

# Fra sperimentazione e policy istituzionale

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## L'esperienza di innovazione della didattica in Emma e Federica

Rosanna De Rosa & Ilaria Merciai  
University of Naples Federico II

OpenAccess Week . Università del Piemonte Orientale  
23 Ottobre 2015



Emma: [www.europeanmoocs.eu](http://www.europeanmoocs.eu)

# OER Scenario

- **Huge efforts** to open up knowledge and make OER available to everyone
- **No empirical evidence** from the world of learning about how these resources have been actually used
- The OER scenario has been - for years - **fundamentally weak**

.....at least so far

# OER: factors of weakness

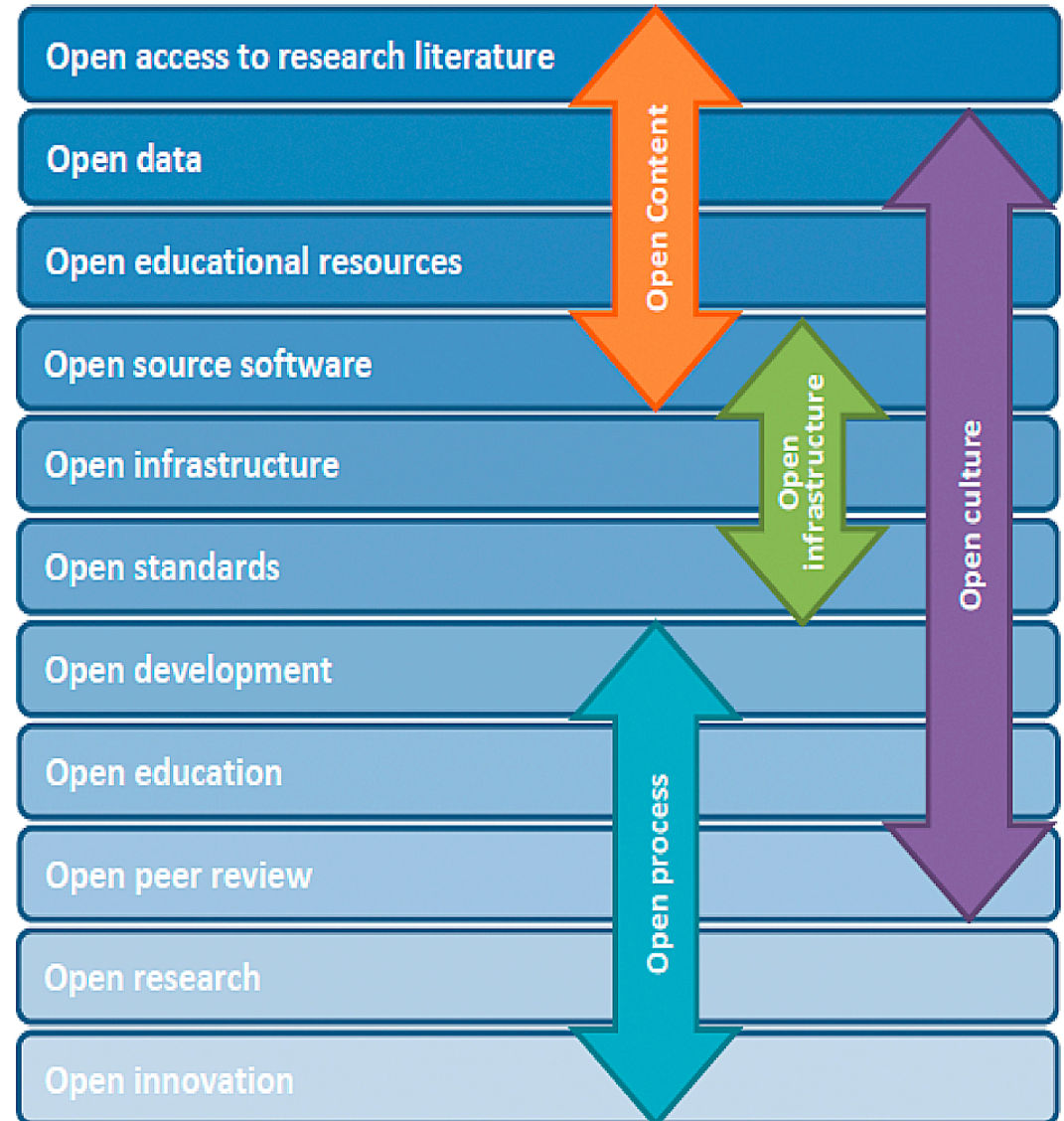
- lack of a political **commitment** to OER
- absence of a real **incentive** system
- lack of strategic **plan** at institutional level
- no **business model**
- underestimation of **organisational aspects**
- **ideological** approach to OER

Academic Authorities **DID NOT** consider OER as a **priority**  
where investments were concerned

# The Open Movement played a crucial role

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Today  
**Openness**  
is  
synonymous  
of **Innovation**





# The educational process takes momentum

## Causes:

Development of **broadband**

**Low-cost** high technology products

Expansion of the digital **content market**

**Where students learn becomes less important than how**

## Effects:

The **deep web** is progressively emerging to the surface

**Learning resources** are available everywhere in the web

Search engines, content aggregators and Social Media are used as **educational tools**



# ...rational al for Oer

OER implies a complex idea of an integrated media and information ecosystem that is created when ICTs are developed as part of knowledge transfer

This ecosystem need to be designed as a seamless environment for access to, and use, open content

We need to think more critically the interaction between OER and that educational context they belong to.

We need to explore more deeply the relationship between communities of practice, learning styles and use of cultural and organisational resources.

The creation of educational repositories is not an end in itself.



## What we were looking for!

Opportunity to:

- revise educational policies
- inquire on new learning styles
- innovate teaching methods
- improve transparency and quality
- increase cultural offer visibility
- foster awareness of OA at any level

# One definition, different statements

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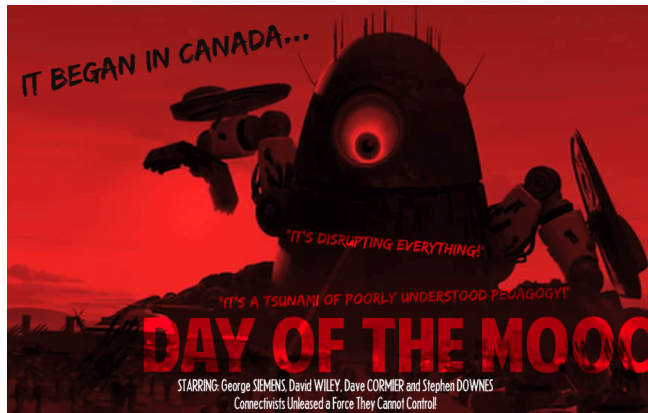
MOOCs are a **new way of delivering open access online courses that can be scaled up to reach potentially limitless numbers of users, crossing geographical confines to offer quality learning content to the global market.**

Born in the 2008, the phenomenon reached the popularity in the 2012, while new heights are achieved during 2013



