European MOOC Summit
June 6-7 2013
European Platform For Learning
Fast-paced development (1969-2013)

1969 ...

2013 Premises > 54 hectares > approx. 561,800 sq.m
Unprecedented growth since 1990 (1990-2012)

- 9,306 students (excl. CMS)
- 4,945.8 staff (FTE)
- 319 faculty (FTE)

Students
+67% (10 years) – 2001-2012
+38% (4 years) – 2007-2012

1990 = 100%
Where are we?

Leading European Universities: FP7 contributions vs ERC grants

Number of ERC grants (6 calls) vs FP7 EU contributions (in million EUR)

EPFL National & International Reach

Major Strategic Initiatives

- European Council Research Grants
- EU - FP 7 + Horizon 2020
- ESA - Swiss Space Center
- ITER Research Project for Fusion CRPP
- Human Brain Project (European FET Flagships)
- Joint Lab EPFL-Max Planck (CH-D)
- Digital Humanities Venice

- EPFL Main Campus
- EPFL Microcity – Neuchâtel
- EPFL Neuropolis - Lake Geneva area
- EPFL Valais Wallis

- Co-Leading House Cooperation CH-Russia

- EPFL-Middle East
  - RAK / U.A.E

- Leading House Cooperation CH-India

- MOOCs Africa (online courses)

- Leading House Cooperation CH-Brazil

- EPFL-Natal Partnership / Brazil

- Joint Program
  - Harvard-EPFL-Fondation Bertarelli
  - Boston / USA

- Nitto Denko Research Center

- Major international research projects
- Major national research projects
MOOCs?

EPFL Situation
- With Coursera and EdX
- 4 completed
- 17 in the pipe
- 12/21 in French
A new Center for Digital Education
Data produced by Heather Miller & Martin Odersky

«In the future, I would prefer to take this course... »

MOOC ‘FRP SCALA’ (Odersky)
We got surprises ...

PARTICIPANTS' HIGHEST DEGREES

Data produced by Heather Miller & Martin Odersky
Europeans are on board (in green)

Data produced by Heather Miller & Martin Odersky
1. Plagiarism is massive
2. Students fear a loss of contact
3. Flipped classes are difficult to set up
4. Managing both internal & external students
5. The workload frightens teachers
6. Students criticize data owned by platforms
Indeed, the MOOC landscape is a MESS\textsuperscript{2013} … Shoudn’t we, Europeans, meet & discuss?
The Gurus

http://blog.recherche-action.fr/intermedes/files/2012/08/DSC01688.jpg

The Apocalypsers

http://blog.recherche-action.fr/intermedes/files/2012/08/DSC01688.jpg
Massive Open Online Courses (2008)
Swiss Virtual Campus (2000)
Virtual University (1999)
Open Learning (1995)
e-Learning (1993)
Online Education (1993)
Computer-Mediated Learning (1990)
Educational telematics (1988)
Computer-Assisted Learning (1985)
Computer-Based Learning (1980)
Computer-Assisted Instruction (1960)
The Gurus

The Apocalypsers

The Veterans
Over-expectations are the worst friends of learning technologies
European MOOCs Stakeholders Summit

What are the strategies of the European universities?

Why do they engage in MOOCs?

In which languages are they produced?

How effective have been the first experiences in Europe?

Why would Europe need its own platform?

How to build upon existing online learning activities?

What about Bologna credits?

What is the impact on mobility of European students?

Which research initiatives should be launched in Europe?

What are the new business opportunities?
An example: an European Exam Network?

Functional Programming Principles in Scala, Martin Odersky's MOOC available for our students

Prof. Martin Odersky from EPFL (Lausanne, Switz.) hosts a MOOC in Scala programming (Coursera) starting on September 18:

https://www.coursera.org/course/proglm

Pietro Pohjalainen, teacher at our department, follows the course and organizes a local evaluation (=exam) after the course. Successful completion is equivalent to our course Programming in Scala. Number of credits (ECTS) will be decided during the course; it will be equivalent to the workload according to our university's principles. The pre-announced effort estimate results the amount of credits to equal to 2 ECTS.

