

BEST PRACTICES IN EUROPEAN UNION AND LATIN AMERICAN COLLABORATIVE MOOC EDUCATION



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Universidad Metropolitana para la Educación y el Trabajo

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TOGIVE

Transatlantic Open Government Virtual Education

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INTRODUCTION

The global trend of open government has spread throughout many countries in a short time. Because of the increasingly frequent use of information and communication technologies in governments, this trend has improved steadily at different levels of public administration. However, there are important differences in understanding its dimensions and the impact it has on public administration. Many countries understand open government from the perspective of transparency, others as open access, some more from open data and, a few, consider it as a step for a technology introduction. All these interpretations are valid according to the level of technological development and legal advance of each government.

Open government is a trend that leads us towards an open state, a much more integrative concept that encompasses the different powers of the state. Nevertheless, for many public officials, political leaders and administrators, this is not evident, nor are they very clear about the scope of this transformation.

One way to broaden the understanding of public managers and citizens is through training and particularly through a specialized training in the open government field. That is why the idea of creating the Transatlantic Virtual Education Project on Open Government arose.

The touchstone of this project has been to promote the notion of open government including all concepts around them: ethics of the public officials, transparency, open data, open access, citizen participation and collaboration, etc. To achieve a greater impact, it was decided to use the more advanced technology in education which is the massive online courses, known as MOOC (Massive Open Online Courses).

This digital book collects the result of this collective effort led by the University of La Laguna, Spain, creating a consortium of European and Latin American universities, such as: UNINETTUNO: Università Telematica Internazionale in Italy, Buckinghamshire New University in England. Two Mexican universities: Universidad Autónoma del Estado de México (UAEMEX) and Universidad del

Desarrollo Empresarial y Pedagógico (UNIVDEP). And two Argentinian universities: Universidad Metropolitana para la Educación y el Trabajo (UMET) and Universidad Nacional de Rosario.

Additionally, two non-governmental organizations were integrated into the consortium, the NOVAGOB Group and the Latin American Center of Administration for Development (CLAD). The consulting companies EVM from Spain and AV6 from Mexico were also added in order to guarantee the quality of the project and the developed courses.

This digital book is organized in three large sections. The first section aims to present the project TOGIVE (Transatlantic Open Government Virtual Education) and the way in which all activities from financial actions to academic activities were developed. Challenges and findings are addressed from the vision of those responsible for each activity.

The second section describes the technical part of the creation process of the MOOC, having the purpose that this effort can be replicated by other universities or public organizations. We explain in detail, which the actions and procedures were that we carried out for each one of the video recordings, the script construction, and the digital platform implementation including all the courses.

The third section describes the eight MOOC that were developed throughout the project. A first MOOC to discuss the conceptualization of open government; a second one to have the theoretical practical experience of the citizen participation and collaboration. A third MOOC focuses on providing knowledge about public innovation and open government; the fourth MOOC seeks to integrate the concept of open data, subject to discussion, complementing it with information from the public management. The fifth MOOC seeks to provide digital tools to promote open government practices, while the sixth MOOC is supported by the formulation of open government policies that can be implemented by the participants. The seventh MOOC closes with the discussion of ethical principles in open government and the latest MOOC is an integrative project with practices of all the above.

The construction of the whole course has been supported by the experts in open government sent by the different universities

participating in the consortium, creating the content, evaluations, practices and dynamics that allow students to acquire the most knowledge and experience in this field.

We hope that this effort will help to improve the implementation of open government in the world. Likewise, that the participants in the courses acquire the essential skills for promoting practices, contents and transformation in their organizations, in such a way that the dream of reaching an open state can be possible.

Finally, collaboration and coordination among partners has been fundamental. In the case of our course, developed by seven universities from different countries, the coordination and collaboration among the different partners has been decisive to achieve an efficient communication for the online courses.

FIRST PART

Setting the Context and the Environment for the TOGIVE Project

The objective of this work package is to establish the necessary conditions for the effective materialization of the project.

This work package comprises three types of analysis. The first, a preliminary analysis of the capacities of the involved Latin American Institutions of Higher Education (IES) for the effective development of MOOC and digital education in general. Carried out by the institutions of Higher Education of Latin America, its objective is to know their opinion about the status and the needs of their facilities for digital education, software and personnel skills before the “Committee of Experts in Digital Education” visits the facilities.

The second one, an analysis of the current state of the open government paradigm in each Latin American country involved and, specifically, on the local IES environment to evaluate the strength of the dissemination and promotion plan for the platform of Digital Education for Open Government.

The third section, a comparative report of the MOOC for open government available in all the associated IES to identify the most important and relevant content for the creation of Open Government MOOC.

Simultaneously, the IES prepare the ground for a successful implementation of the project and a first approach to potential contributors to a digital educational cooperation program that manages a digital open government education platform.

The WP1 will prepare the ground to attract public officials/managers (both, public universities and public institutions in the country), to follow the open government MOOC when meeting with

associations of regional civil servants; and approving a survey created by the Open Government Committee of Experts for public officials' recommendations for the MOOC.

The preparation phase also included the planning of activities of interregional collaboration among Latin American IES related to digital education.

Installing Capabilities for Digital Education

Developing MOOC, among their premises, implies that the choice of this challenge has installed capabilities for digital education. Taking as a reference the TOGIVE experience to achieve this objective, two great capabilities can be identified to be developed: infrastructure and work skills.

Infrastructure: Educational Platform and Audiovisual Production

This capability combines two aspects, *hardware and software*.

Educational Platform: The Learning Management System LMS must be robust according to the scope and development that the educational platform is expected to have. This implies having servers and technical support according to the amount of MOOC to be developed and the number of participants that are intended to access our MOOC.

Audiovisual Production: This implies to have the appropriate supplies according to the necessities which are requested by the design of the MOOC. A set of resources has been listed in TOGIVE for a suitable recording studio and with the combination of different types of software to develop more dynamic videos. In this regard, it is advisable that the institution that already has a recording studio or is about to invest in it, carries out regularly a market survey about new trends and available software (animation resources). It is here, in this last point, where more information can be found, since, on one hand, it simplifies editing processes, and on the other hand, it allows applying new strategies that are trend in the audiovisual world and can be effective for the MOOC.

Work Skills: Team Training

A critical aspect is how to develop or strengthen the work skills of the profiles involved in the elaboration and implementation of a MOOC. We can group them in: teacher/dynamizer, platform management and audiovisual technician.

We agree that a specific training is necessary based on the tasks that have to be developed. The most relevant in this aspect is given in the possibility of training in two levels, segmented by profile and with the team. The emphasis in this second aspect is that each role does not work in an isolated way, so it will be able to interact in a dynamic way in the production of a MOOC. This does not imply that all members fulfill the tasks of all the profiles, but that they can know the work that their peers do. This way, they can be more aware of what the critical points are and what has to be developed at each stage of the creation of a MOOC.

To have an integral vision of all processes favors the collaborative work among the different profiles and this translates into a high-quality MOOC.

Table 1. Objectives by Profile

Teacher	Platform Manager	Audiovisual Technician
Incorporates digital didactic strategies that differ from the specifics of the classroom modality and the traditional virtual tutoring mode.	Manages the available resources for the educational platform and updates based on new emerging tools.	Adapts the production criteria towards the development of audiovisual pieces for MOOC.

We describe the exchange of knowledge/criteria/proposals in Table 2 which are advisable to be shared among the different kinds of profiles.

