



UC3M
Digital

REGÍSTRASE AHORA

Educación digital:
innovación en enseñanza y aprendizaje

UC3M
Digital



Universidad
Carlos III de Madrid
www.uc3m.es

Deploying SPOCs in a University Institution with Open edX: What Do We Need?

OPEN EDX CONFERENCE October 12-13 th 2015 | Wellesley, MA

6 Courses:

UC3Mx
IT.1.1x
Introduction to Programming with Java - Part 1: Starting to Program in Java
Starting Soon
April 2015

UC3Mx
HGA.1x
Educación para una sociedad del conocimiento
Current
February 24, 2015

UC3Mx
PCA.1x
DOCUMENTARY! New Trends, New Formats | DOCUMENTAL! Nuevas tendencias, nuevos
Current
February 17, 2015

UC3Mx
CEH.1-ENx
Explaining European Paintings, 1400 to 1800
Current
February 10, 2015

UC3Mx
CEH.1-ESx
Descubriendo la pintura europea de 1400 a 1800
Current
February 10, 2015

UC3Mx
MMC.1x
Caer o No caer. El secreto de las estructuras.
Current
February 3, 2015

Francisco Cruz Argudo
MID (Multimedia and Teaching Innovation)
Computer and Communications Service
University Carlos III of Madrid (Spain)
email: paco@di.uc3m.es

Presented by: **Jose A. Ruiperez Valiente**
@JoseARuiperez



The beginnings

- In 1995 we started using multimedia content in the teaching
 - Mbone/ Videoconference (H.323) & Streaming.
 - Collaborative tools.
 - Recording rooms.
 - Auto recording classroom
 - Several publishing portals.

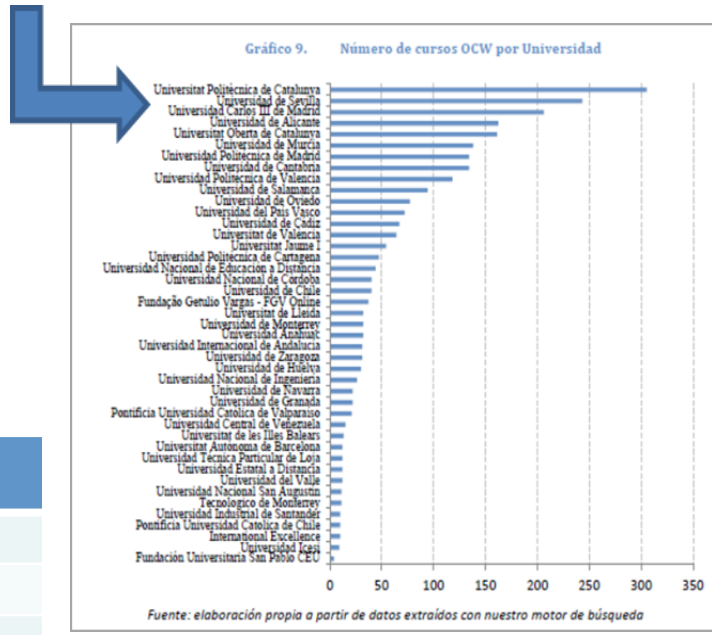
- We started in late 2012.
- 3 courses under "teaching innovation program"

Cursos0: UC3M platform
 Moodle + Khan Academy Software
 SSO between Moodle & Khan
 We customize the platform and gamification

| | 2012 | 2013 | 2014 |
|------------|------|------|------|
| Videos | 26 | 77 | 82 |
| Exercises | 36 | 116 | 114 |
| Professors | 10 | 33 | 35 |
| Students | 96 | 640 | 697 |

OCW - UC3M offers 209 courses in 29 categories

| Year | Proposals | Published courses | Awards | Finalists |
|-------|-----------|-------------------|--------|-----------|
| 2008 | 61 | 43 | 1 | - |
| 2009 | 38 | 34 | - | - |
| 2010 | 48 | 30 | - | 2 |
| 2011 | 57 | 38 | 1 | 2 |
| 2012 | 47 | 20 | 3 | 2 |
| 2013 | 43 | 18 | 1 | 3 |
| 2014 | 35 | | | |
| TOTAL | 329 | 193 | 6 | 9 |



Fuente: elaboración propia a partir de datos extraídos con nuestro motor de búsqueda



New Environment

Changes are observed in educational models

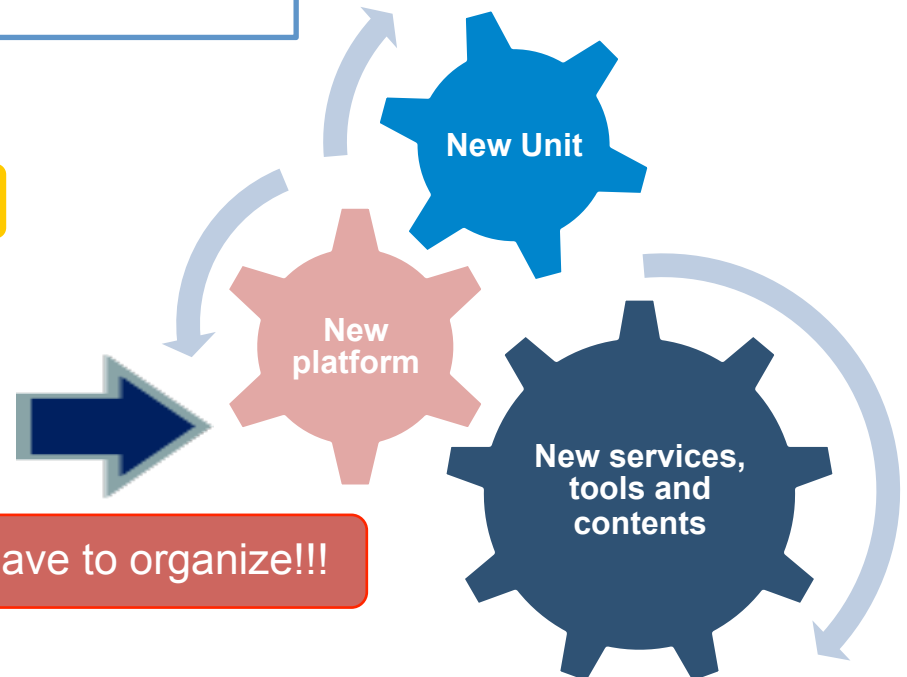
These changes involve to apply ICT to teaching

New terms start appearing like “flipped classroom”, hybrid pedagogies, MOOCs, SPOCs,....



Institutional Implications

- Teaching.
- University services.
- New multimedia formats.
- New recordings rooms.
- New educational platforms (beyond LMS).





Changes...



