

# DELIVERABLE

**Project Acronym: EMMA**

**Grant Agreement number: 621030**

**Project Title: European Multiple MOOC Aggregator**

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## Deliverable 5.2 Service and Content Deployment

Final release

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**Due Date of Deliverable:**

Month 18

**Start date of project:**

Feb 2014

**Duration**

30 month

**Leading organization for this document**

UOC

PROJECT CO-FUNDED BY THE EUROPEAN COMMISSION WITHIN THE ICT POLICY SUPPORT PROGRAMME

### Dissemination level

<b>PU</b>	<b>Public</b>	
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<b>PP</b>	<b>Restricted to other programme participants</b>	

This project has been funded with the support of the Competitiveness and Innovation Framework Programme (CIP) – ICT Policy Support Programme (ICT PSP) of the European Union  
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<sup>1</sup> It contains confidential information about MOOC providers.

## REVISION HISTORY AND STATEMENT OF ORIGINALITY

### Revision History

Revision	Date	Author	Organisation	Description
V1.0	25/06/2015			Draft TOC
V2.0	25/07/2015	JC, MM	UOC	Draft version sent for feedback
V3.0	23/10/2015	RDR, MM, MPM, RK	UNINA, UOC	Version updated with feedback QA team
V4.0	05/11/2015	MM, MPM	UB, UOC,	Version updated with feedback
	9/11/2016	RDR	UNINA	Final release sent to the Commission

### 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This deliverable contains original unpublished work except where clearly indicated otherwise.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.

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## 1. EXECUTIVE SUMMARY

This document presents the work corresponding to Task 5.2 Service Deployment. For this purpose we have developed a set of deployment documents and outline a strategy divided into actions in order to explain and facilitate the access to EMMA platform, engage a group of new EMMA MOOC providers and reinforce EMMA partnerships. This report describes at length the organization and elaboration of EMMA's deployment strategy, how it has been carried out and to what purposes. It provides detailed explanation of each elaborated document and a description of the state of implementation of each action. EMMA partners have been active collaborators throughout the entire process of development and realization of deployment documents and actions.

## 2. INTRODUCTION

As expressed in the Description of Work (DOW) of the EMMA project this Deliverable 5.2 (D5.2) Service and Content Deployment will "illustrate the EMMA deployment strategy and results addressing future related activities". Directly related to D5.2, the Task 5.2 (T5.2) of Service Deployment as described in the DOW should ensure "a wider deployment and use of the EMMA aggregator, thus allowing the implementation of new contents/courses from a much wider cross-section of universities from all over Europe. It will ensure a) smart partner interaction through membership policy agreement and social links; b) EMMA deployment and activities launch through courses activation and services fulfillment, public relation, contacts managements, catalogue services, subscriber profile inventory and data management; c) Policy and IPR management as well as upgrade and services control".

Deployment began with interpreting what the previous description of T5.2 explicitly means in terms of effort and work. For Work Package (WP) 5, **deployment** as expressed above, **means to attract and maintain MOOC providers to EMMA**. Specifically this means having:

- a) A clear and accessible platform and MOOC provider policies and guidelines;
- b) A clear strategy and workflow about handling relations with possible future MOOC providers;  
and
- c) Clear and accessible content provider privacy and intellectual property rights policies.

Additionally, deployment was divided into two categories: Documents and Actions. Deployment documents were created around establishing clear platform and membership policies and guidelines. Deployment actions were planned around the main goal of attracting providers to run their MOOCs on EMMA.

All deployment documents and actions have all been centralized around achieving the following objective: to increase awareness of EMMA and the multilingual pedagogical and learning opportunities it provides specifically through calling external providers/collaborations to run their MOOCs on the EMMA platform. The aim is to present EMMA platform as an opportunity where academically and culturally distinguished providers may offer a multilingual MOOC. The process of

establishing the way in which MOOC providers should want to become a part of EMMA and how they can actually do it will all be described in this Deliverable (5.2).

This report is organized into two main sections: the first deals with documentation and the second sections looks at what actions and collaborations have taken place with regards to deployment. Each of these sections look as what has been done and what needs to be taken on for the near future. Furthermore, a conclusion is provided that looks what has been achieved as a whole and what could be improved for future work. Proceeding the conclusion, a detailed Annex is provided which includes all the documentation that has been created with regards to deployment.

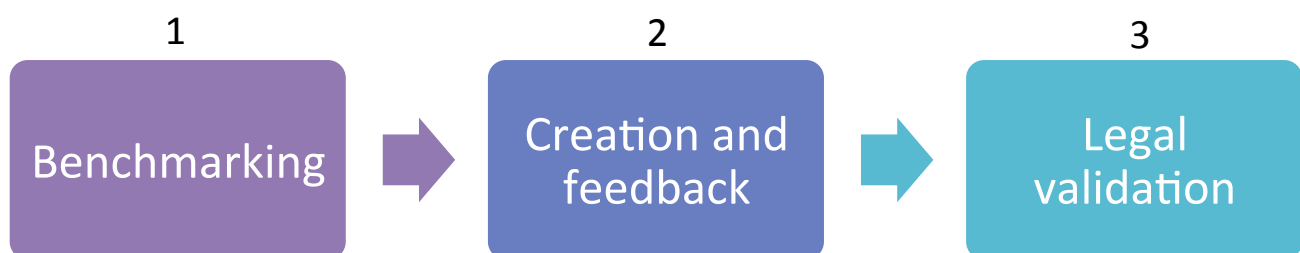
### 3. PROCEDURE & DOCUMENTATION

Tasks and actions carried out within Task5.2 have been fully oriented to the process of applying to become an EMMA MOOC provider. Concretely, three main actions have been developed:

- 3.1. Creation of Terms of Use & Privacy Policy
- 3.2. Inform EMMA platform developers about needs; and
- 3.3. Develop a strategy to attract new MOOC providers to the EMMA platform

#### 3.1 Creation of Terms of Use & Privacy Policy

One of the first tasks of deployment that was carried out was the creation of the platform's *Terms of Use*<sup>2</sup> and *Privacy Policy*<sup>3</sup>. This process took place in three phases (Graphic 1):



Graphic 1. Process of creation Terms of Use & Privacy Policy

Each phase required its own timeframe based on how long it took to gather, process, draft and document information. These timeframes will be expressed in more detail below.

Over the duration of a month extensive benchmarking of platforms such as Coursera, FutureLearn, Udacity, EdX and MiradaX (to name a few) took place. Benchmarking of these platforms

<sup>2</sup> See Annex 1: EMMA Terms of Use

<sup>3</sup> See Annex 2: EMMA Privacy Policy

was focused on what other platforms could provide, what they looked for in their MOOC providers, what kind of learner data they surveyed and how they encapsulated all of this information within their terms of use and privacy policy. The reason for this was to observe how other already running and functional platforms with a variety of providers and learner profiles work in terms of their platform conditions and privacy policy. The observation and comparison of other platforms with EMMA helped to see the current capabilities of EMMA at the moment and also to raise questions about competition and the platforms future possibilities. One example of a future possibility that has been discussed is how and if EMMA can offer certification outside of just a certification of participation.

After a month of benchmarking, a draft form of EMMA's *Terms of Use and Privacy Policy* was created and circulated among partners for input and feedback. This process ran the course of several months in between feedback and corrective revisions and then another updated version to be reviewed. It was seen that in the meantime, it was necessary to put something basic on the platform and in answer to this a *Compressed Terms of Use and Privacy Policy*<sup>4</sup> was created and placed on the platform. After several circulations of revised draft versions, EMMA's *Terms of Use and Privacy Policy* reached a point that seemed ready for legal revision. ATOS kindly took on this specific task of legal revision. Once the documentation of EMMA's *Terms of Use and Privacy Policy* was in place, the task of elaborating documents to accommodate external MOOC providers began.

### 3.2 To inform EMMA platform developers about needs

Based on a [Moodle matrix](#), a [Functionalities Matrix](#) was built to capture EMMA platform functionalities and tools requiring development as identified by those partners having implemented the first round of MOOCs. Partners involved in the first round were invited to express their needs and propose solutions for the improvement of the platform.

The matrix<sup>5</sup> organizes the requirements in an orderly way where tools and functionalities were assigned according to ergonomic and pedagogical purposes. Main functionalities are related to social collaboration tools, Web2.0 and peer feedback and evaluation.

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<sup>4</sup> See Annex 3: EMMA Compressed Terms of Use & Privacy Policy

<sup>5</sup> See Annex 4: Functionalities Matrix.

### 3.3 EMMA & External MOOC Providers

The objective of engaging new MOOC providers for the EMMA platform has demanded the elaboration of a set of documents compiling information on how to relate to EMMA and how to implement a MOOC in the EMMA platform. They are the following:

- 1. *Be One of Us*<sup>6</sup>: text placed on the project website (<http://europeanmoocs.eu>) that describes why one should run a MOOC on EMMA and the benefits involved in becoming an EMMA MOOC provider and participant.
- 2. *Contact Us*: an email account ([newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu)) managed by WP5 leader Universitat Oberta de Catalunya (UOC) where interested providers can get in touch about becoming a part of EMMA.
- 3. *EMMA Selection Criteria*<sup>7</sup>: document that details what EMMA looks for in its MOOC providers. It is a series of points that make reference to pedagogical, linguistics and content standards that EMMA looks for in its MOOC providers and their content. The EMMA Selection Criteria was primarily led by Grainne Conole with contributions from the entire consortium.
- 4. *EMMA Selection Committee*: committee of 3 rotating members from the first round of pilot MOOCs who decide on the acceptance of MOOCs to EMMA.
- 5. *EMMA Selection Committee Guide*<sup>8</sup>: document that describes EMMA Selection Criteria Workflow and provides all related documents.
- 6. *EMMA New MOOC Provider Template*<sup>9</sup>: template that interested MOOC providers fill out to provide information about themselves and their MOOC.
- 7. *EMMA New MOOC Provider Evaluation Form*<sup>10</sup>: form that is used in parallel with the EMMA Selection Criteria to evaluate new MOOC proposals.
- 8. *EMMA New MOOC Provider Table*<sup>11</sup>: Excel table tracking the status and information of interested MOOC providers.
- 9. *EMMA Letter of Acceptance*<sup>12</sup>: letter welcoming new MOOC providers to EMMA.
- 10. *EMMA Thanks of Interest*<sup>13</sup>: letter thanking interested MOOC providers for their proposal.

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<sup>6</sup> See Annex 5: Be One of Us

<sup>7</sup> See Annex 6: EMMA Selection Criteria

<sup>8</sup> See Annex 7: EMMA Selection Committee Guide

<sup>9</sup> See Annex 8: EMMA New MOOC Provider Template

<sup>10</sup> See Annex 9: EMMA New MOOC Provider Evaluation Form

<sup>11</sup> See Annex 10: EMMA New MOOC Provider Table

<sup>12</sup> See Annex 11: EMMA Letter of Acceptance

- 11. *EMMA New MOOC Provider Workflow: (in progress)* guide for new MOOC providers to follow, -how to get started, pedagogical considerations, how to upload content, etc.
- 12. *EMMA New MOOC Provider Contract: (in progress)* contractual agreement between EMMA and MOOC providers.

The elaboration of EMMA's deployment documents has been a continuous process of evaluation and review of what the platform has to offer and what it can maintain. What *EMMA's Terms of Use* and *New MOOC Provider information* can guarantee during the pilot phase of the project are not the same of what it will be able to guarantee at the end of the project. Given this consideration, the deployment documents are considered to be active documents that need to be adapted and reviewed with any changes in the project.

As can be observed, the last two documents listed above, the *EMMA New MOOC Provider Workflow* and the *EMMA New MOOC Provider Contract*, are still in progress. The elaboration of both of these documents began in late June 2015 based on several platform and provider considerations. Before June 2015 the second round of MOOCs were still running and feedback from consortium MOOC providers was considered vital to understanding the actual standing of the platform. In other words, an agreement on what the platform can really offer and "sell" to outside MOOC providers was sought for. Throughout the first and second round of MOOCs it has been important to hear the opinions of the MOOC providers in order to get feedback on what is working well and what is not working well and what needs to be improved. In no way was the platform ready for a MOOC provider contract nor workflow before June 2015 when there were still many improvements being taken on to better the platform. After the project meeting in mid June 2015 in Tallinn (Estonia) it was made clear from representatives of each work package of the project of where EMMA stood and what could be expected for the final year of the project. With the roadmap of the final year of EMMA made clear (as far what can be expected) WP5 has begun the task of elaborating an external MOOC provider contract and workflow. As expressed above from prior experience, the elaboration of a legal external MOOC provider contract is not expected to be an easy task but solace resides in having various examples already benchmarked and legal support from ATOS.

With respect to the new MOOC provider Workflow<sup>14</sup>, 4 processes have been identified. As the Graphic 2 shows, a number of actions developed by different actors are associated to each process.

- Validation of MOOC providers: it consists of attracting validating the MOOC proposals from providers. Three main actors are involved in this process: EMMA partners (all and, specially, UOC), Potential new providers and Evaluation Committee (composed by 3 members of the project: Rosanna Derosa, Jorge Civera and Francis Brouns<sup>15</sup>). The resources identified within

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<sup>13</sup> See Annex 12: EMMA Thanks of Interest Letter

<sup>14</sup> See Annex 13: EMMA MOOC Provider Workflow.

<sup>15</sup> The committee will rotate in December 2015. It will be composed by Rosanna Derosa, Deborah Arnold, Chiara Ferrari and Jorge Civera.



the 3.2. *EMMA & External MOOC Providers* section support this process. The result of this process is the acceptance of MOOC provider's proposals.

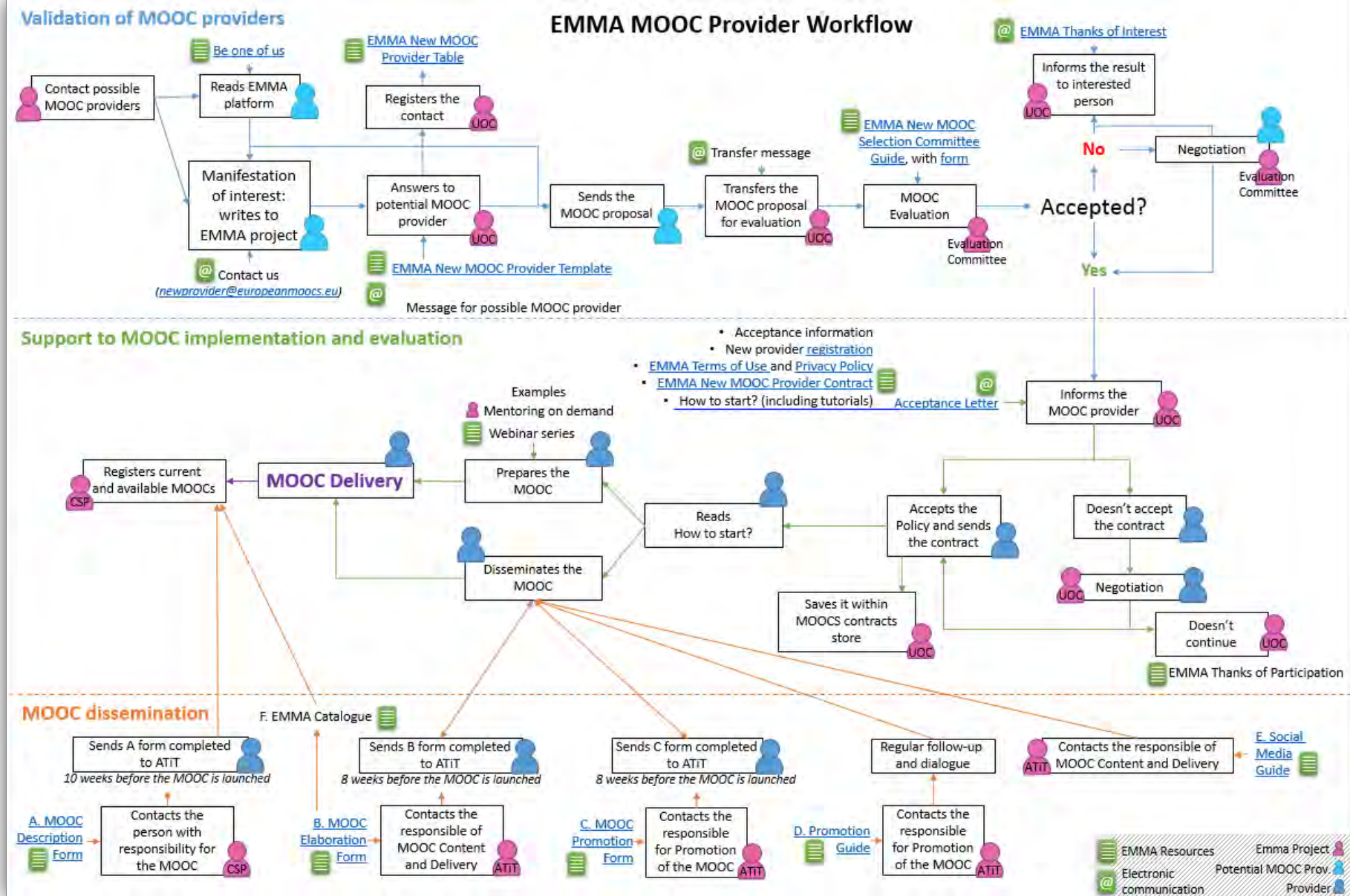
- Support to MOOC implementation and evaluation: its aim is to assist MOOC providers regarding MOOC preparation and dissemination. This process is supported by EMMA partners: UOC gives access to the platform; UNINA supports the whole process regarding technological issues; and ATiT assists its dissemination. The support and information given to the MOOC providers intended to be autonomous. Concretely, a section will be created within the EMMA platform with some information created by the EMMA partners:
  - Pedagogical & Media Design. It offers tips on EMMA's pedagogical and learning considerations as well as a set of Webinars on how to produce a MOOC for EMMA.
  - Uploading Content and setting the MOOC environment. It explains how to put your MOOC content on EMMA and what tools are made available. It includes the [EMMA's A-Z Teacher Tutorial](#) as well as the [Teacher guide](#) (created by UNINA), which helps MOOC providers to create a course on EMMA. The detailed user manual of the EMMA platform will be sent by email.
  - Transcription & Translation. Some guidelines about EMMA's multilingual philosophy and the process of offering the MOOC in another language are offered.
  - Dissemination & Social Media. It addresses how to use EMMA's social media techniques to broaden the reach of the MOOC and create learning and teaching activities.
  - Using EMMA's Learning Analytics. It points out what learning analytics are available to MOOC providers and how we use it.
  - How to ensure you will be able to run your course on EMMA after the project ends.

As a result of these actions the MOOC is ready to be delivered.

- MOOC dissemination: this action is ran in parallel but inserted within the Support to MOOC implementation and evaluation process. Its aims is to disseminate the MOOC in order to get participants. ATiT leads this process.
- MOOC Delivery: this process represents the culmination of the Deployment strategy. This process is supported by EMMA project partners.

Together with the clarification and outlining of a workflow relating EMMA dissemination to EMMA MOOC validation and implementation processes we have traced a strategy aiming at attracting new MOOC providers.

Section 4 will look at the actions related to deployment in more detail.



## 4. DEPLOYMENT ACTIONS

The second phase of deployment focuses on actions that can be carried out to bring more MOOC providers to the EMMA platform. These actions have been organized into three main categories: 4.1. Second wave of providers; 4.2. EMMA’s Deployment Strategy; 4.3. Interested MOOC Providers; and 4.4. Definition of an EMMA European MOOC Framework. Each of these categories will be explained in the sections below.

### 4.1 Second and third wave of providers

As already stated within the project, a second and a third round of MOOCs led by EMMA partners that were experimenting with MOOCs from the first time was implemented.

#### Second wave: 5 MOOCs launched

TLU, UOC, OUNL and UAb were involved in the second wave. As a result of this process, 5 MOOCs were launched (Table 1).

Institution	MOOC	Launch Date	Language
TLU	<a href="#">Computer-assisted inquiry</a>	March 11, 2015	Estonian/ English
UOC	<a href="#">Business Intelligence</a>	April 06, 2015	Spanish/ English
OUNL	<a href="#">E-learning</a>	April 06, 2015	Dutch/ English
	<a href="#">Designing blended learning</a>	April 06, 2015	Dutch/ English
UAb	<a href="#">Lisbon and the Sea</a>	April 13, 2015	Portuguese/ English

Table 1. Second wave of MOOC on EMMA platform

TLU commenced the 2nd wave launch with their MOOC on *Computer Assisted Inquiry*. This course aimed at reinforcing how to use technology for collecting and analysing data, how to interpret data and present it for preparing and conducting inquiry projects in high school level. This MOOC ran on the EMMA platform starting March 11, 2015.

UOC launched *Business Intelligence (BI)*. This course provided an introduction to business analytics or smart data tools, the associated main methodologies and current trends within this area. This MOOC was ran on the EMMA platform from April 06, 2015 to May 20, 2015.

OUNL launched two MOOCs. On one hand, *E-learning* was relaunched from the first wave. On the other hand, *Designing blended learning* addresses the concept of blended learning. Both MOOCs started on April 6, 2015.

Finally, UAb offered *Lisbon and the Sea*, which focuses on the history of Lisbon from the sea perspective. This MOOC started on April 13, 2015.

