Report on eMOOCs 2014

EPFL, Lausanne 10-12 February 2014

Yves Epelboin, EUNIS and UPMC-Sorbonne Universités, Paris, France
Yves.Epelboin@impmc.upmc.fr

eMOOCs 2014 is the first European Conference on MOOCs, organized by EPFL (Lausanne, Switzerland), one of the European leaders.

More than 450 people attended. The conference was organized with some keynote lectures and four parallel tracks: policy, experience, research and business. The policy track was on invitation only, for the others there was a call for papers.

Representatives from the main operators were present: Coursera and EdX of course but also MiriadaX (Spain), Futurelearn (UK), FUN (France), Iversity (Germany), Orange (France), Google

The proceeding of the Research track as well as slides from the four tracks and videos of the main lectures are available on the conference site: http://www.emoocs2014.eu

See also the attached program.

Following is a summary of the tracks, I have attended.

Monday February 10th

Main lectures

Introduction by P. Dillenbourg and P. Haebischer (EPFL)
MOOCs are falling down the hype in US, but still high in Europe. Public (States, EU...) support is strong in Europe and the ECTS system might be an advantage in the future.

P. Haebischer (EPFL): the key features are open access, personalization by adapting learning speed to each student and synchronization.

MOOCs are dominated by the US (Coursera about 50%, EdX 10% approximately) but European countries are moving rapidly. China and Africa are also starting. English is dominating except in black Africa where French comes first: a course in English attracts 10 times more students than in French. (*Author add: in South America Miriada X comes first with Spanish*)

Some interesting statistics from EPFL experience: 73% come only once. Among the real participants 61% watch the videos only, 25% take the assessments and 8% obtain a certificate.

MOOCs are not seen as a real alternative to face-to-face teaching. Students complain especially about the lost of social interactions. Flipped learning is still an issue.

MOOCs are of main interest for continuous education and a unique tool for less developed countries.

Main issues: high dropout rate, implementation of flipped classes, difficulties to handle together online and on campus students.

Xavier Prats-Monné (EU)
The general policy is that education will strongly evolve both geographically and technically. No mercy for tradition: changes are coming and the Commission wants to accompany those who want to move. ICT is a priority and the challenge is at the same level than Europe rebuilding after World War 2.

Policy track 1
C.Mongenet explains the French MOOC initiative (France Université Numérique, FUN). Based on OpenEdX, opened in January already 18 MOOCs running and 20 more to come this year. J-O Höög (Karolonska, Sweden) discusses about certification and diplomation, MOOCs being supplement to on-campus education. C. Redeker (EU) speaks of MOOCs as a pressure to change the role of HE institutions, unbundling services offered jointly today. N. Watson (Futurelearn, UK) discusses the issues for MOOCs: tuition, certification and pedagogic models (flipped classroom…). Futurelearn is involved in discovering new pedagogic methods: social learning, cloud learning… Sustainability is very important.

Policy track 2
This track is mainly devoted to quality insurance (QI). The contributors emphasize about the fact that quality insurance has a meaning only when accreditation exists. QI needs to strongly identify the prerequisites for a MOOC, so that incoming students will not be disappointed. Open badges are a means for accreditation. A definition of standards is necessary to be able to quantitatively define the quality for a MOOC but standards cannot define the pedagogic quality.

Business track 2
D. Clancy (Google) wants to contribute to OpenEdX. Negotiation is in progress. S. Frye (Udacity) explains why Udacity is oriented towards professional development with high added value. Students learn by doing at their own pace. Students have an access to a coach (*author add: Is it really a MOOC?*). A. Ng speaks for Coursera. Their platform seems to be the most advanced one with more tools, internationalization and already many courses in different languages (50% of the total amount of MOOCs in the world). A support is provided to all partners: 108 today and 25 in Europe. Coursera wants to facilitate collaborations among its partners. J. Heinlein (EdX) emphasizes about the openness of their platform and the availability of a roadmap. The community is growing rapidly.

