The MOOC identity

The MOOC landscape is fast changing. As the MOOC market continues to grow, and new players continue to enter, do Universities still hold a dominant role? How is their strategy evolving? The original MOOC academic format seems to be under pressure from various sides to better adapt to the web environment. But also to respond to a more professional – and less scholarly – target.

The changing boundaries of the MOOC identity is the main theme of the Anacapri 2016 International Colloquium.

1st September 2016
Anacapri, Thursday • 16.30
Welcome Adress

17.00 • 18.30
Opening Session

Conference dinner
Institutional Policy Frameworks
As MOOCs become part of the established institutional offer, HE institutions have to work out how these new distance learning models fit with traditional institutional curricular design and development, teaching, credentialing and research practices. What is the strategic response to funding constraints and the need for flexible provision?

Corporate / Academic mix
While HE Institutions are broadening access to their academic offer to online users worldwide, the corporate and NGO sectors are exploring the benefits of a more qualified online approach to training and dissemination for both personnel and clients, as well as the general public. Are corporate MOOCs a fierce competitor to HE institutions or a worthy ally?
2nd September 2016
Anacapri, Friday 14.30 • 18.00

14.30 • 16.00

The changing boundaries of the MOOC target

As educational needs shift in line with the changing world of work, HE Institutions face the challenge of training and retraining people throughout their working lives, rather than educating a small elite. What strategic decisions inform policy where balance between lifelong learning, vocational education and university students are concerned?

Coffee break

16.30 • 18.00

Designing learning environments

Is the creation of a digital learning environment a healthy blend of content, resources, assessment and tools with a solid dose of ethics and national culture thrown in? What is the role of quality and aesthetics and personalisation? How do we accommodate the changing relationships between teacher and student in the online environment?

Conference dinner
3rd September 2016
Anacapri, Saturday 9.30 • 13.00

9.30 • 11.00

**Bridging the academic divide**

Will the variety of MOOCs on the market lead to a reshuffling of academic content worldwide? What is the expected delivery and exploitation flow for MOOCs? Will university global rankings continue to play a role, and what are the implications for HE Institutions in developing regions of the world?

Coffee break

11.30 • 13.00

**Round-up session**

Lunch

15.30 • 19.00

**Round table session:**
*The future of distance learning in higher education and the role of MOOCs*

Conference dinner
Federica profile

The development of Federica, by far the largest single-University platform in Italy and one of the largest in Europe, has been possible thanks to generous EU funding and an innovative cultural vision.

More than 9 years in the making, Federica is not just a course provider, but a comprehensive educational environment, with special emphasis on interface design and guided access to on-line reference sources.

With 300 courses published on its original platform Federica.unina.it, and more than 5 million accesses in 2015. Federica Weblearning is the first Italian University Center fully devoted to innovation, experimentation and dissemination of multimedia distance learning.
In 2015 MOOCs have become Federica’s core activity. Between 2015 and 2016 over 40 MOOCs have been published on the new platform Federica.EU, with 30 more in the pipeline.

A number of selected partners – academic and corporate – have joined or are in the process of joining federica.eu, such as:

- SNA, National School of Administration
- Tim, Telecom
- Il Mulino Editori
- IPSA, International Political Science Association

Federica has also been the promoter - and coordinator - of the EMMA project, the European Multiple MOOCs Aggregator, with 11 academic and corporate partners.
Mark Brown
Director of the National Institute for Digital Learning based at Dublin City University. Over the last decade Professor Brown has played key leadership roles in the enterprise wide deployment of Moodle, the design and development of the Mahara eportfolio system, a major study of the adoption and use of Open Educational Resources (OER), and the enterprise-wide implementation of a Massive Open Online Course (MOOC) platform (Open2Study). Professor Brown serves on several international journal editorial boards and has published and/or presented extensively in the areas of online, blended and digital learning.

Mauro Calise
Professor of Political Science, University of Naples Federico II, and Past-President of the Società Italiana di Scienza Politica. He is the Editor of the IPSA Web Portal for Electronic Sources. His international activities include Visiting Professor, Institut d’Etudes Politiques de Paris; Visiting Professor and Research Fellow, Cornell University; Research Fellow, Harvard Center for European Studies. His recent interests focus on Internet epistemology and culture. With Theodore J. Lowi, he has published Hyperpolitics, an Interactive Dictionary of Political Science, University of Chicago Press and www.hyperpolitics.net. He is the Director of Federica Weblearning, Center for Innovation and Dissemination of Distance Education.
Cristobal Cobo
Director of the Study Center – CEIBAL Foundation in Uruguay, and also research fellow at the Oxford Internet Institute, and Associate at the Centre on Skills, Knowledge and Organisational Performance, part of the University of Oxford, England. Cobo currently serves on the board of the Global Open Educational Resources (OER) Graduate Network and on the “Open Education 2030” board (European Commission). He also serves as external consultant for the “Capacity Building and Knowledge Flows for Developmental Effectiveness” for the Inter-American Development Bank in Washington DC.

