



A holistic and Scalable Solution for research, innovation and Education in Energy Transition

D4.1 ASSET programs on EMMA: User Manual

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|---------------------|---|
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| Author (s) | Rosanna De Rosa, Gennaro Grasso (UNINA) |
| Quality Reviewer(s) | Carlos Sanchez (UPV), Wen Guo & Walter Cariani (LS) |
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Executive Summary

One of the main outputs of WP4 is to have the EMMA platform in place with a system upgraded and learner behaviour tracking and monitoring systems in place.

This deliverable is mainly related to user guidelines, both from the author and user perspective. We defined how to author a course, focusing on editing and policy issues first, then we illustrated the platform navigation, features and tools available in EMMA. Video-tutorials, simplified guides as well as A-Z courses for teachers and students are available to give assistance to new MOOC providers. A live FAQ section has been created using Zendesk technologies to provide a more efficient online interactive service. This deliverable focuses also on:

- GUI and User Experience;
- peer assessment;
- Learning Analytics GUI dashboard and functioning;
- Back End navigation and interactive facilities.

Table of Contents

| | |
|---|----|
| Document History | 1 |
| Executive Summary | 2 |
| Table of Contents | 3 |
| List of Figures..... | 5 |
| List of Acronyms | 7 |
| 1. Introduction | 8 |
| 1.1 Purpose & Scope | 8 |
| 1.2 Structure of the Deliverable | 8 |
| 1.3 Relation to other WPs and tasks | 9 |
| 2. Authoring a Course on EMMA | 10 |
| 2.1 Pedagogical Techniques | 10 |
| 2.2 Good practice guidelines..... | 10 |
| 2.3 Tutor/facilitator tips | 11 |
| 2.4 The start | 12 |
| 2.5 Adding a New Course | 13 |
| 2.6 Adding Videos..... | 16 |
| 2.7 Adding a New Lesson..... | 17 |
| 2.8 Adding a New Unit..... | 19 |
| 2.9 Europeana API | 20 |
| 2.10 Editing an Assignment | 21 |
| 2.11 Editing a Quiz..... | 23 |
| 2.12 Adding a Peer Assessment | 27 |
| 2.13 Add a new teacher and add a new provider | 32 |
| 3. Transcription and Translation Services on EMMA | 33 |
| 3.1 Transcription | 33 |
| 3.2 Requesting and Editing Translations | 35 |
| 3.3 Translations | 36 |
| 4. Navigating EMMA | 38 |
| 4.1 Registering to the platform | 38 |
| 4.2 Platform Structure..... | 40 |
| 4.3 Enrolling in a MOOC | 41 |
| 4.4 Entry Page, Main Menu, Footer, Sidebar | 42 |
| 4.5 Main Menu | 43 |
| 4.6 Footer | 43 |
| 4.7 Sidebar..... | 43 |

| | | |
|------|--|----|
| 4.8 | Webpage Body | 44 |
| 4.9 | Course Structure..... | 45 |
| 4.10 | The Lesson Page | 47 |
| 4.11 | The Unit Pages..... | 48 |
| 4.12 | The Assignment Page | 50 |
| 5. | EMMA Collaborative Tools: Blog, EMMA Posts, Coursebook, Social Classroom | 51 |
| 5.1 | Blog and EMMA posts | 51 |
| 5.2 | Your Profile | 53 |
| 5.3 | The Virtual Classroom | 54 |
| 6. | EMMA Personal Learning Environment | 56 |
| 6.1 | The Personal Learning Environment | 56 |
| 6.2 | The ToolBox..... | 56 |
| 7. | Platform Tracking Facilities | 60 |
| 8. | Teacher and Student Tutorial MOOCs | 68 |
| 8.1 | A-Z EMMA Tutorial | 68 |
| 8.2 | A-Z Teacher Tutorial | 69 |
| 9. | EMMA Help Desk | 72 |
| 10. | Showcased on EMMA..... | 74 |
| 11. | EMMA automatic certification system..... | 75 |
| 12. | Conclusion | 77 |
| 13. | ANNEX I: Multilingual Simplified Guide..... | 78 |

List of Figures

| | |
|--|----|
| Figure 1 – Homepage of EMMA Platform | 12 |
| Figure 2 – Sign in EMMA Platform | 13 |
| Figure 3 – Backend of EMMA Platform | 13 |
| Figure 4 – Manage a course | 13 |
| Figure 5 – Add a new course on EMMA Platform | 14 |
| Figure 6 – Adding a new course | 14 |
| Figure 7. Categories | 15 |
| Figure 8 – Publication data of a course | 15 |
| Figure 9 – Setting a cover image for a course | 16 |
| Figure 10 – Adding a video | 16 |
| Figure 11 – Adding a lesson in a course | 17 |
| Figure 12 – The quick menu on left sidebar | 19 |
| Figure 13 – Adding a unit in a lesson | 19 |
| Figure 14 – Adding an external link | 20 |
| Figure 15 – Europeana and Tags | 20 |
| Figure 16 – Europeana related source | 21 |
| Figure 17 – Adding an assignment | 21 |
| Figure 18 – Typing assignment dates | 22 |
| Figure 19 - Homeworks | 22 |
| Figure 20 – Inserting reading time | 23 |
| Figure 21 – Adding a quiz | 23 |
| Figure 22 – Managing quizzes | 24 |
| Figure 23 – Editing a quiz | 24 |
| Figure 24 – Add a question in a quiz | 25 |
| Figure 25 – Setting true tick for the correct answer | 25 |
| Figure 26 - Managing quizzes page | 26 |
| Figure 27 - The workflow and the process of EMMA peer assignment feature | 27 |
| Figure 28 - Choosing assignment type | 28 |
| Figure 29 - Peer Assessment assignment | 28 |
| Figure 30 - Set Assessment data | 29 |
| Figure 31 - Assessment criteria | 30 |
| Figure 32 - Peer assessment dashboard | 31 |
| Figure 33 - My peer assessment in profile page | 31 |
| Figure 34 - Adding a new provider | 32 |
| Figure 35 - Adding a new teacher | 32 |
| Figure 36 - Ask for a transcription | 33 |
| Figure 37 - Processing a transcription | 33 |
| Figure 38 - Transcription completed | 34 |
| Figure 39 - Save a download subtitles of a video | 34 |
| Figure 40 - Edit transcription | 34 |
| Figure 41 - Edit a transcription (2nd screen) | 35 |
| Figure 42 - Video advanced settings | 36 |
| Figure 43 - Edit a translation | 36 |
| Figure 44 - Import a translation | 37 |
| Figure 45 - EMMA platform homepage | 39 |
| Figure 46 - Registering on EMMA platform | 40 |
| Figure 47 - Activate your account on EMMA | 40 |
| Figure 48 - Content category system | 41 |
| Figure 49 - Browse the EMMA offer | 42 |
| Figure 50 - Sidebar details | 44 |
| Figure 51 - Creation of translations | 45 |
| Figure 52 - Courses structure section | 46 |
| Figure 53 - Comments | 47 |
| Figure 54 - Introduction to the courses | 48 |
| Figure 55 – Lesson page | 49 |

| | |
|--|----|
| Figure 56 - Assignment page..... | 50 |
| Figure 57 - Your blog page | 51 |
| Figure 58 - Personal bog on EMMA Platform..... | 52 |
| Figure 59 - EMMA's Posts..... | 53 |
| Figure 60 - Your profile page..... | 54 |
| Figure 61 - Add social links to your blog page..... | 55 |
| Figure 62 - Highlight part of a content..... | 57 |
| Figure 63 - Your annotation page | 57 |
| Figure 64 - Text notes..... | 58 |
| Figure 65 - Adding a note | 58 |
| Figure 66 - Adding a resource | 58 |
| Figure 67 - Accessing the Saved Notes, Highlights and Resources | 59 |
| Figure 68 - View all saved..... | 59 |
| Figure 69 - My coursebook, a list of created coursebooks | 59 |
| Figure 70 - Interaction between various modules of the platform..... | 60 |
| Figure 71 - Analytics button | 61 |
| Figure 72 - General statics..... | 62 |
| Figure 73 - Lesson stats | 62 |
| Figure 74 - Enrolment History | 63 |
| Figure 75 - Activity stream | 64 |
| Figure 76 - Social network analysis | 64 |
| Figure 77 - Quiz Dashboard..... | 65 |
| Figure 78 - Learner's view, my courses..... | 65 |
| Figure 79 - Student program overview..... | 66 |
| Figure 80 - Comparison of own progress and other MOOC participants | 67 |
| Figure 81 - EMMA help desk | 72 |
| Figure 82 - FAQ section | 72 |
| Figure 83 - Submit a request | 73 |
| Figure 84 - Assign certificate | 75 |
| Figure 85 - Certificate of participation | 76 |
| Figure 86 - Teacher Guide | 78 |

List of Acronyms

| Abbreviation / acronym | Description |
|------------------------|--|
| MOOC | Massive Open Online Course |
| CSM | Content Management System |
| UX | User Experience |
| cMOOC | Connectivist MOOC |
| xMOOC | eXtended Massive Open Online Course |
| iMOOC | Interactive Massive Open Online Course |
| sMOOC | Short MOOC |
| hMOOC | Hybrid MOOC |
| GUI | Graphic user Interface |
| LA | Learning Analytics |
| API | Application Programming Interface |
| PLE | Personal Learning Environment |
| TTP | Transcription and Translation Platform |
| CC | Creative Commons |

1. Introduction

1.1 Purpose & Scope

In short, EMMA is a pan-European platform, offering hosting services to a variety of instructional design. It offers a multilingual and cross-cultural approach to learning, and provides a battery of features to permit this, and ad-hoc tools to measure learner response. Both front end and back end have evolved in response to provider and user feedback. The strong visual appeal has been extended to all areas of the EMMA platform, including learner dashboards. In terms of specific features and tools, EMMA offers:

- an agile learning environment which accommodates cMOOCs, xMOOCs, iMOOCs, sMOOCs and hybrid approaches all in the one space;
- seamless transcription and translation webservice, allowing learners to follow the learning content of MOOCs in languages other than their own;
- in-built Europeana¹ tagging feature to widen cultural perspectives;
- a range of interaction features including Forum/Conversation, and links to social classrooms to facilitate the construction of learning communities. The individual blog allows for public or class-based communication;
- a range of tracking features with accompanying dashboards to raise awareness of student engagement and progress, and to provide feedback on learning activities and outcomes. In addition to LA data, the platform has been connected to SurveyMonkey for the collection of demographic and qualitative data about learner expectations and experience. Results are collated and passed on to providers to inform feedback loops and modifications to course delivery in future iterations;
- the PLE offers a toolkit with editing tools and coursebook to enable learners to build their own learning pathway, selecting and saving content from different courses and enriching it with additional resources from around the Web. This feature is not currently available on other MOOC platforms;
- a range of assessment features including quizzes with feedback and Peer Review. The Peer Review feature allows learners to assess or review each other's work, improving mindful learning through reflection on peer outcomes. The feature is flexible and can accommodate reruns if the response rate is not good;
- embedded automated certification system;
- a comprehensive but adjustable notification system for receiving intra-course communications;
- support tools for providers and users include a Help Desk based on Zen technology, as well as online tutorials, webinars, and simplified infographic guides.

1.2 Structure of the Deliverable

This deliverable is structured according to the main cluster of users accessing EMMA to a) authoring a MOOC and b) enrolling in a MOOC. It is structured in 13 chapters covering all possible instructions users need in order to perform their goals in EMMA Platform. The first three chapters are dedicated to teacher/tutor willing to create a MOOC enjoying all the EMMA feature to create and manage course content as well as to translate it or to create assessment material. Chapter 4, 5, 6 are instead devoted to platform users, students willing to browse, enrol, interact the course content enjoying all interactive features that enable him/her to personalize the learning path. The last part of the deliverable – from 7 to 11 – contains further guidance, tools and explanations for both - teachers/tutors and learners - to

¹ Europeana is the European Digital Library offering a unique catalogue to access to bibliographic material stored in 28 countries.

improve their user experience assisting them to use the most sophisticated functions such as the automatic translation tool based on machine learning technology.

1.3 Relation to other WPs and tasks

The deliverable has connection with D4.2 Monitoring Tools aiming at creating the tools for gathering feedback from users and from the platform in form of analytics. Stronger connection exists also with WP2 and WP3 and specifically with T3.2 Learning content preparation and T3.1 Learning Graphs.

2. Authoring a Course on EMMA

2.1 Pedagogical Techniques

The pedagogy of MOOCs is not a standardized practice and the EMMA platform accommodates a variety of instructional design. The appeal of any MOOC seems to depend as much on topic, teacher engagement/behaviour and user motivation as on pedagogic approach. However, to help with your preparation, in the section below you will find:

- Good practice guidelines – which teaching and learning activities to include in your MOOC and why;
- Facilitator tips – recommendations on how to broaden the reach of your MOOC, recruit students and keep them engaged with the material.

2.2 Good practice guidelines

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

1. Keep the MOOC **relatively short**; evaluation suggests that longer MOOCs result in high dropout rates and low learner satisfaction. Four to eight weeks is the recommended length of a MOOC;
2. Clearly articulate the number of anticipated learning hours per week; keep these to a minimum; around 3 – 4 hours is recommended;
3. Have a **clear and logical** learning pathway;
4. Consider having **core** and **extension** activities;
5. Indicate the **amount of learning** time associated with each learning activity;
6. Make clear why participants are expected to use digital technologies (such as forums, wikis, blogs, etc.) and clarify **what are the perceived benefits**. For example, wikis as a good means of collaborative working, blogs for reflection, or e-portfolios as a means of participants evidencing and collating how they have achieved the intended learning outcomes;

Ensure that learning **outcomes are indicated at the beginning of each week**, use active verbs that are measurable like to apply, to assess, to develop, to identify, to plan, to use, to design, to compare;

1. Ensure content is **coherent and logically structured**, with a clear beginning, middle and end.
2. Indicate what, if any, tutor support is provided.
3. Articulate the **pedagogical approach** used, for example is reflective learning encouraged, or dialogic learning.
4. During design try and focus on **activities** rather than content.
5. Consider carefully what **collaborative elements** are included and how these are organized.
6. Try and ensure that each week is **organized in the same way** so that it is easy for the participants to orientate themselves.
7. Keep participants motivated and on track by providing a weekly email update, **summarizing the key points** covered and signposting to the following week's activities.
8. Include **mini quizzes** at the end of each week, to enable participants to assess their learning.
9. Provide **extension activities**, which are both remedial and advanced in nature, to cater for a diversity of participants.
10. Consider having a short (5 minutes) **video introducing the week's content and activities**, this provides a more personal touch.
11. Videos should be **no more than 10 minutes**; audio can be longer.
12. **Include transcripts** for videos and audio.
13. Have a number of synchronous hour-long sessions, perhaps **one at the beginning** of the MOOC to provide an overview and enable participants to outline what they hope to get out of the MOOC,

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

2.3 Tutor/facilitator tips

Student engagement strategies

- Generate interest through student networks.
- Recruit students also through Erasmus and Erasmus plus networks.
- Prepare animated presentations of each lesson or every other lesson based on a couple of slides from the lesson.

- Announce each lesson a week beforehand on social networks and on teacher blog and on the Conversation of the lesson itself – “Coming next week”. Again, prepare each of these trailers and announcements in advance so they are ready for timely publication.

Retention and activity rates

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

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

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

Giving feedback

- Provide group feedback in form of video; written feedback on Unit Conversation.

Use of Social Networks

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

2.4 The start

When you open the webpage (europeanmoocs.eu), first you will enter start (splash) page that looks like this.



Figure 1 – Homepage of EMMA Platform

To author a course, you need to **sign in** to gain access to the private authoring area and get authorization from the EMMA staff. Of course, before that you should have passed the evaluation process first (as explained to the section «Be one of Us») to be accredited to operate on EMMA by the EMMA consortium. You also need to create your personal profile.



Figure 2 – Sign in EMMA Platform

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

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

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

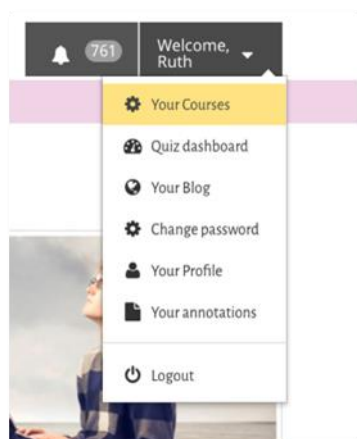


Figure 3 – Backend of EMMA Platform

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

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

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

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

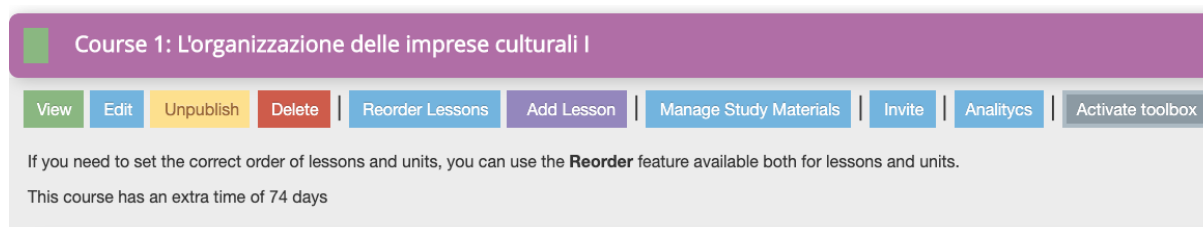


Figure 4 – Manage a course

A submenu allow you to manage easily some functions: for example, you can **view** your course components as they will be shown on the public pages; you can **edit** the course component; configuring as published or not **published** the status of any part or **delete** it. The menu allows also to **reorder** your lessons, **add** new ones or **manage study material**. Finally, you can activate the ToolBox, allowing your students to personalize their learning by adding notes, links, etc. You will learn more on this section in chapter 6.

Following is a description of all these features, while the **Invite function** allows you to open the course only on invitation of a pre-selected group of people. The teacher can add a list of email address and send an invite to selected users. A user can accept that invite and only that user can access the course.

2.5 Adding a New Course

The Course structure on EMMA is an accordion model.

To add a new course, you have to click on “**Add Course**” button situated at the bottom part of the dashboard.

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

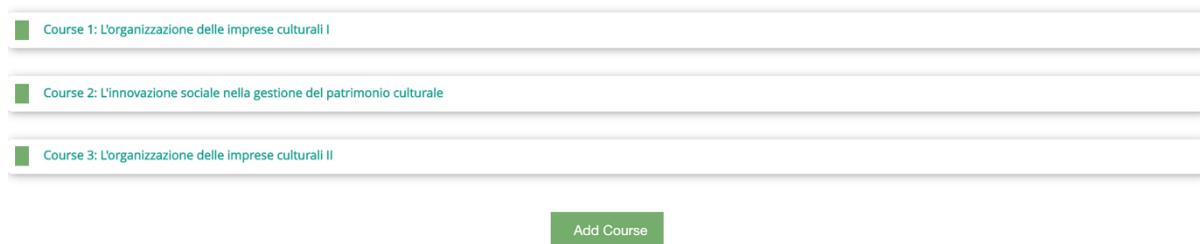


Figure 5 – Add a new course on EMMA Platform

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

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

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

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

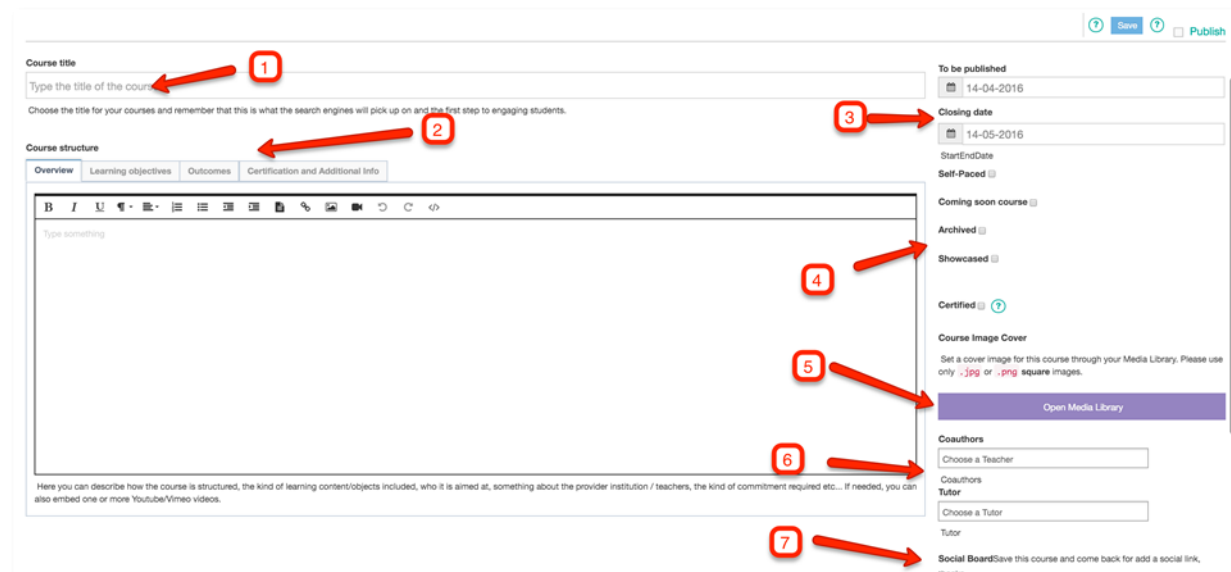


Figure 6 – Adding a new course

Course Title: here you will give the name of your course (fig. 6).

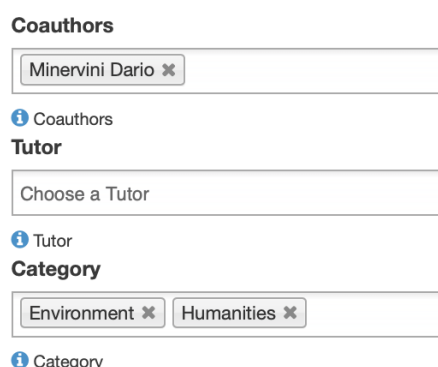
Overview: Here you can describe how the course is structured, the kind of learning content/objects included, who it is aimed at, something about the provider institution / teachers, the kind of commitment required etc. If needed, you can also embed a video presentation from YouTube/Vimeo.

Learning objectives: Refers to the new knowledge we hope users will acquire through the course content we provide, and the skills that users will develop through the specific tools/activities included as part of the course. When completing this section do not forget to give input / suggestions for threads to discuss in the tool identified by the term: "**conversations**".

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

Certification information you can add information on course certification options. EMMA currently offers free certificates of participation to all users completing over 70% of the MOOC content. The analytics calculate progress and completion rates, so the process is automated; users simply have to request certification once the course is closed. Providers can opt out of this scheme if they want.

Category: This function enables you to classify your MOOC according to thematic category so that it will be easier to locate it in the home page browsing the thematic dashboard. It is possible to use a multiple classification but be consistent and try to limit up to three options the MOOC classification.



The screenshot shows the 'Categories' section of the ASSET interface. It contains three main fields: 'Coauthors' with the value 'Minervini Dario', 'Tutor' with the placeholder 'Choose a Tutor', and 'Category' with two selected tags: 'Environment' and 'Humanities'. Each field has an information icon (i) next to it.

Figure 7. Categories

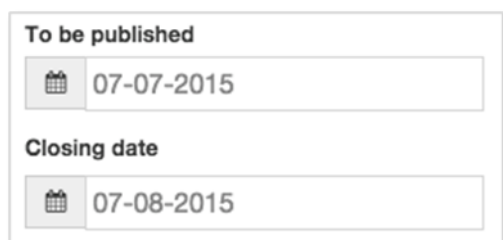
In filling these fields, try to avoid a **too formal academic style**.

As you can see, a **basic editor** enables you to manage text and layout, as well as inserting video or images. However, you do not need to format your text because the platform already does it for you.

However, overall at Lesson and Unit level, you can add **subtitles** in bold to identify new paragraphs and **listing points** to structure related items (indentation). Images will be always centred in the middle of the page.

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

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



The screenshot shows the 'Publication data of a course' section. It contains two date fields: 'To be published' with the value '07-07-2015' and 'Closing date' with the value '07-08-2015'. Each field has a calendar icon (📅) next to it.

Figure 8 – Publication data of a course

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

VERY IMPORTANT: Please notice that the “To be published” date do not refer to the opening of the course but only to the publishing of the course’s description on the course page to let people to enrol in it. The starting date of the course coincides with the FIRST LESSON date. This means that a course can be published one or two months before the starting date. Indeed, it is strongly recommended to use this time to promote the course and to recruit students. It is also possible to extend the course duration beyond the date of the last lesson. This

gives learners who join the course late, or those who had difficulty coping with the course pressure, a little more time to complete the MOOC.