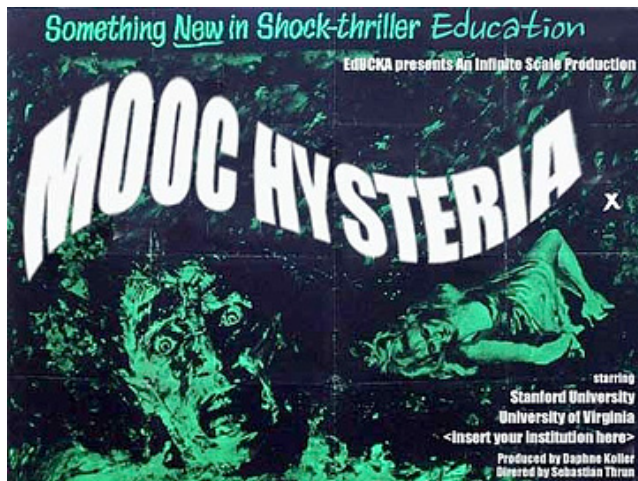
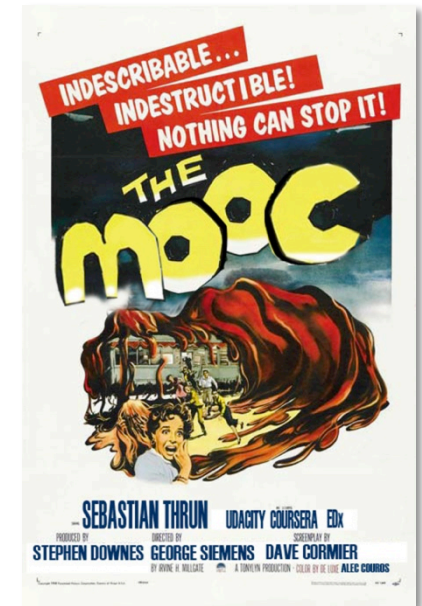
# The future of the University

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A disruptive innovation

A Tsunami



A Revolution

Words that place the Moocs “**in the midst of a hype cycle**” (Coates 2013, Yang 2013) and warn against the risks of its **overstatement** (Dillenbourgh 2013).



# MOOC: The 21st century teaching

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Academic institutions as exploring MOOCs to understand:

- how learning and teaching environments are **changing**,
- what are the **outcomes** of such a novelty for different countries and publics,
- to what extent the Moocs revolution can represent both a unique opportunity to **open up** education and/or a **new business** model.

**Born to help universities and academic institutions to innovate pedagogical models, MOOCs are developing along different routes.**



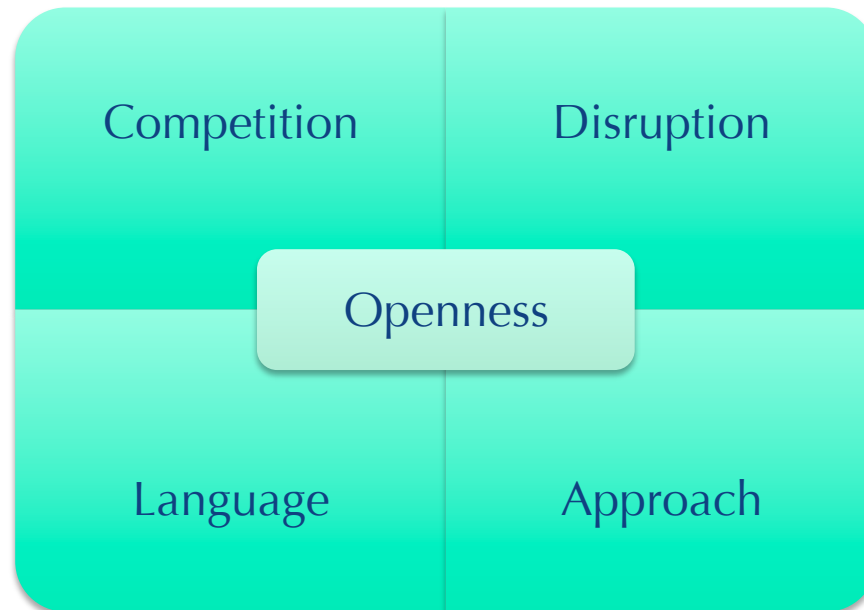


# Lost in translation: the debate on MOOCs

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The debate is structured around five key areas:

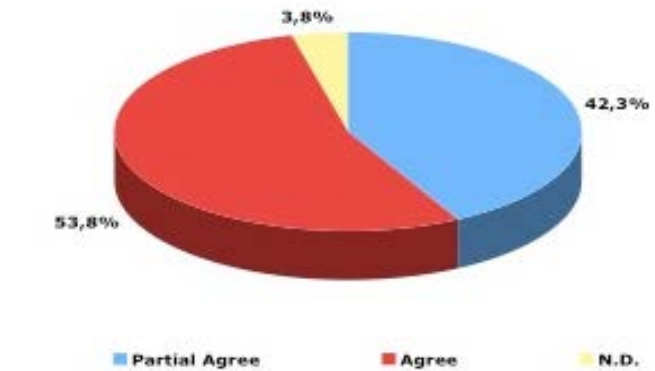
- the “openness” of MOOC
- MOOC disruptive potential
- the MOOC business model and his impact on public universities
- the diversity of teaching approaches



# A spectrum of Openness

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- Content accessibility
- Content costless
- Content open source
- Course flexibility
- System inclusiveness
- Experimental approach
- Market openness
- Social roles change



*Agreement with definition of openness*

# A growing movement

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*A shorter version of this article first appeared on [EdSurge](#).*

At TechCrunch Disrupt this year, Coursera Co-Founder Daphne Koller [claimed that](#) 2014 is the year MOOCs will come of age. It is definitely the case that an ecosystem developed around MOOCs now:

hundreds of people employed full-time, thousands of people involved in the creation of MOOCs, many millions in funding, and, importantly, [millions in revenue](#). The big three (Coursera, Udacity, edX) employ more than a hundred people each, while

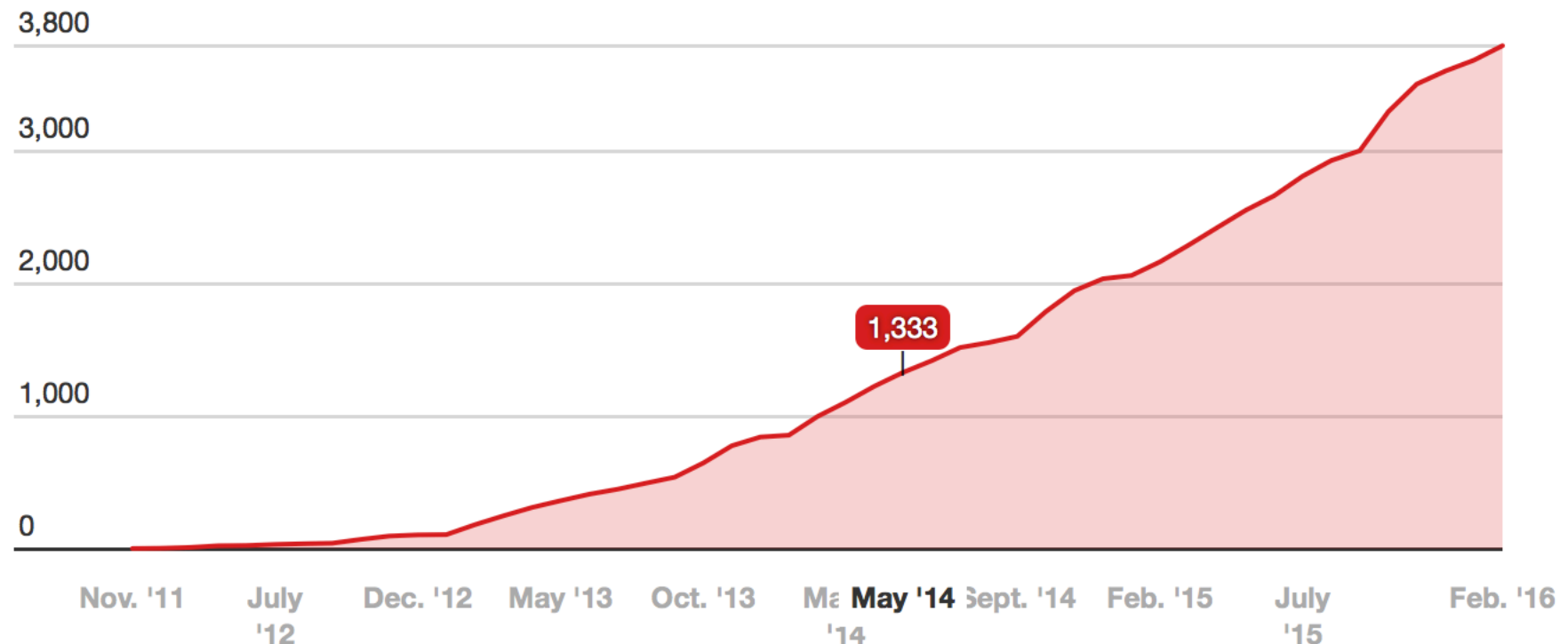
400+ universities. 2400+ courses.  
16-18 million students.