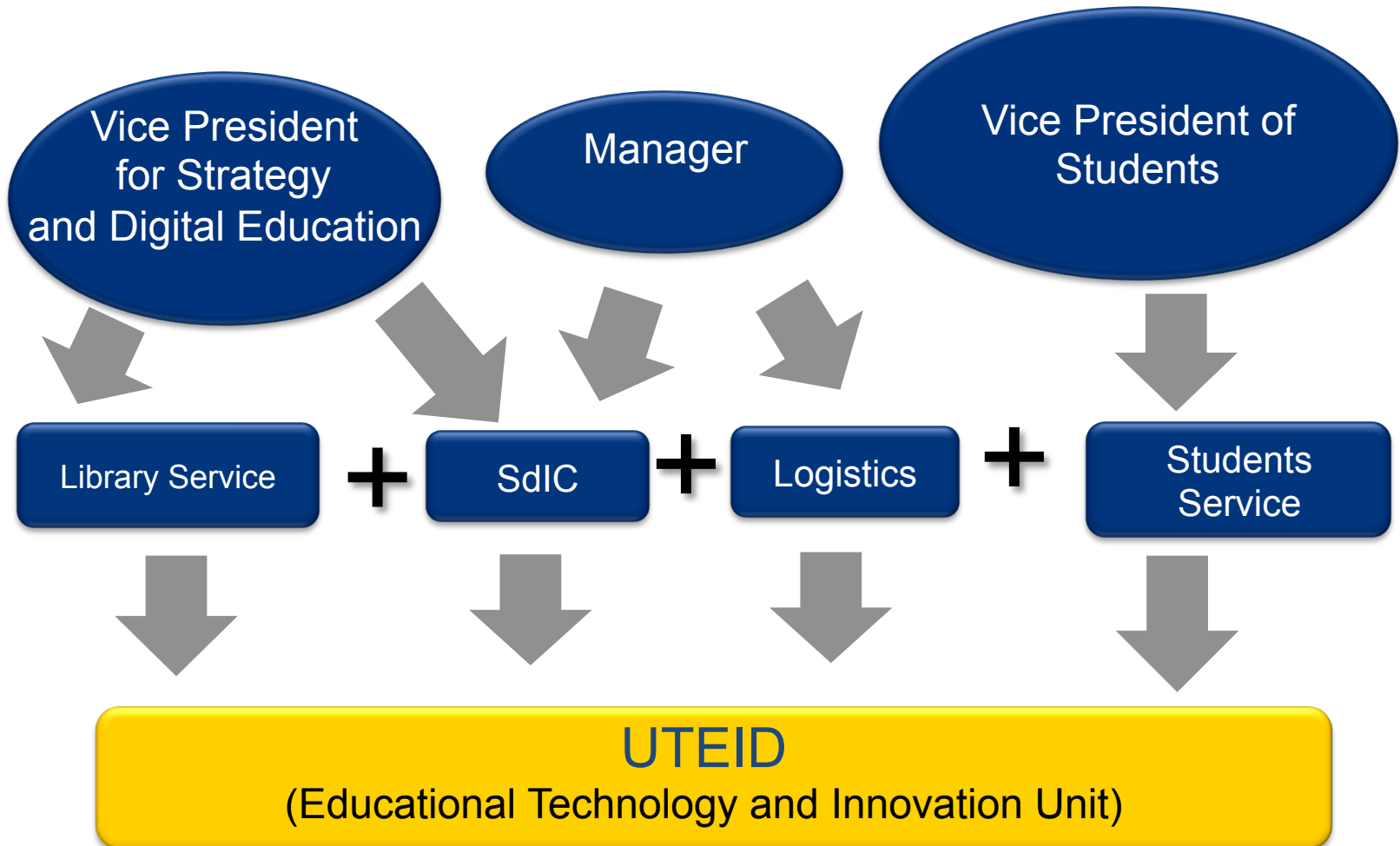
The *Change*...and evolution



New institutional unit

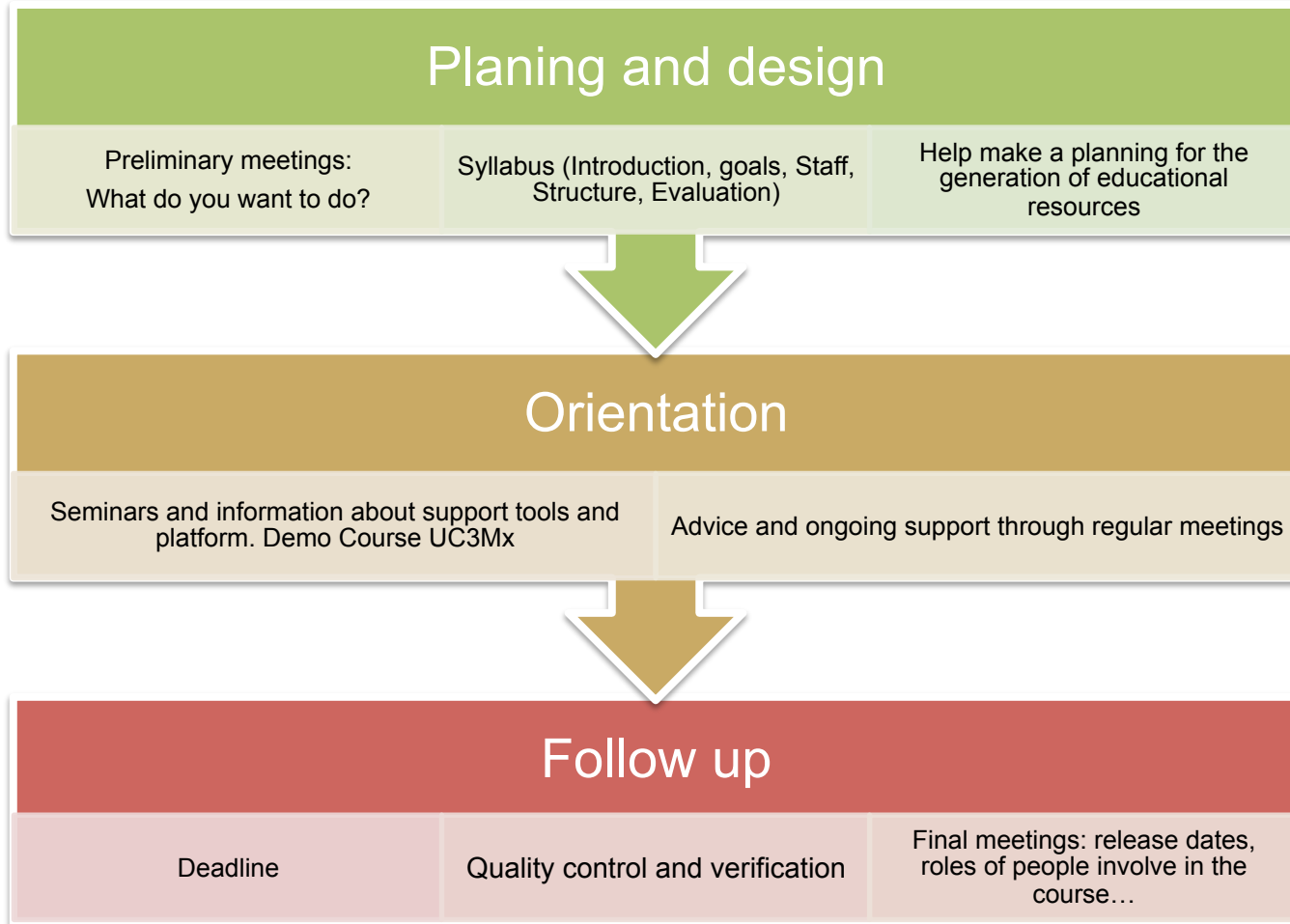
Multidisciplinary unit consisting of several areas of knowledge
(<http://www.uc3m.es/uteid>)

6/11/2012





UTEID: What do we do?