### Third wave: 10 MOOCs launched

Institution	MOOC	Launch Date	Language
UNINA	<a href="#">The organisation of cultural enterprises</a>	May 4, 2015	Italian/ English
	<a href="#">General and Social Pedagogy</a>	May 4, 2015	Italian/ English
	<a href="#">Cultural heritage, Social Innovation and New Citizenship</a>	May 14, 2015	Italian/ English
UAb	<a href="#">Climate change: the context of life experiences</a>	May 18, 2015	Portuguese/ English
TLU	<a href="#">Mobile Devices in Everyday Life</a>	May 18, 2015	Estonian/ English
UB	<a href="#">Open Wine University</a>	May 21, 2015	French/ English
	<a href="#">Digital Culture and Writing</a>	May 21, 2015	French/ English
UOC	<a href="#">EPortfolio Self-development Study</a>	June 15, 2015	Spanish/ English
UPV	<a href="#">Excel 2010</a>	June 16, 2015	Spanish/ English/ Italian
	<a href="#">Search on the internet</a>	June 16, 2015	Spanish/ English/ Italian

Table 2. Third wave of MOOC on EMMA platform

Five of these ten MOOCs were relaunched from the first wave (October 2014): *Organisation of Cultural Enterprises* (UNINA), *General and Social Pedagogy* (UNINA), *Climate Change: the context of life experiences* (UAb), *Excel 2010* (UPV), and *Search on the Internet* (UPV).

Within the third wave, UNINA launched the MOOCs, *Cultural heritage, Social Innovation and New Citizenship*. The course will first of all take a look at an analysis of the abandoned cultural heritage and current inadequate models of traditional management. Subsequently, we will present a series of success stories regarding spontaneous and necessary innovation that led to the revival of the forgotten heritage, especially in Southern Italy, looking, in particular, at the phenomenon of social innovation and how it can be applied to the cultural heritage. This MOOC ran on the EMMA platform starting May 14, 2015.

TLU contributed with the *Mobile Devices in Everyday Life* MOOC. The course aim is to provide participants the opportunity to familiarize themselves with their mobile device(s) that they use every day and to show them opportunities how to use mobile devices more efficiently and together create a memorable and educational massive open online course experience. This MOOC ran on the EMMA platform starting May 18, 2015.

UB presented a special case in the management of the launch date of their first MOOC titled *Open Wine University* because it was the first MOOC that UB will have ever launched and it represented the first French MOOC based in the field of wine. Based on the political expectations of this particular MOOC on an institutional level UB proposed to have a beta-launch of their MOOC in March to a closed participant list of 282 beta users to later offer the MOOC publicly in May 2015. The Open Wine University MOOC aimed to promote a particular European/French approach to the world of wine and wine, taking into account cultural aspects as well as the more technical. Simultaneously with this second experience, UB launched their second MOOC based on *Digital Culture and Writing*, which is an overview of the potentialities of digital writing and culture, for publish, share and communicate.



The second MOOC launched by the UOC in partnership with EPNET was *ePortfolio Self-Development Study*. It is an introductory ePortfolio MOOC aimed at learners, teachers, practitioners, educational institutions, employers, educational authorities and/or policy-makers interested in starting to implement an ePortfolio for the first time or interested in expanding/enhancing their current practices. The EMMA-EPNET partnership played two roles for UOC as WP5 leader: 1. Recruitment of an external MOOC provider and 2. Compliance with the second pilot wave MOOC requirement that UOC launched in mid June 2015 on the EMMA platform. For UOC, the second EMMA partnership with EPNET symbolizes a high-quality MOOC that has been developed to be placed on the EMMA aggregator as well as a powerful partnership with the University of Zagreb (Croatia), ADPIOS (France), Danube University Krems (Austria), the University of Southern Denmark (Denmark and the TLT Group (EEUU). Currently the EPNET network includes 434 members from 53 different countries and is growing.

## 4.2 Deployment Strategy

Apart from the EMMA partners, various other external MOOC providers from several Universities and cultural institutions have expressed interest in providing a MOOC on EMMA by initial contact through the email: [info@europeanmoocs.eu](mailto:info@europeanmoocs.eu) which is handled by ATiT. As ATiT's role in EMMA is centered on dissemination and not deployment, a new email: [newproviders@europeanmoocs.eu](mailto:newproviders@europeanmoocs.eu) was created to channel all interested MOOC providers to an account associated to the UOC and WP5.

In order to manage the EMMA MOOC providers, a Deployment strategy has been developed. *EMMA's Deployment Strategy*<sup>16</sup> is aimed to broaden MOOC provider participation in the project through a series of actions that look to strengthen interest and membership. Starting in June 2014, UOC began the first phase of deployment which took place through the elaboration of various documents that define the conditions and terms of use, privacy policy, procedures on how to participate as an external MOOC provider, evaluation of external MOOCs, etc. on EMMA. The aim of the first phase of deployment has been to set the basis for greater participation in EMMA through proper documentation and now through this deployment strategy the second phase, an action plan, has been able to take place.

The main objective of the deployment strategy is to offer a series of simple and practical actions to attract interested individuals, groups, organizations, universities, institutions, etc. to become part of EMMA. The main goal is that each consortium partner collaborate in completing the actions that are detailed in the deployment strategy. EMMA's Deployment Strategy proposes a series of actions with key objectives that partners of the consortium have been asked to carry out to bring the EMMA name into a wider known context with a greater base of participation from external MOOC providers. The majority of these actions can be built on and a desirable output of this strategy is to also find a compatible and natural way that these deployment actions can be extended into long-term future practices. Actions have been divided into three categories or general aims: 1)

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<sup>16</sup> See Annex 14: EMMA Deployment Strategy

Involving key partners; 2) Getting to know the platform and the EMMA project; and 3) Attracting and maintaining new MOOC providers to EMMA. Each aim is associated to a concrete action. Table 3 presents the designed deployment strategy.

<b>Involving Key partners</b>	
<b>Aim</b>	<b>Actions</b>
Partnership with other EU projects, institutions and universities to offer a MOOC/s on EMMA	<b>I1.</b> Each partner to identify and contact a possible collaboration with an EU project, institutions and university
MOOC of distinction	<b>I2.</b> Each partner to identify and contact an expert to contribute to our “MOOC of distinction” about Digital culture
Partnership with other NGO initiatives to offer a MOOC/s on EMMA	<b>I3.</b> Each partner to identify and contact a possible collaboration with a NGO
<b>Getting to know the platform and the EMMA project</b>	
Develop a concept/message about the platform to send to potential MOOC providers and identify where this message can be sent	<b>G1.</b> Designated partners are asked to brainstorm main concepts about EMMA that they think are important to communicate about EMMA as well as in what formats
Identification of target bodies	<b>G2.</b> Each partner to identify at least 3 target bodies and communicate about EMMA (e.g. HE institutions, NGOs, professional bodies, etc.)
Identification and the establishment of visible links of EMMA with other projects and networks of interest	<b>G3.</b> Each partner to identify how and where EMMA could be mentioned or associated with a project, thematic network, epistemic communities or network of interest (e.g. Open Education Europe, ETEN, EDEN, EADTU, etc.)
<b>Attracting and maintaining new MOOC providers to EMMA</b>	
Use WP6 Dissemination resources to attract initial MOOC provider interest to EMMA	<b>A1.</b> Designated partners to send a short text clearly stating the offer and responsibilities to those who want to use EMMA through the channels documented in WP6 logs
Provide and elaborate complete and comprehensive information about EMMA	<b>A2.</b> Partners are asked to collaborate in the completion of a clear and understandable guide of how EMMA works and what is needed to run a MOOC on EMMA
Future events/actions to extend EMMA	<b>A3.</b> Partners are asked to brainstorm in future deployment actions/events for the future of EMMA

Table 3. Deployment strategy definition

With respect to the category of *Involving key partners*, aims such as creating partnerships with other EU projects and contacting a key opinion leader in the field are proposed.

Related to the second category of *Getting to know the platform and the EMMA project*, aims such as creating a series of impact messages about EMMA to circulate as well as the identification of how and where EMMA could be associated with a project, thematic network, epistemic communities or network of interest (e.g. Open Education Europe, ETEN, EDEN, EADTU, etc.) are listed.

Finally, connected to the third category of *Attracting and maintaining new MOOC providers to EMMA*, aims such as collaboration with a clear guide of how EMMA can be used by MOOC providers and a brainstorming of future deployment actions are provided. Unless specifically stated within the EMMA Deployment Strategy, all partners are expected to carry out the actions listed as well as to provide input it what can be added and improved.

EMMA's Deployment Strategy includes roles and responsibilities before, during, and after deployment. This deployment plan is intended to provide a smooth transition to the EMMA platform and defines all of the work involved in the actions/steps for complete deployment.

### Current status of the Deployment strategy

With respect to deployment actions, we are starting to collect preliminary results as long as the EMMA's Deployment Strategy is implemented. Table 4 summarizes these actions. The UOC coordinates and provides logistical support to the actions together with some partners.

#### Involving Key partners

##### **I1. Each partner to identify and contact a possible collaboration with an EU project, institutions and university**

- UNINA contacted Eurocall for language learning.
- ATOS initiated collaboration to design MOOCs for eHealth with the Health Education Organization, University of Maastricht. Collaboration with DRIVER project, MOOC about Crisis Management (<http://driver-project.eu/>)
- UOC contacted [METIS](#) but it didn't work but [EPNET](#), a MOOC on ePortfolios, was offered on EMMA in June 2015. [EPNET](#) the ePortfolio community as of now consists of 528 members from over 86 countries.
- OUNL started a dialogue with ECO project and the Open Discovery Space.
- UB started a dialogue with ERASMUS+ project eLene4work. This project will be identifying MOOCs in the field of soft skills and digital soft skills for employability. Some partners have their own MOOCs and would be interested in running on EMMA for the multilingual aspect, in particular German and English (MOOCs currently exist in German only). Timeframe: September 2016.
- TLU contacted Erasmus+ project Three C, planning a joint MOOC on circular economy to EMMA platform.
- UPV contacted to ECO project and P.A.U. Education.
- ATiT promoted through links with channels including OEE, EDEN and EAC to new and existing project consortia. Recently extended to PAU in the context of the MOOC Sprint idea. Also to new Erasmus + projects DICHE and Y-NEX.

##### **I2. Each partner to identify and contact an expert to contribute to our "MOOC of distinction" about Digital culture**

- UNINA has made contact with [employment](#) psychologist who teaches stress management through edutainment. Elaborated a first structure and distribution for the MOOC of distinction, including a proposal of people that could be involved (Derrick De Kerckhove, Pierre Levy, Umberto Eco, Stephen Downs, Evgenij Morozov, Carlo Formenti, Manuel Castells, Geert Lovink,...). Contacted celebrities in field of Digital Culture: Derek De Kerckhove (teacher at Federico II). UNINA Team wants to develop series of mini-MOOCs in specific areas, where a team of different providers create content on

different aspects of the theme including Food, Documentary making, Ingeborg Bachmann + Hans Werner Henze and the Neapolitan Years.

- Starting from UNINA proposal, the UOC coordinates this action.
- UB proposes philosophers, film directors, musicians, artists in the field of digital culture (identification started, contacts to be made). Could be extended to Contemporary Arts schools and museums. Also interested in developing food theme.
- ATiT have idea to make connections with and try to build on the name EMMA by asking for endorsements by famous EMMAs like actresses Emma Watson and Emma Thompson and make connect to the Jane Austin novel EMMA but nothing concrete yet.

### **I3. Each partner to identify and contact a possible collaboration with a NGO**

- UNINA contacted [Hands off Cain](#)
- ATOS contacted [Danish Red Cross](#)
- ATiT has made some initial contacts with international NGOs and organisations based in Belgium potentially interested in creating MOOCs on EMMA, but needs to have a more concrete offer before this can be taken any further.

## **Getting to know the platform and the EMMA project**

### **G1. Designated partners are asked to brainstorm main concepts about EMMA that they think are important to communicate about EMMA as well as in what formats**

- ATiT has elaborated what is understood in WP6 as the main messages to be communicated to this target group but until a concrete offer is formulated with a simple and supported workflow this has not been possible to implement.
- UNINA edited the [EMMA Spot](#) and the [EMMA promoclip](#); and contributed to brainstorming: “EMMA provides low-cost hosting opportunities for smaller institutions interested in experimenting with teaching and learning through MOOCs and OER, and extending their networks”; “EMMA gives your MOOCs greater impact thanks to multilingual versions”; “That EMMA can host mini-moocs that can be clustered to form self-designed MOOCs, used as CPD courses by Provider and/or other professional bodies, form tutorial type courses “how to do” something useful for students eg “How to write a CV””.

### **G2. Each partner to identify at least 3 target bodies and communicate about EMMA (e.g. HE institutions, NGOs, professional bodies, etc.)**

- UNINA identified and contacted EUROCALL mailing list; Insegnanti 2.0 Facebook group; Signalfestival; L’associazione europea degli Science Museum; Network di Maria Perifanou; [LangMOOC project](#).
- ATOS identified and contacted [Serious Games Society](#).
- UOC identified and contacted [Open Education Europe](#); [WSIS Knowledge Forum](#) and [ETEN](#) (European Teacher Education Network).
- OUNL identified and contacted Kennisnet, European Schoolnet, Open Discovery Space, ALT.
- UB identified and contacted at EU level: EDEN (Deborah Arnold is VP Communication for EDEN, discussions underway), EADTU, IDCE ; in France: ANSTIA (National Association of Learning Technology and Audiovisual departments) ; FIED (Inter-university federation for distance learning), Thematic Digital Universities: AUNEGE (management); UOH (humanities); UVED (environment and sustainable development), IUT en ligne (Technology institutes).
- TLU identified and contacted Information Technology Foundation for Education.
- ATiT identified and contacted OEE, Inspiring Science Education partner, EDEN, Europeana.

### **G3. Each partner to identify how and where EMMA could be mentioned or associated with a project, thematic network, epistemic communities or network of interest (e.g. Open Education Europe, ETEN, EDEN, EADTU, etc.)**



- UB identified List\_MAPS (H2020 ETN project addressed to training doctoral students in transversal skills such as communication and entrepreneurship through MOOCs and OERs. They can be potential learners) and eLene4work (ERASMUS+ project addressed to learning to learn (digital) soft skills for employability through MOOCs and OERs. They can be potential learners).
- TLU identified Sheila (Supporting Higher Education to Incorporate Learning Analytics) - Erasmus+ project on policy decisions where EMMA is being used as a platform to train policy bodies.
- ATIT [listed](#) a set of projects.
- Some members of EMMA-UOC are involved in a project related to curriculum design and development: [EMPOWER](#), -community of EU experts related to e-learning. The project has 9 “tracks” where one track will be dedicated to eMOOCs. EMMA could be used as the platform to carry out the eMOOC track of EMPOWER.

### Attracting and maintaining new MOOC providers to EMMA

#### A1. Designated partners to send a short text clearly stating the offer and responsibilities to those who want to use EMMA through the channels documented in WP6 logs

- ATIT uses a growing newsletter contact list (almost 2000 contacts) with regular communication about getting involved.

#### A2. Partners are asked to collaborate in the completion of a clear and understandable guide of how EMMA works and what is needed to run a MOOC on EMMA

- Creation of guides and materials: [EMMA A-Z Teacher Tutorial](#), user manual about EMMA (to be sent by email), [EMMA users guide](#)

#### A3. Partners are asked to brainstorm in future deployment actions/events for the future of EMMA

- UNINA proposes some initiatives: Creating a joint consortium production MOOC of Distinction - Digital Dis-courses; Create a prezi video to show users how to make maximum use of EMMA features; Encourage idea of short lessons/MOOCs which EMMA can cluster (we need to think of catchy name) that users can then collect to make their own learning journey, exploiting toolbox and coursebook feature; Short MOOCs could be used as CPD units for certain professions; Message to universities, museums, cultural associations that they probably already have plenty of Open educational material which is not in the form of a MOOC but could easily become one and this would give them visibility. Making a MOOC for EMMA is a great opportunity and pretty painless; At National/European level, try to get One University Credit for teachers who follow a MOOC on EMMA as part of their professional development; EMMA teacher network on platform where Teachers could exchange details of experiences using MOOCs in flipped classroom; Create a joint teacher-training MOOC using teacher-training networks as providers/creators of content for one of the topics on the loose syllabus provided in the beginning by EMMA – EMMA Summer School transposed; Competition for university students who make digital artifacts about using MOOCs; Testimonials; EMMA quotes from famous MOOC providers that change regularly; Improve metadata to enhance recommended lessons in specific MOOCs on EMMA; Consult TLU on video tagging; enable students to tag once they start MOOC hopping; Word games and images using EMMA name eg emmazing, dilemma, emmagination.
- ATOS proposes the creation of a list of themes for that will show the benefits and learning opportunities provided by the different EMMA core services and MOOCs available in the platform for the different client segments; to contact small companies or corporations that could be interested in the provision of CSR sponsorships; and to open a consultation to the learners to check which could be the topics they will be interested for enrolling in a course offered in the EMMA platform.
- UOC manages the Webinar series on how to produce a MOOC for EMMA (see Additional actions of deployment).
- According to financial possibilities, we are evaluating the possibility of carrying out a second EMMA Summer School (in line with the first one, see Additional actions of deployment).

- UB can contribute by translating into French key resources. UB have already contributed to webinars and workshops on MOOC design. Develop blended training opportunities whereby learners follow a MOOC and then participate in a short face-to-face course or barcamp, possibly in collaboration with other organizations, such as EDEN. UB can also contribute to further refining the overall communication strategy, based on this brainstorming.
- ATiT supports and coordinates the Webinar series implementation on how to produce a MOOC for EMMA (see Additional actions of deployment).

*Table 4. Deployment strategy current status*

For UOC it is very important to highlight that many times the actions that are considered to be deployment overlap with what can be considered to be dissemination (and often times we work in parallel) but it is proposed here that deployment, in this particular context, be seen as concrete actions that can be carried out to bring and maintain more MOOC providing members into the EMMA community. A series of internal meetings with representatives from each partner have started to follow the implementation of the initiatives suggested. The first concerned MOOC scouting activities.

### **Additional actions of deployment**

Two additional actions of deployment have been incorporated: the EMMA Summer School and the EMMA Webinar Series.

On the one hand, the [EMMA Summer School](#) was organized together with Federica Weblearning platform and The European Association for Technology Enhanced Learning (EATEL). The EMMA Summer School was run from July 4th-11th, 2015 on Ischia (Italy). The idea behind such event was to provide training and support to those interested in setting up MOOCs and at the same time interested in having their MOOCs included on the EMMA platform. 18 people participated in the first EMMA Summer School. To be a participant in the Summer School gives priority as a provider for the EMMA platform.

Starting from this experience, we are considering the second EMMA Summer School, expected for July 2016 with the participation of a wider public interested in MOOCs including students, researchers and stakeholders.

And on the other hand, a set of Webinars have been organized together with ATiT and UOC. The objective is to provide a series of monthly one hour webinars on how to produce a MOOC for EMMA that can be used to showcase the expertise of the partnership as well as to encourage new providers to consider launching their MOOCs on EMMA. They are scheduled from November 2015 to June 2016 with the participation of the EMMA partners and external experts (e.g. Darco Jansen).

### **4.3 Interested MOOC Providers**

At the moment a total of 36 individual from different countries (Italy, Malta, Austria, France United kingdom, Belgium, Estonia and Spain) have shown interest to place a MOOC on EMMA (Table

5). All of them were provided with the corresponding documentation to be filled out. Some of them participated from the EMMA Summer School; with them the workflow process is still to be started.

Contact Person	University	Country	MOOC title
Antonella Zane	The University of Padova	Italy	EU project: Linked Heritage
Joseph Micalelf	The Department of eLearning, Education Division	Malta	Photoshop Online course <sup>17</sup>
Solveig Lerat		France	MOOC ABC Gestion de projet 5e édition
Neal Taylor	Pendragon Educational Publishers Ltd	UK	Vocational Course of Turkish
Angela Rees	Pontydysgu Ltd	UK	Video Editing and working on materials for topics such as e-coaching and reflection
Andy Wright	University of Birmingham	UK	
Julia Weinzödl	University of Applied Sciences in Graz	Austria	Initial application form has been sent
Florence Garelli	UNICE	France	
Fabrice Kordon			
Marcelo Maina	METIS project/ Open University of Catalonia	Spain	MOOC Design
Anna Maria Tammaro	Università degli studi di Parma	Italy	Digital Library: user and usage <sup>18</sup>
Graham Attwell	European FP7 Employ-ID Project		European FP7 Employ-ID Project
Michele Ciaverella	Politecnico di BARI	Italy	Teledidattico non fatto, fatto in piccolo, fatto in grande
Isabelle Rey	Inria MOOC lab	France	1. Bioinformatique : algorithmes et génomes, 2. Binaural Hearing for Robots , 3. Code-Based Cryptography , 4. Mobile Robots and Autonomous Vehicles
Lucia Giuliano		Italy	
Robin Bartoletti			
Hein Huyghe	Ministerie van Wonderwijs	Belgium	
Daniel Otto			
Juliette Roussel	FUN platform	France	
Michael Thomas	Camelot Project		<a href="http://camelotproject.eu/">http://camelotproject.eu/</a>
Ruth Liz Kerr	Hands off Cain Team	Italy	The Death Penalty and Human Rights: campaign for universal moratorium on capital punishment <sup>19</sup>
Emiliano Grimaldi	University of Naples Federico II, IRPPS-CNR,	Italy, France	Summer School in European Education Studies (SUSEES) <sup>20</sup>

<sup>17</sup> See Annex 15: MOOC New Providers: Photoshop Online course.

<sup>18</sup> See Annex 16: MOOC New Providers: Digital Library: user and usage.

<sup>19</sup> See Annex 17: MOOC New Providers: The Death Penalty and Human Rights: campaign for universal moratorium on capital punishment.

<sup>20</sup> See Annex 18: MOOC New Providers: Summer School in European Education Studies (SUSEES).