# Growth of MOOCs 2015

The cumulative number of MOOCs didn't break 100 until the end of 2012. But by the end of 2013 that number had grown to over 800. And today the number of registered MOOC students added in 2015 is nearly equal to the last three years combined.

## Growth of MOOCs

Since the first blockbuster MOOCs debuted, in 2011, the cumulative number of courses started or scheduled has reached nearly 4,000.



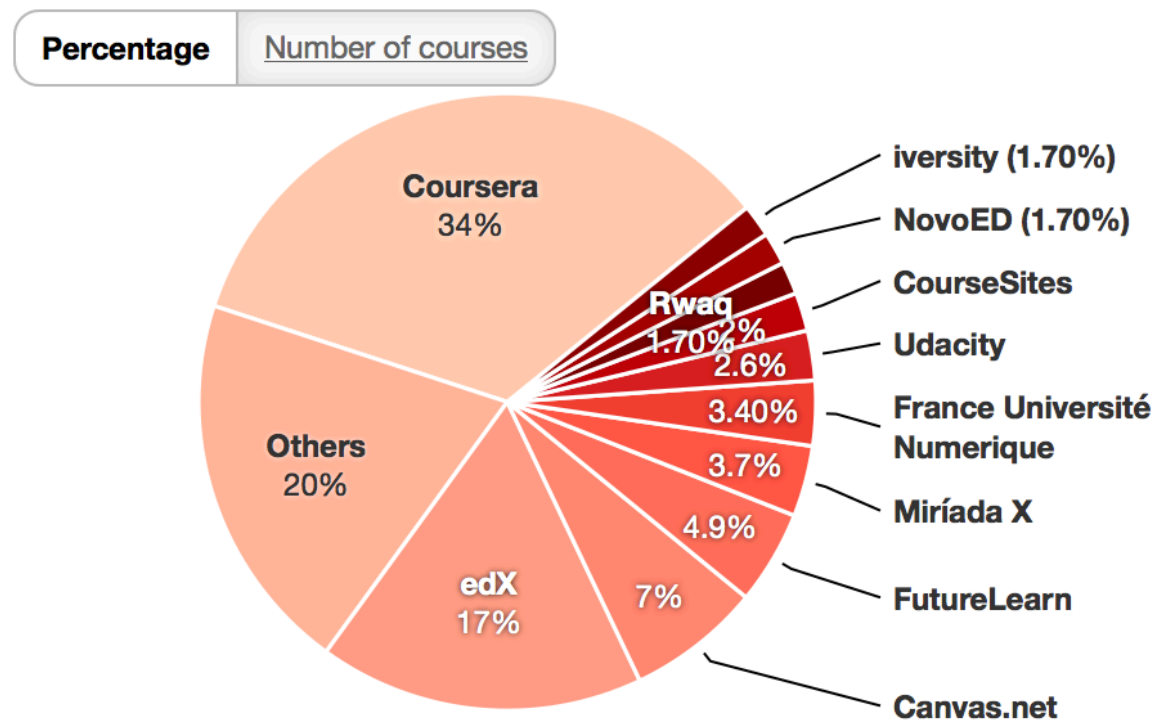
Source: Class Central

# MOOC per Provider

Coursera and edX, two of the biggest MOOC providers, dominate the market. Coursera offers 34 percent of MOOCs, the report says, and edX comes in second, at 17 percent. After that, Canvas.net gets 7 percent.

## Course Distribution by Provider

Coursera, with over 1,000 courses, offers more courses than any other provider.



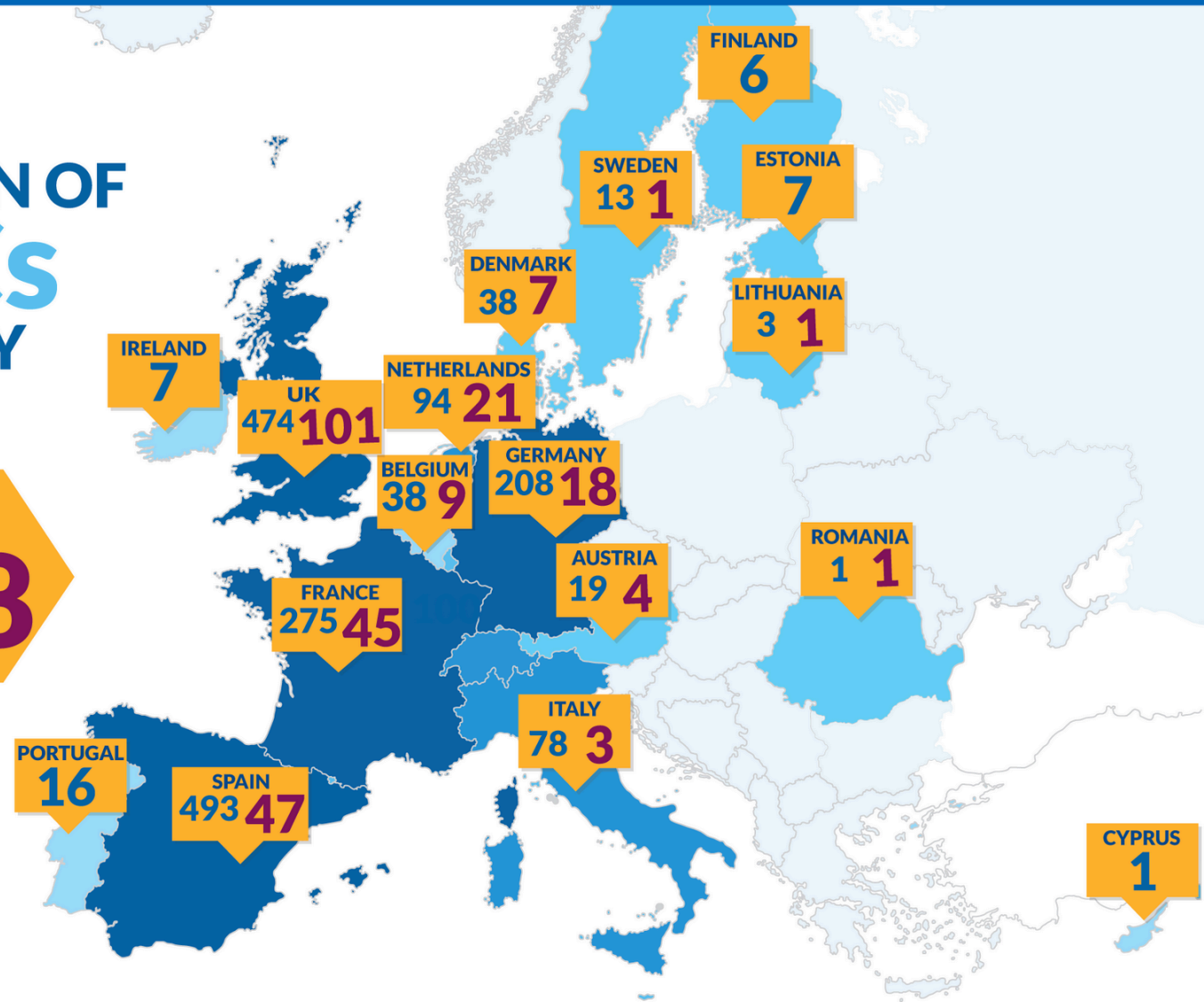
# The European MOOC market

## The EUROPEAN MOOCs SCOREBOARD

Last updated 01.09.2015

### DISTRIBUTION OF MOOCs PER COUNTRY

EUROPEAN MOOCs  
**1771** **258**





### To Mooc or not to Moocs? una crescita esponenziale

► Rosanna De Rosa ■ Election Day(S), 12 giugno 2015

Commenti: 0. Letture: 1404.

