des questions". Une fois
9	you can find your completed quiz in the	que vous avez enregistré, vous pouvez
	"Ouiz Library" on the assignment nage	retrouver l'intégralité de votre quiz dans la
	Quiz Eistury on the assignment page	bibliothèque de quiz sur la page d'activités.
1	Chapter 6. Evaluating a homework on EMMA	Chapitre 6 : Evaluer un travail sur EMMA
1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on	<b>Chapitre 6 : Evaluer un travail sur EMMA</b> Allez sur votre profil personnel et cliquez sur
1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework"	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis"
1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos
1 2 3	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants
1 2 3	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des
1 2 3 4	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation.
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation.
1 2 3 4 5	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation.
1 2 3 4 5 1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation. Chapitre 7 : Créer une évaluation par les pairs sur EMMA
1 2 3 4 5 1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA	Chapitre 6 : Evaluer un travail sur EMMAAllez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis"Regardez et filtrez la liste des travaux de vos apprenantsCliquez sur chaque travail et ajouter un commentaireConseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation.Chapitre 7 : Créer une évaluation par les pairs sur EMMAL'enseignant ajoute une activité dans son
1 2 3 4 5 1	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level) EMMA CMS Title	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation. Chapitre 7 : Créer une évaluation par les pairs sur EMMA L'enseignant ajoute une activité dans son MOOC (au niveau de l'unité). La plateforme
1 2 3 4 5 1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions Outcomes Deadline	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation. Chapitre 7 : Créer une évaluation par les pairs sur EMMA L'enseignant ajoute une activité dans son MOOC (au niveau de l'unité). La plateforme CMS d'EMMA requiert un titre, des
1 2 3 4 5 1 2	Chapter 6. Evaluating a homework on EMMA Go to your personal profile and click on the tab "Submitted Homework" See/filter the list of your student's homework Click on each homework and add a comment EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline	Chapitre 6 : Evaluer un travail sur EMMA Allez sur votre profil personnel et cliquez sur l'onglet "Travaux soumis" Regardez et filtrez la liste des travaux de vos apprenants Cliquez sur chaque travail et ajouter un commentaire Conseils d'EMMA : Lorsque vous ajoutez des commentaires, une icône spéciale apparait à côté de la structure de l'unité et l'apprenant peut voir l'évaluation. Chapitre 7 : Créer une évaluation par les pairs sur EMMA L'enseignant ajoute une activité dans son MOOC (au niveau de l'unité). La plateforme CMS d'EMMA requiert un titre, des instructions, des finalités et une date butoir





	During unit sessions student performs	Pendant la durée de l'unité, les apprenants
4	and sends his homework	font et envoient leurs travaux
_	Visual/HTML editor. Formatting text, link,	Visuel/Editeur HTML. Formater le texte, les
5	images	liens, les images
	Teacher checks number of homeworks	L'enseignant vérifie le nombre de travaux
	sent and creates a peer assessment.	envoyés et crée une évaluation par les pairs.
6	Group of PR creation, Evaluation period,	Groupe d'évaluation par les pairs (EP), période
	Assessment of criteria: narrative, grade,	et critères d'évaluation : narratif, points,
	checklist	checklist
	Some students who sent homework are	Certains apprenants qui ont envoyé leurs
	nominated as "peer reviewer". PR	travaux sont nommés "examinateurs". Ils
7	receives a notification on platform, by	reçoivent une notification de la plateforme
	email and a special badge appears near	par email et un badge spécial apparaît à côté
	notification bar	de la barre de notifications
	Peer Reviewer completes an evaluation	L'examinateur complète un questionnaire
8	questionnaire. PR can manage his peer	d'évaluation. Il peut gérer l'évaluation depuis
	assessment on his profile dashboard	le tableau de bord de son profil.
	Teacher checks homework evaluated on	L'enseignant vérifie les travaux évalués sur
9	his profile dashboard. Teacher can also	son tableau de bord. L'enseignant peut aussi
	re-send a notification to PR who has not	envoyer une nouvelle notification aux
	evaluated the homework	examinateurs qui n'ont pas évalué de travaux.
	When homework is evaluated student	Quand un travail est évalué, l'apprenant reçoit
10	receives a notification. Student receives a	une notification par email et une icône
	notification on platform by email and an	apparaît à côté du sommaire de l'unité
	icon appears near unit lesson index	concernée.
11	All done!	Terminé !
_		
1	Chapter 8. Creating an EMMA post	Chapitre 8 : Créer un billet de blog sur EMMA
	Go to your profile menu in the top-right	Allez sur le menu de votre profil en haut à
2	side of the platform and click on "Your	droite de la plate-forme et cliquez sur "Votre
	Blog	
	Click on "Add new Post", type a "Title"	Cliquez sur "Ajouter un nouveau post", tapez
3	and fill the "Content post" field	un "titre" et remplissez le champ "Contenu du
	Add "Tags" and select your course if you	Ajoulez des tags (mots-cles) et selectionnez
4	want to show your post only to your	le MOOC si vous voulez que votre billet soit
	students	exclusivement accessible aux apprenants de
	Click on "Soyo" A potification will be cost	Cliquez dur "Enrogistror", Line notification
5	Click on Save . A notification will be sent	Cilquez sur Enregistrer . Une notification
1	to all your enrolled students	sera envoyee a tous les apprenants inscrits au





		МООС
6	EMMA tips. Engage your students asking them to produce some artefacts	Conseils d'EMMA : Impliquez vos apprenants en leurs demandant de poster eux-mêmes leurs productions.
1	Chapter 9. Content Translation on EMMA	Chapitre 9 : Traduction du contenu sur EMMA
2	Once you have 2 or 3 lessons ready on EMMA, you can inform UPV via mail to initiate the translation process	Une fois que vous avez inséré 2 ou 3 leçons sur EMMA, vous pouvez informer UPV par email pour débuter le processus de traduction.
3	Automatic Translation will be generated.	Une traduction automatique sera générée.
4	Edit the translations: Black is for unedited, orange for in progress and green for completed.	Modifiez les traductions : noir pour les traductions non-modifiées, orange = en cours et vert pour terminées.
5	When your translation is edited and ready, inform UPV who will re-export to EMMA	Lorsque votre traduction est enfin modifiée et prête, informez UPV qui pourra la réimporter sur EMMA.
6	All done!	Terminé !