	University of Strasbourg		
<b>Alexandra Baldaque, Paula Morais, Ludo Mateusen, Martin de Wolf</b>	Tallin University	Portugal, Estonia	Circular Economy for teaching <sup>21</sup>
<b>Stefano Esposito</b>		Italy	Publishing for Children
<b>Fabrizio Dughiero</b>		Italy	Electroheat
<b>Pilar Orero</b>	CAIAC	Spain	Performing Arts Accessibility Expert
<b>Graziella Testaceni Riccarda Cristofanini</b>	CSI-Piemonte	Italy	Training trainers to use Web 2.0 technology for employability
<b>Arianna Antonielli &amp; Beatrice Tottossy</b>	University of Florence	Italy	Boccaccio on the set
<b>Donatella Persico</b>	ITD-CNR	Italy	Digital Scholarship
<b>Patricia Huion</b>	UC Leuven-Limburg	Belgium	Guerilla Literacy Learning
<b>Anna Grabowska</b>	PRO-MED	Poland	MOOC linked to a European project on aging called SP4CE
<b>Laura Di Stefano</b>	Universidad De Extremadura	Spain	To be concreted
<b>Pierre Gorissen</b>	Hogeschool van Arnhem en Nijmegen (HAN)	Netherlands	To be concreted
<b>Jean Jamin</b>	Fontys University	Netherlands	To be concreted
<b>Sara Valla</b>	University of Parma	Italy	To be concreted
<b>Maria Barbas</b>	Escola Superior de Educação (IPS)	Portugal	Digital inclusion

Table 5. Deployment strategy current status

Of these 36 a total of 6 have sent in new MOOC provider templates to be reviewed (highlighted above). Of these 6 returned templates, 5 have been accepted to EMMA based on the EMMA Selection Criteria requirements and the evaluation of the EMMA Selection Committee. With the MOOC that was not accepted, follow up actions have been proposed based on what has been considered necessary for the MOOC to be able to be placed on EMMA. Finally, it was accepted. In addition, 2 proposals are currently being assessed.

Before July 2015, the EMMA Summer School was seen as an opportunity for interested MOOC providers to bring their ideas to the table and adapt them to EMMA in a collaborative and focused learning environment. Now, since the EMMA Summer School has already taken place, the next strategic step has been considered to ask potential MOOC providers to focus on certain areas that are necessary for improvement and provide helpful resources. The main reason, up until now that a MOOC has not been accepted to the platform has been based on the lack of resources to guarantee multilingual content revision and facilitation.

As mentioned in EMMA's Deployment Strategy, collaboration with other EU projects, universities and institutions (to name a few) is very important and necessary for the longevity of the platform. Grabbing and maintaining external MOOC providers while the platform can offer free

<sup>21</sup> See Annex 19: MOOC New Providers: Circular Economy for teaching.

hosting is considered an important tactic for accumulating a base of EMMA MOOC providers. Composing a strong MOOC provider base is the main objective of EMMA's Deployment Strategy and the actions proposed within it all work towards reaching a larger potential MOOC provider audience.

#### 4.4 Definition of an EMMA European MOOC Framework

The following steps for WP5 aim the definition of a European MOOC model (T5.3). This task will be based on the lessons learnt from the pilot experience and from the MOOC deployments, defining the best features of the project that can be used as a model by other future actors.

UOC would like to discuss the change of the title of T5.3/D5.3 from Definition of a European MOOC Model to Definition of an EMMA European MOOC Framework.

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## Annex 1. EMMA Terms of Use

### EMMA WEBSITE

### TERMS AND CONDITIONS

\*

#### **Preliminary presentation of the EMMA project**

Welcome to EMMA!

#### *Purpose of the EMMA project*

EMMA is a 30 month pilot action running from February 2014 to July 2016 that is receives financing from the European Union. It aims at showcasing excellence in innovative teaching methodologies and learning approaches through the large-scale piloting of MOOCs on different subjects. EMMA provides 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.

#### *Partners of the EMMA project*

The project is led by the Federica Web Learning team at the University of Naples Federico II in Italy and involves 3 Open Universities:

- Universitat Oberta de Catalunya in Spain,
- Open Universiteit in the Netherlands and
- Universidade Aberta in Portugal,

and 3 traditional universities:

- Université de Bourgogne, France,
- Tallinn University, Estonia and
- Universitat Politècnica de València, Spain.

The project also involves:

- CSP – Innovazione Nelle ICT S.C.A R.L., Italy, which is a partner supporting the implementation of the platform,
- ATOS Spain SA which shall lead the exploitation work;
- IPSOS srl, Italy which will take care of market analysis on users and contributors, and
- ATIT in Belgium which shall be responsible for dissemination.



These institutions will provide MOOCs as well as experience and expertise in the field of e-learning, learning analytics and innovative translation technology.

\*

## TERMS OF USE

### Preamble

- A. The following terms and conditions (“**Terms**”) apply to the provision and use of the massive open online courses (“**MOOCs**”) through the EMMA website (“**Website**”) either by you acting as MOOC provider visiting and browsing the Website (hereinafter a “**Visitor**”), or registering with the Website as a student (hereinafter a “**Learner**”).
- B. These Terms should be read alongside, and are in addition to, our privacy and cookies policies (“**Privacy Policy**”). Please read these Terms carefully as they govern your use of the EMMA website. By accessing the Website (by any means or device) and participating in its MOOCs, you agree that you have read, understood and agreed to these Terms and the Privacy Policy (each can be amended from time to time) in full, whether you are a Visitor or a Learner. If you disagree to these Terms, you shall stop using the Website and its MOOCs.
- C. This project has received funding from the European Union's Competitiveness and Innovation framework Programme under grant agreement no 621030. The European Commission cannot be held responsible for any use of the information contained on the Website.

## 5. DEFINITIONS

In these Terms, the following words with capital letter, shall have the meaning defined hereunder:

“**Additional Terms**” has the meaning ascribed to it in paragraph 8.1 hereunder;

“**Conditions of Acceptable Use**” has the meaning ascribed to it in paragraph 6.3 hereunder;

“**Learner**” has the meaning ascribed to it in paragraph A of the preamble hereof;

“**Learner Content**” has the meaning ascribed to it in paragraph 11.1 hereunder;

“**Linked Sites**” has the meaning ascribed to it in paragraph 14.1 hereunder;

“**MOOCs**” has the meaning ascribed to it in paragraph A of the preamble hereof;

“**MOOC Provider**” has the meaning ascribed to it in paragraph 8.1 hereunder;

“**Partner Institutions**” means the members of the EMMA consortium;

“**Privacy Policy**” has the meaning ascribed to it in paragraph B of the preamble hereof;

“**Terms**” has the meaning ascribed to it in paragraph A of the preamble hereof;

“**we**”, “**us**”, “**our**” or “**EMMA**” refers to the EMMA Consortium, duly represented by its coordinator:

University of Naples Federico II

Via Partenope 36

80121 Naples, Italy

“**Visitor**” has the meaning ascribed to it in paragraph A of the preamble hereof;

“**Website**” has the meaning ascribed to it in paragraph A of the preamble hereof;

“**you**”, or “**your**”, refer to you acting either as a Visitor, a MOOC Provider or as a Learner.

## 6. USE OF THE WEBSITE

- 6.1 By using this Website and its MOOCs (as a Visitor or as a Learner), you agree to comply with the Terms, the Privacy Policy and the Cookies Policy and all applicable local, national and international laws, rules and regulations.
- 6.2 EMMA does not allow for the registration of natural persons who are minor of age in their respective countries on its platform and shall be held exempt from any liability in the event that a minor enrolls on the Website.
- 6.3 Your use and access of this Website and its MOOCs is subject to the following conditions (“**Conditions of Acceptable Use**”), and you agree that your failure to comply with any one of these Conditions of Acceptable Use will constitute a breach of these Terms by you:
- a. you agree not to use and/or post content that defames, harasses or threatens any person;
  - b. you agree not to use content that refers to illegal activities with the intent to commit such activities, or encourages others to commit such activities;
  - c. you agree not to use content that infringes or misappropriates another's intellectual property rights, including, but not limited to, copyrights, trademarks or trade secrets;
  - d. you agree not to use content that you do not have the right to disclose under contractual confidentiality obligations or fiduciary duties;
  - e. you agree not to use material that contains obscene (i.e., pornographic) language or images;
  - f. you agree not to use the Website or its MOOCs for advertising, promotional materials, or any form of commercial solicitation;
  - g. you agree not to use content that otherwise harms other Learners or Visitors or the MOOCs;

- h. you agree not to use content that is unlawful or that violates any applicable local, state, national or international law;
- i. you agree not to use content that probes, scans, or tests the vulnerability of any system or network;
- j. you agree not to use content that breaches or otherwise circumvents any security measures;
- k. you agree not to use content that interferes with, or disrupts, any user, host, or network, for example by sending a virus, overloading, flooding, spamming, or mail-bombing any other user or part of the Website or its MOOCs;
- l. you agree not to use content that plants malware or otherwise uses the Website or its MOOCs to distribute malware;
- m. you agree not to conduct any systematic or automated data collection activities (including without limitation scraping, data mining, data extraction and data harvesting) on or in relation to this website without EMMA's express written consent; and
- n. you agree to not use this website for any purposes related to marketing without our's express written consent.

## 7. LEARNER REGISTRATION AND ACCOUNTS

- 7.1 Any visitor can view the Website, but in order to participate in a MOOC, a Learner must register for a personal account on the Website (a "Learner Account") by providing your real name, and email address and password. You agree that you will not share or give access to your Learner Account with any third party for any reason.
- 7.2 In setting up your Learner Account, you may be asked to provide additional information, for example, your gender, date of birth and location, which qualifies as personal data. Additional information such as this may also be required to confirm your identity. EMMA shall protect your personal data in accordance to its Privacy Policy.
- 7.3 You agree to provide accurate, current and complete information in relation to your Learner Account, and maintain it as such, at any time.
- 7.4 You acknowledge that if any information provided by you in relation to your Learner Account is misleading, inaccurate, not current or incomplete, we reserve the right to block, suspend or terminate your access and use to the Website and enrolment in its MOOCs.

## 8. MOOCs PROVIDERS

- 8.1 Any Visitor affiliated with an educational institution providing MOOCs ("**MOOC Provider**"), or mixing various MOOCs into one learning module, can impose on other Visitors or Learners to accept any further terms, conditions, policies or procedures it considers fit (the "**Additional Terms**"), in addition to these Terms.

- 8.2 Any MOOC Provider acknowledges and accepts that EMMA only offers certification of completion on the Website. EMMA does not offer MOOCs for the purpose of Learners gaining credit or certification at any other educational institution including our Partner Institutions. EMMA does not have the authority or responsibility to award academic credit or certification for any MOOC.

## 9. LEARNER'S CONDUCT

- 9.1 By registering with EMMA for a Learner Account, you agree:
- to register on the Website only once, and will not set up multiple Learner Accounts;
  - that you will be the only one to use your Learner Account; and
  - that you will not cheat nor share any solutions or answers to exams and homework relating to the MOOC.
- 9.2 If you are disqualified for any reason under any item of paragraph 5.1 above, EMMA may prohibit your access or participation on the Website and its MOOCs.
- 9.3 Any Learner acknowledges and accepts to comply with these Terms and the Additional Terms, as the case may be, and that EMMA only offers certification of completion on the Website. EMMA does not offer MOOCs for the purpose of Learners gaining credit or certification at any other educational institution including our Partner Institutions. EMMA does not have the authority or responsibility to award academic credit or certification for any MOOC.

## 10. LICENSE TO USE

- 10.1 With your compliance with these Terms, we grant you a fully revocable, worldwide, non-exclusive, non-transferable, non sublicensable limited right and licence:
- to access, internally use and display the Website and MOOC as an individual only at your location solely as necessary to browse and/or participate in the MOOC as permitted by these Terms and the Additional Terms, as the case may be; and
  - to download permitted content from the MOOC so that you may exercise the rights granted to you by these Terms and the Additional Terms, as the case may be.
- 10.2 You agree to abide by all copyright notices or restrictions contained on the Website and/or the MOOCs. You may not delete any attributions, legal or proprietary notices on the Website or the MOOC.
- 10.3 Certain Partner Institutions may, at their own discretion, make available certain MOOCs under a Creative Commons licence (non-Commercial). Should Partner Institutions choose to do this we acknowledge that the Creative Commons licence will override certain items of these Terms, as appropriate.
- 10.4 Unless otherwise stated, EMMA and/or its MOOC Providers own the intellectual property rights in the Website and the material hosted in the Website. All these intellectual property

rights are reserved and only licensed to you in accordance with these Terms and the Additional Terms, as the case may be.

## 11. LEARNER CONTENT

- 11.1 In these Terms, “**Learner Content**” means all material (including, without limitation, text, images, audio material, video material, audio-visual material, assignments, assessments, questions and feedback) that you submit to this Website and its MOOCs, for whatever purpose.
- 11.2 EMMA does not claim ownership of any Learner Content you may submit or make available on the Website or its MOOCs. The Learner will be the sole and exclusive owner of its own Learner Content.
- 11.3 If you provide any Learner Content, you hereby:
- a. give a worldwide, non-exclusive, non-transferable and free license to EMMA to use and publish such Learner Content in the Website, and
  - b. guarantee that the use and/or publication of your Learner Content does not and will not infringe or misappropriate any third party rights or constitute a fraudulent statement or misrepresentation.
- 11.4 By submitting any Learner Content, you agree to comply with all applicable laws applicable, in particular (but not limited to) with regard to online conduct and acceptable content or to the transmission of technical data exported from the country in which you reside.
- 11.5 In the Website, MOOC Providers provide you with the ability and option to post notes and replies, take part in forums and group discussions, submit assignments and send messages and communications to third party service providers, other Learners and/or us, you agree to use these communication methods to only send communications and materials that are related to the subject matter and furthermore, you agree that all such communications are governed by these Terms.
- 11.6 By using any of the communication methods available on the Website and/or the MOOCs, you agree that:
- a. all communications are of a public domain;
  - b. communication sent to or received from third party service providers are not endorsed, sponsored or approved by us in any way (unless expressly specified); and
  - c. the following types of language/behaviour: swearing, using obscene, offensive or otherwise harmful language, posting defamatory remarks and other types of communication that, in our reasonable opinion, are strictly prohibited and we or the concerned MOOC Provider reserve any right they could have with respect thereto.
- 11.7 You accept that we may make certain communications in relation to the Website and/or MOOCs requesting you feedback about your general experience on the Website and or the MOOC you had been enrolled in.

- 11.8 You agree that the communication services referred to above in paragraphs **Errore. L'origine riferimento non è stata trovata.** to 11.7 may be monitored or recorded for quality control purposes and that the information or material provided as part of the services is subject to these Terms and will be used for educational purposes only.

## 12. USE OF YOUR DATA AND CONTENT FOR RESEARCH

- 12.1 EMMA, will analyse Learner's activity and content both for academic purposes, and in order to provide better and adjusted services via the Website.
- 12.2 You agree to let EMMA conduct research studies and report on this in academic publications, that include anonymous data about Website interaction and which may include Learner Content.

## 13. COPYRIGHT POLICY

- 13.1 Any content that is included in the Website or within the MOOCs that infringes the intellectual property rights of any third party will be removed from the Website as soon as such infringement is made aware to us.
- 13.2 If you are the owner of intellectual property rights, or are authorised to act on behalf of an owner please write a notice email to: [info@europeanmoocs.eu](mailto:info@europeanmoocs.eu) with the following information:
- a. a statement describing what you have found on the Website that represents an infringement of intellectual property rights;
  - b. the country where your intellectual property rights are applicable;
  - c. the title of the content concerned and the full URL for access to that content;
  - d. a statement that explains how the content infringes your intellectual property rights;
  - e. your contact information (mailing address, telephone number and email);
  - f. a statement that the information contained in the notice is accurate and that you are the owner of the intellectual property rights or have an exclusive right in law; and
  - g. your signature (electronic or physical).
- 13.3 If accepted, EMMA will remove the infringed material or access to it will be blocked.

## 14. LINKING TO OTHER SITES

- 14.1 The Website may contain links to other pages or other websites ("**Linked Sites**"), and those Linked Sites may contain content or offer products and/or services for sale.
- 14.2 We do not author, edit, control or monitor these Linked Sites. You agree that:
- a. we have no responsibility towards these Linked Sites and
  - b. we do not control or endorse such Linked Sites.

- 14.3 We may remove any links to Linked Sites on the Website at any time for any reason.
- 14.4 We are not liable for any transactions conducted between you and any Linked Site.

## 15. INTELLECTUAL PROPERTY RIGHTS

### 15.1 Retention of Ownership:

Except for the rights expressly granted to the owner of intellectual property (IP) under these Terms, MOOC Providers will retain all right, title and interest, including all worldwide intellectual property and proprietary rights.

### 15.2 Preservation of Notice.

MOOC Providers shall not remove, delete or obscure any copyright notices or other proprietary notices or legends from any materials provided under these Terms.

15.3 Unless otherwise indicated, EMMA offers freely accessible (course) materials under the Creative Commons license CC BY-NC-SA, available at <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

15.4 By saving your contributions you are releasing your contributions under the Creative Commons license CC BY-NC-SA, available at <http://creativecommons.org/licenses/by-nc-sa/4.0/> <http://creativecommons.org/licenses/by-nc-sa/3.0/> <http://creativecommons.org/licenses/by-nc-sa/3.0/>

15.5 Your contributions are made under your own responsibility. EMMA, taken as a consortium, or any of its members cannot be held liable for the content of or the use of the contributions provided by you. You therefore agree to:

- never use – without permission – material that is protected by copyright;
- never use – without permission – images for which permission has not been obtained from the maker thereof; and
- never use – without permission – material in which persons depicted are visible without these persons having granted permission for use.

15.6 If you do not wish that your contributions be released under the Creative Commons license CC BY-NC-SA 4.0, please refrain from adding your contribution or contributions on the Website.

## 16. INDEMNITY

You agree to indemnify EMMA, taken as a consortium, or any of its members and undertake to keep EMMA, taken as a consortium, or any of its members harmless from any and all claims, liabilities, expenses and damages, including reasonable attorneys' fees and costs, made by any third party relating to or arising out of:

- a. your use or attempted use of the Website and MOOCs in violation of the Terms;
- b. your violation of any law or rights of any third party, or



- c. information that you post or otherwise make available on the Website or through the MOOC, including without limitation any claim of infringement or misappropriation of intellectual property or other proprietary rights.

## **17. LIMITATIONS OF LIABILITY**

- 17.1 EMMA exercises great care with respect to the reliability and accuracy of the information and services that is offered through the Website. However, you acknowledge and agree that EMMA, taken as a consortium, or any of its members disclaim any and all liability for damages, whether direct or indirect and whether in contract, tort, or otherwise, resulting from the content of the information that is offered in the Website or the consequences arising from the use thereof. No rights may be derived from the information as it is rendered online and from (the use of) any services and advice offered, whether or not in exchange for payment. EMMA does not guarantee the faultless operation or uninterrupted accessibility to the web, Website(s) or the services offered online. The information that is provided can be changed at any time without prior notification. In no event shall EMMA, taken as a consortium, or any of its members be liable to you or any of your affiliates for any indirect, special, incidental, consequential, or exemplary damages, whether in contract, tort, or otherwise, even if we have been advised of the possibility of such damages and even if an agreed remedy fails of its essential purpose or is held unenforceable for any other reason
- 17.2 We provide the MOOCs on the Website with no warranty or representation that their content is accurate, complete or up-to-date or that they will meet neither your requirements. We make no warranty or representation that the Website does not infringe the rights of any third party. We accept no responsibility or liability for your use of MOOCs on the Website and your use is entirely at your own risk. While we take reasonable precautions to prevent the existence of computer viruses and/or other malicious programs on the Website, we accept no liability therefor. We do not warrant that any defect in the Website or MOOCs will be corrected.

## **18. RIGHT TO MODIFICATION OF TERMS AND CONDITIONS**

- 18.1 We reserve the right to change or modify the Terms at our sole discretion at any time. Any change or modification to the Terms will be effective immediately upon posting by EMMA.
- 18.2 For any material changes to the Terms, we shall try and take reasonable steps to notify you of such changes or publish information in the Website. In all cases, your continued use of the Website and its MOOCs after publication of such modifications, with or without notification, constitutes binding acceptance of these modified Terms.

## **19. GOVERNING LAW AND JURISDICTION**

- 19.1 These Terms and the relationship between you and us are governed by EU law to the maximum extent, and by the laws of Belgium.



19.2 Any dispute related to, or in connection with, these Terms, shall be referred to the Courts of Brussels.

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*If you have any questions about these Terms or wish to contact us for any reason please contact us at: [info@europeanmoocs.eu](mailto:info@europeanmoocs.eu)*

## Annex 2. EMMA Privacy Policy

### PRIVACY POLICY

#### **EMMA PRIVACY POLICY**

Welcome to EMMA!

The purpose of this Privacy Policy is to describe how EMMA (“EMMA” “us,” “we,” or “our”) collects, uses and shares information about you through our Website and MOOCs. Please read this notice carefully to understand what we do. If you do not understand any aspects of our Privacy Policy you can contact us at [info@europeanmoocs.eu](mailto:info@europeanmoocs.eu). Your use of our Website is also governed by our Terms and Conditions.

#### **1. What this Privacy Policy Covers**

1.1 This Privacy Policy applies to your use of the Website and its MOOCs. Partner Institutions may provide MOOCs with links to other sites found on our Website and you should consult those other parties’ privacy policies as appropriate and applicable.

#### **2. Notice: Collection of Information**

2.1 When you access the Website via any means, for example (but not limited to), through the use of MOOCs, register or post notes, assignments or other resources or provide comments, we may collect, store and use certain personal information that you voluntarily disclose to us. We may also ask you for information when you report a problem with the Website or MOOC.

2.2 When registering we ask for your name, email address, country of residence, native language, profession and date of birth. As part of your Learner profile you may also provide your location, gender and any educational history or qualifications, plus other information. We may store the results of your assessments relating to a MOOC. If you contact us, we may also keep a record of that correspondence.

2.3 EMMA tracks most of your actions and behaviour, such as (but not limited to) visits to pages, interactions and communications, content produced, quizzes, posts, assignments and assessments submitted while studying the MOOCs for the purpose of learning analytics.