Table 2. Profile and Suggested Criteria

*Teacher - Platform Manager**	*Platform Manager - Audiovisual Technician**	*Audiovisual Technician - Teacher**
<p>*Exposes the objectives of the training to be developed and how it is intended to reach them through the MOOC.</p> <p>**Explains the scope of the teaching resources that can be used.</p>	<p>*Explains the structure of the MOOC and what the environment in which the videos will be contextualized is.</p> <p>**Conveys the image/aesthetic to achieve harmony between the audiovisual production and the educational environment.</p>	<p>*Guides and advises on different resources that can enhance the subject. Sets parameters and details limitations.</p> <p>**Explains the core of the subjects to be developed so that the audiovisual resources achieve to follow the sense of the MOOC.</p>

Therefore, installing capabilities in digital education implies a twofold challenge: to identify new emerging resources on a permanent basis, as well as to strengthen the ties of the work teams by promoting the exchange from their different perspectives, motivating communication and learning at the same workplace.

The coordination of this core and its implementation require adding criteria that are translated in style manuals, with homogeneous technical characteristics that orient the work of each one of the profiles producing MOOC.

Strategies for the Production and Evaluation of MOOC

In order to guarantee the production and evaluation of the MOOC “Specialization Course on Open Government: Reviewing the Principles for Challenging the Practices” it is advisable to establish a *Team of Experts* in open government, which defines the basic agreements for the effective elaboration of the MOOC.

As for the curriculum and methodology to be implemented for each MOOC, it is recommended that the course has a theoretical-practical nature with an Ibero-American approach, which will allow presentations and analyses of diverse experiences from an ethical approach, according to different scales of governance.

Among the objectives of the course, the development of competencies for OG (Open Government) for civil servants, social organizations and interested citizens are foreseen, and it is proposed, inter alia, that participants develop critical abilities for:

- Understanding conceptual developments that underlie the OG and their different scopes, processes and treatment for public decision-making;
- Recognizing and examining the principles of the OG and their relationship with the knowledge society: participation, transparency, innovation and the intensive use of information technologies;
- Questioning the impact of OG on democracies, political parties and social organizations.

On the other hand, in terms of design strategies, the pedagogical options agreed on by the experts are:

- **Design-oriented problem solving and learning experiences.** This implies the privilege of practical options and specific activities, away from a proposal of a merely contender MOOC;
- **Adjusting the content of the strategies.** The dynamic and gamification of all modules are emphasized, allowing to bring the content closer to the practice and the challenges of the public managers;
- **Modular and temporal organization.** The MOOC is structured in a sequential modular design and proposes a tour of the modules, developing a MOOC every three weeks as a pilot experience;
- **Each MOOC is structured based on two or three strong ideas** that briefly summarize and guide those who initiate each module. The use of a #hashtag for the broadcasting, expansion and realization of eventual activities;
- **Transversal evaluation based on rubrics.** It works based on a cumulative and algorithmic transversal type (automated) evaluation, combined with a 'self-organized learning design', through peers' assessments;

- **Dynamization of the MOOC:** Without traditional tutors, but with moderators / dynamizers who solve doubts about the content and functioning of the platform, encouraging participation. This animation has modalities and shared tools to make it operational and interactive.
- The course is structure considering ethical standards and behaviors that are equally legitimate in all cultures.

The educational platform is recommended to build an **open and self-designed platform**. The course platform provides the ‘metrics’ of the dynamics of the MOOC, while emphasizing the opening of forums with actions on social networks (Twitter and Facebook) and spaces for “frequently asked questions”.

Regarding the criteria and parameters for the audiovisual resources in the course, it is suggested to have:

- Dynamic, non-static audiovisual resources, according to the topics: use of INSERT or textual plates (e.g., anchoring stopped questions), video graphs, infographics, other voiceovers, sensitive buttons that shoot other actions, etc.;
- Consolidation of styles among the different materials to be produced, based on a ‘Manual of Style’ developed collaboratively.

The structure of the Specialization Course in OG is composed of eight MOOC with a different content. Each university took care of a theme related to the OG and developed the course. Among the chosen topics we can find the participation and collaboration from citizen, public innovation, open data and management of public information, digital technologies to support the OG, OG policy formulation and ethical principles in the implementation of the OG.

The last MOOC seeks to integrate the contents addressed by the rest of MOOC and to provide students with the necessary approval activities to access the specialty, and final degree of the course after completing all the evaluation requirements.

As for the critical points to consider in the production of the MOOC, we found some difficulties related to the need to coordinate the presentation of materials, activities, and other resources by the partners and the final assembly on the virtual platform. To overcome

these difficulties and as a recommendation for the edition of future MOOC, we suggest the elaboration of a structure template of the shared course, which contributes to the unification of criteria in terms of the type of activities to be performed, characteristics of the materials and audiovisual resources to use.

Communication and continuous coordination among partners are key factors for the success of collaborative management in the production of MOOC.

Quality Criteria for the Elaboration of MOOC

Due to the immediate effect of the influence and use of the MOOC, educational institutions that are directly related to research and the knowledge generation have opened a new field of study. Through this explosive and uncontrolled event, the question arises whether these courses and educational platforms have the appropriate pedagogical basis or not that can guarantee the quality and efficiency in the use of these tools in learning.

The objective of this section is to identify, in a nutshell, some of the key elements that, from the experience of the implementation of the TOGIVE project, have helped to improve the quality indexes in the development and management of MOOC, starting from the base that there are no specific rules for this pedagogical model (most are based on existing e-learning platforms and evaluation criteria for this type of online education) and therefore they are in constant evaluation and review.

Perhaps, because of this same issue, we can find an infinity of quality assessment proposals for MOOC in the network, although, it is true that, in most cases, they refer to the application of criteria in the measurement of the quality of the MOOC from a marketing point of view (diffusion and commercialization), opposed to the evaluation of the quality of the methodology itself or of the offered didactic content.

Quality and MOOC

In any case, literature on the quality criteria of MOOC is still scarce, so the criteria continue to proceed from the regulations regarding e-learning education, especially those from the EFQUEL, the European professional entity responsible for the quality of E-Learning, whose guidelines are being adapted to the application of massive online courses.

In the next paragraphs we will refer to the MOOC quality criteria that is based on standardization bodies, referring to the work of experts whose indications have contributed decisively to the best development of TOGIVE.

One of the most interesting and obliged to visit initiative for the creation of a MOOC is the project “The MOOC Quality Project” of the European Foundation for Quality in E-learning (EFQUEL). This “participatory blog” shows that some of the issues related to MOOC respond to a similar criteria of quality assessment of traditional teaching. However, one of the differentiating aspects is the amount of pre-course information that should be available for students: type of course, pedagogical approach, level of commitment, timetable, deadlines, technical requirements, teacher/tutor role, credentials, etc.

This fact does nothing more but observe the statement of Professor Miguel Gea Mejías¹, for whom the assurance of the quality of a MOOC is based on the use of a rigorous methodology in the design stage of the course that contemplates, among other issues:

- Planning: Identification, duration, hours and didactic support guides;
- Design: Contents, didactic resources, communication tools and activities;
- Tutoring and follow-up: Communication, incidents, support and tutorials;
- Evaluation: By pairs, self-assessment, final, achievement, etc.;
- Includes support for teachers and teachers’ training.

¹ Gea, Miguel (coord.) (2015), *Informe MOOC y criterios de calidad*, Toledo: CRUE.

Following these guidelines, the TOGIVE partnership paid special attention to the MOOC conceptualization and design process, considering the use of a standardized model that would respond to the general quality criteria of the project, as well as the different educational models presented in a multicultural project as this one.

Much of this “normalization” affected the characteristics of audio-visual content: number of videos and duration, locution and subtitles, use of the brand or corporative branding, as well as other details related to pre-production, production and post-production processes.

Most of these agreements are collected and distributed between the paragraphs of the different chapters in this handbook which, in good part, and by its own definition, is also a brief manual of quality criteria application.

Online Course Communication Strategy

When presenting a communication strategy for an online course (MOOC or other type of course), it is important to consider the following aspects:

- Clearly identify the objectives of communication;
- Identify the target audience;
- Depending on the audience, establish the best communication channels and communication actions to meet the objectives identified;
- Coordinate communication actions between partners and associated.

