Furthering Higher Education Possibilities through Massive Open Online Courses

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In recent years, technological advancements have enabled higher-learning institutions to offer millions of independent learners the opportunity to participate in open-access online courses. As this practice expands, drawing considerable media attention, questions continue to arise regarding pedagogical methodology and the long-term viability of open learning.

Furthering Higher Education Possibilities through Massive Open Online Courses seeks to provide a space for discussion of MOOCs: what they mean for the learning process, how they are redefining the concept of a classroom, and what effects they may have on the role of teachers. Featuring emerging research on a variety of topics relating to distance education, informal learning, as well as educational costs and funding, this book is aimed at teachers, administrators, business professionals, and designers of both curricular resources and e-classroom technology.

Table of Contents

Full text search term(s)	🔍	Reset

PDF
(/gateway/chapter/full-text-pdf/137306)

HTML
(/gateway/chapter/full-text-html/137306)

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HTML
(/gateway/chapter/full-text-html/137307)

List of Reviewers

PDF
(/gateway/chapter/full-text-pdf/137310)

HTML
(/gateway/chapter/full-text-html/137310)

Foreword

PDF
(/gateway/chapter/full-text-pdf/137311)

HTML
(/gateway/chapter/full-text-html/137311)

Preface

Chapters

PDF
(/gateway/chapter/full-text-pdf/137312)

HTML
(/gateway/chapter/full-text-html/137312)

Reflection on the Role of MOOCs

PDF
(/gateway/chapter/full-text-pdf/137313)

HTML
(/gateway/chapter/full-text-html/137313)

⊗   Chapter 1

MOOCs – A Challenge or an Opportunity: A Personal View (/gateway/chapter/137313) (pages 1-21)

Keld Hvam (International Business Academy, Denmark)

This article discusses whether universities should create some MOOCs themselves or use the existing ones constructively in their teaching – thus meeting the potential challenges head-on and turning these into opportunities. After...

PDF
(/gateway/chapter/full-text-pdf/137314)

HTML
(/gateway/chapter/full-text-html/137314)

⊗   Chapter 2

Redemption through MOOCs?: Valuing Aggregation and Pricing Disaggregation in Higher Education Markets (/gateway/chapter/137314) (pages 22-48)

David Starr-Glass (University of New York in Prague, Czech Republic)

Massive open online courses (MOOCs) have received considerable publicity over the last few years. Since they offer costless learning experiences, many have seen them as a way of reducing the costs of higher education. A commonly...

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(/gateway/chapter/full-text-pdf/137315)

HTML
(/gateway/chapter/full-text-html/137315)

⊗   Chapter 3

The Use of MOOCs in the Continuing Education of Individuals and Organisations (/gateway/chapter/137315) (pages 49-79)

Antonios S. Andreatos (Hellenic Air Force Academy, Greece)

In today's world, due to the evolution in technology and science, old knowledge is fast becoming obsolete while new knowledge is produced in exponential rates. Therefore, lifelong learning is essential for knowledge-intensive...

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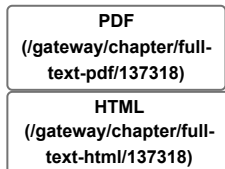HTML (/gateway/chapter/full-text-html/137316)
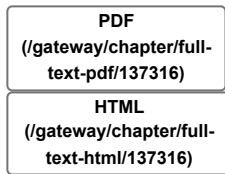
⊗ Chapter 4

MOOCs Business Models (/gateway/chapter/137316) (pages 80-105)

Amir Manzoor (Bahria University, Pakistan)

MOOCs have grabbed the headlines and rightfully become the focal point of the disruption under way in higher education. The environment in which MOOCs and other forms of online education operate is changing virtually every day. The...

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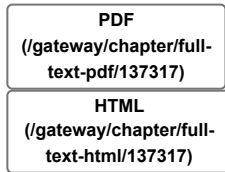
Pedagogical Concerns in MOOCs

PDF (/gateway/chapter/full-text-pdf/137318)

HTML (/gateway/chapter/full-text-html/137318)

⊗ Chapter 5

Requirements Capture Analysis for MOOCS in Higher Education (/gateway/chapter/137318) (pages 107-124)

Neil Andrew Gordon (University of Hull, UK), Mike Brayshaw (University of Hull, UK)

One of the attention grabbing headlines in the last two years has been of hundreds of thousands of students enrolling on MOOCs (Massive Open Online Courses) that are being offered by some of the world's top Universities. Large...