#### ITALIAN

Ν.	ENGLISH	ITALIAN	
1	Teacher guide	Guida per il docente	
2	Chapter 1. Creating a Course	Capitolo 1. Creare un corso	
3	Sign in with your teacher account and go to "Your Courses" in your personal menu	Entra con il tuo account docente e vai a "I tuoi Corsi" nel tuo menù personale	
	add course information "course title", "overview", "learning objectives" and "outcomes"	Aggiungi informazioni corso "titolo del corso", "descrizione generale", "obiettivi di apprendimento" e "risultati"	
4	define course start and end date	Definisci data di inizio e fine corso	
5	Note: this is the date when course overview will be available on MOOCs list,not the date of your first lesson	Nota: questa è la data in cui la descrizione generale del corso sarà disponibile nella lista dei MOOC, e NON la data della prima lezione	
6	choose a cover page for your course	Scegli una copertina per il tuo corso	
7	add coauthors: users that can manage the course with you	Aggiungi co-autori: user che possono gestire il corso con te	
8	Tick the Publish checkbox and click on Save	Spunta il box "Pubblica" e clicca su "Salva"	
9	All done	Completato	
1	Chapter 2. teacher guide	Capitolo 2. Guida per il docente	
2	Adding a new Lesson on EMMA	Aggiungere una Lezione nuova su EMMA	
3	Click on "add lesson" button in the course menu	Clicca sul tasto "Aggiungi lezione" nel menù del corso	
4	Set the starting date of the lesson and edit "title", "Lesson objectives" and "outcomes"	Fissa una data di inizio della lezione e compila "titolo", "obiettivi della lezione" e "risultati"	
5	Click on "save"	Clicca su "Salva"	
6	EMMA tips - engage learners with course activities, asking them to participate in the course via the Blog and/or the conversation tool	suggerimenti di EMMA - coinvolgi i tuoi studenti con attività, chiedendo loro di partecipare al corso anche attraverso il Blog e/o lo strumento di conversazione	
		1	
1	Chapter 3.	Capitolo 3.	
2	Adding a new Unit on EMMA	Aggiungere una Unit nuova su EMMA	
3	Click on "Add Unit"	Clicca su "Aggiungi Unit"	





	a) enter the unit "title" b) Upload an image	a) compila il "titolo" della Unit b)carica un
4	or video c) Edit content using the text	immagine o un video c) aggiungi o cambia il
	editor.	contenuto usando l'editor di testo
5	Add "tags" to the unit	Aggiungi tag alla Unit
c	Add more study material to the unit from	Aggiungi più materiale di studio alla Unit,
0	media library	dalla biblioteca media
7	Click on "save"	Clicca su "Salva"
	EMMA tips: tags link to Europeana API, a	suggerimenti di EMMA - i tag si connettono
0	resource repository that can link your tags	all'API Europeana, un repository di risorse
0	to specific media, so try to use specific	che è in grado di connetere i tuoi tag a media
	words.	specifici: cerca di usare termini specifici
1	Chapter 4. Adding an Assignment on	Capitolo 4. Aggiungere un assignment su
-	EMMA	EMMA
2	Click on the purple box "add assignment".	Clicca sul tasto viola "aggiungi assignment".
2	It looks like a unit page	Appare come la pagina di una Unit
3	Add info about your assignment:	Aggiungi informazioni sul tuo assignment
4	"Title", "Description" and "Outcomes"	"Titolo", "Descrizione" e "Risultati"
5	Click on "save"	Clicca su "Salva"
	EMMA tips: when your students send a	suggerimenti di EMMA - quando i tuoi
	homework you can evaluate it clicking on	studenti ti inviato un compito, puoi valutarlo
6	the "submitted homework" tab in your	cliccando sulla tab "compiti inviati" del tuo
U	profile. If you too much homework to	profilo. Se pensi che i compiti da valutare
	evaluate, use the peer assessment	siano troppo numerosi, usa le funzioni di
	features ;)	peer assessment ;)
1	Chapter 5. Adding a quiz on EMMA	Capitolo 5. Aggiungere un quiz su EMMA
2	Click on the purple box "add assignment"	Clicca sul tasto viola "aggiungi quiz".
	Click on "quiz library" and then on "add	Clicca su "biblioteca quiz" e poi su "aggiungi
3	new quiz". Click on "add new quiz" and	nuovo quiz". Clicca su "aggiungi nuovo quiz"
	insert a title and a short description	e inserisci un titolo e una breve descrizione
4	Click on the "save" button	Clicca su "Salva"
	Now start adding questions by clicking on	Ora puoi iniziare ad aggiungere domande,
5	Now start adding questions by clicking on "add question"(you can now write your	Ora puoi iniziare ad aggiungere domande, cliccando su "aggiungi domanda" (puoi
5	Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text)	Cra puoi iniziare ad aggiungere domande, cliccando su "aggiungi domanda" (puoi scrivere il primo argomento nel box Testo
5	Now start adding questions by clicking on "add question" (you can now write your first item in the box Question Text)	Ora puoi iniziare ad aggiungere domande, cliccando su "aggiungi domanda" (puoi scrivere il primo argomento nel box Testo della Domanda)
5	Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text) Choose the type of answer: text answer (if	Cra puoi iniziare ad aggiungere domande, cliccando su "aggiungi domanda" (puoi scrivere il primo argomento nel box Testo della Domanda) Scegli il tipo di risposta: risposta di testo (se
5	Now start adding questions by clicking on "add question" (you can now write your first item in the box Question Text) Choose the type of answer: text answer (if you have only 1 correct answer) or	Ora puoi iniziare ad aggiungere domande, cliccando su "aggiungi domanda" (puoi scrivere il primo argomento nel box Testo della Domanda) Scegli il tipo di risposta: risposta di testo (se c'è solo una risposta corretta) o risposta di





7	in "text answer", type your first response option and indicate in the next column whether response is right or wrong. To add a new response simply click on the green plus sign	nel caso di "risposta di testo", scrivi la prima opzione di risposta e indica nella colonna successiva se la risposta è corretta o errata. Per aggiungere una nuova risposta clicca semplicemente sul segno "più" verde
8	Once you have inserted your three or four alternative responses and ensured that only one has the true tick, save using the green button.	quando hai inserito tre o quattro alternative di risposta e ti sei assicurato che una sola accetti la spunta "vero", salva cliccando sul tasto verde
9	To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment page	per aggiungere altre domande al tuo quiz, clicca su "Aggiungi Domanda". Una volta che hai salvato, potrai trovare il quiz completo nella "Biblioteca Quiz" alla pagina degli assignment
1	Chapter 6. Evaluating a homework on EMMA	Capitolo 6. Valutare un compito su EMMA
2	Go to your personal profile and click on the tab "Submitted Homework"	Vai sul tuo profilo personale e clicca sulla tab "Compiti Inviati"
3	See/filter the list of your student's homework	Consulta/filtra la lista dei compiti dei tuoi studenti
4	Click on each homework and add a comment	Clicca su ciascun elaborato e aggiungi un commento
5	EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation	Suggerimenti di EMMA - quando aggiungi un commento appare una speciale icona nella struttura della Unit e lo studente può vedere la valutazione
1	Chapter 7. Creating a Peer Assessment on EMMA	Capitolo 7. Creare un Peer Assessment in EMMA
2	Teacher adds an assignment in his course (unit level). EMMA CMS Title, Instructions, Outcomes, Deadline	Il docente aggiunge un assignment nel suo corso (a livello di Unit). Aggiunge un titolo, le istruzioni, il risultato atteso, la scadenza di consegna
3	Home work submission period	Periodo di consegna del compito
4	During unit sessions student performs and sends his homework	durante le sessioni della Unit lo studente prepara e invia il suo compito
5	Visual/HTML editor. Formatting text, link, images	Editor di visual/HTML. Per formattare testo, link, immagini





