Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future

Part of the Advances in Educational Technologies and Instructional Design (AETID) Book Series

Elspeth McKay (RMIT University, Australia) and John Lenarcic (RMIT University, Australia)

Description:
To some in academia, Massive Open Online Courses are a paradigm shift in online education, while others perceive them as a threat to traditional styles of pedagogy. In this regard, the time-honored model of the university lecture is seen as being a potential casualty of the rise of MOOCs.

Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future provides insight into the emerging phenomenon of MOOCs as a design manual for the course designer with a collection of chapters that deal with all facets of the MOOC debate.

Readers:
Industry training developers, corporate trainers, educators, post graduate students, and others will benefit from the information provided in this book.


Topics Covered:
- E-Pedagogy and Interactive MOOCs
- Educational and Training Design
- Emerging Technology in the MOOCs Environment
- Integrating HCI into the Classroom
- Policy Issues in MOOCs Design
- Social Networking and Collaborative Learning MOOCs
- Synchronous and Asynchronous Learning

Hardcover + Free E-Access: Only: $200.00 $190.00
Section 1. Policy Issues in MOOCs Design: Emerging technology and change management issues for eLearning in the MOOCs environment.

Chapter 1
Missing a MOOC: IF what our MOOC taught us about professional learning, teaching and assessment.
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.
Justin Wills-University of Tasmania, Victoria, 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 transdisciplinary framework for building knowledge, inquiry and expertise.
Jason Lodge-University of Melbourne, Australia
Melinda J. Lewis-University of Sydney, Australia

Chapter 4
MOOCs and the art studio: A catalyst for innovation and change in eLearning development and studio pedagogies.
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.
Linette Hawkins-RMIT University, Australia
Jennifer Martin-RMIT University, Australia
Elspeth McKay-RMIT University, Australia
Sopurni Paranyak-RMIT University, Australia

Section 3. ePedagogy and Interactive MOOCs: ePedagogy and students’ use of HCI - integrating interactivity into asynchronous MOOCs.

Chapter 6
Learning theories: ePedagogical strategies for massive open online courses (MOOCs) in higher education.
Eileen O'Donnell-Trinity College, Ireland
Seamus Lawless-Trinity College, Ireland
Mary Sharp-Trinity College, Ireland
Liam O'Donnell-Dublin Institute of Technology, Ireland

Performance measurement issues.
Chapter 7
Beyond the phenomenon: Assessment in massive open online courses (MOOCs).
Amit Chauhan-Florida State University, USA

Section 4. Rich Internet Applications and Educational practice of MOOCs: Educational training design.

Chapter 8
What is best for the learner? Are MOOCs the answer?
Carole A. Bagley-The Technology Group, Inc, University of St.Thomas, USA
Janet Weisenford-ICF International, USA

Chapter 9
Descriptive promises: The meaning of MOOCs-lotype for higher education.
Stefan Popentic-University of Melbourne, Australia

Chapter 10
Redefining the classroom: Integration of open and classroom learning in higher education.
Shilpa Gupta-University of Delhi, India
Sheetal Taneja-University of Delhi, India
Naveen Kumar-University of Delhi, India

Chapter 11
MOOCs: Evolution and revolution.
Kenneth Ronkowitz-New Jersey Institute of Technology, USA
Lynette Condro Ronkowitz-Consultant, Ronkowitz LLC

Chapter 12
The evolution of online learning and related tools and techniques toward MOOCs.
Drew Parker-Simon Fraser University, Canada
Masri Kamal-Simon Fraser University, Canada

Chapter 13
MOOCs in initial teacher training: Perspectives and learning-teaching needs.
Carlos Monge López-University of Alcalá, Spain
Patricia Gómez Hernández-University of Alcalá, Spain
David Montalvo Sabatino-University of Alcalá, Spain

Chapter 14
Challenges about MOOCs in teacher training: Differences between on-site and open university students.
Patricia Gómez Hernández-University of Alcalá, Spain
Carlos Monge López-University of Alcalá, Spain
Alba Garcia Barrera-Madrid Open University, Spain

Elspeth McKay is co-editor of this book with her colleague John Lenarcic. Elspeth has achieved a long track record publishing with Jennifer Martin, combining HCI and healthcare. Their collaborations involve writing over 20 peer-reviewed instances that comprise: research grants and peer-reviewed publications, including book chapters, conference and journal papers.

John Lenarcic is a physicist and applied mathematician by training, an IT academic by fortunate accident and an armchair philosopher by conscious choice. His research interests include the philosophy of information systems, human-computer interaction and the cyber-anthropology of social networking. Dr Lenarcic is a frequent media commentator on issues dealing with social and ethical aspects of information technology with a particular emphasis on social media. He is also a frequent contributor to The Conversation: https://theconversation.com/profiles/john-lenarcic-1559