Tuesday February 11th

Simon Nelson (UK Futurelearn)
Futurelearn is a joint project of 26 universities, 3 cultural institutions, the Open University and a few industrial partners. Futurelearn has access to the archives of the

BBC. From the technical point of view it is together a MOOC platform and a LMS, developed with a responsive design model. There is no intention to open the code. 100 000 registered students for the first 8 courses, 86% active, 15% going to the end. He does not believe in the end of the universities and makes a comparison with the predicted end of the radio when the TV appeared (*author add: he is coming from the BBC*). Futurelearn is very inspired by the media. S. Nelson believes that MOOC should "tell a story" and engage the learners in provocative discussions.

Debra Humphris (Imperial College, UK)

It was an interesting decision from the organizers to offer a keynote to a representative from Imperial College: Imperial College does not have any MOOC and will not have any. She is skeptic about the openness because of unveiled prerequisites. MOOCs do not significantly lower the barriers and inequalities. The dropout rate is very high, MOOCs are for graduate, mainly male and wealthy people. MOOCs are freely available but not freely elaborated: there is a price for anything and US private entrepreneurs (Coursera 50%, EdX 10%, Udacity 7%) dominate the market. Nothing will replace real tutoring and face-to-face. The business model will soon become a "burning issue".

Experience track

Louvain experience: recasting a traditional course into a SPOC and a MOOC, both running in parallel. The original traditional course has become a blended learning course made of the SPOC and of a conventional course, running one week ahead. Fundamentals are taught through the SPOC Friday and the weekend. The conventional course with application classes is running from Monday to Thursday. Some figures: 300 students on site, 21 000 distant participants for the MOOC, 1professor, ½ MOOC assistant, 4 teaching assistants and 11 student tutors. The university has established a Steering Committee for future MOOCs to come. The SPOC has been very successful. The same kind of experience has been conducted also at ETH (Switzerland) for three courses but for the ETH students only. The university of Madrid has built a course for new incoming students based on Khan academy videos plus local developments in Moodle, mainly as remedial course. A CMS was developed to manage the documents and videos. The experience of the university of Mainz is a connectivist SPOC, without any platform, mainly developed to gain some experience about the use of Web 2.0 tools in education. JM Gilliot (Telecom Bretagne, France) explains the aims of ITYPA, a connectivist MOOC running since 2012, to learn about the use of the Internet, aimed towards a large public audience. Students struggle to grasp connectivism if they already know x-MOOCs. On-line live sessions have been very popular. The speed of the connection was a difficulty for some of them and for African participants.

Frank Buytendijk (Gartner)

F. Buytendijk speaks of Learning Analytics and big data, explaining a new approach from bottom-up and an Agile process. Higher Education is coming late after the industry. Our data are an asset with a high potential value. Attention must be taken about the privacy of the data. Big data is also a field where 4.4 millions jobs will be missing and universities should educate students for these jobs.

Wednesday 12 February

Carolina Jeux (Telefonica, Spain)

Carolina represents MiriadaX. Spain is the leader, in Europe, for the number of MOOCs: 136 today with 500 000 registered participants, 98 courses mainly oriented toward Spanish speaking countries, Spain and South America. An unusual number of students go to the end of the courses (20%).

Monday, 10/02/2014

09.00-13.00: **Registration** – Rolex Forum

Pre-Conference Tutorial "All you need to know about MOOCs" – Auditoire CE 1

09.15-10.00: **H. Pongratz & S. Rohrer**, Technische Universität München, Germany
MOOC 101
10.00-10.30: **H. Duisterwinkel,** Technische Universiteit Eindhoven, Netherlands
Guidelines on MOOCs: A pedagogical view
10.30-11.00: **Break -** Hall of CE Building
11.00-11.30: **P. Jermann**, École polytechnique fédérale de Lausanne (EPFL), Switzerland
Video Production: Dos & Don'ts
11.30-12.00: *Visit EPFL MOOC factory, Rolex Learning Center*

13.00-14.30 - Rolex Forum
Conference Opening & Welcome
Pierre Dillenbourg, General Chair of the Conference, EPFL, Switzerland.