2.4 In order to provide you as the Learner with better learner support, Course Providers and teachers/facilitators are have access to Learner data to monitor Learner progress and decide whether support actions are required. Course designers are also given access to input in order to improve the MOOC design.

2.5 We may also collect data relating to your visits to the Website that cannot identify you but records your use of our Website and its MOOCs including, for example, details of how long you have used the Website and the MOOC for.

2.6 EMMA may combine data that you have provided in your profile with other data collected from you while studying the MOOC and other users' data to provide you with a better learner support

2.6 We may also collect your computer's IP address.

### **3. Purpose: How Information is Used**

3.1 By accessing the Website, using its MOOCs, posting notes, replies, assignments and other materials, you agree that your information may be used by us and by technology partners and course and content providers chosen by us for any of the following purposes:

- a. to provide, maintain, protect and improve the quality of the Website and the MOOCs we offer, including by conducting anonymised market research, and to protect us and our users;
- b. for statistical and research purposes;
- c. to provide you with a personalised browsing experience when using the Website;
- d. academic research and research purposes
- e. to fulfil any contractual agreements between you and us (for example, when you register as a Learner in relation to the MOOC);
- f. to send you details (by email) of other products and services which we think may interest you, unless you opt out via your personal settings
- g. to manage your Learner account that you hold with us;
- h. to allow you to use some features of our Website or MOOC;
- i. to send you email notifications and updates about the Website or MOOCs you are enrolled on; and
- j. to comply with legal and regulatory requirements.

3.2 We may use your email address to send you course notices and updates about our service.

### **4. Consent: Your Rights**

4.1 You have the right to contact us in order to find out what information we hold about you or to access, cancel or correct any information that we hold about you.

4.2 You can edit your personal details via your profile page whenever you wish.

4.3 You may unsubscribe from certain email communications by following the Unsubscribe link in the email communication itself. You may also update your personal information by logging into the Website and visiting your Learner account page. For more detailed information about your Learner account please refer to our Terms.

4.4 The Website may, from time to time, contain links to and from the websites of third parties. If you follow a link to any of these websites, please keep in mind that these websites have their own

privacy policies and that we do not accept responsibility or liability of any of these policies. Please check these policies before you submit any personal information to these websites.

## **5. Security**

5.1 EMMA is responsible for securing all collected data that could contain traffic and/or personal data. Data present in the system of EMMA will be kept within the framework of EMMA's platform service.

5.1 EMMA and its Partner Institutions involved in data tracking and learning analytics, with regard to the aforementioned security, engages the following organizational control and measures of the following:

- Burglar alarm;
- Safe for storing data files;
- Logical access control using a password or pin number;
- Firewalls.

Information is only provided from the data files in the situations stated above in section 3 within EMMA.

## **6. Disclosure**

The learning analytics Users will be informed that a learning analytics application is running where certain data is tracked and that this data will be analysed to support the participants. Users will be informed that no personal data is being shown to other learners but will be shown to instructors and in general visualisations shown to other learners is based on aggregated data. EMMA will take precautions to ensure data is stored securely and safely and can't be accessed by others. No data will be knowingly made available to other people outside the project. Learning analytics data will be used as well to evaluate the learning analytics algorithms and the platform. Data for evaluation purposes will only be made available to those researchers from partner organisations that are responsible for the evaluation.

## **7. Access**

7.1 All Users of EMMA are granted access to their personal data and allowed to correct any inaccuracies.

## **8. Accountability**

8.1 EMMA's Personal data collectors are held accountable for adhering to EMMA's Privacy Policy.

## **9. Cookies and similar technologies**

9.1 EMMA uses cookies. Cookies are text files containing small amounts of information which are downloaded to your device when you visit a website. Cookies are used by our servers to identify the user and its device. We use cookies that look at the language of preference on the platform and content to help manage our personalization tools adapt to the user's needs and improve the user experience.

9.2 EMMA uses Google Analytics. Google Analytics is a web analytics service provided by Google, Inc. (“Google”), to help us see how our website is used. In doing so information about your use of our website, including your IP address, may be transmitted to Google.. The data collected by Google Analytics is used to analyse how frequently the same people revisit the Website, how the Website is found (from advertising or referring websites), and which pages are most frequently viewed. This information is combined with data from other users to create an overall picture of Website use, and is never identified individually or personally and is not linked to any other information stored about you.

- **Cookie name(s):** \_\_utma, \_\_utmb, \_\_utmc, \_\_utmv, \_\_utmz
- **Data stored:** A random unique number or string of letters and numbers to identify your browser, the times and dates that you interacted with the site recently and the marketing materials or referring pages that led you to the site.
- **When does it expire?** The longest lasting cookie expires 2 years after your last visit to the website. Others are deleted after 6 months, 30 minutes and the moment you close your browser.

9.3 We use cookies, along with analytic tools, to explore the navigation in our site for research purposes.

## 10. Changes/Modifications in our Privacy Policy

We will review our privacy policy from time to time. Our privacy policies are subject to change and modification. Any change, update, or modification will be effective immediately upon posting on our Site. Any material change to this Privacy Policy will be made known by changing the effective date (located at the bottom of this page). Please return to this page periodically to make sure that you are up to date with the most current version of this Privacy Policy.

Effective as of **Month date, year**

## Revisions

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## Annex 3.

### EMMA Compressed Terms of Use & Privacy Policy

#### TERMS AND CONDITIONS & PRIVACY POLICY

#### **EMMA Terms and Conditions & Privacy Policy**

Welcome to EMMA!

EMMA is a project led by the Federica Web Learning team at the University of Naples Federico II in Italy and involves 3 Open Universities: Universitat Oberta de Catalunya in Spain, Open Universiteit in the Netherlands and Universidade Aberta in Portugal and 4 traditional universities: University of Leicester, UK, Université de Bourgogne, France, Tallinn University, Estonia and Universitat Politècnica de València, Spain. CSP – Innovazione Nelle ICT S.C.A R.L., Italy is a partner and will be supporting the implementation of the platform, while ATOS in Spain will be leading on the exploitation work. IPSOS srl, Italy will take care of market analysis on users and contributors, and ATiT in Belgium are responsible for dissemination. These institutions will provide MOOCs as well as experience and expertise in the field of e-learning, learning analytics and innovative translation technology.

The following terms and conditions (“**Terms**”) and privacy and cookies policy (“**Privacy Policy**”) apply to the provision and your use of the massive open online courses (“**MOOCs**”) through the EMMA website (“**Website**”) including your visiting and browsing the Website (being a “**Visitor**”) and registering with EMMA as a student (a “**Learner**”).

Please read these Terms and Privacy Policy carefully. These terms and conditions and Privacy Policy govern your use of the EMMA website, by accessing the Website (by any means or device) and participating in its MOOCs, you agree that you have read, understood and agreed to these Terms and the Privacy Policy (each as amended from time to time) in full, whether you are a Visitor or a Learner. If you disagree to these Terms and Privacy Policy, you must stop using the Website and its MOOCs immediately.

This project has received funding from the European Union's Competitiveness and Innovation framework Programme under grant agreement no 621030. The European Commission cannot be held responsible for any use of the information contained on this Website.

#### **Right to Modification of Terms and Conditions**

EMMA reserves the right to change or modify the Terms and Conditions and Privacy Policy at our sole discretion at any time. Any change or modification to the Terms and/or Privacy Policy will be effective immediately upon posting by EMMA. For any material changes to the Terms and Privacy Policy, EMMA will take reasonable steps to notify you of such changes. In all cases, your continued use of

the Website and its MOOCs after publication of such modifications, with or without notification, constitutes binding acceptance of these modified Terms and Conditions and Privacy Policy.

## 1. About Us

1.1 In these Terms, “we”, “us”, or “our” refer to EMMA, a 30 month pilot action supported by the European Union funded in part under the CIP (Competitiveness and Innovation Programme) Framework Programme under grant agreement no. 621030. The EMMA Management Team is located at:

University of Naples Federico II  
Via Partenope 36  
80121 Naples, Italy

1.2 If you have any questions about these Terms and/or Privacy Policy or wish to contact us for any reason please write us at: [info@europeanmoocs.eu](mailto:info@europeanmoocs.eu)

## 2. Use of the Website

2.1 By using this Website and its MOOCs (as a Visitor or as a Learner), you have agreed to these Terms, the Privacy Policy and the Cookies Policy and all applicable local, national and international laws, rules and regulations.

2.2 EMMA does not allow the registration of minors on its platform and is held exempt from any liability in the event that a minor enrolls on the Website.

2.3 Your use and access of this Website and its MOOCs is subject to the following conditions (“**Conditions of Acceptable Use**”), and you agree that your failure to comply with any one of these Conditions of Acceptable Use will be a breach of these Terms by you:

- a. You agree to not use and/or post content that defames, harasses or threatens others;
- b. You agree to not use content that discusses illegal activities with the intent to commit such activities, or encourages others to commit such activities;
- c. You agree to not use content that infringes or misappropriates another's intellectual property rights, including, but not limited to, copyrights, trademarks or trade secrets;
- d. You agree to not use content that you do not have the right to disclose under contractual confidentiality obligations or fiduciary duties;
- e. You agree to not use material that contains obscene (i.e., pornographic) language or images;
- f. You agree to not use the Website or its MOOCs for advertising, promotional materials, or any form of commercial solicitation;
- g. You agree to not use content that otherwise harms other users or visitors to the Website or MOOCs;
- h. You agree to not use content that is unlawful or that violates any applicable local, state, national or international law;
- i. You agree to not use content that probes, scans, or tests the vulnerability of any system or network;

- j. You agree to not use content that breaches or otherwise circumvents any security measures;
- k. You agree to not use content that interferes with or disrupts any user, host, or network, for example by sending a virus, overloading, flooding, spamming, or mail-bombing any other user or part of the Website or its MOOCs;
- l. You agree to not use content that plants malware or otherwise uses the Website or its MOOCs to distribute malware;
- m. You agree to not conduct any systematic or automated data collection activities (including without limitation scraping, data mining, data extraction and data harvesting) on or in relation to this website without EMMA's express written consent;
- n. You agree to not use this website for any purposes related to marketing without EMMA's express written consent.

### **3. Collection of Information**

3.1 When you access the Website via any means, for example (but not limited to), through the use of MOOCs, register or post notes, assignments or other resources or provide comments, we may collect, store and use certain personal information that you voluntarily disclose to us. We may also ask you for information when you report a problem with the Website or MOOC.

3.2 When registering we ask for your name, email address, country of residence, native language, profession and date of birth. As part of your Learner profile you may also provide your gender and any educational history or qualifications, plus other information. We may store the results of your assessments relating to a MOOC. If you contact us, we may also keep a record of that correspondence.

3.3 We may also collect data relating to your visits to the Website that cannot identify you but records your use of our Website and its MOOCs including, for example, details of how long you have used the Website and the MOOC for.

3.4 We may also collect your computer's IP address.

### **4. How Information is Used**

4.1 By accessing the Website, using its MOOCs, posting notes, replies, assignments and other materials, you agree that your information may be used by us and by technology partners and course and content providers chosen by us for any of the following purposes:

- a. to provide, maintain, protect and improve the quality of the Website and the MOOCs we offer, including by conducting anonymised market research, and to protect us and our users;
- b. to provide you with a personalised browsing experience when using the Website;
- c. to fulfil any contractual agreements between you and us (for example, when you register as a Learner in relation to the MOOC);
- d. to send you details (by email) of other products and services which we think may interest you, unless you opt out via your personal settings
- e. to manage your Learner account that you hold with us;
- f. to allow you to use some features of our Website or MOOC;



- g. to send you email notifications and updates about the Website or MOOCs you are enrolled on; and
- h. to comply with legal and regulatory requirements.

4.2 We may use your email address to send you course notices and updates about our service.

## **5. Use of your data and content for research**

5.1 EMMA, our University Partners and associated institutions (such as IPSOS and CSP) study learner activity and content for academic purposes and to improve what we have to offer.

5.2 You agree to let us and our University Partners conduct research studies, including publications, that include anonymous data about Website interaction and which may include learner content.

## **6. Cookies and similar technologies**

6.1 EMMA uses cookies and similar technologies. Cookies are text files containing small amounts of information which are downloaded to your device when you visit a website. Cookies are used by our servers to identify the user and its device. We use cookies to help our personalization tools adapt to the user's needs and improve the user experience.

6.2 We use cookies, along with analytic tools, to explore the navigation in our site for research purposes.

## **7. Intellectual Property Rights**

7.1 All content or other materials available on the Website and MOOCs, excluding learner content, including but not limited to code, images, text, layouts, arrangements, displays, illustrations, audio and video clips, HTML files and other content are the property of EMMA, its Course Providers and/or its partner institutions and are protected by copyright, patent and/or other proprietary intellectual property rights under the law of their residing country and international treaties on intellectual property rights.

*Effective as of October 14, 2014*

Revisions

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## Annex 4. Functionalities Matrix

**Checklist on EMMA platform functionalities**, available and required (implemented) for the next iteration by the end of February 2015.

**Working group participants:** Eleonora, Deborah, and Marcelo - Jessica

**Procedure:**

Drafting by group participants by 15<sup>th</sup> January  
Draft shared with all EMMA partners for commenting  
Final version by 22<sup>nd</sup> January

<b>What you want to achieve (pedagogy)</b> ⇒	<b>Ease of use</b> How easy can this be set up by you?	<b>Information Transfer</b> Is it a tool for disseminating information from you to your students?	<b>Assess learning</b> Will this tool allow you to assess your students' learning?	<b>Communication &amp; interaction</b> Can it be used for communication & interaction among participants (you & your students)?	<b>Co-create content</b> Can you & your students collaborate & create content together?
<b>Ways you want to use (technology)</b> ↓					
<b>Add resource</b> Upload a file (Word Document/ PowerPoint)	Easy, like an email attachment. But can your doc stand on its own?	Yes. Only teachers can upload files to the course site.	Maybe. It's used to give tasks. Collection of student files is through Forum or Assignment.	No. It's a distribution tool. No option for interaction or communication.	Maybe. It's used to give tasks. Collection of student files is through Forum or Assignment.
<b>Add/Embed Resource</b> Link to a web page	Easy, find the web url, copy it and then paste it.	Very easy way of leading students to information. Can link directly to database articles.	Not directly. Option is to link to external student e-portfolios or blogs.	Maybe. Link to external tools (e.g. groups, blogs or wikis).	Maybe. You can link to external collaborative sites (e.g. Google docs, blogs or wikis).
<b>News Forum</b> Use to send out course announcements	Easy. It's a standard forum, already set up in your course.	Yes, include course updates, encouragement, timely links, etc	No. The News Forum is limited. Students cannot post new topics.	You can start new topics. Students respond. Great for establishing course rhythm.	Limited because students cannot start new topics. Tip: set up another forum.
<b>"Your Blog"</b> Personal blog where you can set a	Easy.	Yes, it is meant to be the main	No.	Yes.	Not really, this is more of a

title and start posting and communicating with other authors and students. It is the main tool to communicate with the class.		tool to communicate to your students.			communication tool.
<b>Metablog</b> Indexes the posts and gives to the users the possibility to filter all posts by Most Viewed, Latests Posts and Teacher Posts, published both by teachers and students.	Easy.	Yes, it is an more categorized way to view and filter posts on “your blog.”	No.	Not really, this is more of an organized version of “your blog.”	Not really, this is more of a communication tool.
<b>-CMS Dashboard</b> 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	Easy.	Yes, course creation, editing and management all sprouts from here.	No.	No.	No.
<b>-Facilitators Dashboard</b> Visualizes students progress against the module or the course as a whole. Informs how many students (%) have completed the module, are in progress or not enrolled. Additionally, informs the overall progress (%) of different modules in the course.	Easy.	No. This function is meant for use by facilitators only to track students’ progress in their course as a whole.	Yes.	No.	No.
<b>-Students Dashboard</b>	Easy.	Yes.	Maybe.	Yes, real time	Not really, this is

<p>Visualizes in real time social interactions in the course context based on posts and replies in the discussion section and blog comments. Progress in the course context based on the performed self-assessment tasks and assignments, accessed materials and time spent on them, participation in discussion and number of activities completed versus total to do.</p>			<p>Observations based on comments, feedback and general reactions can help in assessing student learning.</p>	<p>interactions based on the course can all be seen here.</p>	<p>more of a communication tool.</p>
<p><b>Wiki</b> Use for many types of learning activities</p>	<p>Tricky. Each individual MOOC provider is responsible for their own external wiki link which can be found on the Social Media Dashboard that EMMA provides.</p>	<p>Yes.</p>	<p>Maybe</p>	<p>Yes, but each course provider is responsible for their own external wiki.</p>	<p>Yes, but each course provider is responsible for the use of their own external wiki.</p>
<p><b>PLE</b> (combines 3 different environments corresponding to 3 different, but complementary, approaches to self-learning:</p>	<p>Easy.</p>	<p>Yes.</p>	<p>Maybe. You can</p>	<p>No.</p>	<p>No.</p>

<p><b>-Backpack</b> Offers a classic top-down approach where material associated with courses can be collected, edited and organized.</p>	Easy.	Yes.	see what information and material students have collected for your course.	No.	No.
<p><b>-Time Machine</b> Offers the user a chronological view of their activity on the platform(this makes it easier for users to record their learning pathway, especially is they are working on different courses). The starting point is a course task and from there users can choose to add other chunks of content that they wish to compare.</p>	Easy.	Yes.	Maybe. You can visualize their learning pathway.	No.	No.
<p><b>-Tag Cloud</b> Offers a more conceptual bottom-up approach where the system organizes the most salient content for the user depending on the learning pathways that they follow. The system is based on tags and the construction of a tag cloud resulting from the interaction between the user and the learning content.</p>	Easy.	Yes.	Maybe. You can see how learners organize course content.	No.	No.

<p><b>Accordion Structure</b> A simplified breadcrumbs navigation system model which offers rapid access to the main features from the topbar on the site. Additionally, every course looks like an accordion block, which you can expand into lesson units to work on.</p>	Easy.	No.	No.	No.	No.
<p><b>Database</b> Allow students to collect, share &amp; search created artifacts</p>	Easy.	Yes.	Yes.	Yes.	Yes.
<p><b>Lesson</b> Use for presenting branched info. The lesson section structure: a. info, b. lesson abstract, c. units, d. additional resources, &amp; e. conversation</p>	Easy.	Yes.	No.	No.	No.
<p><b>Unit</b> From the lesson accordion box you can create a new unit which will additionally allow you to add tags, links and upload supplementary resources.</p>	Easy.	Yes.	No.	No.	No.
<p><b>Assignment</b> Use to collect, assess, self-assess,</p>	Easy.	Yes.	Tricky. The assignments are	Yes.	No.



provide quizzes & provide feedback on assignments			difficult to be reached by students.		
<b>Quiz</b> Use to assess learning, formative or summative. You can create three different types of tests based on: 1. open answer, 2. true/false questions and 3. multiple choice.	Easy.	No.	Yes.	No.	No.
<b>Translation</b>					
<p><b>**Discussion Forum</b> Used for many different types of learning activities</p> <p><b>**Peer Review Assessment Tool</b> (add description) a tool similar to the one used in “workshop”, 3 phase coursera mooc (email mmaina, 12/01/2015 fwd: peer assessment”</p> <p><b>**Social Web Networking</b> Tool for supporting communities of practice/interest; collaborative work</p> <p><b>**Glossary</b> Use for learning activities that gather resources or present info</p>					

<p><b>**Quiz feedback</b> used to provide an explanation for the correct answer (eg. d is correct because X implies Y)</p>					
<p>Great fit</p>	<p><b>How to use this guide</b> Are you a new teacher? Use this guide to pick the right tool for the job.</p> <ul style="list-style-type: none"> <li>• Know which tool you want to use? Follow its row across to see its strengths &amp; weaknesses.</li> <li>• Know what you want to achieve? Pick a column and follow it to see which tool will help you do it.</li> </ul>		<p><b>*Be creative with Discussion Forums</b> It doesn't always have to be an in-depth class discussion. Other activity ideas: class debate, team discussions, report weekly project findings, web quests, role play &amp; feedback, gather resources &amp; reviews, assessment support, Helpline, NZ's Got Talent (use the rating), rotated student-led discussions, weekly magazine,...</p>		<p><b>**NOT available, required for next MOOCs starting in March 2015</b></p>
<p>Can work w/ some learning design</p>					
<p>Not best tool for the job</p>					

## Annex 5. Be one of us

### *Why get involved in the first round of EMMA users?*

EMMA is a 30-month pilot action that aims to promote real cross-cultural and multi-lingual learning. Feedback and ideas from learners like you are important for us to shape a high quality platform to meet our learners' needs.

This is the pilot stage, so what are available at the moment are a number of features that have been meticulously chosen to deliver the EMMA vision. As more courses are unveiled over the coming months, more features will be included.

We are counting on you as learners to give us feedback about your experience and suggest improvements. Get in touch with us and we'll do our best to take on board as many as we can.

As a leading testbed member we will make sure that your institution has visibility on our website and a special place in our hearts as well as in our future initiatives.

EMMA's goal is to preserve Europe's rich cultural, educational and linguistic heritage by promoting cross-cultural and multilingual learning. If you are from a European educational or cultural institution and you want to deliver a MOOC on the platform the following information aims to answer some of the basic questions that you may have.

### *1. Why become an EMMA MOOC provider?*

Depending on what suits you and your institution best, EMMA offers to our MOOC providers the following:

- *Visibility/Brand extension at a European level by becoming part of an ambitious project* Additionally, EMMA offers the plus of having translation/transcription services which allow MOOC providers to move beyond language barriers and reach more learners.
- *Outreach and experimentation (institutional experience)* Bring innovation to your teaching and learning practices.
- *Research learning and teaching.* EMMA offers both a teacher and learner dashboard function which allows you to have a global vision of your MOOC as well as survey services (specific data tracking and learning analytics on a specific MOOC or set of MOOCs for academic purposes).