Types of courses:

Self-paced – Learners can enrol on this type of course at any time, and follow it at their own pace, as there is no tutorship and very little student interaction on self-paced courses.

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

Archived – the course is no longer available, and only the cover page is seen on the Home Page.

Showcased - a special course from renowned experts (explained more in detail below in “Showcased on EMMA”).

Certified – a course that offers certification options.

Do not forget to insert a cover image to identify your course. Choose the right one: nice, attractive, quality proof. To be correctly aligned with the EMMA page layout, the cover image must be squared, with a height of 240px. The media library allows you to choose and upload the image you prefer.

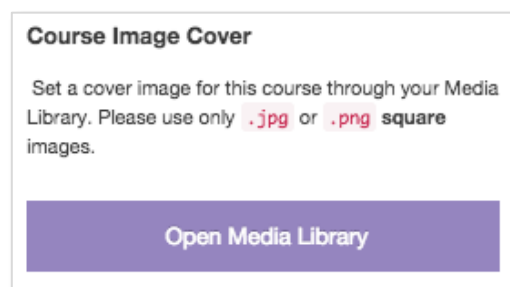


Figure 9 – Setting a cover image for a course

Co-authors – You can choose Co-authors for your course

- when clicking in the area, it will give you a list of available teachers. Like you, also co-authors have to be subscribed to the platform and be accredited by the EMMA Platform.

And Tutors – you can choose tutors for your course! We have introduced a new label for teacher users called "Tutor". It has the same permissions as teacher or co-author, the difference is only on the label in the course overview.

Social Classroom options will be given later once you add the links. EMMA allows you to create a variety of virtual classrooms for your MOOC. You can choose which Social Networks you want to associate to your course by simply writing in the name of the Facebook group, Twitter hashtag etc. in the space provided. This will enable to link directly from the relevant logos on the Homepage.

2.6 Adding Videos

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

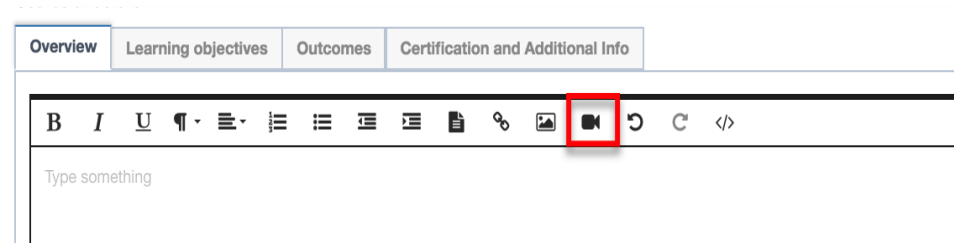


Figure 10 – Adding a video

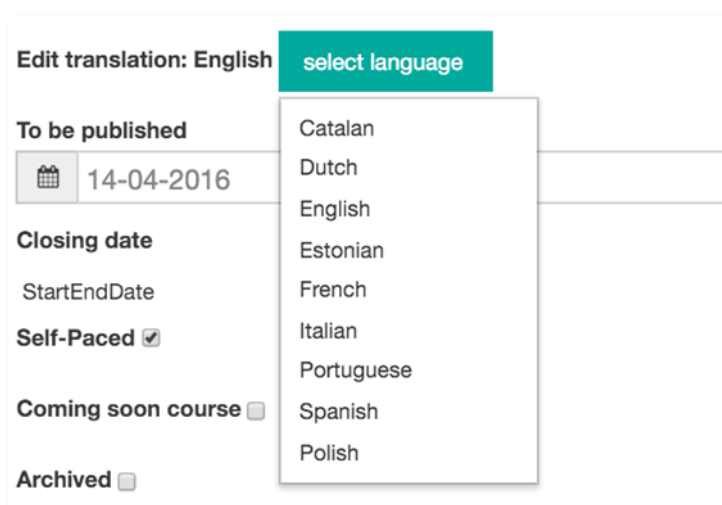
If you already have inserted videos on your own YouTube channel or Vimeo channel you are free to use these URLs. However, videos could not be

tracked by EMMA. So, no information about video use could come from the platform services.

[Be informed that translation/transcription services are connected with video player features. The Department of Information Science at UPV will send the transcription/translation directly to the video aggregator (YouTube/Vimeo). According to their task, only videos that have been previously sent to UPV will be translated. If videos do not belong to you, be sure you can apply to it UPV's translation services]. UPV no longer offers this service for free, however some agreement for research purposes can be reached.

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

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



Tick the button to publish/unpublish your course

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

Once you save your new course page, a translation option for the Course Page will show up. Translations are discussed in part 3 of this tutorial.

Please remember to save

2.7 Adding a New Lesson

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

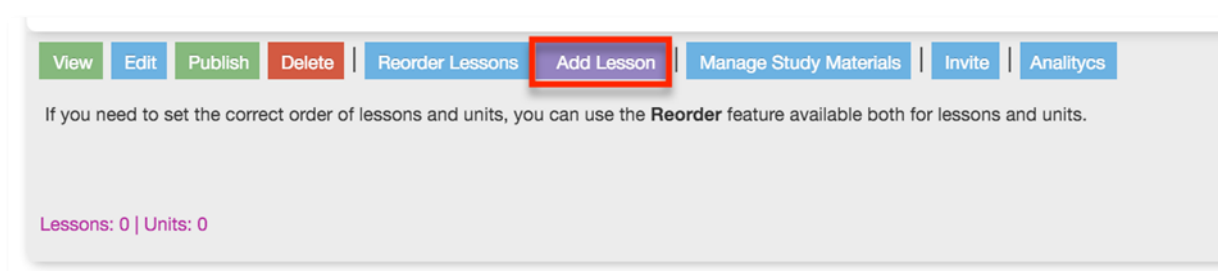


Figure 11 – Adding a lesson in a course

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

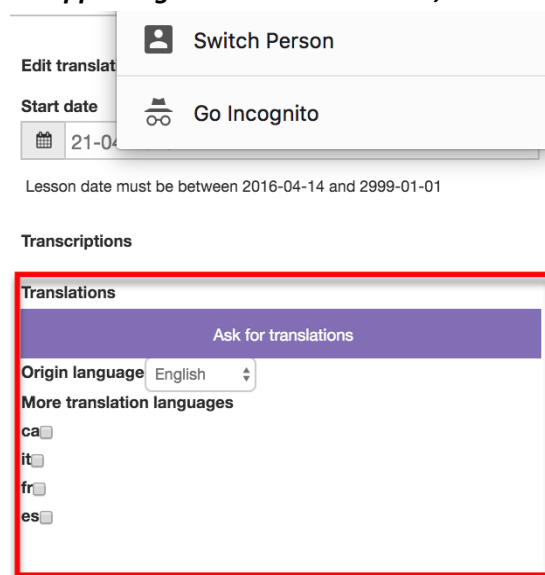


Also, at this level be informative and attractive. Do not forget to engage learners with course activities, asking them to participate in the course via the **Blog** and/or the **Conversation** tool. The more you invite people to use the tools to provide information about themselves, or to ask for a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

[Be informed that the lesson field allows you to insert both text and video, as well as images. It means that, if your course is not structured in units but only in lessons, you can use this field also to provide the video-lectures and text you have prepared. Also, if you do not have any video for this level, you can add an image to make the lesson more appealing. In this circumstance, note that Assignments and Quizzes will remain associated to the Unit. If you don't have the lesson level, just write a title into the related field and a little description to introduce the units if needed, then start working at Unit level inserting video, texts, images, additional material and/or external links. This kind of structure allows EMMA to be flexible enough to meet different needs].

The **start date** and **end date** are mandatory.

You will note that you can request a translation of the lesson content directly into your chosen language/s using this button here. The process for both video and text translation are explained in a separate section in part 3 of this guide.



From add lesson page you can open a left sidebar menu clicking on highlighted (red in image) icon. From this sidebar menu you can easily move on another page.

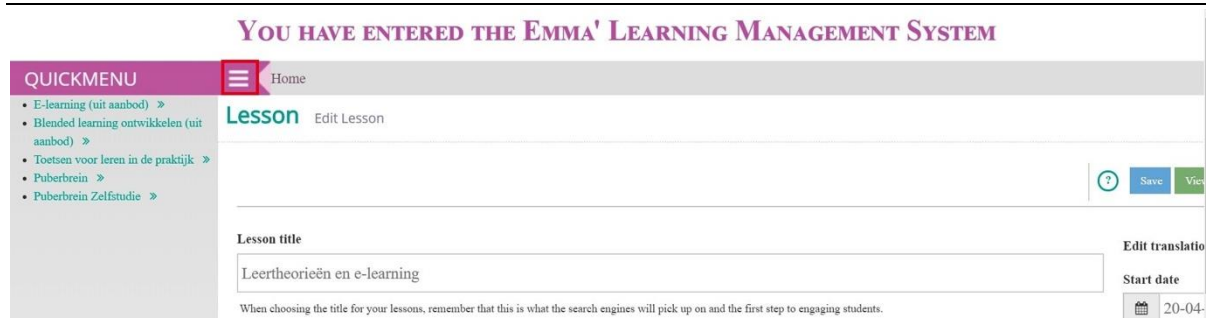


Figure 12 – The quick menu on left sidebar

Please remember to save

2.8 Adding a New Unit

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

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

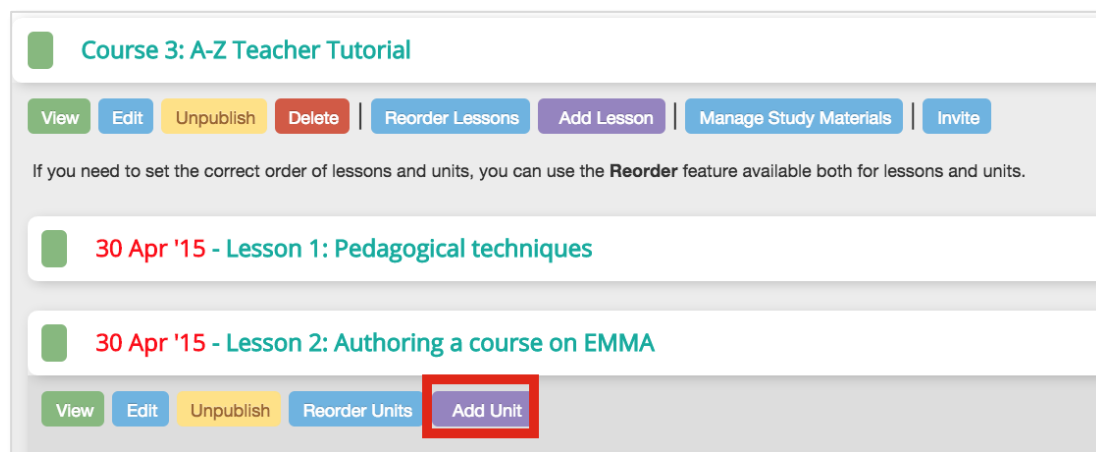


Figure 13 – Adding a unit in a lesson

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

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

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

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

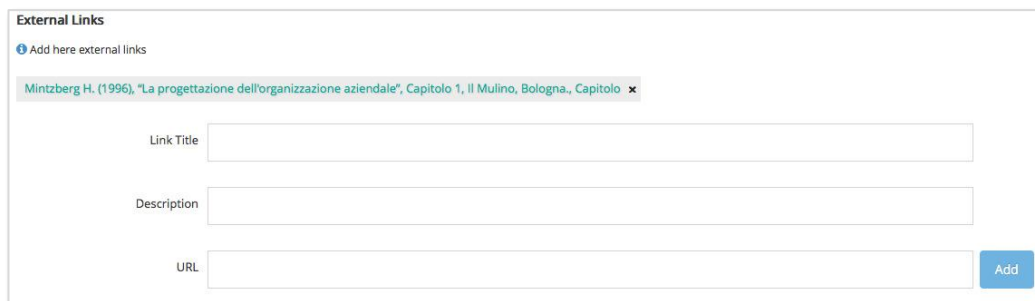
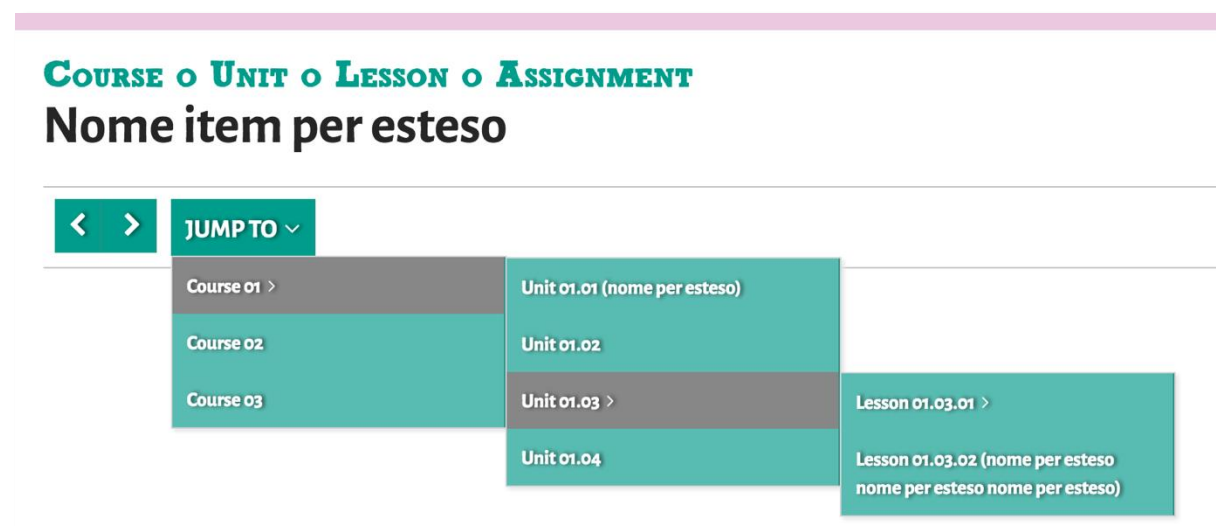


Figure 14 – Adding an external link

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

Please remember to save

Once you have created your courses, to move yourself from a course to another, or internally from a lesson to another, you can easily use the breadcrumbs structure as in the diagram below. This will facilitate your course management.



2.9 Europeana API

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

You can CREATE MEANINGFUL LINKS TO EUROPEANA by adding tags here, separated by semicolon. We suggest using the quotes (") if your search contains more than one term (i.e. "Mona Lisa" and not Mona Lisa). To combine several fields in one search use Boolean operators (AND, OR, and NOT) and even the Range Search. For more info: <http://labs.europeana.eu/api/query>.

In this example tags “**Leonardo da Vinci**” is used. When possible, Europeana will retrieve the concerning documents together with a cover image.

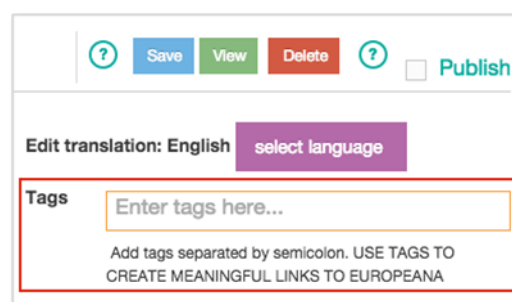


Figure 15 – Europeana and Tags

TAGS

"leonardo da vinci"

EUROPEANA RELATED RESOURCES

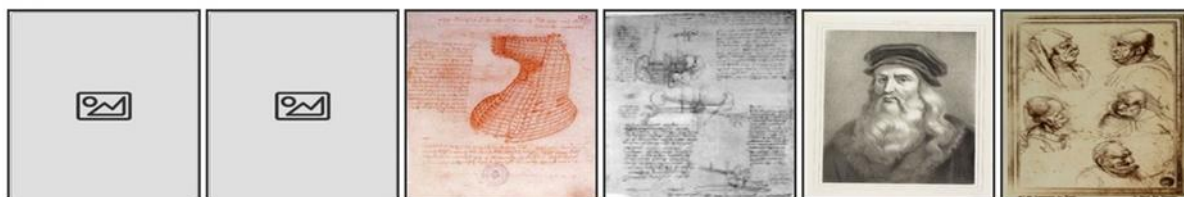


Figure 16 – Europeana related source

2.10 Editing an Assignment

EMMA offers various possibilities for giving your students work to do outside the classroom and various options for sharing and/or assessment. We will look at this from the teacher side first.

It is, of course, possible to incorporate homework tasks within the unit and ask your learners to post their responses on the Conversation feature associated with the Unit. In the same way, you can ask your learners to create a video or photo shoot, and they could post the artefacts in the blog or the URL of the video they have created on the Class Blog.

However, it is also possible to associate a separate assignment to a unit and learners are signalled to do the assignment at the end of the unit. To do this, simply click on the purple box “add assignment”, as in the diagram below.

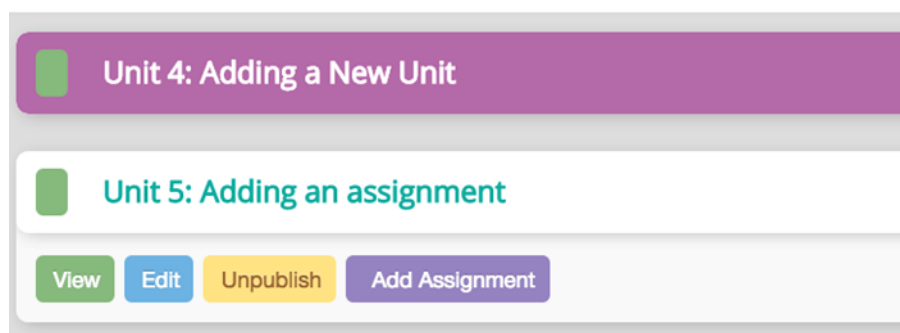


Figure 17 – Adding an assignment

There are three types of Assignment available:

1. Standard – Standard homework opens a space in which teacher can set the title, describe the task, set the timeframe and criteria for the task and explain where learners should do their and if/how learners should share their work. Again, in this case, learners are often asked to use the Conversation forum or the Class Blog to post their responses. Standard assignments do not have an inbuilt textbook for the learner response, nor do they have a submission option. This takes you to a page that looks like the Unit one.

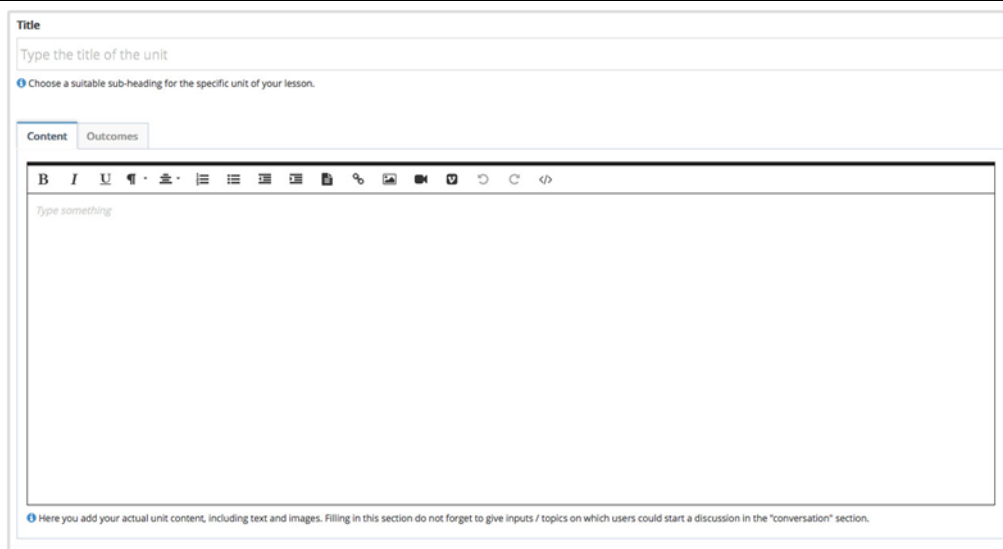


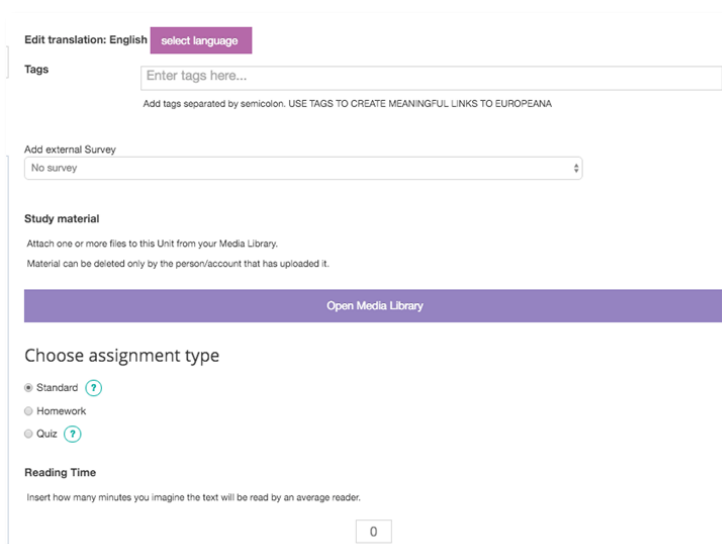
Figure 18 – Typing assignment dates

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

2. Homework – This looks and feels like the Standard homework from the teacher perspective but, from the learner perspective, Homework gives learners a text box in which to do their assigned task and a SUBMIT button.

Evaluation of this type of homework can be done in two ways.

Teacher assessment: you can go to your profile. All “pink” items are awaiting assessment. If you



Homework dashboard








| All courses | | |
|---|--|-------------------------|
| Homework | Course | Assignment Title |
|  | A-Z Teacher Tutorial | Pedagogical techniques |
|  | A-Z Teacher Tutorial | Pedagogical techniques |
|  | A-Z Teacher Tutorial | Pedagogical techniques |
|  | Pedagogia Generale e Sociale: pratiche educative | Ambiti della formazione |
|  | Pedagogia Generale e Sociale: pratiche educative | Ambiti della formazione |
|  | Pedagogia Generale e Sociale: pratiche educative | Ambiti della formazione |
|  | Pedagogia Generale e Sociale: pratiche educative | Ambiti della formazione |

Figure 19 - Homeworks

click on the assignment, it opens a window with the learner contribution and a window for your reply. The learner will receive notification in their profile that their homework has been reviewed.

You can add a Peer Assessment. You may decide to inform your learners when you set the assignment that they will review each other's work, or you may decide to add it later, when you see how many submitted pieces of work there are.

The working of the Peer Assessment feature is described in the section below.

3. Quizzes

Choose a quiz to add from the library or create your own. You can upload additional study material in the media library. Do not forget to add tags, choosing always specific concepts.

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



The screenshot shows a form titled "Reading Time". Below the title is an information icon and the text: "Insert how many minutes you imagine the text will be read by an average reader." Below this text is a numeric input field with a minus sign to its left and a plus sign to its right. The value "0" is displayed in the input field.

Figure 20 – Inserting reading time

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

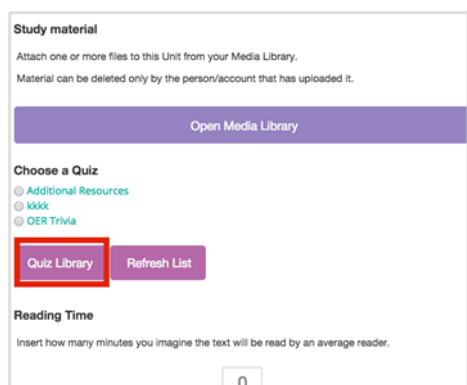
Please remember to save throughout

2.11 Editing a Quiz

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

- open answer
- true/false questions
- multiple choice quizzes

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




The screenshot shows a web interface for adding a quiz. At the top, there is a section for "Study material" with a button "Open Media Library". Below this is a section "Choose a Quiz" with three radio buttons: "Additional Resources", "kkkk", and "OER Trivia". The "Quiz Library" button is highlighted with a red box. To its right is a "Refresh List" button. Below these buttons is a "Reading Time" section with a text input field containing the value "0".