Un'indagine di Visiongain stima il mercato globale dei MOOC in crescita da 0.9 miliardi di dollari del 2014 a 14.2 miliardi nel 2020. Con un tasso annuo di crescita (sempre stimato) dell'81,3% per i prossimi cinque anni. Di questo business sono ancora in pochi ad essersene accorti, soprattutto in Italia dove la questione MOOC è considerata correlata unicamente alla dimensione istituzionale dell'università, al suo tradizionale modello di business basato su "clienti" noti e spesso fidelizzati: gli studenti. Nella migliore delle ipotesi, si sta valutando di sperimentare il *blended learning*, una forma di offerta di apprendimento misto online/offline, nell'ambito però dell'assetto tradizionale.

# Three Policy paradigms emerge

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**Economic:** where **openness means freeing up the education market** and removing some of the traditional obstacles, creating new job and business opportunities.

**Democratic:** where openness is interpreted as **a way of democratizing access to higher education**, exerting cultural soft power in parts of the world where there is less protection for human rights.

**European:** The Europeanisation issue is intended in terms of providing a **response to a USA-led model of education**. This is why branding and marketing are key issues, as these define the power of platforms like Coursera, Edx, Udacity, because leading brands gain the top positions in online learning rankings as well. This scenario seems to hinge on the Europe vs platform debate; i.e. for or against the adoption of protectionist policies.



[europeanmoots.eu](http://europeanmoots.eu)



# What Emma stands for?

A MOOCs Platform?

A Learning Management System?

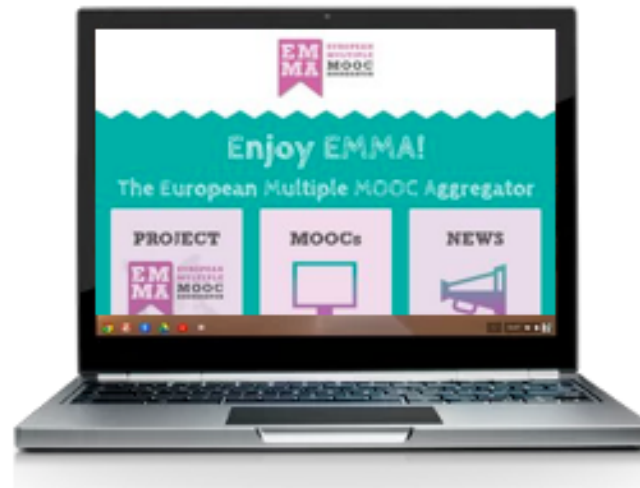
A MOOCs Aggregator?

**NO**

Emma is

an

Exciting Multilingual Learning Experience





# ... the Emma objectives?

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

## The Project Coordinator



## The Partners

**PROJECT COORDINATOR**  
Università degli Studi di Napoli Federico II, Italy

**PARTNERS**  
ATOS, Spain  
IPSOS srl, Italy  
Universitat Oberta de Catalunya, Spain  
Open Universiteit Nederland, Netherlands  
Universidade Aberta, Portugal  
University of Leicester, United Kingdom  
Université de Bourgogne, France  
Tallinn University, Estonia  
Universitat Politècnica de València, Spain  
CSP - Innovazione nelle ICT S.C.A R.L, Italy  
ATIT, Belgium

## What we offer?

- 📖 MOOCs Expertise and knowledge
- 📖 Monitoring Services, Tracking and Learning Analytics
- 📖 Translation/transcription Services
- 📖 Hosting and Communication services



# Becoming an Emma Partner. Reason why:

Emma is a research-based project aiming at exploring the new frontier

Emma supports diversity in pedagogical approaches

Emma promotes cross-cultural learning

Emma offers personalization of learning-paths

Emma supports your learning

**Corporate initiatives**

**Universities**

**EMMA is open to:**

**NGOs**

**Cultural institutions**







# MOOCs FEATURES

*Translation, VirtualClassroom, Conversation*

# Multiple languages

## CORSO

### Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi

INFORMAZIONI CORSO

Maura Striano 4 May '15 8 Settimane € Gratuito

ISCRIVITI

TRADUCI

Virtual Classroom:

## PANORAMICA DEL CORSO



Il corso di pedagogia generale si propone di fornire agli studenti la capacità di acquisire le categorie basilari del sapere pedagogico - inteso come scienza dei modelli, delle teorie e delle pratiche educative nei contesti della formazione continua, attraverso l'acquisizione di elementi di conoscenza relativi ai problemi ed ai temi di maggior rilevanza all'interno della ricerca in Pedagogia generale e sociale dal dopoguerra ad oggi. Il corso verterà sulla pedagogia come ambito di ricerca empirica e critico/teoretica, oltre che sui oggetti della ricerca pedagogica quali la formazione come processo continuo, l'educazione come pratica sociale di crescita ed emancipazione, l'agire educativo, le pratiche dell'educazione.

Italian,  
French,  
Spanish,  
Catalan,  
Portuguese,  
Estonian,  
Dutch

## CORSO

### General and Social Pedagogy. Research and practice in Pedagogy from postwar to the present day

INFORMAZIONI CORSO

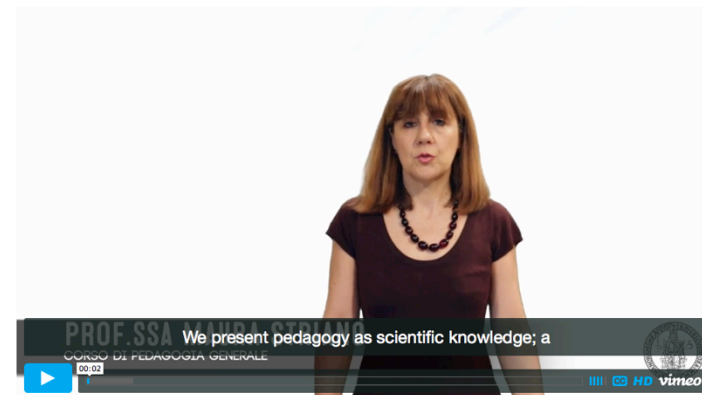
Maura Striano 4 May '15 8 Settimane € Gratuito

ISCRIVITI

TRADUCI

Virtual Classroom:

## PANORAMICA DEL CORSO



The course in general pedagogy aims to equip students with the skills to understand the basic categories of pedagogy knowledge understood as the science of educational models, theories and practices in the context of lifelong learning, through the acquisition of elements of knowledge relating to the problems and issues of greatest relevance to research in general and social pedagogy from the post-war years to the present day. The course will focus on pedagogy as a field of empirical and critical/theoretical research, and on objects of pedagogical research such as education as a continuous process, education as a social practice towards growth and emancipation, educational agencies and educational practices.

English as a linguistic bridge

Choose

Transcribe

Translate



# Translation comparative evaluation A

Three comparative evaluation measures:

- Bilingual Evaluation Understudy (BLEU)
- Real Time (RTF) required to review automatic translations from video transcriptions
- Words per minute (WPM) when reviewing the translation of documents

Emma translation service is better than Google!