### *2. What does it cost to become an EMMA MOOC provider?*

MOOCs on EMMA are offered for free to learners. EMMA provides free MOOC hosting<sup>1</sup> for selected providers.

Additional services that EMMA provides:

- Special tracking requests
- Special research focus requests
- New feature development
- Research & Analysis reports

## Annex 6. EMMA Selection Criteria

The following criteria will be used to assess whether an organization or project or single teacher can become an EMMA MOOC provider.

Criteria	Description
1. Alignment with the EMMA principles	The following are the core principles for the EMMA project: focus on European member states, multicultural, open practices, accessible and ethically sound. Additionally, EMMA looks for the following: 1) the course is provided by a serious, not for commercial, ethical, cultural institution; 2) the course is provided by an outstanding, expert, distinguished teacher affiliated to a discipline in some way; 3) the material can be adapted to the platform in a way that the course results complete, nice, appealing; 4) the material do not infringe any copyright law: the teacher is able to provide tutoring/engagement activities with independence; 5) the teacher is willing to give feedback and collaborate on the Emma activities (survey, translation quality check etc.); 6 finally, the teacher/institution is willing to cite the Emma project in own dissemination activities
2. The quality of the content and activities.	The MOOC should be based on sound pedagogical principles, including: clear learning outcomes/objectives, a clear learning pathway, an indication of activity timings, effective use of text, audio and video, and clear assessment elements (if included). Further guidance on creating good quality content and activities can be found in EMMA's <a href="#">good practice guide in the design of MOOCs</a> .
3. Expertise of the MOOC provider	The MOOC provider should 1. be able to attest to the knowledge and expertise in the chosen topic, 2. be affiliated in an academic discipline (ERC classification) and/or 3. be a distinguished expert or authority in the topic/discipline.
4. The MOOC should be delivered in one of the currently available EMMA supported languages	EMMA currently supports languages in: English, Spanish, Italian, Dutch and Portuguese. Other European languages may be included in the future, including French and Estonian.
5. Attendance at the EMMA Summer School	Additional priority will be given to MOOC providers who are willing to attend the EMMA Summer School.
6. Resources	The MOOC provider should provide evidence that they have sufficient human resources to design and deliver the MOOC. It addition they should be prepared to adhere to the EMMA approach, and work within the constraints in terms of timescales, for example time to complete transcription and translation. They should show willingness and flexibility to adapt their MOOC to fit the EMMA platform if necessary



Annex 7.  
EMMA Selection Committee Guide



## EMMA New MOOC Selection Committee Guide

March, 2015

I. Aim of this document:

The aim of this document is to detail to the process and criteria for acceptance to the EMMA platform for new MOOC providers and/or proposals. While one of the goals of EMMA is to expand its MOOC provider database; another parallel goal is to ensure a competitive, multilingual platform that offers quality MOOCs from academically reputable and experienced institutions. With this in mind, a small committee has been set to the task of creating a document that clarifies how EMMA should select new MOOCs that will be offered on its platform.

II. What has been created (see ANNEX 1):

1. Become a New EMMA MOOC Provider (public document)
2. EMMA New MOOC Proposal Template (External Parties) (ATIT/UNINA/UOC) (public document)
3. EMMA Selection Criteria (private document) (ULEIC/UOC/UNINA/ATIT)
4. EMMA New MOOC Evaluation Form
5. EMMA Acceptance Letter (public document)
6. EMMA Thanks of Interest Letter (public document)

III. Process- How documents should be used and by whom:

- a. An interested potential EMMA MOOC provider will be able to access the *EMMA New MOOC Proposal Template (External Parties)* and the criteria that EMMA looks for (see *Become an EMMA MOOC Provider*) directly from the websites splash page (*Be one of Us, Get Involved, I want to become part of EMMA!*) which they can email back to the email: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu)
- b. They will then be written back to, thanking them for their interest in EMMA by the administrator of the email account: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu)
- c. The EMMA Selection Committee (set up of 3-5 rotating members from the 1st and 2nd pilot wave MOOC experience) will be notified of a pending MOOC interest/proposal with their completed corresponding *EMMA New MOOC Proposal Template (External Parties)* attached.
- d. Each selection committee member is to review the completed *EMMA New MOOC Proposal Template (External Parties)* with reference to the *EMMA Selection Criteria* and fill out the *EMMA New MOOC Evaluation Form*.
- e. Once the EMMA New MOOC Evaluation Form is filled out and signed it should be sent back to the email: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu) with the subject title: (Name of Reviewer) + (Name of reviewed MOOC).
- f. The evaluation forms will then be tallied by the administrator of the email: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu) and the Selection Committee will be informed.
- g. If a MOOC is accepted by the committee the rest of the EMMA consortium should be advised and the *EMMA Acceptance Letter* should be emailed out to the future MOOC provider by the administrator of the email: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu) If a MOOC does not fit the selection criteria of the EMMA platform then the *EMMA Thanks of Interest Letter* should be emailed to the potential MOOC provider by the individual responsible for handling new MOOC proposals, the administrator of the email: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu), while the rest of the EMMA consortium need not be advised.



IV. Conclusion:

As mentioned previously, this document is meant to be used to broaden EMMA’s MOOC provider database as well as to ensure quality MOOC provision on the platform. This document and its contents have been created to provide clear lines of communication between EMMA’s Selection Committee and interested MOOC providers which in turn we hope will conserve EMMA’s long-term health and future.

**ANNEX 1**

1. Become a New EMMA MOOC Provider

<https://docs.google.com/document/d/1YqZcyPwZyqu3mUW6hTPbR4ML3AQHkKSwlGW0zc0eo10/edit?usp=sharing>

2. EMMA New MOOC Proposal Template (External Parties)

**Proposal for a MOOC on the EMMA platform (External Parties)**

<b>GENERAL INFO</b>	
Name of MOOC	
Providing Institution	
Description (subject, domain, pedagogy, learning outcomes/objectives, outline of lessons if possible, summary syllabus)	
Duration in Weeks	
Total participant workload in hours (course + homework)	
Course format (levels of interaction, text-based syllabus, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	
Primary Language of Delivery	
Preferred language(s) to be included in the translation and transcription	
Commitment to adhere to EMMA’s principles	
Teachers + short bio	
<b>OTHER DETAILS</b>	
Envisioned starting date	
Accreditation from the University?	
Planned costs	
History of MOOC, for example: -Example of a (similar) course? Provide URL -Already offered face to face? (Where? To whom? Additional observations)	



-Online? -On another MOOC platform? -Planned future face to face activities?	
Target MOOC audience	
Participants requirements/ prior knowledge needed?	
License (CC/ all rights protected)	
Reason(s) for wanting to publish on EMMA	
Special Needs (eg. support)	
<b>CONTACT PERSON</b>	
Name	
email address	

### 3. EMMA Selection Criteria

#### Criteria to become an EMMA MOOC provider

The following criteria will be used to assess whether an organisation or project or single teacher can become an EMMA MOOC provider.

Criteria	Description
1. Alignment with the EMMA principles	The following are the core principles for the EMMA project: focus on European member states, multicultural, open practices, accessible and ethically sound. Additionally, EMMA looks for the following: 1) the course is provided by a serious, not for commercial, ethical, cultural institution; 2) the course is provided by an outstanding, expert, distinguished teacher affiliated to a discipline in some way; 3) the material can be adapted to the platform in a way that the course results complete, nice, appealing; 4) the material do not infringe any copyright law: the teacher is able to provide tutoring/engagement activities with independence; 5) the teacher is willing to give feedback and collaborate with EMMA activities (survey, translation quality check etc..); 6) commitment to review the automatic transcription and translation of their course material and finally, 7) the teacher/institution is willing to cite the EMMA project in their own dissemination activities
2. The quality of the content and added activities.	The MOOC should be based on sound pedagogical principles, including: clear learning outcomes/objectives, a clear learning pathway, an indication of activity timings, effective use of text, audio and video, and clear assessment elements (if included). Further guidance on creating good quality content and activities can be found in EMMA's good practice guide in the design of MOOCs.
3. Expertise of the MOOC provider	The MOOC provider should 1. be able to attest to the knowledge and expertise in the chosen topic, 2. be affiliated in an academic discipline (ERC classification) and/or 3. be a distinguished expert or authority in the topic/discipline.
4. The MOOC should be delivered	EMMA currently translates and transcribes the following languages: English, Spanish,



in one of the currently available EMMA supported languages	Italian, Dutch and Portuguese. Other European languages are being added, including French and Estonian.
5. Attendance at the EMMA Summer School	Additional priority will be given to MOOC providers who are willing to attend the EMMA Summer School.
6. Resources	The MOOC provider should provide evidence that they have sufficient human resources to design and deliver the MOOC. In addition they should be prepared to adhere to the EMMA's principles, and work within the constraints in terms of timescales, for example time to complete transcription and translation. They should show willingness and flexibility to adapt their MOOC to fit the EMMA platform if necessary

### 3. EMMA New MOOC Evaluation Form



#### EMMA New MOOC Evaluation Form

Date	
Title of MOOC being reviewed	
Name of Selection Committee Reviewer	

1. Does the MOOC align with EMMA's main principles? If not, please explain.  
(Please note that if the MOOC does not fulfill this criteria then it automatically is eliminated for review).

The following are the core principles for the EMMA project: focus on European member states, multicultural, open practices, accessible and ethically sound. Additionally, EMMA looks for the following:  
1) the course is provided by a serious, not for commercial, ethical, cultural institution; 2) the course is provided by an outstanding, expert, distinguished teacher affiliated to a discipline in some way; 3) the material can be adapted to the platform in a way that the course results complete, nice, appealing; 4) the material do not infringe any copyright law: the teacher is able to provide tutoring/engagement activities with independence; 5) the teacher is willing to give feedback and collaborate on the Emma activities (survey, translation quality check etc.); 6 finally, the teacher/institution is willing to cite the Emma project in own dissemination activities

2. Does the MOOC fit with the rest of EMMA's Selection Criteria? If not, please explain.

2. The quality of the content and activities	The MOOC should be based on sound pedagogical principles, including: clear learning outcomes/objectives, a clear learning pathway, an indication of activity timings, effective use of text, audio and video, and clear assessment elements (if included). Further guidance on creating good quality content and activities can be found in EMMA's <a href="#">good practice guide in the design of MOOCs</a> .
--	---

3. Expertise of the MOOC provider	The MOOC provider should 1. be able to attest to the knowledge and expertise in the chosen topic, 2. be affiliated in an academic discipline (ERC classification) and/or 3. be a distinguished expert or authority in the topic/discipline.
4. The MOOC should be delivered in one of the currently available EMMA supported languages	EMMA currently supports languages in: English, Spanish, Italian, Dutch and Portuguese. Other European languages may be included in the future, including French and Estonian.
5. Attendance at the EMMA Summer School	Additional priority will be given to MOOC providers who are willing to attend the EMMA Summer School.
6. Resources	The MOOC provider should provide evidence that they have sufficient human resources to design and deliver the MOOC. In addition they should be prepared to adhere to the EMMA approach, and work within the constraints in terms of timescales, for example time to complete transcription and translation. They should show willingness and flexibility to adapt their MOOC to fit the EMMA platform if necessary
3. What do you like most about this MOOC for EMMA?	
4. What do you think that this MOOC needs to change to be suitable for EMMA?	
5. Does this MOOC meet your expectations as an experienced provider and EMMA Selection Committee member? Please explain.	
6. Does this MOOC seem beneficial for the growth and quality of the EMMA aggregator? Please explain.	

*Additional comments/observations:*

After review of the (name/title of the MOOC) proposal I, (name of the EMMA Selection Committee member) believe that this MOOC is apt/not apt (select one) for the EMMA platform.

Signature of Selection Committee Member:

#### 4. EMMA Acceptance Letter

Dear (name of provider),

We are pleased to confirm the acceptance of your MOOC proposal to be hosted and run in EMMA platform.

Your application satisfactorily fulfilled the predefined requirements for the hosting and delivery your MOOC on the EMMA platform.

You should contact xxxxx for the creation of a dedicated space within EMMA. Please provide full names and personal contact information (include electronic addresses) of those responsible for editing the MOOC.

Thanks for trusting in EMMA.



We wish you a very successful experience.

Best regards,  
The EMMA team.

5. EMMA Thanks of Interest Letter

Dear (name of provider),

We have studied your proposal but unfortunately at this moment we are unable to provide your institution with the necessary support due to the high number of demands we are receiving. Thank you for your interest in EMMA and if you have any further comments or questions please do not hesitate to contact us.

Best regards,

The EMMA team

**Annex 8.**  
**EMMA New MOOC Provider Template**

**Proposal for a MOOC on the EMMA platform**

<b>GENERAL INFO</b>	
Name of MOOC	
Providing Institution	
Description (subject, domain, pedagogy, learning outcomes/objectives, outline of lessons if possible, summary syllabus)	
Duration in Weeks	
Total participant workload in hours (course + homework)	
Course format (levels of interaction, text-based syllabus, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	
Primary Language of Delivery	
Preferred language(s) to be included as a translation and transcription option	
Teachers + short bio	

<b>OTHER DETAILS</b>	
Envisioned starting date	
Accreditation possibilities	
MOOC background, for example: -Example of a (similar) course? Provide URL -Already offered face-to-face or online? (Where? to whom? additional observations) -On another MOOC platform? -Planned future face-to-face and /or online activities?	
Target MOOC audience	
Participants requirements/ prior knowledge needed?	
License (CC/ all rights protected)	
Reason(s) for wanting to publish on EMMA	
Special requirements	
<b>CONTACT PERSON</b>	
Name	
email address	

Please send this form back to: [newprovider@europeanmoocs.eu](mailto:newprovider@europeanmoocs.eu). Thank you.



## Annex 9.

### EMMA New MOOC Provider Evaluation Form



#### EMMA New MOOC Evaluation Form

Date	
Title of MOOC being reviewed	
Name of Selection Committee Reviewer	

1. Does the MOOC align with EMMA's main principles? If not, please explain.

(Please note that if the MOOC does not fulfill this criteria then it automatically is eliminated for review).

The following are the core principles for the EMMA project: focus on European member states, multicultural, open practices, accessible and ethically sound.

Additionally, EMMA looks for the following:

1) the course is provided by a serious, not for commercial, ethical, cultural institution; 2) the course is provided by an outstanding, expert, distinguished teacher affiliated to a discipline in some way; 3) the material can be adapted to the platform in a way that the course results complete, nice, appealing; 4) the material do not infringe any copyright law: the teacher is able to provide tutoring/engagement activities with independence; 5) the teacher is willing to give feedback and collaborate on the Emma activities (survey, translation quality check etc.); 6 finally, the teacher/institution is willing to cite the Emma project in own dissemination activities

2. Does the MOOC fit with the rest of EMMA's Selection Criteria? If not, please explain.

2. The quality of the content and activities	The MOOC should be based on sound pedagogical principles, including: clear learning outcomes/objectives, a clear learning pathway, an indication of activity timings, effective use of text, audio and video, and clear assessment elements (if included). Further guidance on creating good quality content and activities can be found in EMMA's <a href="#">good practice guide in the design of MOOCs</a> .
3. Expertise of the MOOC provider	The MOOC provider should 1. be able to attest to the knowledge and expertise in the chosen topic, 2. be affiliated in an academic discipline (ERC classification) and/or 3. be a distinguished expert or authority in the topic/discipline.
4. The MOOC should be delivered in one of the currently available EMMA supported languages	EMMA currently supports languages in: English, Spanish, Italian, Dutch and Portuguese. Other European languages may be included in the future, including French and Estonian.
5. Attendance at the EMMA Summer School	Additional priority will be given to MOOC providers who are willing to attend the EMMA Summer School.
6. Resources	The MOOC provider should provide evidence that they have sufficient human resources to design and deliver the MOOC. In addition they should be prepared to adhere to the EMMA approach, and work within the constraints in terms of timescales, for example time to complete transcription and translation. They should show willingness and flexibility to adapt their MOOC to fit the EMMA platform if necessary

3. What do you like most about this MOOC for EMMA?
4. What do you think that this MOOC needs to change to be suitable for EMMA?
5. Does this MOOC meet your expectations as an experienced provider and EMMA Selection Committee member? Please explain.
6. Does this MOOC seem beneficial for the growth and quality of the EMMA aggregator? Please explain.

*Additional comments/observations:*



After review of the (name/title of the MOOC) proposal I, (name of the EMMA Selection Committee member) believe that this MOOC is apt/not apt (select one) for the EMMA platform.

Signature of Selection Committee Member:

## Annex10. EMMA New MOOC Provider Table

request date	Contact person	University	Country	e-mail address	MOOC title	request made via
20/10/2014	Antonella Zane	the University of Padova	Italy	antonella.zane@unipd.it	EU project: Linked Heritage	info@europeanmoocs.eu
27/11/2014	Joseph Micallef	The Department of eLearning, Education Division	Malta	joe.joseph.micallef@ilearn.edu.mt	video tutorial course on Photoshop	info@europeanmoocs.eu
25/10/2014	Solveig Lerat		France	solveig.l@hotmail.fr	MOOC ABC Gestion de projet 5e édition	info@europeanmoocs.eu
23/10/2014	Neal Taylor	Pendragon Educational Publishers Ltd	UK	neal.taylor@pendragoned.co.uk	Vocational Course of Turkish	info@europeanmoocs.eu
11/9/2014	Angela Rees	Pontydysgu Ltd		angela.marie.rees@gmail.com	Video Editing and working on materials for topics such as e-coaching and reflection	info@europeanmoocs.eu
14/04/2014	Andy Wright	University of Birmingham		A.Wright.2@bham.ac.uk		info@europeanmoocs.eu
15/04/2014	Julia Weinzödl	University of Applied Sciences in Graz	Austria	Julia.Weinzödl@fh-joanneum.at		
25/04/2014	Florence GARELLI	UNICE	France	florence.garelli@gmail.com		
27/11/2014	Fabrice Kordon			Fabrice.Kordon@lip6.fr		contact form
12/11/2014	Marcelo Maina	METIS project/ Open University of Catalonia		mmaina@uoc.edu	MOOC Design	
23/12/2014	Anna Maria Tammaro	Università degli studi di Parma	Italy	annamaria.tammaro@unipr.it	Digital Library	forward from Sally Reynolds
30/01/2015	Graham Attwell	European FP7 Employ-ID Project		graham10@mac.com	European FP7 Employ-ID Project	forward from Joasia
10/2/2015	Michele Ciaverella	Politecnico di BARI		engineeringchallenges@gmail.com	teledidattico non fatto, fatto in	forward from Ros (friend)

					piccolo, fatto in grande	
25/03/2015	Isabelle Rey	Inria MOOC lab	France	isabelle.rey@inria.fr	1. Bioinformatique : algorithmes et génomes, 2. Binaural Hearing for Robots , 3. Code-Based Cryptography , 4. Mobile Robots and Autonomous Vehicles	newprovider@europeanmoocs.eu
25/03/2015	Lucia Giuliano		Italy	l.giuliano@abadir.net		newprovider@europeanmoocs.eu
1/1/2015	Robin Bartoletti			robin@bartoletti.us		contact form
9/2/2015	Hein Huyghe	Ministerie van Wonderwijs	Belgium	hein.huyghe@gmail.com		via mathy
20/01/2015	Daniel Otto			Daniel.Otto@fernuni-hagen.de		via Ruth
25/03/2015	Juliette Roussel	FUN platform	France	juliette.at.fun@gmail.com		info@europeanmoocs.eu
21/04/2015	Michael Thomas	Camelot Project		mthomas4@uclan.ac.uk	<a href="http://camelotproject.eu/">http://camelotproject.eu/</a>	info@europeanmoocs.eu
23/04/2015	Ruth Liz Kerr	Hands off Cain Team	?	ruthlizkerr@gmail.com	The death penalty and human rights	newprovider@europeanmoocs.eu
8/5/2015	Emiliano Grimaldi	UNINA	Italy	emiliano.grimaldi@unina.it	Summer School in European Education Studies (SUSEES)	
2/6/2015	Three C Task force MOOC	TLU associate		Ludo Mateusen	mail@mateusen.nl	
				Euneos Euneos	mail@euneos.fi	
				Paula Morais	pmorais@upt.pt	
				Alexandra Baldague	baldague@upt.pt	
				Mart Laanpere	martl@tlu.ee	
				Terje Valjataga	terjev@tlu.ee	
30/06/2015	Stefano Esposito		Italy	Ste_esposito@yahoo.it	Publishing for Children	
2/7/2015	Fabrizio Dughiero		Italy	fabrizio.dughiero@dii.unipd.it	Electroheat	zendesk
3/8/2015	Pilar Orero		Spain	pilar.orero@uab.cat	Performing Arts Accessibility Expert	New provider
6/5/2015	Riccarda Cristofanini, Graziella	CSI-Piemonte	Italy	Riccarda.cristofanini@csi.it	training trainers to use Web 2.0 technology for	Via Eleonora

	Testaceni				employability	
	Arianna Antonielli	University of Florence	Italy	arianna.antonielli@unifi.it	Boccaccio on the set	Via Sally (Summer School)
	Beatrice Tottossy	University of Florence	Italy	tottossy@unifi.it		
	Donatella Persico	ITD-CNR	Italy	persico@itd.cnr.it	Digital Scholarship	Via Sally (Summer School)
	Patricia Huion	UC Leuven-Limburg	Belgium	patricia.huion@ucll.be	Guerilla Literacy Learning	Via Sally (Summer School)
	Anna Grabowska	PRO-MED	Poland	ankagra52@gmail.com	MOOC linked to a European project on aging called SP4CE	Via Sally (Summer School)
	Laura Di Stefano	Universidad De Extremadura	Spain	lauradistefanobattaglia@gmail.com		Via Sally (Summer School)
	Pierre Gorissen	Hogeschool van Arnhem en Nijmegen (HAN)	Netherlands	pierre.gorissen@han.nl		Via Sally (Summer School)
	Jean Jamin	Fontys University	Netherlands	J.Jamin@fontys.nl		Via Sally (Summer School)
	Sara Valla	University of Parma	Italy	sara.valla@unipr.it		Via Sally (Summer School)
	Prof. Dr. Frank Gielen	EIT Digital Professional School Director	Belgium	frank.gielen@eitdigital.eu	22 Rue d'Arlon B-1050 Bruxelles Belgium	Via Mathy Vanbuel
	Maria Barbas	Escola Superior de Educação (IPS)	Portugal	mariapbarbas@gmail.com	Digital inclusion	Via António

## Annex 11. EMMA Letter of Acceptance



Dear (name of provider),

We are pleased to confirm the acceptance of your MOOC proposal to be hosted and run in EMMA platform.

