Table of Contents

Foreword ............................................................................................................................................. xvi

Preface ............................................................................................................................................... xviii

Acknowledgment ............................................................................................................................. xxvi

Section 1
Policy Issues in MOOCs Design: Emerging Technology and Change Management Issues for eLearning in the MOOCs Environment

Chapter 1
Mining a MOOC: What Our MOOC Taught Us about Professional Learning, Teaching, and Assessment................................................................................................................................. 1

Sandra Milligan, University of Melbourne, Australia
Patrick Griffin, University of Melbourne, Australia

Chapter 2
Quality Assurance for Massive Open Access Online Courses: Building on the Old to Create Something New ............................................................................................................................................. 25

Justin Walls, University of Tasmania, Australia
Jo-Anne Kelder, University of Tasmania, Australia
Carolyn King, University of Tasmania, Australia
Sara Booth, University of Tasmania, Australia
David Sadler, University of Tasmania, Australia

Chapter 3
Professional Learning through MOOCs? A Trans-Disciplinary Framework for Building Knowledge, Inquiry, and Expertise ........................................................................................................ 48

Jason M. Lodge, University of Melbourne, Australia
Melinda J. Lewis, The University of Sydney, Australia

Chapter 4
MOOCs and the Art Studio: A Catalyst for Innovation and Change in eLearning Development and Studio Pedagogies ........................................................................................................... 61

Howard Errey, RMIT University, Australia
Megan J McPherson, Monash University, Australia
Section 2
Social Networking and Collaborative Learning: Building MOOCs Communities

Chapter 5
Internationalising Social Work Education Using Massive Open Online Courses.................... 75
Linette Hawkins, RMIT University, Australia
Jennifer Martin, RMIT University, Australia
Elspeth McKay, RMIT University, Australia
Supriya Pattanayak, Centurion University, Odisha, India & RMIT University, Australia

Chapter 6
ePedagogy and Interactive MOOCs: ePedagogy and Students’ Use of HCI – Integrating
Interactivity into Asynchronous MOOCs

Learning Theories: ePedagogical Strategies for Massive Open Online Courses (MOOCs) in
Higher Education .................................................................................................................. 92
Eileen O’Donnell, Trinity College Dublin, Ireland
Seamus Lawless, Trinity College Dublin, Ireland
Mary Sharp, Trinity College Dublin, Ireland
Liam O’Donnell, Dublin Institute of Technology, Ireland

Chapter 7
Beyond the Phenomenon: Assessment in Massive Open Online Courses (MOOCs) .................. 119
Amit Chauhan, The Florida State University, USA

Chapter 8
What is Best for the Learner? Are MOOCs the Answer?............................................................ 142
Carole A. Bagley, The Technology Group, Inc, USA & University of St. Thomas, USA
Janet Weisenford, ICF International, USA

Chapter 9
Deceptive Promises: The Meaning of MOOCs-Hype for Higher Education .......................... 158
Stefan Popenici, The University of Melbourne, Australia

Chapter 10
Redefining the Classroom: Integration of Open and Classroom Learning in Higher Education ...... 168
Shikha Gupta, S.S. College of Business Studies, University of Delhi, India
Sheetal Taneja, Dyal Singh College, University of Delhi, India
Naveen Kumar, University of Delhi, India
Chapter 11
MOOCs: Evolution and Revolution ................................................................. 183
Kenneth Ronkowitz, New Jersey Institute of Technology, USA
Lynnette Condro Ronkowitz, Ronkowitz LLC., USA

Chapter 12
The Evolution of Online Learning and Related Tools and Techniques toward MOOCs ........................................ 212
Drew Parker, Simon Fraser University, Canada
Kamal Masri, Simon Fraser University, Canada

Chapter 13
MOOCs in Initial Teacher Training: Perspectives and Learning-Teaching Needs ........................................ 222
Calos Monge López, University of Alcalá, Spain
Patricia Gómez Hernández, University of Alcalá, Spain
David Montalvo Saborido, University of Alcalá, Spain

Chapter 14
Challenges about MOOCs in Teacher Training: Differences between On-Site and Open University Students ................................................................. 250
Patricia Gómez Hernández, University of Alcalá, Spain
Carlos Monge López, University of Alcalá, Spain
Alba García Barrera, Open University of Madrid, Spain

Compilation of References .................................................................................. 271

About the Contributors ......................................................................................... 296

Index ....................................................................................................................... 304