



DELIVERABLE D4.2

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D4.2 Evaluation Methodology (Learning Data Collection and Evaluation)

Final release

| | |
|---|-----------------------|
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1 Executive summary

The purpose of the EMMA project is to showcase excellence in innovative teaching methodologies and learning approaches through the large-scale piloting of MOOCs on different subjects.

Within the key objectives of WP4 “PILOT EVALUATION”, which – in few words – are

1. Identify the proper methodology (both qualitative and quantitative) to be used for assessing the proposed service and engagement achieve
2. Create an assessment tool for measuring the success of the pilots and the aggregator
3. Assess the effectiveness of the tool for learning
4. Evaluate transcriptions and translations

the main objectives related with the development and implementation of a Methodology for Evaluation of the EMMA pilot are to:

- develop and test an evaluation model, based on data actively collected within the users basin;
- design and develop evaluation tools for the EMMA platform which can be combined with the EMMA tracking data and the EMMA Learning Analytics;
- assess the usability of said data per se and in combination with the above data sets
- assess the possibility of iterative application of the evaluation methodology, as a built in feature of the platform, which will allow the platform “owners” to have continuous and analytical comprehension of how its evolution impacts on the users satisfaction



This deliverable provides an overview of

- ✓ the theoretical background on collection, analysis and reporting of data voluntarily relayed by users at typical temporal turnpikes of their experience with EMMA's offer, i.e.
 - First Access
 - Mooc('s) Selection and Enrollment
 - Mooc('s) Experience
- ✓ the technical functions of the EMMA platform and those of the IPSOS online interviewing system (CAWI – Computer Aided Web Interview) and of their connections which will allow a seamless transition of respondents from the platform to the questionnaires and back to platform environment.
- ✓ the relations between the evaluation analysis and the other activities and tasks of the WP4 and the expected results of this combination



2 Introduction

2.1 Summary of project

The purpose of the EMMA (European Multiple MOOC Aggregator) project is to showcase excellence in innovative teaching methodologies and learning approaches through the large-scale piloting of MOOCs on different subjects. To achieve this, EMMA will provide a system for the delivery of free, open, online courses in multiple languages from different European universities to help preserve Europe's rich cultural, educational and linguistic heritage and to promote real cross-cultural and multilingual learning. The project will last for 30 months and began in February 2014.

EMMA will operate 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.

The first MOOCs will be offered to the public in October 2014 and there will be a continuous flow of MOOC offerings in the following months of the project.



The Evaluation Methodology will be combined with the Tracking Tool created by CSP and the Learning Analytics model developed by Tallinn University to equip EMMA with a comprehensive set of analytical tools, of diverse nature, so as to get to a variety of insights which will be useful

- **from an operational perspective**, for example in collecting data on how the platform is working and wherever adjustments are required to be conscious of which the areas are and to be ready and fast to implement them
- **from a cognitive perspective**, for example in getting insights as to how a certain sub-group of users is making use of a certain tool or function, and how satisfied they are with it

Therefore, two main areas of output are expected by this combined effect of analytical tools:

1. Continuous optimization of the platform and customization of MOOCs
2. Permanent support of learners and teachers/institutions in getting the most out of EMMA: making the most out of their learning path for the former and improve the impact and effectiveness of their offer for the latter



2.2 Description of the pilot Evaluation Work Package (WP4)

The aim of WP4 is to identify, test and validate a proper methodology to be used for

- assessing the proposed services and engagement achieved,
- creating assessment tools for measuring the success of the pilots and the aggregator;
- and for assessing the effectiveness of the tool for learning and evaluate transcriptions and translations.

The work package is divided into several tasks:

1. Task 4.1 aims to develop the learning analytics methodology, which was described in Deliverable 4.1. delivered July, 2014
2. Task 4.2 is related to how we will collect data from learners, which measures we propose to use and which are the collection tools we will put in place for the purposes of monitoring learning activities, dropout rates and follow-up as well as understanding and optimizing learning and the environments in which it occurs. A dedicated set of questionnaires is developed to tackle the learners experience and to draw their personal profile.

Specific actions on the EMMA platform will trigger the submission of a set of questions which the learner is asked to complete: at the time of his/her Registration on EMMA Platform (“Registration Questionnaire”), his/her first access to a course (“Expectation Questionnaire”) and his/her “landing” to a specific milestone of a MOOC (“Exit Questionnaire”).

Also in task 4.2. a preliminary idea of how to analyze and report the above data is put forward, which will then find application, testing and validation as soon as the first data are available for processing.

The preparation of the survey materials, together with the decisions on what topics, themes and issues were deemed to be included, was firstly tackled during the face to face meetings and then re-discussed and fine-tuned by exchanging ideas, comments and materials. A detailed description of this process is to be found in 2.4. (Description of the Deliverable)



3. Task 4.3 focuses on data analysis that would provide useful information on student engagement and success at various stages of the learning process and will lead to an understanding of what type of MOOC is a valid and sustainable model for adoption in the future. This task will also comprise the production of take-outs from the EMMA experience to be transformed into actions for the above mentioned purposes of platform and MOOCs optimization and of learners satisfaction

4. Task 4.4 is related with the overall cyclical evaluation of the EMMA project. This task will evaluate the pilot services also as separate building blocks and as a whole complex of Emma activities for their effectiveness and the degree to which they achieve their objectives and can be replicated in new deployments. The evaluation will furthermore enable the consortium to see how students use EMMA, gauge their response to this new type of learning environment and provide some solid indicators for best-practice for the ongoing MOOC design. Results of the service and business model evaluation will be used to feed into the exploitation plan.

As stated in Deliverable 4.1. the learning analytics provide the data and input for the other tasks and the link is especially strong with the subsequent tasks in the Work Package. Implementation of learning analytics in EMMA platform allows obtaining additional valuable information about participants' behavior and usage patterns on the platform. Such data will be combined with the various data voluntarily supplied by learners about themselves - what they are looking for in EMMA and what they expecting from the EMMA experience, and finally how they are feeling about their usage of the platform and their learning experience with the MOOCs.



The data collected by the questionnaires, and described in further detail in the present deliverable, will enable the partners to profile learners as per the main socio-demographic variables (age, gender, educational background, professional profile, country origin, ...) and also per info which are more strictly related to the unique nature of the EMMA proposal (e.g.: the knowledge and usage of languages, which is strictly connected with the multilingual nature of EMMA).

These will produce a powerful interpretative framework to the learning behavior analysis.

Moreover, in the subsequent steps of data collection and analysis - Task 4.3 and Task 4.4. the matching between expectations and accomplishments will enable the partners to measure the success of the pilot as for the micro and macro objectives: micro-objectives being the success of each single course - EMMA operating mode 1 - and/or personal learning pathway - EMMA operating mode 2. In the first case, specific sets of questions, added by the MOOCs creators will be added into the exit questionnaire, to allow for personalization. This is because of the nature of Aggregator of Emma, which will host a diversity of pedagogies and of MOOCs structures. Each contributor will have the opportunity to obtain a follow up set of data regarding his/her own work.

In the second case, the consortium will decide upon a selected set of questions to tackle the various aspects which allow learners to create their own PLE, and the result of which will be aimed at assessing the effectiveness of the tools which are made available to create it.

Macro-objectives being the five challenges set out in the DoW, and which are described below.

As already described in D3.1, the project aims at investigating how to meet the five challenges (see below Figure 1 - five challenges for the EMMA pilot) that EMMA faces.

That is in part accomplished by developing the EMMA MOOC platform specifically to meet those challenges and in part by designing MOOCs to be run on the EMMA platform. Evaluation of each of these aspects is carried out in several manners.

In combination to the Learning Analytics, the Evaluation Methodology will generate insights specifically for those challenges where the learners reactions are meaningful, as they are able to indicate that a specific issue is emerging within a broader view of the project (i.e. cultural/linguistic possibility of integration; transferring model to non-Emma partners etc.).