In the case of an online course, the main objectives of communication are related to:

- **Spreading the course among the target audience** - To publish the course, its content and included activities;
- **Achieving enrollment** - Online courses and MOOC courses are designed for a large number of participants. That’s why it is important to have an important communication activity to reach as many people as possible and to increase the number of registered people.

- **Achieving commitment, participation and contributions by the participants** - It is also known that online courses, MOOC and, especially those free courses, have a high level of abandonment, so achieving communication with the participants is fundamental to reduce the desertion rate.

Identifying the target audience of the communication of a MOOC course has two aspects:

- On one hand, **the direct target audience** is identified by the same course. In the case of the Specialization Course in Open Government, the target audience were mainly public servants, students, social organizations, and citizens interested in open government;
- On the other hand, **facilitators or stakeholders**, that, in addition to providing direct enrollees, can contribute to the dissemination of the course. In the case of our course, organizations were public institutions.

Communication Channels and Main Actions

Identifying the best communication channels to reach the target audience is fundamental for a successful communication campaign. In the case for online courses, the bet on online tools is necessary, in combination with the most traditional channels (promotional events, posters and images of the course).

We have used several communication channels for the Specialization Course in Open Government:

- **Social networks:** Social networks such as Twitter and Facebook have been used, but also specialized ones such as the social network NovaGob (social network of public professionals, with 15,000 members). For the campaign on social networks, it is essential to create a hashtag of the course (in our case, being a course composed by several MOOC, we have opted to create a hashtag for each MOOC). In social media messages, whenever possible, the use of **audiovisual instruments** (images/videos), **labelling** to vitalize the content and links to support the message with more information is very important;

- **Mass mailing or newsletter** with the necessary course information presented in an attractive way to promote enrollment;
- **Exposure on the project website:** it is very important that the website (landing page) of the course provides the necessary information for potential participants in an agile and easy way to understand. Information such as: duration of the course, start, objectives, contents (summarized), teachers has to be stated. This is basic and essential to attract the target audience;
- **Posters and pamphlets as diffusion material:** These materials collect the course image and main data;
- **Course presentation events** in different organizations and conferences.

Analyzing the Results of the MOOC

The execution of the work package 6 has been a great challenge for the entire TOGIVE team. The six deliverable courses in this set of activities were related to each other.

Firstly, we needed to make the division of two very specific objectives. The first objective was to promote efforts aimed at the sustainability of the project and ensure the viability of the consortium. The second objective was to ensure the register of this experience in a digital book.

To achieve the first objective, the signing of several collaboration agreements between the organizations for coaching and training of public servants in the different countries was promoted. This would allow us to have the necessary support to provide future work links, as well as to ensure future actions with those agencies. The partners were given the task of seeking contacts with these organizations and to encourage the signing of these general agreements.

In this same direction, a second point was to promote the institutionalization of the Open Government Digital Governance Platform (OGDEP), seeking that each member of the consortium would formalize in their institution the use of contents and programs developed by the TOGIVE project.

Once these preparatory actions were carried out, the members of the consortium discussed in meetings, both formally and informally, how a digital education program could be generated through different actions. This was reflected in the subsequent document called: Sustainability Plan of the Digital Education Platform (OGDEP).

For the creation of both documents, we worked in parallel with the consulting companies EVM and AV6, which are part of the Consortium Working Group to guarantee that the quality and content focused on the creation of our platform.

Once the plan and the digital education program were made, a proposal of a framework collaboration agreement was sent to the participating universities for their signature and approval. Since each institution of higher education has different regulations and criteria, normally in accordance to each country, it was complicated to reach a proposal that included all the agreements. Therefore, a general proposal without many limitations was a solution to include all differences.

Finally, a strategic plan was suggested with appropriate actions to maintain the viability of the project, including financial and academic components and where those members of the consortium, who were willing to promote the project in future years, could be included.

The second objective of registering the experiences obtained in this international effort, was through the elaboration of an electronic book. Given the international nature of it and to promote the maximum diffusion of its content, an electronic book was chosen, which can be printed and subsequently reproduced. This book consists of three large sections. The first section describes the different stages of the project's implementation with its different sections. The second section shows the contents of each MOOC course developed by this program, and the third technical section describes the details of recording, design, platform implementation and vitalization.

The set of activities in this work package sought both, the spreading of the project TOGIVE and the promotion that would allow its sustainability in the future. The greatest challenge was the collaboration and the cooperation in each one of the products, but it was possible thanks to the previous work and the organization of previous work packages that allowed to reach the objective.

Coordination Mechanisms in the Creation of Collaborative MOOC

The creation of collaborative MOOC involves the participation of different actors (universities, public administrations, professionals, etc.) with different interests, roles, knowledge and capacities. Regardless of their nature and duration, it was necessary to establish a series of coordination mechanisms that regulated and guaranteed the proper functioning of the relations between the different agents involved, as well as the efficiency and quality of the production processes, and start-up of new training actions. In this sense, we could distinguish at least three levels of coordination: administrative, technical and content.

Based on the TOGIVE project experience, besides the distribution of roles among participants in terms of the work involved in the creation of MOOC courses, these three coordination areas can be addressed through the creation of a series of committees, with the representation of all the involved parties, responsible for the management of these aspects. The structure used during the development of the project, and for the subsequent exploitation of the results thereof, comprises three committees, whose functions and areas of action shall be defined below: Steering Committee; Digital Education Specialists Committee and Knowledge Specialists Committee (open government, for our concern). The creation of these committees, as we will see, is fundamental to speed up and ensure the quality of both the management and the decision-making processes.

Steering Committee: Coordination and Administrative Management

In the event of any type of cooperative activity, it is necessary to define which rules will regulate relations between the involved agents. This can be done through the development of a collaborative agreement, agreed upon by all parties, in which the objectives, rights and duties of the parties are defined, as well as the procedures to be followed to deal with the different situations that may occur during the duration of this relationship.

The role of the steering committee is to ensure compliance with the agreements and objectives agreed between the involved agents in the creation and management of content and find the best solutions for all participants.

Thus, the functions to be performed by the steering committee are the following:

- Creation and control of the calendar of activities to be developed;
- Setting up of a timetable for periodic coordination meetings;
- Finding agreements regarding the incorporation of new members into the work team;
- Establishment of quality control mechanisms;
- Control of the distribution of expenses and income related to the activities to be developed;
- Study of new proposals for activities of interest to the team;
- Establishment of contacts and agreements with organizations interested in receiving the training offered from the work team;
- Controlling the visibility and dissemination of developed products;
- Periodic review of the agreements established in the agreement.

Digital Education Specialists Committee: Coordination and Technical Management

As previously mentioned, teaching through MOOC courses is a relatively novel strategy, and therefore, subject to constant revision and evolution, both in terms of adaptation of didactic methodologies that facilitate the autonomy of students in their training, as well as the type of computer supports that facilitates their development. The technical coordination of the development tasks of these types of courses should encompass both the pedagogical and technological aspects associated with this type of digital educational environment.

Regarding pedagogical aspects, as will be seen in the section dedicated to the assembly and management of MOOC courses, a committee of experts in digital education will have to ensure the follow-up of the

guidelines marked in the new training proposals, ensuring the quality and homogeneity of the product offered, in addition to the study and implementation of new methodology that may be a benefit for students. This will be considered in the elaboration of content videos, as well as in the selection of complementary materials, evaluation and self-evaluation systems, and methods of dynamization.

In relation to technological aspects, the committee should monitor the proper functioning and suitability of the selected platform (in our case OpenEDX), to guarantee its maintenance, and its adaptation to the new training proposals, and vice versa. Currently, online training platforms offer a wide range of options, and will be the committee's role to select the most appropriated to the needs, and once selected, ensure its maintenance and continuous development. For this reason, it is important that a committee of these characteristics is integrated by both, education experts and professionals in the technological area.