Keynote Session 1

Patrick Aebischer, President, École polytechnique fédérale de Lausanne (EPFL), Switzerland.
20 MOOCs later: What have we learned?
Xavier Prats Monné, Deputy Director-General for Education and Culture, European Commission, Belgium.
What is on offer for MOOCs development and experimentation in the first year of the new Erasmus+ Programme?

14.45-16.15: **Session 1**

Policy Track – Auditoire CE 1
Joining the MOOCs conversation: partnerships, Networks and Alliances from a multi-level governance perspective
In the past year, a variety of initiatives have emerged in response to the MOOCs revolution. Multiple initiatives, networks and partnerships rallying a large scope of actors sparked the debate and raised questions on how to manage the impact of MOOCs as on the future of education. This panel aims to address some of the most important questions being asked and to help define the path moving forward. What would be a viable MOOCs model? Should we have a national or a supranational platform? How do the European Commission and the Opening Up Education initiative fit into this configuration?

Chair: Yves Epelboin, UPMC, France.
- Catherine Mongenet, Project Leader, France Université Numérique (FUN), France.
- Jan-Olov Höög, Dean of Higher Education, Karolinska Institutet, Sweden.
- Yves Punie, European Commission, DG Joint Research Centre, Spain.
- Jeff Haywood, University of Edinburgh, UK.
- Nicholas Watson, The Open University, UK.

Experience Track – Auditoire CE 6
Experiences from xMOOC authors
Chair: Neil Morris, University of Leeds, UK.
- *Designing Your First MOOC From Scratch: Recommendations After Teaching "Digital Education of the Future"*. Carlos Alario-Hoyos, Mar Pérez-Sanagustín, Carlos Delgado Kloos, Israel Gutierrez-Rojas, Derick Leony and Hugo A. Parada G., Universidad Carlos III de Madrid, Spain.

- *The Discrete Optimization MOOC: An Exploration in Discovery-Based Learning*. Carleton Coffrin and Pascal Van Hentenryck, NICTA, Australia.

- *Learning Electronics Through a Remote MOOC Laboratory*. Gabriel Díaz Orueta, Felix Garcia Loro, Elio San Cristóbal Ruiz, Mohamed Tawfik, María José Albert and Manuel Castro, UNED, Spain.

- *Mathematics Courses: Fostering Individuality Through EMOOCs*. Bastian Martschink, HS Bonn-Rhein-Sieg, Germany.

- *"A Hostage to Fortune?" Validating Massive Open Online Courses (MOOCs) for University Credit*. Peter Alston, University of Liverpool and Ben Brabon, Edge Hill University, UK.

Research Track – Auditoire CE 4
Learning in a MOOC
Chair: Denis Gillet, EPFL, Switzerland.

- *Towards an Outcome-based Discovery and Recommendation of MOOCs Using Moocrank*. Israel Gutiérrez Rojas, Derick Leony, Carlos Alario-Hoyos, Mar Pérez-Sanagustín and Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain.
- *Signals of Success and Self-Directed Learning*. Penny Bentley, Helen Crump, Paige Cuffe, Iwona Gniadek, Briar Jamieson, Sheila MacNeill and Yishay Mor, The Open University, UK.
- *Scaffolding Self-Learning in MOOCs*. Israel Gutiérrez Rojas, Carlos Alario-Hoyos, Mar Pérez-Sanagustín, Derick Leony and Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain.
- *Analysing Student Participation in Foreign Language MOOCs: A Case Study*. Elena Bárcena, Timothy Read, Elena Martin-Monje and María Dolores Castrillo, UNED, Spain.
- *Encouraging Forum Participation in Online Courses with Collectivist, Individualist, and Neutral Motivational Framings*. René Kizilcec, Emily Schneider, Geoffrey Cohen and Daniel McFarland, Stanford University, United States.

Business Track – Auditoire CE 2
Business models of MOOCs, revenues today and tomorrow
Chair: Iain Cooke, IMD, Switzerland.