UC3M Digital

Under this name we unify access to the various activities of digital education

UC3M Digital

OPENedX

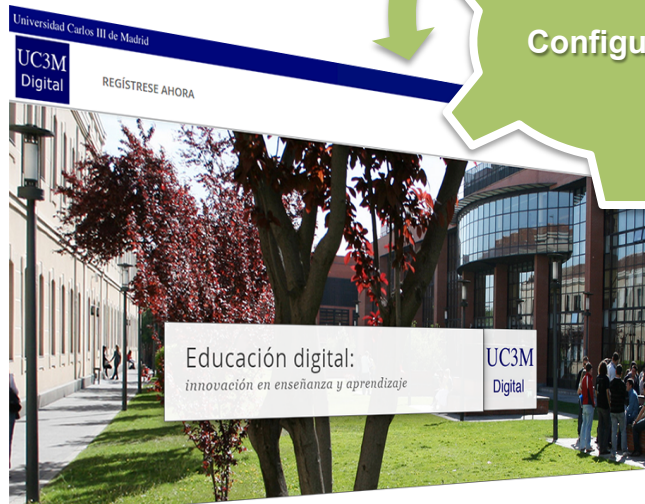


edX





UC3M Digital – Open edX





UC3M Open edX progression

June 2013

We started to evaluate the software

Scarce documentation

New technologies that we do not control

Problems with some modules: peer review & forums

September 2013

We decided that Open edX would be our SPOC platform

Migrate our courses from GCB to Open edX

We started to know the platform and to customize our instance

February 2014

We have our first SPOCs



UC3M Open edX: New services, new tools

Our requirements

Registration and Authentication

SPOCs creation to support teaching on campus

Adapt an open platform to a controlled environment

Registration and authentication mechanism

Classroom group control and privileges of each user

Creation and Content Management

Management all the content generated by professors

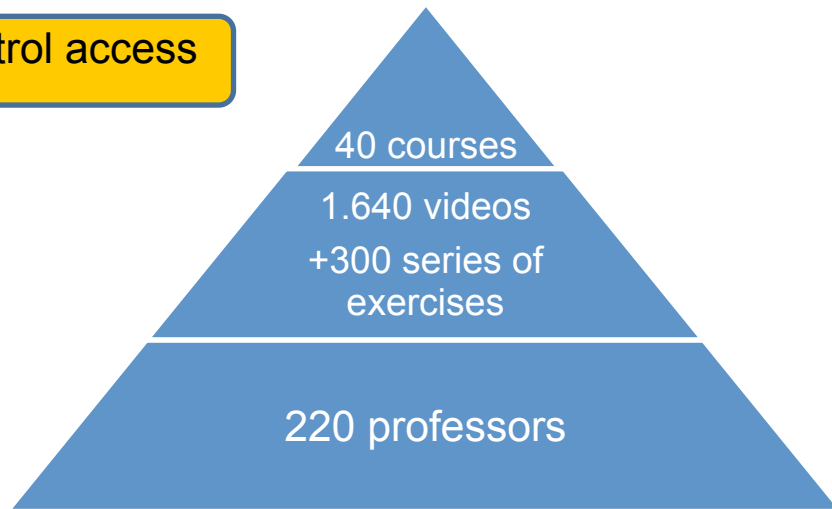
Control of material across-platforms and courses

Publishing all this material under institutional portal

We needed development a tool to support all of this

Our tool to resolve the content management and control access

GEL: E-learning Management Tool



- Web application.
- Publication of courses regardless of platform (*Open edX, MiriadaX, GCB, ...*).
- Tagging of the elements which belong to each course: videos, pdf, exercises, etc.
- Location of all these elements within the course structure
- Publication of the videos on YouTube and our own streaming server automatically
- Management of users and groups
- Logfile of system activitie (who does what)
- Integration with the automatic transcription and translation system



GEL & Open edX

We are optimizing GEL to use it with Open edX incorporating new features

Export the course

- Course configuration elements (syllabus, about page, different users roles)
- Course tree structure
- Videos + subtitles
- Documents

New front-end + login application

- LDAP auth with our institutional credentials
- Manages the entire registration process in the platform
- Manages the different SPOCs types that we have
- Open edX roles support
- Visibility of the courses according to the students profile