Knowledge Specialist Committee: Coordination and Content Management

Finally, and no less important, when considering the developing of collaborative courses, it is necessary to have a committee of experts in the knowledge area that guarantees the quality of the contents to be developed.

This committee can group both, academics and professionals from the sector to which the training is directed, to propose new formative actions and to evaluate the adequacy of the internal and external proposals. These proposals should be evaluated considering aspects such as: their suitability for the area of knowledge, variety, novelty and quality of the offered content. Also, the prevention of overlapping of courses.

Among its functions, it could also include the search for professionals and academics referring to the area for the development of new courses or for their participation in some modules, taking advantage of the contacts in academic networks.

SECOND PART

Good Practices for the Creation of a MOOC

The MOOC (Massive Online Open Course) are the result of the pairing of information technology and education. Their fusion is a virtual and distance education, which has had an important breakthrough in the last decades.

Many teachers are interested in this new methodological trend of online training. Hence, in order to adapt the tools of the classroom education to the requirements of this new methodology, the Transatlantic Open Government Virtual Education - TOGIVE project has been successful in developing a good practice handbook that works as a guideline in the pre-production, production and postproduction of these online courses.

This manual will therefore, not only help teachers who decide to record a MOOC, but also the technical staff that gives technological support to these online courses, giving both, the strategies for the transformation of academic content into audiovisual scripts.

Image 1. Example of video editing and corporal expression



Also, certain recommendations of communication and corporal expression will be provided for the dynamization of the contents and for the integration of the audiovisual with the speech.

The Planning of the MOOC

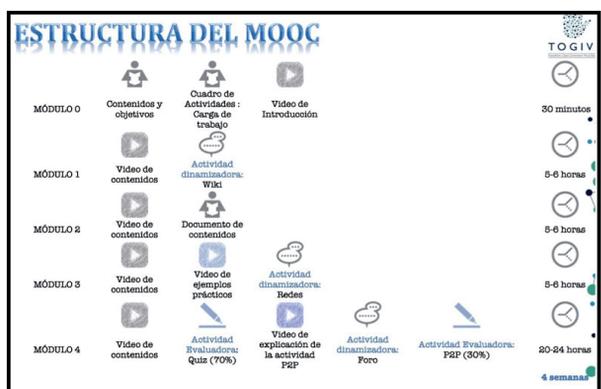
Structuring a MOOC may have some similarity with the transformation of the content of a subject in a teaching guide. The main difference is that the nature of the MOOC affects the autonomy of the students and favors that, collaborating with other, they can keep going on with the minimum of intervention of both the technical team and the dynamizing team.

The MOOC are divided into modules, which could be equivalent to the themes of a subject. And in each module, we can include content videos, documents, dynamization activities, links to online resources and evaluation activities.

We must consider - based on the studies developed by the main virtual education platforms - that the autonomous work of each module should not exceed 6 hours and that a complete MOOC should be developed, maximum, in 4 or 5 weeks.

It is important to know the different levels of interest of the students to structure the MOOC from a minimum level and that through the dynamizing activities and the complementary resources, they allow students to deepen in the subjects based on their own interests and knowledge.

Image 2. Module design



The first step is to design an introductory module that presents the course to the students and that specifies the content and objectives.

In this introductory module it is advisable, as shown in the following image, to include a table of activities in which students are oriented on the workload, so they can organize their time availability with the needs of the MOOC.

Image 3. Example of module content structure

Modulo	Tipo	Actividad	Duración
MÓDULO 1		Ver el video de introducción al módulo . Ver los videos de contenidos: 1. XXXXXXXXXXXXXXXXXXXX 2. XXXXXXXXXXXXXXXXXXXX Ver el video de la actividad combinada de foro y P2P	3
		Lectura de la bibliografía recomendada	4
		Responder al cuestionario que contiene preguntas sobre los videos de contenidos y la bibliografía (30% de la nota) Completa la actividad P2P: (70% de la nota correspondiente al Módulo)	10
		1. Participación en la actividad dinamizadora: Wiki . 2. Participación en la actividad dinamizadora: Redes Sociales 3. Participación en la actividad dinamizadora: Foro	4
		Tiempo total de dedicación para el MÓDULO 1	21

It is also appropriate to add a presentation video showing the teaching staff of the course. In addition, explain the objectives and general idea of the content. It shall briefly mention the different resources and activities, as well as its temporality and evaluation system.

Even though we understand the contents as interdependent, it is important to build each module as an autonomous structure, since students can freely move in the MOOC. The sequentiality of classroom education has been broken by the freedom of choice that students have in virtual education. It is an aspect to be considered by teachers on which we will influence when recording educational videos.

After the introductory module we start building the MOOC. Each module must include videos of content, supporting documents (it is important not to abuse the written format, do not forget that the basis of virtual education should be audiovisual and interactive), stimulating activities and evaluation activities.

The dynamization activities seek the socialization of students, to break with the solitude behind the screen and to humanize the educational processes at distance.

We emphasize the importance of forums among the different resources. They serve both, for connecting students and giving them a space to solve any doubts that may arise. Also, the forums are useful for dynamizers to raise questions or respond to the concerns of students. Finally, they can result in interesting activities such as debates.

Social networks are useful to break with the hermeticism of the MOOC. They open a window for students to participate with the rest of the community around the topic that is proposed. It also serves to visualize the MOOC and to orient the work of students towards the community.

The Wiki, for example, is a dynamizing activity that favors cooperative learning; a previous activity for the creation of a common database of content that will serve to undertake evaluation activities that extend or deepen into the suggested concepts.

In general, the activities of dynamization are voluntary, since they are not evaluated. It depends a lot on its attractiveness and relevance for students to decide to participate.

About evaluation activities; based on the principle of autonomy of the MOOC, we cannot use any kind of tests as in the classroom.

On the one hand, after participants watch the videos of contents, questionnaires are agile and effective mechanisms as reinforcement. In their configuration, it should be considered that both, in correct answers or errors, there should be a clarifying answer that reflects the objective of learning. Including two or three attempts favors this objective.

Peer activities are also ideal for reflection and deepening challenges. To carry out the developed content to real cases or to simulations in the module will allow students to show their creativity and display their critical thinking. Because of their complexity, these activities must be supported with explanatory videos and complementary resources, both bibliographic and audiovisual. Their evaluation will be done through clear headings that easily measure observable elements.

Image 4. Example of activities qualification rubric

RUBRICA DE LA ACTIVIDAD P2P -CONSTRUYENDO UN DECALOGO ÉTICO PARA SU IMPLANTACIÓN EN LO PÚBLICO-						
MOOC	TOGIVE DE GOBIERNO ABIERTO		MÓDULO		PRINCIPIOS ÉTICOS DEL GOBIERNO ABIERTO	
TAREAS	%	MAL	REGULAR	BIEN	MUY BIEN	PUNTOS
10 Principios éticos	15	0 La propuesta contiene menos de tres principios éticos.	5 La propuesta contiene de tres a cuatro principios éticos.	10 La propuesta contiene de cinco a siete principios éticos.	15 La propuesta contiene diez principios éticos.	
Definiciones de los principios éticos	30	0 La propuesta contiene menos de tres definiciones de principios éticos.	5 La propuesta contiene entre tres y cuatro definiciones correctas de principios éticos.	10 La propuesta contiene de cinco a siete definiciones correctas de principios éticos.	30 La propuesta contiene diez definiciones correctas de los principios éticos que conforman el decálogo.	
Ejemplos de los principios éticos	25	0 La propuesta contiene menos de tres ejemplos de principios éticos en lo público.	5 La propuesta contiene entre tres y cuatro ejemplos de principios éticos en lo público.	10 La propuesta contiene de cinco a siete ejemplos relacionados con los principios éticos mencionados.	25 La propuesta contiene diez ejemplos perfectamente relacionados con el decálogo de principios éticos.	
TOTAL	70	0	35	35	70	

The weighting of the activities must be proportional to their difficulty and consider that pairs activities (P2P) should not exceed 50% of the final qualification to avoid the possible bad practices of students with determinant effects in the autonomous development of the course.