Your application satisfactory fulfilled the predefined requirements for the hosting and delivery your MOOC on the EMMA platform.

You should contact xxxxx for the creation of a dedicated space within EMMA. Please provide full names and personal contact information (include electronic addresses) of those responsible for editing the MOOC.

Thanks for trusting in EMMA.

We wish you a very successful experience.

Best regards,

The EMMA team.



## Annex 12. EMMA Thanks of Interest Letter



Dear (name of provider),

We have studied your proposal but unfortunately at this moment we are unable to provide your institution with the necessary support due to the high number of demands we are receiving. Thank you for your interest in EMMA and if you have any further comments or questions please do not hesitate to contact us.

Best regards,

The EMMA team



## Annex 13. EMMA MOOC Provider Workflow

### **EMMA MOOC Provider Workflow**

Dear MOOC Provider,

Welcome to EMMA! We are sure that you must have a lot of questions about how to start using the platform and how to launch your MOOC. We will try to guide you through the process here in this document, laying out steps to follow as well as providing tips that will help you save time and maximize your EMMA MOOC experience. This document is divided into the following 7 main sections:

- *1. Pedagogical & Media Design*
  - Here we will offer tips on EMMA's pedagogical and learning considerations.
- *2. Uploading Content*
  - Here we will explain how to put your MOOC content on EMMA and what tools you have available.
- *3. Transcription & Translation*
  - Here we will guide you through EMMA's multilingual philosophy and the process of offering your MOOC in another language.
- *4. Dissemination & Social Media*
  - Here we will show you how to use EMMA's social media techniques to broaden the reach of your MOOC and create learning and teaching activities.
- *5. Using EMMA's Learning Analytics*
  - Here we will discuss EMMA's learning analytics, what is available to you and how we use it
- *6. How to ensure you will be able to run your course on EMMA after the project ends.*





Now that you are an EMMA MOOC Provider here is some quick advice, -before getting started, we recommend that you:

- Request your authoring username(s) and password(s):
  - Send email to [support@europeanmoocs.eu](mailto:support@europeanmoocs.eu) introducing yourself and request a username and password for all staff who will be authoring and teaching the course and request access to translation tutorials on the EMMA platform.
  - You will receive a reply email with all usernames and passwords requested.
  
- Go through an EMMA MOOC **as a user**:
  - register for and complete the EMMA A-Z *tutorial for users to see what guidance EMMA users are given and/or register on an EMMA MOOC if you have not already done so.*
  - *register for and complete [EMMA's A-Z Teacher Tutorial MOOC](#) (review best practice guide that can be found in Unit 1 "pedagogic technique").*
  - Go through EMMA information material **as an instructional designer/teacher**:
  
- Answer the following questions to better prepare your MOOC:
  - What languages will you deliver your MOOC in?
  - What MOOC design and interaction patterns will you use in a multilingual learning context?
  - How will you offer tutor provision in a multilingual context?
  - What training does your staff need to have to optimize their use of EMMA and how will you meet these?
  - What strategies will you use to encourage a multicultural approach to learning on EMMA?
  - What is your target number of enrollments you hope to attract?
  - At what stage is your MOOC?
    - Is this the first time you will run it?
    - Has it been run on another platform before?
  - What channels can you use to attract people to enroll in your MOOC?
    - Who is responsible in your team for disseminating information about your MOOC?



## 1. Pedagogical & Media Design

It offers tips on EMMA's pedagogical and learning considerations as well as a set of Webinars on how to produce a MOOC for EMMA.

It includes the **EMMA webinar series** (currently being organized). The objective is to provide a series of monthly one hour webinars on how to produce a MOOC for EMMA that we can use to showcase the expertise of the partnership as well as to encourage new providers to consider launching their MOOCs on EMMA.

## 2. Uploading Content & Setting the MOOC environment

EMMA provides a series of guides, tutorials and manuals for providers as well users which we hope give you the necessary information to be almost self-sufficient in your MOOC authoring. We also have a Zen Helpdesk that the EMMA technical team compiled on the basis of their experience of troubleshooting during the preparation of earlier rounds of MOOCs from internal providers. Moral, technical and other authoring support is also available through the mentoring system which is explained in the relevant section of this document and detailed in the original communications from UOC when your user credentials are sent.

Here is the [EMMA A-Z Teacher Tutorial](#). Created by UNINA, it provides step by step instructions on how to create your MOOC and put it onto the platform. It comprises 6 lessons, that provide manageable chunks of learning content in the form of video tutorials, text-based guides, as well as links to relevant OER sources, many of which are written by EMMA consortium members.

The current version was correct at September 2015. As with all guides that accompany agile and evolving platforms, the UNINA team does its best to keep the tutorials updated with recent changes to the platform but, of course, there may be occasional details that are no longer relevant. Compiling and maintaining these guides represents a challenging task both for the speed with which platform integration has evolved in recent months, and for the fact that each guide is published in multilingual versions to reach the whole EMMA public and to try and ensure that important instructions are available in a user's native language.

The first lesson is called **Pedagogic techniques**. The different units provide information and pointers on:

**Best practices:** a compilation of practical guidelines based on experience of EMMA providers

**Teaching techniques:** reminders of how to vary your MOOC format and include a variety of classroom techniques and activities into the virtual learning environment

**Tutor/facilitator tips:** a review of techniques for engaging and retaining users through strategic use of interaction and communication features including social networks.

**EMMA platform tracking:** runs you through the reasons why LA can help improve the teaching and learning process and provides information on the actions and learning activity that the EMMA teacher and student dashboards provide information on.

The second lesson is **Authoring a course on EMMA** and takes you into the EMMA CMS and offers information and tutorials on every step from syllabus to course, through cover page, lesson, unit and the different forms of assignment and assessment available.

The third lesson sees us on the EMMA front end and is a **guide to navigation** through the different course and interaction features available.



The fourth lesson provides an overview of how EMMA supports personal learning and explores some of the features like blogs, profiles and coursebooks.

Last, but not least, the tutorials in lessons 5 and 6 provide information on how to approach the revision of video transcriptions and translations as well as text translations.

You will also find a link that enables you to download a set of simplified, infographic guides that steer you through the authoring process and give pointers as to which interaction and assessment features will work best for you <http://platform.europeanmoocs.eu/guide/EMMA-Teacher-Infographic-Guide.pdf>

There is also a detailed user manual available to MOOC authors, which the EMMA team will send by email on request.

### 3. Translation & Transcription

Once you have content uploaded onto the platform EMMA's automated translation and transcription services will begin to translate and transcribe your text and videos. Here are some guidelines about this service.

In the current version, text and videos are processed by the Transcription and Translation Platform (TTP) available at <http://ttp.mllp.upv.es>. At the moment, you need to register at the TTP to translate your MOOC course. Once you have obtained your account, you can log into the platform. Then, you will see on the left-side menu the "VIDEO TRANSCRIPTION" and "DOCUMENT TRANSLATION" sections and related operations you can do with these objects on the TTP, that is, upload and review the automatic transcription/translation generated. Now, we describe the workflows for the translation of videos and text and how it relates to the EMMA platform.

#### 4.1 Translating your videos

Videos are available for transcription and translation. The workflow with videos is the following:

1) Upload your videos to the TTP.

Videos can be uploaded using the "Upload media" option on the left-side menu. It says "media" because you can also upload audio files (for instance an mp3 file). Once you click on "Upload media", you will see a form with several fields to be filled. Title, Media file and Media language are compulsory. The rest are optional (Slides file and External documents), but if provided, they help to improve the transcription quality.

2) Review of video subtitles on the TTP.

Once a video has been processed (an e-mail is sent to the user), by clicking on "My videos", you will see the list of videos that you have uploaded to the platform and their current review status regarding transcription and translation. On the left-bottom corner of each video, you will see boxes indicating the languages in which subtitles are available and the current state of review: black (automatic subtitles), orange (partially reviewed) and green (completely reviewed). If you click on any of these boxes the subtitle in that language and the video are shown in synchrony. Once on this screen, you can select other languages available by clicking on the CC button. In addition, you can show two languages at the same time in synchrony with the video.



### 3) Download SRT files from the TTP

You can download the subtitle file in SRT format for any of the languages available by clicking on the "Gear" icon on the bottom bar of the video screen and then "Download subtitles". This latter functionality is very important to make subtitles available in your videos at the EMMA platform.

### 4) Upload SRT files to YouTube or Vimeo

Videos at the EMMA platform are shown as embedded YouTube or Vimeo videos because of the bandwidth limitation. To upload an SRT file to your YouTube or Vimeo video, you need to log into your Vimeo or YouTube account and search for the video in question. Then, access the corresponding captions (CC) option in YouTube or Vimeo to upload the SRT file.

### 5) Embedding YouTube or Vimeo videos into the EMMA platform

While you are watching 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.

## 4.2 Translating your text

Text inserted into the EMMA platform is automatically passed to the TTP for translation. Then, you need to review the automatic translation on the TTP and once you have finished, you just need to ask the EMMA support team to insert back your reviewed translations into the EMMA platform. More precisely, the step-by-step process would be the following:

- 1) The MOOC provider uploads their contents to the EMMA platform.
- 2) The MOOC provider informs UPV that all content has been uploaded and automatic translations are generated for each text.
- 3) Once automatic translations are ready, an e-mail will inform the user that they are available. The user will log into the TTP to review translated documents.

Looking at step 3 in more detail. Once the translation process is over, the list of translated texts is shown by clicking on "My documents" under the "DOCUMENT TRANSLATION" section of the front page (once you have logged in) of the TTP. The list (or table) of translated documents is organised into 6 columns: ID (shared ID between UNINA and UPV), Title (as provided in the EMMA platform), Sentences (number of sentences), Language (source language), Translations (target languages) and Date. Similarly to video subtitles, the column "Translations" shows the languages into which the source document has been translated. By clicking on a "language-labeled" box, the user selects the target language that is going to be reviewed. The next screen shows three tabs: "View HTML (original)", "Edit translation" and "View HTML (translation)". The "Edit translation" tab shows the corresponding document split into sentences, with source and target languages in parallel. User can correct translations (for consistency with the content in the EMMA platform, please do not modify the source text) and save changes.

4) When the user is done with the review process, he/she should inform UNINA (and UPV, as well), so reviewed translations can be retrieved from the TTP by the UNINA team and upload them to the EMMA platform.

If at any time you need to modify an already translated document, please do it at the EMMA platform and let us (UPV) know, so that we can regenerate the corresponding translation.

This is not intended to be a complete manual, but a quick reference text to have a clear overview of transcription and translation workflows at EMMA

#### 4. Dissemination & Social Media

Members of the ATiT team in EMMA are responsible for providing support to all MOOC providers and to the EMMA Consortium as a whole in promotion and dissemination of all EMMA activities. This includes potential participants in new MOOCs offered on the EMMA platform. To do this effectively, the ATiT team offer support to each MOOC provider based on an understanding that attracting new participants in each MOOC is the joint responsibility of the MOOC provider and ATiT as well as the consortium as a whole whose members are all expected to help promote the MOOCs that are offered on the EMMA platform to potential participants.

**Step 1:** Once a new MOOC is confirmed by the review board, the main person with responsibility for the MOOC in the providing institution is asked to complete a basic form called the **A. MOOC Description Form** and to send it to ATiT at least 10 weeks before the MOOC is launched. This form provides ATiT with the basic information needed to start promoting the MOOC, title, description, start date, duration, language and the names of the key people responsible for this MOOC in the institution.

This form also requests the availability of a short introduction video made by the institution which can be used to attract enrollments. This video needs to also have subtitles in all relevant languages. Once the ATiT team receive this completed form, they will ensure it is added to the project website and will support the MOOC provider in making sure this basic information is also available in the portal. Please note, when posting this basic information to the portal it will need to be available in all languages in which the MOOC is to be delivered.

This form also asks for the names of the person responsible in the providing institution for the Content and Delivery of the MOOC and also for the person with responsibility for the Promotion of the MOOC.

**Step 2:** The person with responsibility for the Content and Delivery of the MOOC will be asked to complete the **B. MOOC Elaboration Form** and to send it to ATiT at least 8 weeks before the MOOC is launched. This form provides ATiT with information about the target audience for the MOOC, what people can hope to learn, the structure of the MOOC, accreditation options. Its contents will be used by ATiT to create **F. EMMA Catalogue** described below and circulated to all partners. This form also allows the provider to describe what channels including social media channels will be used internally in the MOOC to ensure learner engagement and interaction.

**Step 3:** The person with responsibility for the Promotion of the MOOC will be asked to complete the **C. MOOC Promotion Form** and to send it to ATiT at least 8 weeks before the MOOC is launched. This form provides ATiT

with information about the channels that will be used by the MOOC provider externally to promote their MOOC including social media channels.

This form also invites the MOOC provider to clearly state how social media will be used during the MOOC to attract more enrollments and invites the provider to choose one of three options; either the person responsible for promotion takes care of ensuring there is a steady flow of content about the MOOC through the EMMA social media channels OR they commit to sending ATiT relevant content that can be used for this purpose OR they appoint a social media activist within their organisation to take care of this important role.

**Step 4:** ATiT provides the person with responsibility for Promotion of the MOOC with the **D. Promotion Guide** which includes useful tips for getting the most out of existing dissemination and promotion channels. This short guide has been built on the experience of EMMA in its first year of operation and contains several key dissemination and promotional activities that can be carried out by the MOOC provider to attract more attention to their MOOC. This guide will be sent to the person with responsibility for Promotion of the MOOC once the name of this person is known to ATiT. Members the ATiT team are then available to this person for regular follow-up and dialogue. Information about the numbers of enrollments in the MOOC will be provided on a weekly basis to this person once the MOOC is open for enrollment along with an analysis of the sources of online interest, patterns of visits, etc.

**Step 5:** ATiT provides the person with responsibility for the Content and Delivery of the MOOC with the **E. Social Media Guide** which includes useful tips and suggestions about using social media within the MOOC as a way to encourage more engagement and interaction. This short guide has been built on the experience of EMMA in its first year of operation and includes references to how previous MOOC providers have used social media successfully in their MOOC. This guide will be sent to the person with responsibility for Content and Delivery of the MOOC once the name of this person is known to ATiT. Members the ATiT team are then available to this person for regular follow-up and dialogue as well as coaching if necessary on how to best use social media with the MOOC.

**Step 6:** Based on the information provided by the MOOC provider, ATiT will create **F. EMMA Catalogue** which is a summary of all current and available MOOCs. This catalogue will be updated as necessary and sent to all partners who are invited in turn to use their own communications channels to promote ALL MOOCs offered by EMMA. It will contain information about the target users for each MOOC, what people can expect to learn and will include short promotional texts in all relevant languages that can be used by partners in their promotion.

## 5. Monitoring & Evaluation (Learning Analytics)

**Learning analytics**, together with **social survey data** constitute one part of the EMMA platform evaluation. One of the leading definitions of learning analytics suggests that it is the “the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs” (cited by Siemens and Long, 2011). Monitoring activities are mandatory for the EMMA project in order to have data to reflect and improve on: we ask that all MOOC providers commit and collaborate with our use of learning analytics, and commit and collaborate with our use of the survey tools which are offered.

**Learning analytics** in EMMA will be used for several purposes. First, the aim is to provide feedback loop for the MOOC facilitators and support them in the process of improving their pedagogical designs of their MOOCs. Secondly the aim is to personalize the learning process for MOOC participants by providing them learning analytics dashboards with the aggregated information of course activities and their own individual

activities. Such dashboards support the sensemaking of the learning process and instant feedback about progress. Finally the aim is to evaluate the learning analytics algorithms themselves. Learning analytics can be developed based on real data in real context and it can be done only through several iterations of MOOC implementation and evaluation.

Learning analytics data is being collected via tracking tool and data stored in a Learning Locker that acts as a Learning Record Store (LRS). Data will be used with two purposes:

- a. Retrospective analysis of data: the Evaluation team analyzes the EMMA courses after each launch, based on shared principles, and provide feedback to each MOOC provider about their last run of the course. Additionally, every MOOC provider may ask raw data about their course, which will be delivered as a .csv file on which providers may perform their own additional analysis.
- b. Instant feedback via dashboards: the Learning analytics team develops algorithms for dashboards (facilitators and learners) and collected data is used for dashboard visualizations.

The following data are being tracked in EMMA: data about participants' visits to different pages and the amount of time they spend on different types of digital content; data about participants' contributions to the MOOC in the form of blogposts, comments and discussion inputs, data about participants' performance related to assignments and quizzes. Also, since EMMA is offering the unique multilingual feature, the Consortium is keen on getting feedback on how participants use the different language options available in the platform.

To the MOOC participants we provide information on dedicated learning analytics dashboards which show their progress against the lessons: what kind of units, assignments and learning content have been accessed and how many assignments have been submitted. Participants will be informed about the average-student progress and so, they have a chance to compare their own progress with a benchmark. Based on initiated topic and comments s in conversation module, social network analysis will be performed and results will be visualized for learners.

For the MOOC facilitators we provide retrospective analysis:

- about the different groups of learners. Learners will be divided into groups depending on their activities (or lack of them): **enrolled** (enrolled only, in the course), **observers** (entered the course more than five times), **contributors** (added to page visits, used also posts, comments or submitted content in the course context at least once) and **active users** (learner contributed to the course more than five times);
- about discussion initiators and responders with the aim to investigate whether the participants tend more to initiate discussions or, they also follow other posts and reply to the questions
- overview of time spent and number of interactions on different lessons. Such information will provide an overview of what lessons are more intensively visited and which assignments are submitted by the participants

For the MOOC facilitators we also provide dashboards with the following information:

- number of interactions and time spent on different lessons: how many assignments accessed and submitted, number of visits on different learning content (texts, hyperlinks, additional learning resources)
- social network analysis based on initiated and responded conversation posts within the MOOC context

The MOOC participants learning analytics dashboards will be provided with the following information:



- overview of progress in MOOC. Participant will be informed about what kind of materials have been accessed, what materials peers have accessed and might be relevant for him/her as well; how many assignments have been submitted and with what result;
- social network analysis based on initiated and responded conversation posts within the MOOC context

**Social survey data** are collected by the means of questionnaires developed ad hoc. This part of the evaluation has had a more general application in the initial phases of the project, it is now oriented to obtain data on individual MOOCs and will normally consist of two steps, relaying two types of feedback:

1. step 1 is about collecting data on people enrolled in a course - potential participants - and concentrating on their expectations and their profile. A link to the questionnaire is proposed to each person who enrolls in a MOOC
2. step 2 is about collecting reactions after experience, when learners have had a chance to interact with the course features, tools and materials

In our intentions, the first set of data will enable the MOOC provider (teacher(s), tutor(s)) to know more about their audience. Although the current timeflow isn't allowing any adaptation to the course to fit the audience, the information will serve as a platform for reflection to the MOOC creators and if and when a second iteration is prepared, changes can be considered and integrated in it

The same process can be applied via the analysis of the second set of data, which will be more about satisfaction both at on an overall level, and in the detail, concerning a MOOC's specific topic, its features, tools, materials, etc.

## 6. How to ensure you will be able to run your course in the EMMA after the project will end

Once the project will end in 2016 all services currently available to the MOOC provides will enter in a new stage aiming at ensuring the sustainability of the project outcomes. As it was stated at the beginning of your involvement in EMMA, you are owner of your course contents and you are entitled to decide which the licensing schema is the best one you will like to follow to protect your work. If you are interested continuing offering your courses in EMMA platform, you will need to inform us about any change you will like to make in that licensing schema. And as you had been supporting EMMA during its initial expansion, the only condition you will need to comply in order to keep running your courses in EMMA is to ensure that a minimum of X [CLPN1] students will be enrolled in the newer editions of your courses. In addition, you will be entitled to a discount on the total price of the EMMA services package:[CLPN2] This package is composed of:

- Set of technical services (hosting, support on your course management)
- Translation/ transcription services to allow you to update of your course's contents with new materials and made them available in different languages supported by EMMA.
- New monitoring of the course (Learning Analytics + Social survey analysis).
- Dissemination and social media related services

You can select which are the services you will want to have, it is desirable to have them all to ensure the multilinguistic nature of the courses hosted in EMMA, the capacity of follow up your courses and make informed modifications in the design of your courses according to their audience learning and social reactions. But it is up to you to decide which the services you will like to count on are.

If you are planning to provide some type of accreditation, you will need to first contact us to check the different possibilities of such provision and whether will be free of charge or not.





Furthermore you can ask for other available services in relation to:

- Special tracking requests: if you are using our monitoring services, you can add new elements to be tracked to create new LA reports or other type of social analysis.
- New feature development: if there is any special functionality you need for your courses and it is not included in the current set of EMMA features, you can contact us to make an analysis of its implementation feasibility and to set up a working plan to include add it to the platform.

These services are not included in the basic EMMA services package price and will be charged individually.

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[CLPN1] Also this number needs to be agree on. I would proposed at least 500 learners.

[CLPN2] The percentage needs to be agreed with the rest of partners

### Forms (ATiT)

- A. MOOC Description form
- B. MOOC Elaboration Form (more detail about pedagogy etc)
- C. MOOC Dissemination form
- D. EMMA MOOC Social Media Guide
- E. EMMA MOOC Promotion Guide and Checklist

### Additional Resources

Here is a document titled: [Good Practice in MOOC Design and Delivery](#) written by Grainne Conole. It provides tips and hints in MOOC design and a list of teaching strategies.