Figure 21 – Adding a quiz

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

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



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MULTIPLE
MOOC
AGGREGATOR
beta

Quiz List

Add New Quiz

Your Quizzes


| <input type="checkbox"/> | ID | Name | Questions | Status | Actions | |
|--------------------------|-----|---|-----------|--------|---------|--|
| <input type="checkbox"/> | 268 | Quiz di test per assegno Descrizione del test quiz per assegno | 2 | | | |
| <input type="checkbox"/> | 325 | Il patrimonio italiano: alcune caratteristiche Identificare alcuni aspetti specifici del patrimonio italiano | 3 | | | |
| <input type="checkbox"/> | 336 | Il caso Ex Fadda / The Ex Fadda group | 3 | | | |
| <input type="checkbox"/> | 347 | Quiz con 1 sola risposta corretta Descrizione corso | 1 | | | |

Figure 22 – Managing quizzes

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

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

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


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MULTIPLE
MOOC
AGGREGATOR**
beta

[Quiz List](#)
[Add New Quiz](#)

Edit Quiz

Quiz Title

Published

Quiz Description

Questions

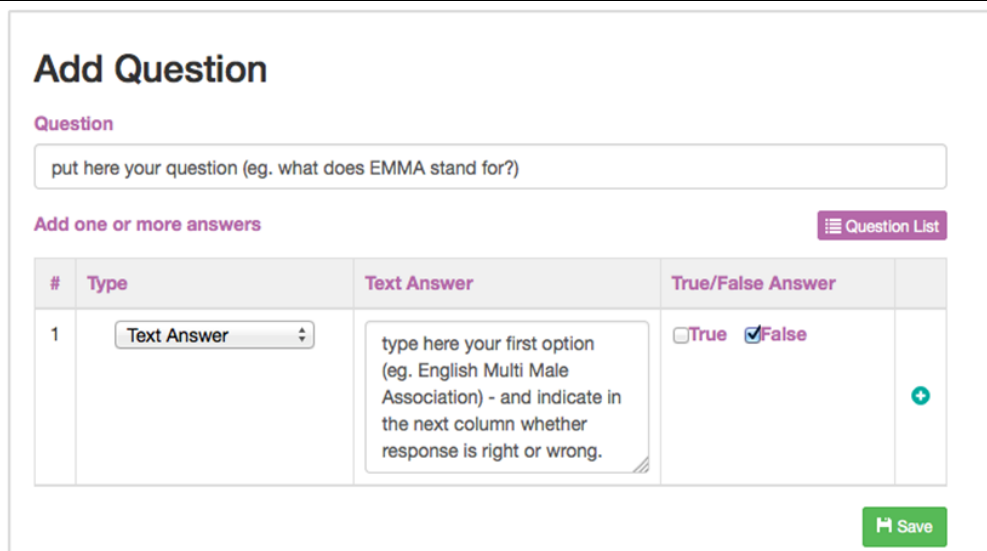
| <input type="checkbox"/> | ID | Question Text |
|--------------------------|----|---------------|
|--------------------------|----|---------------|

Figure 23 – Editing a quiz

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

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

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



Add Question

Question

put here your question (eg. what does EMMA stand for?)

Add one or more answers Question List

| # | Type | Text Answer | True/False Answer |
|---|-------------|--|---|
| 1 | Text Answer | type here your first option (eg. English Multi Male Association) - and indicate in the next column whether response is right or wrong. | <input type="checkbox"/> True <input checked="" type="checkbox"/> False |

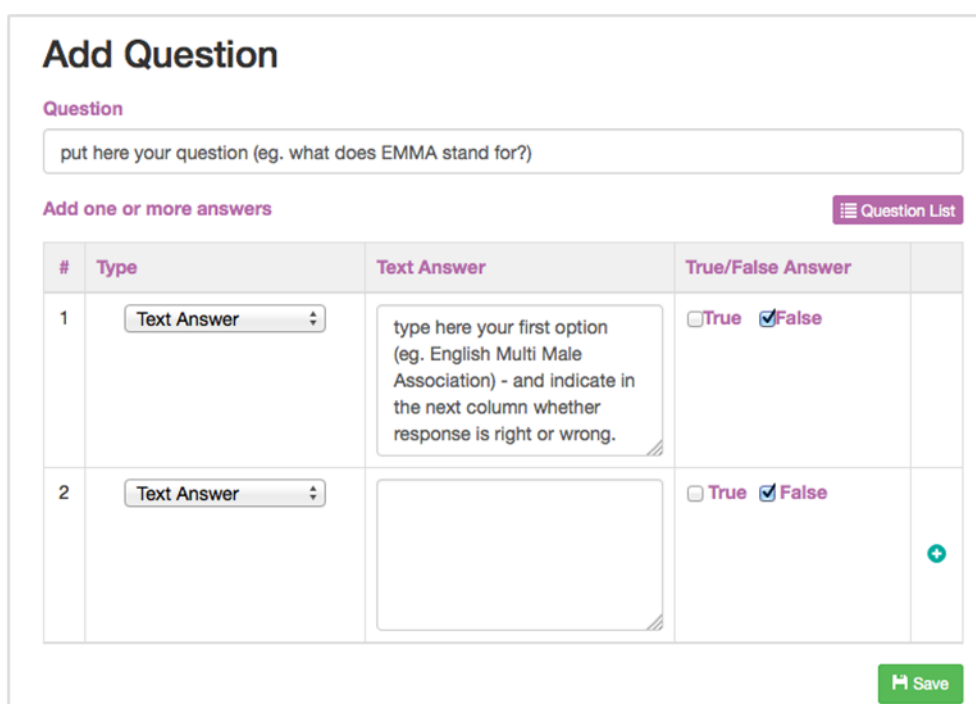
+

Save

Figure 24 – Add a question in a quiz

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

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



Add Question

Question

put here your question (eg. what does EMMA stand for?)

Add one or more answers Question List

| # | Type | Text Answer | True/False Answer |
|---|-------------|--|---|
| 1 | Text Answer | type here your first option (eg. English Multi Male Association) - and indicate in the next column whether response is right or wrong. | <input type="checkbox"/> True <input checked="" type="checkbox"/> False |
| 2 | Text Answer | | <input type="checkbox"/> True <input checked="" type="checkbox"/> False |

+

Save

Figure 25 – Setting true tick for the correct answer

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

| # | Type | Text Answer | True/False Answer |
|----|-------------------|---|---|
| 48 | True/False Answer | It means that materials can be used free of charge by anybody. | <input type="checkbox"/> True <input checked="" type="checkbox"/> False |
| 49 | True/False Answer | It means that you can use or reuse these materials in any way, as long as it is not for commercial purposes. | <input type="checkbox"/> True <input checked="" type="checkbox"/> False |
| 50 | True/False Answer | It means that the material can be used free of charge if source is acknowledged, material is used in its original state and that the purpose is non-commercial. | <input checked="" type="checkbox"/> True <input type="checkbox"/> False |

To add further questions to your quiz, click on **ADD QUESTION** and repeat the procedure for creating the multiple choices responses as above. Once you have saved, you can find your completed quiz in the QUIZ LIBRARY on the assignment page.

On this page you can click on existing quizzes to edit them or write a new QUIZ (add new quiz).

Apply

+ Add Que

| Question Text | | |
|---|---|---|
| What does Creative Commons mean? | 3 |  |
| What does Free Royalty licensing mean? | 3 |  |
| What kind of licence does Europeana have? | 3 |  |

Apply

Figure 26 - Managing quizzes page

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

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

Now your quiz is ready to be associated to the assignment, choosing it from the **Quiz Library**. It will be published in the assignment section, where the learner can give his/her answers. Once your students have completed the quizzes, you can their results in the teacher profile in “Quizzes dashboard” (detailed in the Learning Analytics section).

2.12 Adding a Peer Assessment

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

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

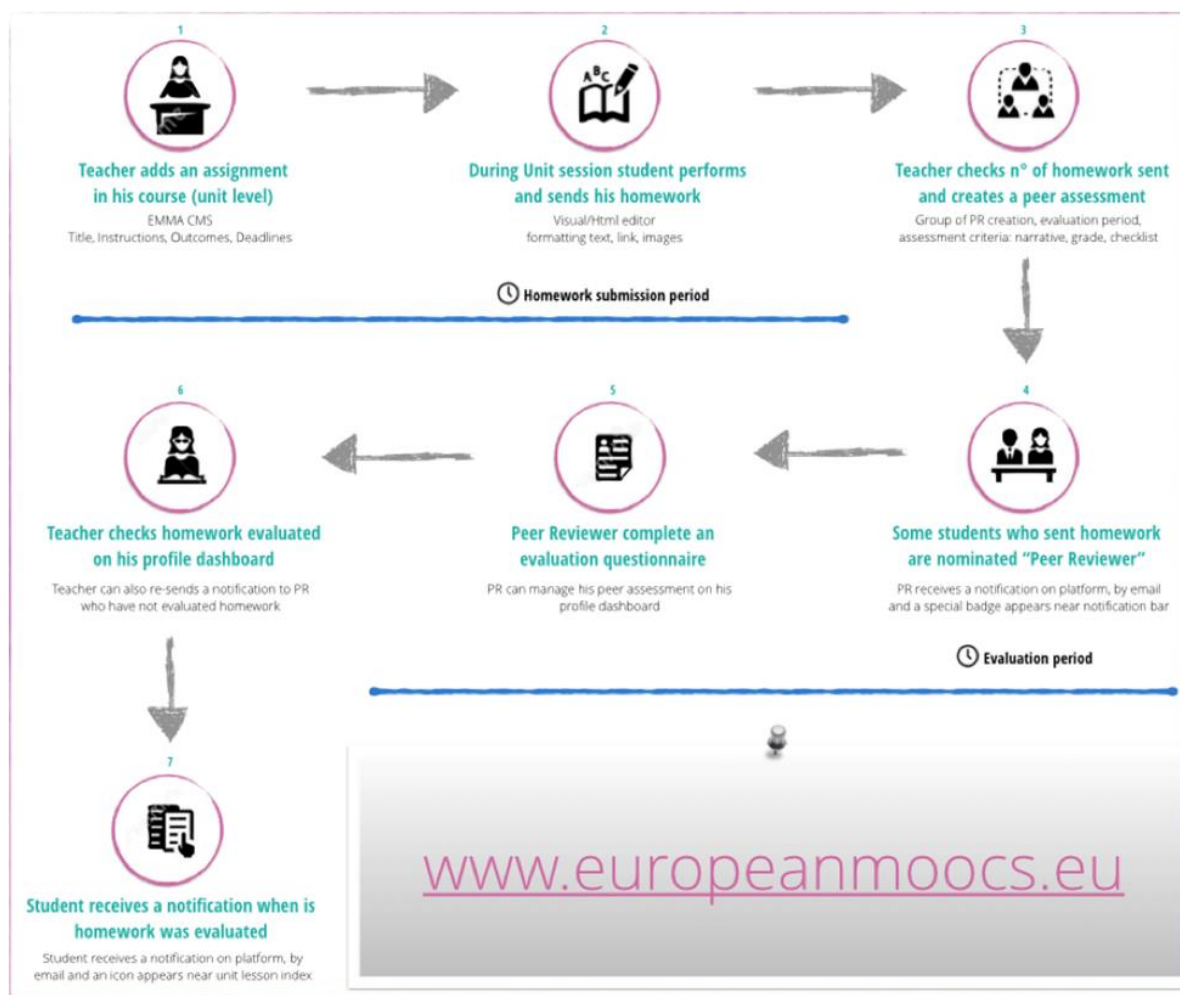


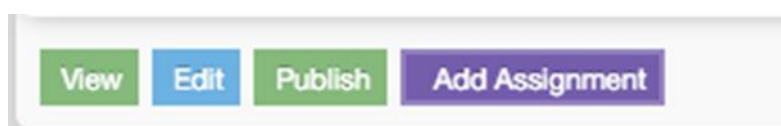
Figure 27 - The workflow and the process of EMMA peer assignment feature

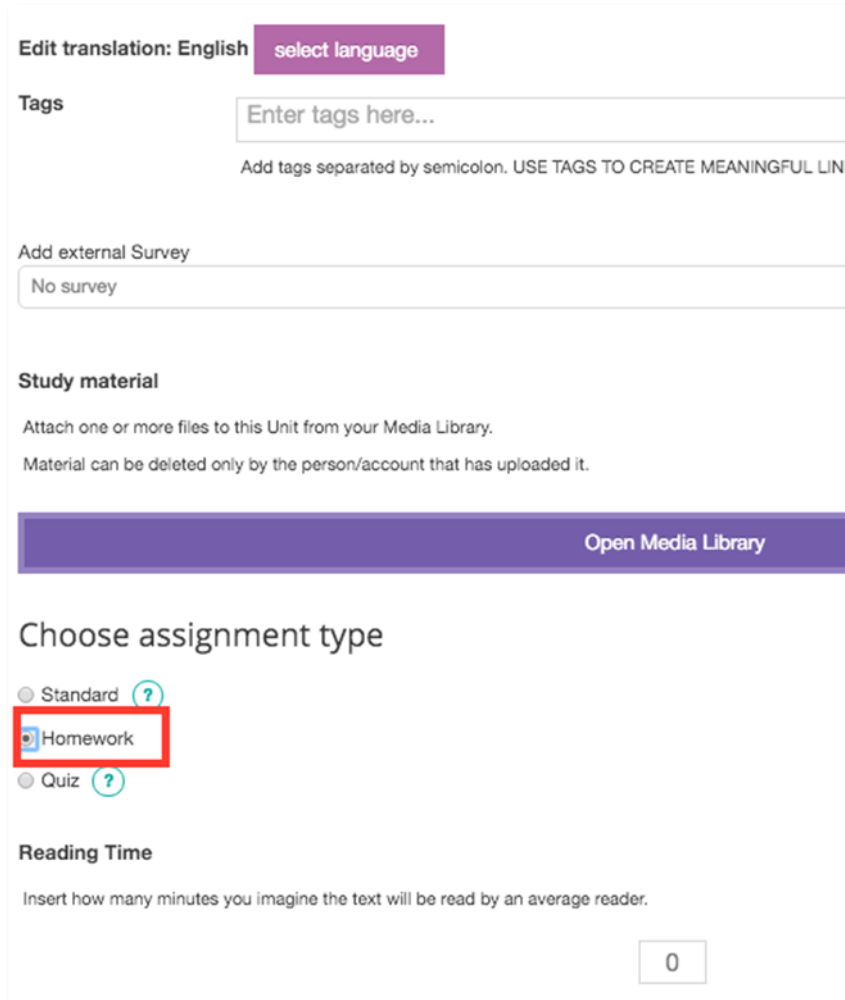
Setting the peer assignment

Decide how many reviewers should be in each group and how many pieces of work each student should review. Insert as numbers. Many teachers choose groups of 4, with 3 reviews per student, to get a useful average. Others choose groups of 3, with only 1 review per student, to reduce workload for students.

Set start and end date, maybe sending a blog to remind members of your class how many days they have available to do the Peer Review and submit it. An average is 3 days.

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





Edit translation: English [select language](#)

Tags
Add tags separated by semicolon. USE TAGS TO CREATE MEANINGFUL LINKS

Add external Survey

Study material
Attach one or more files to this Unit from your Media Library.
Material can be deleted only by the person/account that has uploaded it.

[Open Media Library](#)

Choose assignment type

☐ Standard [?](#)

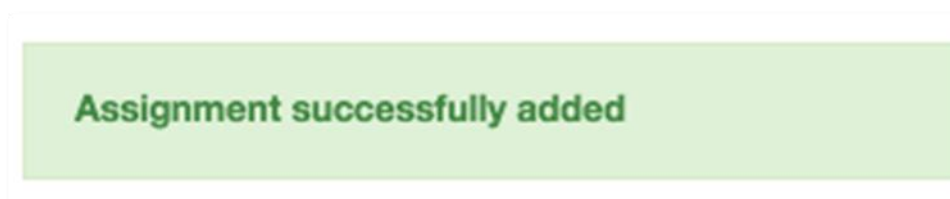
☒ Homework

☐ Quiz [?](#)

Reading Time
Insert how many minutes you imagine the text will be read by an average reader.

Figure 28 - Choosing assignment type

After you have to save the assignment (without publishing).



To define an assignment and add a peer assessment you will need to go back to the Course Creation page, and you will see that a new assignment was added. This will give you a possibility to create a group of peer reviewers.

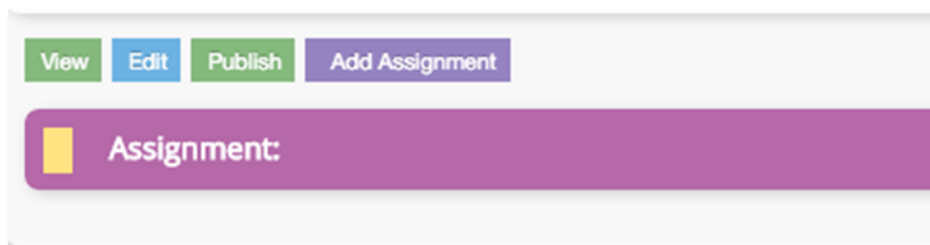
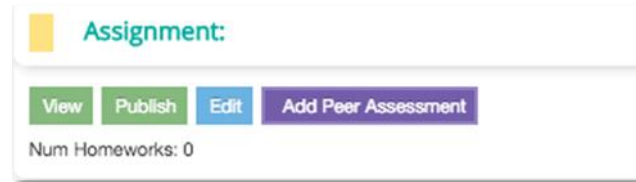


Figure 29 - Peer Assessment assignment

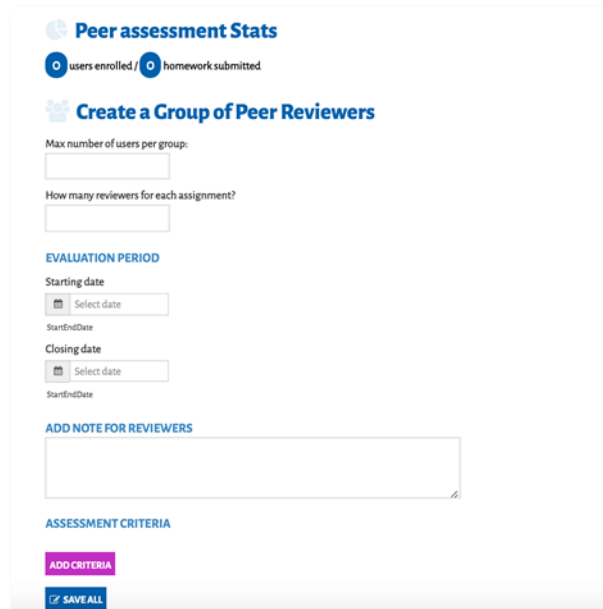


Assignment:

View Publish Edit Add Peer Assessment

Num Homeworks: 0

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



Peer assessment Stats

0 users enrolled / 0 homework submitted

Create a Group of Peer Reviewers

Max number of users per group:

How many reviewers for each assignment?

EVALUATION PERIOD

Starting date
 Select date
StartEndDate

Closing date
 Select date
StartEndDate

ADD NOTE FOR REVIEWERS

ASSESSMENT CRITERIA

ADD CRITERIA

SAVE ALL

Figure 30 - Set Assessment data

- Max Number of users per group.
- Number of reviewers for each assignment.
- Evaluation period – you will need to add both dates – a starting date and closing date.
- Notes (optional field) to add some additional information you may need.
- Notes for Reviewers includes indications as to length, tone, content, approach, etc. that students should use for their Review.
- Assessment criteria – this is explained below.

Note: after the starting date you cannot edit your assignment. Be aware also that until a student submits an assignment, he or she cannot be a reviewer.

Configuring the peer assessment form

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

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

Numerical vote – teacher can pre-set the grade scale.

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

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

The Assessment criteria are either:

A grade/ mark, A, B, C or 1, 2, 3 etc. with an explanation of what the different bands/figures mean

Guidelines for how the student should approach the Peer Review e.g. “say to what extent you agree with your course mate”; “do you agree with your course mate’s definition”

If you have more than one mark, maybe referring to different sections, or more than one question, then you need to click on **add criteria** to insert them in separate boxes.

To create a framework for the Peer Review, you need to set the **rubric**. If the answer is a written open answer, then you should choose “narrative question open answer”. If it is a numerical answer, then choose that.

When the peer assessment process is finished, the teacher can re-start the process for a second time in order to include all the homework that was not evaluated during the first launch. After the second time process, homework that remains without evaluation, can be evaluated by the teacher.

View

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

Students receive notification on their own profile page (a little man symbol) that tells them they have been chosen to review a piece of homework. They also receive an email notification.

On their profile page, they can see the assignments they have reviewed, and can also view the assignments reviewed by other students.

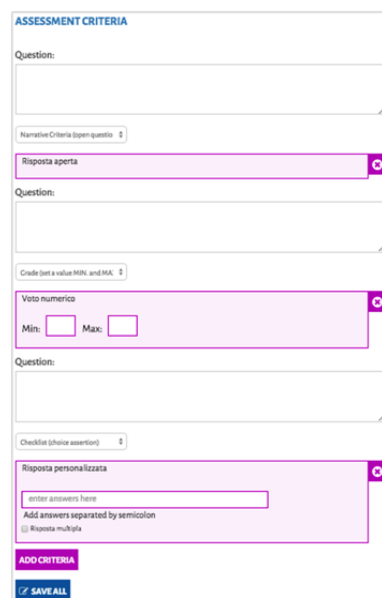


Figure 31 - Assessment criteria

| | | | | |
|---------|-----------------|------------------|-----------------|--------------------|
| Profilo | Corsi 19 | Ultime notifiche | Ultime attività | My Peer Assessment |
|---------|-----------------|------------------|-----------------|--------------------|

Peer assessment dashboard

Peer ▾

10 Homework submitted | 1 Homework evaluated | 9 Homework to be evaluate













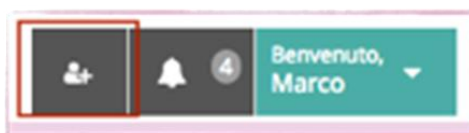
| Homework | Course | Assignment Title | Deadline | Date assessment | Status | Sollecita tutti |
|---|--------|------------------|------------|-----------------|-----------|---|
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Completed |  |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Completed |  |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Completed |  |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Created |  |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Created |  |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Created |  |

Figure 32 - Peer assessment dashboard

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



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

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

| | | | | | |
|---------|------------------|--------------------|-----------------|--------------------|-------------|
| Profilo | Courses 4 | Last Notifications | Last Activities | My Peer Assessment | My Homework |
|---------|------------------|--------------------|-----------------|--------------------|-------------|

Peer assessment dashboard

All courses ▾



| Homework | Course | Assignment Title | Deadline | Date assessment | Status |
|---|--------|------------------|------------|-----------------|-----------|
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Completed |
|  | Peer | Peer assegno | 12-03-2015 | 11-03-2015 | Created |

Figure 33 - My peer assessment in profile page

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

2.13 Add a new teacher and add a new provider

To add a new teacher account, the enabled users (usually platform manager) have to be in “My Courses” and click on “Manage Users”. In this page is possible add a new teacher using the form (First Name, Last Name, Description, Email, Password, retype password, Country, Language, Provider) and save.

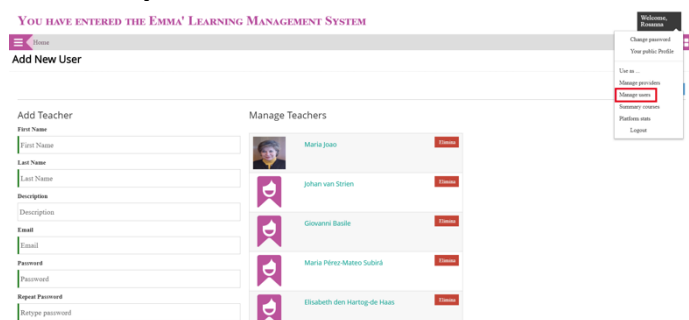


Figure 35 - Adding a new teacher

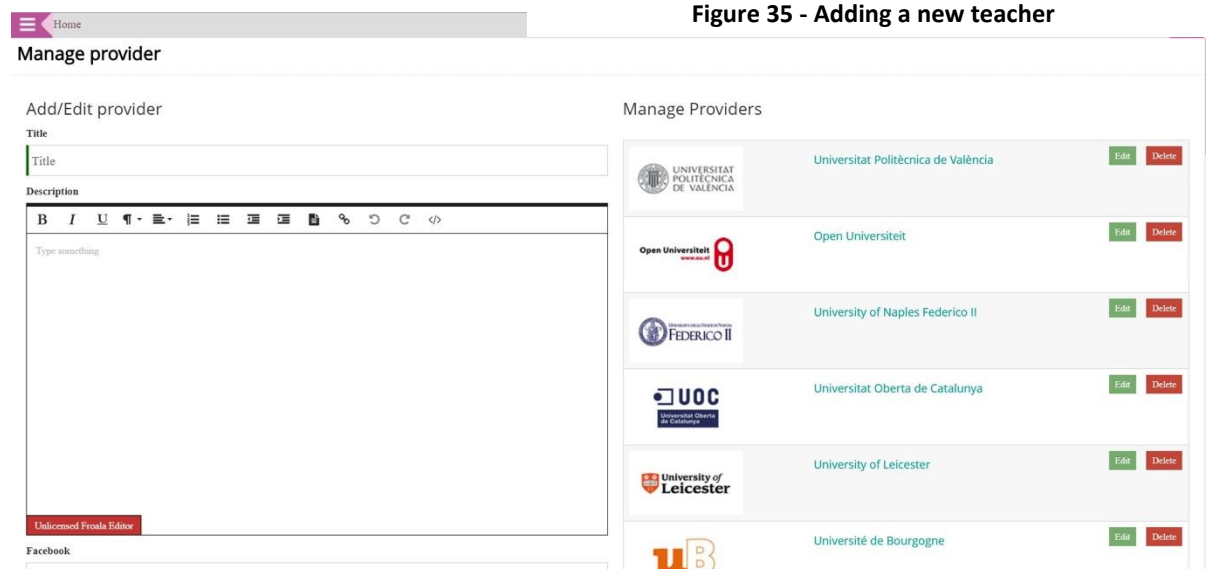


Figure 34 - Adding a new provider

Manage the provider is very simple as showed in the previous image. From “My Courses” page you have to click on “Manage Providers”. In the “Manage providers” page you can add or edit a provider. Filling out the form and clicking “save” it is possible add a new provider while click on “edit” near a provider tab you can edit an existent provider. You can fill out the form with title, description, social media account, website link, logo and cover.