Before entering specific aspects related to the transformation of academic content to the audiovisual format, it is important to point out that MOOC are useful when introducing students into subjects. But, above all, their value underlies in connecting students through activities to search for resources and sources that allow them to build knowledge based on their capacities and interests.

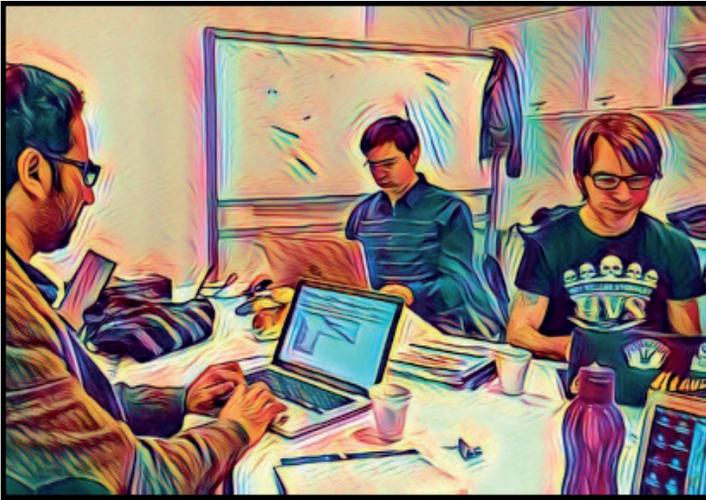
It is necessary to create a dynamic and flexible structure that adjusts the best of ways to the idiosyncrasy of the students. This structure must be compatible with its personal and professional burdens and must be endowed with the gradualness to respond to the different levels of knowledge and interests. In addition, it should encourage internal and external connectivity through forums and social networks and encourage cooperation through challenges that require teamwork.

MOOC Scripting

To create the script for each of the units is to pass the core thematic of the proposed content to an audiovisual language. At this time, the requirements and advice of the technical personnel become fundamental.

The negotiation should focus on not losing the essence of what is meant and what the audiovisual platform should show to attract the pairs to communicate. It is, at the end, a negotiation between the academic and the technical world.

Image 5. Designing online courses in Argentina



Teachers need to have planned what they want to transmit in the MOOC and in each one of the videos from the point of view of the objectives, as well as from the scope and structure accordingly to the target participants. Besides, teachers should also be aware that about one third of the planned content can be transmitted through images.

It is recommended, therefore, to have the unit designed. We propose some type of template for the scripts, where the block of contents must be recorded (what is going to be said in a textual way), visual resources (texts, graphs, animations or schematics which will accompany the locution) and the timing in seconds for each section.

Image 6. Template for content of course videos

Video #			
Sec.	Bloque de contenido (locución)	Recursos Visuales	Tiempo
1	Lo que se va a decir textualmente	Imágenes, animaciones... que acompañan la locución	Se mide en segundos
2			
#			
Total Sec.	Totales		Total en tiempo

Instead of a template, a storyboard (a graphic script) could also be used, with bullets in a timeline that will serve to preview the step by step of the video being recorded. The storyboard is the most common preview mode of preproduction in the film industry, where the scene-by-scene breakdown is considered and the needs for each scene is considered.

The Content

Most of the recording sets have teleprompter and teachers may read the textual content of the video, but it is preferable that teachers rehearse it many times before. This will assure a better result.

Image 7. Recording studio

It is suggested to avoid temporal or sequential order references and orient speech to a neutral language, this is, inclusive and non-sexist. In this way, the substitution of certain masculine words by other neutrals will be promoted when all genders are being alluded to. It is advisable at this point, and if in doubt, to go to any of the numerous non-sexist language guides that can be consulted in line.

Visual Resources

Each of the ideas that we want to introduce, involve visual resources. These can be graphics, still or moving images, animations and even sounds. However, these resources shall be considered in relation to the content and not as a succession of unrelated images that do not support or illustrate the content that is being addressed.

Image 8. Recording the video for the course



In general, it is recommended not to use a typography less than 18, otherwise, we may be inserting too much information into a single slide. If strictly necessary, and not being able to synthesize, then divide the text in more than one slide.

Try to avoid the use of decorative-edged fonts such as Times New Roman, since, having rounded contours, they may not look sharply on screens, composed of pixels, which are square.

If you want to use a slide show as a visual resource, be aware that both, the text and the images or graphics must be readable. To do this, use a suitable font such as Helvetica or Arial and enough contrast between the letter and the background color.

Image 9. Letter with borders (Serif) and without borders (Sans)



The teaching staff proposes, discusses and agrees on the audiovisual resource that will serve as support to contextualize their movements and speech.

If it is a slideshow, it is advisable to advance manually at the time of recording, so that the exhibitor and the slides can go to the same rhythm and not with transition times. This is, not having the slides happening alone after an interval of time set in the software.

Timing

The timing is important from three fundamental axes. The axis of the initial organization of the MOOC (preproduction), the recording of the video or audiovisual resource (production) and the video editing by technical staff (post-production). In the first case, teachers and technicians have to agree on the due date and the working plan by each work group.

Image 10. Pre-designing the sequence

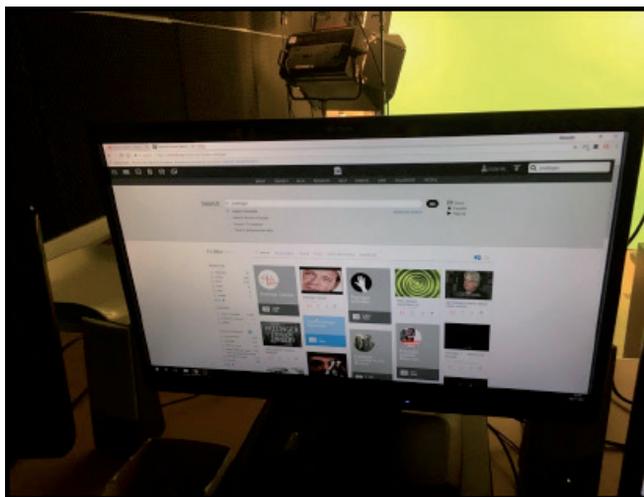
From the point of view of the internal timing of the video, the idea that the MOOC consists mainly of recording an entire class and dividing it into segments, has to be eliminated. The duration of the video will have a maximum of six (6) minutes, including the fifteen (15) seconds for the start and close shutters. On the other hand, the TOGIVE team studies reported that a pedagogical communication needs around 120 words per minute.

Another important aspect to consider in terms of timing is that the potential student is captured during the first 15 seconds, hence, it is decisive to have a powerful start. If the video does not start strong, involving students and setting goals, it is possible that the students' interest decrease.

Copyright

It is important not to lose sight of the legal framework in the visual resources that are going to be used as support in the video. If we are going to use images, animations or sounds, they must be free of copyright or, if not, acquire them.

Image 11. Banks of images



We recommend the use of images from Creative Commons (CC), a non-profit organization dedicated to promoting access to a free-use image bank with more than 10 million of available resources.

Light, Camera and Action: We Start Recording

After agreeing on the recording time between the speaker and the production team, the first minutes should be used as a test, aiming a relaxed environment at the new working area (set, microphones, etc.), considering the time of the speaker, the technician and the studio.

Technical staff has also to be especially aware that the speaker is not a professional actor, so he/she should be given the opportunity to perform one or more pre-recorded sessions and even show him/her the results obtained before proceeding to the final recording.