6	Teacher checks number of homeworks sent and creates a peer assessment. Group of PR creation, Evaluation period, Assessment of criteria: narrative, grade, checklist	Il docente controlla la quantità di compiti inviati e genera una sessione di peer assessment. Creazione del gruppo di Peer Reviewer, periodo di valutazione, valutazione dei criteri: narrativo, voto, checklist
7	Some students who sent homework are nominated as "peer reviewer". PR receives a notification on platform, by email and a special badge appears near notification bar	Alcuni studenti che hanno inviato il compito sono nominati Peer Reviewer. Questi ricevono una notifica sulla piattaforma, via email e uno speciale badge appare accanto alla barra delle notifiche
8	Peer Reviewer completes an evaluation questionnaire. PR can manage his peer assessment on his profile dashboard	il Peer Reviewer completa un questionario di valutazione. il PR può gestire il suo peer assesssment dal cruscotto del suo profilo
9	Teacher checks homework evaluated on his profile dashboard. Teacher can also re- send a notification to PR who has not evaluated the homework	Il docente controllo i compiti valutati dal cruscotto del suo profilo. Può anche reinviare una notifica al PR che non avesse completato la valutazione
10	When homework is evaluated student receives a notification. Student receives a notification on platform by email and an icon appears near unit lesson index	Una volta che il suo compito è stato valutato, lo studente riceve una notifica, sulla piattafoirma, via email e un'icona appare nell'indice delle unità di una lezione
11	All done!	Completato!
1	Chapter 8. Creating an EMMA post	Capitolo 8. Creare un post in EMMA
2	Go to your profile menu in the top-right side of the platform and click on "Your Blog"	Vai al menu del tuo profilo in alto a destra nella piattaforma e clicca su "Il tuo Blog"
3	Click on "Add new Post", type a "Title" and fill the "Content post" field	Clicca su "Aggiungi un nuovo Post", inserisci un "Titolo" e compila il campo "Contenuto del Post"
4	Add "Tags" and select your course if you want to show your post only to your students	Aggiungi i tag e seleziona il tuo corso se desideri che il tuo posto sia visibile solo ai tuoi studenti
5	Click on "Save". A notification will be sent to all your enrolled students	Clicca su "Salva". tutti gli studenti iscritti riceveranno una notifica
6	EMMA tips. Engage your students asking them to produce some artefacts	Suggerimenti di EMMA - Coinvolgi i tuoi studenti chiedendo loro di produrre dei documenti





1	Chapter 9. Content Translation on EMMA	Capitolo 9. Traduzione dei contenuti su EMMA
	Once you have 2 or 3 lessons ready on	Quando hai 2 o 3 lezioni pronte su EMMA,
2	EMMA, you can inform UPV via mail to	puoiinformare UPV via mail per avviare il
	initiate the translation process	processo di traduzione
3	Automatic Translation will be generated.	La traduzione automatica sarà generata
	Edit the translations: Black is for unedited,	Per correggere le traduzioni: il testo in nero è
4	orange for in progress and green for	intatto, in arancio è in progress, e in verde è
	completed.	completato
	When your translation is edited and ready	Quando la traduzione è controllata e pronta,
5	inform UPV who will re-export to EMMA	puoi informare UPV che la riesporterà su
		EMMA
6	All done!	Completato!



4

a) enter the unit "title" b) Upload an



#### PORTUGUESE

Ν.	English	Portuguese	
1	Teacher guide	Guia do Professor	
2	Chapter 1. Creating a Course	Capítulo 1. Criando um curso	
2	Sign in with your teacher account and go	Entre com a sua conta de professor e vá para	
3	to "Your Courses" in your personal menu	"Os seus cursos" no seu menu pessoal	
	add course information "course title",	Adicione informações sobre o curso "título do	
	"overview", "learning objectives" and	curso", "visão geral do curso", "objetivos de	
	"outcomes"	aprendizagem" e "resultados"	
4	define course start and end date	Define a data de início e fim do curso	
	Noto: this is the date when source	Nota: esta é data em que a informação geral	
E	evention will be available on MOOC	sobre o curso estará disponível na lista de	
5	list not the date of your first lesson	MOOCs; não é a data em que a da primeira	
		lição estará disponível.	
6	choose a cover page for your course	Escolha uma "capa" para o seu curso.	
7	add coauthors: users that can manage	Adicione co-autores: outros utilizadores que	
'	the course with you	consigo gerem o curso.	
8	Tick the Publish checkbox and click on	Selecione a opção "Publicar" e seguidamente	
0	Save	em "Guardar".	
9	All done	Feito!	
1	Chapter 2. teacher guide	Capítulo 2. Guia do Professor	
2	Adding a new Lesson on EMMA	Adicionnando uma nova lição na EMMA	
2	Click on "add lesson" button in the	Clique no botão "adicione lição" no menu do	
5	course menu	curso	
	Set the starting date of the lesson and	Estabeleca a data de início da lição e edite	
4	edit "title", "Lesson objectives" and	"Título" "Objetivos da licão" e "Besultados"	
	"outcomes"		
5	Click on "save"	Clique em "Guardar"	
	EMMA tips - engage learners with course	Dicas da EMMA: envolva os alunos com	
6	activities, asking them to participate in	atividades do curso, pedindo-lhes para	
0	the course via the Blog and/or the	participar no curso através do Blog e / ou a	
	conversation tool	ferramenta de conversação.	
1	Chapter 3.	Capítulo 3.	
2	Adding a new Unit on EMMA	Adicionando uma nova Unidade na EMMA	
3	Click on "Add Unit"	Clique em "Adicione Unidade"	