3. Transcription and Translation Services on EMMA

The Transcription and Translation Platform (TTP) offers two services; video transcription and translation and text content translation. In addition, a bonus future service is the translation of students' conversations. The service is fully integrated into the EMMA platform. The system is an intuitive step by step approach. When you create your course on EMMA your language will be selected by the platform. Check that this is the language indicated on the cover page under **Course native language**.

3.1 Transcription

Once you insert a video in the course, and save it, and then go back to the authoring page, a box to request the transcription of your video appears automatically. A separate box appears for each video if you have inserted more than one (video 1, 2, 3 etc.).

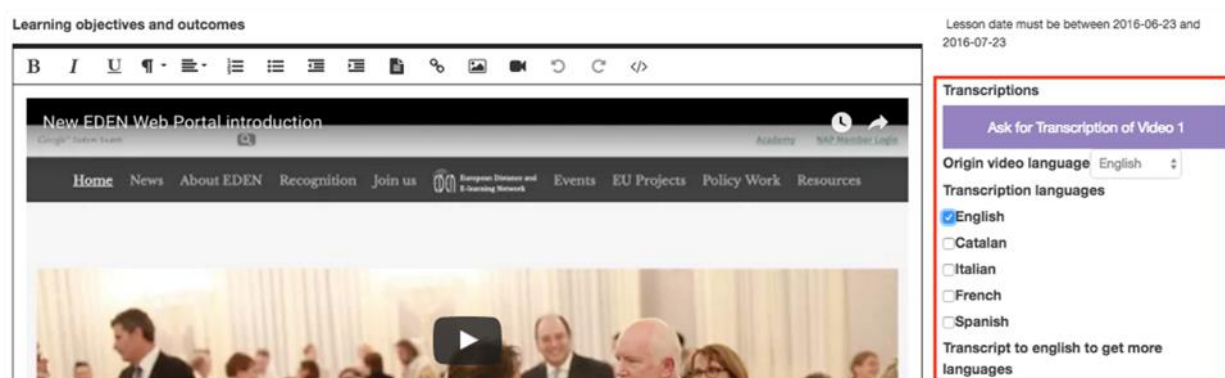


Figure 36 - Ask for a transcription

Select the original language of the video and tick the output languages box, then click on **Ask for transcription of video X**.

Note: if your original video is not in English, first transcribe it to English using our TTP service to get more languages.

Message **processing** appears automatically, to indicate that your video subtitles are being created. Update the page to follow the status of subtitling.



Figure 37 - Processing a transcription

The automatic transcription is a complex process and might take a while until the captions are finished, depending mainly on the duration of the media file.

The message **completed** will appear once your subtitles are ready and the **Edit Transcription** box will then automatically appear.



Figure 38 - Transcription completed

By clicking on it you can review and edit the generated captions using the TTP Player, which has been carefully designed by UPV for this purpose.

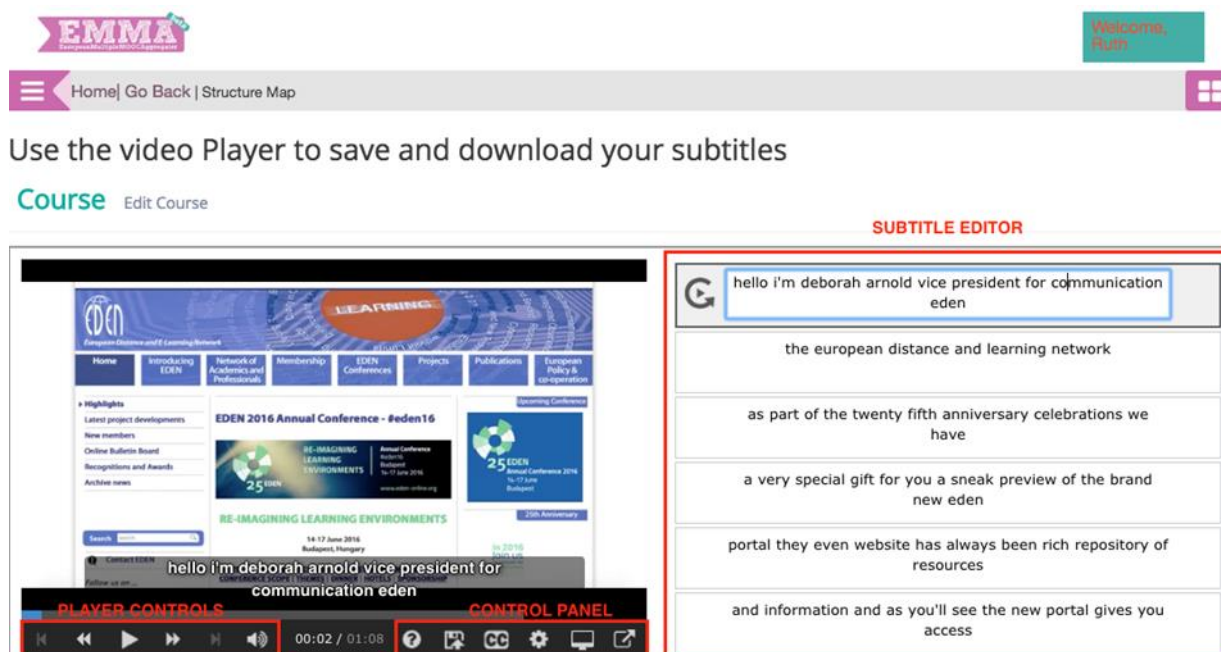


Figure 39 - Save a download subtitles of a video

There are special tools incorporated in the TTP player to make the editing process more streamlined.

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



Figure 40 - Edit transcription

Edit each segment of transcription. Clicking on the subtitles text enables you to modify it. Modified segments appear in green, whereas unedited ones are in grey, so you can easily return to editing the task later. Click on each segment even if correct. Click the **Save changes** button to save any modifications.



Figure 41 - Edit a transcription (2nd screen)

3.2 Requesting and Editing Translations

When transcription changes are saved, the UPV TTP systems automatically update the translated subtitles, thus ensuring that the updated version is more accurate.

When you have finished editing your transcription, you can ask for the translation of the subtitles. Select the language you want and submit your request.

Again, once the subtitles have been processed by the TTP player, you will receive the message **completed** on your Home page and you can start editing them. Clicking on the editing button takes you to the TTP editing window, where you see segments of text in parallel. Click on the required segment to enable modification. The same colour coding – green for complete, grey for unedited – is used to indicate the progress of your editing work. Edit each segment and save.

When editing is complete, download subtitles - in each language you processed - by selecting the command from the CC icon in the video toolbar. Label carefully the downloaded subtitles file. Go to your original video on YouTube or Vimeo to upload subtitles. The process is as follows:

- Click on settings
- Choose Advanced on top menu
- Choose subtitles files from your computer. NB Captions = Original language transcription. Subtitles = translated language subtitles.
- Click On to activate subtitles.
- Save at bottom of page.

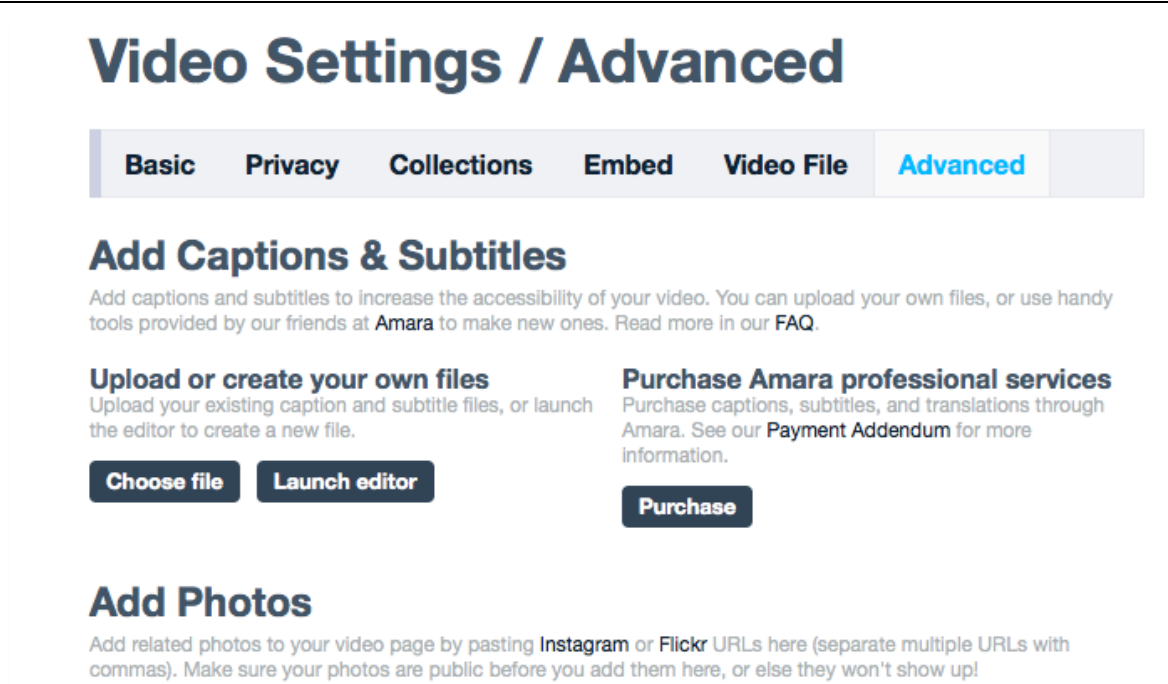


Figure 42 - Video advanced settings

3.3 Translations

For text translations the process is similar. Ask for translations, which are then processed. Once they are completed, edit the translation using the parallel text editing window.

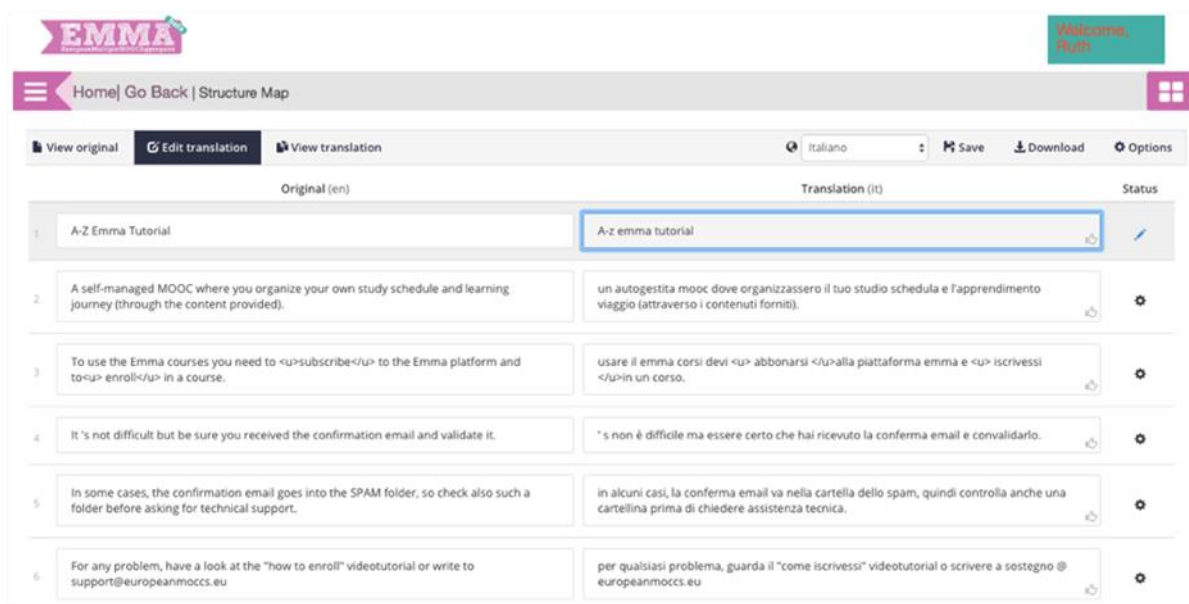


Figure 43 - Edit a translation

Once you have finished, the translations can be imported directly into the **EMMA CMS**.

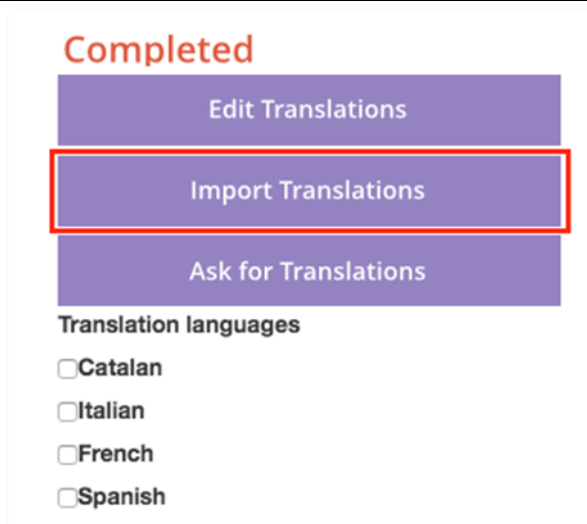


Figure 44 - Import a translation

There is also an **Edit Translation/Select Language button**. When you need to modify course content, be careful to select the language you want to work in (original or translation).

4. Navigating EMMA

The EMMA philosophy

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

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

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

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

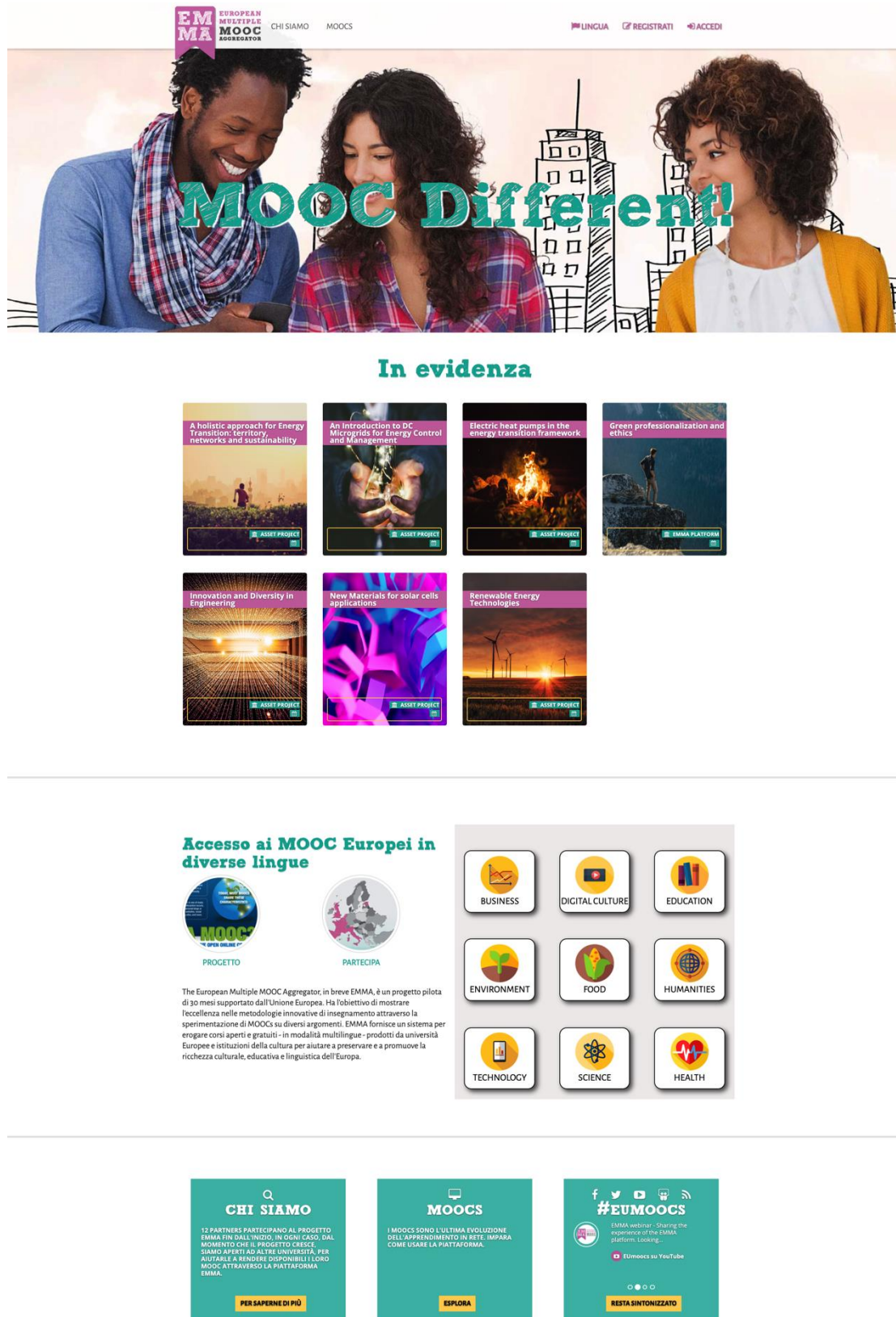
The EMMA project has been inspired by the same philosophy trying to combine: Ease of use, clear display, a balanced level of interaction, mobile use, sustainability, within an environment that limits the interaction with the technology to leave the user free to interact with the content and the OER provided.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

4.1 Registering to the platform

The EMMA Home Page opens to a dynamic interface with a strong visual appeal. The scroll down menu highlights events or news as well as offering access to all parts of the website. Before you can start using EMMA with full functionality, enrol to the courses; start learning with courses with the multilingual possibilities, interacting with peers, track your own learning or become a teacher on EMMA, you will need to register to the platform.

It is very simple and straightforward process:

After entering the europeanmoocs.eu website, this welcome page will greet you offering different options explained in the separate section 4.4. This splash page can be scrolled down to different parts: MOOCs, Project information, news etc.



The screenshot shows the EMMA platform homepage. At the top, there is a navigation bar with the EMMA logo, the text "EUROPEAN MULTIPLE MOOC AGGREGATOR", and links for "CHI SIAMO", "MOOCs", "LINGUA", "REGISTRATI", and "ACCEDI". Below the navigation bar is a large banner featuring three diverse people looking at a smartphone, with the text "MOOC Different!" overlaid. Underneath the banner is a section titled "In evidenza" (Featured), which displays a grid of eight MOOC course cards. These cards include titles such as "A holistic approach for Energy Transition: territory, networks and sustainability", "An introduction to DC Microgrids for Energy Control and Management", "Electric heat pumps in the energy transition framework", "Green professionalization and ethics", "Innovation and Diversity in Engineering", "New Materials for solar cells applications", and "Renewable Energy Technologies".

Below the featured courses, there is a section titled "Accesso ai MOOC Europei in diverse lingue" (Access to European MOOCs in different languages). This section includes a globe icon, a map of Europe, and a brief description of the EMMA project. To the right of this text is a grid of nine icons representing different subject areas: BUSINESS, DIGITAL CULTURE, EDUCATION, ENVIRONMENT, FOOD, HUMANITIES, TECHNOLOGY, SCIENCE, and HEALTH.

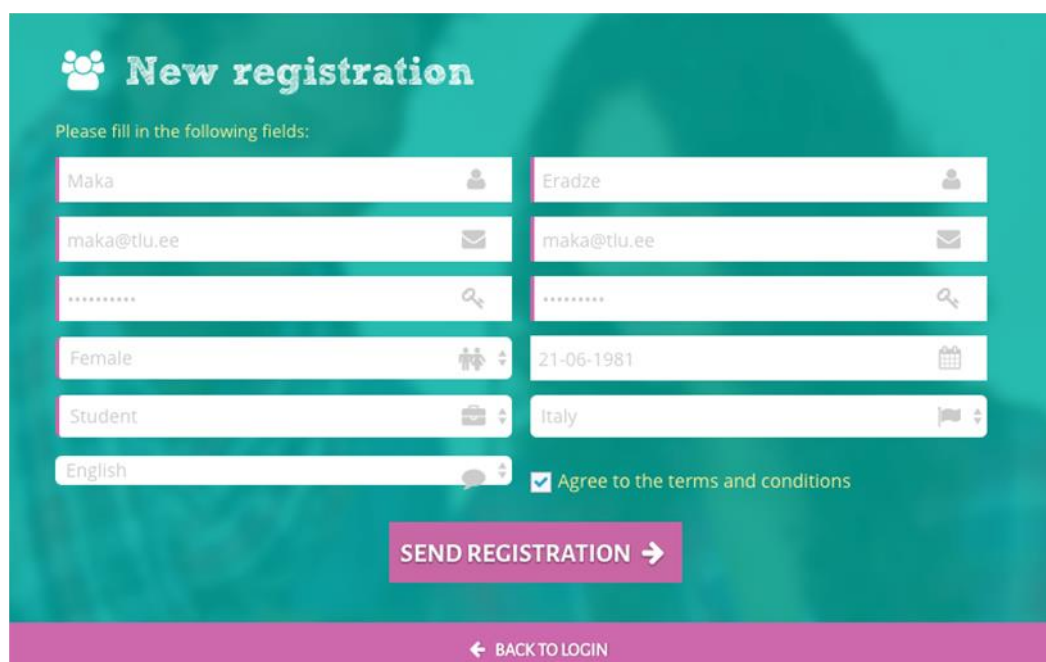
At the bottom of the page, there are three teal-colored boxes. The first box is titled "CHI SIAMO" (Who we are) and describes the project as a pilot of 30 months supported by the European Union. The second box is titled "MOOCs" and explains that MOOCs are the latest evolution of learning in the network. The third box is titled "#EUMOOCS" and promotes the EMMA webinar, encouraging users to look up the hashtag on YouTube.

Figure 45 - EMMA platform homepage

In the upper right corner choose Sign in / Register.



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



New registration

Please fill in the following fields:

| | |
|-------------|---|
| Maka | Eradze |
| maka@tlu.ee | maka@tlu.ee |
| ***** | ***** |
| Female | 21-06-1981 |
| Student | Italy |
| English | <input checked="" type="checkbox"/> Agree to the terms and conditions |

SEND REGISTRATION →

[← BACK TO LOGIN](#)

Figure 46 - Registering on EMMA platform

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

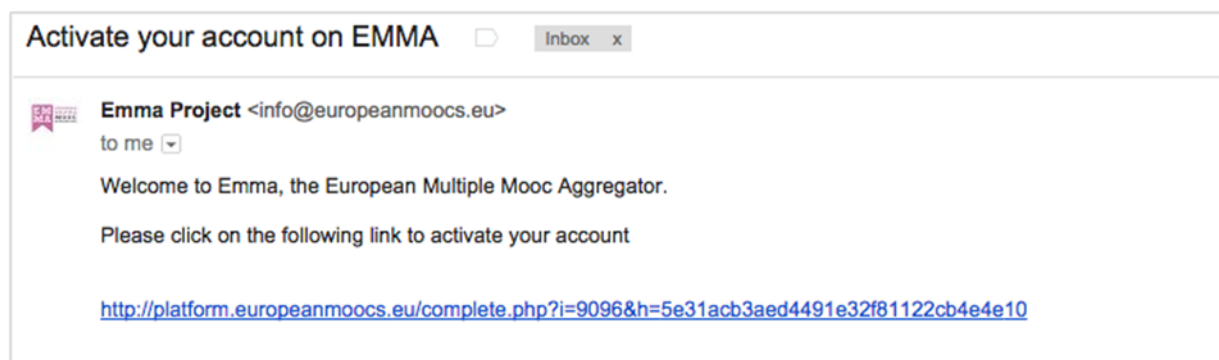


Figure 47 - Activate your account on EMMA

After clicking on the link, you will be redirected to the EMMA platform on the confirmation page. Here you are invited to do 3 actions: 1) Go to the Course A-Z EMMA; 2) Explore EMMA MOOCs offers; 3) Follow us.