Image 12. Practicing the recording of the material

It is recommended that the speaker imagines that he/she is talking to someone while recording the video and looking directly into the camera to connect with the audience.

The communicative intentionality of teachers and the tone of their speech shall approximate the one performed in an individual coaching, rather than a master class. Yet each person has a voice of their own and a unique way of narrating. Being true to itself endows authenticity with the locution.

For all the above, locution is something to taken care of, trying not to be monotonous, with short simple sentences, and looking for the balance between an academic expression and a passionate one. To pause between ideas and concepts, marking the most important with short silences, changing the rhythm according to the text and, also, taking care of the breath for the speech to be clear.

Finally, technical staff must remind teachers that they need to keep their eyes on the camera 4 seconds at the beginning and at the end, to give time in the editing of cutting the sequences.

Image 13. Recording the course material



Clothing

It is important to avoid clothing that matches the color of the chroma. Do not wear garments that have pictures or stripes, avoiding the moiré effect, which is a strange visual sensation, like waves, since the camera is not able to reproduce it with extreme definition.

Image 14. Recommendations for the costumes during the recording



It is also advisable not to wear clothes and ornaments that make rubbing noises. It is better for teachers to choose comfortable clothes that do not cause any kind of distraction to the audience when speaking. It is recommended that the technical staff has on hand makeup in the set to remove the shines from the face.

Edition: Post-Production Phase; First Drafts and Proposals for Improvement

The first stage will be the technical staff's responsibility. They will be in charge of editing the video and making the sound mix if necessary. Timing will be agreed for a first cut. This edition is essential for the final product to be optimal and suitable for broadcasting.

Image 15. Post-production of material



After this first stage, a meeting will be agreed between the technical and academic staff where agreements will be reached to improve the final product.

Subtitled

Being the nature of the videos MOOC's to reach the greatest number of students, it is recommended that all of them are subtitled, at least in English, to guarantee a minimum of accessibility. The fonts to be used, as indicated in the case of the use of slide show programs, shall avoid decorative-edged fonts.

Credits

Finally, it is recommended that each video has its corresponding credit roll, with a maximum duration of 10 seconds, in black background with white letters (again without decorative backgrounds that do not look good on the screens) and they should appear after the institutional logos.

Subtitles will be adapted to the video speed, considering the reading speed and making the necessary adjustments to the automatic subtitling process that is being used.

How to Dynamize a MOOC

The essence of the MOOC lies in the autonomy and cooperation among students. The philosophy of dynamization could be summed up in the minimal and timely intervention. Let do and know when to appear.

To promote autonomy, we must consider that the structure of the MOOC is clear, sequential and coherent.

It is advisable that the presentation unit includes a summary of the course, its objectives, a table of contents, a table with the activities and their evaluation, and a table with the workload. This way, students can plan their time of participation, study and performance in a personalized way.

By appealing to the minimal intervention principle and opportunity, a good practice for dynamization, is to report punctually and periodically at the beginning of the work units. Clearly identify objectives, content and activities to be developed. We can also include

messages of encouragement, clarifications on doubts that have been generalized and even, to thank for the effort and performance shown. With little we can humanize the digital scenario.

We do not only show up, we mark the work rhythm that guarantees the fulfillment of the deadlines defined in the course. The balance lies in the personal management of the student's performance times -based on their availability- with the work schedule planned by the teaching team. It is appropriate to include a paragraph of encouragement participants that have fallen behind.

To this end, it is important that these deadlines are clear, wide and re-adjustable. Let's not forget that we are talking about courses with a high number of students, and they generate important dropout rates.

The other element that strengthens participation and enriches the course is cooperation among equals. Forums, social networks and P2P allow students to interact, share and discuss the proposed content. We retake the principles of dynamization; minimal and timely presence. The work of the dynamization team in cooperative activities must focus, on one hand, to the attention of difficulties that students can perceive and on the other, to the animation of the debates and forums with questions that focus the dialogues on the contents of the course and orient them to the proposed challenges.

The high demographics of these courses can disperse the conversations if excessive themes. It is necessary to concentrate the discussion forums in just a few questions that allow the students to debate, deliberate and deepen in the content from multiple points of view. In this case, less is more.

Given the students' concern for evaluation activities, it is appropriate that they are preceded by clear instructions and that the dynamizing team is especially attentive in the performance periods to clarify doubts and concerns. At this particular sensitive time, we must be aware of the discussion forums to respond in a generic way, which implies reading the emails and not answering them until a situation that hits or affect the good performance of the educational community, is found. In general, small doubts or difficulties are solved by the students in a cooperative way, which is richer and generates a better study climate.

Special attention to the P2P activities that are evaluated among students. In general, if the rubric and the activity are clear, they do not tend to generate conflicts, but we can find qualifications that do not conform the student's performance. At that time, the academic team must access the proposed work and re-evaluate.

Special attention must be paid to the weighting of the different evaluation activities of the MOOC, so that P2P cannot assume the sustention of the course. They are evaluation and learning activities, both for the evaluated and for the assessor, so that each dynamizing team must influence the commitment of the participants to face the evaluation of their peers from a point of view of respect to what is requested and providing constructive critics.

Facing complaints or claims, we must listen carefully, but we must also show some firmness. The MOOC cannot fall into patronage, quite the contrary, they face the challenge of showing the same rigor as a classroom course. We can be generous and even give new opportunities, but the level of demand shall not be negotiated. However, if we observe a high rate of mistakes in a test or activity, we must reconsider the possibility that students can repeat it clarifying elements that we observe have not been understood or that have led to a certain confusion.

The coordination between the dynamization team and the technical team is vital; a shared vigilance to respond to possible technical problems that could arise during the development. In these circumstances, good internal communication is needed to urgently inform the students and simultaneously, to solve the incidents so that participants won't be aggrieved.

In a MOOC, surveillance should not be strenuous. A strategy based on periodicity and centering on certain points such as discussion forums or the records of participation in the activities shall be enough. Making a timely reading of both scenarios will help us to spot concerns or complaints of participants and the degree of participation.

It is important to consider that MOOC include an ethical assessment; about behavior that requires our firm intervention when necessary. We must act immediately to expressions that violate the dignity of students.

Summarizing, dynamization is a work of patience, prudence, mediation and the proper use of the established evaluation criteria. Be without disturbing. Act balanced so that students feel that there are people and not machines, that there is someone who listens and at the same time, watches for a good performance. Participants have to feel free and the main character of their own course.

THIRD PART

The MOOC Content on Open Government

The objective of this last section is to present the content of each of the stages of the MOOC. Each module has also been called MOOC because they can be taken separately without considering the original sequence of the course. This will depend on their own interests.

MOOC 1. The Open Government Jungle

In the first introductory module of specialization in open government, we considered as a challenge, to make a two-way approach. On one hand, from the point of view of different actors converging around open government, in various spheres that are not confined to the public-state ambit. And on the other, from the perspective of the essence of open government which is reflected in specific public policies that use the tools of this model to give a greater scope to the substantive issue that convenes them.

These two characteristics relate to the fact that open government is a concept in construction and there is not yet a single consensus on its definition. This is our starting point. By relieving various descriptions, it was intended that the participants of the MOOC could feed on different points of view and thus achieve to self-build and to define the scope that they wish to grant to the open government.

In this sense, it seemed appropriate to make a broad panorama available, highlighting that the multiplicity of voices also reflects different interests in an open government that can reach agreements, without losing sight of the differences between themselves and their positions as political actors.

The call for different specialists who gave their opinion from different sectors allowed to reflect the scope of open government in multiple areas, which also involved to move a little the focus of

the debate towards the open society axis. We gathered testimonials from an entrepreneur, a trade union delegate, a representative of a civil society organization, a historian and representatives from two multilateral agencies CLAD and OGP.