Language pairs	EMMA - BLEU	Google - BLEU	RTF (30)	WPM (7)
Dutch → English	41.6	33.4	12.2	15.5
English → Spanish	42.5	39.0	17.8	-
Italian → English	46.9	27.9	17.2	25.2
Portuguese → English	47.6	45.4	5.8	-
Spanish → English	28.2	27.6	8.9	19.3



# Emma Interactive features

Personal Blog

Virtual classroom

Annotation System

Coursebook

Personal Learning Environment

The screenshot displays a virtual classroom interface with a discussion thread. On the left, there is a sidebar with a course title "Curso: Le tue SAV" and a note "It is important to update personal". The main area shows a discussion post by "horacio matos" (20 ore fa) with the text "Continuo a não localizar nem a visualizar a aula 1." and a "Rispondi" button. Below it, "Maria Leal" (16 ore fa) replies: "Boa noite Horácio. Se não vê o link, o mais provável é ter de clicar em 'Inscрева-se' no topo direito da página. De seguida já terá acesso à aula 1! () Maria Leal". A link box is shown with the text "Link" and the URL "http://platform.europeanmoocs.eu/lesson\_13\_a\_19\_de\_abril\_ambientao\_ao". Below this, "maria marques" (21 ore fa) replies: "Olá a todos! Professora Maria Leal acho que realizei todas as tarefas... será que é possível ver se está tudo correcto? Obrigada". Another "Rispondi" button is visible. At the bottom, "Maria Leal" (16 ore fa) replies: "Perfeito, Maria! :D Pronta para a fase seguinte. Um abraço, Maria Leal". The text "Enjoy Emma" is visible in the bottom right corner of the interface. At the very bottom, a small red icon and text indicate "Visibile solo agli iscritti al Corso Blended learning ontwikkelen".



# Learning Data and Feedback Loop

## Learning Analytics

## Survey

### Learning interactions:

- Page visits
- Interactive activities
- Assessment

### Learning profile:

- **Enrolled** – enrolled and accessed materials five times
- **Observer** – accessed materials more than five times
- **Contributor** – interacted with the content

### Students profiling

- Registration form
- Entry form

### Expectations

- Expectations questionnaire

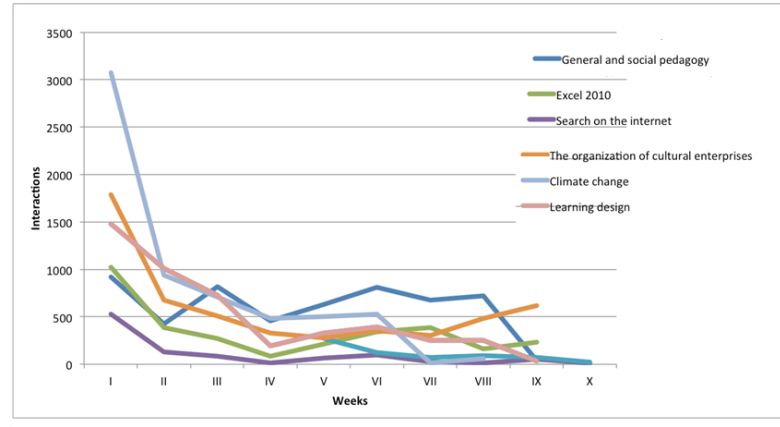
### Evaluation

- Evaluation questionnaire



# Learning data and Use Profile

## Learning interactions



## Teacher Dashboard

### Learning Analytics / Facilitator

Course:

Type:

Start:

End:

Aug    Sept    Oct    Nov    Dec

**Enroll - unenroll**

452 new students has enrolled to course during Aug 01 2014 - Dec 31 2014

120 students have been unenrolled during Aug 01 2014 - Dec 31 2014

### Learning Analytics / Facilitator

Course:

Type:

Start:

End:

12am    6am    12pm    6pm

Mon  
Tue  
Wed  
Thu  
Fri  
Sat  
Sun

**Sessions overview**

452 sessions for 350 students have started during selected week.

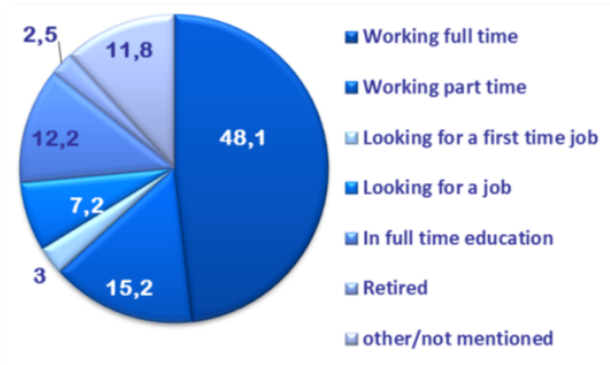
Average session duration 00:35:04 which is about 5 minutes less than average in current course and 10 minutes more than MOOCs in EMMA.



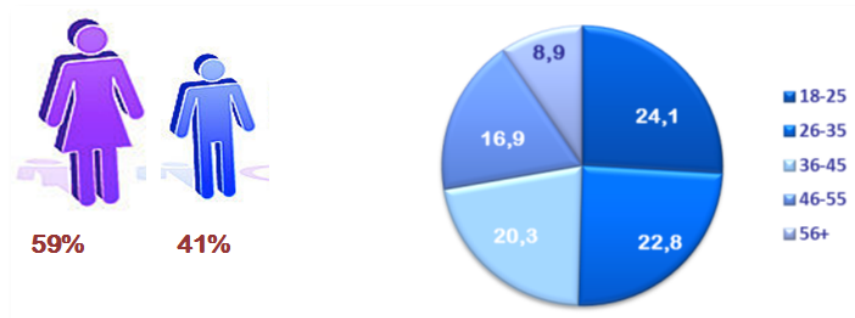
# Learning data and User Profiles

User Profile

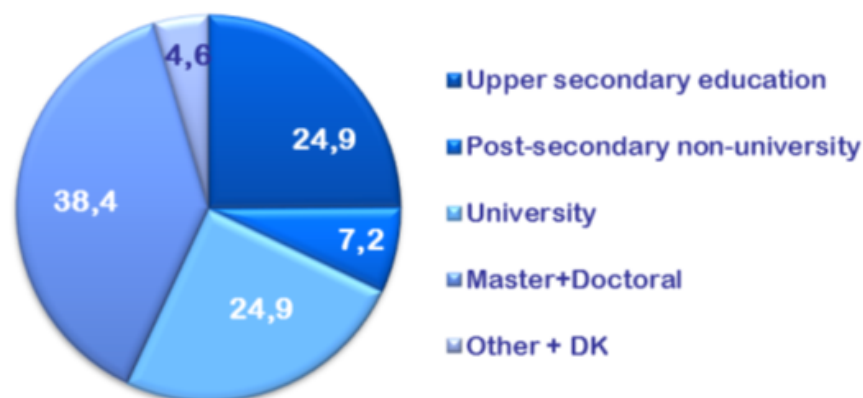
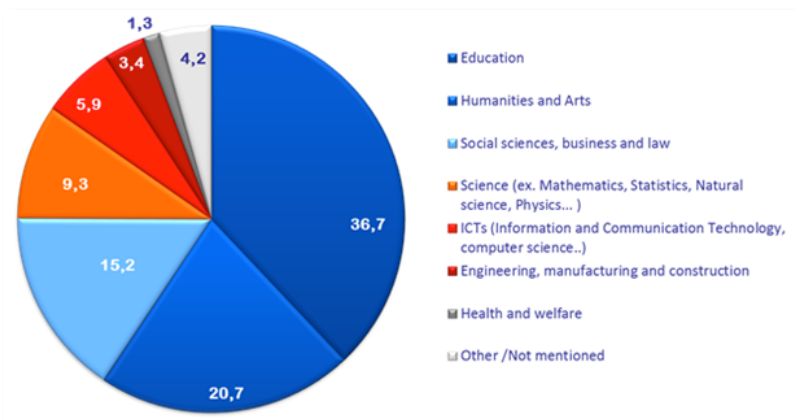
## Job