a) Insira na unidade "título" b) Faça upload de





	image or video c) Edit content using the	uma imagem ou vídeo c) Edite conteúdo
	text editor.	usando o editor de texto.
5	Add "tags" to the unit	Adicione "tags" (etiquetas) à unidade
<i>c</i>	Add more study material to the unit from	Adicione mais material de estudo à unidade a
6	media library	partir da biblioteca multimédia
7	Click on "save"	Clique em "Guardar"
	EMMA tips: tags link to Europeana API, a	Dicas da EMMA: as etiquetas fazem a ligação
~	resource repository that can link your	à EUROPEANA API, um repositório de
8	tags to specific media, so try to use	materiais multimédia, assim deve utilisar
	specific words.	palavras específicas.
1	Chapter 4. Adding an Assignment on	Capítulo4. Adicionando um Trabalho na
1	EMMA	EMMA
	Click on the nurnle box "add	Clique na caixa púrpura "adicione trabalho".
2	assignment" It looks like a unit nage	Assemelha-se a uma página de unidade do
		curso.
3	Add info about your assignment:	Adicione informação sobre o trabalho:
4	"Title", "Description" and "Outcomes"	"Título", "Descrição" e "Objetivos"
5	Click on "save"	Clique em "Guardar"
	EMMA tips: when your students send a	Dicas da EMMA: quando os seus estudantes
	homework you can evaluate it clicking on	enviam o respetivo trabalho, pode avaliá-lo
6	the "submitted homework" tab in your	clicando na etiqueta "Trabalho submetido" no
Ŭ	profile. If you too much homework to	seu perfil pessoal. Se tiver muitos trabalhos
	evaluate, use the peer assessment	para avaliar use as funções de "Peer
	features ;)	assessment (PR)"/avaliação por pares.
1	Chapter 5. Adding a quiz on EMMA	Capítulo 5. Adicionando um questionário na FMMA
2	Click on the purple box "add assignment"	Clique na caixa púrpura "Adicione trabalho"
		Clique na "Biblioteca de guestionários" e
	Click on "quiz library" and then on "add	seguidamente em "Adicione novo
3	new quiz". Click on "add new quiz" and	questionário". Clique em "Adicione novo
	insert a title and a short description	questionário" e insira um título e uma
		descrição curta.
4	Click on the "save" button	Clique no botão "Guardar".
	Now start adding questions by clicking on	Adicione questões clicando em "Adicione
5	"add question"(you can now write your	questão" (pode agora escrever o seu primeiro
	first item in the box Question Text)	item na caixa Texto da Questão).
6	Choose the type of answer: text answer	Escolha o tipo de resposta: resposta de texto
0	(if you have only 1 correct answer) or	(se tem apenas uma resposta correta) ou





	true/false answer	resposta verdadeiro/ falso.
	in "text answer", type your first response	No "resposta de texto", escreva a sua primeira
7	option and indicate in the next column	opcão de resposta e indique na coluna
	whether response is right or wrong. To	seguinte se a resposta é correta ou errada.
	add a new response simply click on the	Para adicionar uma nova resposta clique no
	green plus sign	símbolo "mais (+)".
	Once you have inserted your three or	Assim que tiver inserido as suas três ou quatro
_	four alternative responses and ensured	respostas alternativas e garantir que apenas
8	that only one has the true tick, save using	uma tem o "Tick" indicando quel é a
	the green button.	verdadeira, guarde usando o botão verde.
	To add further questions to your quiz	Para adicionar mais perguntas ao seu
	click on "Add Question". Once you have	questionário, clique em "Adicionar Pergunta".
9	saved, you can find your completed quiz	Depois de salvar, você pode encontrar o seu
	in the "Quiz Library" on the assignment	questionário preenchido na "Biblioteca Quiz/
	page	de questionários" na página de tarefas
1	Chapter 6. Evaluating a homework on	Canítula 6. Avaliando trabalho na EMMA
1	EMMA	Capitulo 6. Availando trabalho ha ElvilviA
2	Go to your personal profile and click on	Vá ao seu perfil pessoal e clique na etiqueta
2	the tab "Submitted Homework"	"Trabalhos submetidos"
З	See/filter the list of your student's	Veia/filtre a lista dos trabalhos dos estudantes
	homework	
4	Click on each homework and add a	Clique em cada trabalho e adicione um
Ľ.	comment	comentário
	EMMA tips when you add a comment a	Dicas da EMMA: quando adiciona um
5	special icon appears near the unit	comentário, um novo icon aparece na
	structure and student can see the	estrutura de unidades e o estudantes pode
	evaluation	ver a sua avaliação.
1	Chapter 7. Creating a Peer Assessment	Capítulo 7. Criando uma Avaliação por Pares
2	leacher adds an assignment in his course	O professor adiciona um trabalho ao seu
2	(unit level). Elvivia Civis Title,	curso (nivel unidade). Titulo do Civis da
-	Instructions, Outcomes, Deadline	EMIMA, Orientações, Resultados, Prazos
3	Home work submission period	Período de submissão de trabalho.
4	During unit sessions student performs	Durante as sessões unidade, os estudantes
	and sends his homework	elaboram e preparam o seu trabalho.
5	Visual/HTML editor. Formatting text, link,	Editor visual/HTML. Formatar texto,
Ľ	images	hiperligações, imagens.
6	Teacher checks number of homeworks	O professor verifica o número de trabalhos





	sent and creates a peer assessment. Group of PR creation, Evaluation period, Assessment of criteria: narrative, grade,	enviados e cria uma avaliação pelos pares. Grupo de criação PR, período de avaliação, avaliação de critérios: narrativa, categoria, lista do vorificação
7	Some students who sent homework are nominated as "peer reviewer". PR receives a notification on platform, by email and a special badge appears near notification bar	Alguns alunos que enviaram os trabalhos são nomeados como "revisores (PR)". Cada PR recebe uma notificação na plataforma, por e- mail e um distintivo especial aparece próximo da barra de notificação
8	Peer Reviewer completes an evaluation questionnaire. PR can manage his peer assessment on his profile dashboard	O avaliador de pares (PR, "Peer Reviewer") completa um questionário de avaliação. O PR pode gerir a sua avaliação de pares no seu painel de perfil.
9	Teacher checks homework evaluated on his profile dashboard. Teacher can also re-send a notification to PR who has not evaluated the homework	O professor verifica os trabalhos avaliada em seu painel de perfil. O professor também pode voltar a enviar uma notificação a PR ("Peer Reviewer") que não avaliou os trabalhos
10	When homework is evaluated student receives a notification. Student receives a notification on platform by email and an icon appears near unit lesson index	Quando o trabalho é avaliado, o estudante recebe uma notificação. O estudante recebe uma notificação na plataforma, por e-mail, e aparece um ícone novo índice na unidade da lição.
11	All done!	Feito!
1	Chapter 8. Creating an EMMA post	Capítulo 8. Criando um "post" na EMMA
2	Go to your profile menu in the top-right side of the platform and click on "Your Blog"	Vá para o seu menu de perfil, no lado superior direito da plataforma, e clique em "Seu Blog"
3	Click on "Add new Post", type a "Title"	Clique em "Adicionar novo Post", atribua um

3	Click on "Add new Post", type a "Title"	Clique em "Adicionar novo Post", atribua um
	and fill the "Content post" field	título e escreva no campo "Conteúdo do Post"
	Add "Tags" and select your course if you	Adicione "Tags" (etiquetas) e selecione o seu
4	want to show your post only to your	curso, se quiser mostrar o seu post apenas
	students	para os seus alunos
5	Click on "Save". A notification will be sent	Clique em "Salvar". Uma notificação será
Э	to all your enrolled students	enviada a todos os seus estudantes inscritos
6	EMMA tips. Engage your students asking them to produce some artefacts	Dicas da EMMA: envolva os seus alunos, por
		exemplo, pedindo-lhes para elaborar
		artefactos





1	Chapter 9. Content Translation on EMMA	Capítulo 9. Tradução de conteúdos no EMMA
	Once you have 2 or 3 lessons ready on	Assim que tiver 2 ou 3 lições prontas na
2	EMMA, you can inform UPV via mail to	EMMA, pode informar a UPV via email para
	initiate the translation process	iniciar o processo de tradução
3	Automatic Translation will be generated.	Tradução automática será gerada.
	Edit the translations: Black is for	Editar tradução: preto indica 'não-editado';
4	unedited, orange for in progress and	laranja indica 'em progresso', verde indica
	green for completed.	'completo'.
	When your translation is edited and	Quando a tradução estiver editada e pronta,
5	ready, inform UPV who will re-export to	informe a UPV que a re-exportará para a
	EMMA	EMMA
6	All done!	Feito!