About the second dimension, another viewpoint arose to address open government. From an analytical perspective, through the case of the movement “Not One Less”, we ask ourselves: What do we know about femicides? How is society involved? Who participates? Who collaborates? Does open government apply to this gender policy? and many other questions that allowed searching and identify the interaction of different social actors under this transversal model.

Undoubtedly, ethical standards alone do not ensure that governments are effective in practice, but it does provide them with extra institutional bases. This fact does not stop having effects on civil society. There are a variety of problems, but the tendency to register their solutions on very specific ideological axes. For example, in bipartisan countries, reduces their autonomy to control and criticize public authorities. In short, it deters citizens from getting involved in the management of public affairs. On the other hand, the independence of the institutions is always in danger, specially, constitutional and regulatory bodies. So, transparency remains a more symbolic reference than a real one because it hinders action. But, while establishing the need to impose ethical standards on governance, there is no agreement on ethical standards and their value content. However, through the application of them, citizenship recognizes the legitimacy of the constituted power, so that it collaborates with it. The collaboration that implies the subordination of the individual wills and interests, are thus constituted in guarantors of the democracy. The various means to solve the discredit of governance and administration leads to a point that, from a common ground of consensus in the diagnosis of the causes, the same consensus should be reached to propose solutions.

This way, the first MOOC invites to reflect from which perspective we approach the open government and with it, to public policies. We consider that participants in this first MOOC could contribute with their reflection, and so, provide concepts and substantive tools that enhance the open government.

MOOC 2. Citizen Participation and Collaboration with Digital Social Networks

Open government is the evolution of e-government in the world. Even though there are the necessary technological or infrastructure conditions to implement open governments, scattered practices have been promoted in many countries in different directions on how this change should occur.

A central part of open government is citizen participation and collaboration in government processes. The substantial difference between public administrations of the 20th century in comparison to those of the 21st century is precisely the degree of involvement of their citizens. The spirit that promotes the construction of open states is the legitimacy that can be offered by relations with the citizens.

The aim of this MOOC is precisely to provide ideas that support public servants in charge of open government, citizens interested in this issue and politicians who seek to better understand the policies of the open state.

This MOOC organizes its contents according to this objective. A first part is to know the most current ideas about citizen participation and collaboration in the government. Through videos and simple readings, we seek to provide the most important elements that help in the construction of this mentality.

A second part of the MOOC is practical experience. Participants will find an exercise of participation and collaboration based on digital social networks. The use of these emerging technologies, that have become a common place among citizens, will allow them to put into practice the theoretical knowledge and implementation in their organizations.

The combination of theory and practice that is achieved in this MOOC course allows participants to have a complete experience about collaboration and citizen participation, which we hope, will help them to become motivated to replicate these same practices in their organizations and thus promote open government.

Finally, this MOOC is a first link to a chain of basic practices and skills oriented throughout the development of the course. The sum of these skills will allow the participants to acquire the knowledge and experiences to increase their ability to act in open government.

To design Module 2, on citizen participation and collaboration, it was necessary to carry out a review of various works related to the topic. Documents, projects, and websites were reviewed with the purpose of finding materials that were useful for the participants of the MOOC. We decided to divide this module into three parts: citizen participation, citizen collaboration and digital media and success cases.

One of the most important challenges was to think about what kind of materials and activities should be in the MOOC. It is important not to saturate the module with activities and information, as well as to adjust the content to 25 hours for three weeks.

In relation to the audiovisual material, a script had to be created that did not have a complex, technical or scientific terminology, but that was based on or supported by reliable sources. In such a way that different drafts were reviewed and edited several times.

For the design of the activities, it was necessary to think about how an online activity could be done with the following characteristics: it will confirm the learned in the MOOC, will have a practical application, will be visualized by other members of the MOOC (to generate feedback), and will be self-administered (given the number of participants that could be registered in the MOOC). It was decided to design a reading activity where participants will write a brief abstract, implying that the reader has a very clear understanding of the text, and also knows how to express it in a clear and concise form. The abstract will be published in a forum to generate discussion among participants.

MOOC 3. Public Innovation and Open Government. Myths, Journeys and Avatars

In this course we review the concepts of innovation developed by different paradigms that addressed public management in the last century to finally reach the concept of open public innovation.

In this context, we approached the focus from a linear innovation, as an associated model to the intra-bureaucratic processes, fundamentally supported by technological developments, until the most recent mechanisms linked to the coordination of public actors and civil society for the co-creation of public policies.

On the other hand, we analyzed different experiences aimed at strengthening innovative spaces at different levels of government management. We worked on the presentation of cases of governments that bet, for example, on the development of open data portals for the consolidation of the principles of transparency, collaboration, accountability and open innovation driven within the framework of the worked approach.

Among the suggested activities in the MOOC, there were those aimed at reviewing different conceptualizations on current public innovation, identifying the most impactful for the participants and the developing of a concept of their own for each one of them.

The question about what is and what is not innovation covered the shared reflections in the different forums, as well as the questioning if it is useful to innovate in public organizations and which are the frequent obstacles to promote these processes.

The generation of public value is one of the pillars of innovation and, in this sense, indicators and considerations about desirable environments for the multiplication of innovative initiatives were analyzed.

Finally, we invite students to reflect on the analyzed experiences detecting strengths and weaknesses of the worked cases and incorporating the different learnings, transferring the acquired knowledge and skills to their respective management spaces.

MOOC 4. Open Data. Public Information Management

In this course we approach the ideas about public data, the different involved actors and which their roles are, in the context of the opening of information. This idea of open government data is part of a sequel of a much more broaden movement, the *Open Source*. It applies to the idea of government because it generates one of the innovations that, from our point of view, is the most unique of all the innovations that the public administration can take: to make the government data public.

In this context, old debates about the public flourished, bringing them to the present with the aim of rethinking them and debating on how much and how they have changed. Which are the features of public information and what should be considered when sharing and managing? This question went through the various debates worked on the course forums to rethink about the digital space as a new territory in which the power of information is disputed within the knowledge society.

The Internet had an emancipatory development in the early years of the first decade of this millennium. It had values and some axiology that we all shared and that had to do with the horizontality, the communication without restriction, and that philosophy that we considered that stumbled at times. From this situation, we identify the roles of the different actors involved in the management of public information: their degrees of power, autonomy and influence. In this sense, we analyzed who are the winners and losers around the opening of data.

Finally, in order to develop competencies for the processing and analyzing of public information, as part of the proposed activities, participants were asked to share on their social networks, a public or private web page containing open data that could be analyzed. We share here a tutorial video to organize and present the set of data that can be obtained from an official portal of a public organism, using the dynamic tables tool.

MOOC 5. Digital Technologies to Support Open Government

This MOOC aims to address the development of open government tools, framing the issue in the broader path of the digitalization of public administration. To this end, the development of the formative intervention starts from the study of supranational experiences, such as the Europeans, that represent a good practice for the digitalization of public administrations in supranational and federal contexts. The objective is, therefore, to analyze the best practices that may be an opportunity for public servants or government officials to reflect on the possibility of exchanging experiences between the European and the Latin American contexts.

The analysis is extended to the experiences related to the creation of open data platforms in the public administration with the aim of giving a concrete application to the principles of transparency and citizens' right of access to public administration data (Freedom of Information ACT). The analysis perspective focuses on the transparency of data on the economic and financial performance. Finally, the creation of open data platforms is framed within the perspective of governance among the different government levels. In this sense, technologies are not only interpreted as instruments of transparency but as real levers of government for the public administration.

MOOC 6. Open Government Policy Formulation

The objective of this course is to provide an introductory overview of the practical interpretation of open government philosophy, a joint vision that allows us to have a general idea of where efforts are being directed to advance in the cultural and technological transformation that implies the institutionalization of the values of open government and its adoption as a behavior guideline not only within public management but in the field of interactions between the state and citizens to generate more transparent, participatory and collaborative links. The course presents different examples of open government policies

and initiatives, according to the following categories: transparency and access to information, accountability, citizen participation and public collaboration and innovation.

