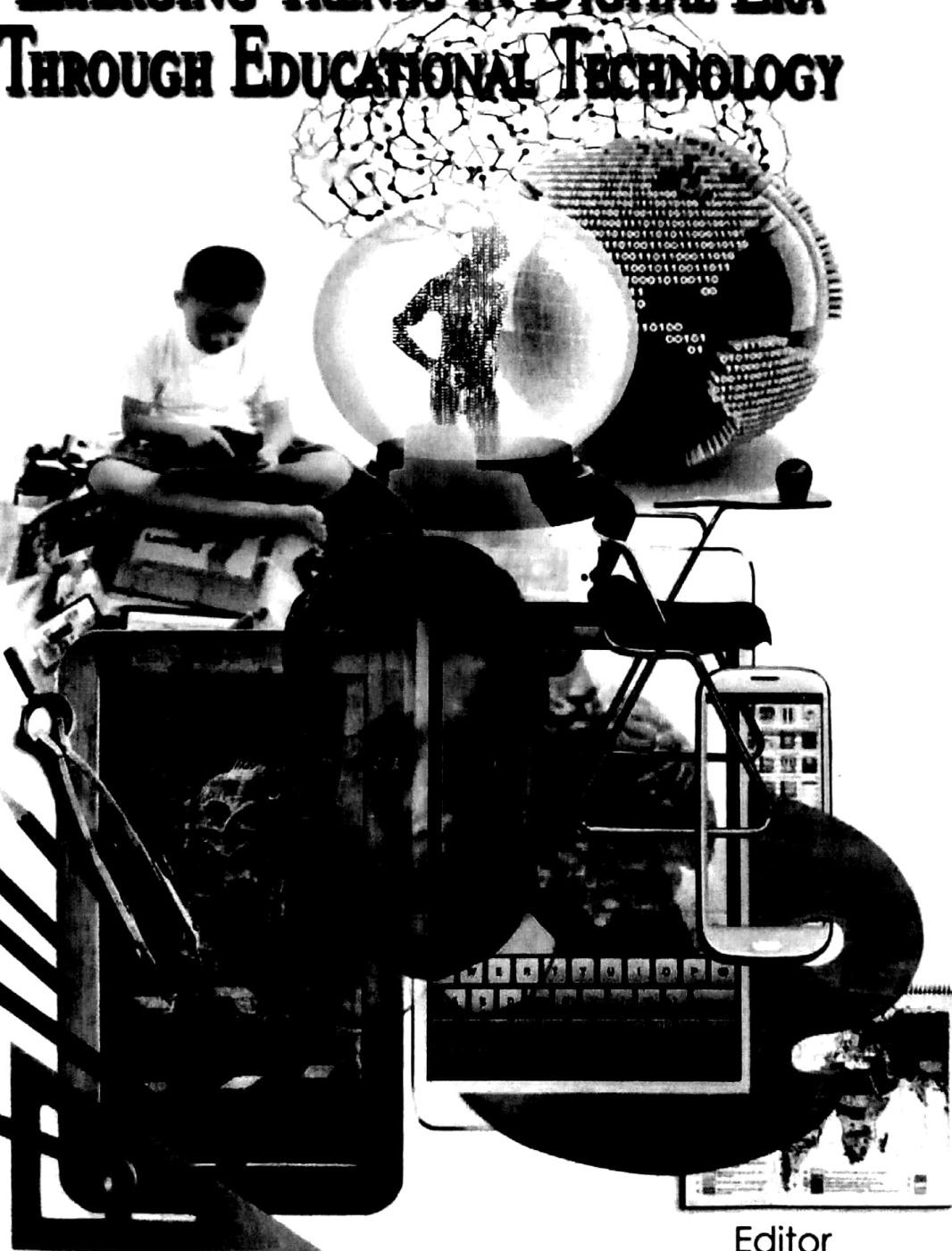


05- EBI  
06/2016

# EMERGING TRENDS IN DIGITAL ERA THROUGH EDUCATIONAL TECHNOLOGY



Editor  
**Dr. T. Manichander**

05-EBI  
06/2016

## About the Editor

**Dr. T. Manichander** is the Chief Editor for Research Tracks; an International Indexed & Peer Reviewed Bi-Annually Journal in Education (ISSN 2347-4637), Chief Editor for Research Demagogue; an International Refereed, Indexed & Peer Reviewed Bi-Annually Journal in Education (ISSN 2350-1081), Co Editor for Research Nebula; an International Refereed, Peer Reviewed & Indexed Quarterly Journal in Arts, Commerce, Education & Social Sciences (ISSN 2277-8071), Regional Editor for Golden Research Thoughts (ISSN 2231-5063), Regional Editor for Research Directions (ISSN 2321-5488), Regional Editor for Research Dimensions (ISSN 2249-3867) and Regional Editor for Indian Streams Research Journal (ISSN 2230-7850). He has published several Articles in National and International Journals. He has presented Papers in Seminars/Conferences at National and International levels. He got Indian Council of Social Science Research (ICSSR) Short Term Doctoral Fellowship in Education from New Delhi.



Printed by



**LAXMI**  
**BOOK PUBLICATION, Solapur**  
Ph.: 0217-2372010 / +91-9595-359-435  
Email.: ayisrj2011@gmail.com  
Website.: www.isri.in

Published by



3101 Hillsborough St.  
Raleigh, NC 27607  
United States.

# INDEX

S. No.	Author(S)	Title	Page No.
1	Dr. T. Manichander	Web Based Education	1
2	Dr. Divya C. Senan & Dr. Udaysankar S. Nair	Crowdsourcing based Mobile Application to Enhance Students' Environmental Education and Research Experiences	7
3	A. Balamallika Devi	Application of Mobile Technology in Open School Systems	11
4	Arti Bhatnagar	A Study of the Perception of Teacher Educators of GGSIP University with regards to the Capacity Building Measures for Integrating Technology in Education	14
5	Asore Manisha Digambarrao	Awareness of MOOCs among University Students: A Comparative Study	19
6	Bhimappa Rangannavar	Awareness to Develop Massive Open Online Courses (MOOCs) in Education	22
7	Binulal, K.R.	Whatsapp Enabled Learning on Enhancing Student Teachers' Environmental Awareness	26
8	C. Meenakshi	Massive Open Online Courses	29
9	C.E. Jayanthi	Educational Technology to Enhance Teaching and Learning	31