To attend, first sign up to the course at Coursera web site. You'll receive the credit units after attending to the department's exam and you've shown the Coursera certificate to the instructor. (The deadline for the Coursera exercises is after the exam date). The exam time is at 16.11.2012 from 4 PM to 8 PM in classroom A111. Note! This is the only scheduled exam for the course!
14:00  **Session 1: “Tour d’Europe” : The University MOOCs Landscape**  
*Chair: Pierre Dillenbourg*

Austria (W. Nagler), Belgium (V. Blondel), Denmark (L. Stenbaeck), France (A. Mille), Germany (U. Cress), Italy (F. Fiumana), Netherlands (Shimson), Portugal (A. Soeiro), Spain (C. Delago-Kloos), Switzerland (P. Jermann), UK (J. Haywood)

16:00  Coffee break

16:30  **Session 2: Supra-national strategies**  
*Chair: Carlos Delgado Kloos*

16:30  "Going pan-European ... with OpenupEd MOOCs"  
Fred Mulder (Chair EADTU Taskforce on Open Education, UNESCO Chair in OER at OUNL)

17:00  **Panel of Associations and Networks**  
Michael Gaebel, European University Association  
Alfredo Soeiro, European Continuing Education Network  
Olivier Küttel, Eurotech  
Yves Epelboin, European University Information Systems Organization  
Fred Mulder, OpenUpEd initiative

17:45  **Session 3: Corporate strategies**  
*Chair: Karl Aberer*

Panel with  
Johannes Heinlein, EdX  
Matthew Shorter, FutureLearn  
Pedro Aranzadi, Miriadax (tbc)  
Pan Wei Koh, Coursera  
Michel Benard, Google  
Volker Zimmerman; IMC
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Day 1

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16:00  Coffee break

16:30  Session 2: Supra-national strategies • Chair: Carlos Delgado Kloos
       “A new EU initiative on Opening up education”
       Van den Brande, Godelieve, EU Commission

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Corporate Actors

Coursera
edX
FUTURE LEARN
miríada X
imc
p.a.u. education
Difundi
Google
orange™
NAGRA
Cisco Systems
F-Secure
**Day 2**

09:00 On which points could we benefit from mutualizing our efforts?

**WG1** “Europeanism or Platformism?” • Chair: Michaël Gaebel (BC 329)

Does Europe need a specific approach to MOOCs?
Does a national or European strategy requires a specific platform?
How could Europe take advantage of its multiculturalism and multiple languages?
Is a MOOC translated in language X as effective as a MOOC recorded in language X?

**WG2** “Bologna 2.0?” • Chair: Pierre Dillenbourg (BC 229)

Under which conditions should a university give credits for MOOCs certificates?
Should MOOCs activities be counted with the same currency as university courses (ECTS)?
Could EU universities locally run proctored exams from MOOCs produced by partner universities?
Are MOOC platforms exclusive? How to achieve interoperability?

**WG3:** “University strategies” • Chair: Karl Aberer (BC 01)

How do MOOC impact on European Universities today? And tomorrow?
What business models underlie MOOC initiatives in our universities?
Which synergies could be identified across universities?
How are MOOCs managed internally: selection, production, incentives, quality control,...?

**WG4:** “Disruption or Continuity?” • Chair: Ulrike Cress (BC 010)

How to handle both on-campus students and worldwide students in the same MOOC?
Do MOOCs blur the frontier between initial and continuing education?
Do MOOCs blur the frontier between standard and distance universities? How to collaborate?
How to build upon existing European experience and technologies for online education?
Day 2

10:30 Coffee break
10:45 Working groups continue
12:00 Report from working groups and discussion (BC 01)
13:00 Lunch (optional)
14:30 Parallel sessions (optional)

Program committee for the full conference (BC 410)

Presentations/demos of MOOC platforms by corporate actors (BC 329)

16:00 End
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<th>Day 0</th>
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<td>Pre-conference workshops</td>
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<td>09:00-10:30</td>
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<td>10:30-11:00</td>
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Dinner tonight 20:00!