- Panel discussion with Andrew Ng, Coursera, USA, Johannes Heinlein. EdX, USA, Pierre-Antoine Ullmo, P.A.U. Education, Spain, Simon Nelson, FutureLearn, UK.

  o What is your business model?
  o Who pays whom, how much, and why?
  o Who creates the courses, and what is the financial model for that activity?
  o Who provides learning support / delivery labour (professor, coach, faculty/learning assistant/students), and what is the financial model for that?
  o How are learners segmented and attracted?
  o What is the prime 'deliverable value' to a course participant – knowledge, experience, certification?
  o Is this model in operation now and can you comment on its success?

- Discussion:

  o Can different business models coexist and be differentiators between providers?
  o Which differentiators are likely to be more important: business model, platform and delivery methods, course content?

16.15-16.45: **Coffee break** – Hall of CE Building

16.45-18.15: **Session 2**

Policy Track - Auditoire CE 1
Accreditation policies, certifications and quality assurance in MOOCs

MOOCs have the capacity to provide free, high quality education to millions of students worldwide. For the moment, the majority of MOOCs offer no credit, but the growing discussion to change this could drastically alter higher education as we know it. If this were to happen there would be several regulatory issues that would need to be addressed: Could there be a universal regulation for the recognition of academic credits, certifications or badges across institutions? What would be the conditions to accept credits from MOOCs from one institution to another? Would that contribute to establishing joint degrees? Quality assurance is also an essential issue, especially for online learning. Would an institution that has been quality-assured need additional evaluation for its MOOCs? What about blended learning?

Chair: Mariana Losada, Groupe AEF, France.

- Stamenka Uvalic-Trumbic, UNESCO.
- Gérard Vidal, École Normale Supérieure, Lyon, et Université de Lyon, France.
- Anthony McClaran, ENQA (European Association for Quality Assurance in Higher Education), Gloucester, UK.

Experience Track - Auditoire CE 6
Experiences from the university administration
Chair: Jean-Marie Gilliot, Télécom Bretagne, France.

- *The EPFL MOOC Factory*. Patrick Jermann, Gwenaël Bocquet, Gilles Raimond and Pierre Dillenbourg, EPFL, Switzerland.

- *Toward a Quality Model for UNED MOOCs*. Timothy Read and Covadonga Rodrigo, UNED, Spain.

- *MOOC Experiences at the University of Cantabria*. Sergio Martínez and Fernando Cañizal, Universidad de Cantabria, Spain.

- *University of London International Programmes' MOOC Experience*. Barney Grainger and Michael Kerrison, University of London IP, UK.

- *First time MOOC Provider: Reflections From a Research-Intensive University in the UK*. Neil Morris, Leeds University, UK.

Research Track – Auditoire CE 4
Dropouts in MOOCs
Chair: Martin Ebner, Technische Universität Graz, Austria.

- *Dropout: MOOC Participants' Perspective*. Tharindu Rekha Liyanagunawardena, Patrick Parslow and Shirley Ann Williams, University of Reading, UK.
- *Self-regulated learning in MOOCs: Do open badges and certificates of attendance motivate learners to invest more?* Simone Haug, Katrin Wodzicki, Ulrike Cress and Johannes Moskaliuk, Knowlege Media Research Center, Germany.
- *Predicting Dropout in MOOCs*. Sherif Halawa, Daniel Greene and John Mitchell, Stanford University, United States.
- *The SIRET Training Platform: Facing the Dropout Phenomenon of MOOC Environments*. Sergio Miranda, Giuseppina Rita Mangione, Francesco Orciuoli, Vincenzo Loia and Saverio Salerno, Università degli Studi di Salerno, Italy
- *Analyzing Completion Rates of the First French xMOOC*. Matthieu Cisel, ENS Cachan, France.

Business Track – Auditoire CE 2
Commercial and Open Source solutions for MOOCs
Chair: Michel Benard, Google, Switzerland.

- Presentations from Andrew Ng, Coursera, USA, Johannes Heinlein. EdX, USA, Stuart Frye. Udacity, USA, Dan Clancy, Google. USA.

