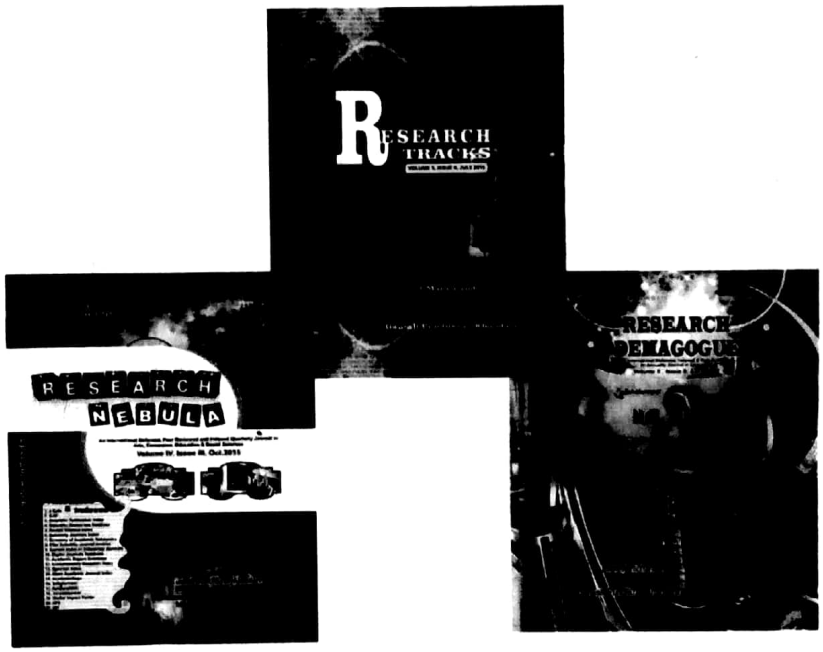
Emerging Trends in Digital Era Through Educational Technology

Editor
Dr. T. Manichander

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.



ISBN 978-1-365-18260-0 90000
9 781365 182600

Printed by

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

Published by

Lulu.
3101 Hillsborough St,
Raleigh, NC 27607
Unite States.

INDEX

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. 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.

ISBN: 978-1-365-18260-0