[MOOC Design Principles. A Pedagogical Approach from the Learner's Perspective](#) (L. Guàrdia, M. Maina, A. Sangrà, 2013).

### References

Siemens, G., & Long, P. (2011). Penetrating the Fog: Analytics in Learning and Education, *EDUCAUSE Review*, 46(5).

T5.2 Service Deployment  
UOC (WP5)  
June 2015

## Deployment Strategy: FORM

### 1. Introduction

This **deployment strategy** is aimed to broaden MOOC provider participation in EMMA through a series of actions that look to strengthen interest and membership. Starting in June 2014, UOC began the first phase of deployment which took place through the elaboration of [various documents](#) that define the conditions and terms of use, privacy policy, procedures on how to participate as an external MOOC provider, evaluation of external MOOCs, etc. on EMMA. The aim of the first phase of deployment has been to set the basis for greater participation in EMMA through proper documentations and now through this document we wish to communicate what we consider to be the second phase of deployment: an action plan.

Proposed in this document are a series of actions with key objectives that partners of the consortium will be asked to carry out to bring the EMMA name into a wider known context with a greater base of participation from external MOOC providers. Each action described in more detail below has a timeframe to be completed in order to ensure that before the end of the 30 month pilot phase of EMMA there is an active foundation of deployment in place. The majority of these actions can be built on and a desirable output of this strategy is to also find a compatible and natural way that these deployment actions can be extended into long term future practices.

Many times the actions that are considered to be deployment overlap with what can be considered to be dissemination (and often times they work in parallel) but it is proposed here that deployment, in this particular context, be seen as concrete actions that can be carried out to bring and maintain more MOOC providing members into the EMMA community. This deployment plan includes roles and responsibilities before, during, and after deployment. Our aim is to define definitive deadlines with our partners in Tallinn. This deployment plan is intended to provide a smooth transition to the EMMA platform and defines all of the work involved in the actions/steps for complete deployment.

The deployment actions described below are organized into three general clusters: *involving key partners, getting to know the platform and the EMMA project* and *attracting and maintaining new MOOC providers to EMMA*. We kindly ask that consortium partners take the time to look at these actions and see how they can be accomplished.

## 2. Mission & Objectives

The main objective of this deployment strategy is to offer a series of simple and practical actions to attract interested individuals, groups, organizations, institutions, etc. to become part of EMMA. The goal is that each consortium partner collaborate in completing the actions that are detailed below and also in creating new ones.

## 3. Concepts, Specific Actions & Partner Status

Each partner is asked to carry out these actions and update their partner status accordingly.

- **Involving Key Partners**

*These actions are centered around getting more partners involved in EMMA and widening the base of external providers and support. Some activities involve that the EMMA consortium define further which target institutions or key partners we wish to address.*

<b>Aim</b>	<b>Action</b>	<b>Partner Status</b>		
1. Partnership with other EU projects, institutions and universities to offer a MOOC or MOOCs on EMMA	1. Each partner to identify and contact a possible collaboration with an EU project, institutions and university.			
		<b>Partner</b>	<b>X</b>	<b>Description</b>
		UNINA		Contacted Eurocall for language learning
		ATOS		Initiated collaboration to design MOOCs for eHealth with the Health Education Organization, University of Maastricht. Collaboration with DRIVER project, MOOC about Crisis Management ( <a href="http://driver-project.eu/">http://driver-project.eu/</a> )
		IPSOS		
		UOC	X	Contacted <a href="#">METIS</a> but it didn't work but EPNET, a MOOC on ePortfolios, was offered on EMMA in June 2015. <a href="#">EPNET</a> the ePortfolio community as of now consists of 528 members from over 86 countries
		OUNL		Started a dialogue with ECO project and the Open Discovery Space
		UAb		
UB		Started a dialogue with ERASMUS+ project		

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- **Getting to Know the Platform and the EMMA Project**

These actions are centered around reinforcing the EMMA message and name through well known institutions, events, providers, and other European projects.

<p>4. Develop a concept/message about the platform to send to potential MOOC providers and identify where this message can be sent (e.g. EU portals, other project websites, distribution lists, individuals, etc..)</p>	<p>4. Designated partners are asked to brainstorm main concepts about EMMA that they think are important to communicate about EMMA as well as in what formats.</p> <p><i>Example of a model message:</i></p> <p><i>Emphasis on multilingual and multicultural aspects: "EMMA offers the possibility of reaching a more widened and multicultural audience through a multilingual platform which at the moment supports 8 European languages."</i></p>	<table border="1"> <thead> <tr> <th>Partner</th> <th>X</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>UOC</td> <td></td> <td></td> </tr> <tr> <td>ATOS</td> <td></td> <td></td> </tr> <tr> <td>ATIT</td> <td></td> <td>ATIT has elaborated what is understood in WP6 as the main messages to be communicated to this target group but until a concrete offer is formulated with a simple and supported workflow this has not been possible to implement</td> </tr> <tr> <td>UNINA</td> <td></td> <td>           Edited the <a href="#">EMMA Spot</a>            Edited the <a href="#">EMMA promoclip</a>             Contributed to brainstorming: "EMMA provides low-cost hosting opportunities for smaller institutions interested in experimenting with teaching and learning through MOOCs and OER, and extending their networks"; "EMMA gives your MOOCs greater impact thanks to multilingual versions"; "That EMMA can host mini-moocs that can be clustered to form self-designed MOOCs, used as CPD courses by Provider and/or other professional bodies, form tutorial type courses "how to do" something useful for students eg "How to write a CV""         </td> </tr> </tbody> </table>	Partner	X	Description	UOC			ATOS			ATIT		ATIT has elaborated what is understood in WP6 as the main messages to be communicated to this target group but until a concrete offer is formulated with a simple and supported workflow this has not been possible to implement	UNINA		Edited the <a href="#">EMMA Spot</a> Edited the <a href="#">EMMA promoclip</a>  Contributed to brainstorming: "EMMA provides low-cost hosting opportunities for smaller institutions interested in experimenting with teaching and learning through MOOCs and OER, and extending their networks"; "EMMA gives your MOOCs greater impact thanks to multilingual versions"; "That EMMA can host mini-moocs that can be clustered to form self-designed MOOCs, used as CPD courses by Provider and/or other professional bodies, form tutorial type courses "how to do" something useful for students eg "How to write a CV""
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interest (e.g. Open Education Europe, ETEN, EDEN, EADTU, etc.)		Orientation Guide on how to develop self-directed learning competencies necessary for learning through MOOCs. Learners will follow MOOCs to develop soft skills and will be supported in creating personal learning journals. This synergy thus represents a potential learner base for relevant EMMA MOOCs and eLene4work partners are also interested in running MOOCs on EMMA - see above).
	TLU	Sheila (Supporting Higher Education to Incorporate Learning Analytics) - Erasmus+ project on policy decisions where EMMA is being used as a platform to train policy bodies
	ATiT	see the list of projects already listed here: <a href="http://project.europeanmoocs.eu/project/related-initiatives/">http://project.europeanmoocs.eu/project/related-initiatives/</a>
	UOC	EMMA-UOC member Lourdes Guàrdia is involved in a project related to curriculum design and development: <a href="#">EMPOWER</a> , -community of EU experts related to e-learning. The project has 9 “tracks” where one track will be dedicated to eMOOCs. EMMA could be used as the platform to carry out the eMOOC track of EMPOWER.

- **Attracting and Maintaining New MOOC Providers to EMMA**

*These actions are centered around getting new MOOC providers interested in EMMA through available information, guidelines and training.*

7. Use WP6 Dissemination resources to <b>attract</b> initial MOOC provider interest to EMMA	7. Designated partners to send a short text clearly stating the offer and responsibilities to those who want to use EMMA through the channels documented in WP6 logs.			
		<b>Partner</b>	<b>X</b>	<b>Description</b>
		UOC		
		ATIT		Using growing newsletter contact list - almost 2000 contacts now - with regular communication about getting involved
8. <b>Provide</b> and elaborate complete and comprehensive information about EMMA	8. Partners are asked to collaborate in the completion of a clear and understandable guide of how EMMA works and what is needed to run a MOOC on EMMA.			
		<b>Partner</b>	<b>X</b>	<b>Description</b>
		UNINA		In our opinion, the existing guides and materials are clear and comprehensive documents. They are now available online, and there is also a graphic, simplified



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<p>9. Future events/actions to extend EMMA</p>	<p>9. Partners are asked to brainstorm in future deployment actions/events for the future of EMMA.</p> <p><i>Example: Developing an annual EMMA's summer school offer in order to give continuity and to update the project's contents.</i></p>	<table border="1"> <thead> <tr> <th><b>Partner</b></th> <th><b>X</b></th> <th><b>Description</b></th> </tr> </thead> <tbody> <tr> <td>UNINA</td> <td></td> <td> <p>Creating a joint consortium production MOOC of Distinction - Digital Dis-courses</p> <p>Create a Prezi video to show users how to make maximum use of EMMA features Encourage idea of short lessons/MOOCs which EMMA can cluster (we need to think of catchy name) that users can then collect to make their own learning journey, exploiting toolbox and coursebook feature Short MOOCs could be used as CPD units for certain professions Message to universities, museums, cultural associations that they probably already have plenty of Open educational material which is not in the form of a MOOC but could easily become one and this would give them visibility. Making a MOOC for EMMA is a great opportunity and pretty painless. At National/European level, try to get One University Credit for teachers who follow a MOOC on EMMA as part of their</p> </td> </tr> </tbody> </table>	<b>Partner</b>	<b>X</b>	<b>Description</b>	UNINA		<p>Creating a joint consortium production MOOC of Distinction - Digital Dis-courses</p> <p>Create a Prezi video to show users how to make maximum use of EMMA features Encourage idea of short lessons/MOOCs which EMMA can cluster (we need to think of catchy name) that users can then collect to make their own learning journey, exploiting toolbox and coursebook feature Short MOOCs could be used as CPD units for certain professions Message to universities, museums, cultural associations that they probably already have plenty of Open educational material which is not in the form of a MOOC but could easily become one and this would give them visibility. Making a MOOC for EMMA is a great opportunity and pretty painless. At National/European level, try to get One University Credit for teachers who follow a MOOC on EMMA as part of their</p>																											
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			<p>professional development</p> <p>EMMA teacher network on platform where Teachers could exchange details of experiences using MOOCs in flipped classroom</p> <p>Create a joint teacher-training MOOC using teacher-training networks as providers/creators of content for one of the topics on the loose syllabus provided in the beginning by EMMA – EMMA Summer School transposed</p> <p>Competition for university students who make digital artifacts about using MOOCs</p> <p>Testimonials</p> <p>EMMA quotes from famous MOOC providers that change regularly</p> <p>Improve metadating to enhance recommended lessons in specific MOOCs on EMMA; Consult TLU on video tagging; enable students to tag once they start MOOC hopping</p> <p>Word games and images using EMMA name eg emmazing, dilemma, emmagination</p>
		ATOS	<p>Creation of a list of themes for that will show the benefits and learning opportunities provided by the different EMMA core services and MOOCs available in the platform for the different client segments.</p> <p>Contact small companies or corporations that could be interested in the provision of CSR sponsorships.</p> <p>Open a consultation to the learners to check which could be the topics they will be interested for enrolling in a course offered in the EMMA platform</p>
		IPSOS	
		UOC	Management of Webinar series on how to produce a MOOC for EMMA
		OUNL	
		UAb	
		UB	<p>Key resources translated into French. Have already contributed to webinars and workshops on MOOC design.</p> <p>Develop blended training opportunities</p>

			<p>whereby learners follow a MOOC and then participate in a short face-to-face course or barcamp, possibly in collaboration with other organisations, such as EDEN.</p> <p>We can also contribute to further refining the overall communication strategy, based on this brainstorming.</p>
		TLU	
		UPV	
		CSP	
		ATIT	Support and coordination of the Webinar series implementation on how to produce a MOOC for EMMA

#### 4. Closing Remarks

We believe that these actions carried out through partner effort work towards achieving the goal of attracting and maintaining external MOOC provider participation into the EMMA community. This is a proposal that through effective partner action is meant to achieve and maintain a wider base of MOOC provider participation in EMMA. We look forward to your contributions. Thank you very much for your time and attention and future deployment efforts!

MOOC New Providers: Photoshop Online course

**PROPOSAL FOR A MOOC ON THE EMMA PLATFORM (EXTERNAL PARTIES)**

<b>GENERAL INFO</b>	
Name of MOOC	Photoshop Online course
Providing Institution	eLearning Department – Education Division, Malta
Description (outline of lessons if possible, summary syllabus)	The students will learn to use the basic tools along with some quite advanced techniques through a series of small projects guided by online video tutorials. At the end of the week they are to submit their projects as required tasks.
Duration in Weeks	6 weeks
Total workload in hours (course + homework)	Not more than 3 hours per week. Probably much less.
Course format (text-based syllabi, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	Pre-Recorded videos with accompanying Forum for discussions.
Language of Delivery	English
Preferred languages to translate to	No intention to translate to any language as that would mean the production of the videos from scratch.
Teachers + short bio	The tutor, Joseph Micallef, is a graduate teacher since 1988 with a B.Ed(Hons) degree and a Dip.CS.Ed diploma in computer science. He has been involved in ICT at the local education scene for the past 12 years where he taught at secondary level. He taught both ICT and Computing. He has been engaged in giving support to teachers and schools as an eLearning support teacher for the past 10 years and has taught Photoshop as a tool for teachers for at least the past 8 years. Mr.Micallef also has a 6 year’s experience in teaching at Univerisity level as a visiting lecturer. This is his first attempt at such an online based course. This couse has been tested with his peers and it has been praised by all as very informative and easy to understand.
<b>OTHER DETAILS</b>	
Accreditation Possible from the University?	B.Ed(Hons) and Dip.CS.Ed [Bathellors in Education Honours first degree and a Diploma in Computer Studies in Education – both from the University of Malta]

Any examples online of (similar) course?	The course interface is accessible from <a href="http://photoshonline.skola.edu.mt">http://photoshonline.skola.edu.mt</a>
Target type of participant	<b>Anyone who is intersted in manipulating images, creating graphics and improving photos.</b>
Conditions participants/ prior knowledge needed?	Any computer literate person can successfully follow this course.
Licence (CC/ all rights protected)	
Special Needs (eg. support)	
<b>CONTACT PERSON</b>	
Name	Joseph Micallef
e-mailaddress	joe.micallef@ilearn.edu.mt

MOOC New Providers: Digital Library: user and usage

**PROPOSAL FOR A MOOC ON THE EMMA PLATFORM (EXTERNAL PARTIES)**

<b>GENERAL INFO</b>	
Name of MOOC	Digital Library: user and usage
Providing Institution	University of Parma
Description (outline of lessons if possible, summary syllabus)	<p>The module examines how digital libraries are valued by their users, and explore ways of permitting the allocation of resources to areas of user-identified needs. Pertinent models from marketing, economics, and library assessment and evaluation are reviewed. The module will illustrate methodologies to analyse different communities of practice and learning needs and behaviours. The intention is to provide students with the knowledge to take useful part in digitisation projects in libraries, archives, museums or any similar environment. In order to arrive at that position, participants will need to learn some digital library terms and concepts, and learn about digital content strategy, the legal framework, the curation of digital objects, the practical requirements and facilities, interoperability issues and about the usability of digital collections.</p> <p><b>Learning objectives</b> At the end of the module, students will be able:</p> <ul style="list-style-type: none"> <li>• To plan, develop and manage a digital library programme centered on users</li> <li>• To consider and made appropriate judgements about users needs, expectations and perceptions</li> <li>• To consider suitable performance and quality measurement</li> <li>• Particular reference will be made to the impact of digital environment on the role of the information professionals for Knowledge Society</li> </ul> <p><b>Syllabus</b></p> <p>Unit 1 Conceptual framework, theories, definitions of Digital Library</p> <p>Unit 2 Making the digital library work for users The students examine how digital libraries are valued by their users and explore ways of permitting the allocation of resources to areas of user-identified needs.</p> <p>Unit 3 Digital collection development Planning the digital project - Selection and collection building- Negotiating licences. Digitisation workflow. Metadata consideration: access, storage, preservation and rights management. Standards issues: metadata and content standards - Preservation and archiving.</p> <p>Unit 4 Digital library services Integration of access – interoperability – metasearching - usability. Digital reference. Digital publishing. Personalisation - Cooperative and communication asset</p>

	<p>Unit 5 Digital library values Users behaviour, relevance. Typologies of users. Digital libraries evaluation and users studies. Digital humanities. Scholarly communication in the 21st Century.</p> <p>Unit 6 Economic and legal issues of the digital library Copyright - Privacy and legal issues.</p> <p>Unit 7 Business plan for the digital library – sustainability – cost issues. Staffing</p> <p>Unit 8 Digital librarian Future of digital librarians.</p>
Duration in Weeks	8 weeks long, each week dealing with a new topic
Total workload in hours (course + homework)	Watching the videos, completing the readings, and completing the graded weekly assignments will require a minimum time commitment of approximately 4-6 hours per week.
Course format (text-based syllabi, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	<p>Elements/Blocks are:</p> <ul style="list-style-type: none"> <li>• Video/articles/images and embedded object</li> <li>• Slides</li> <li>• Discussion forum</li> <li>• Quiz/Self assessment</li> <li>• To do list</li> <li>• Exercise</li> </ul> <p>A graded test will be due each week, and a final exam will be included at the end of the course.</p>
Language of Delivery	English
Preferred languages to translate to	Italian
Teachers + short bio	<p>Anna Maria Tamaro has been teaching from 2001 at the University of Parma as the Local Coordinator of the International Master in Digital Library Learning (DILL) and Rector Delegate for e-learning. From 2008 to 2010 she was Researcher Fellow in the Graduate School of Library and Information Science of the University of Illinois. Currently, she is Chair of IFLA Section Library Theory, from 2007 to 2011 she was Chair of the Education and Training Section, Chair of Division IV and member of IFLA Governing Board. In 2011 she has been awarded by EUCLID the “Bobcats of the year” for her contribution given to LIS in Europe.</p> <p>Her research interests include Digital Library, Internationalisation of Higher Education, Quality Assurance of LIS education. She has been involved in the Italian research projects “Digital Library Applications” and “Access to digital library” and has collaborated with the European projects “Minerva Ministerial Network for digitisation in Europe” and the Tempus Project NMPLIS.</p>
<b>OTHER DETAILS</b>	
Accreditation Possible from the University?	Yes. Students who complete all graded assignments and achieve at least 80% overall will receive a Statement of Accomplishment, which can be

	recognised for applying to the International Master DILL
Any examples online of (similar) course?	No
Target type of participant	Master students, professionals of library, archives, museums, data curators, digital humanities scholars, publishers
Conditions participants/ prior knowledge needed?	Knowledge and skills with computers for information use
Licence (CC/ all rights protected)	CC
Special Needs (eg. support)	No
<b>CONTACT PERSON</b>	
Name	Anna Maria Tammaro
e-mailaddress	Annamaria.tammaro@unipr.it



**Annex 17.**

**MOOC New Providers: The Death Penalty and Human Rights: campaign for universal moratorium on capital punishment**

**Proposal for a MOOC on the EMMA platform**

<b>GENERAL INFO</b>	
Name of MOOC	The Death Penalty and Human Rights: campaign for universal moratorium on capital punishment
Providing Institution	Hands Off Cain – Hands Off Cain is an Association that headed a successful international campaign to ban the death penalty and instigated the presentation of the UN moratorium on the death penalty resolution to the General Assembly of the United Nations. An analysis of the different stages of this campaign provides learners with knowledge and information useful to anyone working in the field of Human Rights.
Description (subject, domain, pedagogy, learning outcomes/objectives, outline of lessons if possible, summary syllabus)	The Death Penalty and Human Rights: campaign for universal moratorium on capital punishment: the aim of this MOOC is to provide learners with knowledge in the fields of law, institutional politics and the information and communication skills to promote and assert Human Rights, starting with the death penalty. This multi-level, multi-disciplinary provides participants with the awareness, knowledge and skills to take part in global debates and campaigns on fundamental human rights and how to enforce them. The MOOC aims to provide learners with a methodology based on awareness and competencies to enable them to help preserve human dignity.
Duration in Weeks	9 lessons, 4 units per lesson : total duration 9 weeks
Total participant workload in hours (course + homework)	50 hours in total
Course format (levels of interaction, text-based syllabus, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	Video (pre-recorded) and text-based; class discussions; assignments and peer assessment
Primary Language of Delivery	English, Italian, French
Preferred language(s) to be included as a translation and transcription option	

Teachers + short bio	<p>Elisabetta Zamparutti, is a Law graduate (University of Padova), has a Masters in Diplomatic Studies and was one of the founders of Hands Off Cain (Treasurer since 2003 and Responsible for Annual Report from 1997 to 2001). She was a Deputy in XVI Legislature, and was co-president of the interparliamentary Committee for Free Iran and in charge of diplomatic lobbying for campaigns for a universal moratorium on capital punishment.</p> <p>Co-author: Sergio d’Elia, Founder and Secretary of Hands Off Cain, he heads legal and political-institutional activities, information and communications in campaigns for a universal moratorium on capital punishment</p>
<b>OTHER DETAILS</b>	
Envisioned starting date	September 2015
Accreditation possibilities	Certification
MOOC background, for example: -Example of a (similar) course? Provide URL -Already offered face-to-face or online? (Where? to whom? additional observations) -On another MOOC platform? -Planned future face-to-face and /or online activities?	First MOOC experience
Target MOOC audience	Mainly people interested in Human Rights issues from all over the world.
Participants requirements/ prior knowledge needed?	The multi-level, multi-disciplinary approach makes the course suitable for anyone interested in Human Rights issues regardless of their academic background.
License (CC/ all rights protected)	CC
Reason(s) for wanting to publish on EMMA	Human rights is obviously an important European issue so EMMA would be a good context for delivering this course
Special requirements	Background in political science and/or international relations and/or international law helpful but not necessary.
<b>CONTACT PERSON</b>	
Name	Elisabetta Zamaparutti
email address	e.zamparutti@radicali.it

**MOOC New Providers: Summer School in European Education Studies (SUSEES)**

**Proposal for a MOOC on the EMMA platform**

<b>GENERAL INFO</b>	
Name of MOOC	<b>Summer School in European Education Studies (SUSEES)</b>
Providing Institution	- Department of Social Sciences – University of Naples Federico II, Italy - IRPPS-CNR, Italy - University of Strasbourg, France
Description (subject, domain, pedagogy, learning outcomes/objectives, outline of lessons if possible, summary syllabus)	<p>SUSEES is a Summer School in European Education Studies whose aim is to:</p> <p>a) promote innovation in teaching and research, fostering the adoption of an EU-angle in the field of educational research; b) act as a laboratory for emerging researchers to develop thinking and research about Europeanisation in education, the role played by the EU and the ongoing formation of a European Education Space.</p> <p>SUSEES is open to emerging researchers who intend to consolidate their expertise in studying education policies, practices and outcomes from a EU angle, assuming the European dimension as the privileged point of observation.</p> <p>The SUSEES Faculty comprises world-leading scholars from the field of educational research that will be asked to present specific theories and related methodological developments and demonstrate how these are used in their own work on Europeanisation.</p> <p>The proposed MOOC is intended to be an online interdisciplinary course aimed at unlimited participation and to make available on line to a wider audience the lectures and the didactic material that SUSEES lecturers will produce for the summer school participants.</p> <p>The SUSEES MOOC will have the following structure:</p> <p>a) 10 didactic units which will combine the recordings of the lectures (opening sessions/seminars) and the didactic materials. In each unit the potential contribution of specific theories, methodologies and composite toolboxes to the understanding of the processes of Europeanisation in the field of education will be explored and discussed; b) a concluding unit where the main contribution coming from the SUSEES experience to the development of the European educational studies will be</p>

highlighted.