  - o What is the platform?
  - o Is the platform commercial or open source?
  - o Description of the platform (installation, use, features)
  - o Adoption of the platform
  - o Evolution of the platform
  - o Emergence of new services

18.30-20.00: **Welcome drink and poster exhibition with live jazz music** – Rolex Forum

Tuesday, 11/02/2014

Keynote Session 2

09.00-09.35: **Simon Nelson, CEO, Futurelearn ltd, UK.**
09.35-10.30 **Professor Debra Humphris, Vice Provost (Education), Imperial College London, UK.**
MOOCs: an alternative perspective

10.30-11.00: **Coffee break** – Rolex Forum

11.00-12.30: **Session 3**

Policy Track - Auditoire CE 1
Internationalisation, capacity-building and collaboration with developing countries
The internationalisation of Higher Education was built on educational cooperation involving student and teacher mobility as well as on the development of joint and double degrees. MOOCs could bring HEI into a new era of cooperation based on the sharing of Open Educational Resources and their integration into local curricula.
MOOCs are also key for capacity-building and reaching populations that would not otherwise have access to education at a low cost through the internet. They help remove barriers linked to geographical and spatial constraints facing universities today. What could MOOCs do to advance *Education for all* policies? Do MOOCs improve the employability of students in developing countries?

Chair: Dimitrios Noukakis, Senior Program Manager MOOCs, EPFL, Switzerland.

- David Gago Saldaña, CSEV, Fundación Centro Superior para la Enseñanza Virtual, Spain.
- Ihiya Awi-Alher, Director of Teaching and Pedagogical Innovation, Institut International d'Ingénierie de l'Eau et de l'Environnement,

Experience Track - Auditoire CE 6
Experiences about SPOCs
Chair: Patrick Jermann, EPFL, Switzerland.

- *Recasting a Traditional Course into a MOOC by Means of a SPOC*. Sébastien Combéfis, Adrien Bibal and Peter Van Roy, Université catholique de Louvain, Belgium.
- *TORQUE - a Way to Transform the MOOC Wave for the Benefit of On-Campus Courses*. Volk Benno, Reinhardt Andreas and Osterwalder Koni, ETHZ, Switzerland.
- *SPOCs for Remedial Education: Experiences at the Universidad Carlos III de Madrid*. Pedro J. Muñoz Merino, Eva Méndez Rodríguez and Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain.
- *Project-based MOOCs. A Field Report on Open Learning in Media Education*. Friederike Siller, Jasmin Bastian, Joeran Muuss-Merholz and Tabea Siebertz, Johannes Gutenberg-Universität Mainz, Germany.
- *Engineering MOOCs for Future Engineers: Integrating MOOCs into Formal Learning Environments*. Simon Carolan, Morgan Magnin and Jean-Marie Gilliot , École Centrale de Nantes, France.

Burkina Faso.
- Andrew Ng, Coursera, United States.
- Philippe Gillet, Provost, EPFL, Switzerland.
- Arnab Banik, Coursera, Bangladesh.
- Fred Mulder, UNESCO Chair in OER at OUNL / Leader OpenupEd MOOCs initiative EADTU, Netherlands.

Research Track – Auditoire CE 4
Videos as relevant tools for MOOCs
Chair: Ulrike Cress, Leibniz-Institut für Wissensmedien, Germany.
- *Designing Videos for MOOCs: Conceptual Challenges*. Carmen Zahn, Karsten Krauskopf and Friedrich W. Hesse, Applied Sciences and Arts, Switzerland.
- *Characterizing Video Use in the Catalogue of MITx MOOCs*. Daniel Seaton, Sergiy Nesterko, Justin Reich, Tommy Mullaney, Andrew Ho and Isaac Chuang, Harvard, United States.
- *MOOC Learning in Spontaneous Study Groups: Does Synchronously Watching Videos Make a Difference?* Nan Li, Himanshu Verma, Afroditi Skevi, Guillaume Zufferey and Pierre Dillenbourg, EPFL, Switzerland.
- *A Platform that Integrates Quizzes into Videos*. Robin Woll, Sven Buschbeck, Tino Steffens, Pascal Berrang and Joern Loviscach, Universität des Saarlandes, Germany.
- *How Students Learn Using MOOCs: An Eye-tracking Insight*. Kshitij Sharma, Patrick Jermann and Pierre Dillenbourg, EPFL, Switzerland.

