DESIGN AND DEVELOPMENT OF A MEDIA MOOC FOCUSING ON COMPETENCE	MARI-CARMEN CALDEIRO-PEDREIRA University of Huelva (Spain) Faculty of Education PAULA RENÉS-ARELLANO Faculty of Education University of Cantabria (Spain)

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Abstract: The research presents the design of a course Mooc composed and further based on the knowledge and tools developed over the past four years as part of the R + D + i: EDU 2010-21395-C 03.
The main theme revolves around the development of a media competence defined according to the dimensions of Ferrés (2007) and is aimed at teachers, as these constitute a fundamental pillar in today's society where a huge number of professional staff conform to the media ecosystem.
This article seeks to justify the importance of the MOOC courses and media competence as a form of critical and independent participation.

Introduction

The need for continuous training and learning highlight the shortcomings within the present focus of the interest of a group of university teachers interested in developing strategies applicable in the context of Learning Supported by Technology (APP). These are tools that have arisen as a result of the adoption of principles of the Open Educational Movement (Montoya and Aguilar, 2012). Within this context they share a common concern: to provide knowledge and materials to the teachers of non-university education to reach the level of media competence that allows them to understand and critically analyze the audiovisual content they receive.

In this sense, the open education becomes accessible and necessary to reach society and teachers of non-university education, although the beginnings of such teachings are based in 1938 with the creation of the International Council for Open Education, it was in 1969 when the United Kingdom created the first Open University. As Chiappe, Hine and Martinez-Silva (2015) pointed out, this movement joins the influence of free software in the late 70s that marked the current Open Educational Movement, together with the creation of repositories of open educational resources (REA) and the evolution of e-leaning, presenting results within the emergence of the MOOC (Massive Open Online Courses) as an open type of education that is essential within the scientific community (Martinez, Rodriguez and Garcia, 2014 Raposo, Martinez -Figueira and Sarmiento, 2015) and the quality and effectiveness has been supported by various groups and individuals and the creation of projects such as the ECO in

which various universities around the world participate to study and create courses which have enhanced the accessibility to open institutions network training (http://ecolearning.eu).

In this area in Spain we have platforms like Myriad offering many courses designed by universities like Oviedo, Cantabria and Zaragoza together with the UNED coordinate to offer different products tailored to emerging needs.

The first Mooc'S "Massive Open Online Course" dates back to 2008 but has had to wait three more years to assist in their development and hatching with the course of Artificial Intelligence (CS221) launched in 2011 by Sebastian Thrun of Stanford University . A year later, it will be when they become the main leaders of education (Daniel, 2012). The popularity and interest is explained from the time when some of the most prestigious universities in the United States welcomed the concept through initiatives such as EDX, Coursera or Udacity.

As we can demonstrate, increased education initiatives related to open education programs through the MOOC is constantly growing. Through this type of education which is based on the need to train people critically and actively before the media, omnipresent in everyday life, the MOOC course presented in this work arises, to promote the development of media competence to non-university teachers. Understanding that the empowerment is "the ability of an individual to interpret and analyze critical reflection of audiovisual images and messages and to express themselves with the minimum correction in the communicative field'. (Ferres, 2007: 10). According to the author he goes on to indicate "This competence is related to the knowledge of the media and the basic use of multimedia technologies needed to produce it."

The knowledge society also called for Baudrillard (1974) "society of the spectacle 'focuses its interest in the image, its power and its ability to flourish. Today`s playfulness is gaining ground dramatically because of the importance of various digital tools that are used to make spectacular information. Audiovisual contents have spread greatly in today's media company reaching societies that are sometimes ethically questionable.

In this context, values, counter values and stereotypes live in an unlimited and indiscriminate unfinished space where reigns the prevailing market value and loss of privacy education as necessity demands centered on shaping the personality of the subject which today urges learning to develop and build, acting through different technological resources. In this sense, learning is conceived as a

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continuous process, adapted to the changes identified with a digital information and media literacy. This requires reinventing the school and ways of acquiring knowledge.