[We use a double opt-in verification in order to prevent user fake accounts or unsolicited registrations]

4.2 Platform Structure

As a result of the benchmarking analysis with the most relevant platforms devoted to TEL adult education, the EMMA team concluded that features of both FutureLearn and Alison were the most effective in terms of user engagement and interaction. With the aim of ensuring system transparency, easy navigation and interaction with the learning environments EMMA, combines a simple graphic

layout with straightforward, obvious classification function. The layout of EMMA presents the content as a single column, with the addition of a sidebar that is normally invisible and is opened with a single click. When the sidebar is open the central content moves slightly to the right or left, enabling users to navigate within the content as well as the platform features and tools.

In homepage we have created a category system to help the search of a specific MOOC. Clicking on a category icon you will see that category page with all the related MOOCs. In this way EMMA platform is more user friendly.



Figure 48 - Content category system

We have used an engaging graphic and simple layout to help the mobile use.

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

4.3 Enrolling in a MOOC

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

In home page, you will find the “Featured MOOC” session. These are MOOCs with a privileged status for three reasons: 1. They are about to start very soon, 2. They represent a new offer, 3. They are socially or academically valuable or authoritative.

You can browse the MOOC offer by the thematic classification scheme. Once you have selected a category, you will see all MOOCs available in that category. Note that, MOOCs can be classified as a multiple mode.

The logic of the appearance of the MOOCs is as follows: 1. Just Started Courses 2. Scheduled 3. Running courses 4. Self-paced 5. Coming Soon Courses and 6. Archived Courses. Simply choose a course you want to register to and click on the **enrol button**.

BROWSE THE EMMA OFFER FIND YOUR MOOC HERE



MOOCS are the latest evolution of online learning.
EMMA MOOC Providers are proud to present their Courses

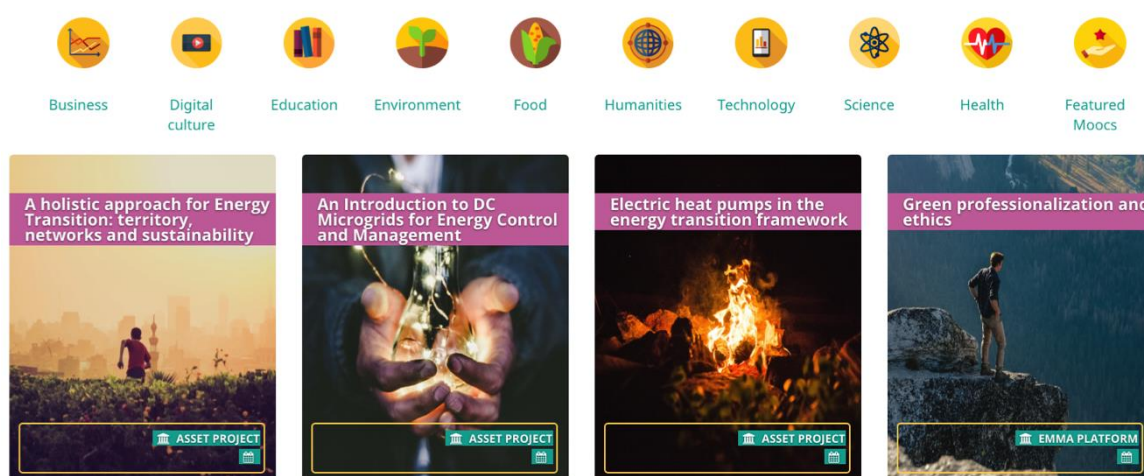


Figure 49 - Browse the EMMA offer

You are in!

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

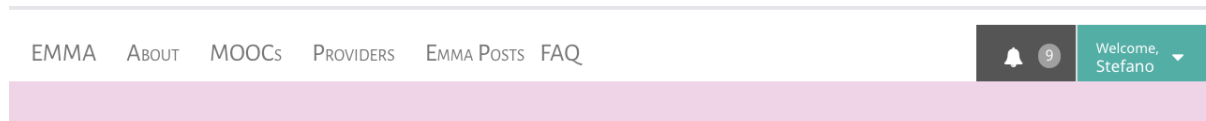
4.4 Entry Page, Main Menu, Footer, Sidebar

When accessing europeanmoocs.eu a scroll-down splash page opens. When you scroll down to this point, you are given several options to choose from the upper side of the website.

1. **Home:** takes you back to homepage
2. **About:**
 - **Project:** information about the project and its history: mission, consortium, partners and MOOCs providers;
 - **News:** project-related news and events;
 - **Get involved:** invitation to get involved in the project and provider a MOOC
3. **MOOCs:** the core of EMMA. The MOOCs and lessons;
4. **Providers:** an invite to teaching centres around the world to become part of the team and deliver their courses through EMMA (currently showing EMMA/Federica summer school on Ischia, Italy)

4.5 Main Menu

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



BROWSE THE EMMA OFFER

FIND YOUR MOOC HERE

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

MOOCs: list of all the courses on EMMA.

Provider: information sheet about institutions offering courses on EMMA.

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

FAQ: EMMA help desk centre (more info in Chapter 9).

Apart from these five main links you can also choose which language you want to view and navigate the interface and the user Sign In/Login box. A Signpost **language** for Italian, Catalan, Dutch, English, Estonian, German, Portuguese, Spanish and Polish is available.

Registered users can thus go directly to their own personal tools dashboard and start creating their own CourseBook.

4.6 Footer

The links in this menu are to:

- **EMMA:** the project and information about the consortium
- **MOOCs:** a list of all the courses
- **Providers:** EMMA course providers
- **Contacts:** contacting EMMA
- **Policies:** Editorial policy and Privacy policy

[NB: Reading the Policies' documents are very important in order to stay up to date and comply with projects' values and principles as well as European Privacy Indication]

4.7 Sidebar

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

- **My courses:** courses that you are enrolled to. It also shows the progress as a percentage of completed lessons in the course, saved elements from this particular course and link to directly go to this course
- **Your coursebooks:** your notes and annotations, your personal learning environment that you can build your own learning pathway with (this part is explained in the Personal Learning Environment section of this User Manual).

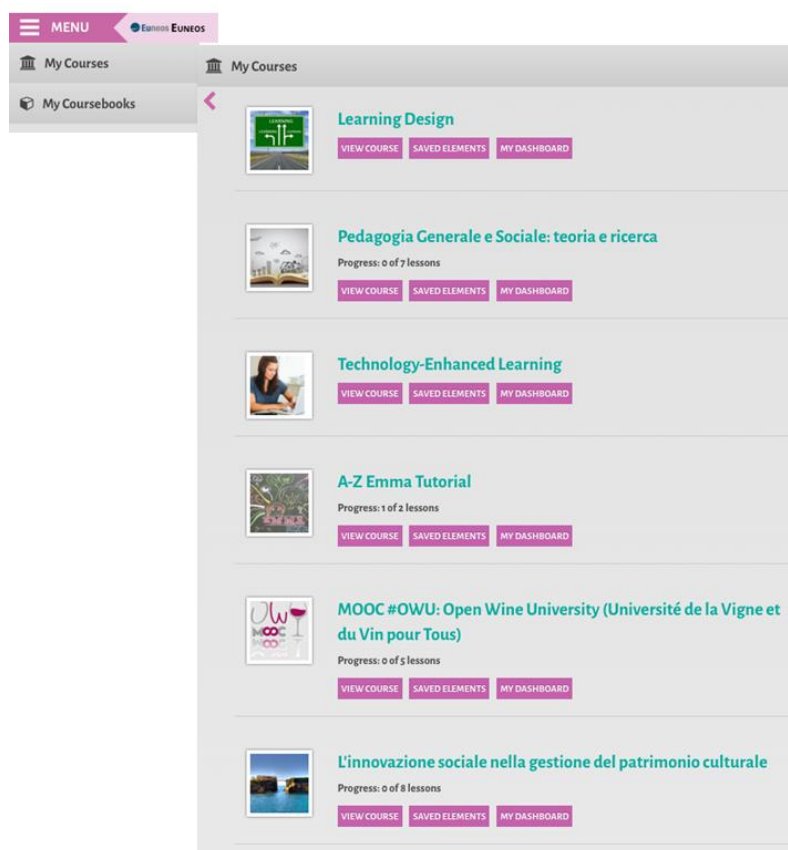


Figure 50 - Sidebar details

4.8 Webpage Body

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

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

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

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

Creation of translations



Figure 51 - Creation of translations

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

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

4.9 Course Structure

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

In the *Course* section you may find:

- **Info**: course title, associated tags, start and finish date, enrolment and translation options;
- **Video preview**: an introductory video from the teacher;
- **Summary**: an overview of the course;
- **Learning Objectives**: what is to be learned;
- **Outcomes**: what are the expected outcomes of the course;
- **Course Structure**: index of the different lessons;
- **Certification**: certification possibilities from the course (this is explained in detail in the certification section);
- **Teacher**: teacher info and contacts;
- **Conversation**: an area for students to comment and discuss lesson-related issues, and even for the teacher to contribute if they want.

Learning Objectives

Koolituse eesmärk on valikkursuse “Arvuti kasutamineuurimistöö” läbimiseks vajalike pädevuste kujundamine. Kursus võimaldab praktilise tegevusega põimitult omandada Riiklikus Õppekavas kirjeldatud infotehnoloogia ja uurimuslike (baas- ja kompleksoskused) pädevusi esimesel tasemel. Kursuse ülesandeid ei tehta mitte oma uurimistöö põhjal, vaid kursusel saab kasutada ettevalmistatud andmekogumeid.

Outcomes

Kursuse lõpetanud õppija:

- Kavandab ja loob infotehnoloogia abil uurimistööd;
- Kasutab infotehnoloogiat efektiivselt info hankimiseks ja uurimuslike tegevuste sooritamiseks;
- Tunneb peamisi uurimistööks vajalike lähteandmete kogumise meetodeid;
- Töötleb andmeid sobivate meetoditega;
- Analüüsib uurimistulemusi sobivate meetoditega;
- Oskab õppida distantsolukorras

COURSE STRUCTURE

Lesson 1 - Sissejuhatus kursusesse

Lesson 2 - Andmete kogumine ja ettevalmistamine analüüsiks

Lesson 3 - Andmestiku struktureerimine ja puhastamine

Lesson 4 - Andmetest ülevaate saamine; sagedustabel, histogramm ja graafikud

Lesson 5 - Andmete töötlemine: keskmised ja hajuvus

Figure 52 - Courses structure section

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

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

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

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

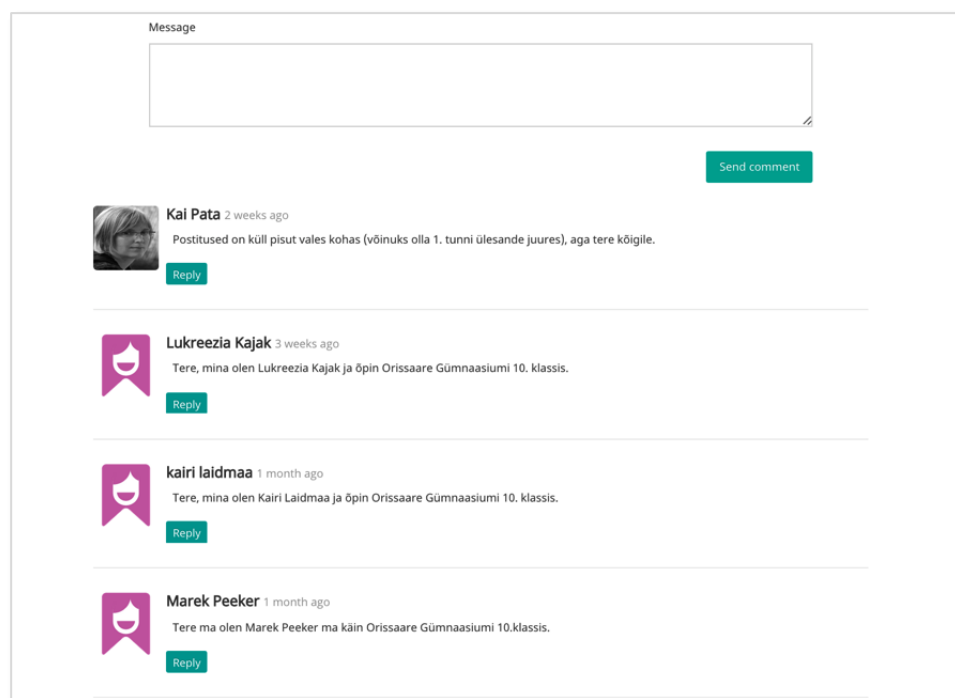


Figure 53 - Comments

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

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

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

4.10 The Lesson Page

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

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

- **Info:** title of lesson, associated tags, start and finish date of course, enrolment and translation options;
- **Lesson abstract:** description of the lesson's main topics and of the aspects that students should focus on;
- **Units:** list of the study modules, if any. Each module focuses on one of the topics listed in the Plan; The list is compiled;
- **Additional resources:** both **external resources** and **study material** can be used to provide more sources for your students such as bibliographical references, papers and proceedings, book chapters or articles stored on online repositories or open access journal websites specially chosen by the teacher for the specific lesson as well as uploaded on the platform;
- **Conversation:** discussion area for students and for the teacher. Do not forget to invite learners to use it, soliciting their participation with enough food for thought or informative tips.

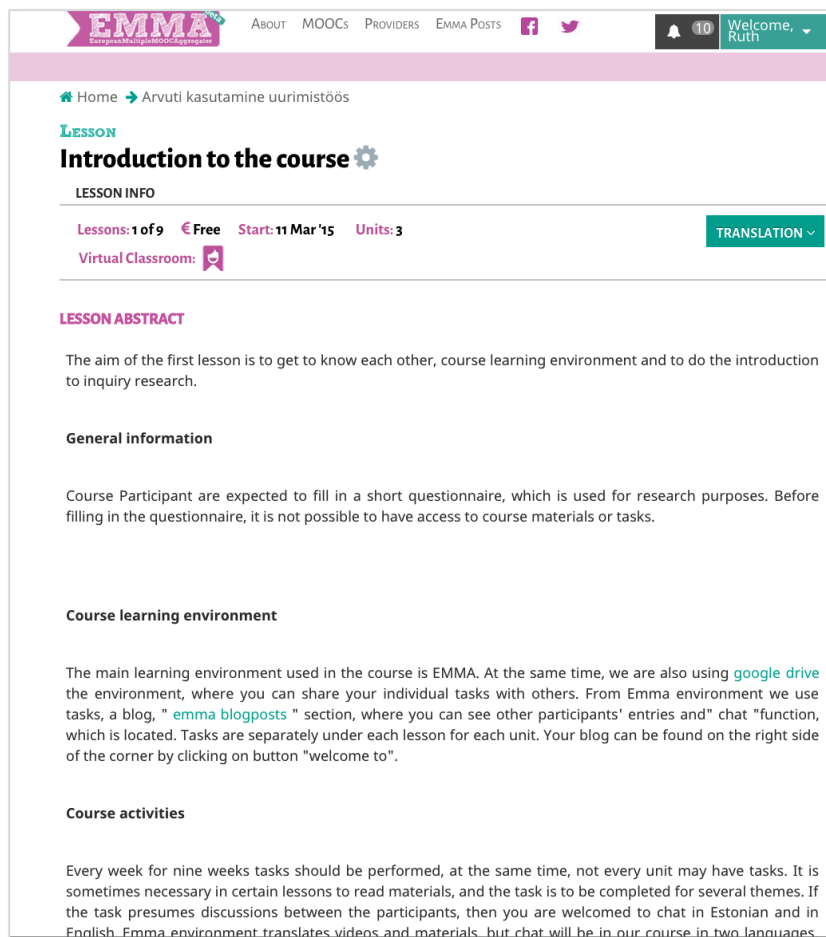


Figure 54 - Introduction to the courses

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

4.11 The Unit Pages

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


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

[Home](#) → [Arvuti kasutamine uurimistöös](#) → [Introduction to the course](#)

INTRODUCTION TO THE COURSE

Nature of the inquiry

UNIT INFO

Lesson 1/9
Unit 3/3
Virtual Classroom: 
UNITS ▾
TRANSLATION ▾

Inquiry is written summary of an investigation and its results. **Investigation**, or **inquiry process** is a search for true knowledge, facts or new information about a phenomenon in nature, society, culture or elsewhere.

Usually an inquiry includes the following parts:

- Justification for the choice of topic (why this investigation?));
- Problem statement and investigation questions (what knowledge was sought?));
- Investigation method (how was the data gathered?));
- Results analysis and conclusions (what were the results?))

Investigations are conducted by representatives of different professions. For example, an investigative journalist can gather and analyze pieces of information to prove that a party leader is influenced by the neighboring country. A criminalist can refute a prosecutor's murder charge based on DNA evidence. A stock market analyst can predict the effect of a South American draught on the stock price of a coffee company based on previous years' data. All three examples are undoubtedly investigations, but not scientific research

Scientific research is a type of investigation that is distinguished from others by :

- researcher, who is a recognized scientist ;
- connection to earlier scientific works (either relying on them or criticizing them) ;
- Method , which is recognized by other scientists and science ;
- replicability by other scientists ;
- generalization, which is based on a strict way of drawing conclusions ;
- publication in a science journal or conference

The Estonian expects each graduate to have participated at least once in preparing an investigation and executing it (unless he or she chooses to do a creative project). The inquiry is planned, prepared and defended similarly to scientific research, except on a smaller scale and not following such a strict evaluation criteria

Figure 55 – Lesson page

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

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

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

PREVIOUS

NEXT

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

4.12 The Assignment Page

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

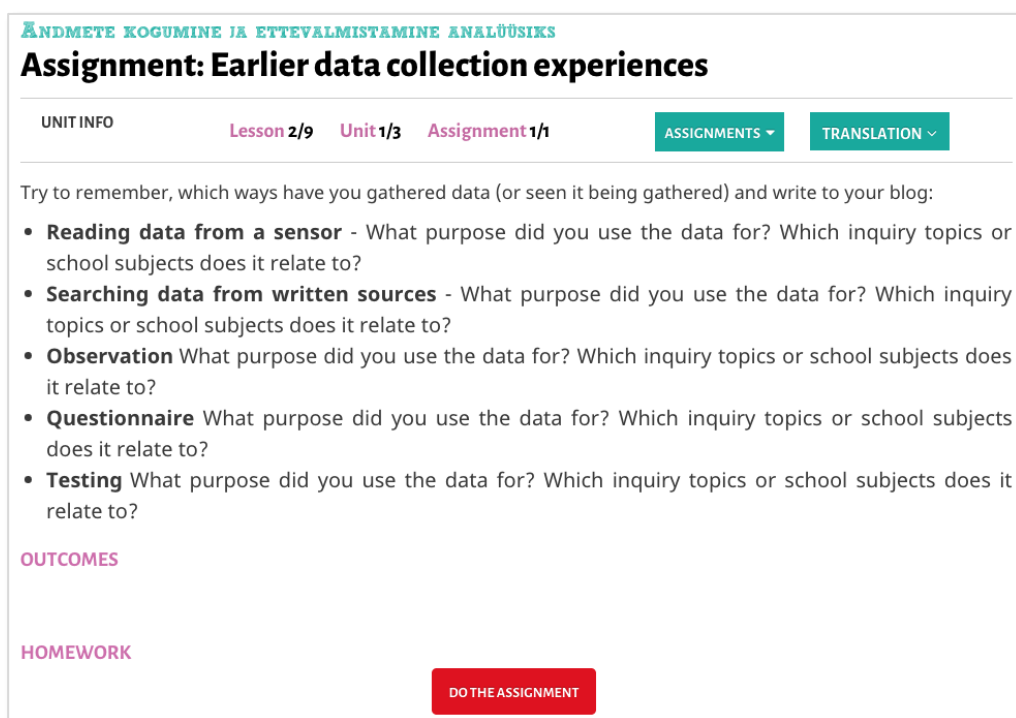
This is also the page where the Quiz will be shown.

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

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

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

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



Assignment: Earlier data collection experiences

UNIT INFO Lesson 2/9 Unit 1/3 Assignment 1/1 ASSIGNMENTS TRANSLATION

Try to remember, which ways have you gathered data (or seen it being gathered) and write to your blog:

- **Reading data from a sensor** - What purpose did you use the data for? Which inquiry topics or school subjects does it relate to?
- **Searching data from written sources** - What purpose did you use the data for? Which inquiry topics or school subjects does it relate to?
- **Observation** What purpose did you use the data for? Which inquiry topics or school subjects does it relate to?
- **Questionnaire** What purpose did you use the data for? Which inquiry topics or school subjects does it relate to?
- **Testing** What purpose did you use the data for? Which inquiry topics or school subjects does it relate to?

OUTCOMES

HOMEWORK

DO THE ASSIGNMENT

Figure 56 - Assignment page

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

5. EMMA Collaborative Tools: Blog, EMMA Posts, Coursebook, Social Classroom

5.1 Blog and EMMA posts

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

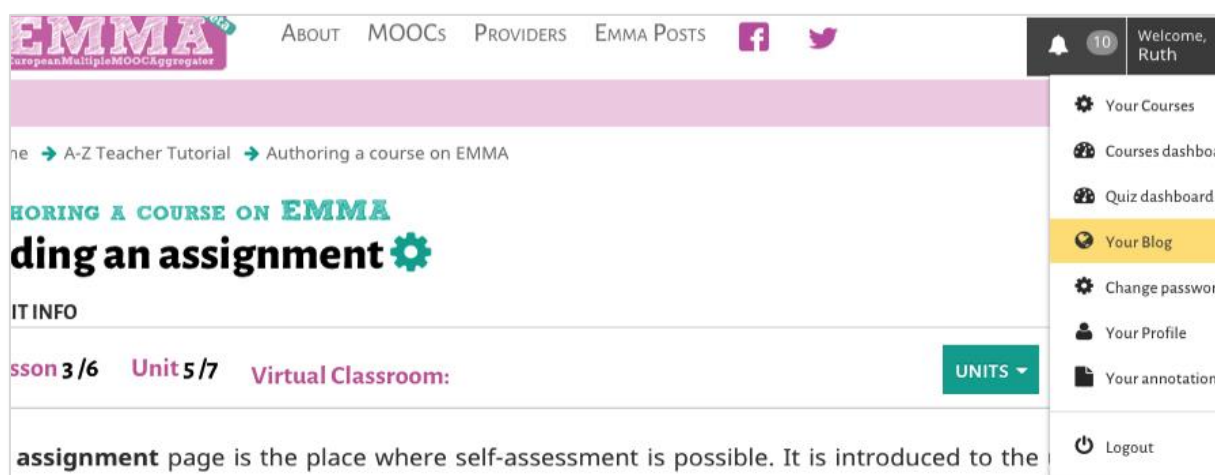


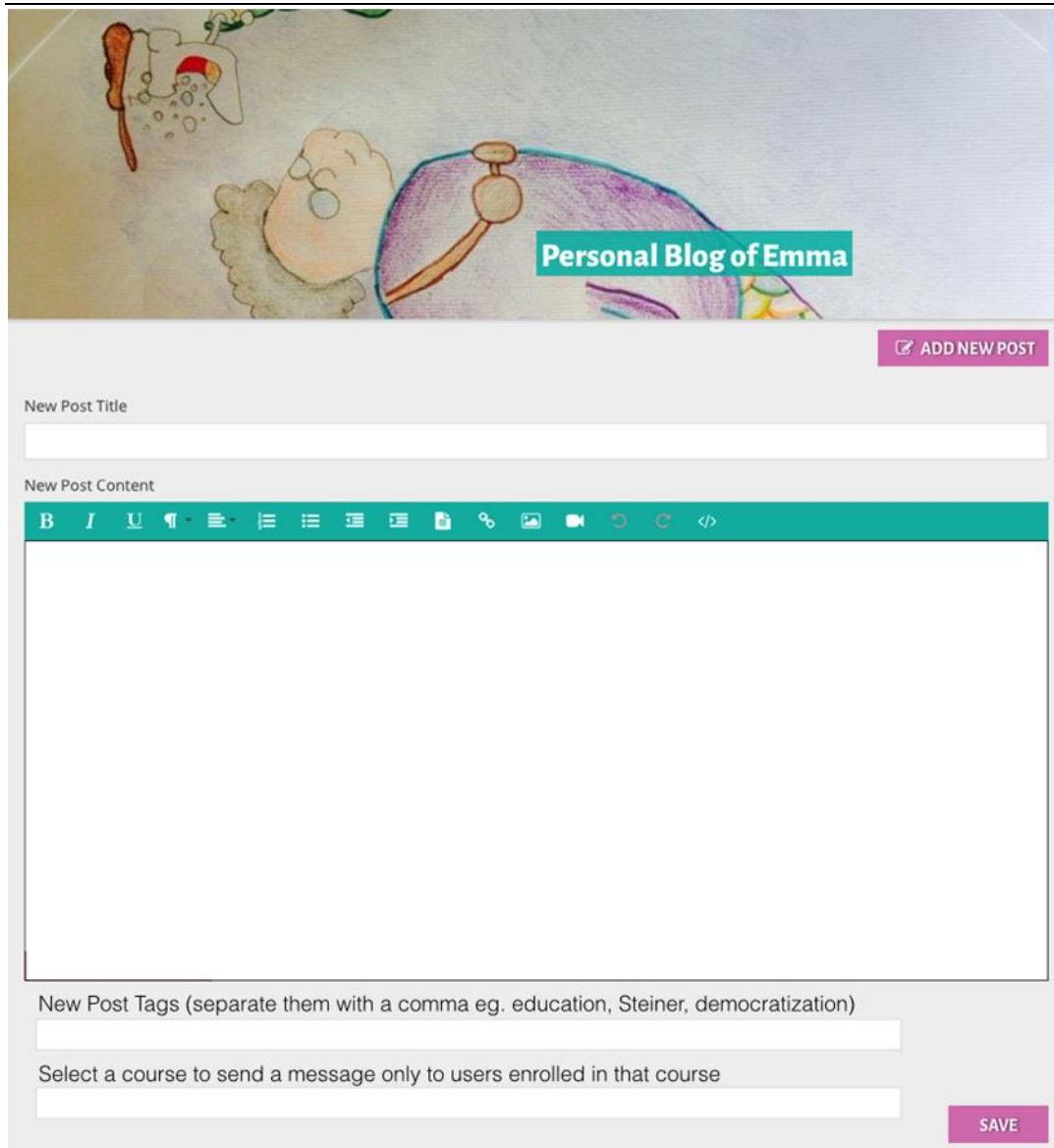
Figure 57 - Your blog page

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

You can use blog to post external material in jpg format as well as to link to a pdf, to import the google documents or videos for learning purposes (especially, for the assignments such as exercises, capstone projects, diagrams or flowcharts, infographics and formula).

