

# 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

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## 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.

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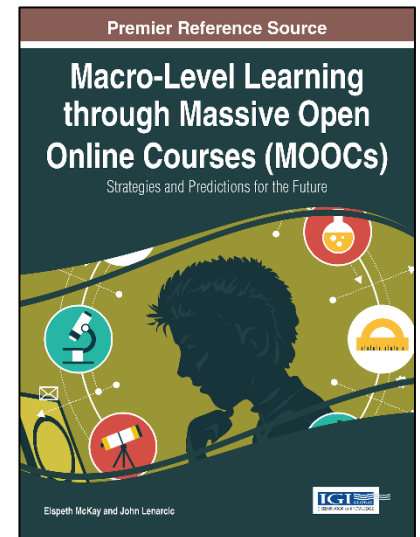
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## Topics Covered:

- 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

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## 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.*

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 Walls-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

Supriya Patanayak-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

*Deceptive promises: The meaning of MOOCs-hype for higher education.*

Stefan Popenici-University of Melbourne, Australia

### Chapter-10

*Redefining the classroom: Integration of open and classroom learning in higher education.*

Shikha 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 Saborido-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 García 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>.