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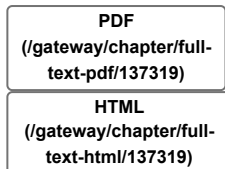
⊗ Chapter 6

Learning Theories Supporting Massive Open Online Courses (/gateway/chapter/137319) (pages 125-149)

Denis A. Coelho (Universidade da Beira Interior, Portugal)

Learning theories lay at the core of every educational paradigm; especially applicable to MOOCs are the ones that originate in constructivism. Connectivism is a de facto learning theory that is framing the growing enthusiasm...

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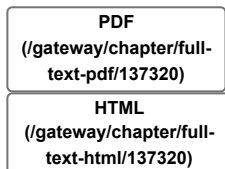
⊗ Chapter 7

Learning Objects in MOOC: Good Practice for Learning Objects (/gateway/chapter/137320) (pages 150-164)

Ann Marcus-Quinn (University of Limerick, Ireland), Ian Clancy (University of Limerick, Ireland)

Massive Online Open Courses (MOOC) are still in their infancy on the surface they look like the necessary silver bullet to provide alternate pathways to education. However, when completion rates and retention figures were published...

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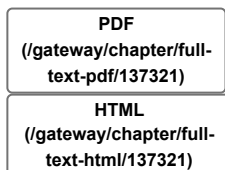
⊗ Chapter 8

Assessment Activities in Massive Open On-Line Courses: Assessment Activities in MOOCs (/gateway/chapter/137321) (pages 165-192)

Pedro J. Muñoz-Merino (Universidad Carlos III de Madrid, Spain), José A. Ruipérez-Valiente (Universidad Carlos III de Madrid, Spain & Institute IMDEA Networks, Spain), Juan Luis Sanz Moreno (Universidad Carlos III de Madrid, Spain), Carlos Delgado Kloos (Universidad Carlos III de Madrid, Spain)

This chapter analyzes the different implications of the new MOOC paradigm in assessment activities, emphasizing the differences with respect to other non MOOC educational technology environments and giving an insight about the...

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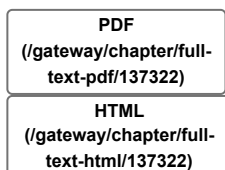
⊗ Chapter 9

Using Visualization to Understand Transformations in Learning and Design in MOOCs (/gateway/chapter/137322) (pages 193-209)

Roy Williams (University of Portsmouth, UK), Jenny Mackness (Independent Education Consultant, UK), Jutta Pauschenwein (FH Joanneum, Austria)

MOOCs have captured the attention of large numbers of learners (and a few venture capitalists). Clearly something exciting and different is happening which is transforming how people learn, what people learn, as well as how learning...

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HTML
(/gateway/chapter/full-text-html/137324)

⊗   Chapter 10

MOOC Bullying in Schools: The First Experience in a Portuguese Tertiary Inst (/gateway/chapter/137324) (pages 211-224)

Ana Luísa Torres (Polytechnic Institute of Santarém, Portugal), Nuno Bordalo Pacheco (Escola Superior de Educação de Santarém, Portugal), João Galego (Escola Superior de Educação de Santarém, Portugal), Teresa Pacheco (Escola Superior de Educação de Santarém, Portugal), José Mauricio Dias (Polytechnic Institute of Santarém, Portugal), Cristina Maria Novo (Higher School of Education, Portugal)

This chapter will describe the first experience MOOC (Massive Open Online Course) performed in a Portuguese tertiary institution. The "MOOC bullying in schools: characterization and intervention" was conceived, promoted and evaluated...

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HTML
(/gateway/chapter/full-text-html/137325)

⊗   Chapter 11

Toward Mobile Assisted Language MOOCs (/gateway/chapter/137325) (pages 225-243)

Timothy Read (UNED, Spain), Elena Bárcena (UNED, Spain)

MOOCs are presented in this article as a fundamental change in the access to education in the world. While not necessarily a completely new invention, the technological context was ripe for them to take off and become established as...

PDF
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HTML
(/gateway/chapter/full-text-html/137327)

⊗   Chapter 12

Massive Online Open Course Assisted Mechatronics Learning: A Hybrid Approach (/gateway/chapter/137327) (pages 245-268)

Bo Xing (University of Limpopo, South Africa)

Massive open online courses (MOOCs), also known as kind of free and accessible online education environment, have been deeply appeals to people and broadly covered in different medium. Nowadays, it seems MOOCs are everywhere....

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