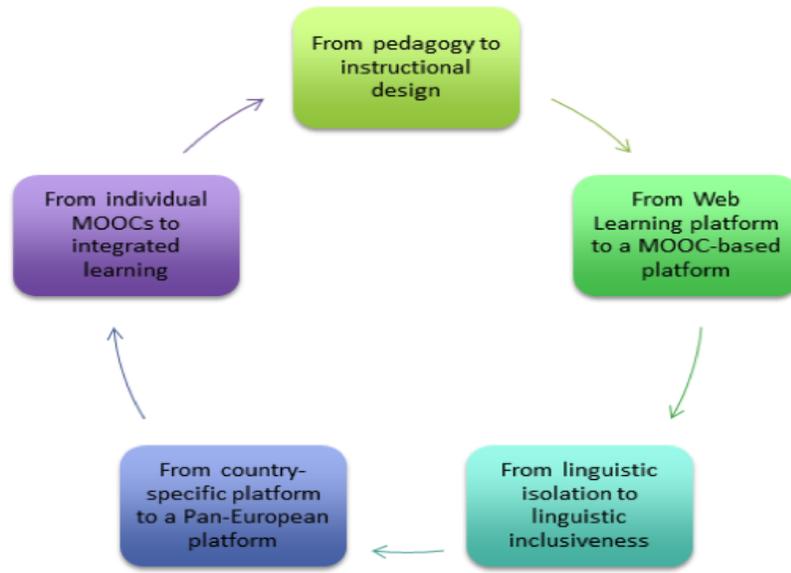


Figure 1: Five challenges for the EMMA pilot (D3.1)



2.3 Approach to Evaluation Methodology

The Evaluation Methodology in EMMA project will be exquisitely retrospective in nature, but will allow the consortium to prospect the EMMA potential in covering the evolving educational needs of the different types of “students” who will access to the platform in due time: in fact, although the initial cluster of students will initially be very likely a more traditional group of people with some kind of relation to the academic world (being the recruitment initially offered via academic institutions), there will hopefully a widening of the targets as long as the partners will be able to spread their network of relations outside it, to include private and public companies and any other entity interested in the development of an aggregator of this kind.

The evaluation data collected will allow to develop an in-depth analysis and to obtain insights into the typologies of learners in connection with their usage behavior(s) and with their feedback on their learning experience.

Also teachers and tutors will be included in the feedback, although in a second step of the evaluation process and possibly by the means of more qualitative collection and analysis tools, such as forum discussions and online focus groups.

In these document we are mainly describing the activities pertaining the learners

The main steps of the method include

1. Sampling
2. Collecting
3. Processing and Analyzing
4. Reporting

which will be described in detail in the next sections.



2.4 Description of the deliverable

This deliverable is presented at the end of the M10, when the pilots have just been launched: the first two blocks of data are therefore described in their minute detail since both the registration (Entry) set of questions, and the expectation set of questions have been circulated to the partners and comments, amendments, cancellations and additions have been received and put into effect by Ipsos, which is the WP Leader and the lead on task 4.2.

As mentioned at page 8 of the present document, **the process of production** of the above mentioned questionnaires involved all the partners and started at the very beginning of the EMMA project, following several subsequent steps:

1. During the Kick-Off Meeting (Napoli, Feb 23-24, 2014) a general overview of the proposed method was presented, mainly aimed at illustrating to the partners which were the milestones of the process as Ipsos had imagined it, and what connections it held with the Learning Analytics and Tracking

| MAIN TASKS | EMMA |
|---|------|
| T4.2 Learning Data Collection and Evaluation – task leader → Ipsos | |
| a. MAIN OBJECTIVES | |
| <ul style="list-style-type: none">• Highlight the key variables to be included in the questionnaires which will be administered before, during and after the EMMA pilot• Design, validate (through pilots), translate and pilot questionnaires• Design samples and build them• Collect and Analyze classification data, attitudes, and opinions, in order to<ul style="list-style-type: none">• Obtain a segmentation of audience• Identify attitudes and expectations• Follow any patterns that the Learning Analytics will single out• Assess and identify strengths and weaknesses of the system | |
| European Multiple MOOC Aggregator | |



MAIN TASKS

EMMA

T4.3 Data and Impact Analysis and Reports

b. SELECTED APPROACH

- Based on learning analytics by TLU and CSP, three different sets of questions will be prepared to cover **entry**, **progress** and **completion** steps
- Drafts will be submitted to the team of partners – contributors tbd – for comments and amendments, to get **validation**
- Validated questionnaires will be sent to **translation** and translated versions will be circulated to relevant partners for **language validation**
- Questionnaires will then be **programmed into CAWI language**, to be ready for administration
- **Data collection** to happen exclusively online

European Multiple MOOC Aggregator

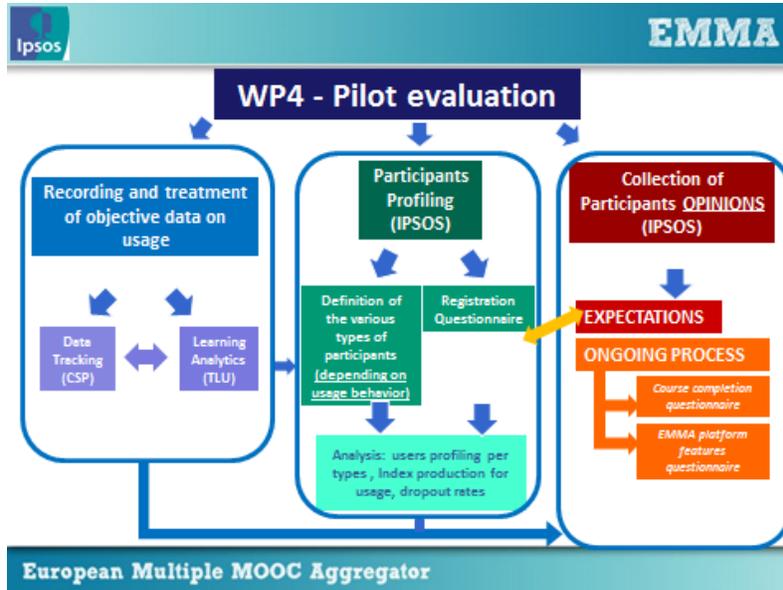
Some initial discussion allowed to immediately revise the timelines as Ipsos had planned them, in that the submission of the exit questionnaire had to be imagined as a continuous flow, depending on the moment when the single learner would consider his / her experience with the platform and / or the MOOC finally or temporarily completed.

2. In the following month Ipsos worked at the drafting of the entry questionnaire, which had been agreed upon during the KOM, to be short and streamlined and essentially aimed at collecting a basic profile of the learner. The reason why this was decided had to do with the need of keeping the initial tasks of the registration process into EMMA as short and as simple as possible. Also, the Expectations Questionnaire was drafted and submitted to the partners for revisions and comments.
3. During the following face to face meeting (Lisbon, Apr 9-10, 2014), the workflow was presented and discussed and some questions were posed to the Consortium mainly referred to the definition of learners Clusters, as per TLU proposal ¹ (page 25 Deliverable 4.1)

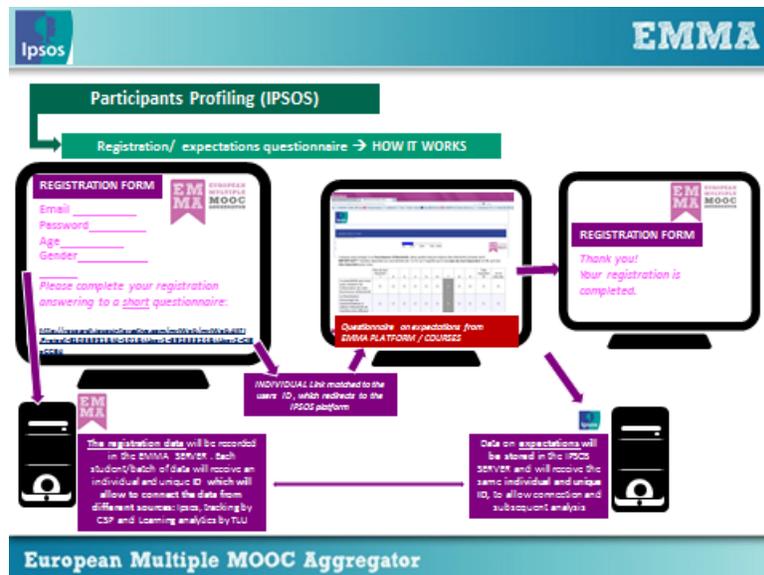
1. (a) enrolled (explicitly “enrolled” the course); b) not started (enrolled, but have not returned to course); c) lurker – enrolled and has returned to the course once; d) passive – enrolled and has accessed one material and participated in one discussion or submitted one assignment; e) active – has accessed 50% of the materials and submitted 50% of the assignments or participated in 50% of the discussions; f) drop-ins – enrolls, but is active in one-two weeks only.