Outline of the 10 Lectures (3 hours each)

1. **Roberto Serpieri (University of Naples Federico II, Italy):** Discourse, Governance and Education Leadership in Europe: a Critical Perspective

The opening lecture of SUSEES aims at providing the participants with a map to understand education policy change in Europe. The lecture will have a general focus, i.e. institutional traits of Education systems in Europe, and a specific focus, i.e. educational leadership models.

Specifically, the lecture seeks to capture the diversity and range of educational leadership in European contexts by reference to differences in policy and institutional contexts. In undertaking this task a range of leadership models, from the neo liberal and welfarist through to the administrative state, are identified through the development of a conceptual map that impinges on policy discourses and governance models as main interpretative tools.

2. **Martin Lawn (University of Oxford, UK):** Introduction to the European Education Space. A Political Sociology of the European Policy Space in Education

The lecture will offer a broad introduction to internationalism and transnationalism in European education will be provided, using primary documents, and theoretical perspectives, and focussing on the key agencies and actors. Second, using insights from political sociology, and an explanation of its growing distinctiveness as an interpretation of education as a policy area in Europe, the lecture will focus on regulation and knowledge tools, standards, and associations as key building factors. During the lecture examples drawn from the lecturer's own works will be picked up in order to make visible the potentials of the proposed approach.

3. **Stephen J. Ball (IoE – University College of London, UK):** Let's Rewrite the History of Education Policy in Europe

The lecture will present the potentials of a theoretical toolbox made of concepts and insights coming from Foucault's oeuvre in rethinking the ways we analyse education policy and its history

within the European Education Space will be presented. Key Foucauldian concepts like 'power/knowledge', 'discourse', 'genealogy', 'governmentality' and 'history of the present' will be enacted in order to discuss the possibility to reconstruct the problem of the history of modern schooling and the history of contemporary education policy as a set of relations among games of truth and practices of power. A rethinking of the ways we think and research about the Education State and the European educational arenas will be also proposed, inviting the participants to reflect on: a) an understanding of the state as a set of techniques and relationships; and b) the potentials that the deconstruction of the traditional 'multi-level governance' narrative through the lenses of the studies in governmentality has in understanding education policy in the European space.

4. **Eric Mangez (University of Louvain, Belgium):** Between semantic and structure: making sense of Europe's governance of education

The lecture aims at bringing clarity in the academic and political discourse on education and Europeanisation, which is shaped by a specific vocabulary, ranging from governance to government and from Europeanization to globalization. The lack of clarity about these concepts can only lead to confusion.

In the course a series of social theories (including specifically Bourdieu and Luhmann) and contemporary theoretical developments (Jessop, Urry) will be read, so as to reach better conceptual clarity. Two key problems will be examined in this respect: debates about the distinction between globalization and Europeanization; and the distinction between governing and governance.

5. **Xavier Bonal (University of Barcelona, Spain):** Education and poverty in Europe and in a global world

The lecture will focus on the evolution of the global and European educational policy agendas for fighting poverty. First, a historical review on the different strategies developed by the World Bank and other international organisations will be reviewed. Users will understand the links between education policies and models of development and will identified the main historical junctures that characterise these agendas. Secondly, data on the relationship between education, poverty and inequality will be presented and

analysed with a specific reference to the European context.

Second, specific policies to combat poverty will be explored and discussed. Conditional cash transfers, as one of the most significant devices of education policy for poverty reduction will be explored and several examples will be analysed. Other strategies developed by national and regional governments from developed and developing countries will be also explored and discussed, again with a specific reference to the European context.

6. **Rosina Braidotti (University of Utrecht, Netherlands):** Feminist Theories of Subjectivity from Humanism to the Posthuman

The lecture aims at outlining, exploring and assessing feminist theories of subjectivity from the 1970's to today, taking as a running thread the on-going discussion and negotiation with Humanism. The course has a critical edge but a distinctively affirmative character in that it spends less time on the criticism of existing humanist models than on the specific theoretical, methodological and political contributions made by feminist thinkers themselves. High feminist humanism in this course is represented by Simone de Beauvoir, whose vision of gender equality and of a feminist and socialist society involves the redefinition of what it means to be human. Users are expected to be familiar with Beauvoir's work, which will be taken as the starting point of our reading. The course will then move on to cover some of the classics of the second feminist wave, notably S. Firestone's high-tech anti-humanist utopia and bell hooks' black feminist manifesto.

The poststructuralist and postcolonial critiques of humanism will be given ample attention, as will the watershed intervention of Donna Haraway, in her two manifestos: *The Cyborg* and *The Companion Species*. Based on two books: *Nomadic Feminist Theory* and *The Posthuman*, the course will then go on to introduce deleuzian neo-materialism and spinozist monism as major building blocks of contemporary posthuman feminist theory.

7. **Jennifer Ozga (University of Oxford, UK):** Governing Education in Europe-the changing role of knowledge

The lecture focuses on the relationship between knowledge and governing, drawing on recent research on data use and on inspection regimes in Europe. It draws on a recent European study

of the relationship between knowledge and policy ([www.knowandpol.eu](http://www.knowandpol.eu)) to suggest that as governing has become more networked, less bureaucratic, more flexible and interdependent, so too has knowledge changed to more problem-based forms, involving new actors and including developments in data use and in school inspection processes in which comparison is a fundamental principle. The effects of these changes on knowledge are considered, and it is suggested that they reconstitute knowledge as a policy-forming, rather than a policy-informing, activity, and that increased reliance on new forms of data tends to displace expertise (as exemplified in processes of inspection in England, Sweden and Scotland). Thus data play a key role in governing education through their contribution to the production of 'governing knowledge', and the mediating role of professional inspectors (and others) is reduced or displaced.

8. **Paolo Landri (IRPPS-CNR, Italy):** Mobile Sociologies of Education

The lecture will highlight how sociomaterial approaches to education, and in particular Actor-Network Theory, are contributing to the study of Europeanisation. The lecture will introduce new possible vocabularies to understand the conditions of mobilities (and the immobilities) of European educational spaces by looking: a) the international and national forms of mobilities in education; b) at the transformation of policy spaces, at the blurring boundaries between lifelong learning and work, and c) at the virtual and cyber spaces of European education. Sociomaterial approaches are an invitation to comprehend the dynamics of how European education policy spaces, shape and consolidate at macro levels but also a call to understand the complex mobilities of people, technologies, information, and ideas that forge the European education space. Hence, the lecture is an attempt to revisit the fabrication of humanities (Sloterdijk, 2009; Popkewitz, 2012) in contemporary European societies.

9. **Pat Thomson (University of Nottingham, UK):** Developing academic writing understandings and strategies

The lecture will focus on building greater understanding of the genres of the thesis by monograph or exegesis, and the journal article. Users will also be introduced to other key academic textual practices such as the conference abstract and writing for the wider

	<p>public.</p> <p>The first part of the lecture will provide a theoretical framework for understanding academic writing as a social practice, and as textwork/identity work. The differences between essays, reports and academic argument will be explained and exemplified. The abstract for a journal article or conference paper will be used to assist students to understand and practice developing a warrant for an idea, situating it in policy or practice and in the scholarly literatures, and then developing an argument for a contribution to knowledge.</p> <p>The second part will focus on the thesis or exegesis. Using the default Social Science thesis structure, ILMraD, students will examine key sticking points in: (1) the literature review which works with other people’s words and ideas, (2) discussions of methodology and methods, (3) the introduction and conclusion where the contribution to knowledge is proposed and argued. Common problems - such as the excessive use of passive voice, over-nominalisation, quote dumping, inadequate signposting and poor use of headings – will be identified. Actual doctoral texts will be examined to develop a diagnostic tool kit to be used in one’s own writing. Thesis writing will be compared with other more popular forms of academic writing.</p> <p>10. <b>Roberto Serpieri, Emiliano Grimaldi (University of Naples Federico II, Italy) and Paolo Landri (IRPPS-CNR, Italy):</b> The art of making research questions. A laboratory for research imagination on European education</p> <p>The lecture will consist of a general introduction to the art of making research questions, under the ‘sociological imagination’ perspective. Users will be provided with didactic materials on how to formulate research questions and the relationship between research question(s), specific aims and topics, literature and scientific debate, theoretical resources, methodological choices and impact goals of the research project;</p>
Duration in Weeks	<p>3 years – 4 editions of the Summer School are scheduled:</p> <p>21-24 September 2015  Mid June 2016  Late June 2017</p>



	<p>Late June 2018</p> <p>This is not a class as it is commonly understood. It is the set of materials from a summer school, i.e. an intensive period of learning of advanced topics, not on an introductory level.</p>
Total participant workload in hours (course + homework)	30 hours course + 60 hours homework (individual activity and reading)
Course format (levels of interaction, text-based syllabus, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	<p>Pre-recorded videos</p> <p><i>Attached materials</i></p> <p>Text-based syllabus</p> <p>Powerpoint presentations</p> <p>Podcasts</p>
Primary Language of Delivery	English
Preferred language(s) to be included as a translation and transcription option	French and Spanish
Teachers + short bio	<p><b>ROBERTO SERPIERI</b>  Professor of Sociology of Education at the Department of Social Sciences, University Federico II, Naples, Italy. His expertise concerns primarily education policy analysis, also in a comparative perspective, educational leadership and the studies on the transformations of the education state and professions. He is currently working on diverse topics such the reforming and modernisation of Education Systems across Europe, evaluation and accountability in the field of education and the reshaping of educational professions. The European dimension of education policy and practice his a recurrent topic in his works. He is author of several books, journal articles and essays (All publications can be found at <a href="https://www.docenti.unina.it/roberto.serpieri">https://www.docenti.unina.it/roberto.serpieri</a>).</p> <p>He will be the Academic Coordinator of SUSEES and will be involved in the teaching programme and participate to the Board for the selection of participants for the summer schools.</p> <p><b>EMILIANO GRIMALDI</b>  Lecturer in Sociology at the Department of Social Sciences, University Federico II, Naples, Italy. He teaches Advanced Qualitative Methods for Social Research. His expertise concerns primarily education policy analysis, also in a comparative perspective, educational governance and qualitative educational research. He is currently working on diverse macro and micro topics such the reforming and modernisation of Education Systems across Europe, early school leaving contrast and prevention, education policy and</p>

practice in multicultural societies. The European dimension of education policy and practice has a recurrent topic in his works. He is author of several books, journal articles and essays (All publications can be found at <https://www.docenti.unina.it/emiliano.grimaldi>).

He will be involved in the teaching programme, the students' tutorship activities and participate to the Board for the selection of participants for the summer schools.

#### PAOLO LANDRI

Senior Researcher of the CNR-IRPPS - Institute of Research on Population and Social Policies of National Research Council. His expertise is in sociology of education, research methodologies, and organizational studies, having participated to many research projects at national and international level. Recently, his main research interests concern educational organizations and policies. He is now involved in national and international research projects on the transformations of educational setting by the widespread diffusion of web-learning in school, work, and youth communities. Internationally, he is the link convenor of the EERA Network 28 'Sociologies of Education', he is an Associate Member of ProPEL (Professional Practice Education and Learning) of the University of Stirling, and is a board member of several international journals.

He will be involved in the teaching programme, the students' tutorship activities and participate to the Board for the selection of participants for the summer schools.

#### MARTIN LAWN

Emeritus Professor of Education in the School of Education, University of Edinburgh (UK) and Honorary Senior Research Fellow of the Department of Education, University of Oxford (UK). He is a Past Secretary General of the European Educational Research Association (EERA) and the Editor of the European Educational Research Journal (EERJ). He is a Fellow of the Academy of Social Sciences in the UK and a Visiting Professor, CELE, University of Turku, Finland.

His expertise concerns education policy in the European Union; governing education systems; the rise of comparison and research in European education; and materialities in education. He participated in several EU funded project (eg: KNOWPOL, 2006-2011, and EUROCORES, 2006-2009). He will be involved in the teaching programme, and participate in the Board for the selection of participants for the summer schools

#### STEPHEN J. BALL

Karl Mannheim Professor of Sociology of Education at the Department of Humanities and Social Sciences of the Institute of Education – University College of London (UCL). He is Honorary Research Fellow at the University of Oxford and Fellow of the British Academy for the Humanities and Social Sciences. His main areas of interest are in education policy analysis and social theory, where he also has a long standing teaching experience. He is currently working on the following topics: 1. Changes in governance and

new state modalities. 2 - The Global Education Reform Movement. 3 - The relationships between education and education policy and social class. He brings to bear on these issues the tools and concepts of "policy sociology" and in particular the methods of Michael Foucault and Pierre Bourdieu. He has published several influential books, journal articles and essays (see [http://www.ioe.ac.uk/staff/HSE/EFPS\\_6.html](http://www.ioe.ac.uk/staff/HSE/EFPS_6.html)). He will be involved in the teaching programme.

#### PATRICIA LORNA THOMSON

PSM PhD is Director of the Centre for Research in Arts, Creativity and Literacy (CRACL). She is the current Director of the Centre for Advanced Studies which serves the faculties of Arts and Social Sciences at the University of Nottingham (UK). Pat is known for her interdisciplinary engagement with questions of creative and socially just educational learning and change. Her current research focuses on creativity, the arts and change in schools and communities, and postgraduate writing pedagogies. She is currently devoting more time to exploring, reading and thinking about imaginative and inclusive pedagogies which sit at the heart of change. She has expertise in policy, sociology and cultural geography and has a particular interest in text-based and arts informed research methods. She frequently uses visual research methods in her work. She will be involved in the teaching programme, and be responsible for the seminar on academic writing.

#### ERIC MANGEZ

Professor in Sociology, University of Louvain, Belgium. He is specifically interested in the sociology of knowledge and the knowledge - policy relationship. His current work area deals with the role of knowledge in governing/governance. He has been the co-director of a large FP6 Integrated project funded by the European Commission and dealing with "the role of knowledge in the construction and regulation of education and health policy across Europe" (KNOWPOL). He has published several papers, chapters in books and monographs. All publications can be found at [www.uclouvain.be/eric.mangez](http://www.uclouvain.be/eric.mangez). He teaches general sociology, method and political sociology at the University of Louvain. Specialties: His theoretical and empirical research expertise is in education(al) policy. He will be involved in the teaching programme.

#### XAVIER BONAL

Special Professor in Education and International Development at the University of Amsterdam with the IS Academie research group Education and International Development and Associate Professor in Sociology at the Universitat Autònoma de Barcelona (UAB). He is director of the Globalisation, Education and Social Policies (GEPS) research group at the Department of Sociology of the UAB and a founding member of the Interdisciplinary Group on Educational Policies.

His work focuses on the areas of education policy, educational inequalities, globalisation and education and the right to education. He has widely

published in national and international journals and is author of several books on the referred topics.

He has been member of the Network of Experts of Social Sciences and Education (NESSE) (2006-2010) of the European Commission. He has been consultant for international organisations like the EU Commission, UNICEF, UNESCO and the Council of Europe.

**ROSINA BRAIDOTTI**

Distinguished Professor at Utrecht University and founding Director of the Centre for the Humanities at Utrecht. Previously she served as the first scientific director of the Netherlands Research School of Women's Studies. She is a pioneer in European Women's Studies and founded the SOCRATES network NOISE and the Network for Women's Studies ATHENA. She was a Jean Monnet professor at the EUI in Florence in 2002-3.

Her publications have been placed in continental philosophy, at the intersection with social and political theory, cultural politics, gender, feminist theory and ethnicity studies. The core of her interdisciplinary work consists of 4 books on the constitution of contemporary subjectivity, with an emphasis on the concept of difference within the history of European philosophy and political theory. She investigates how to think difference positively, which means moving beyond the dialectics that opposes it. She will be involved in the teaching programme.

**JENNIFER OZGA**

Professor of the Sociology of Education at the Department of Education of the University of Oxford. Her main research areas are education policy in international comparative contexts, with a focus on governance. Research topics include education and social policy; policy elites and policy communities, policy networks and policy for the teaching profession, within and across the UK and increasingly in the context of Europeanisation of education. Research also includes work on teachers' work as labour process, and in schooling and social capital and gender and educational management.

She is a Fellow of the British Academy and a member of the Academy of Social Sciences, she has been a visiting Professor at the University of Umea, Sweden, and Helsinki University, Finland.

She will be involved in the teaching programme.

<b>OTHER DETAILS</b>	
Envisioned starting date	September 2015
Accreditation possibilities	ECTS credits
MOOC background, for example: -Example of a (similar) course? Provide URL -Already offered face-to-face or online?	The lectures will be offered face-to-face during the four editions of SUSEES. However, lecturers will alternate through the summer school divers editions. So the MOOC

(Where? to whom? additional observations) -On another MOOC platform? -Planned future face-to-face and /or online activities?	would be the only place where all the perspectives offered by the faculty members come together in an integrated unity.  As far as we know, no similar courses are offered online at the moment.
Target MOOC audience	PhD students, emerging and established researchers in the field of education interested in the issue of Europeanisation and/or in using one of the approaches proposed in the research.
Participants requirements/ prior knowledge needed?	English proficiency A general introduction to the theme of Europeanisation. Full references will be provided.
License (CC/ all rights protected)	
Reason(s) for wanting to publish on EMMA	
Special requirements	
<b>CONTACT PERSON:</b>	
Name	Emiliano Grimaldi
email address	emiliano.grimaldi@unina.it

**MOOC New Providers: Circular Economy for teaching**

**Proposal for a MOOC on the EMMA platform**

<b>GENERAL INFO</b>	
Name of MOOC	Circular Economy for teaching
Providing Institution	Three C Project (through Tallinn University) www.threec.eu
Description (subject, domain, pedagogy, learning outcomes/objectives, outline of lessons if possible, summary syllabus)	Circular Economy <ul style="list-style-type: none"> <li>- Unit 1: General introduction on Circular economy.</li> <li>- Unit 2, 3. Case studies on how to introduce circular economy in teaching at school level</li> <li>- Unit 4. Design your own sequence of lessons/project</li> </ul>
Duration in Weeks	4 weeks
Total participant workload in hours (course + homework)	12 hours ((1 course + 2 homework) by week)
Course format (levels of interaction, text-based syllabus, pre-recorded videos, live webinars, podcasts, presentations, discussions etc.)	Videos, texts, one Webinar, links to further information quizzes
Primary Language of Delivery	English
Preferred language(s) to be included as a translation and transcription option	Spanish; Portuguese
Teachers + short bio	Martin de Wolf Lecturer in Geography of Development for the Bachelor's and Master's degree programme at Fontys Secondary Teacher Training College. Author and editor for secondary school geography books – mainly about development issues, globalization, migration and Southeast Asia. Mart Laanpere Tallinn University
<b>OTHER DETAILS</b>	
Envisioned starting date	November 2015

Accreditation possibilities	
MOOC background, for example: -Example of a (similar) course? Provide URL -Already offered face-to-face or online? (Where? to whom? additional observations) -On another MOOC platform? -Planned future face-to-face and /or online activities?	Tallinn University is partner in the ThreeC Consortium Tallinn University has delivered MOOC on Emma Platform
Target MOOC audience	People in general interested in the subject of Circular Economy Secondary and Vocational Teachers
Participants requirements/ prior knowledge needed?	Non
License (CC/ all rights protected)	CC alike
Reason(s) for wanting to publish on EMMA	ThreeC project <a href="http://www.threec.eu">www.threec.eu</a> European projects prefer a European funded platform Tallinn University is member of EMMA consortium and of ThreeC consortium
Special requirements	Non
<b>CONTACT PERSON</b>	
Name	Alexandra Baldaque / Mart Laanpere
email address	<a href="mailto:baldaque@upt.pt">baldaque@upt.pt</a> / <a href="mailto:martl@tlu.ee">martl@tlu.ee</a>