## Age



## Education





**.Bestr**

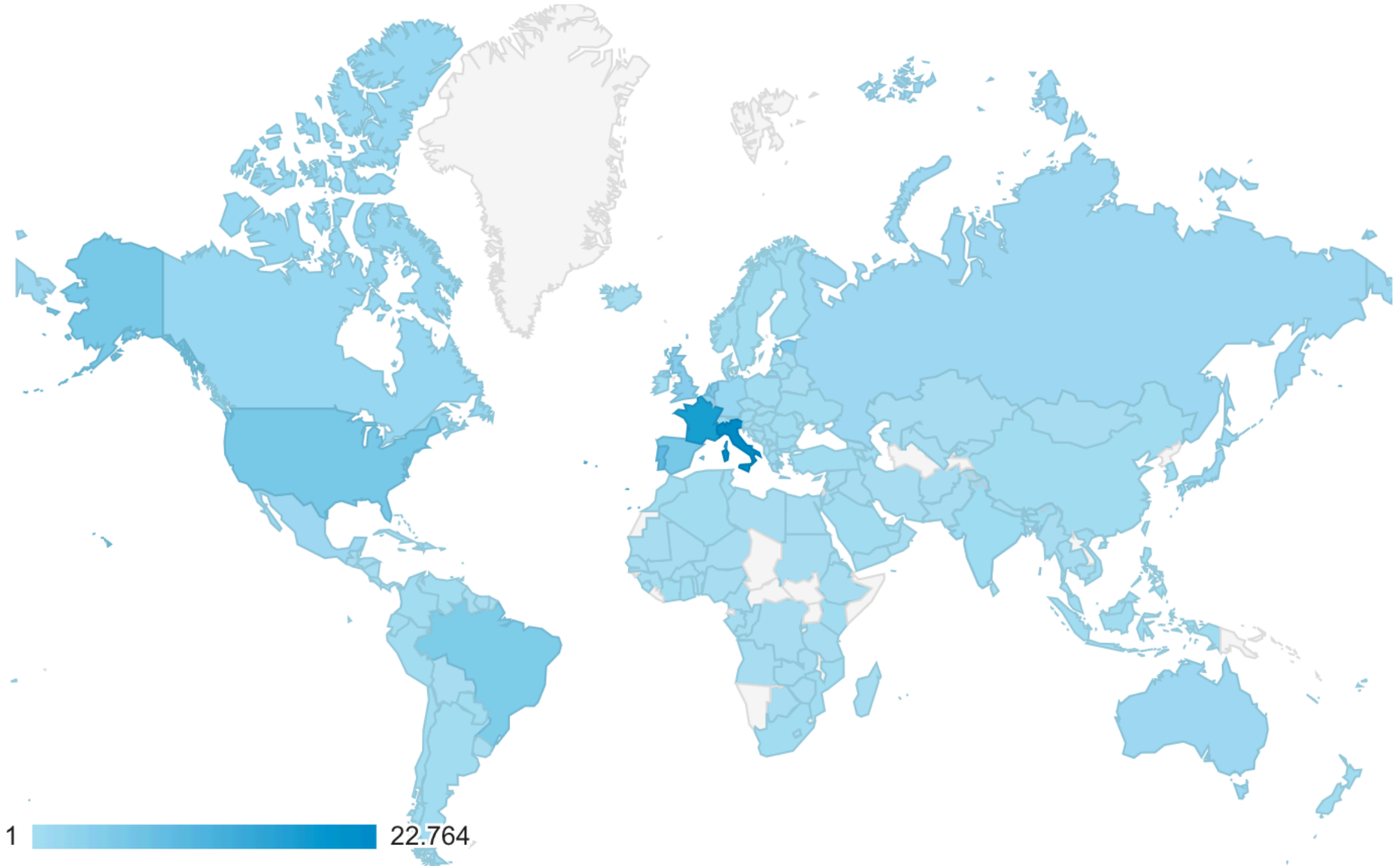
**Thanks to Italian CINECA, the Jtel-Emma Summer school 2015 edition got its own badge!**

**Open Badges is a new online standard to recognize and verify learning.**

A **digital badge** is an online representation of a skill you've earned. **Open Badges** allows you to verify your skills, interests and achievements through credible organizations. Display your badges wherever you want them on the web, and share them for employment, education or lifelong learning.



# Emma: World Users



Users PROJECT GEO representation 2014-15



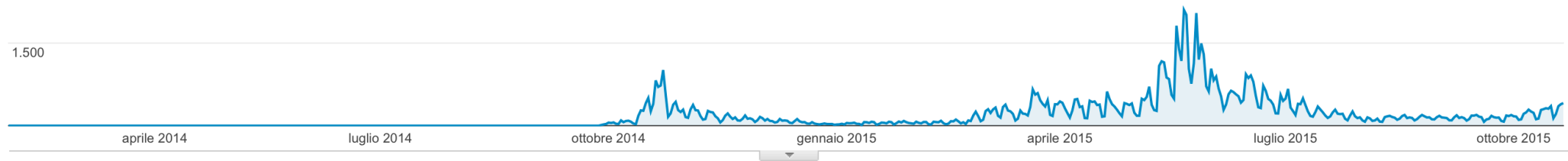
# Emma: Users Analitics

Sessioni e Seleziona una metrica

Ora **Giorno** Settimana Mese

● Sessioni

3.000



Sessioni

106.379



Utenti

51.833



Visualizzazioni di pagina

697.282



Pagine/sessione

6,55



Durata sessione media

00:07:03



Frequenza di rimbalzo

39,73%

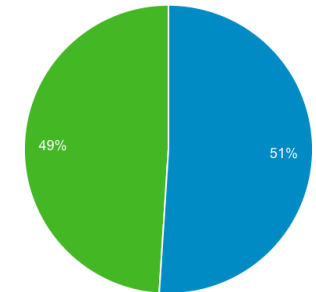


% nuove sessioni

48,72%



■ Returning Visitor ■ New Visitor



3.	it	11.916	11,20%
4.	it-it	9.867	9,28%
5.	pt-pt	7.809	7,34%
6.	fr-fr	5.782	5,44%
7.	pt-br	5.220	4,91%
8.	en-gb	4.327	4,07%
9.	es	4.094	3,85%
10.	(not set)	3.173	2,98%

**L'organizzazione delle imprese culturali**

UNIVERSITY OF NAPLES FEDERICO II

INIZIA IL 26/10/2015

**Lisbon and the Sea: A story of Arrivals and Departures**

UNIVERSIDADE ABERTA

INIZIA IL 26/10/2015

**Climate change: the context of life experiences**

UNIVERSIDADE ABERTA

INIZIA IL 26/10/2015

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ATTI

INIZIA IL 26/10/2015

**L'innovazione sociale nella gestione del patrimonio culturale**

UNIVERSITY OF NAPLES FEDERICO II

INIZIA IL 26/10/2015

**Pedagogia Generale e Sociale: teoria e ricerca**

UNIVERSITY OF NAPLES FEDERICO II

INIZIA IL 26/10/2015

**Assessment for learning in practice**

OPEN UNIVERSITEIT

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**Designing Online Courses with the 7Cs Framework**