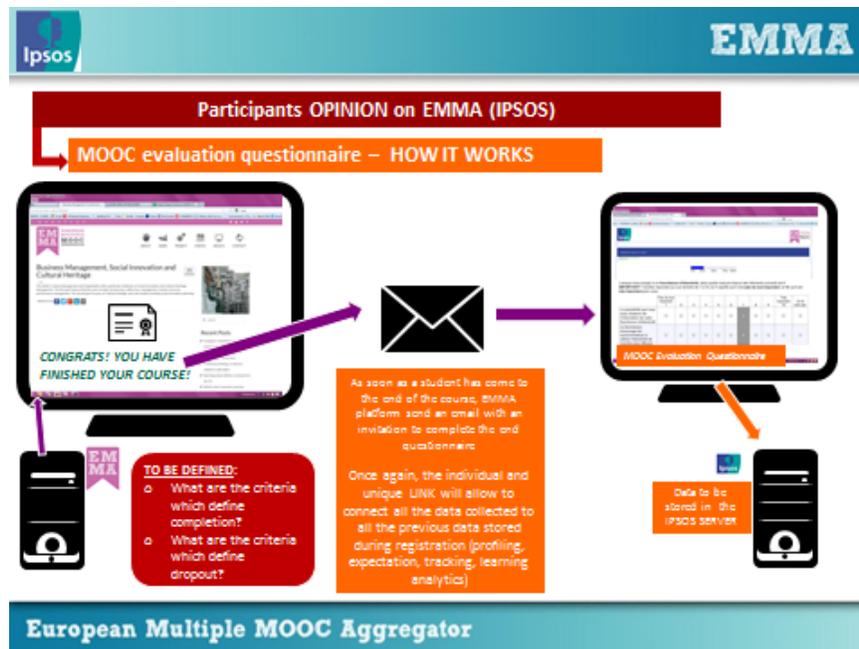
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MOOC
AGGREGATOR**



The figure above refers to the planned workflow, showing the connection between the recording of objective data from users (Data Tracking and Learning Analytics) and the data voluntarily relayed by users, in the both al level of Profiling (Registration Form) and Opinions (Expectation Questionnaire)



The plan, described in the slide above, is to record basic profiling questions at the time of registration, to be stored on the Unina server, and – via a unique ID string assigned to each individual – connect the answer to the Expectation questions, to be stored in the Ipsos server



At given points in the progress of the course – to be defined in agreement with the Learning Analytics clusters outcome – the learners will receive an invitation to complete a questionnaire on their experience with the EMMA MOOCs.

As per the attached questionnaires the various types of outcome are covered so that we will be able to intercept the various groups / clusters:

- People only registered on EMMA and not enrolled
- People registered and enrolled into a MOOC, but dropped out before completion
- People registered and enrolled into a MOOC and who have completed the course

The questions are designed to cover behaviours, motives and opinions: the various outcomes, the reasons why, the level of satisfaction with EMMA, the MOOCs and the various features and characteristics



At the time of this Deliverable production, the following tasks have been completed, in correct timing with the pilot start date which had been set at the 20th of October, 2014 as per the partners agreement during the EMMA 1st Technical Workshop, held in Naples on the 4th and 5th of September, 2014:

1. Definition of registration questionnaire in English, with the cooperation of the relevant partners in the selection of key variables (*see attached Registration Questionnaire – pages 31-33*)
2. Definition of expectation questionnaire in English, with the cooperation of the relevant partners in the identification of the themes and the development of actual questions and list of pre-coded answers by Ipsos (*see attached Expectation Questionnaire – pages 34-38*)
3. Translation of registration questionnaire from English into Italian, Spanish, Catalan, French, Dutch, Portuguese and Estonian. The translations were then submitted to the relevant partners for proof reading and programmed accordingly
4. Translation of expectation questionnaire from English into Italian, Spanish, Catalan, French, Dutch, Portuguese and Estonian. The translations were submitted to the relevant partners for proof reading and programmed accordingly

At the time of this deliverable production, the following tasks are underway, to ensure that the final materials – the exit questionnaires - are ready for the online completion

1. A set of themes was listed and a proto-questionnaire was circulated to all the partners for a critical revision of themes and variables, following the 1st technical workshop where decisions were taken as to what the basic set of functionalities will be available on the beta release of EMMA, and as to the mapping of the instructional design of the first 5 + 5 MOOCs to be hosted by the platform.
2. The final questionnaire is now in the very final stages of definition and ready for translation and coding and subsequently linking to the platform. (*see attached Exit Questionnaire- pages 39-47*)

All the materials described above must be considered as an integrating part of the pilot, and therefore they will be treated as “living” materials: this means that the single details and contents (e.g. one specific question, or one or more specific response items) might be – in due time – revised, changed or deleted, depending on the results gained.



For example, once that the general “look and feel” of the platform has gained the general consensus of the users – e.g. gets a regular mark above 3.5 on a scale 1 to 5 - , the consortium might decide to suspend the relevant question (for a period of time or, forever) and replace it with another – more specific or, more useful – question or set of questions.



3. The Research Design

3.1. Sampling

All the students with a valid registration into the EMMA platform will qualify as eligible sample, so no specific sampling method will be applied. The sample will therefore equal the totality of the universe or, population for the survey.

The criteria of submission of questionnaires to learners have been debated within the consortium and it has been agreed that the questionnaires completion is made mandatory for all. We are aware that a mandatory task might hinder registration, but the presentation of the EMMA platform as a pilot and the necessity for the partners to collect as many “active” data as possible is made clear upfront, together with the benefits which learners will gain in sharing their basic data, their expectations and their opinions.

The task being made mandatory means that we will be able to collect the basic profile of 100% of those deciding to register onto the Platform: this will allow us to obtain the size of the various clusters which the Learning Analytics will have isolated and defined.

It is possible that in the initial phases of the pilot we intercept a consistent quantity of people who are only browsing the offer and are not returning to enroll: it is our intention to reach out to these “non enrolled” group with a specific set of questions (see attached “exit questionnaire non enrolled”), which will scope the reasons why and the possible weaknesses of the offer. This will allow the partners to find out whether the lack of interest is linked to specific problems with the platform (see q2, q3) or, with the overall appeal of the platform (see q4), or, with some personal issues.

The comparison of data over time, will allow the partners to monitor the incidence of this group vs. the incidence of the various subgroups of learners enrolled and to verify if and how the specific actions taken to tackle the issues highlighted in the survey are working.



The strategy for keeping the initial dropout at minimum is to split the initial task into two subsequent sub-tasks, the first one being a very basic set of personal questions (see list below and attached “Registration Questionnaire”) and the second one being another pretty short set of variables (see attached questionnaire “Entry/Expectation Questionnaire”).

The registration form – see attachment pages 31-33 - has been developed to collect the minimum sufficient demographic data as to profile each student per

- Age
- Gender
- Area and level of education
- Working condition
- Profession
- Country of origin
- Country of residence
- Mother tongue
- Main language used in education
- Language selection within the EMMA offer (main and second choice)

The duration of the registration (or entry) questionnaire is being kept minimal for recruitment purposes. Although within the EMMA project, the evaluation has a key role, as said before, it was deemed vital that the requests to students of additional tasks shouldn't interfere with the whole program success, for example as a hinder to registration or enrollment into courses.

A small-sized piloting of the Registration (or Entry) Questionnaire has set the average duration in 3' ca. and therefore, with the Agreement of the Project Leader, the task was set as mandatory for all the individuals entering the platform and requesting a login profile.



As for the above description it is clear that beside the basic data which will enable the consortium to profile and cluster the users, some initial additional profiling is being done, with specific reference to one of the main unique features of the EMMA pilot, which is its **multilingual approach**. The main language spoken by users and the other – if any – languages they would be using in their educational career, will shed light onto the potential of the offer and will allow to analyze to what extent the multilingual approach will be and might be used.

The analysis will be done once a minimum quantity of observations is collected – no less than 100 - , which will allow to define the sample as robust enough. It is clear that the initial sample size will depend on how effective the first recruitment campaign will be, but also on how much the first 10 MOOCs will be able to respond to the initial target interests

It is important to remind that the quantitative result of the first recruitment campaign will not be treated as a measure of success (KPI, Key Performance Indicator), since the first launch will represent a pilot for every and all of the EMMA Platform features.



The questions asked belong to several different typologies. Again, with the objective of minimizing dropout and keeping completion as streamlined as possible, most of the questions propose the option “Prefer not to state”. Types of questions are:

- Basic questions aimed at collecting descriptive data, such as gender, age, mother tongue, etc. are presented via a very simple text line and are very straightforward. Most commonly the response expected is a single answer.
- Evaluation questions – such as the one labelled “E-L SAT” in the Expectation Questionnaire – where the use of a scale will enable us to measure an opinion (satisfaction in this specific case) to obtain a benchmark. The scales used are Likert-type based. Likert (1932) developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997). These ordinal scales measure levels of agreement/disagreement. A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured.