Authentication system



- Logging application: UC3M development

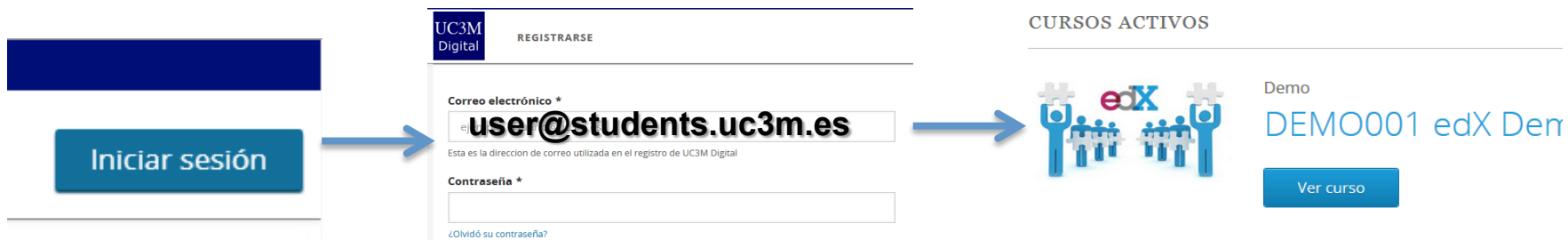
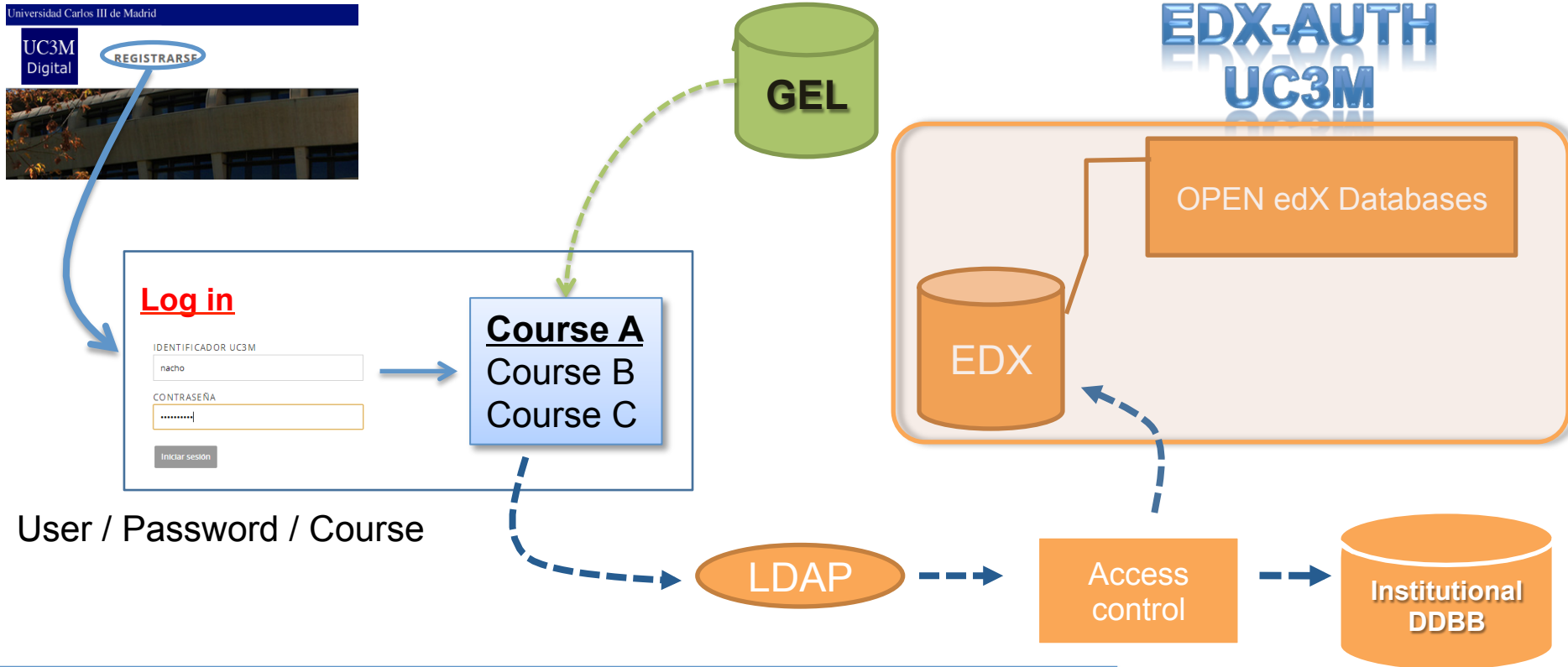


- Management from GEL:
 - o Massive load students (.csv file)
 - “Cursos0”
 - o Students control via WebService
 - “CursosB” and “CursosR”





Open edX Logging process





Open edX (SPOCs) & UC3Mx (MOOCs): workflow



Staff

(1) Creation course

- Course structure
- Assisting course instructors

(2) Multimedia contents. The contents are mapped to the course structure

- Course image / professors curriculum
- Videos
- Exercises (pdf, docx, latex,....)
- Videos
- Automatic YouTube publish
- Automatic Nginx publish (alternative view)
- Automatic closed caption (correction subtitles via www)



Instructor

GEL



(3) Export course (Creation tar.gz file)

- Course structure
- Close caption files (.json)
- Videos: youtube id + URL alternate server
- Course image / professors curriculum



Staff

- (4) Creation of course in Open edX
- (5) Import tar.gz
- (6) Insert the exercises and activities (manually)

(7) Course testing and validation

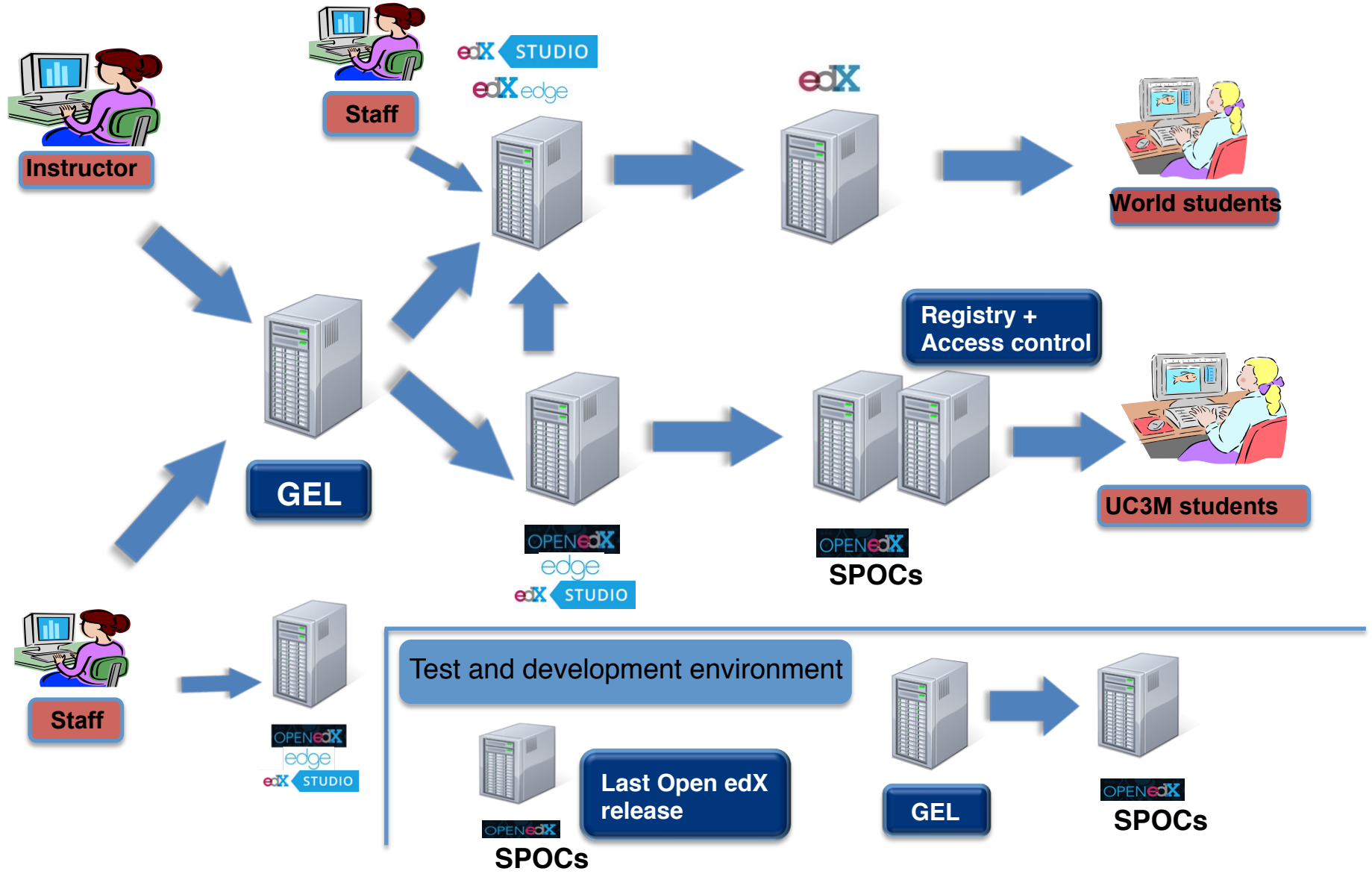
(8) Export course (tar.gz)