FEDERICO II AND BATH SPA UNIVERSITIES

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SELF-PACED

Your MOOC Signpost in Europe





# L'università pubblica online

Gerardo Fatone  
Semeiotica chirurgica  
veterinaria



Antonio Lanzotti  
Disegno Tecnico  
Industriale



Laura Bellia  
Illuminotecnica

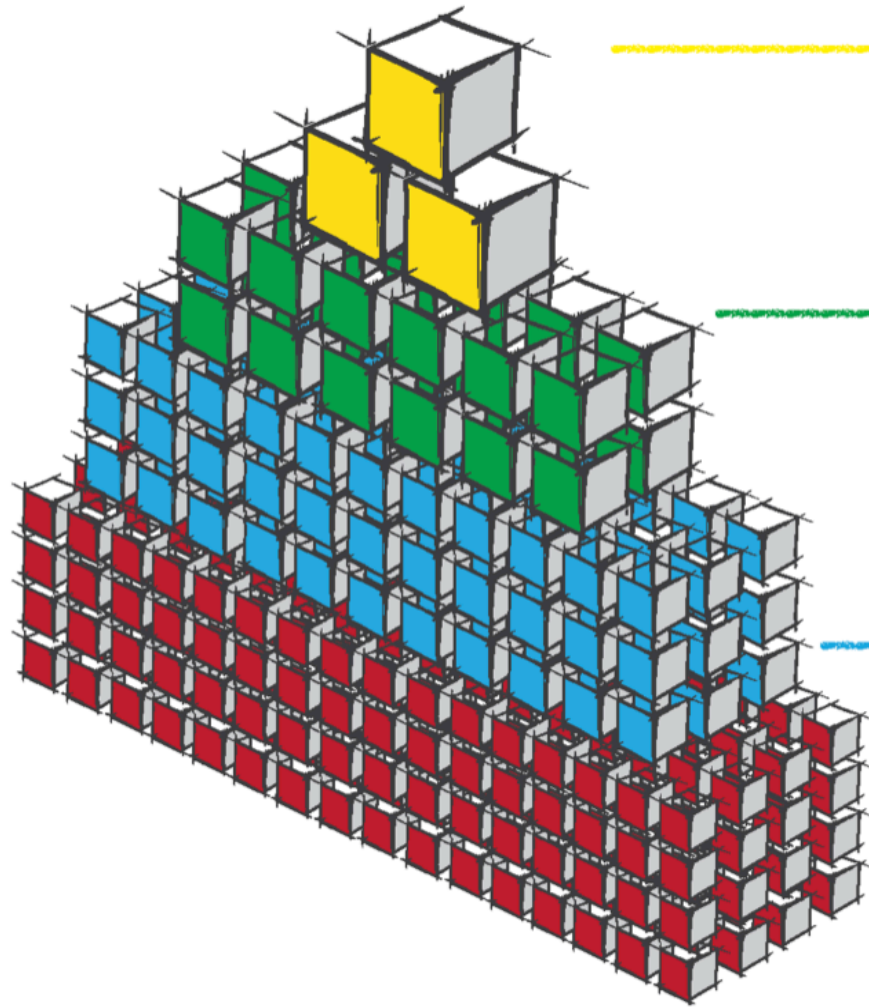


Vincenzo Canale  
Fisica I con laboratorio



## Federica goes MOOC

# Federica's Building Blocks



**MOOC** Upgrade to the MOOC format is provided for a selection of courses on federica.eu, along with brand new international entries.

**Audio** Fifty courses, with audio comments for each slide, have been postproduced into podcasts, and are also distributed through the iTunes U website (over a million downloads)

**Link** Most courses also present a wide number of links to online sources selected by the teacher

**Basic** All courses have a basic textual structure, through a user friendly interface, summarizing the content of each lesson



# Federica vision

## Web-learning

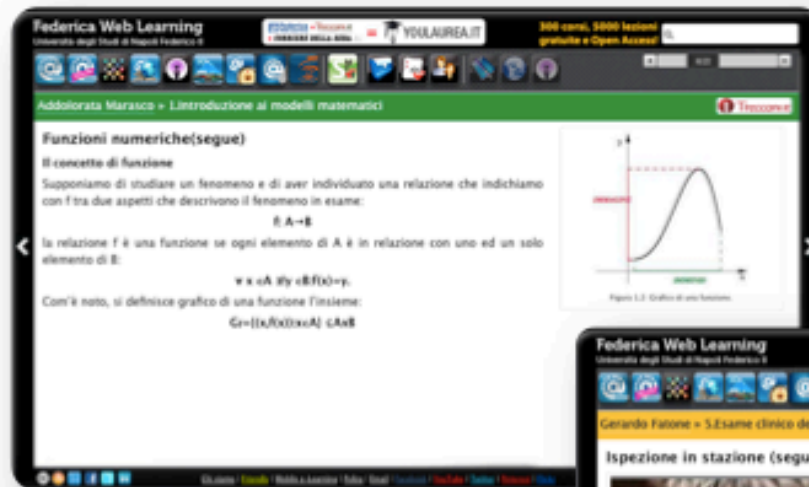
- **Texts**
- **Links to PDF**
- **Web Resources**



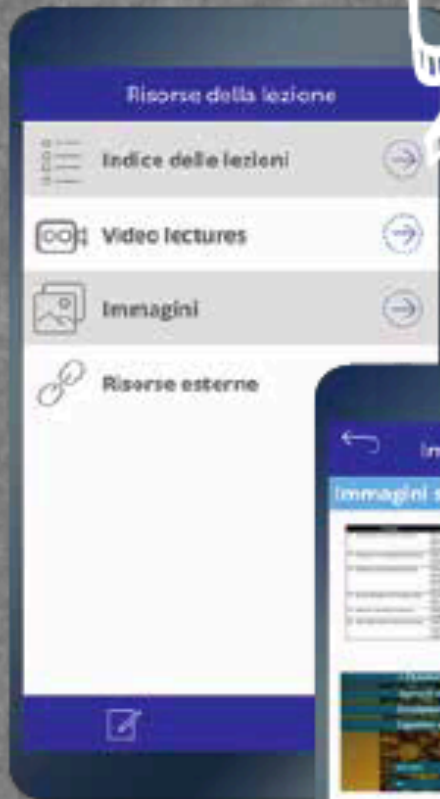
- **Images**
- **Audio**
- **Videos**

# Federica vision

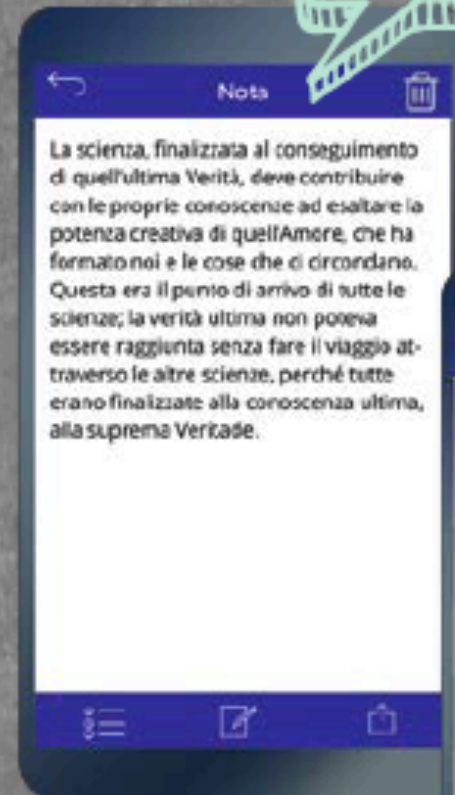
Same  
User-friendly  
Interface  
for all disciplines



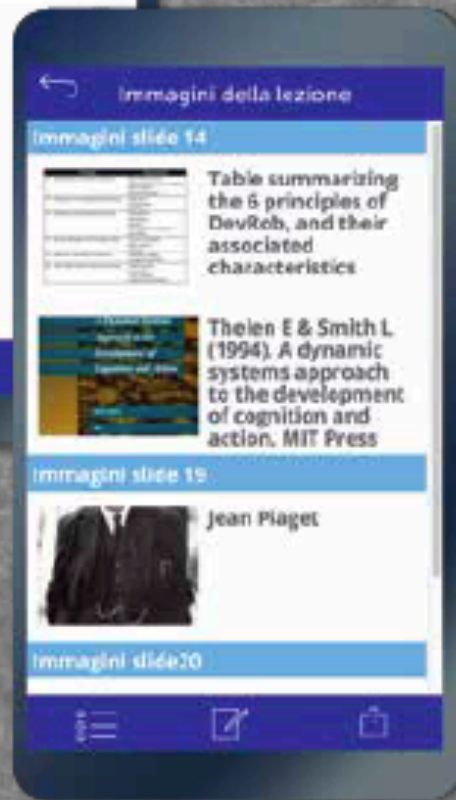
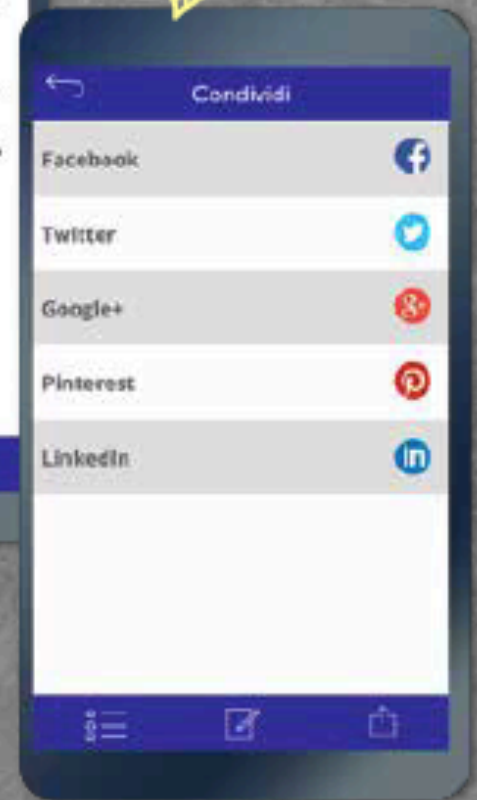
Le Risorse