10	D. Janet Selvi	Massive Open Online Course (MOOC)	34
11	D. Usha Nandhini & M. Revathy	Mobile Learning an Innovative Technique in Today's World	36
12	S. Dhanalakshmi	Trends and Issues to Integrate ICT in Teaching-Learning for the Future World of Education	38
13	Dr. A. Edward William Benjamin & D. Vani Maheswari	The Role of ICT as a Change Agent for Higher Education	42
14	Dr. A. Selvan & Dr. P. Muthusamy	Utilization of Internet Facilities by Teachers and Students in Schools	46
15	Dr. A.R. Anandha Krishnaveni	Enhancing Teaching and Learning of Visually Impaired Students through Educational Technology	50
16	Dr. Akhilesh Kumar Rai & Dr. Anjali Bajpai	A Study of Upper Primary Students' Opinion about the Social Science Multimedia Packages	53
17	Dr. D. Hemalatha Kalaimathi & J. Lizzie	ICT Infusion-Changing Face of Teaching-Learning Process	60
18	Dr. Femila Pangat	Use of Assistive Technology for Learning Disability in Inclusive Class Rooms	64
19	Dr. G. Singaravelu & Shahana, A.M.	Internet Usage of Middle School Social Science Teachers	67
20	Dr. Gaurav Sachar	Important Practices for Online Teaching	70
21	Dr. Geeta Pathak	A Study of Technological Pedagogical Content Knowledge of Secondary Mathematics Teachers	74
22	Dr. Geethu G. Nair	Constructivist Approach: An Enabler of Techno Pedagogic Content Knowledge in Teacher Education	79
23	Dr. K. Vijayarani	Awareness of Higher School Science Teachers' Towards the Integration of Web 2.0 Technologies in Education	81
24	Dr. K. Thiyagu	Google Apps for Education: Incredible Pedagogical Platform	85
25	Dr. M. Mirunalini	Teaching, Learning and Sharing: How Today's Student Teachers use Social Media for Education	88
26	Dr. P. Jayendra Sankar	Extensive Growth of Information Technology towards Business and Marketing Management	93
27	Dr. R. Gowrishankar	Exploring the Best ICT Possibilities of Using Social Media Websites and Its Contents in Teaching English Language Skills - An Eudtainment Perspective	97
28	Dr. R. Jayakumar	Sustainability Factors of E-Learning Initiatives in Chemistry	99
29	Dr. Rita Singha Roy	Pedagogical Perspectives of Social Networking Sites in Teaching-Learning Situation	103
30	Dr. Sanjeev Kumar	E-Learning as Digital Learning in New Era: Advantages and Drawbacks	106
31	Dr. Shazli Hasan Khan	Attitude of Prospective Teachers towards Blended Learning Technology: A Normative Approach	110