(9) Import tar.gz



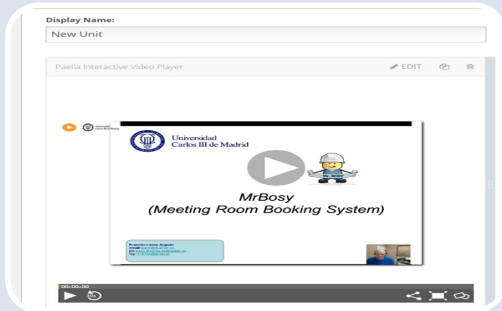


OPEN edX & UC3Mx: Topology



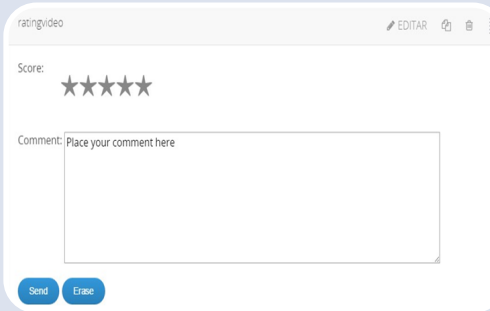


xblocks



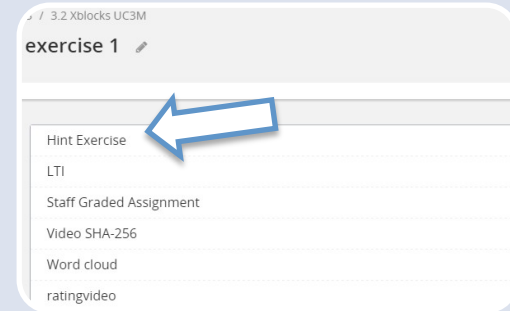
Quiz video

- Based on Paella Player
- Import SCORM file
- Log file with all activity



Rating video

- YouTube ID
- Comments
- All activity external DDBB (all data accessible from GEL)



Numerical input with hints

- It supports variables and formulas.
- Configurable number of hints.
- Max retries
- % error allow

<https://github.com/UC3Mx/ratingXBlock>



xblocks

In-video quiz

Annotation
LTI
Open Response Assessment
Paella Interactive Video Player



Display Name:
New Unit

Paella Interactive Video Player

MrBosy
(Meeting Room Booking System)

Introducción

Como se llama el sistema de reservas para AC desarrollado por la UC3M

- AC Booking
- Sistemas de reservas
- mrbosy
- ninguna de las anteriores

CONTESTAR

Video rating

Lista de módulos avanzados

```
[  
  "annotatable",  
  "openassessment",  
  "drag-and-drop-v2",  
  "edx_sga",  
  "lti",  
  "split_test",  
  "ratingvideo"  
]
```



Ingrese los nombres de los componentes avanzados que utilizará en su curso.

LTI
Staff Graded Assignment
ratingvideo



ratingvideo

Score: ★★★★★

Comment: Place your comment here

Send Erase



xblocks

Numerical input hints

Semana 3 / 3.2 Xblocks UC3M

Hint exercise 1

Hint Exercise

LTI

Staff Graded Assignment

Video SHA-256

Word cloud

ratingvideo

Hint Exercise

EDITAR

Cual es la corriente electrica que atraviesa una resistencia de 55.0 ohmmios sometida a una diferencia de potencial de 16.5 voltios. El resultado debe darse en Amperios.



0

Check

Hint

Añadir nuevo Componente



Avanzado



Discusión



HTML



Problema



Video

Editando: Hint Exercise

Exercise Setup

Max. retries

0

Max number of retries (0 means infinite retries)

Max. hints

2

Number of hints before the exercise was marked as wrong

% Error

5

% Error allowed

Save

Cancel

Editando: Hint Exercise

Exercise Setup

Statement

What is the electric current through resistor [R] ohmmios subjected to a voltage of [U] volts. The result should be in Amps ?.

Write the statement

Mathematical formula

[U]/[R]

Insert here the mathematical formula of the solution.

Save

Cancel

Editando: Hint Exercise

Exercise Setup

Var U from:

5

to:

100

Step: 0.5

Var R from:

10

to:

500

Step: 1

Add hint

Pista 1

Remove

Pista 2

Remove

Pista 3

Remove

Save

Cancel

Contenidos

Información del curso

Discusión

Twitter

Progreso

Documentación

Hangout

Instructor

Vista de Funcionario

Semana 1

Semana 2

Semana 3

3.1 Ejemplos de Videos

3.2 Xblocks UC3M

3.3 SGA

Semana 4

What is the electric current through resistor 180.0 ohmmios subjected to a voltage of 91.0 volts. The result should be in Amps ?.

Hint 1: Pista 1

Hint 2: Pista 2

3

Check

Hint Wrong solution.





UC3M Digital courses:



UC3M SPOCs educational offers

0-Courses (Blended)

- Levelling courses for incoming students applying a flipped classroom model

B-Courses (Blended)

- Course is taught in parallel with a subject applying a flipped classroom model

R-Courses

- Remedial courses for certain subjects

SPOC educational offer 2015/16

- Structural mechanics (4^a edition) B-Course
- Introduction to regenerative medicine and tissue engineering (3^a edition) B-Course
- How far the machines can see? (2^a edition) B-Course
- Java B-Course
- Vocabularies and semantic schemes B-Course
- Physics R-Course
- Algebra R-Course
- Physics R-Course
- Chemistry 0-Course
- Math 0-Course

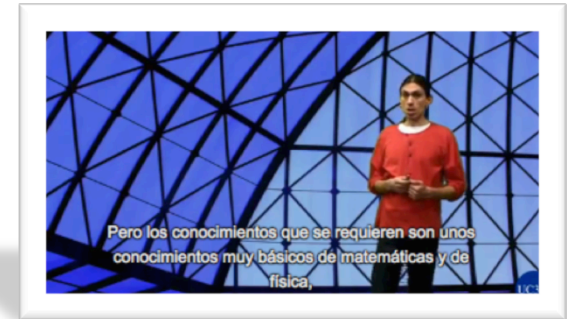
Educational contents: videos



UC3M TADIS

Objeto y Campo de aplicación

- Esta norma recoge requisitos y recomendaciones sobre la presentación del subtítulo para personas sordas y personas con discapacidad auditiva como medio de apoyo a la comunicación para facilitar la accesibilidad de los contenidos audiovisuales de la Sociedad de la Información.
- Se contemplan todos los escenarios de comunicación audiovisual que permiten la incorporación del subtítulo y se consideran tanto el subtítulo en directo como el grabado, indicándose los casos en que los requisitos sean de aplicación común.