3.2. Collecting

As per the EMMA intrinsic nature, the only collection tool made available to learners is the online collection.

Ipsos has been among the pioneer research agencies in the online data collection, since the first scripting programs were made available, allowing to visualize questions online and to collect the relevant data via the same tool and real time.

The opening and thriving of the IIS – Ipsos Interactive Services – Division of the Ipsos Group based in Bucarest, is the proof of the development of the expertise, being the center of Online expertise for the Ipsos group. IIS is the world’s leading online data collection organization, combining technical expertise with the most advanced methods in online surveys.



In order to ensure and guarantee the quality of collected data, it is worth mentioning that the tool used by Ipsos at a global level for data collection is **Dimensions**. The program, (a IBM SPSS Data Collection platform), is a complete technology platform that supports the entire survey research lifecycle, from survey authoring to data collection to reporting. It enables to control and enhance every aspect of your research process to improve productivity and effectiveness. Dimensions bring all the interviewing modes (CATI, CAPI, Web, Paper) under the same scripting language and allow smoother transition between different data formats.

This means, for example, that should the chance or the request arise to make a short telephone survey among some of the learners, we will be able to isolate the relevant questions in the scripting and transfer them into a CATI (Computer Aided Telephone Interviewing) System seamlessly, and to link the collected data to those data pertaining the same user ID's for analysis purposes. Also, the teachers' opinions might be worth exploring via small-size telephone questionnaires to go into their reactions to the various aspects of the pilot experience.

A first example of this last mini-survey can be produced by interviewing the first MOOCs' contributors (i.e. some of the partners in the Consortium) by submitting a semi-structured paper questionnaire covering the main aspects of their first experience with the uploading and managing their course on the new platform.

Moreover, given the multi-language nature of the project, as previously said the questionnaires are made available in the languages of the partners. To make this task as streamlined as possible, Ipsos makes **MR Translate** available, which is a functionality which allows to upload the same questionnaire in all the different languages required without the need of re-scripting each single version.

The scripting is done once: Ipsos RE sends the master document(s) in Word format and the Script Writer scripts the Master under Dimensions and then exports the xls-file showing all the scripting instructions (bold, italic, underline, font or color change etc.)

TABLE 1: SCRIPTED QUESTIONNAIRE (LEFT) AND XLS EXPORT FOR INSERTING TEXTS

| A | B | C |
|----------------------|--|--------------------|
| | FRENCH | Corrections for FR |
| | Avez-vous voyagé en avion au cours des 12 derniers mois, que ce soit pour aller en vacances, pour des raisons personnelles, ou pour des raisons professionnelles | |
| Q1 (Label, Question) | ? | |
| _1 (Label, Question) | Oui – pour des raisons personnelles / vacances | |
| _2 (Label, Question) | Oui – pour des raisons professionnelles | |
| _3 (Label, Question) | Non | |
| | Le cas échéant, combien de voyages distincts avez-vous fait pour des raisons <u>PROFESSIONNELLES</u> au cours des 12 derniers mois vers les destinations suivantes ? <i>Remarque : un voyage est un vol aller-retour.</i> | |
| Q2 (Label, Question) | retour.</i> | |

On columns A and B is the info exported from Dimensions. Then, questions texts are ready to be translated in other languages (columns D, F etc).

TABLE 2: TEMPLATE TO BE FILLED WITH TEXTS IN SELECTED LANGUAGES

| A | B | C | D | E | F | G |
|----------------------|---|-----------------------|----|-----------------------|----|-----------------------|
| | FRENCH | Corrections for FR | GE | Corrections for GE | IT | Corrections for IT |
| Q1 (Label, Question) | <p>Avez-vous voyagé en avion au cours des 12 derniers mois, que ce soit pour aller en vacances, pour des raisons personnelles, ou pour des raisons professionnelles</p> <p>? </p> | | | | | |
| _1 (Label, Question) | Oui – pour des raisons personnelles / vacances | | | | | |
| _2 (Label, Question) | Oui – pour des raisons professionnelles | | | | | |
| _3 (Label, Question) | Non | | | | | |
| Q2 (Label, Question) | <p>Le cas échéant, combien de voyages distincts avez-vous fait pour des raisons professionnelles au cours</p> | | | | | |

The base language translations (used for master quest)

Other languages that need to be implemented in the survey

The question name

The translated texts are then entered in the relevant cells, with the sole foresight requested which is to keep all the scripting instructions (HTML flags) as they are, in order to make sure to replicate automatically the same formatting.

TABLE 3: TEMPLATE AFTER LANGUAGES HAVE BEEN INSERTED

| A | B FRENCH | C Corrections for FR | D GE | E Corrections for GE | F IT | G Corrections for IT |
|----------------------|--|----------------------------|---|----------------------------|--|----------------------------|
| Q1 (Label, Question) | <p>Avez-vous voyagé en avion au cours des 12 derniers mois, que ce soit pour aller en vacances, pour des raisons personnelles, ou pour des raisons professionnelles</p> <p>Oui – pour des raisons personnelles / vacances</p> <p>Oui – pour des raisons professionnelles</p> <p>Non</p> | | <p>Sind Sie in den vergangenen 12 Monaten per Flugzeug gereist - unabhängig davon, ob es im Urlaub, aus privaten oder geschäftlichen Gründen war?</p> <p>Ja, ich bin im Urlaub/aus privaten Gründen per Flugzeug gereist</p> <p>Ja, ich bin aus geschäftlichen Gründen per Flugzeug gereist</p> <p>Nein</p> | | <p>Ha viaggiato in aereo negli ultimi 12 mesi, per vacanza, per motivi personali o per lavoro?</p> <p>Si – ho viaggiato in aereo per vacanza / motivi personali</p> <p>Si – ho viaggiato in aereo per lavoro</p> <p>No</p> | |
| Q2 (Label, Question) | <p>Le cas échéant, combien de voyages distincts avez-vous fait pour des raisons PROFESSIONNELLES au cours des 12 derniers mois vers les destinations suivantes</p> <p>Remarque : un voyage est un vol aller-retour.</p> | | <p>Wie viele Einzelreisen, falls überhaupt welche, haben Sie AUS GESCHÄFTLICHEN GRÜNDEN in den vergangenen 12 Monaten an jedes der untenstehenden Ziele unternommen?</p> <p>Bitte beachten: Eine „Reise“ umfasst einen Rückflug.</p> | | <p>Quanti viaggi separati, ha intrapreso PER LAVORO negli ultimi 12 mesi verso ciascuna delle seguenti destinazioni?</p> <p>Un viaggio e' composto da andata e ritorno.</p> | |

The final result is that the questionnaire will appear in the language selected by the respondent and it will be working in the exact identical way (same questions, same answer options, same flow) for all respondents, irrespective of their language of choice/Country of origin.



3.3. Processing and Analyzing

Data processing consists first of all in retrieving the raw data in the correct order and correctly linked to one another so as to allow the allocation of responses to the different tasks (Registration/ Entry Form + Expectation Questionnaire + Exit Questionnaire) to a sole and unique individual.

This will then allow to refer specific responses to a certain type of individual (e.g.: man vs woman, younger vs older, etc...) and draw conclusions from the various descriptive features.

The continuous connection between descriptive data and opinions and information delivered does not at any stage mean that we are (or will be at any stage) able to reconnect the data to a specific individual and to his/her identity. In fact, as per our Code of Conduct², ARTICLE 7 – Data Protection and Privacy in point c) it is stated what follows

c) Use of data

Personal information collected and held in accordance with this Code shall be:

- *collected for specified research purposes and not used in any manner incompatible with these purposes;*
- *adequate, relevant and not excessive in relation to the purpose of the research for which they are collected and/or further processed;*
- *and preserved no longer than is required for the purpose for which the information was collected or further processed.*

Researchers shall ensure that respondents' personal identity is withheld from the client. The researcher may communicate the respondent's identifiable personal information to the client, unless national provisions require stricter regulations, under the following conditions:

- the respondent has explicitly expressed this wish and/or*
- the respondent has given their explicit consent and*
- on the understanding that no commercial activity (as defined in Article 1d) will be directed at them as a direct result of their having provided information*
- on the understanding that no commercial activity (as defined in Article 1d) will be directed at them as a direct result of their having provided information*

² ICC/ESOMAR - INTERNATIONAL CODE ON MARKET AND SOCIAL RESEARCH

http://www.esomar.org/uploads/public/knowledge-and-standards/codes-and-guidelines/ICESOMAR_Code_English_.pdf



Data processing is done at Ipsos by DP managers who have received specific instructions in written form by the Study Director.