Le tue Note



I Social



Le Immagini





## Scienza Politica, Gianfranco Pasquino

Il corso di scienza politica ha come obiettivo fondamentale quello di offrire agli studenti gli strumenti essenziali per comprendere e analizzare la politica e le istituzioni. È un compito svolto da tempo immemorabile, il che rende utile e spesso indispensabile la conoscenza dei classici, ma che si ripete sempre con novità poiché la politica cambia. La scienza politica dispone di una solida base di conoscenze sui partiti, sui parlamenti, sui governi, sulla partecipazione politica, sulle democrazie, sui regimi autoritari e totalitari. **Queste conoscenze possono essere utilizzate al meglio facendo ricorso al metodo comparato nelle sue varie potenzialità e applicazioni.** In particolare, si analizzeranno vantaggi e svantaggi delle forme di governo parlamentari, semipresidenziali e presidenziali. Non è affatto vero che più o meno tutti i sistemi politici si equivalgono. È vero, invece, che un sistema politico è il prodotto complesso di un rapporto fra le sue istituzioni, il suo sistema elettorale e il suo sistema dei partiti e, pertanto, che esistono, e possono essere costruiti, sistemi politici migliori di altri.

### Trailer



### Indice delle lezioni

1. [Natura ed evoluzione della scienza politica](#)
2. [I metodi di analisi](#)
3. [Partecipazione politica](#)
4. [Gruppi e movimenti](#)
5. [Elezioni e sistemi elettorali](#)
6. [Partiti e sistemi partitici](#)
7. [Parlamenti e rappresentanza](#)
8. [I governi](#)
9. [Le politiche pubbliche](#)
10. [I regimi non democratici](#)
11. [I regimi democratici](#)
12. [L'Unione Europea](#)









HOME



MOOC



YOU!

## Dante tra poesia e scienza

Raffaele Giglio



Primavera 2015



Durata: 11 settimane



Anteprima del corso

## Developmental robotics

Angelo Cangelosi &  
Matthew Schlesinger



Primavera 2015



Durata: 5 settimane



Anteprima del corso

## Disegno tecnico industriale

Antonio Lanzotti



Primavera 2015



Durata: 8 settimane



Anteprima del corso



HOME



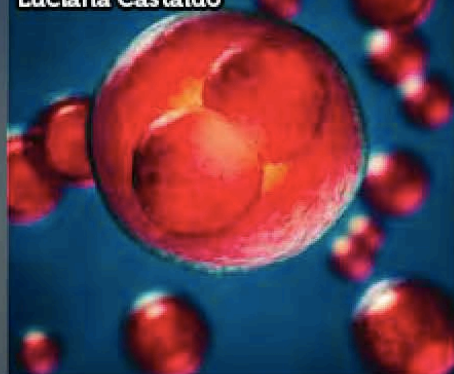
MOOC



YOU!

### Embriologia e Morfogenesi

Luciana Castaldo



Primavera 2015



Durata: 8 settimane



Anteprima del corso

### Fisica I con laboratorio

Vincenzo Canale



Primavera 2015



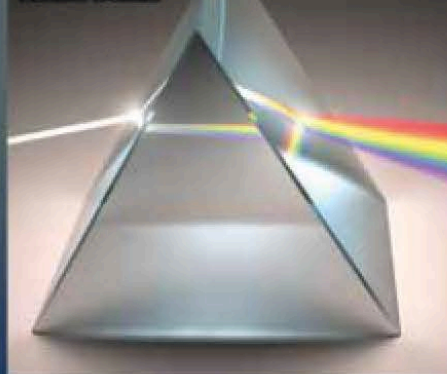
Durata: 8 settimane



Anteprima del corso

### Illuminotecnica

Laura Bellia



Primavera 2015



Durata: 8 settimane



Anteprima del corso





HOME



MOOC



YOU

## Laboratorio di Programmazione

Marco Lapegna



Primavera 2015



Durata: 8 settimane



[Anteprima del corso](#)

## Laboratorio di Restauro

Renata Picone



Primavera 2015



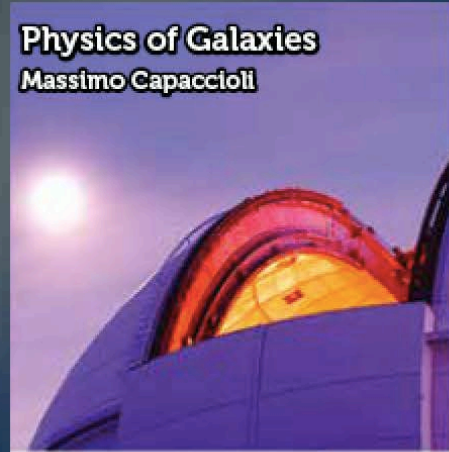
Durata: 8 settimane



[Anteprima del corso](#)

## Physics of Galaxies

Massimo Capaccioli



Primavera 2015



Durata: 11 settimane



[Anteprima del corso](#)



## Radiologia veterinaria e Medicina nucleare

Leonardo Meomartino



 Primavera 2015

 Durata: 11 settimane


 [Anteprima del corso](#)

## Scienza politica

Gianfranco Pasquino



 Primavera 2015

 Durata: 6 settimane

 [Anteprima del corso](#)

## Semeiotica chirurgica veterinaria

Gerardo Fatone



 Primavera 2015

 Durata: 9 settimane

 [Anteprima del corso](#)



## IPSA goes MOOC!

A joint venture with Federica Web-learning®

IPSA has decided to enter the MOOC environment, with a pilot sample of introductory courses on key PS topics.

Courses will be framed with the multicultural blend which is at the core of IPSA vision.

Authored by some of the outstanding academics which have been part of the IPSA community, IPSAMOOC will be a unique contribution to students of politics worldwide, providing open access to a highly qualified Political science core curriculum.



MOOCs (*Massive Open Online Courses*) are a recent development in distant education within the open educational resources (OER) movement.



Main US MOOCs Aggregators students, 2012

Since 2011 there has been a huge increase in MOOCs, led by the elite American universities grouped to form aggregate providers. Offer as well as demand has been growing at an exponential rate.

IPSAMOOC will be developed in partnership with Federica Web-learning, a project of the University of Naples Federico II co-funded by the EU.

Through an innovative, user-friendly format, rich with text and online references, Federica offers the student a more comprehensive understanding of the lecture's argument. The courses can be accessed on a PC, by smartphones and tablets, or downloaded as a Podcast.

The new set of IPSAMOOC courses will be available through IPSAPortal, in the new section IPSAMOOC, and on the Federica platform.



# Changing the social role of HEIs

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The most striking thing to emerge is **the awareness that new business models will radically change the social role** of HE institutions:

« (...) as providers of knowledge and innovation and as contributors to development, HEIs have **to rethink their societal responsibilities** in their local, national and regional context, including the responsibility to build capacity in emerging economies and developing countries of the world»

*(European Higher Education in the World, Brussels, 11 June 2013 COM(2013) 499 final).*

**Learning is already ubiquitous, what about teaching?**