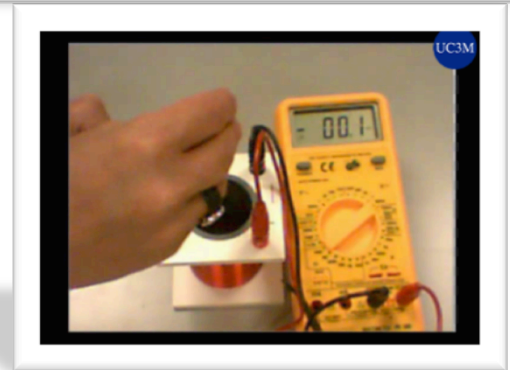


UC3M

Edad

- Tener cumplidos los 16 años
- No haber cumplido edad máxima de jubilación
 - 65 años
 - Límite inferior en normas específicas (STS 21-3-2011)

UC3M



Ejemplos

cMOOC

$Q_v = 700 \text{ N/m}^2 \cdot 4.5 \text{ m} = 3150 \text{ N/m}$
 $Q_v = 1300 \text{ N/m}^2$
 $G (\text{CUB} + \text{CORE} + \text{DIN})$
 P



Multimedia recording rooms I

2 HD Chroma Recording Studios

- 2 cameras
- Teleprompter
- Video editing table
- Codifier
- Tablet/iPad





Multimedia recording rooms II

- **4 self-recording studios with the next equipment:**
 - Interactive graphics tablet wacom 22"
 - HD overhead camera for the tablet
 - Professional microphone
 - Video capture and editing software:
 - Camtasia
 - Adobe premier
 - Smoothdraw





Educational contents: Problems

AUTOEVALUACIÓN DEL MÓDULO 1 (10 points possible)

Responde a las siguientes cuestiones:

1. En un procesamiento histológico, la fijación tiene como objeto

- Hacer el tejido más consistente
- Aumentar la presión osmótica en el tejido para obtener un corte mas homogéneo
- Preservar las estructuras de los tejidos y evitar su degradación
- Quitar la parafina de los tejidos

2. El epitelio:

- Tiene abundante sustancia intercelular el tejido más consistente
- Tiene moderada cantidad de sustancia intercelular
- No tiene vasos sanguíneos
- No está polarizado

3. Las unidades funcionales de los epitelios glandulares:

- Las unidades unicelulares
- Las unidades tubulares
- Los acinos y alveolos
- Todas las anteriores son correctas

4. El hueso es:

- Cartílago calcificado
- Un tejido conectivo especializado
- Un tejido epitelial especializado
- Un tejido no vascularizado

5. El tejido conectivo:

- Tiene sustancia intercelular escasa

What color is the open ocean on a sunny day?

blue

Which piece of furniture is built for sitting?

- a table
- a desk
- a chair
- a bookshelf

Which of the following are musical instruments?

- a piano
- a tree
- a guitar
- a window

Check

EJERCICIO 1 (1 point possible)

La ecuación de un movimiento es $\vec{r} = (4t^2 + 6t + 5)\vec{i}$. Calcular la aceleración.

- a) $\vec{a} = (4)\vec{i}$
- b) $\vec{a} = (6)\vec{i}$
- c) $\vec{a} = (8)\vec{i}$
- d) $\vec{a} = (5)\vec{i}$

Check



Educational contents: Problems

TEXT INPUT (1/1 points)

Here's a very simple example of a text input question. Depending on the course, there may be special text requirements for dates, case sensitivity, etc.

Which country contains Paris as its capital?

 ✓

Check Show Answer(s)

Marca en el cuadro donde está el caballo



MATHEMATICAL EXPRESSIONS (1/1 points)

Some edX courses ask you to enter an algebraic expression as an answer. Try entering the same algebraic expression in the box below. It's easier than it looks.

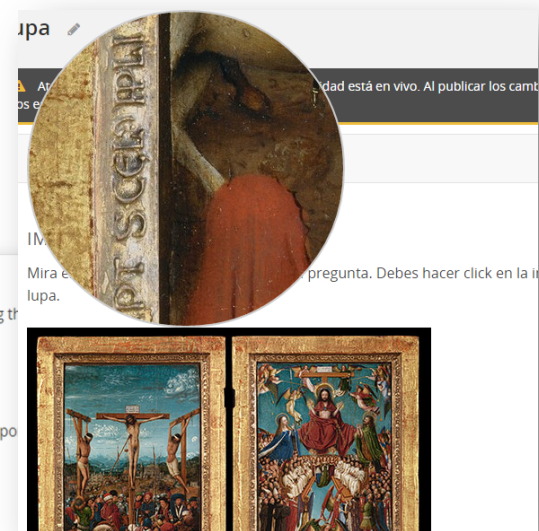
$$A \cdot x^2 + \sqrt{y}$$

The entry is case sensitive. The product must be indicated with an asterisk, and the exponent with a caret, so you would write "A*x^2 + sqrt(y)".

 ✓

$$A \cdot x^2 + \sqrt{y}$$

Check Show Answer(s)



CODIGO FUENTE (1 punto posible)

After execution of the following code segment, we want to have variable x with value 2. Please fill in the two boxes with the right code:

```
if ( [ ] ) {
    System.out.println("Correct! x has already value 2.");
}
else {
    [ ];
    System.out.println("Corrected! x has been assigned value 2.");
}
```

- x==2
- x!=2
- x+=2
- x=2



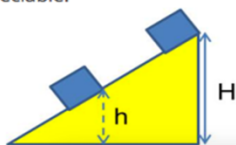
Educational contents: Problems

PLANO INCLINADO (1 point possible)

Se deja deslizar un objeto de masa $M=2\text{kg}$ desde una altura $H=1.3(\text{m})$ por un plano inclinado. ¿Cuanto trabajo habrá realizado la fuerza de la gravedad cuando el objeto llegue a una altura $h=0.2(\text{m})$? Considérese que el rozamiento es despreciable.

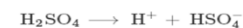
Nota 1: Tómese como valor de la gravedad 9.8 m/s^2

Nota 2: La solución final se redondeará a 1 cifra decimal, y se expresará en Julios (J)



CHEMICAL EQUATIONS (1 point possible)

Some problems may ask for a particular chemical equation. You can practice this technique by writing out the following reaction in the box below.



Some tips:

- Only real element symbols are permitted.

In a word or two, state why you think addressing climate change has been so difficult. Please enter each word into a separate box.



DEBATE PORTERIA PEER

YOU HAVE COMPLETED THIS ASSIGNMENT

Review your grade and your assessment details.

Debate en la portería de "La Roja"

Después de que España saliera del Mundial de Brasil con una mala imagen, el debate en la portería se hizo patente. Sin embargo, el seleccionador Vicente del Bosque ha continuado confiando en Iker Casillas. El portero vive un momento complicado y su técnico en la 'Roja' habló sobre la situación del capitán: "Iker tiene un madridismo puro, entrañable de ese que nace en la cantera del Real Madrid. Los avatares, sufrimientos, los partidos que ha jugado, los títulos... dio la sensación que se rompían. La sensación era de pena. Todo ha vuelto a la calma y mejor. Me alegro mucho por él", comentó.