In the case of EMMA, a first version of the data processing plan will be drafted in order to obtain two-ways tables, where the data are shown in rows and the analysis breakdowns in columns as per the following example

| | Total | Belgium | Poland | Sweden | Hungary | France | Germany | Great Britain | Italy | Spain |
|-------------------------------|-------|---------|--------|--------|---------|--------|---------|---------------|--------|----------|
| | | A | B | C | D | E | F | G | H | I |
| Base: All Respondents (unwtd) | 7028 | 502 | 501 | 503 | 507 | 1004 | 1002 | 1000 | 1007 | 1002 |
| Base: All Respondents (wtd) | 4500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 |
| Agree very much | 804 | 84 | 90 | 47 | 120 | 77 | 36 | 52 | 134 | 163 |
| | 18% | 17% | 18% | 9% | 24% | 15% | 7% | 10% | 27% | 33% |
| | | CFG | CFG | | ABCEFG | CFG | | F | ABCEFG | ABCDEFHG |
| Agree somewhat | 1766 | 196 | 230 | 180 | 157 | 213 | 157 | 211 | 222 | 200 |
| | 39% | 39% | 46% | 36% | 31% | 43% | 31% | 42% | 44% | 40% |
| | | DF | ACDFI | | | DF | | DF | CDF | DF |
| Disagree somewhat | 1455 | 167 | 126 | 211 | 145 | 161 | 221 | 198 | 116 | 108 |
| | 32% | 33% | 25% | 42% | 29% | 32% | 44% | 40% | 23% | 22% |
| | | BHI | | ABDEHI | HI | BHI | ABDEGHI | ABDEHI | | |
| Disagree very much | 475 | 54 | 54 | 62 | 78 | 49 | 85 | 38 | 28 | 29 |
| | 11% | 11% | 11% | 12% | 16% | 10% | 17% | 8% | 6% | 6% |
| | | HI | HI | GHI | ABEGHI | HI | ABEGHI | | | |

Statistical table: numerical values and % of responses given per response option (rows), per Country (columns). Capital letters show significant difference, based on statistical significance test (T Test)

With the progress of the pilot and with the growing number of observations collected, some multivariate analyses might be applied in order to try and gain further insights into the data.

Regression³, just to make one example, can be used to estimate if a relation exists between the level of satisfaction and/or the willingness to enroll again and some specific features of the platform or some specific features of a MOOC (provided that we had asked a question on these)

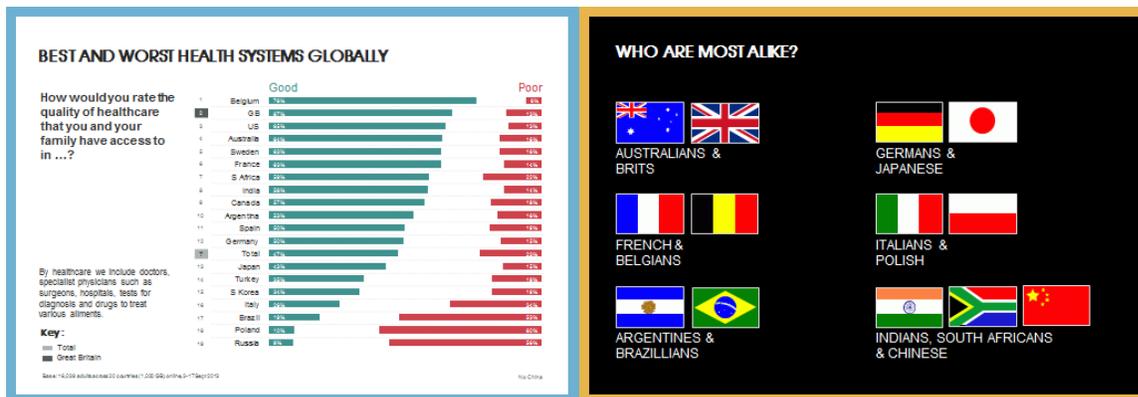
³ Hazewinkel, Michiel, ed. (2001), *Regression analysis*, Encyclopedia of Mathematics, Springer, ISBN 978-1-55608-010-4



3.4. Reporting

The process of data analysis will be completed via the production of a series of documents where the data will be organized in themes and chapters. Text commentary will be produced to illustrate the main results and conclusions and insights will also be added.

The process as it has been imagined will comprise a first draft version with all the main results organized in .ppt tables and graphs, which will allow to immediately figure out the concept expressed by the data and which might contain data as in the example on the left side, or express concepts as in the example on the right



On the first slide – left - data are organized and shown from higher to lower on the “Good” variable, representing the % of respondents who judge positively their local Health System (blue bars), as opposed to the red bar representing the % of those who believe it is Poor. Each set of bars corresponds to one of the Countries surveyed. The second example – right - is a summary of a similarity analysis where the flags represent Countries and closeness is the symbol of likeness.



3. Integrating the Evaluation within the framework

The EMMA evaluation framework will comprise results coming from analyzing the users' digital traces and the data collected with the questionnaires. As described above, each learner accessing EMMA will be assigned a unique ID number. This means that learners' opinions on the various content, tasks and actions required and/or executed could be matched with his/her digital traces stored in EMMA platform. During the pilot, the framework will have a circular feed in which actions and opinions will be analyzed as a continuum, so that changes resulting from decisions taken after analysis will be implemented along with the development of the platform.

Progress within the platform will activate the delivery of the relevant questionnaire, e.g.:

- the registration questionnaire with all the profiling variables will be activated automatically at the time of first access;
- the link to the expectation questionnaire will be sent to each learner when accessing the MOOC offer;
- the link to the exit questionnaire (s) will be sent at the time of completion, where "completion" will be defined as per the clustering description contained herein (re. pages 18-19) and / or any other types of group. Grouping of the participants will be based on analysis of digital traces of the learners' that will be used for analyzing the behavior in MOOC during the course of the Pilot;

For instance, for a student taking a "regular" course, at the time of completion a "standard" Exit Questionnaire will be released, containing all the relevant questions on satisfaction with what he/she has accomplished and with each of the main components of the course. This will allow the relevant partner to understand what worked well and what worked less in the course they have proposed and – if considered relevant – to adjust weaker points accordingly.



In the case of an Individual Learning Path, the Exit Questionnaire will have a different form and composition in questions and will be aimed at assessing whether the learner will have found the “ideal” blocks to compose his/her personalized learning path and how satisfied he/she will be with the final outcome. Various types of outcomes will be monitored so that the drop outs will be classified according to the intentions of the learners when they enter EMMA and the results and reasons why they have dropped out at a certain time (via the Exit Questionnaires).

For example, learners who will have completed a course will receive a questionnaire covering all the aspects of their experience and will be asked to express their satisfaction on a list of items. For those who have not completed, the questionnaire will include the possibility of not rating what they haven't gone through and to relay the reasons why they haven't.

Clustering and grouping the learners based on their digital traces in EMMA platform will benefit from the “qualitative” contribution of the survey-based data. Among other results we expect that – in time due - non-university-based learners profiles will enrich the scenario of this MOOCs pilot platform. Also, some variables of the collected data of users' traces from platform might be used as cross-variable in the process of analysis and reporting, which is due periodically during the Pilot duration.

This will allow, in time, to obtain further insights as how different subjects/topics or, different pedagogical approaches, or different combinations of tools are received. Other learnings can be obtained, for example, by:

- analyzing the profile of different clusters to find out recurring patterns
- re-group learners out of clusters into variable-based groups (e.g. mother tongue, Country of origin, educational background, ...) to try and find out if and where there are attitudes or behaviors we can leverage on in view of further development of the EMMA offer



The combination of users' behavior in MOOC and their opinions via survey questionnaire will thus constitute an ongoing record of the platform performance; it will also constitute the common ground for reflection and discussion among partners, and will be available for speculation and production of hypothesis



4. Expected results

The pilots and later implementations will provide insight into and evaluation results of the learning analytics methodology for MOOCs of Task 4.1. Testing and evaluating the methodology iteratively with several MOOCs will provide sufficient empirical ground for analyzing the MOOCs designs, completion rates and user behavior in course context. Such methodology would be valuable input for MOOC providers and platform developers to see the benefits and bottlenecks of implementing learning analytics in MOOCs context.