Rosanna De Rosa
Assistant professor in Political Science at the University of Naples Federico II. Her publications focus on the impact of new technologies on society, and she has written on politics, e-government, and e-learning. She is Executive Editor of Ipsaportal.net, an online official portal of the International Political Science Association and Executive member of Federica.eu, the University Center for Innovation in Distance Education. Currently she is the Coordinator of the European Project EMMA, which runs the European Multiple MOOC Aggregator, (www.europeanmooces.eu).

Steven D. Krause
Professor in the Department of English Language and Literature at Eastern Michigan University. Some of his recent scholarship has appeared in College Composition and Communication, Kairos, and Computers and Composition, and he has published commentaries in AFT On Campus and The Chronicle of Higher Education. His blog at stevendkrause.com won the John Lovas Memorial Weblog award from Kairos in 2011. Editor (along with Charles Lowe) of the collection Invasion of the MOOCs: The Promises and Perils of Massive Online Open Courses, published by Parlor Press.
Carlos Delgado Kloos
Full Professor and Vice-Rector for Strategy and Digital Education at the Universidad Carlos III de Madrid. Content creator and general coordinator of the MOOC “Introduction to Programming with Java”, edX; Chair of Experience Track Committee for EMOOCs 2014. He is also the director of an online Master’s programme on eLearning, the Holder of the UNESCO Chair on Scalable Digital Education for All and coordinator of the eMadrid network on eLearning in the region of Madrid. He is also the Spanish representative at TC3 about Education of IFIP (International Federation for Information Processing).

Stephen Downes
Senior Researcher for National Research Council of Canada in Moncton. MOOC founder, specializes in the fields of online learning, new media, pedagogy and philosophy. Widely accepted as the central authority for online education in the edublogging community and as the originator of ELearning 2.0. Best known for his daily newsletter, OLDaily, which is distributed by web, email and RSS to thousands of subscribers around the world.

Darco Jansen
Programme manager at EADTU. Responsible for development of different long term themes for EADTU on Online Education, MOOCs and OER, Employability and on Open and Social Innovation. Darco’s fields of expertise are e-learning, open innovation, educational business development, continuous education, non-/informal learning and workplace learning. He worked for over 20 years at the Open Universiteit of the Netherlands. Currently Darco is the coordinator of the first pan European MOOC initiative OpenupEd, coordinator of several European projects (HOME, SCORE2020) and partner of other MOOC projects (e.g., BizMOOC, ECO.) Darco advocates a stronger coordinated European MOOC response focussing on the use of MOOCs for equity and social inclusion.
**Rita Kop**

Ph.D. works as Dean of the Faculty of Education at Yorkville University, a fully online university, where she directs the Master of Education in Adult Education Program. After a career spanning many years of research and development activities related to education and technology in Canada, the UK and the Netherlands, she currently investigates how ‘the human’ might best be supported in learning through the design and development of advanced learning technologies. She has led complicated educational and technological research and development projects and programs, and implemented change in institutions of Higher Education. Rita is an advocate for open and networked learning and has worked actively to widen access in some of the most deprived communities in Europe.

**Mark Lester**

Mark Lester is Global Head of Partnerships at FutureLearn, the UK-based massive social learning platform, and a member of its Executive team. Prior to joining FutureLearn, Mark headed the strategy development unit at the British Open University, has held senior management positions in the financial services sector and central Government, and was a managing consultant for several years at Monitor Group advising organisations on innovation, industry competitiveness, business strategy and healthcare policy. Mark holds an MSc and a BSc degree from the LSE and trained as a teacher at the Institute of Education, London.

**Caroline MOL**

EDX Senior Partner Manager Relationship Management and Strategic Content Portfolio Advisory of Top Partner Universities in Europe – and representing European needs in the edX organization. Caroline is responsible for the liaison with corporations for the applicability of edX products for career advancements of learners. She loves to push the human potential and get energized by working with people who have a positive, “getting-things-done” mentality and where innovation, experimentation and creativity are appreciated.
Catherine Mongenet
Professor in Computer Science, Catherine Mongenet was vice-president of the University of Strasbourg from 2009 to 2012, in charge of digital strategy. In May 2013, she was appointed Policy Officer at the French Ministry of Higher Education in charge of the project “France Université Numérique”. The aim of this national project is to support the French universities to develop online education and promote innovative teaching and learning methods. She was responsible for the development of one major project in this agenda: the FUN MOOC platform, launched in October 2013. Since September 2015, she is the CEO of the public organization (called GIP FUN-MOOC) that has been created to carry on the FUN platform and develop new partnerships and activities.