¿Crees apropiado que Iker continúe defendiendo la portería de la selección?

Escriba la respuesta de una forma clara y concisa en no más de 15 líneas

1 | Your Response

✓ COMPLETE

2 | Assess Peers

✓ 1 COMPLETED

Your Grade: 1 out of 8

YOUR RESPONSE

De Gea es el futuro

ASSESSMENTS OF YOUR RESPONSE

0 / 5 POINTS

IDEAS

PEER 1

Pobre

0 POINTS

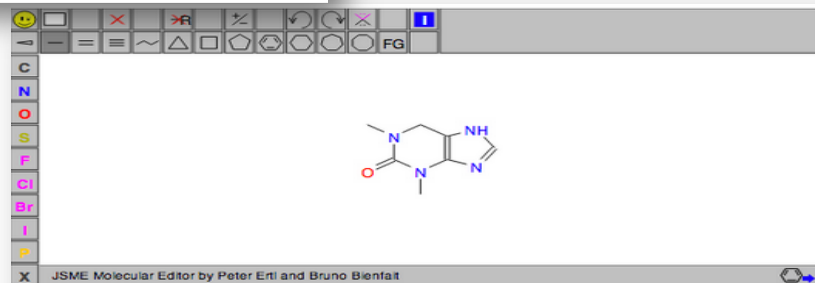
CONTENIDO

1 / 3 POINTS

PEER 1

Aceptable

1 POINTS



Answer: C8H10N4O2



Educational contents: Support material

January 3, 2015 — January 4, 2015

Líneas de tiempo/ Timeline

Se usa para contar una historia que requiera el uso de cronologías. Muy útil para relatar la trayectoria vital y profesional de alguien o de algún hecho remarkable en el tiempo. / It is used to tell a story that requires the use of timelines. Very useful for telling the life and career of someone or some remarkable fact in time.

JANUARY 2, 2015
Herramientas Interactivas/ Interactive Tools

JANUARY 4, 2015
Timeline.js

Timeline.js

Timeline.js

code() Project Edit View Actions Compile Run

EDX

Root

Main.java

```

1  /**
2   * Clase Principal de un programa en Java
3   */
4
5  public class Main {
6
7      public static void main(String[] args) {
8          System.out.println("Hola Mundo");
9      }
10 }
11

```



Encuesta del Curso

Sexo

¿Has cursado antes otro Curso de Química?

Sí

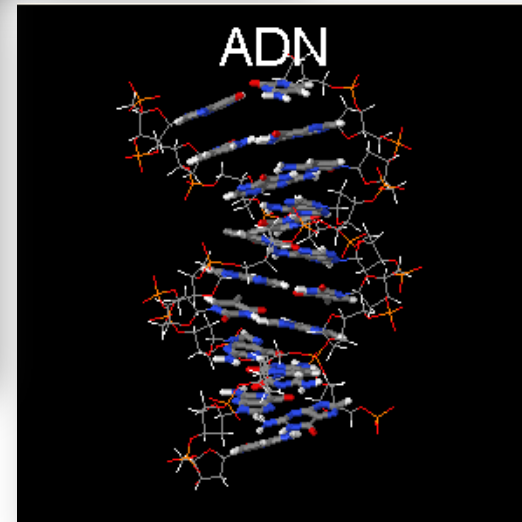
No

Valora la calidad del curso

| | Mala | Acceptable | Buena |
|------------|-----------------------|-----------------------|-----------------------|
| Videos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ejercicios | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TABLE PERIÓDICA INTERACTIVA

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|----|----|----|----|----|----|----|----|----|----|----|
| <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>50</p> <p>Sn</p> <p>Tin</p> <p>118.71 g/mol</p> </div> | | | | | | | | | | | | | | | | | | <p>Atomic Weight: 118.71 g/mol</p> <p>Atomic Volume: 16.31 cm³/mol</p> <p>Ionic Radius: 69 pm</p> <p>Density: 7.28 g/cm³</p> <p>Melting Point: 231.93 C</p> <p>Boiling Point: 2502 C</p> <p>Polarizability: 7.7</p> <p>Electronegativity: 1.96</p> <p>First Ionization Potential: 7.344 eV</p> <p>Crystal Structure: Tet</p> <p>Oxidation States: 2,4</p> <p>Electronic Configuration: [Kr]4d¹⁰5s²5p²</p> <p>Enthalpy of Fusion: 7.03 kJ/mol</p> <p>Enthalpy of Vaporization: 290.4 kJ/mol</p> <p>Covalent Radius: 1.4 Å</p> <p>Thermal Conductivity: 0.668 W·cm⁻¹·K⁻¹</p> <p>Specific Heat Capacity: 0.228 J·g⁻¹·K⁻¹</p> <p>Enthalpy of Atomization: 301.45 kJ/mol</p> | | | | | | | | | | | |
| H | | | | | | | | | | | | | | | | | B | C | N | O | | | | | | | | | |
| Li | Be | | | | | | | | | | | | | | | Al | Si | P | S | | | | | | | | | | |
| Na | Mg | | | | | | | | | | | | | | | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se |
| K | Ca | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr | | | | | | | | | | | | |
| Rb | Sr | Y | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I | Xe | | | | | | | | | | | | |
| Cs | Ba | La | Hf | Ta | W | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn | | | | | | | | | | | | |
| Fr | Ra | Ac | Rf | Db | Sg | Bh | Hs | Mt | Uun | Uuu | Uub | Uuc | Uuq | Uup | Uuh | Uus | Uuo | | | | | | | | | | | | |





Educational contents: support material

```
double mass = 90;
double height = 1.90;
double bmi = mass/(height*height);
String category;

if (bmi < 18.5) {
    category = "underweight";
}
if (bmi >= 18.5 & bmi < 25) {
    category = "normal weight";
}
if (bmi >= 25 & bmi < 30) {
    category = "overweight";
}
if (bmi >= 30) {
    category = "obese";
}
```

Empezar

Sección Una

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis mollis auge a neque cursus ac blandit orci faucibus. Phasellus nec metus purus.

Sección Dos

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis mollis auge a neque cursus ac blandit orci faucibus. Phasellus nec metus purus.

Sección Tres

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis mollis auge a neque cursus ac blandit orci faucibus. Phasellus nec metus purus.

Sección Cuarta

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Sección Una
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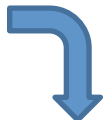
Sección Dos
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Sección Tres
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En este segundo paso bla,bla *****

Skip ← Back Next →

Sobreponer instrucciones en la página



1.3 Actividades

Aquí comentamos el título del cuadro

Semana 2

Semana 3

Semana 4

Sobreponer instrucciones en la página

Un famoso pintor del siglo XVIII que retrataba la belleza de las cosas naturales.

Ver Datos

Este botón activa la explicación, puedes pulsarlo para ver la descripción de la página

TABLA PERIÓDICA

Descubre los siguientes "elementos químicos" de la tabla periódica.