Business Track – Auditoire CE 2
MOOCs as a training instruments for employees and partners
Chair: Volker Zimmermann, IMC, Germany.
- Panel discussion with Donald Clark, Plan-B Learning, UK, Ralph Wieser, SWISSCOM, Switzerland, Gregor Erkel, Deutsche Telekom, Germany, Marcelo Di Pietro Peralta, WIPO, Switzerland, Yannis Angelis, Fresenius Kabi, Germany.

  o What are the internal corporate training & development needs (with numbers)?
  o How to address these needs with different products & services?
  o Initial experiences and MOOC effectiveness from first results

12.30-14.00: **Lunch break**

14.00-15.30: **Session 4**

Policy Track - Auditoire CE 1
Data ownership, ethics and intellectual property
Intellectual property is a real challenge for MOOC content, as it involves multiple stakeholders at various levels. By crossing borders and sectors, actors are encountering different laws dealing with intellectual property rights and data protection. This sensitive issue raises many questions: What is the nature and legal status of a MOOC? Who should own the copyright of MOOC content: the instructors, the universities, the platform providers or the users? Which public license should be used to broadcast contents? What should the role and responsibility of each stakeholder be?

Chair: Karl Aberer, Vice President in charge of MOOCs, EPFL, Switzerland.
- Divina Frau-Meigs, Professor, Université de Paris 3-Sorbonne, France.
- Audrey Ego, Research Officer in Intellectual Property, Université de Lille 2, France.
- Pedro Lagunas, Kudelski Security, Switzerland.
- Johannes Heinlein, EdX, United States.

Experience Track - Auditoire CE 6
Experiences from cMOOC authors
Chair: Gavin Clinch, Institute of Technology Sligo, Ireland.
- *Open Online Courses in the Context of Higher Education: an Evaluation of a German cMOOC*. Anja Lorenz, Daniela Pscheida, Marlen Dubrau, Andrea Lißner and Nina Kahnwald, TU Chemnitz, Germany.
- *Offering cMOOCs Collaboratively: The COER13 Experience from the Convenors' Perspective*. Patricia Arnold, Swapna Kumar, Anne Thillosen and Martin Ebner, FH München, Germany.
- *Designing for the Unknown Learner.* Hamish Macleod, Jeff Haywood, Amy Woodgate and Christine Sinclair, University of Edinburgh, UK.
- *abiertaUGR: Modelling Online Learning Communities*. Miguel Gea and Rosana Montes-Soldado, Universidad de Granada, Spain.
- *Experiments with Connectivism from a Moderator's Point of View*. Jutta Pauschenwein, Erika Pernold and Eva Goldgruber, FH Joanneum, Austria.

Research Track – Auditoire CE 4

Cultural aspects and general theory of MOOCs

Chair: Alain Mille, CNRS LIRIS UMR 5205, France.

- *Cultural Translation in Massive Open Online Courses (MOOCs).* Bernard Nkuyubwatsi, University of Leicester, UK.
- *MOOCs in Fragile Contexts.* Barbara Moser-Mercer, University of Geneve, Switzerland.
- *Description Dimensions of a Framework Towards a Typology for MOOCs.* Marilyne Rosselle, Pierre-André Caron and Jean Heutte, Université Lille1, France.
- *Exploring Challenges for Conceptualising EU-MOOC for Vulnerable Learner Groups.* Inge de Waard, The Open University, UK.
- *Extending the MOOCversity. A Multi-layered and Diversified Lens for MOOC Research.* Tanja Jadin and Martina Gaisch, University of Applied Sciences, Austria.