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

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



Personal Blog of Emma

[ADD NEW POST](#)

New Post Title

New Post Content

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

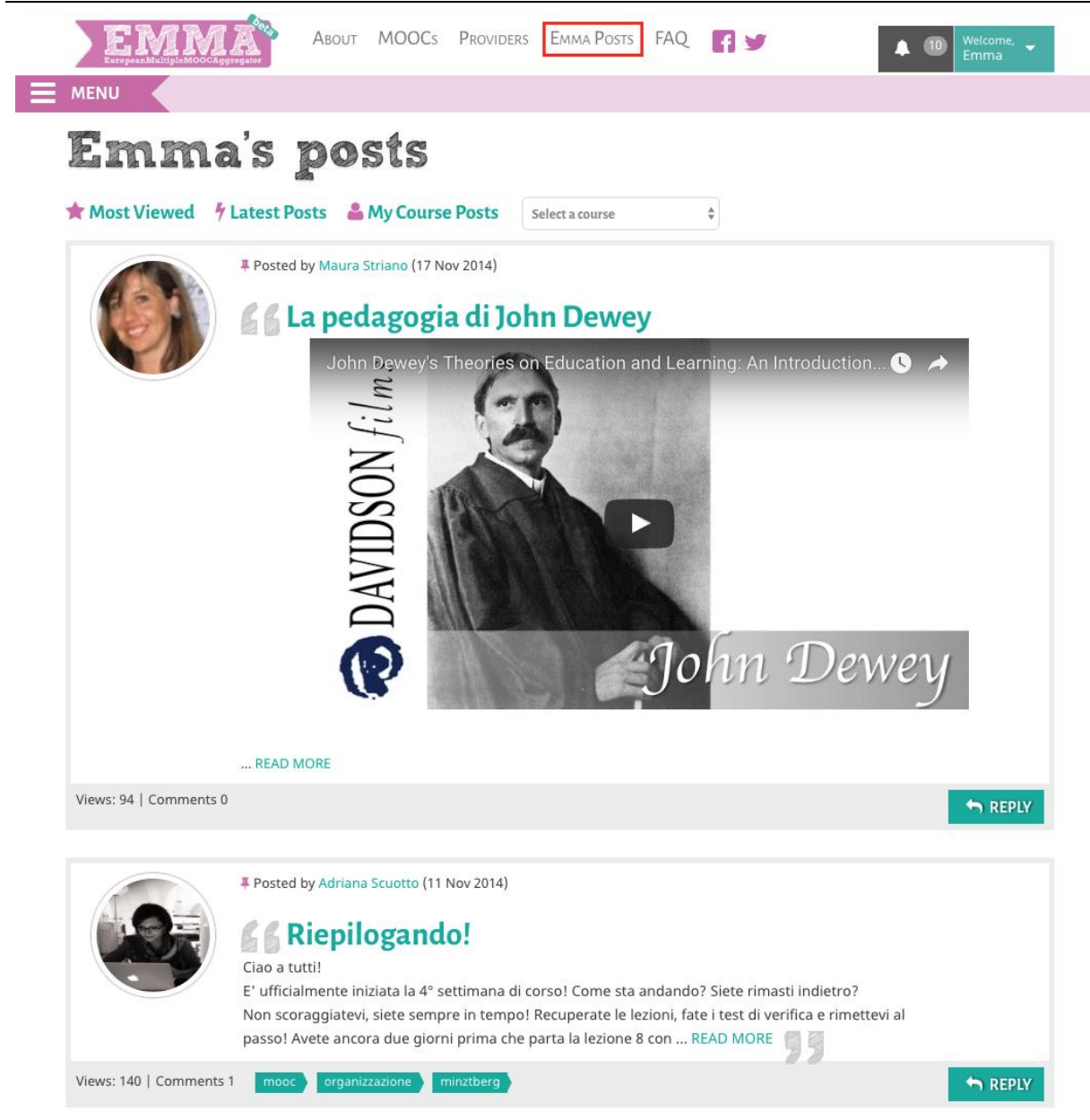
Select a course to send a message only to users enrolled in that course

[SAVE](#)

Figure 58 - Personal bog on EMMA Platform

Be aware that there is no moderation: Posts and comments will be published as they are.

To improve the reachability of your posts, we have developed the feature labelled **EMMA posts**. It is a form of metablog which indexes the posts and give to the users the possibility to filter all posts by **Most viewed**, **Latest Posts** and **Teacher posts**, published both by teacher and students. This part of the platform does not need a subscription, so it enjoys full publicness and visibility.

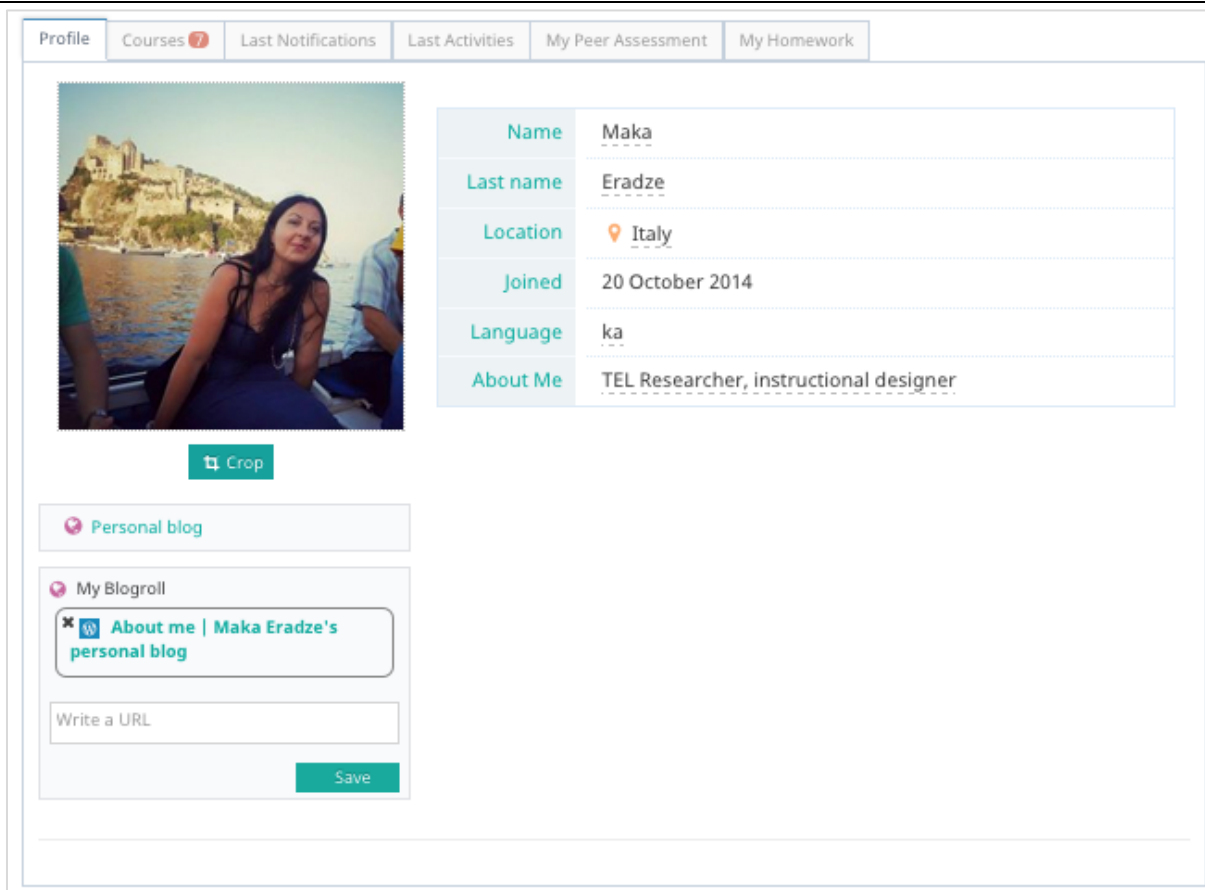


The screenshot shows the EMMA (European Multiple MOOC Aggregator) interface. At the top, there's a navigation bar with links: ABOUT, MOOCs, PROVIDERS, EMMA Posts (highlighted), and FAQ. There are also social media icons for Facebook and Twitter, and a user profile dropdown showing 'Welcome, Emma' with a notification bell icon indicating 10 notifications. Below the navigation bar is a 'MENU' button. The main heading is 'Emma's posts'. Underneath, there are filters: 'Most Viewed' (star icon), 'Latest Posts' (lightning bolt icon), and 'My Course Posts' (person icon). A 'Select a course' dropdown menu is also present. The first post is titled 'La pedagogia di John Dewey' by Maura Striano (17 Nov 2014). It features a video thumbnail with the text 'John Dewey's Theories on Education and Learning: An Introduction...' and a play button. The video is from 'DAVIDSON film'. Below the video, there's a '... READ MORE' link. The post has 94 views and 0 comments. The second post is titled 'Riepilogando!' by Adriana Scuotto (11 Nov 2014). It includes a circular profile picture of the author. The text of the post says: 'Ciao a tutti! E' ufficialmente iniziata la 4° settimana di corso! Come sta andando? Siete rimasti indietro? Non scoraggiatevi, siete sempre in tempo! Recuperate le lezioni, fate i test di verifica e rimettevi al passo! Avete ancora due giorni prima che parta la lezione 8 con ... READ MORE'. Below the text, there are tags for 'mooc', 'organizzazione', and 'minztberg'. The post has 140 views and 1 comment. A 'REPLY' button is visible at the bottom right of each post.

Figure 59 - EMMA's Posts

5.2 Your Profile

By clicking on **Welcome Menu**, you can access your profile and manage your personal information. This page is all about you: your biodata, description of your courses, list of notifications, last activities, Peer Assessments completed, homework submitted. This page is completed by direct links to your personal blog, your email. From this page you can access also to all homework done by students. As any user, also learners have their own profile page where they can upload the profile image or change the Blog default image to personalize it. Also, they can see here the evaluation of their homework by teacher as well as by peers.



| | |
|-----------|--|
| Name | Maka |
| Last name | Eradze |
| Location | Italy |
| Joined | 20 October 2014 |
| Language | ka |
| About Me | TEL Researcher, instructional designer |

Personal blog

My Blogroll

About me | Maka Eradze's personal blog

Write a URL

Save

Figure 60 - Your profile page

The following tabs serve different purposes:

- **Profile** – your profile and the information that can be interactively entered on the page;
- **Courses** – your courses, you are enrolled to;
- **Last notifications** from the platform;
- **Last Activities** – platform tracks the activities and shows them in this tab (NB: the activities tracked and visualized are only visible to you);
- **My Peer Assessments** – submitted peer assessments;
- **My Homework** – homework that you have submitted;
- **Blogroll** – you can add your favourite links.

5.3 The Virtual Classroom

Virtual Classroom is a simple way to add external social links to your course. This feature is useful if you for example have a Facebook group or a Facebook page and you want to extend your learning environment to social media. You can add external social link in the CMS on the first page of your course. As default in the VC is added your “EMMA posts feed” (all posts associated by that course).


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

| Social Board | |
|--------------|--|
| Twitter | <input type="text" value="https://twitter.com/AntigoneThebes"/> |
| Facebook | <input type="text" value="https://www.facebook.com/eradze"/> |
| Google+ | <input type="text" value="https://plus.google.com/+MakaEradze/posts"/> |
| Google Drive | <input type="text" value="https://drive.google.com/folderview?id=0B4QQ4jipckT0dmRIRDZ6b3dpZHc&usp=sharing"/> |
| Youtube | <input type="text" value="https://www.youtube.com/channel/UCrGXaJPa962ofQftbQI-vbA"/> |
| Vimeo | <input type="text" value=""/> |
| Instagram | <input type="text" value=""/> |
| Tumblr | <input type="text" value=""/> |
| Wiki | <input type="text" value=""/> |
| Wordpress | <input type="text" value="https://antigonethebes.wordpress.com/"/> |





Figure 61 - Add social links to your blog page







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


COURSE

A-Z Teacher Tutorial 

COURSE INFO

 **Ruth Kerr**
 **30 Apr '15**
 **4 Weeks**
 **Free**

Virtual Classroom:







TRANSLATION 

6. EMMA Personal Learning Environment

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

6.1 The Personal Learning Environment

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

6.2 The ToolBox

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

First, check if the ToolBox is active by clicking the tool icon next to the course title.



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

- Highlight this
- Add a note
- Add Resource
- View all saved
- Share this

Highlight This

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

COURSE OVERVIEW

Brain, lifestyle and learning

Our brain continues to develop throughout childhood and adolescence. It becomes fully matured only after the age of twenty. This development is influenced by environmental factors such as physical activity, nutrition, and the amount and quality of sleep. Would you like to learn how environmental factors affect the functioning of adolescent brains? Are you interested in the effect upbringing has on this?

[HIGHLIGHTED](#)
[ADD A NOTE](#)
[ADD RESOURCE](#)
[VIEW ALL SAVED](#)
[SHARE THIS](#)
[f](#)
[t](#)
[g+](#)

This MOOC will examine these factors in greater depth. After an introduction to the general theme, it will cover subjects such as physical activity and learning; nutrition and learning; and sleep and learning. In addition the role of upbringing for learning will also be discussed. Are you interested in research? Then you can also delve deeper into these subjects through more advanced learning material and assignments.

Figure 62 - Highlight part of a content

Highlight will make the text yellow and you will need to press the box icon to save it into the “**Saved elements**”.

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

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

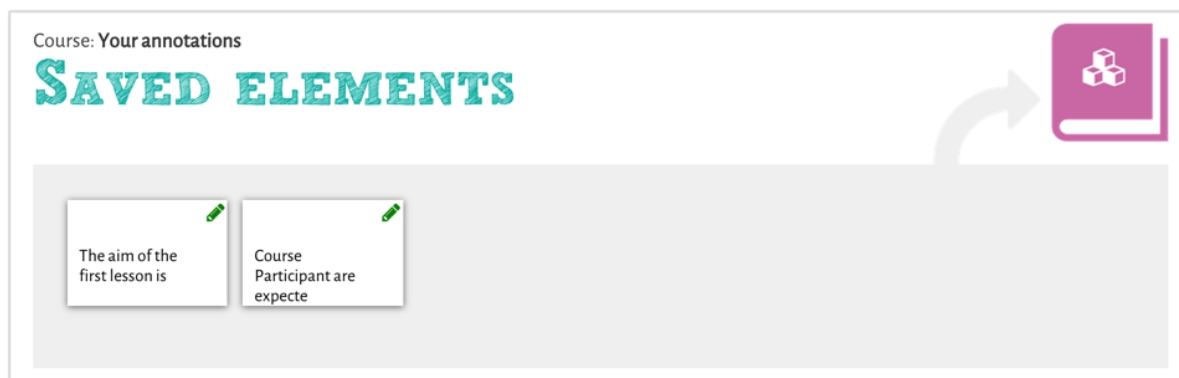
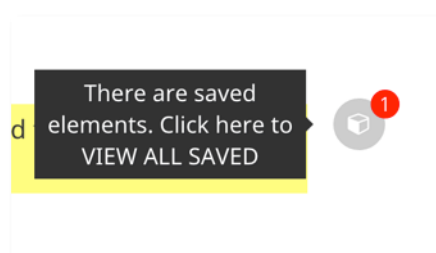


Figure 63 - Your annotation page

When you start interacting with the Highlighted section. Text Note will open, and you can **copy** it to your CourseWork or **Delete** it. Adding the Highlighted text note will take you to this screen, where you will need to create a **New CourseBook** or **choose** an already existing one.

Course: A-Z Emma Tutorial

SAVED ELEMENTS

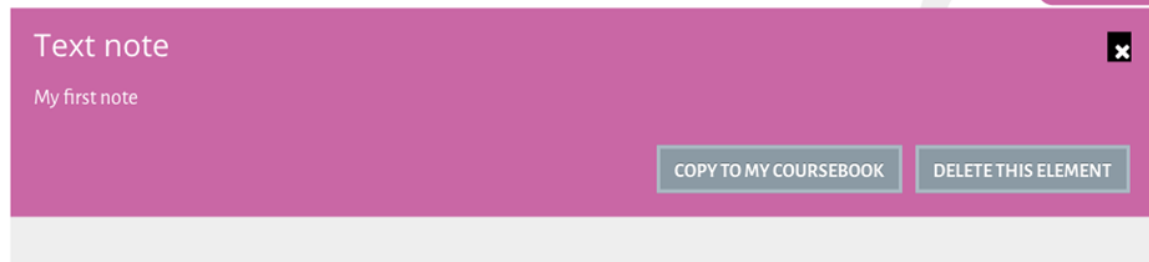


Figure 64 - Text notes

Voilà! It's here!

Adding the Notes

Add the Note from the same contextual menu:

- Choose a section
- Add a note
- Save

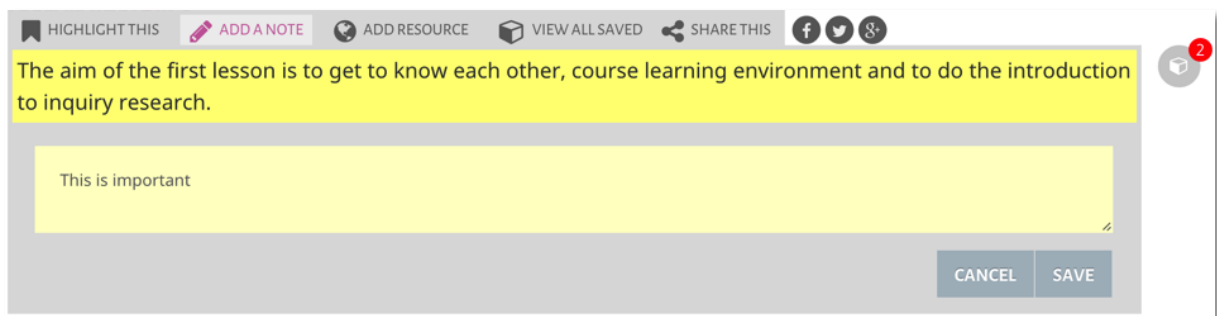


Figure 65 - Adding a note

Adding a Resource

- Highlight a section
- Add a resource link
- Save

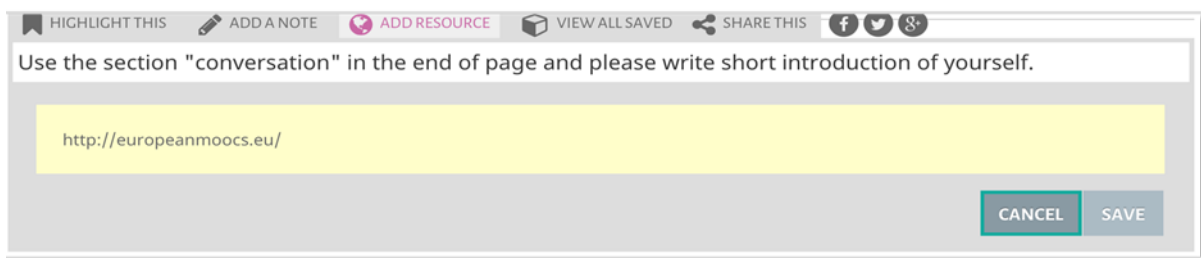


Figure 66 - Adding a resource

Accessing the Saved Notes, Highlights and Resources

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

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

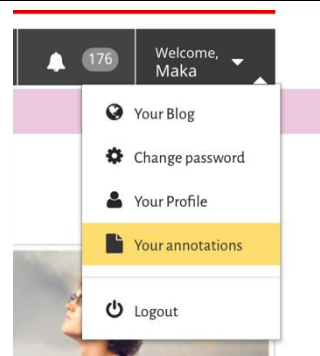


Figure 67 - Accessing the Saved Notes, Highlights and Resources

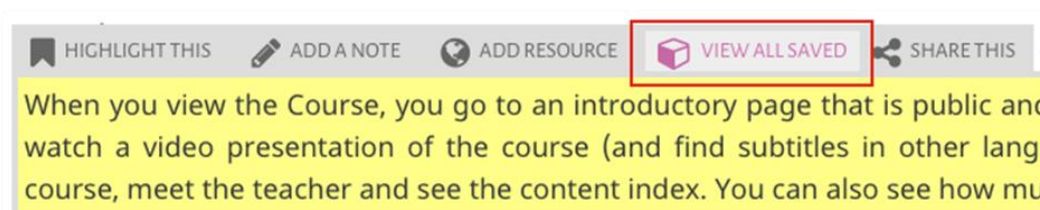


Figure 68 - View all saved



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

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

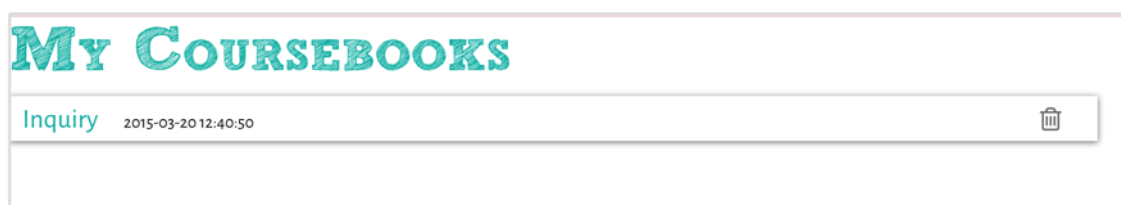
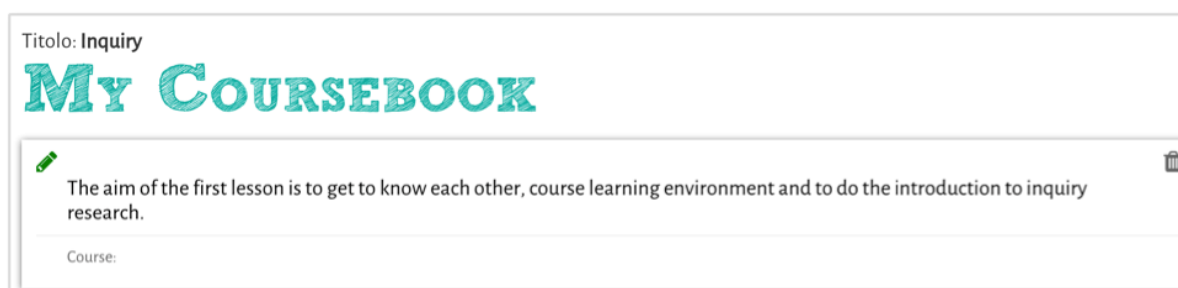


Figure 69 - My coursebook, a list of created coursebooks

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



7. Platform Tracking Facilities

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

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

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

Users' interactions will be collected as xAPI (TinCan API) statements and sent to Learning Locker that stores xAPI standardized statements. In this case raw data of users' interactions will be stored in the correct format and can be used to perform analysis on user's behaviour.