Ordenar

| Orden original / Original order | Nombre / Name | Símbolo / Symbol | Número / Number |
|---------------------------------|---------------|------------------|-----------------|
| Me 1 | FLAHERTY 2 | Gr 3 | R 4 |
| MEDVEDKIN 1.0 | FLAHERTY 1.1 | GRIERSON 1.2 | ROTHA 1.3 |
| Ve 8 | Ro 9 | Ba 10 | M 11 |
| VERTOV 2.1 | ROUCH 2.2 | BAZIN 2.3 | MAVSYLES 2.4 |
| Co 14 | Ni 16 | Le 17 | Ri 18 |
| COUINHO 3.1 | NICHOLS 3.2 | DE LESTRADE 3.3 | RIPPER 3.4 |
| B 22 | La 23 | Mo 24 | Re 25 |
| BARNOUW 1.2 | LANZMANN 1.3 | LANZMANN 1.4 | WELLES 21.1 |
| Bu 29 | Er 30 | Va 31 | Ch 32 |
| BURJUEL 2.1 | ERICKE 2.2 | VARDA 2.3 | SHANLEY 2.4 |
| Mc 36 | Wi 37 | L 38 | |
| MICELWEE 37.0 | WISDMAN 38.0 | LEYDA 38.1 | |

Ordenar

| Orden original / Original order | Nombre / Name | Símbolo / Symbol | Número / Number |
|---------------------------------|---------------|------------------|-----------------|
| Me 1 | FLAHERTY 2 | Gr 3 | R 4 |
| MEDVEDKIN 1.0 | FLAHERTY 1.1 | GRIERSON 1.2 | ROTHA 1.3 |
| Ve 8 | Ro 9 | Ba 10 | M 11 |
| VERTOV 2.1 | ROUCH 2.2 | BAZIN 2.3 | MAVSYLES 2.4 |
| Co 14 | Ni 16 | Le 17 | Ri 18 |
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| B 22 | La 23 | Mo 24 | Re 25 |
| BARNOUW 1.2 | LANZMANN 1.3 | LANZMANN 1.4 | WELLES 21.1 |
| Bu 29 | Er 30 | Va 31 | Ch 32 |
| BURJUEL 2.1 | ERICKE 2.2 | VARDA 2.3 | SHANLEY 2.4 |

FLAHERTY (F)

La finalidad del documental es representar la vida bajo la forma en que se vive (...) Cuando infunde a la realidad el sentido dramático, dicho sentido surge de la misma naturaleza y no únicamente del cerebro de un novelista más o menos ingenioso.

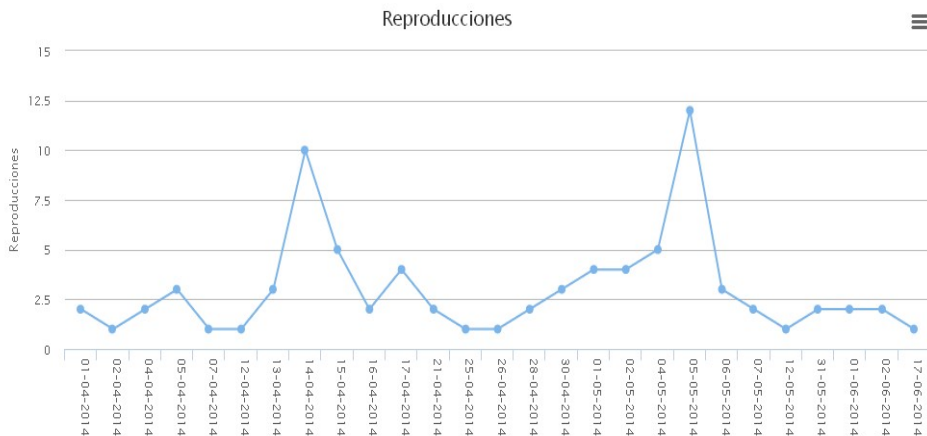
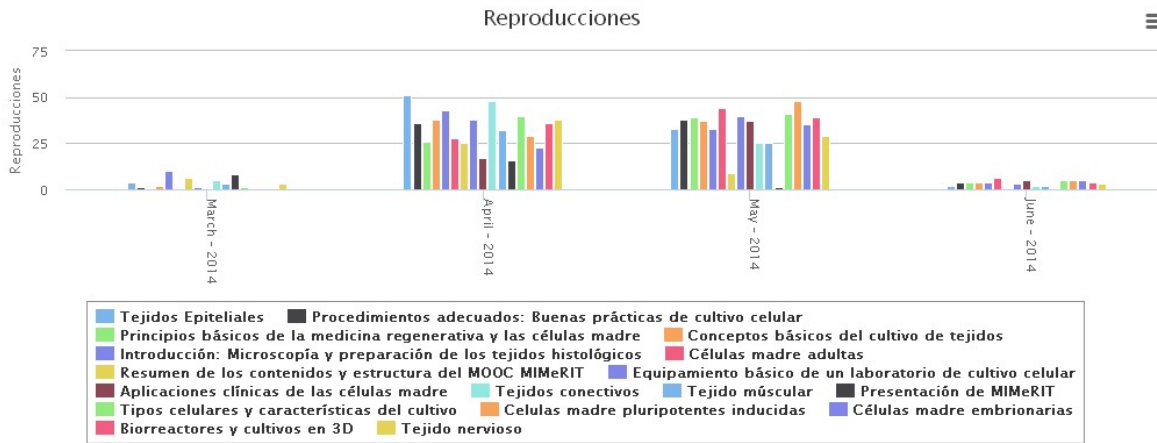
The purpose of the documentary film is to represent life in the way it is lived (...) When it infuses reality with a dramatic meaning, that meaning arises from the very nature and not just from the brain of a more or less clever novelist.





Some activity analytics embedded in GEL

Estadísticas del curso



| ▲ Visto en UC3M | Visto fuera de UC3M | Visto | Veces visto |
|-----------------|---------------------|-------|-------------|
| 0.00 % | 100.00 % | ● | 1 |
| 100.00 % | 0.00 % | ● | 3 |
| 0.00 % | 100.00 % | ● | 2 |
| 0.00 % | 100.00 % | ● | 1 |
| 0.00 % | 100.00 % | ● | 1 |
| 33.33 % | 66.67 % | ● | 3 |
| 0.00 % | 100.00 % | ● | 1 |
| 0.00 % | 100.00 % | ● | 3 |
| 0.00 % | 100.00 % | ● | 2 |
| 50.00 % | 50.00 % | ● | 2 |
| 0.00 % | 100.00 % | ● | 1 |
| 0.00 % | 100.00 % | ● | 3 |



Future Works: what are we doing?

- We will continue adding new features related to Open edX to GEL
 - Administration dashboard to check the current global status of the platform and courses
 - o Course structure and contents (beta)
 - o start/end date in a subsection level
 - o Open/closed courses (calendar/table)
- Xblocks
 - Auth and private VOD and live (using Wowza media streaming server)



Questions?



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