In the pilot phase of the MOOCs in EMMA platform, aim is to provide:

- different clusters of the MOOC participants based on their activity patterns and engagement with the content;
- an overview of the participants' progress during the course;
- social network analysis of the participants including the intensities of the networks and uptake of knowledge, but also resources that mediate between the participants and what kind of networks emerge around the materials or artefacts;
- analysis of engagement with the content - frequencies of using the materials in order to support the MOOC designs.

The operational outcomes expected – as said above - can be of different natures and they can result into:

- Actions for aligning the platform to its users' needs
- Actions to fine tune courses design
- Actions to achieve higher rates of
 - ✓ Enrolment
 - ✓ Retention (repeat enrolment)
 - ✓ Completion

In time, and based on repetition of collection and analysis, and also based on an expected growing number of observations, we can expect to produce theoretical contributions on various subjects, e.g.: innovation in pedagogy, sustainability of the aggregator model, evolution and outlook of distance teaching and learning, learners empowerment, ...





5. ATTACHMENTS

- Registration questionnaire
- Expectation questionnaire
- Exit questionnaire (ENROLLED VERSION)
- Exit questionnaire (NON-ENROLLED VERSION)

All attachments are in English. Other languages versions available upon request.



REGISTRATION QUESTIONNAIRE – Mandatory. Automatically linked to login procedure. Link to be tested

TEXT

Welcome to the EMMA experience! In order to get to know our visitors better and try and answer their needs and expectations, here are a few questions about yourself.

PRIVACY The information will be kept in a secure environment by IPSOS srl, Milano - Italy according to Italian law data protection guidelines (d.lgs. 196/2003 "Codice in materia di protezione dei dati personali"/Code on the protection of individuals with regard to the processing of personal data by Private Companies")

You retain the right to refuse to participate in this interview, and at any time the right to access, rectify and to request the deletion of any of your personal data that you have provided during this interview, by contacting ALICE PERUCCA alice.perucca@ipsos.com, tel. 0039.02.36105.303 at Ipsos srl, via Tolmezzo 15 - I - 20132 Milano Italy

I AGREE I DO NOT AGREE

1. GEN

Please state your gender

1. Male
2. Female
3. Prefer not to state



REGISTRATION QUESTIONNAIRE – Mandatory. Automatically linked to login procedure. Link to be tested

2. AGE

Your Year of Birth

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

- Prefer not to state

3. EDU

The highest level of education attained (ISCED 2011)

1. Level 0/1 – Primary education or first stage of basic education or less
2. Level 2 - Lower secondary or second stage of basic education
3. Level 3 - Upper secondary education
4. Level 4/5 - Post-secondary non-tertiary education/Short-cycle tertiary education (not university education)
5. Level 6 - Bachelor's or equivalent level
6. Level 7 - Master's or equivalent level
7. Level 8 - Doctoral or equivalent level
8. Other (not classified)
9. Prefer not to state

4. FIELD

If you have a secondary education or more (university or doctorate level)

What is/was your main field of studies? (ISCED-F)

1. Education
2. Humanities and Arts
3. Social sciences, business and law
4. Science (ex. Mathematics, Statistics, Natural science, Physics...)
5. ICTs (Information and Communication Technology, computer science..)
6. Engineering, manufacturing and construction
7. Agriculture and Veterinary
8. Health and welfare
9. Other (not classified)
10. Prefer not to state

5. WORK

Employment Status

1. Working full time
2. Working part time
3. Looking for a first time job
4. Looking for a job
5. In full time education
6. Retired
7. Other "don't work"
8. Prefer not to state



REGISTRATION QUESTIONNAIRE – Mandatory. Automatically linked to login procedure. Link to be tested

6. PROF

What is your current profession/main activity?

| |
|--|
| 1. Business owner/entrepreneur |
| 2. Registered freelance professional |
| 3. Company director/CEO |
| 4. Office worker |
| 5. Middle manager |
| 6. Storekeeper/tradesman/craftsman |
| 7. Manual worker/agricultural worker/farmer |
| 8. Other self-employed worker |
| 9. Other employed worker |
| 10. Teacher/lecturer upper education /university |
| 11. Teacher/lecturer lower/primary education |
| 12. Student |
| 13. Housewife |
| 14. Retired |
| 15. Unemployed |
| 16. Prefer not to state |

7. BIRTH

What is your Country of origin/birth? [\[list of Countries\]](#)

8. RES

What is your Country of residence as of today? [\[list of Countries\]](#)

9. MLANG

What is your mother language? [\[list of languages\]](#)

10. EDLANG

What is the main language you use in your daily learning activities? [\[list of languages\]](#)

11. WLANG

What is the main language you use in your daily working activities? [\[list of languages\]](#)

12. EMMALANG_1

EMMA courses are currently available in [\[list of languages\]](#); what will your first choice be?

13. EMMALANG_2

Is there any other language you would consider to use? [\[list of languages\]](#)

Thank you for this valuable information! We will now submit to you a few questions on your intentions and expectations regarding EMMA, after which your registration will be complete and you will be re-directed onto the EMMA platform. We appreciate your cooperation and wish you a pleasant experience!



EXPECTATIONS QUESTIONNAIRE – Mandatory. Automatically linked to enrollment process Link to be tested

Thank you for taking the time to complete this EMMA Expectations survey.
We would like to know more about the means, intentions and expectations you attach to your logging into the EMMA platform, to help us keep improving EMMA and our courses.
The survey should only take about 5 minutes to complete. For more information about how your answers will be used and stored, please take a look at our Privacy Policy

This short survey is mandatory for completing your registration in EMMA platform. At the end of this survey you will find a link for coming back to EMMA.

We thank you in advance for helping us to improve EMMA and making it closer to the students' need.

If you have any questions about the survey, please contact us at ipsospa@ipsos.com with "EMMA" as a subject.

1. SOURCE

First of all, how did you hear about EMMA? (multiple choice)

- University – professor
- University – fellow student
- University – materials (leaflets, posters, ...)
- Colleague(s) at work
- Friend(s)
- Twitter
- Facebook
- Other social network
- Blog
- Read an article on paper
- Read an article online
- Link
- Congress/convention/fair
- other
- Prefer not to state

2. EXP

Have you had any previous experience with e-learning?

- yes
- no
- Prefer not to state

IF YES at 2, ASK

Was this in context of your formal education curriculum? (Multiple answer)

- Yes, in the High school
- Yes, at the university/college
- No
- Prefer not to state



EXPECTATIONS QUESTIONNAIRE – Mandatory. Automatically linked to enrollment process Link to be tested

IF YES at 2, ASK

2e E-L SAT

What is your overall level of satisfaction with e-learning so far?

- Very satisfied
- Fairly satisfied
- Fairly unsatisfied
- Very unsatisfied
- Prefer not to state

TO ALL

2b ENROLL

Have you ever enrolled in a MOOC?

- yes
- no
- Prefer not to state

IF YES at 2b, ASK

2c E-QUANT

How many? (must be >0)

| | |
|--|--|
| | |
|--|--|

- Prefer not to state

IF YES at 2b, ASK

2d COMP-QUANT (must be <= A 2c – allow 0)

How many MOOCs have you completed?

| | |
|--|--|
| | |
|--|--|

- Prefer not to state

IF YES at 2b, ASK

2a SITES

Did you ever used/registered in one of this MOOC's Aggregator?

[list of Moocs]



EXPECTATIONS QUESTIONNAIRE – Mandatory. Automatically linked to enrollment process Link to be tested

IF YES at 2b, ASK

2f MOOC SAT

What is your overall level of satisfaction with MOOCs so far?

- Very satisfied
- Fairly satisfied
- Fairly unsatisfied
- Very unsatisfied
- Prefer not to state

ASK ALL

3. REAS

What are the reasons you decided to register at EMMA?