Following this line, the University of Huelva in coordination with Cantabria and in the framework of this project of R + D + i it is proposed to develop a Mooc entitled "Educating for new media: media competence for teachers' focusing on providing students with the shown knowledge and materials that allow you to design activities to implement the classroom and in authentic situations.

Concern for the development of media citizenship in 2013 explained by Gozálvez has been observed in R + D + i project on media competence. A study led by the Professor and Chairman of the Group Report, Ignacio Aguaded in which between 2010-2014 we have worked collaboratively with different researchers on the national scene (17 Spanish universities) and international (Portugal, Italy, Colombia, Ecuador and Peru between other countries). After performing diagnostic work in the field of media competence and scope of critical consciousness we have developed various materials which are adapted to be implemented in primary and secondary.

Objective

MOOC presented in the course is two-fold, training in media competence to non-university teachers and provide resources and materials in open training to be accessible to the entire group, with the aim of promoting education in open training to interaction with others and the participatory development of a democratic society.

The Mooc on media literacy for teachers has looked at a first instance and in general to provide students with the knowledge and show materials that allow you to design activities to implement in the classroom in authentic situations.

Content and structure of the course

Current social reality where multiple devices and screens predominate is not addressed specifically in educational legislation as can be seen from the review of the LOE, 2006 and LOMCE, 2013; therefore, it is appropriate to emphasize media literacy as a way of developing critical and participative attitude by the receiver of audiovisual content.To achieve these objectives the MOOC structured as shown in Table 1.

TABLE 1. STRUCTURE AND CONTENT OF MOOC "EDUCATING FOR NEW MEDIA: MEDIA COMPETENCE FOR TEACHERS"					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Presentation module	Module 1. The media competition in today's society	Module 2. The critical analysis and media production module	Module 3. The media as a teaching resource and curriculum	Module 4. The teacher as an effective pro-consumer.	This week is scheduled the completion of the final activity for the Module 4
Course description of the general contents and performing a test of perception.	Literacy, digital, audiovisual and media competence referring to the target audience: teacher's concepts are presented.	Contents related to the critical analysis of the information is proposed and the background needed is to make a constructive criticism of media messages.	An approach on setting means shown in different contexts and work addresses these as a teaching resource.	The skills of a teacher to consume and produce information and audiovisual resources to improve the teaching-learning process and to develop different strategies and educational proposals that can be used with students that are being described.	In addition to making the teaching proposal students must correct some from the group that are attending the system of "peer review"

Materials and activities

The materials that support the students of this Mooc are:

- Video presentation of the course. Four, one for each module where its nature is explained.

-An Initial perception questionnaire composed of 16 items, 15 of them closed questions and one last reference to the knowledge and skills that a teacher must master to improve the level of media literacy

- Materials in pdf theoretically set of a group of guidelines that students can download on the Web where you see the course.

- Other resource on the network, videos and materials developed by the members of the research group R + D + i for this course is attached and are accessible mostly on You Tube.

- Forums, following the philosophy of participation in the course with regular intervention in different forums that will be energized by professionals from different countries is also proposed. The design of this tool aims, among other objectives, to contribute to the development and resolution of any doubts that arise from the students.

The activities to develop are mandatory. At the end of each module offered, at the discretion of the teacher in charge of it, one or more activities that reflect the content are explained. As a user within this field and after the course it is necessary to make a general exercises which include, in some way, the knowledge acquired cumulatively by students that has been continuously following the Mooc format.

The structure and design of activities allows, on the one hand that students acquire the basic knowledge of media competence and secondly to be able to explain and transmit to them the final activity since, according to Pyramid Blade, who could explain over time by 95%.

Conclusion

MOOC implementation described aims to empower the students and provide them with the tools that allow them to develop media competence and critical attitude. It has emerged as a phenomenon that removes and updates the traditional college education method, it is accessible by knowledge and education from other groups, being a means of facilitating technology for the same purpose.

As mentioned in the introduction, various platforms and initiatives are being developed in our country through renowned institutions. However, a major effort by the authorities is necessary to support through human resources and materials these initiatives are promoted by universities they emerge from the effort of teachers who see education as a vital need in the training of the people and therefore to be accessible and open, without this effort it could not be possible.

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