#### **SPANISH**

N.	English	Spanish
1	Teacher guide	Guía del profesor
2	Chapter 1. Creating a Course	Capítulo 1: Creando un curso
	Sign in with your teacher account and	Entre en la plataforma usando su cuenta de
3	go to "Your Courses" in your personal	usuario de profesor y acceda a la opción "Sus
	menu	cursos" en su menú personal
	add course information "course title",	Añada la información de su curso: " Título del
	"overview", "learning objectives" and	curso", "Resumen", " Objetivos de
	"outcomes"	aprendizaje" y "Resultados"
4	define course start and end date	Defina las fechas de inicio y fin del curso
	Note: this is the date when course	Nota: La fecha de inicio se corresponde con la
5	overview will be available on MOOCs	fecha en la que el Resumen del curso estará
5	list not the date of your first lesson	disponible y no la fecha en que realmente
		empieza la primera lección
6	choose a cover page for your course	Seleccione una página frontal para su curso
	add coauthors: users that can manage	Añada los co-autores del curso: aquellos
7	the course with you	usuarios que se encargarán de la gestión del
		curso con Ud.
8	Tick the Publish checkbox and click on	Marque la opción "Publicar" y haga click en el
-	Save	botón "Guardar"
9	All done	¡Hecho!
1	Chapter 2. teacher guide	Capítulo 2: Guía del profesor
2	Adding a new Lesson on EMMA	Añadiendo una nueva Lección en la plataforma EMMA
2	Click on "add lesson" button in the	Haga click en el botón "Añadir lección" ubicado
3	course menu	en el Menú del curso
	Set the starting date of the lesson and	Defina la fecha de inicio de la lección y edite
4	edit "title", "Lesson objectives" and	los datos de la lección: "Título", "Objetivos de
	"outcomes"	la lección" y "Resultados"
5	Click on "save"	Haga click en "Guardar"
	EMMA tips - engage learners with	Tips de EMMA: Para promover la participación
6	course activities, asking them to	de los estudiantes en las differentes
	participate in the course via the Blog	actividades del curso, promocione el uso de
	and/or the conversation tool	Blogs y de la herramienta de conversación
	1	
1	Chapter 3.	Capítulo 3.





2	Adding a new Unit on EMMA	Añadiendo una una Unidad en EMMA	
3	Click on "Add Unit"	Haga click en "Nueva unidad"	
	a) enter the unit "title" b) Upload an	a) Introduzca el "título" de la unidad b) Suba	
4	image or video c) Edit content using the	una imagen o vídeo c) Edite los contenidos	
	text editor.	usando el editor de texto	
5	Add "tags" to the unit	Añada "etiquetas" a la unidad	
6	Add more study material to the unit	Añada otros materiales de estudio a esta	
0	from media library	unidad utilizando la Biblioteca de medios	
7	Click on "save"	Haga click en "Guardar"	
		Tips de EMMA: Las etiquetas permiten crear	
	EMMA tips: tags link to Europeana API,	enlaces con el API de Europeana: Este es un	
0	a resource repository that can link your	repositorio de recursos que permite enlace sus	
0	tags to specific media, so try to use	etiquetas a medios (imagenes, sonidos)	
	specific words.	especificos por lo que se recomienda utlizar	
		palabras específicas	
1	Chapter 4. Adding an Assignment on EMMA	Capítulo 4: Añadiendo Tareas en EMMA	
		Haga click en la caia violeta "Añadir tarea". Es	
2	Click on the purple box "add	muy similar al que aparece en la página de	
	assignment". It looks like a unit page	Unidad	
3	Add info about your assignment:	Añada la información sobre la tarea	
4	"Title", "Description" and "Outcomes"	"Título", "Descripción" y "Resultados"	
5	Click on "save"	Haga click en "Guardar"	
	EMMA tips: when your students send a	EMMA tips: Cuando configure una tarea para	
	homework you can evaluate it clicking	los estudiantes, podrá evaluarlas haciendo	
c	on the "submitted homework" tab in	click en la pestaña "Tareas enviadas" en su	
6	your profile. If you too much homework	perfil. Si el número de tareas es elevado, se	
	to evaluate, use the peer assessment	recomienda utilizar la opción de Evaluación de	
	features ;)	pares ;)	
1	Chapter 5. Adding a quiz on EMMA	Capítulo 5. Añadiendo una encuesta en EMMA	
2	Click on the purple box "add	Haga click en la caja violeta "Añadir tarea"	
	assignment"		
	Click on "quiz library" and then on "add	Haga click en la "Biblioteca de Encuestas" y a	
3	new quiz". Click on "add new quiz" and	continuación en "Anadir una encuesta".	
	insert a title and a short description	Introduzca un título y una breve descripción	
		para la encuesta	
4 Click on the "Save" button		Haga click en "Guardar"	





Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text)Ahora puede comenzar a añadir preguntas haciendo click en "Añadir preguntas". Ahora podrá escribir su primera pregunta en la caja de texto "Texto de la pregunta"6Choose the type of answer: text answer if you have only 1 correct answer) or true/false answerSeleccione el tipo de respuesta: Respuesta de texto (si sólo una respuesta es correcta) o Verdadero/Falso7Column whether response singht or column whether response singht click on the green plus sign that only one has the true tick, save using the green button.En la caja de texto "Texto de la respuesta e indique en la otra columna si la respuesta e indique en la otra columna si la respuesta e correcta o no. Para añadir nuevas respuestas haga click en el signo verde + Una vez que haya introducido las respuestas haga click en el signo verde + Una vez que haya introducido las respuestas alternativa (s 0 4), aseguráse de que una de ellas sea válida y guardelas utilizando el boton verde8Chapter 6. Evaluating a homework on EMMMAPara añadir más preguntas. Una vez que haya guardado todas las preguntas in the "Quiz Library" on the assignment page9Sole (filter the list of your student's homeworkCapitulo 6. Evaluando las tareas en eniadas "Tareas enviadas"3See/filter the list of your student's homeworkHaga click en cada tarea y añada los comment comment4Chapter 7. Creating a Peer Assessment on EMMACapitulo 7. Creando una Evaluación de pareerá un nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado3See/filter the list of were were <th></th> <th></th> <th></th>			
6Choose the type of answer: text answer (if you have only 1 correct answer) or true/false answer (if you have only 1 correct answer) or 	5	Now start adding questions by clicking on "add question"(you can now write your first item in the box Question Text)	Ahora puede comenzar a añadir preguntas haciendo click en "Añadir preguntas". Ahora podrá escribir su primera pregunta en la caja de texto "Texto de la pregunta"
6       (if you have only 1 correct answer) or true/false answer       texto (si sólo una respuesta es correcta) o Verdadero/Falso         7       column whether response is right or wrong. To add a new response simply click on the green plus sign       En la caja de texto "Texto de la respuesta es correcta o no. Para añadir nuevas respuesta sa correcta o no. Para añadir nuevas respuesta sa laternativas (3 o 4), asegurése de que una de ellas sea válida y guardelas utilizando el boton verde         8       four alternative response simply click on the green button.       Una vez que haya introducido las respuestas alternativas (3 o 4), asegurése de que una de ellas sea válida y guardelas utilizando el boton verde         8       four alternative responses inde sured that only one has the true tick, save using the green button.       Para añadir más preguntas a su cuestionario, haga click en "Añadir pregunta". Una vez que haya guardado todas las preguntas podrá encontrar el cuestionario completo en la sección "Biblioteca de cuestionarios" en la página de Tareas         9       saved, you can find your completed quiz in the "Quiz Library" on the assignment page       Capitulo 6. Evaluato las tareas en EMMA         2       Go to your personal profile and click on the tab "Submitted Homework"       Vaya a su perfil y haga click en la pestaña "Tareas enviadas"         3       See/filter the list of your student's homework and add a comment a special icon appears near the unit structure and student can see the evaluation       EMMA tip: Una vez que añada comentarios a cad estudiante evaluado le parcerá un nuevo icono en la Unidad correspondiente evaluado       El profesor debe añadir una tarea en su cu		Choose the type of answer: text answer	Seleccione el tipo de respuesta: Respuesta de
0       In your notice unsteed of the extension of the parameters of the extension of	6	(if you have only 1 correct answer) or	texto (si sólo una respuesta es correcta) o
in "text answer", type your first       En la caja de texto "Texto de la respuesta"         in "text answer", type your first       En la caja de texto "Texto de la respuesta"         in "text answer", type your first       En la caja de texto "Texto de la respuesta"         introduzca la primera opción de las respuesta       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto "Texto de la respuesta"       introduzca la primera opción de las respuesta         outrational de texto and texto an	Ŭ	true/false answer	Verdadero/Falso
In text answerType you mustIntroduze la primera opción de las respuesta7column whether response is right or wrong. To add a new response simply click on the green plus signintroduze la primera opción de las respuesta es introduze la primera opción de las respuesta e indique en la otra columna si la respuesta es correcta o no. Para añadir nuevas respuestas haga click en el signo verde +8Once you have inserted your three or four alternative responses and ensured that only one has the true tick, save using the green button.Una vez que haya introducido las respuestas alternativas (3 o 4), asegurése de que una de ellas sea válida y guardelas utilizando el boton verde9To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment 		in "text answer" type your first	En la caja de texto "Texto de la respuesta"
1       Chapter 6. Evaluating a homework on EMMA       Capitulo 6. Evaluating a homework on EMMA         2       Go to your personal profile and click on "Biblioteca de tareas enviadas por los estudiantes         3       See/filter the list of your student's Mire o filter a guardado todas tareas en EMMA         4       Click on each homework and add a comment       Vaya a su perfil y haga click en la pestaña         5       EMMA tips when you add a comment student's when you add a comment       Mire o filter a lista de tareas en viadas or un tareas en suidad a comment a succion on a viada commentarios a cada estudiantes         4       Click on each homework and add a comment       Capitulo 7. Creando una Evaluado le parecerá un nuevo icono en la Unidad commentarios a cada estudiante evaluado le parecerá un nuevo icono en la Unidad correspondiente para notificar que hasido evaluado         5       EMMA tips when you add a comment succion and student can see the evaluation       Eagítulo 7. Creando una Evaluación de parecerá un nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado         2       Chapter 7. Creating a Peer Assessment on EMMA (El profile and starea en su curso ican in his course (unit level). EMMA A CMS Title, and student can see the evaluation       El profesor debe añadir una tarea en su curso ican pue hasido evaluado.         2       Chapter 7. Creating a Peer Assessment con EMMA       El profesor debe añadir una tarea en su curso ican pue hasido evaluado.         3       See/filter the list in his courde coures (unit level). EMMA CMS Title, an explanet in his		response option and indicate in the payt	introduzca la primora opción de las respuesta
<ul> <li>Conditional state response is high of wrong. To add a new response simply click on the green plus sign haga click en el signo verde +</li> <li>Once you have inserted your three or four alternative responses and ensured that only one has the true tick, save using the green button.</li> <li>To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment page</li> <li>Chapter 6. Evaluating a homework on test 5. Submitted Homework"</li> <li>Chapter 6. Evaluating a homework on the tab "Submitted Homework"</li> <li>See/filter the list of your student's homework</li> <li>Click on each homework and add a comment structure and student can see the unit structure and stu</li></ul>	7	column whether response is right or	a indique en la etra columna si la respuesta
<ul> <li>Correcta of lo. Para analin fuevas respuestas</li> <li>Cick on the green plus sign</li> <li>Core you have inserted your three or that only one has the true tick, save using the green button.</li> <li>To add further questions to your quiz click on "Add Question". Once you have saved, you can find your completed quiz in the "Quiz Library" on the assignment page</li> <li>Chapter 6. Evaluating a homework on the tab "Submitted Homework"</li> <li>Chapter 6. Evaluating a homework on the tab "Submitted Homework"</li> <li>See/filter the list of your student's homework</li> <li>See/filter the list of your student's homework</li> <li>Click on each homework and add a comment</li> <li>Click on each homework and add a comment</li> <li>Chapter 7. Creating a Peer Assessment on EMMA</li> <li>Chapter 7. Creating a Peer Assessment course (unit level). EMMA CMS Title,</li> <li>Chapter 6. Livel and a course (unit level). EMMA CMS Title,</li> </ul>	<i>'</i>	column whether response is right of	e indique en la otra columna si la respuesta es
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3       homework       estudiantes         4       Click on each homework and add a comment       Haga click en cada tarea y añada los comentarios que entienda pertinentes         5       EMMA tips when you add a comment a special icon appears near the unit structure and student can see the evaluation       EMMA tip: Una vez que añada comentarios a cada estudiante evaluado le parecerá un nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado         1       Chapter 7. Creating a Peer Assessment on EMMA       Capítulo 7. Creando una Evaluación de pares en EMMA         2       Teacher adds an assignment in his course (unit level). EMMA CMS Title,       El profesor debe añadir una tarea en su curso (al nivel de Unidad). Debe incluir el título. las	2	See/filter the list of your student's	Mire o filtre la lista de tareas enviadas por los
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<sup>5</sup> structure and student can see the evaluation       nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado         1       Chapter 7. Creating a Peer Assessment on EMMA       Capítulo 7. Creando una Evaluación de pares en EMMA         2       Teacher adds an assignment in his course (unit level). EMMA CMS Title,       El profesor debe añadir una tarea en su curso (al nivel de Unidad). Debe incluir el título. las	_	special icon appears near the unit	cada estudiante evaluado le parecerá un
evaluation       para notificar que ha sido evaluado         1       Chapter 7. Creating a Peer Assessment on EMMA       Capítulo 7. Creando una Evaluación de pares en EMMA         2       Teacher adds an assignment in his course (unit level). EMMA CMS Title,       El profesor debe añadir una tarea en su curso (al nivel de Unidad). Debe incluir el título. las	5		
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2     Teacher adds an assignment in his course (unit level). EMMA CMS Title,     El profesor debe añadir una tarea en su curso (al nivel de Unidad). Debe incluir el título. las		structure and student can see the evaluation Chapter 7. Creating a Peer Assessment	nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado Capítulo 7. Creando una Evaluación de pares
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	1	structure and student can see the evaluation Chapter 7. Creating a Peer Assessment on EMMA Teacher adds an assignment in his	nuevo icono en la Unidad correspondiente para notificar que ha sido evaluado Capítulo 7. Creando una Evaluación de pares en EMMA El profesor debe añadir una tarea en su curso





