

# Preface

Aristophanes once said that “education is kindling of a flame, not the filling of a vessel.” That quote remains true today. The best education is the one that engages the students in emotional ways. When this is achieved, learning becomes a joy for all involved and the educational outcomes are best achieved.

We would like to move that statement one level up, to the meta-level, about learning on how to educate best. There are many questions open about how to teach best. Very little is known about how the brain learns, so it is of no surprise that we are still struggling with the teaching practices. In this context, massive open online courses (MOOCs) appeared just a few years ago, and in relation to the quote of Aristophanes, we can say that MOOCs have ignited the learning conversation about education. Professors started to reflect more on how to teach best, universities have reinforced and reformed their teaching and learning units, and the world is discussing how to best use technology for teaching and learning.

About five years have passed since platforms like edX, Coursera, MiríadaX, and FutureLearn were founded, and after the initial hype, MOOCs have secured a milestone in the history of education. MOOCs are now well established and have evolved into multiple forms. On the one hand, they have found their way back into campus in the form of SPOCs (small private online courses) where they enable the use of various blended pedagogies such as flipped classrooms. Additionally, they are increasingly used in companies for training purposes of employees and partners. Also, professional education is another big area where MOOCs are used. Professionals are using the MOOCs to develop their skills and adapt to the changing needs of the labor market. In these proceedings, you will find a long list of MOOC use cases. These use cases make you reflect on the potential of MOOCs, their impact, and the implications that their use entails in several contexts.

The EMOOCs 2017 conference, the 5th in the series of European MOOCs Stakeholders Symposia, was held in Leganés (Madrid, Spain) on the campus of Universidad Carlos III de Madrid (UC3M) during May 22–26, 2017. It followed 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 2016 it was Universität Graz in Graz (Austria). This year, Open edX con 2017, the conference for developers around the open source Open edX platform, was co-located with EMOOCs 2017 on the UC3M campus, allowing for interesting synergies to occur.

Altogether 137 contributions were submitted after the different calls for paper of the conference. Of these, 53 papers were submitted to the Experience and Research Tracks, from which 23 were accepted for presentation at the conference and publication as full papers, 10 for the Experience Track, and 13 for the Research Track, making an acceptance rate of 43%. Additional papers were accepted at a subsequent deadline that

are included here as short papers (three for the Experience Track and seven for the Research Track).

Apart from this, the program featured many other interesting events:

- Eight panel sessions from the Business Track and the Policy Track
- Work-in-progress contributions presented as posters
- Nine workshops
- A Spanish Track with contributions from Ibero-America

Brilliant keynote speakers rounded up the program:

- Anant Agarwal, CEO, edX
- Armando Fox, Professor and Advisor to MOOClab, UC Berkeley
- Javier Hernández-Ros, Director, Data, DG CONNECT, European Commission
- Carolina Jeux, CEO, Telefónica Educación Digital
- Rick Levin, CEO, Coursera
- Simon Nelson, CEO, FutureLearn
- Sir Timothy O’Shea, Principal and Vice-Chancellor, University of Edinburgh

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