Business Track – Auditoire CE 2

MOOCs for online external corporate training & communication

Chair: Jean-Marc Tassetto, CEO CoorpAcademy, France.

- Panel discussion with Kristell Schuber (Chief Marketing Officer Google France, Spain, Italy, Portugal), Natasha Charlton (Nestlé Alimentarium), Thierry Curiale (Digital Education and MOOC Marketing Director, Orange), Alban Marignier (Chief Learning Officer, Pernod Ricard Group), Gerardo Talavera Farrias (MOOC's Project Leader Renault Academy).

  o What are the external corporate training & communication needs (with numbers)?
  o How to address these needs with different products & services?
  o Initial experiences with customers, users, channels

15.30-16.00: Coffee break – Rolex Forum

Keynote Session 3

16.00-17.00: Frank Buytendijk, Research VP, Gartner. *The Business of Big Data*

18.00: Bus Departure to the Banquet dinner in front of CE Building

18.30-22.00: Banquet dinner - LE CHALET SUISSE

22.00: Bus Return Journey to the city center and EPFL campus

Wednesday, 12/02/2014

09.00-10.30: Session 5

Policy Track - Auditoire CE 1

Bringing new challenges to higher education

Higher education is facing new challenges and MOOCs could play a major role in the future. Could MOOCs be considered as a new way of sharing knowledge among communities? Is the monopoly of certification coming to an end? Could we think of MOOCs as a new form of democracy? What is their role in informal education, lifelong learning and the acquisition of transversal skills?

Chair: Michael Gaebel, European University Association, Belgium.

- Gerhard Fisher, Center for Lifelong Learning, University of Colorado, Boulder.
- Sally Reynolds, EMMA (European Multiple MOOC Aggregator), Belgium.
- Hannes Klöpper, Iversity, Germany.
- Rory McGreal, UNESCO/COL Chair in OER, Canada.

Experience Track (a) - Auditoire CE 6

Deployment of MOOCs

Chair: Pablo Achard, University of Geneva, Switzerland.

- *Friendly Handmade Explanation Videos.* Joern Loviscach, FH Bielefeld, Germany.
- *An Academic Online Resource at Técnico Lisboa.* Ana Moura Santos and Rui Costa, IST Lisboa, Portugal.
- *Opening up Higher Education Through a Low-Cost MOOC Model.* Brian Mulligan, IT Sligo, Ireland.
- *Evaluation and Field Trials of MOOC Platforms in the Spanish-Speaking Community.* Ignacio Despujol, Carlos Turro, Jaime Busquets and Vicent Botti, Universidad Politécnica de Valencia, Spain.
- *Reflections on Enrollment Numbers and Success Rates at the openHPI MOOC Platform.* Christoph Meinel, Christian Willems, Jan Renz and Thomas Staubitz, Germany.

Experience Track (b) – Auditoire CE 4
How to promote and support MOOCs (Panel)
Chair: Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain.
- Dan Carchidi, MIT, United States.
- Pierre Dillenbourg, EPFL, Switzerland.
- Jean-Marie Gilliot, Télécom Bretagne, France.
- Clara Ng, Coursera, United States.
- Amy Woodgate, University of Edinburgh, UK.

Business Track
Breakout sessions
- Breakout session 1: *SWOT of MOOCs*. Moderated by Kristine Lazdina, Google, Switzerland. - CE 2
- Breakout session 2: *Future of MOOCs in corporations*. Moderated by Sami Mebazaa, BMOOC, France. - CE 100
- Breakout session 3: *MOOCs for international and nongovernmental organizations*. Moderated by Reda Sadki, LS, Switzerland. - CE 101
- Breakout session 4: *A Corporate MOOC: Google Machine Learning.* Moderated by Jac de Haan, Google, United States. - CE 104
- Breakout session 5: *MOOCs for Lifelong Learning*. Moderated by Pierre Dubuc, OpenClassrooms, France. - CE 105