- Curiosity – to get an idea of the look and feel of it
- Curiosity – browse the offer
- Curiosity – check if MOOCs might respond to my current needs
- Curiosity - Find out more about the university style/pedagogy
- Experience – get to know how a MOOC works/how it is made
- Experience – try my first MOOC
- Experience – gain additional knowledge on a known topic/subject via a MOOC
- Experience – gain knowledge on a new topic/subject via a MOOC
- Experience – refresh my knowledge on a known topic/subject via a MOOC
- Experience - look for a particular resource
- Certification – look for badge/credit/certification
- *Invitation [only for testbed]*
- other
- Prefer not to state

4. Are you interested in a specific course or in a combination of courses?

- I intend to/I believe I would focus on a single course
- I intend to/I believe I would go for a combination of courses
- I do not know yet, will decide later
- Prefer not to state

**5. Please rate from "strongly dislike" to "strongly like" how you would like to learn on Emma.
(Please select one option for each row.)**

| | Strongly like | Like | Neutral | Dislike | Strongly dislike | Don't know |
|--|---------------|------|---------|---------|------------------|------------|
| By reading text | 1 | 2 | 3 | 4 | 5 | 6 |
| By watching videos | 1 | 2 | 3 | 4 | 5 | 6 |
| By reading comments posted by other learners | 1 | 2 | 3 | 4 | 5 | 6 |



EXPECTATIONS QUESTIONNAIRE – Mandatory. Automatically linked to enrollment process Link to be tested

| | | | | | | |
|--|---|---|---|---|---|---|
| By discussing things online with other learners | 1 | 2 | 3 | 4 | 5 | 6 |
| By discussing things online with teacher/tutor | 1 | 2 | 3 | 4 | 5 | 6 |
| By doing quizzes or other assignments and getting feedback | 1 | 2 | 3 | 4 | 5 | 6 |

6. Which of the following subject areas are you interested in? (Please tick all that apply.)

1. Education
2. Humanities and Arts
3. Social sciences, business and law
4. Science (ex. Mathematics, Statistics, Natural science, Physics...)
5. ICTs (Information and Communication Technology, computer science..)
6. Engineering, manufacturing and construction
7. Agriculture and Veterinary
8. Health and welfare
9. Other (not classified)
10. Prefer not to state

7. MIN-DUR (MUST BE >0 and < DI 52)

As you probably already know MOOCs differ in durations. MOOC duration is measured in weeks. How many weeks would you be willing to invest as a minimum option

8. MAX-DUR (MUST BE >0 and < DI 52 – CANNOT BE < DI MIN_DUR)

And how many weeks would you consider as your maximum option?

9. EXP ACT

In which of the following Emma Courses do you wish to enroll?

1. Business Management, Social Innovation and Cultural Heritage
2. General Pedagogy
3. E-learning
4. "Climate Changes: The Context Of Life Experiences"
5. Technology Enhanced Learning
6. Excel 2010
7. Search on the Internet
8. No one



EXPECTATIONS QUESTIONNAIRE – Mandatory. Automatically linked to enrollment process Link to be tested

10. LOC

*Which of the following will be the main location from which you will connect to EMMA?
(multiple choice)*

- Home
- University
- Workplace
- Public library
- Internet Café
- Outdoor hotspot
- Other

11. DEV

Which would your device of choice be? (multiple choice)

- Desktop
- Laptop
- Tablet
- Mobile phone
- Other

TEXT

Thank you for your cooperation! Click on the button below to complete your registration: you will be automatically re-directed to the EMMA platform.



EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

Thank you for taking the time to complete this EMMA survey.

This survey is not mandatory for completing any type of process throughout the EMMA platform, nor it will influence your possibility of re-entering EMMA and taking another course.

However, we attach a lot of importance to all of our learners opinions and experience with an EMMA MOOC, to keep improving EMMA and our courses.

The survey should only take about 8 minutes to complete. For more information about how your answers will be used and stored, please take a look at our Privacy Policy

We thank you in advance for helping us to improve EMMA and making it closer to the learners' need.

If you have any questions about the survey, please contact us at ipsospa@ipsos.com with "EMMA" as a subject.

1. First of all, have you already completed your course? (SINGOLA)

- YES, completed
- NO, but I will definitely complete it
- NO, and I don't think I will complete it

IF "NO, and I don't think I will complete it" ASK Q2

2. Which of the following best describes the reason why you have not completed the course? (MULTIPLA)

1. Topic did not meet expectations
2. Materials did not meet expectations
3. Perception of low quality delivered
4. Wasn't proficient enough in the language(s) the MOOC was available in
5. Course was too easy/didn't add to my knowledge
6. Course was too difficult/didn't have enough background knowledge
7. Too much time required
8. What I found did not match the course presentation
9. Never intended to complete it/when found what I needed, I quit
10. Never intended to complete it/did it just out of curiosity
11. Could not find my way around the course
12. Could not find my way around the platform
13. Personal issues
14. Other (OPEN)

Ask all

3. All in all, how would you rate your experience with this MOOC?

1. Extremely good
2. Fairly good
3. Neither good not bad
4. Fairly bad
5. Extremely bad



EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

4. And – on an agree-disagree scale - how would you rate the following general aspects of the EMMA platform ?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|--|------------------|--------------|----------------------------|-----------------|---------------------|
| The font is clear, easy to read | 1 | 2 | 3 | 4 | 5 |
| The colors are pleasant | 1 | 2 | 3 | 4 | 5 |
| The visual is appealing | 1 | 2 | 3 | 4 | 5 |
| The toolbar is easy to find and to use | 1 | 2 | 3 | 4 | 5 |
| The texts are well organized | 1 | 2 | 3 | 4 | 5 |

5. And how would you rate these other aspects of the EMMA platform ?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---|------------------|--------------|----------------------------|-----------------|---------------------|
| It is easy to understand how to navigate it | 1 | 2 | 3 | 4 | 5 |
| The main functions are clear and immediate | 1 | 2 | 3 | 4 | 5 |
| The response time when uploading content was adequate | 1 | 2 | 3 | 4 | 5 |

6. How much would you agree with the following statements about this recent experience on the EMMA platform? Again, please use the agree – disagree scale

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---|------------------|--------------|----------------------------|-----------------|---------------------|
| It's engaging | 1 | 2 | 3 | 4 | 5 |
| It's immediate | 1 | 2 | 3 | 4 | 5 |
| It's self-explaining | 1 | 2 | 3 | 4 | 5 |
| It's rich in offer | 1 | 2 | 3 | 4 | 5 |
| It offers cultural diversity | 1 | 2 | 3 | 4 | 5 |
| It offers flexibility in learning paths | 1 | 2 | 3 | 4 | 5 |

EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

7. Let's now discuss the translation functionality. How much do you agree or disagree with the following statements?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|--|------------------|--------------|----------------------------|-----------------|---------------------|
| It's effective | 1 | 2 | 3 | 4 | 5 |
| It's really useful | 1 | 2 | 3 | 4 | 5 |
| It's totally new and different | 1 | 2 | 3 | 4 | 5 |
| It enhances the overall value of the EMMA platform | 1 | 2 | 3 | 4 | 5 |
| It makes EMMA a truly European experience | 1 | 2 | 3 | 4 | 5 |

8. Let's now go into the MOOC you have enrolled for. Which one of the following was it?

1. Alterações Climáticas: o contexto das experiências de vida
2. Blended learning ontwikkelen
3. Búsqueda en Internet
4. E-learning
5. Excel 2010
6. L'organizzazione delle imprese culturali
7. Learning Design
8. Lisbon and the Sea: a Story of Arrivals and Departures
9. Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi
10. Technology-Enhanced Learning

9. How much do you agree or disagree with the following statements about your course?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---|------------------|--------------|----------------------------|-----------------|---------------------|
| It was up to my overall expectations | 1 | 2 | 3 | 4 | 5 |
| I enjoyed the experience | 1 | 2 | 3 | 4 | 5 |
| I felt engaged | 1 | 2 | 3 | 4 | 5 |
| I felt challenged | 1 | 2 | 3 | 4 | 5 |
| It was easy to follow | 1 | 2 | 3 | 4 | 5 |
| It was something new and different from any previous learning experience I've had | 1 | 2 | 3 | 4 | 5 |
| It was well organized | 1 | 2 | 3 | 4 | 5 |



EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

10. How much do you agree or disagree with the following statements about the materials offered?

| | Complete ly agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Complete ly disagree | Does not apply |
|---|----------------------|-----------------|----------------------------------|--------------------|----------------------------|-------------------|
| They were up to date | 1 | 2 | 3 | 4 | 5 | 9 |
| They were offered in the right quality | 1 | 2 | 3 | 4 | 5 | 9 |
| They were quite poor in quality | 1 | 2 | 3 | 4 | 5 | 9 |
| They were not appropriate for a Mooc-style course | 1 | 2 | 3 | 4 | 5 | 9 |
| Their style matched my expectations | 1 | 2 | 3 | 4 | 5 | 9 |
| I felt engaged | 1 | 2 | 3 | 4 | 5 | 9 |
| I felt challenged | 1 | 2 | 3 | 4 | 5 | 9 |
| It was something new and different from any previous learning experience I've had | 1 | 2 | 3 | 4 | 5 | 9 |

