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Digital Education

At the MOOC Crossroads Where the Interests of Academia and Business Converge

6th European MOOCs Stakeholders Summit, EMOOCs 2019
Naples, Italy, May 20–22, 2019
Proceedings

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Preface

The landscape of higher education (HE) is changing. As the information economy progresses, demand for a more highly, and differently, qualified workforce and citizens increases, and HE Institutions face the challenge of training, reskilling, and upskilling people throughout their lives, rather than providing a one-time in-depth education. The corporate and NGO sectors are themselves exploring the benefits of a more qualified online approach to training, and are entering the education market in collaboration with HE Institutions, but also autonomously or via new certifying agencies. Technology is the other significant player. It allows for new, data-based ways of measuring learning outcomes, new forms of curriculum compilation, and alternative forms of recruitment strategy via people analytics.

MOOCs are the crossroads where the three converge. We ask ourselves whether university degrees are still the major currency in the job market, or whether a broader portfolio of qualifications and micro-credentials may be emerging as an alternative. What implications does this have for educational practice? What policy decisions are required? As online access eliminates geographical barriers to learning, the growing MOOC market is increasingly dominated by the big American platforms. What strategic policy—if any—do European HE Institutions wish to adopt in terms of branding, language, and culture?

The EMOOCs 2019 conference, the 6th in the series of European MOOCs Stakeholders Meetings, was held in Naples, Italy, and hosted by the Federica Weblearning Centre at the University of Naples Federico II, during May 20–22, 2019.

It was planned as a dynamic and interactive meeting between MOOC stakeholders—decision makers from universities, corporations and non-profit organisations—to discuss policy, share knowledge, and carry forward the debate around MOOCs, as with previous editions of the EMOOCs conference. It follows on from the initial closed conference at EPFL in Lausanne (Switzerland) in 2013. A second open conference was also held in Lausanne in 2014. In 2015, the Université Catholique de Louvain hosted the event in Mons (Belgium) and in 2016 it was the turn of Universitat Graz in Graz (Austria). The standing of the debate around open and multimedia learning was confirmed at EMOOCs 2017, when a large and enthusiastic audience attended the event at the Campus of Universidad Carlos III de Madrid. This year, as always, previous hosts of EMOOCs conferences are heavily involved in the organization of the academic program.

Altogether approximately 120 contributions were submitted as a result of the different calls for papers for this 6th EMOOCs meeting. Of these, 42 were considered for inclusion in this volume and, as a result of the review process, 15 submissions were accepted for presentation at the conference and publication as full papers, eight in the Research Track and seven in the Experience Track. This made for an acceptance rate of 41%. Six additional papers were accepted at a later date and are presented here as short,

work-in-progress papers (four for the Research Track and two for the Experience Track).

Many people have contributed to the success of this event. Special thanks go to the authors for their contributions, the Program Committee members for their reviews of the submissions, and especially to the Track Chairs in the Research and Experience Tracks for their fundamental role in creating the Track topics and panel sessions and in the overall organization of the conference.

May 2019

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