	Instructions Outcomes Decalling	in stands in a subscript of a subscript of a subscript	
-	Instructions, Outcomes, Deadline	instrucciones, resultados y fecha de entrega	
3	Home work submission period	Periodo activo para enviar tareas	
4	During unit sessions student performs	Durante las sesiones de esa Unidad, los	
	and sends his homework	estudiantes realizarán la tarea indicada y, una	
		vez concluida, la enviarán	
5	Visual/HTML editor. Formatting text,	Editor HTML/Visual. Dando formato a textos,	
5	link, images	enlaces e imágenes	
	Teacher checks number of homeworks	El profesor controlará el número de Tareas	
	sent and creates a peer assessment.	enviadas y podrá crear una evaluación de	
6	Group of PR creation, Evaluation period,	pares. Creación del grupo para la evaluación	
	Assessment of criteria: narrative, grade,	de pares (EP). Periodo de evaluación, criterios:	
	checklist	narrativa, puntuación, lista de tareas	
	Some students who sent homowerk are	Algunos de los estudiantes que enviaron su	
	nominated as "noor reviewer" DP	tarea serán nominados como "Revisores".	
7	noninated as peer reviewer . PR	Dichos usuarios recibirán una notificación de la	
<i>'</i>	ampliand a special badge appears pear	plataforma a través de un correo y un	
	eritali allu a special bauge appears riear	distintivo (badge) aparecerá en la barra de	
		notificaciones	
		El revisor completa el cuestionario de	
0	Peer Reviewer completes an evaluation	evaluación. Las revisiones que tenga asignadas	
ð	questionnaire. PR can manage his peer	pueden ser administradas utilizando el tablón	
	assessment on his profile dashboard	de su perfil	
		El profesor puede verificar las tareas evaluadas	
	Teacher checks homework evaluated on	a través del tablón disponible en su perfil de su	
0	his profile dashboard. Teacher can also	usuario. En caso de que encuentre tareas no	
9	re-send a notification to PR who has not	evaluadas puede reenviar notificaciones a	
	evaluated the homework	aquellos revisores que no hayan terminado sus	
		evaluaciones	
	When homework is evaluated student	Cada vez que una tarea es evaluada, el	
	when nomework is evaluated student	estudiante recibirá una notificación a través	
10	receives a notification. Student receives	del correo y en la plataforma le aparecerá un	
	a notification on platform by email and	nuevo icono en el índice de la lección a la cual	
	an icon appears near unit lesson index	está asociada la tarea	
11	All done!	jHecho!	
1	Chapter 8. Creating an EMMA post	Capítulo 8. Creando un post en EMMA	
	Go to your profile menu in the top-right	Vaya al menú de su perfil en la esquina	
2	side of the platform and click on "Your	superior derecha de la plataforma y haga click	
	Blog"	en la opción "Su blog"	
3	Click on "Add new Post", type a "Title"	Haga click en la opción "Añada un nueva	





	and fill the "Content post" field	entrada", introduzca el "Título" y complete el
		contenido de su post en el campo "Contenido"
	Add "Tags" and select your course if you	Añada "Etiquetas" y seleccione el curso en el
4	want to show your post only to your	cuál desea mostrar la entrada a sus
	students	estudiantes
	Click on "Save" A notification will be	Haga click en la opción "Guardar" y una
5	sent to all your enrolled students	notificación será enviada a todos los
	sent to an your enroned students	estudiantes matriculados en su curso
	EMMA ting Engage your students	Tips de EMMA: Motive a sus estudiantes,
6	asking them to produce some artefacts	solicitando la creación de algunos artefactos
		(entradas de blogs, ensayos)
1	Chapter 9. Content Translation on EMMA	Capítulo 9. Traducciones en EMMA
		Una vez que tenga al menos 2 lecciones
	Once you have 2 or 3 lessons ready on	disponibles en EMMA, puede informar al
2	EMMA, you can inform UPV via mail to	equipo de UPV a través de un correo
	initiate the translation process	electrónico para iniciar el proceso de
		traducción
2	Automatic Translation will be	Las traducciones se generan de forma
З	generated.	automática
	Edit the translations: Plack is for	Para editar las traducciones: El color negro
	upodited orange for in progress and	indica que no se ha editado, el naranja que
4	groon for completed	está en proceso y el verde que se ha
		completado
	When your translation is edited and	Cuando su traducción esté lista, una vez
5	ready inform LIPV who will re-export to	editada (revisada), informe al equipo de UPV
	FMMA	para que se vuelva a incorporar a la plataforma
		EMMA
6	All done!	¡Hecho!





Appendix 3. Automated MOOC translation and transcription platform guide

# **TTP User Guide**

MLLP Research Group

http://www.mllp.upv.es





Wednesday 2<sup>nd</sup> September, 2015

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# 1 Introduction



- This is a brief user guide for the MLLP transcription and translation platform.
- For additional support on the use of the platform, contact us at translectures-help@upv.es.