## Awareness to Develop Massive Open Online Courses (MOOCs) in Education

Bhimappa Rangannavar

Assistant Professor, Maulana Azad National Urdu University, College of Teacher Education, Bidar, Karnataka

## ABSTRACT

MOOCs have been crossing cultural and geographical boundaries; their spread on social network is catching on. This helps for maps the path of the spread of MOOCs using Courser's Twitter account, and explores the characteristics of this particular social network. Further, by conducting a social network analysis over the hash tag discussion on MOOCs, this research explores how far the idea of MOOCs is progressing through awareness. It helps to assess the prevalence of awareness and use of massive open online courses (MOOCs) among undergraduates and developing country. Knowing through History, structure, types, different of courses and status of MOOCs, TESS, develops the awareness for educating India and world in the field of Digital ere. The suggestions that technology must be used more efficiently for educational purposes and instructors should help students to improve their computer skills. Digital literacy will promote lifelong learning and motivate students' self-development.

**Keywords:** Awareness, Development, Massive, Open, Online Courses, Education.

## Introduction

Massive open online courses (MOOCs) have recently been proposed as a disruptive innovation, with high expectations to meet challenges facing higher education. The idea behind MOOCs is to offer world-class education to a (massive) number of students around the globe with Internet access (online) for low, or no fees (open). The courses consist of pre-recorded video lectures, computer-graded tests and discussion forums to review course materials or to get help. These courses have gained immense popularity over a short period of time, attracting millions of participants and crossing the barriers of location. These courses were introduced as a possible solution to the great challenges facing medical education. This low participation rate was thought to be due to various complicated conditions, such as the lack of access to digital technology, linguistic and cultural barriers and poor computer skills. In addition, the lack of awareness of this newly-introduced concept may be considered to be another problem. The quantity of online courses is rapidly growing, and so does the quality. The emergence of various new educational platforms has taken education to a new level of development. Students' motivation and desire is the only requisite to be enrolled to the online course and be instructed by experts. The main characteristics of MOOCs are: quality, flexibility, high level of interaction and, what is especially valuable that these courses are free of charge. The intention of Massive Open Online Courses varies from financial considerations to personification of education for modern students. The rising rates of student attrition in standard classes prove the viability of alternative schooling. In fact, online education is a unique learning experience. The students have the opportunity to control the pace of instruction, and take control of how they study the course. Learning autonomy puts individualism under the stress and motivated them into creativity.

According to the theory of Connectivism by Downes and Siemens, education should be transformed from the traditional, highly-structured teacher-centered courses to open networks of autonomous learners (Siemens, 2005).

## Definitions of MOOC

1. A massive open online course (MOOC) is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students.
2. A MOOC may be patterned on a college or university course or may be less structured. Although MOOCs don't always offer academic credits, they provide education that may enable certification, employment or further studies.
3. A MOOC is an online course with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes.

MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests.

## Background History of MOOCs

The word MOOC was coined in 2008 by Dave Cormier, from the University of Prince Edward Island for a course offered by the University of Manitoba, "Connectivism and Connective Knowledge." There were 25 tuition-paying students from university and 2,300 non-paying students from the general public who took the course online. There were RSS feeds for material and participation was facilitated through a variety of venues including Moodle, blog posts, Second Life and real-time online meetings. In 2011, the Massachusetts Institute of Technology (MIT) Open Course Ware (OCW) became the first large collections of MOOC resources made available by a university. In 2012, MIT and Harvard spearheaded the edX initiative for the promotion of MOOCs.