11. What about the quantity of the materials? Did you find that ...?

1. There were too many
2. It was just the right amount
3. There were too few

12. What about the quantity of the task and assignments which were requested to you? Did you find that ...?

1. There were too many
2. It was just the right amount considering the time I put in and what I got out of the task
3. There were too few



EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

13. How much do you agree or disagree with the following statements about the task and assignments which were requested

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree | Does not apply |
|---|------------------|--------------|----------------------------|-----------------|---------------------|----------------|
| It was a good way to experience the course | 1 | 2 | 3 | 4 | 5 | 9 |
| It is a too much time-consuming activity | 1 | 2 | 3 | 4 | 5 | 9 |
| I believe in their educational function | 1 | 2 | 3 | 4 | 5 | 9 |
| It's a good opportunity for self-assessment | 1 | 2 | 3 | 4 | 5 | 9 |
| It's engaging | 1 | 2 | 3 | 4 | 5 | 9 |

14. How much do you agree or disagree with the following statements about the conversation/chat function offered?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree | Does not apply |
|--|------------------|--------------|----------------------------|-----------------|---------------------|----------------|
| It's useful | 1 | 2 | 3 | 4 | 5 | 9 |
| It's productive | 1 | 2 | 3 | 4 | 5 | 9 |
| It's engaging | 1 | 2 | 3 | 4 | 5 | 9 |
| Allowed me to connect with the relevant people | 1 | 2 | 3 | 4 | 5 | 9 |
| Encouraged me to reflect | 1 | 2 | 3 | 4 | 5 | 9 |

15. How much do you agree or disagree with the following statements about the video function offered?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree | Does not apply |
|---|------------------|--------------|----------------------------|-----------------|---------------------|----------------|
| It's useful | 1 | 2 | 3 | 4 | 5 | 9 |
| It's good quality | 1 | 2 | 3 | 4 | 5 | 9 |
| It enhances the overall value of the course | 1 | 2 | 3 | 4 | 5 | 9 |
| I like the format | 1 | 2 | 3 | 4 | 5 | 9 |
| The videos are too short | 1 | 2 | 3 | 4 | 5 | 9 |
| Subtitles are useful | 1 | 2 | 3 | 4 | 5 | 9 |



EXIT QUESTIONNAIRE – Link Sent to all people enrolled into at least one MOOC – not mandatory

16. How much do you agree or disagree with the following statements about the assignment and Quiz function offered?

| | Complete ly agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Complete ly disagree | Does not apply |
|--|----------------------|-----------------|----------------------------------|--------------------|----------------------------|-------------------|
| It's useful | 1 | 2 | 3 | 4 | 5 | 9 |
| It's engaging | 1 | 2 | 3 | 4 | 5 | 9 |
| it's a good opportunity for self-assessment | 1 | 2 | 3 | 4 | 5 | 9 |

17. How much do you agree or disagree with the following statements about the Personal Blog function offered?

| | Complete ly agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Complete ly disagree | Does not apply |
|--|----------------------|-----------------|----------------------------------|--------------------|----------------------------|-------------------|
| It's useful | 1 | 2 | 3 | 4 | 5 | 9 |
| It's engaging | 1 | 2 | 3 | 4 | 5 | 9 |
| it's a good opportunity for getting in touch with the other learners | 1 | 2 | 3 | 4 | 5 | 9 |

18. How much do you agree or disagree with the following statements about the opportunities offered by Emma of personalizing the activity, such as the Bookmarks or Notes and Messages ?

| | Complete ly agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Complete ly disagree | Does not apply |
|---|----------------------|-----------------|----------------------------------|--------------------|----------------------------|-------------------|
| They are useful | 1 | 2 | 3 | 4 | 5 | 9 |
| They are engaging | 1 | 2 | 3 | 4 | 5 | 9 |
| They represent a good opportunity for getting in touch with the other learners | 1 | 2 | 3 | 4 | 5 | 9 |

19. Is there a course within the EMMA current offer which you would like to enroll into, in the future?

SAME LIST AS Q8

20. Is there a topic which is not currently on offer on EMMA, and which you would like a course to be offered in the future?

- **NO**
- **YES :** _____

THANK YOU FOR YOUR TIME!



EXIT QUESTIONNAIRE – Link Sent to all people registered onto EMMA not enrolled in a MOOC – not mandatory

Thank you for taking the time to complete this EMMA survey.
 This survey is not mandatory for completing any type of process throughout the EMMA platform, nor it will influence your possibility of re-entering EMMA and taking another course.
 However, we attach a lot of importance to all of our visitors' opinions and experience with an EMMA MOOC, to keep improving EMMA and our courses.
 The survey should only take about 3 minutes to complete. For more information about how your answers will be used and stored, please take a look at our Privacy Policy

We thank you in advance for helping us to improve EMMA and making it closer to the learners' need.

If you have any questions about the survey, please contact us at ipsospa@ipsos.com with "EMMA" as a subject.

1. First of all, which of the following best describes your intentions for registering on EMMA? Please select your main intention (singola)

- I wanted to get a general idea of EMMA
- I wanted to get a general idea of the MOOCs offer
- I wanted to get a general idea of how a MOOC works
- Other _____

2. And – on an agree-disagree scale - how would you rate the following general aspects of the EMMA platform ?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---------------------------------|------------------|--------------|----------------------------|-----------------|---------------------|
| The font is clear, easy to read | 1 | 2 | 3 | 4 | 5 |
| The colors are pleasant | 1 | 2 | 3 | 4 | 5 |
| The texts are well organized | 1 | 2 | 3 | 4 | 5 |

3. And how would you rate these other aspects of the EMMA platform ?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---|------------------|--------------|----------------------------|-----------------|---------------------|
| It is easy to understand how to navigate it | 1 | 2 | 3 | 4 | 5 |
| The main functions are clear and immediate | 1 | 2 | 3 | 4 | 5 |
| The response time when uploading content was adequate | 1 | 2 | 3 | 4 | 5 |



EXIT QUESTIONNAIRE – Link Sent to all people registered onto EMMA not enrolled in a MOOC – not mandatory

4. How much would you agree with the following statements about this recent experience our EMMA platform? Again, please use the agree – disagree scale

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|---|------------------|--------------|----------------------------|-----------------|---------------------|
| It's engaging | 1 | 2 | 3 | 4 | 5 |
| It's immediate | 1 | 2 | 3 | 4 | 5 |
| It's self-explaining | 1 | 2 | 3 | 4 | 5 |
| It's rich in offer | 1 | 2 | 3 | 4 | 5 |
| It offers cultural diversity | 1 | 2 | 3 | 4 | 5 |
| It offers flexibility in learning paths | 1 | 2 | 3 | 4 | 5 |

5. Let's now discuss the translation functionality. How much do you agree or disagree with the following statements?

| | Completely agree | Fairly agree | Neither agree nor disagree | Fairly disagree | Completely disagree |
|--|------------------|--------------|----------------------------|-----------------|---------------------|
| It's effective | 1 | 2 | 3 | 4 | 5 |
| It's really useful | 1 | 2 | 3 | 4 | 5 |
| It's totally new and different | 1 | 2 | 3 | 4 | 5 |
| It enhances the overall value of the EMMA platform | 1 | 2 | 3 | 4 | 5 |
| It makes EMMA a truly European experience | 1 | 2 | 3 | 4 | 5 |

6. Which of the following best describes the reason why you have not enrolled in a MOOC? You can select more than one

1. I never intended to, in the first instance
2. I didn't find anything interesting enough
3. I didn't find a subject I was really keen to study
4. The courses proposed were too long
5. The timelines proposed did not fit with my personal calendar
6. I found the presentation not engaging enough
7. The language I would have used wasn't available in the course of my choice
8. I did not like the Institution(s) proposing the courses
9. I just registered onto the platform and then forgot about it
10. Other _____



EXIT QUESTIONNAIRE – Link Sent to all people registered onto EMMA not enrolled in a MOOC – not mandatory

7. Do you believe you will re-enter the EMMA platform in the future, say within the next 4 weeks?

- Definitely yes
- Probably yes
- I am not sure
- Probably not
- Definitely not

IF "Probably – Definitely NOT" ask q8 and q9

8. Can you say why not?

OPEN END

9. The EMMA Partnership are committed to upload several new MOOCs within the next 3 months. Do you believe you will re-enter the EMMA platform to browse through the new offer?

- Definitely yes
- Probably yes
- I am not sure
- Probably not
- Definitely not

THANK YOU FOR YOUR TIME!