## 2 Uploading media files



- 1. Enter media information:
  - Title (will be used to gather web resources for improving transcription quality if **Topic adaptation** is enabled)
  - Media file (either a local file, or an URL to YouTube, Vimeo or to a media file)
  - Media language (language spoken in the file)

VIDEO TRANSCRIPTION		
My videos	<ol> <li>Media information</li> </ol>	(Step 1 / 3)
1 Upload media	Title*:	
Statistics		
DOCUMENT TRANSLATION	The title will be used to searc	h for related documents on the web to improve the quality of the transcription.
My documents	Media file*:	* Only if <b>Topic adaptation</b> is enabled in <b>Step 2</b>
🏝 Upload document	Enter URL (YouTube and Vim	eo URLs are supported)
MY ACCOUNT	or Seleccionar archivo Ningún	archivo seleccionado
👗 My account	File extensions supported	
曫 My groups	Media language*:	
API		•
🕩 Log out		•
	Select the language spoken o	n the media file.
		Next →





- 2. Select transcription settings:
  - Enabling **topic adaptation** will enhance transcription quality by exploiting related text sources such as presentation slides or related documents.
  - For topic adaptation, you can select a slides file (PowerPoint, PDF, MP4, etc.)
  - For topic adaptation, you can select multiple related documents (Word, PDF, text, etc.)

VIDEO TRANSCRIPTION			
My videos	ly videos Franscription settings (Step 2 / 3)		
🌲 Upload media			
Matistics	Topic adaptation:		
DOCUMENT TRANSLATION	Enabled Improve transcription quality by exploiting related text resources.		
<ul> <li>My documents</li> <li>Upload document</li> </ul>	Slides file (optional): Seleccionar archivo Ningún archivo seleccionado		
MY ACCOUNT	External documents (optional):		
My account	Elegir archivos Ningún archivo seleccionado		
My groups	If slides or documents are provided, their contents will be processed to improve the quality of the transcription.		
Log out	← Back Next →		





- 3. Translation and Speech Synthesis settings:
  - Select the languages the captions will be translated to.
  - If **Generate TTS Tracks** is enabled, synthesized audio tracks will be generated for the selected languages (if a TTS system is available).







- After the file is uploaded, our automatic transcription and translation systems will generate captions for your media.
- This is a complex process and might take a while until it is finished, depending mainly on the duration of the media file.
- You can follow the status of your upload in the **My videos**  $\rightarrow$  Processing tab.



## 3 Reviewing transcriptions and translations

- $\bullet$  When the automatic captions are ready, the media thumbnail will appear in the My videos  $\rightarrow$  Finished tab.
- By clicking on it you can review and edit the generated captions using the TTP Player, which has been carefully designed for this purpose.





## **TTP Player**



- The figure below shows the TTP Player interface:
  - Play controls: Play/Pause and seek controls.
  - Control panel: Buttons to access the TTP Player's main options.
  - Subtitle editor: Subtitles are synchronously shown and can be edited at any time.

S MLLP	Transcription and translation editor	✔ Advanced mode         ≅ Settings         B Save changes         Close
	Curso Excel 2010 Nivel 1: Present	itación de resultados (UPV) Subtitle editor
poli (Media)		a la hora de imprimir nuestra hoja de cálculo
Loss and		pues tenemos diversas posibilidades de configuración
Come Contraction of the particular of the partit		de de la impresión tenemos aquí en el que esté en la pestaña archivo
Londrade y control to this table     Londrade y contrel     Londrade y control to this     Londrade y control to this		donde estamos a punto de imprimir nuestro documento
		pues tenemos alguna información que no es muy útil por ejemplo en
(Tat)	Eu Eu	este caso concreto tenemos una hoja pues que ya es decir un tamaño
Play controls	Controls panel	considerable y vemos que aquí nos dice que a la hora de imprimir
K ↔ ► ₩ N 🐠 00:00/03:55	€ E E E E E E E E E E E E E E E E E E E	

## Help layer



- Clicking on the **Help** button in the Control panel (hidden in the image below) will show the help layer.
- It contains instructions and key shortcuts for editing the transcription.





### **Editing and saving transcriptions**



- Clicking on the subtitles text enables you to modify it.
- Modified segments will appear in green.
- Click the Save changes button to save any modifications.

MLLP	Transcription and translation editor	Advanced mode	≢ Settings	🖺 Save changes	© Close	
	tación de resultados	s (UPV)	Revieweds	segments are colored in gre	een	
	A la hora de imprimir nuestra hoja de cálculo					
De Valéncial Montheat	•••	tenemos diversas posibilidades de configuración				
i me ben ben ben ben ben ben ben ben ben be	A VALLES	de	de la impresión. Tenemos aquí en la pestaña archivo,			
Configuration Co		G	de estamos a	punto de imprim	ir nuestro documento	
		pues tene	emos alguna	información que r en	no es muy útil por ejemplo	
Save o	hanges	este ca	so concreto t	enemos una hoja tamaño	pues que ya es decir un	
donde estamos a punto de imprimi	r nuestro documento	considera	ble y vemos	que aquí nos dice	que a la hora de imprimir	_
🕅 📢 🕨 🕨 🤘 📢 00:14/03:55	Ø Ø Ø (₽) œ ♀ ♦		lo hacor on c	oic nádinac hion d	scae cole náninae	•



### **Re-generation of translations**



- When transcription (media language) changes are saved, our translation systems will automatically initiate a process for re-generating the automatic translations.
- A *cog* icon will appear to the right of the caption language to signify that the re-generation process is running.
- Once it is done, the *cog* icon will disappear. The translations will now be more accurate than the ones generated from the automatic transcription.



### **Editing translations**



- The **CC** button on the Control panel enables you to select an **Editing language** different from the media language.
- You can also select a **Reference language** (preferably the media language) to help you in the translation correction process.

MLLP	Transcription and translation editor		ngs 🖺 Save changes	Close
	Curso Excel 2010 Nivel 1: Present	ación de resultados (UPV)	Reference	Edit
		A la hora de im nuestra hoja de	orimir cálculo	At the time of printing our spreadsheet
		tenemos dive posibilidades configuracio	rsas de m	we have various possibilities of configuration
And the second s		de la impres Tenemos aquí pestaña arch	ón. en la vo,	of the impression we have here in the file tab
Annum	Reference language:	donde estamos a de imprimir nu documento	punto estro ,	Where we are on the verge of printing our document
At the time of pri	Editing language:	tenemos alg información que muy útil. Por ej en	ina no es emplo	Because we have some information which is not very useful for example in
€ ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●	03:55 😯 🗊 🖫 🔂 🖵 🌣	este caso con tenemos una ho	reto ja que 😽	This particular case because we have a road



#### Advanced mode



- By enabling the **Advanced mode** you will be able to add, remove, merge, split and extend/reduce segments.
  - You can access all these operations by using the mouse on the subtitle bar that will appear on the bottom-left side of the screen (under the video).
- Additionally, the character rate (cps: characters per second) will be automatically calculated and shown to the bottom right of each segment.



![](_page_141_Picture_6.jpeg)