In figure 70 you can find a diagram which will clarify the interaction between various modules of the platform.

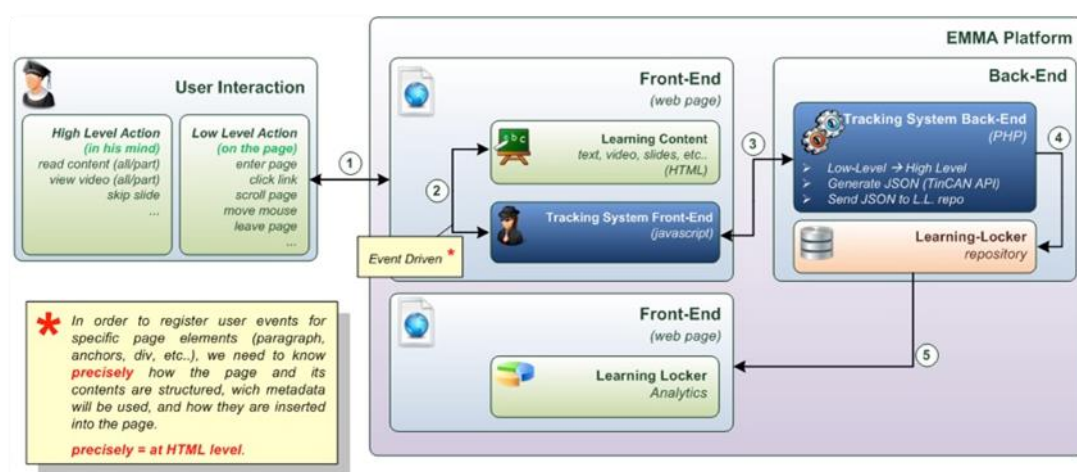


Figure 70 - Interaction between various modules of the platform

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

EMMA learning analytics system

Learning analytics component of EMMA platform is a built-in tracking system that collects the data about users' interactions. The set of users' interactions making up learning experience statements in xAPI format are sent to Learning Record Store (LRS), which is used for storing learning experiences of EMMA courses.

EMMA learning analytics system has two aims: a) real-time feedback for MOOC participants through different visualizations in dashboards and b) retrospective analysis of the MOOCs with the aim of pedagogical interventions and improvements in MOOC designs.

Retrospective analysis is mainly focusing on clusters of the participants in order to identify:

- How many users just enrol the course and never actually start with the activities - users who has enrolled the course and visited some pages less than five times;
- How many users become observers and never post, submit or comment in MOOC;
- How many users are contributors who actually post, submit or comment in MOOC at least once in MOOC;

- How many users are active MOOC participants who post, submit, comment, reply or response more than five times in MOOC.

Such data enables to evaluate the MOOCs’:

- pedagogies (which EMMA MOOCs enable learners more to interact with each other (blogs, discussions) and which MOOCs support the interaction with the content (quizzes, assignments);
- usage of the different functionalities;
- completion rates of the MOOCs.

This type of data is mainly used with the research purposes and with the aim to continually improve the design of the MOOCs.

Learning analytics dashboards

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

For supporting MOOC participants to understand better learning analytics dashboard, each view has icon with the question mark (Figure 2), which provides hints for the users.



Instructors’ view

First part is the courses statistics accessible from the back end main menu of the instructor clicking on DATA. After clicking it, more statistics will come out.

Instructor’s learning analytics dashboard visualizes for the instructor the overview of how the learners engage with the content in the MOOCs. The course dashboard can be access from the course creation menu. To access analytics, instructor should click on the **Analytics** button.

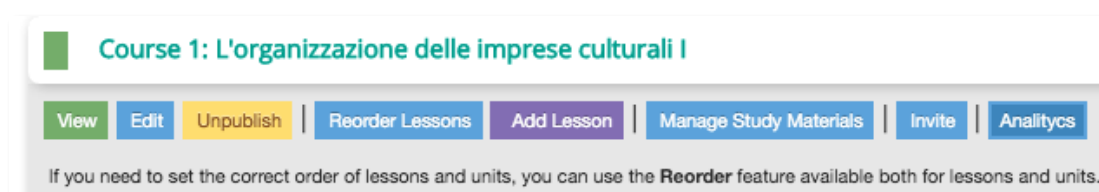


Figure 71 - Analytics button

There are several tabs in the dashboard view. Tabs are:

1. Overview of the course activities against the lessons of the MOOC – interactions in different lessons will be visualized.

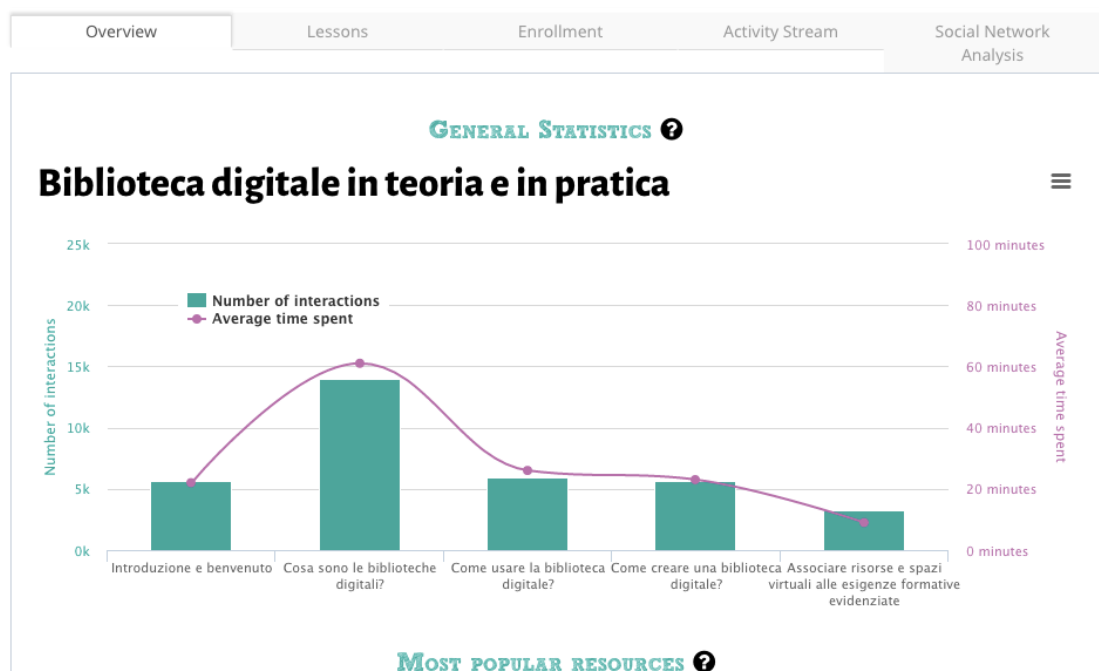


Figure 72 - General statics

For that visualization following data has been analysed:

- Learners' visits under each lesson, unit and assignment;
- Learners' posts, comments, responses and replies under each lesson, unit and assignment;
- Time spent (duration) on different lessons, units and assignments.

Such overview enables the MOOC instructor to analyse what lessons engage learners' more and what lessons the learners accessed less actively.

2. Lessons – this tab visualizes the overview of the different interactions under the units and lessons.



Figure 73 - Lesson stats

This view zooms in the deeper view of the lessons and each lesson has next dimension – unit-, which presents a deeper view or zoom in information. Following information is visualized:

- Interactions under the different lessons: access of the units, accessed study materials, accessed hyperlinks;

- Percentage of accessed learners who have visited the assignments and who have submitted the assignments;
- Most accessed learning resources under each unit.

For that visualization following data has been analysed:

- Learners' visits under each lesson, unit and assignment;
- Learners' posts, comments, responses and replies under each lesson, unit and assignment.

3. Enrolment – enrolment tab visualizes the list of the MOOC participants who has enrolled or unenrolled the specific MOOC. Table beneath the graph displays all enrolled and unenrolled users as First name Last name of the participant.

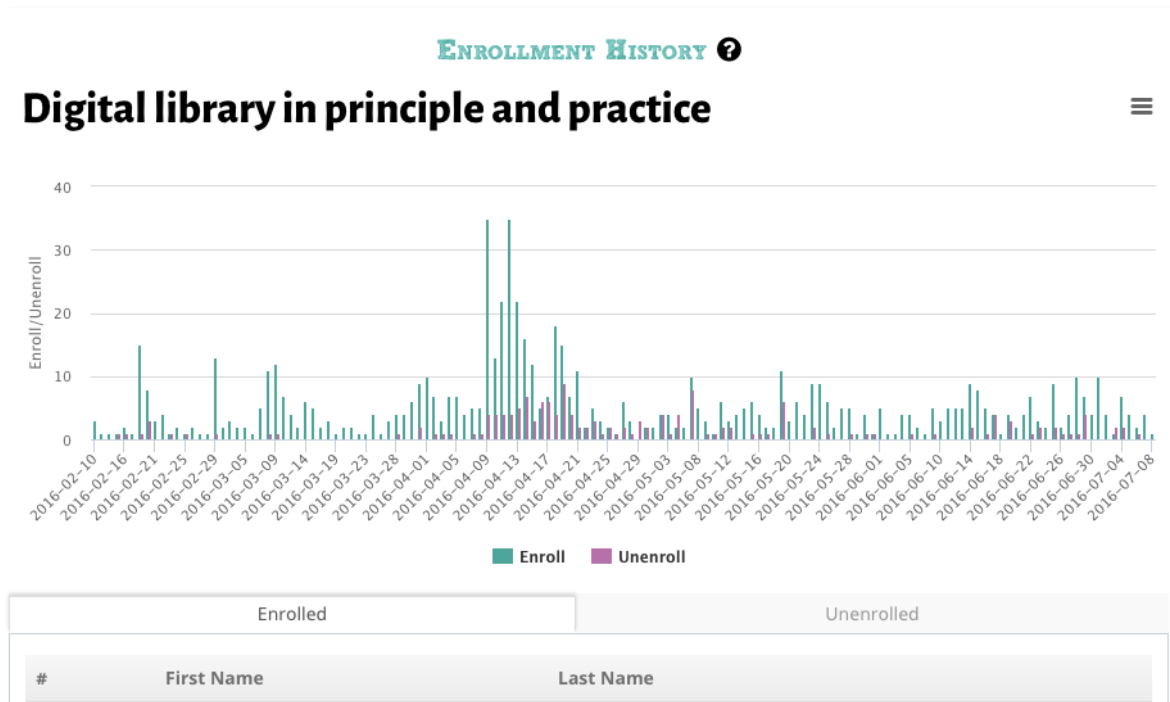


Figure 74 - Enrolment History

For that view following data has been used:

- User has enrolled to the MOOC;
- User has unenrolled from the MOOC.

4. Activity stream – tab visualizes the recent 100 activities of the MOOC participants as stream. Such view enables for the learners to stay tuned with the latest updates and discover new developments related to areas of interest.



Figure 75 - Activity stream

Activity stream view is based on following data:

- Learners' visits under each lesson, unit and assignment;
- Learners' posts, comments, responses and replies under each lesson, unit and assignment.

5. Social network analysis visualizes the connections between MOOC participants. (see Figure 8). Nodes represent the participants and by hovering the mouse to the node, first and last name of the participants will be visualized. SNA tab visualizes user connections between each other during the whole course. Stronger connections marks more than one activity (comment) between two users.

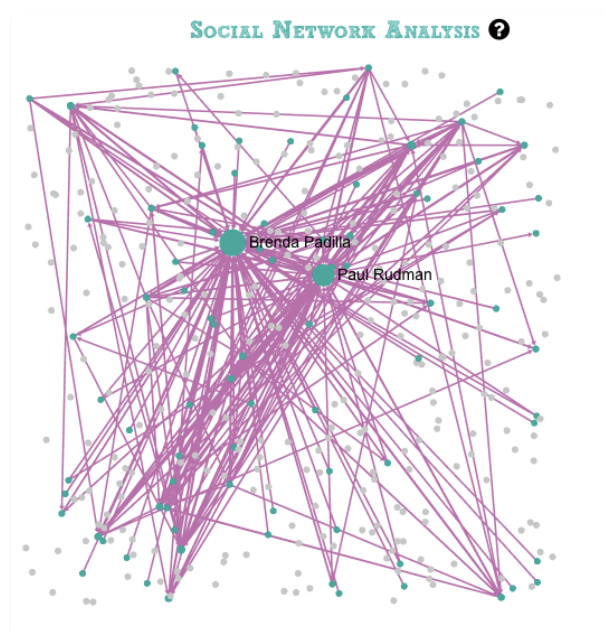


Figure 76 - Social network analysis

Social network analysis is based on following data:

- Participants' posts, comments, responses and replies under in conversation module, assignments and blogs.

6. Quiz dashboard – visualizes overall information on the quizzes library that instructor have created (Figure 9). It gives general statistical information on the variables like Number of quizzes created, active

quizzes, active students, quizzes answered, correct answers, wrong answers etc. Instructor can access this dashboard from the main **contextual menu** --> **quiz dashboard**.

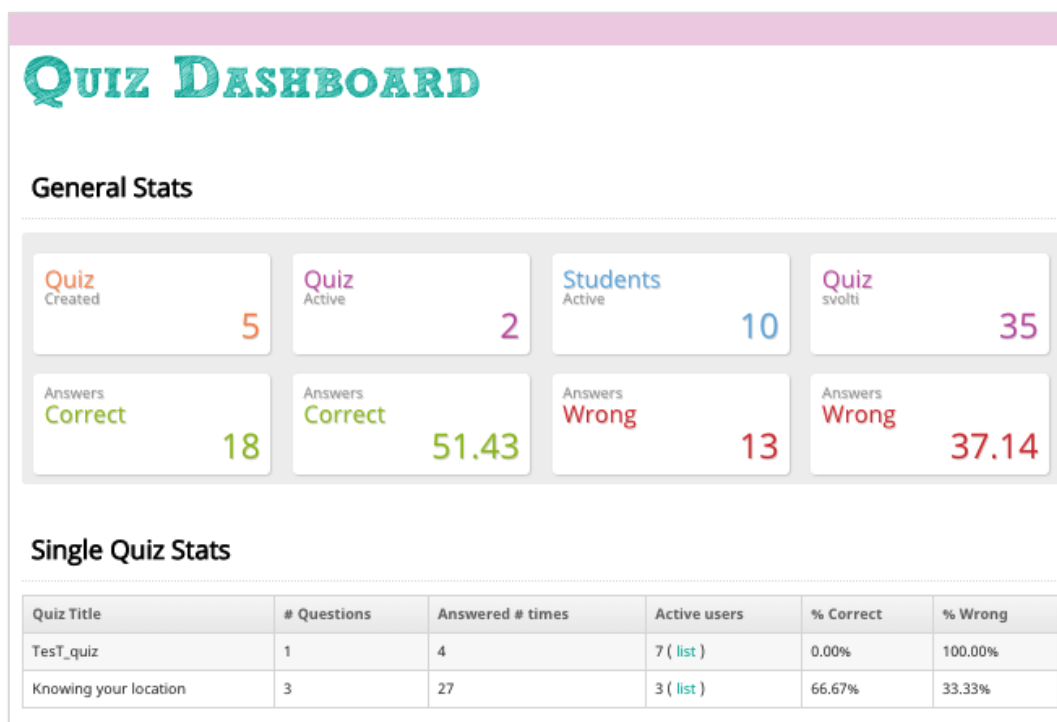


Figure 77 - Quiz Dashboard

Learners' views

Learner Learning Analytics are accessed from the Left Sidebar of the platform. There are two types of progress indicators shown here:

The student can see the EMMA progress (1 lesson of X). "My dashboard" they can access the student dashboard where he can find information on the progress.

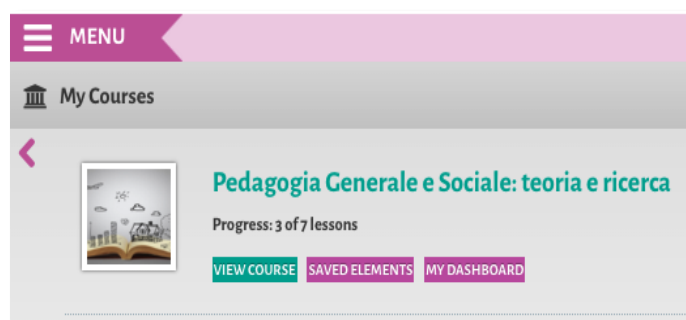


Figure 78 - Learner's view, my courses

For the more detailed overview, learner can access the analytics by clicking on "**My Dashboard**" button. Dashboard has three different tabs:

1. Progress – tab aims to give the overview and feedback for the learners about their progress and performance in the context of specific MOOC. Upper part of the view informs learner with the quick overview of how many units learner have accessed in the specific MOOC context and what is the average result of the submitted quizzes. **Upper part of the view informs learners with the quick overview of how many units learner have passed.**

For supporting MOOC participants to understand better learning analytics dashboard, each view has icon with the question mark, which provides hints for the users.

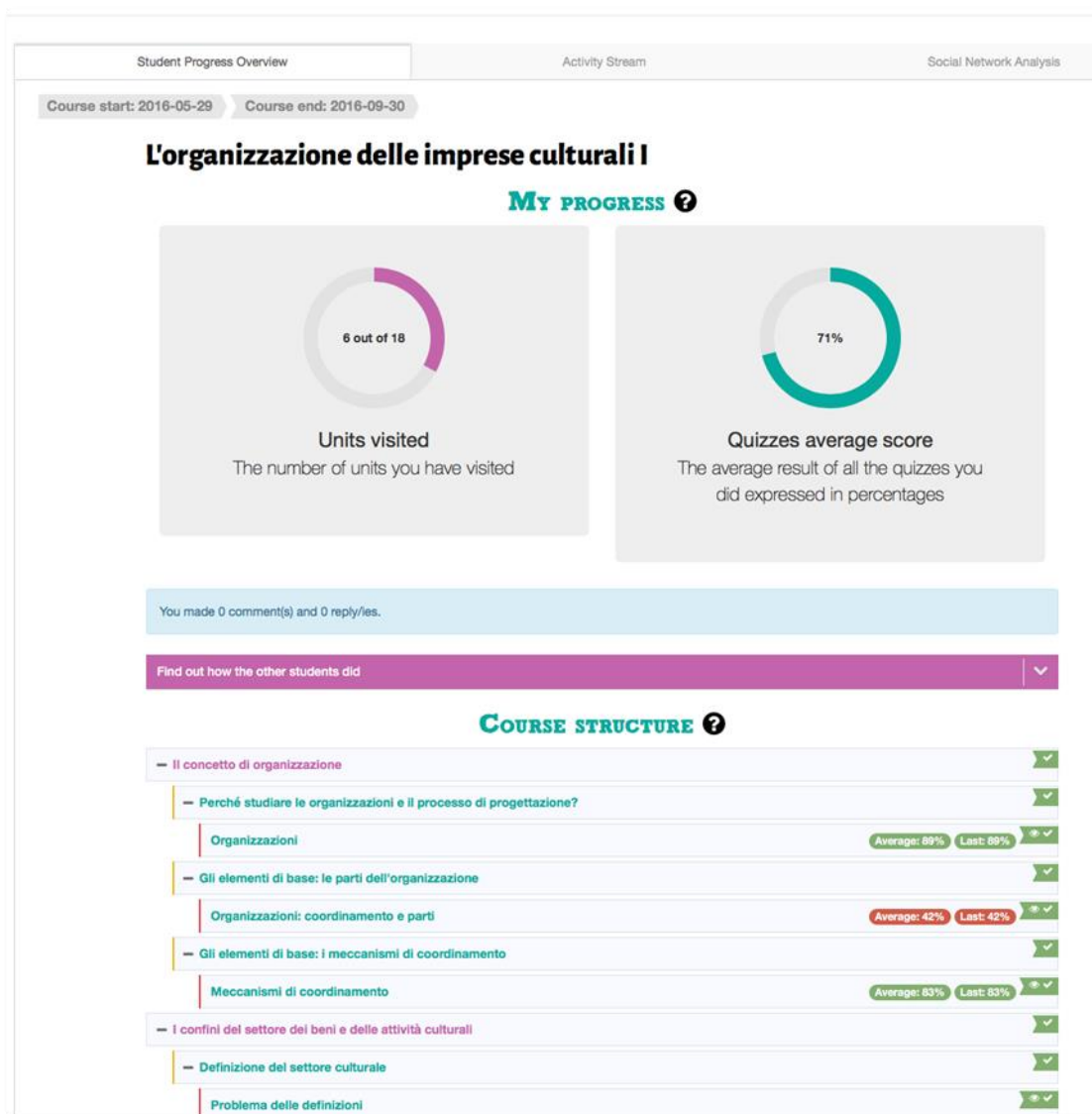


Figure 79 - Student program overview

Lower part of the progress view illustrates which lessons and units have been “passed”. Passed means that learner has accessed all the units and viewed assignments. If the assignment was quiz-type, in this case the average score of learners and last score of the submission are visualized. If the assignment is about individual activities and learner does not have to submit anything to the system, then no information about average score will be calculated.

Learner is also informed how many comments and replies s/he has done in the specific MOOC context.

Learner has an opportunity to compare his results with the average MOOC participant’s results. Learner has to click on “Find out how the other students did” drop-down arrow.



Enables comparison of own progress and other MOOC participants: passed units and submitted quizzes with the average score.

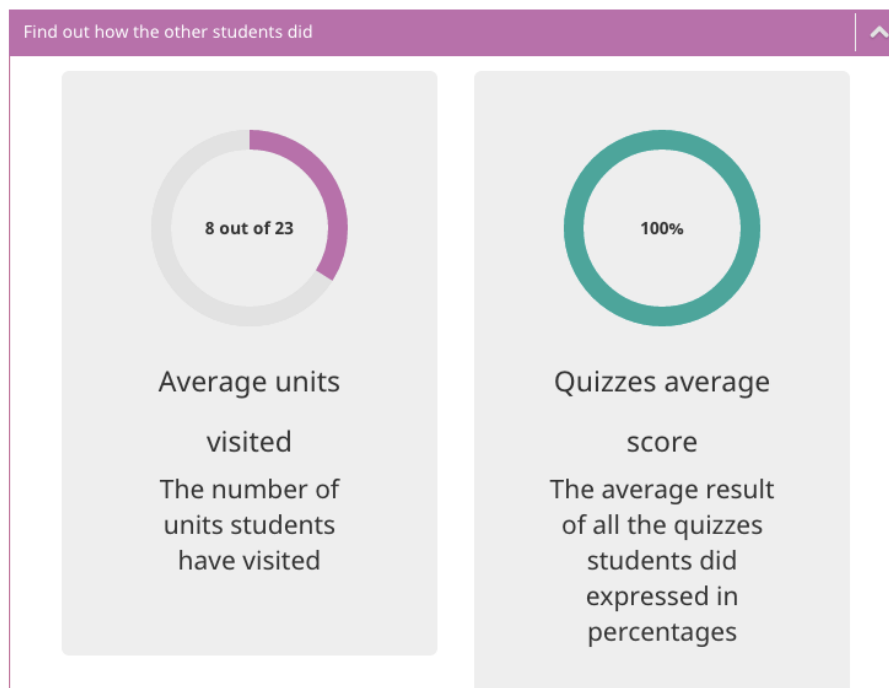


Figure 80 - Comparison of own progress and other MOOC participants

Progress view is based on following data:

- Learners' visits under each lesson, unit and assignment;
- Learners' posts, comments, responses and replies under each lesson, unit and assignment;
- Learners' results of the quizzes.

2. Activity stream – view is same as for the instructor, but participants' names are visualized as First name and the first letter of the last name.

3. Social network analysis based on comments and responses in conversation module of the MOOC. View is same as for the instructor, but participants' names are visualized as First name and the first letter of the last name.

