Preface

The EMOOCs 2017 Conference (European MOOCs Stakeholders Summit 2017) took place at Universidad Carlos III de Madrid in Leganés, Madrid, Spain from 22 to 26 May 2017. MOOCs (Massive Open Online Courses) have been a game-changing development in education especially in the last 5 years. Technology was ripe as to allow world-wide education to flourish. Technology providers such as edX, Coursera, FutureLearn, MiríadaX and many others have been providing education to millions of people around the world.

The 1st EMOOCs conference was organized for the first time as an only by invitation event at EPFL in Lausanne in 2013. Three other open editions have followed in Lausanne (Switzerland), Mons (Belgium), and Graz (Austria). This 5th event has been a success with more than 300 delegates from around the world. The event included specialized tracks for Experience, Research, Business, and Policy. A Spanish Track and many workshops were also part of the program. In order to allow for quality work to be published as well as having room for work in progress, several proceedings came out on the conference. On the one hand, a Springer LNCS volume came out of the conference (LNCS 10254). On the other hand, there are these proceedings. A third book of proceedings corresponds to the Spanish Track. These proceedings contain papers corresponding to

- Work-in-Progress papers of the Experience Track
- Work-in-Progress papers of the Research Track
- Position papers of the Policy Track

In all cases, the papers have been peer reviewed in order to assess their quality. We would like to thank the respective Program Committee members, who are listed below. Further thanks are due the authors of the papers. Without their contribution, this event would not have been possible. There are many more people who have greatly contributed to the success of the event. The Organization Committee and personnel of UC3M are too many to mention them all. We'd like to single out just two persons, the coordinators, Raúl Aguilera and Rosa Sánchez for their invaluable work. The sponsors have also greatly contributed with their financial support:

- Gold sponsors: McGraw-Hill Education, edX, Coursera, FutureLearn
- Silver sponsors: Telefónica Educación Digital, SmowlTech, openSAP
- Bronze sponsors: typingdna, turnitin

Appreciation is also shown to the collaborating institutions

- eMadrid project (emadridnet.org)
- European University Association

- PAU Education
- Springer
- UNESCO Chair on "Scalable Digital Education for All" at UC3M (educate.gast.it.uc3m.es)

May 2017

Carlos Delgado Kloos (General Chair)
Patrick Jermann (Experience Track Chair)
Mar Pérez-Sanagustín (Experience Track Chair)
Daniel Seaton (Research Track Chair)
Su White (Research Track Chair)
Darco Jansen (Policy Track Chair)
Mauro Calise (Policy Track Chair)

Preface to the Policy Track Section

The growth of MOOCs has helped to make institutions, IGOs, governments, accreditation organisations and societies at large more aware of the opportunities related with open and online education. However, important differences remain with respect to European developments versus the American trendsetters. The following papers reflect the discussion developed through the Policy Track sessions of the EMOOCs2017 conference, focused on the potential of MOOCs as response to the challenges relating to the modernization of Higher Education and to emerging societal needs in a global and digital economy.

While the interest of HE institutions across Europe has grown considerably over the last few year, their concrete commitment to implementing strategies related to the use of new teaching technologies, and the MOOCs in particular, differ significantly. According to a recent survey, 45% of HEIs in Europe are having MOOCs or planning to develop MOOCs soon. However, numbers of the actual production still remain unsatisfactory, as only a few among the major public universities have shown a consistent effort in the development of MOOC platforms, thus also effecting the overall quality of European MOOC output.

Moreover, differences are observed between countries caused by (the lack of) supporting policies of other regional stakeholders. The first set of papers outline the strategies put in place within four universities - the University of Moscow (pp. 118-127) the University of Science and Technology of Norway (pp. 112-117), the University of Wageningen (pp. 133-138) and the University of Naples Federico II (pp. 89-95) - to develop projects aimed at including MOOCs in the university curriculum. The contributions highlight the difficulties associated with the organizational and regulatory aspects, with particular attention to accreditation policies, and the persistent resistances to face the main challenge of sustainability of traditional business models of universities.

The other face of the coin of promises behind MOOCs concerns the potential in addressing other major challenges for Europe, related to more general political and social issues, such as unemployment, skills mismatches, refugees and migrants' crisis. The studies held by RAND Europe and Corsham Institute (pp. 104-111), and the Joint Research Centre of the European Commission (MOOCs4inclusion) (pp. 96-103), together with the experience of the Coursera for Refugees project (pp. 128-132), allow deepening the critical aspects related to the ambition of guaranteeing equality and inclusion to everyone.

May 2017

Darco Jansen (Policy Track Chair)
Mauro Calise (Policy Track Chair)

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