10.30-11.00: **Coffee break** – Rolex Forum

Keynote Session 4

11.00-12.00: **Carolina Jeux, CEO, Telefónica Learning Services, Spain.**
Telefónica's vision, experience and lessons learned in Spain and Latin America around MOOCs: Miriadax, UNx, employees internal training and other initiatives

12.00-12.15: **Fred Mulder, UNESCO Chair in OER at OUNL / Leader OpenupEd MOOCs initiative EADTU, Netherlands.** *MOOCs in the European 'Opening up Education' context*

12.15-12.30: **Juan Pelegrín, Project Officer at the European Commission, Luxembourg.**
H2020 Technologies and human learning: taking learning technologies forward

12.30-13.00: **Closing and Presentation of EMOOCs 2015**
Pierre Dillenbourg, General Chair of the Conference, EPFL, Switzerland.

13.00: **End of conference**

14.00-16.00: **Private meetings**

|			
Coursera meets its partners – CE 104	FutureLearn meets its partners – CE 100	EdX meets its partners – CE 105	IMC meets its partners – CE 101

Online Training for Humanitarian Organisation

If you would like to find out more about this meeting, please contact Pierre Dillenbourg directly at: pierre.dillenbourg@epfl.ch

Additional Logistical Information

Map of the EPFL Campus:
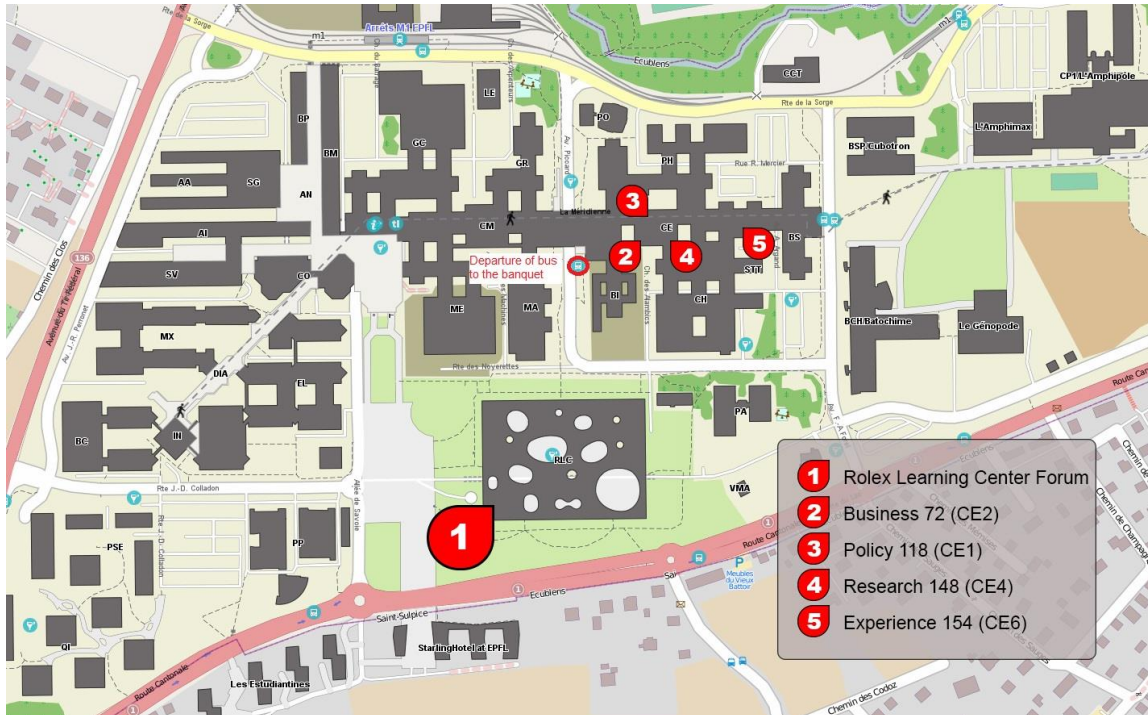
The optional Banquet Dinner on Tuesday will take place at the following restaurant:

LE CHALET SUISSE
Route du Signal 40
CH-1018 Lausanne