8. Teacher and Student Tutorial MOOCs

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

8.1 A-Z EMMA Tutorial

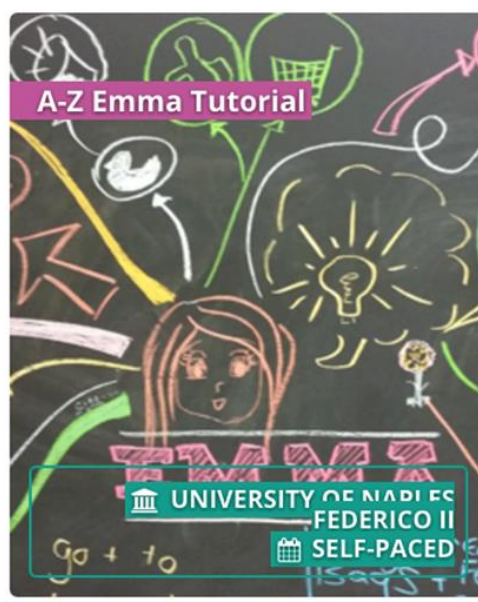
The A-Z EMMA tutorial was prepared to help the students navigate, orientate on the platform and guide them through the typical MOOCs structure and learning process. It consists of the Navigation and Learning on MOOCs part and Personal Tools part. As any other MOOC, it is accessible from the MOOC page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

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

1. The Lesson **EMMA MOOC courses** consist of the following units: **Platform Structure, Enrolling in a New Course, the Lesson page, the Unit Pages, the Assignment Page, Peer assignment**. The objective of this lesson is to introduce the learners to the platform structure, the logic of learning on EMMA platform and how to use its capabilities. This lesson opens with an introductory video and gives the platform overview with the use of screenshots and text.

2. The Lesson **Your Personal Tools** consists of the following units: the **EMMA Posts (Meta blog), Your Personal Learning Environment, Your blog**. The objective of this lesson is to introduce the learners to the Personal tools they can use on the platform.

The tutorial targets newly subscribed learners to navigate and make use of the EMMA platform, to create their own learning experience with the help of EMMA features.



LESSON ABSTRACT



The courses vary from one another as they are designed by different universities but the basic structure is a hierarchy:

- **Course**
- **Lesson**
- **Unit**
- **Assignment**

When you view the Course, you go to an introductory page that is public and gives basic information. You can watch a video presentation of the course (and find subtitles in other languages), read a description of the course, meet the teacher and see the content index. You can also see how much time you will need to devote to your studies. If the course appeals, you can enrol from here and you will receive a confirmation message via email.

8.2 A-Z Teacher Tutorial

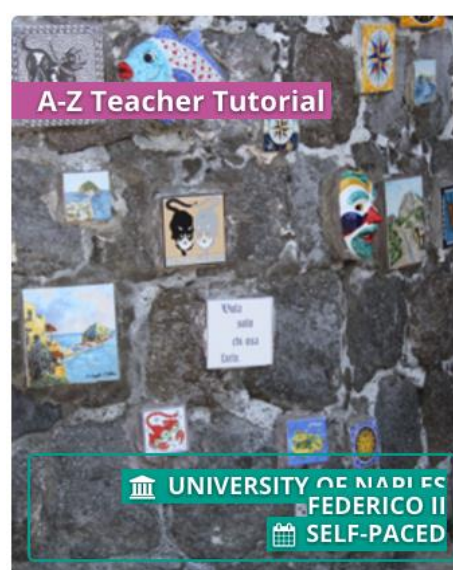
Teacher tutorial is a mixture of text, images and multimedia tutorials. It guides the teacher through different stages of course creation and gives them some tips and good practice guidelines.

The A-Z Teacher tutorial is a course where teachers can understand how EMMA platform works, how to author a course. It will also help you to pedagogically design your own MOOC.

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

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

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

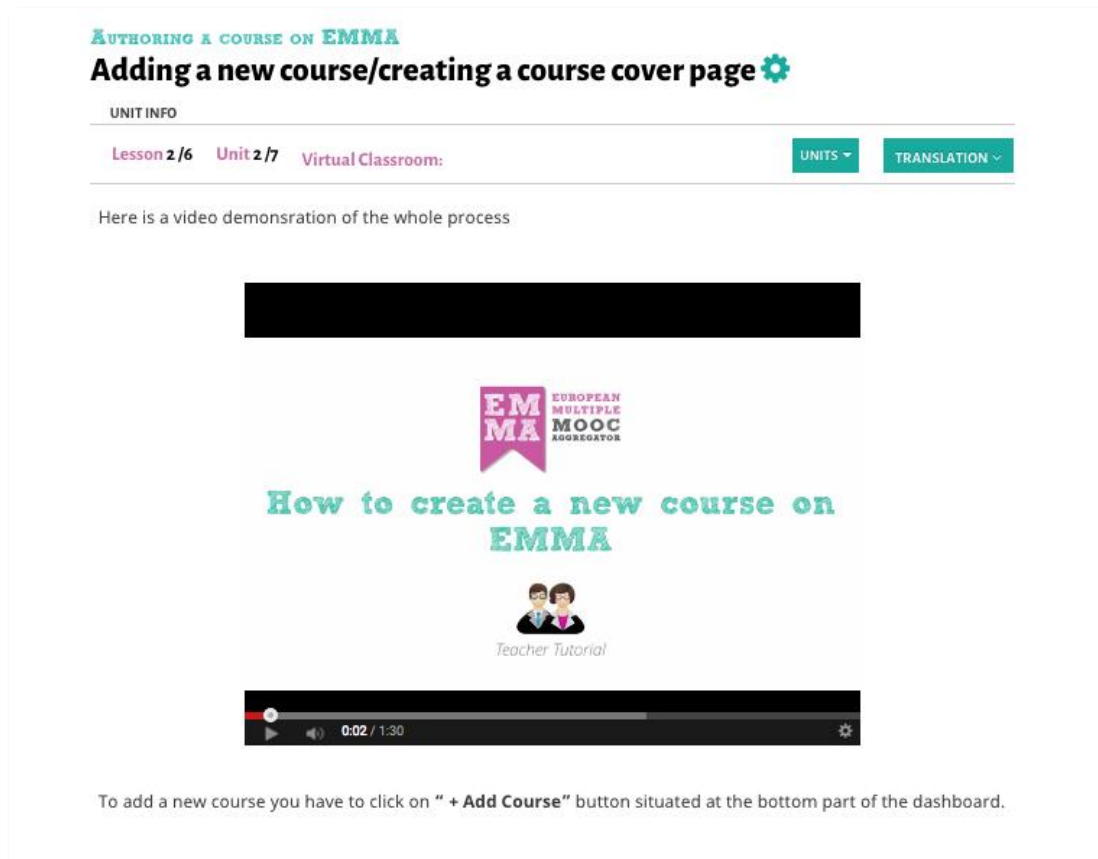


Outcomes

By the end of the course the teachers will know:

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

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



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

TRANSLATING TEXT CONTENT

Translating lesson content

UNIT INFO

Lesson 5/6 Unit 1/1 Virtual Classroom:

UNITS ▾

TRANSLATION ▾

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

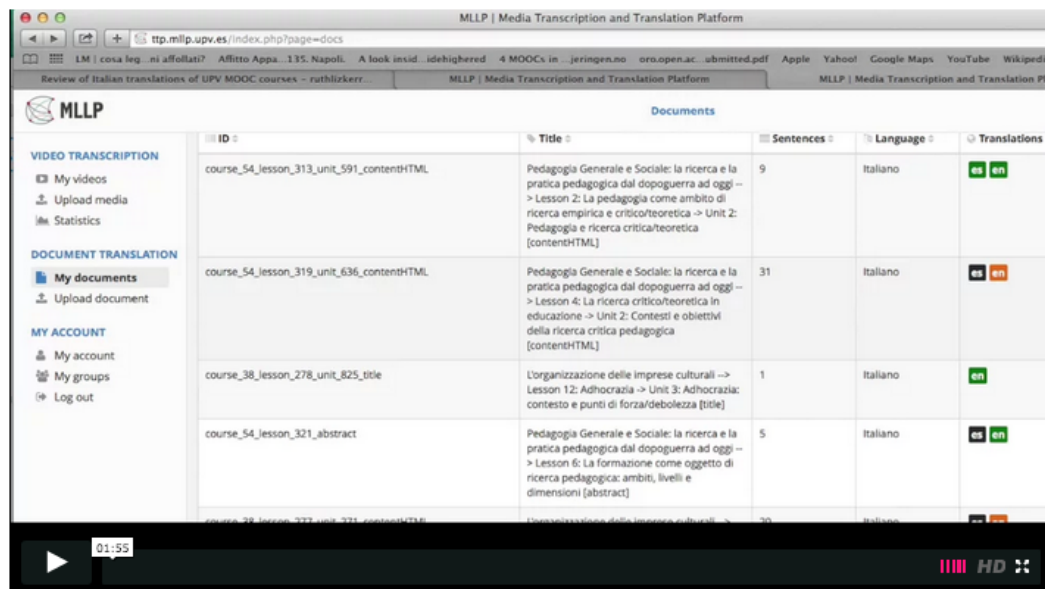
Once you have 2-3 lessons ready, send a mail to UPV (jorcisai@upv.es) and inform them that your lessons are complete on the EMMA platform. UPV will then export the text on to their Transllectures platform. They will send you a mail notifying you when the translations have been generated on their platform.

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

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

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

The video below provides a summary of the various steps.



The screenshot shows the MLLP Media Transcription and Translation Platform interface. The main content area displays a table of documents for translation. The table has columns for ID, Title, Sentences, Language, and Translations. The documents listed are:

| ID | Title | Sentences | Language | Translations |
|---|---|-----------|----------|--------------|
| course_54_lesson_313_unit_591_contentHTML | Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi --> Lesson 2: La pedagogia come ambito di ricerca empirica e critico/teoretica -> Unit 2: Pedagogia e ricerca critica/teoretica [contentHTML] | 9 | Italiano | es en |
| course_54_lesson_319_unit_636_contentHTML | Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi --> Lesson 4: La ricerca critico/teoretica in educazione -> Unit 2: Contesti e obiettivi della ricerca critica pedagogica [contentHTML] | 31 | Italiano | es en |
| course_38_lesson_278_unit_825_title | L'organizzazione delle imprese culturali --> Lesson 12: Adhocrasia -> Unit 3: Adhocrasia: contesto e punti di forza/debolezza [title] | 1 | Italiano | en |
| course_54_lesson_321_abstract | Pedagogia Generale e Sociale: la ricerca e la pratica pedagogica dal dopoguerra ad oggi --> Lesson 6: La formazione come oggetto di ricerca pedagogica: ambiti, livelli e dimensioni [abstract] | 5 | Italiano | es en |

The interface also includes a sidebar with navigation options like 'My videos', 'Upload media', 'Statistics', 'My documents', 'Upload document', 'My account', 'My groups', and 'Log out'. At the bottom, there is a video player showing a summary of the steps.

9. EMMA Help Desk

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

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

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

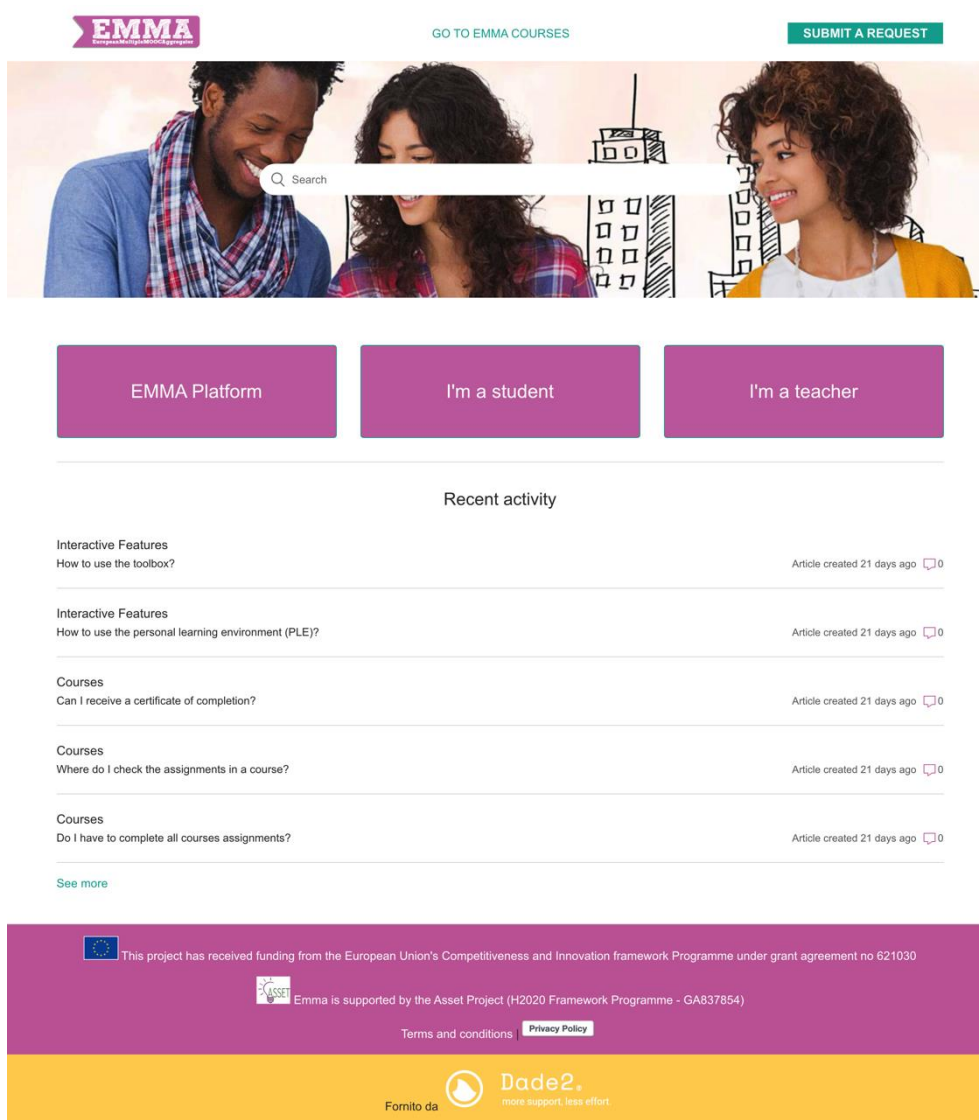


Figure 81 - EMMA help desk

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

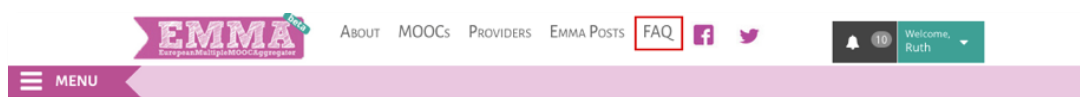
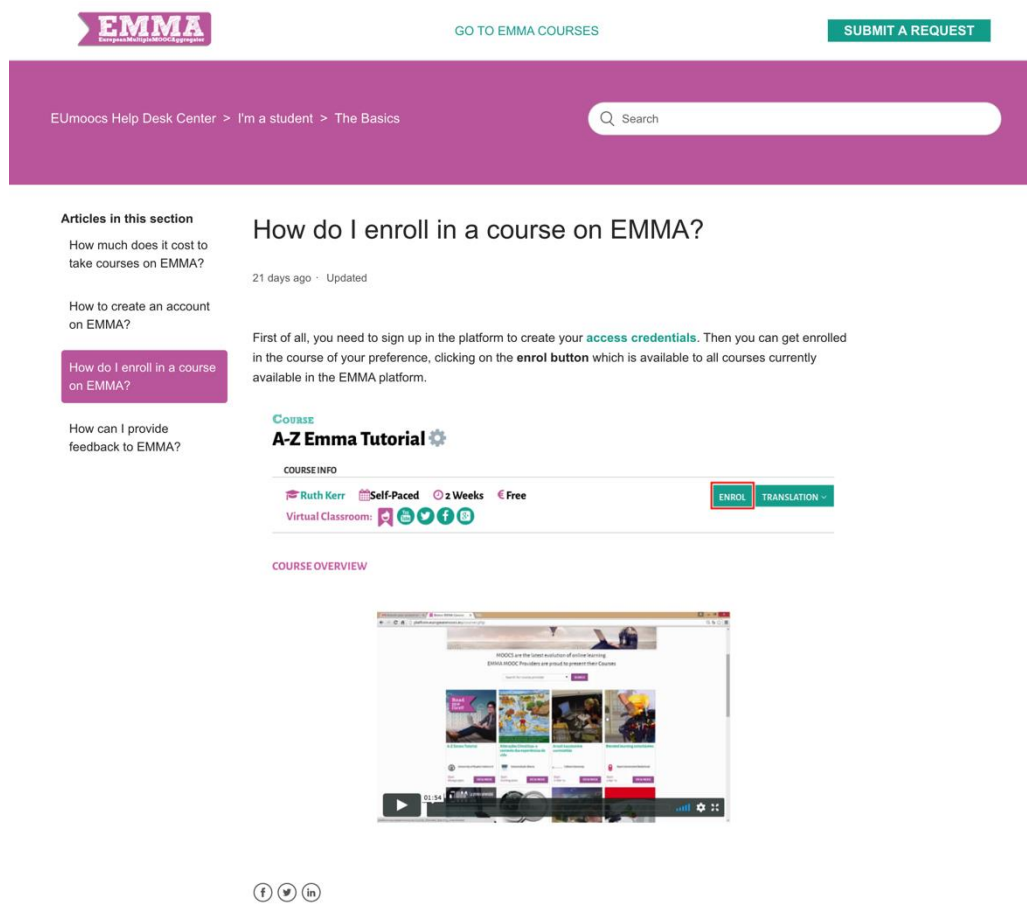


Figure 82 - FAQ section

D4.1 – ASSET programs on EMMA: User Manual

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

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



The screenshot shows the EMMA Help Desk Center interface. At the top, there is a purple header with the EMMA logo, a search bar, and a 'SUBMIT A REQUEST' button. Below the header, the breadcrumb trail reads 'EUmoocs Help Desk Center > I'm a student > The Basics'. On the left, there is a sidebar with 'Articles in this section' including 'How much does it cost to take courses on EMMA?', 'How to create an account on EMMA?', 'How do I enroll in a course on EMMA?' (highlighted), and 'How can I provide feedback to EMMA?'. The main content area displays the article 'How do I enroll in a course on EMMA?' by Ruth Kerr, updated 21 days ago. The article text explains the enrollment process: signing up to create access credentials and clicking the 'enrol button'. Below the text is a video player for the 'A-Z Emma Tutorial'. The video player interface includes a play button, a progress bar, and a 'TRANSLATION' dropdown menu. Social media sharing icons for Facebook, Twitter, and LinkedIn are located at the bottom of the article.

Figure 83 - Submit a request

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

10. Showcased on EMMA

EMMA showcases only the MOOCs produced by European projects, MOOCs considered of high social relevance or MOOCs that EMMA considers strategic for reasons of institutional collaboration. In general, showcased courses will be displayed into the MOOC list with the "Showcased/External MOOCs" label at the bottom of the cover.

A provider can choose 2 ways: a) add a simple "Go to" link to their platform that replaced the enrol button on the course overview (so in this case no registration or enrolling on EMMA); OR b) they can activate the enrolling on EMMA and use or API to match users enrolled on EMMA with the user enrolled on their platform.

Previous agreement with UNINA, the showcased MOOCs will have their own dedicated space on EMMA.

Guidelines:

1. The first option is to showcase an external MOOC in the home page, labelling the MOOC as "showcased", acting in the CMS. This option will let the provider enjoy the publication on the home page of his course and related communication services, but also to provide basic information to students as required by the EMMA format (MOOC description and metadata) and translation service of MOOC presentation.

Choosing this option, a "GO TO" function (link associated to destination platform) will be activated on the MOOC page, so that users can be forwarded to the external destination easily.

2. In addition, the second option will allow the provider also to enable enrolling procedure through the EMMA Platform. This option is available only in the case he would provide also demo-lessons to the users.

In this case, from CMS side he must mark both options ("showcased" and "enabling enrolling"). An API will let him to manage easily also from his side the enrolling procedures, so that he does not lose any information. For this case, of course, some technical requirements on the provider's side is needed (specific documentation has been indicated in the CMS). Translation services of lessons must be discussed within the consortium.

11. EMMA automatic certification system

In the profile area, the student can now see a new tab where all courses in which he is enrolled is shown.

The table shows:

- Course's title
- Student's progress (%)
- Course end date ("Available from")
- Button to download the certificate

Every time users open the tab "Certificates" in their profile area, EMMA checks 2 conditions:

- closing date of the course
- percentage of student progress

The Algorithm behind

IF the course is ended (day after end date

AND

IF the user has completed at least 80% of the course

THEN

you can download the certificate by clicking on the green button

On platform.europeanmoocs.eu/CMS/stat.php teachers can see the list of all enrolled users and their own progress. For each course, teacher can click on "Send certificates for this course" to all "deserving" students: who have reached at least 80% at the end of the course.

Exceptions

Teachers can also manage some exceptions for individual user.

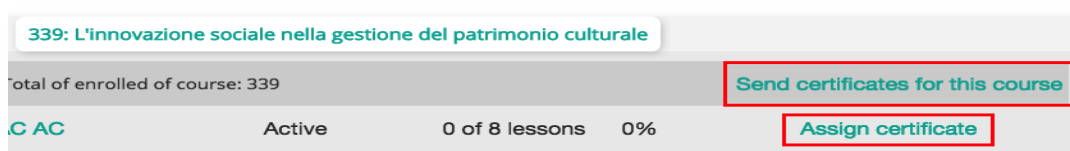


Figure 84 - Assign certificate

EMMA certificate looks like as it appears in figure 85.



Figure 85 - Certificate of participation

Certificate shows (main elements):

- Student's Name and Surname
- Course's title
- Duration: Weeks, starting and end date (hide for Self-paced courses)
- Provider's name
- Main teacher's name and surname
- QR code that can be used to verify the authenticity

12. Conclusion

The User Manual was partially available as an output of the EMMA Project. In its logic, it is a living document to be updated according to new technology and educational needs. Since the beginning of the ASSET project, EMMA functions, software third parties, and GU interfaces have been analysed, tested, redesigned and updated as required by the project. The user manual has been revised and fully updated accordingly. The deliverable considered all platform changes that represent a significant improvement in the user experience. However, some functions can be in a latent mode, it means that they have been developed and described, they actually exist as code and functionalities, but they are no longer available in order to meet different expectations at different times. For example, the Showcase API, after the changes occurred on the Homepage to simplify the navigation, can be activated on demand only by stakeholder requests.

13. ANNEX I: Multilingual Simplified Guide

In order to help the students and teachers quickly orientate on EMMA platform, we also provide them with the simplified, visual guide to the platform. This guide was created based on the idea of infographics and uses a simple language and simple structure. This guide was translated into 8 languages and adopted to reflect the needs of the multilingual users. Simplified guide is available here: <http://platform.europeanmoocs.eu/guide/EMMA-Teacher-Infographic-Guide.pdf>.

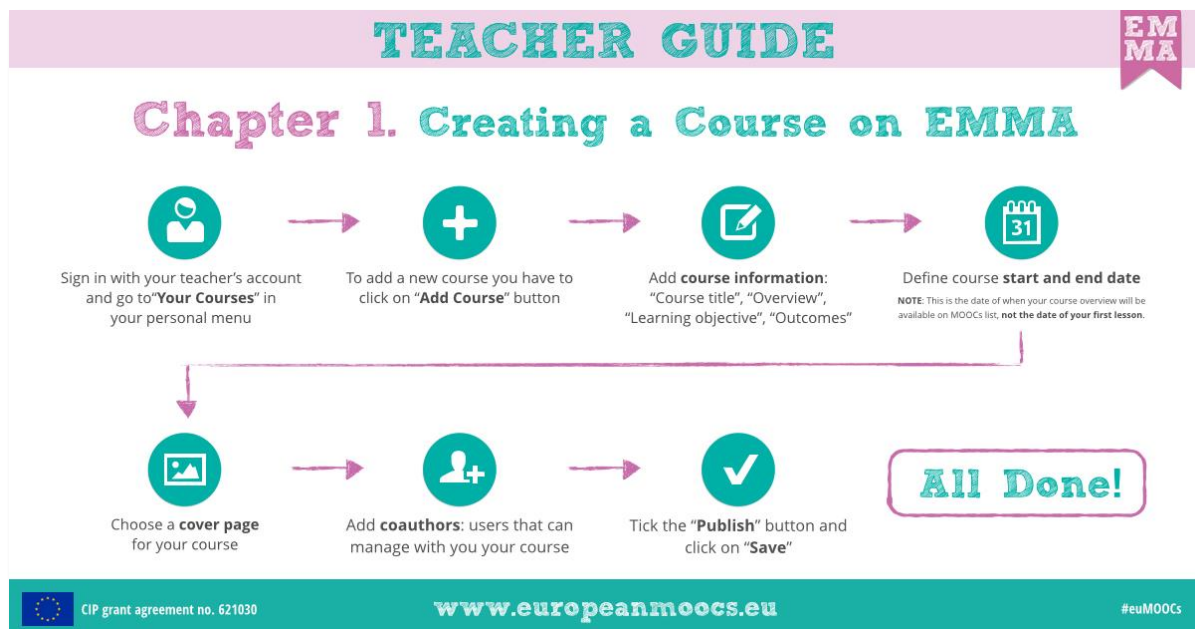


Figure 86 - Teacher Guide