Once the conceptual elements of a public policy are reviewed, then we address two criteria that can help us identify the nature of open government policies.

The first criterion considers the policy emphasis on one of the four pillars of open government. This way, policies are oriented to ensure that information held by public institutions is available for free. Policies which aim to establish rules, procedures and mechanisms for the authorities to take responsibility for their decisions and to report on the use of public resources and the results they obtain. Policies aimed at involving citizens in decision-making, as well as in the formulation, monitoring and evaluation of public policies. And finally, policies related to the generation of meeting spaces, and dialogue and work for the co-creation of initiatives and the coproduction of public services.

The second criterion for identifying the open government policies that are addressed in the MOOC, considers the way they are formulated, i.e., the scope of their acting program which may be national, regional or municipal.

The course highlights that opening principles are applicable not only to the public administration, but to all the state institutions as well as to all those organizations from the public, private or social sectors that, because of their mission and activity, manage public resources.

MOOC 7. Ethics and Open Government

In current times of crossing between centers and peripheries, of transmigration and displacement, the demand for public ethics emerges as an expression of a democratic institutionalism. From a theoretical perspective, the advances of ethics in the political practices of the representatives of the institutions are basic to provide an array of ideas that consolidate a new paradigm of governability. The fundamental dilemma to explain the success or failure of democratic governance of societies is that the interests between rulers and governed do not get into conflict.

In this context, from a prescriptive and normative orientation, the establishment of ethical standards in the practices of the administration has become a ground of convergence in which social collectives, inspired by diverse traditions, coincide, but also coinciding in the postulation of an inspiring ethical behavior for the managing practices developed by the government in their different stages: national, regional and local. The political reason for the inclusion in all its scales has its main justification in that the values and ethical judgments must serve as support to the state. It is a logical vindication, since public ethics is related to different functional areas of the administration of the state and politic.

MOOC 8. Integrative Final Project

MOOC 8 consists of seven activities, each one managed by each of the universities that are part of the TOGIVE project. To pass MOOC 8, students have to develop four of the seven activities. Each of the P2P activities' accounts for the 25% of the total qualification of the course. The four best-qualified activities will be considered to evaluate this course.

To get specific attention from each teaching team, there is a discussion section, where there are different forums, each one referring to each of the seven activities that form the MOOC 8 module.

Each of the activities, as you can see in the workload, involve approximately 6 and a half hours of performance. In each one it is necessary to overcome a challenge and evaluate two companions. Peer evaluation is an act of responsibility and commitment that requires from each person a strict following of the criteria that composes each rubric and the elaboration of a constructive critique in the windows arranged for observations.

CONCLUSIONS

The Transnational Virtual Education Project (TOGIVE) focused on open government is the first step towards the formation of digital citizens. This effort is not only aimed to public servants in all the participating countries of the consortium, but also for their citizens.

The implementation of a new didactic pedagogy for massive online courses (MOOC) has allowed not just to expand the ideas of open government, collaboration, co-production, open data, public innovation among many others that are complementary to encourage the implementation of these practices in different countries.

It has also sought to broaden the collective consciousness and critical thinking of the participants, so that they are the ones who judge the advances or setbacks of open government in their countries.

The development of this international effort between universities, industry and non-governmental organizations has made it possible to achieve a first phase of the project by laying the foundations for other massive online courses to be generated on the OGDEP platform.

Because of this effort, at least five conclusions can be drawn. The first one is that the TOGIVE project, with the generation of massive online courses, focused on open government, providing evidence that it is possible to promote digital training policies aimed to public servants with a single forefront theme.

One of the challenges was to confirm if it was possible to train large groups of people working in the government bureaucracy. It is not very easy to ask the personnel, who is usually overwhelmed and are asked to develop immediate tasks under a great time pressures to take online courses and learn specialized topics to improve their performance and that of their organizations. This project shows that it is possible to reach these audiences and train them with specific themes.

Not only that, it also opens the possibility of promoting MOOC courses to different governmental issues to address specific problems in the public administration. It just requires from the participants, the time to open their computer to learn. Instead of wasting time

moving from one place to another in order to take a class and only having the possibility to share teachers from their country or from local universities.

A second conclusion is that the TOGIVE project manages to generate a training product with the link between many institutions, from different countries, with diverse paradigms, different legislations and several budgetary, technological and human limitations. The result of this synergy has been a compact group of work, whose specialists focused on the area of the digital government and open government, proposed to design a course that let public officials from different countries to conform a thematic and to develop skills that allow them to implement it in their public organizations.

To reach this synergy and move the dynamics in all areas: logistical, financial, organizational, generation of content, etc., has been a huge task that has required time, empathy and effort from all members of the consortium that integrate the TOGIVE project.

The third conclusion is that this project contributes to generate international knowledge on open government. This implies that participants have acquired knowledge on open government from international experts. This could be thought of as a truism, but in the eyes of the participants, it is not. They have the experience of having participated in a single course, in a single platform, in different modules, with the support of specialists from several countries, both European and Latin American.

Added to this knowledge, participants have had the virtual international experience, to be able to share ideas, judgements, arguments with people from other countries, whose views have enriched their professional training and their vision on open government. This is perhaps one of the most important legacies from the TOGIVE project, the possibility of building multi-national courses, taught by specialists from different countries and whose participants may be from other nationalities. This characteristic is one of the differentiating elements of this MOOC compared to other massive courses that are currently in other platforms.

A fourth conclusion is the creation and adaptation of a platform specialized in generating content for public servants, public managers

and citizens interested in open government. This technical effort has also brought with it the learning to improve it, but at the same time, it allows to conclude that it is possible to adapt commercial, traditional platforms for the digital training efforts of public officials. We don't need to start from zero. It is possible to adapt and combine the knowledge generated by the TOGIVE project, as it is registered in several sections of this digital book, so that this effort be replicated by other academics, governments or non-governmental organizations that promote this kind of actions to strengthen knowledge and activities for public servants.

A fifth conclusion is the development of international content. Perhaps one of the most outstanding contributions from this project, is the possibility of combining the Italian, Mexican, Spanish and Argentinean experience in the generation of contents, videos, and practices generating an online course. But at the same time, this synergy to co-create and collaborate in the generation of thematic contents, allowed to achieve a course that would adapt to these countries and their very particular contexts in both language and interpretation of the contents.

At the same time, the gained experience by each of the members of the consortium has been reflected in both, this digital book and the MOOC developed by them. Without any doubts, this effort is perfectible; many ideas, content, and theories were left out to convey a coherent message and to develop certain skills. In the technical part everything is better, from creating a more ubiquitous platform that can be seen on any mobile device, up to improve the quality of some videos and even certain practices that can be carried out with other content.

Another constraint has been that this course only focuses on a single topic: open government. And given the breadth of the theme and the speed with which it is changing, one could say that many MOOC courses can be generated with different aspects of open government. This is just an introductory approach that seeks to encourage both governments and citizens to implement practices of this new international trend.

CONCLUSIONS

Many other open-government and thematic courses would be lacking to support the effectiveness of governments at all levels and in different organizational fields.

Despite these limitations, we believe that good results have been achieved both by the number of people who completed the courses, and the learning generated in the coordination and promotion mechanisms of the project. As well as the different synergies achieved among the participants of the consortium and other academic organizations, professionals and educational institutions that were directly and indirectly linked to the TOGIVE project.

We hope that the results of this effort, as well as the plans to continue, will have adequate reception in the various Latin American and European governments to generate changes in the public policies from the public administration, which will promote better practices of open government, thus achieving a greater ethical sense in public decisions, ensuring more information transparency and less opacity, which will involve expanding access to information and accountability practices achieving the open state we crave so much.

BEST PRACTICES IN EUROPEAN UNION AND LATIN
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