Catherine Ngugi
Project Director at OER Africa. Prior to holding this post, she established the African Virtual University’s Research & Innovation Facility (RIF) in January 2005 and managed it until September 2007. Catherine has overseen the development of OER Africa, from a project seeded by a single donor, to an initiative within Saide comprised of several projects and attracting funding from several sources. She is a strong spokesperson for OER Africa and for OER more generally. A Rockefeller Associate of the African Gender Institute, University of Cape Town, Catherine has worked as a consultant in higher education and the Arts to various international organizations headquartered in Nairobi.

Sarah Porter
Former Head of Innovation at JISC, Independent Advisor on innovation in higher education based in Oxford. She is interested in: e-learning, innovation, higher education, digital literacy, digital libraries, open educational resources, MOOCs. Sarah is currently researching how universities can better adapt to their current and future challenges and to embrace the opportunities that are offered to them through new developments such as MOOCs Sarah’s book ‘To MOOC or not to MOOC: how can online learning help to build the future of higher education?’ was published by Chandos / Elsevier in May 2016.
Natasha Sachs
Coursera Regional Manager, Global Partnerships. Natasha oversees a portfolio of strategic partner relationships at Coursera, where she focuses on driving greater market presence in key regions in Europe. She came to Coursera by way of Google, where she worked in the Washington DC Elections team as well as in their EU Headquarters in Dublin, Ireland. It was there that she projected-managed the first online Irish Presidential Debate, hosted on YouTube. Natasha has worked in Europe, Asia and North America on several international development and NGO projects to inspire and support more diversity in leadership - and believes MOOCs play an important role in achieving this. She holds an M.A. from the London School of Economics and a B.A. from Johns Hopkins University.

Jens Schneider
Director of AeLSNet, an eLearning provider for the public, educational and corporate sectors. He is also the founder of the Africa eLearning Service Network, which is the exchange platform for developing and implementing eLearning Strategies in Africa. On a national level, Jens is the founder member and Chairperson of the not for profit Namibia eLearning Centre (NeLC) with the focus of implementation of eLearning in education in Namibia. He also develops and implements a broad range of e-training and eLearning development projects for the educational sector, government ministries and the private sector throughout Africa.

Dhawal Shah
Dhawal Shah was born and brought up in India and then moved to US to get his Masters in Computer Science from Georgia Tech. He is the founder and CEO of Class Central, a MOOC aggregator which helps students make informed online learning decisions. Two million people used Class Central in 2015 to decide which online course to take. To help learners discover new and upcoming courses, Class Central has been publishing a number of monthly reports. In the past Dhawal has designed and developed Plexus, an intranet portal and knowledge base for Center for Organic Photonics and Electronics (COPE) faculty, students and industry partners to securely collaborate and share information.
Gideon Shimshon
Director of the Centre for Innovation at Leiden University, a university think tank that researches and executes enterprising projects that explore the juncture of education, technology and society. Motivated by his passion for learning and innovative research practices, Gideon manages a diverse portfolio of projects that examine the future of education and non-traditional applications of up and coming technologies. Over the past few years, Gideon has co-founded the Leiden Online Learning Lab – which considers how online learning environments can enhance and extend the university’s reach as well as foster new learning landscapes – and the Peace Informatics Lab – a knowledge hub for scientists and practitioners interested in applying Big Data analytics to the fields of peace and justice.

Carlos Souza
Founder and CEO of Veduca, a company with the purpose of democratizing top-quality education in Brazil via video-lectures from world-class universities. Carlos is responsible for setting the overall direction and strategy for Veduca. He leads the design of Veduca’s service and development of its core technology. Veduca has been on-air since March 2012 and has already 5,000 video-classes from 13 universities. The Website achieved more than half a million visits with zero investment in advertising, being profiled by the main media vehicles in Brazil.

Giorgio Ventre
Professor of Computer Networks and Chair of the Department of Electronic Engineering and Information Technology at the University of Federico II, Naples. He has set up various startups in the networking and multimedia communications sector. He is the coordinator of the MIUR initiative “Programme the Future” to foster the teaching of coding in Italian schools. As a result, Italy gained second place worldwide for the country hosting the greatest number of events during the International Hour of Code 2016, with over a million students involved. Since January 2016, he has been responsible for the creation of the iOS Developer Academy which Federico II is setting up with Apple.
Villa Orlandi, Anacapri
Pressure has been mounting over the last three years to introduce innovative forms of online delivery and methodology and create avant-garde learning content in the form of MOOCs. MOOCs initiatives have mushroomed in diverse areas, including the creation of learning content; the development of purpose-built platforms and aggregators; the definition of quality assessment systems; advanced tools and services provision; knowledge delivery and educational publishing.

The MOOCs explosion has also opened the way to debate – at times heated – regarding traditional Higher education business models, the importance of educational technology in self-learning, the role and status of teachers, and issues regarding assessment and accreditation where more personalised courses are concerned.

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Venue
Villa Orlandi, Anacapri - Naples

Organising Committee
Ruth Kerr, Ilaria Merciai, Enza Nigro, Monica Zuccarini