Presentation of the paper “Adaptive and cooperative model of knowledge management in MOOCs” in HCII 2017

María Luisa Sein-Echaluce¹, Ángel Fidalgo-Blanco², Francisco J. García-Peñalvo³

¹University of Zaragoza, Zaragoza, Spain
marinsein@unizar.es
²Technical University of Madrid, Madrid, Spain
angel.fidalgo@upm.es
³GRIAL Research Group. University of Salamanca, Salamanca, Spain
fgarci@usal.es

Abstract
This is the presentation of the paper entitled “Adaptive and cooperative model of knowledge management in MOOCs” in the Emerging interactive systems for education session at the HCI International 2017 Conference, held in Vancouver, Canada, 9 - 14 July 2017.

One of the characteristics of Massive Open Online Courses (MOOC) is the heterogeneity of their participants' profiles and, for the most traditional MOOC model, this is an important cause of the low completion rate. The MOOC model presents two apparent antagonistic concepts, globalization and diversity. MOOCs represent globalization (participants have to be adapted to the course) and their participants represent diversity. The authors of this paper argue that both concepts complement each other; that is, a MOOC can adapt the contents and navigation to the diversity of participants; and in turn the participants themselves can increase and improve the contents of the MOOC, through heterogeneous cooperation, to encourage massive learning. To proof it, this paper presents a new model, called ahMOOC, combining the hybrid-MOOC (hMOOC) and the adaptive MOOC (aMOOC). The hMOOC allows integrating characteristics of xMOOCs (based on formal e-training) with cMOOCs (based on informal and cooperative e-training). The aMOOC offers different learning strategies adapted to different learning objectives, profiles, learning styles, etc. of participants. The ahMOOCs continues having a lower dropout rate (such as hMOOC) than the traditional MOOCs. The qualitative analysis show the capacity of participants, with heterogeneous profiles, to create, in a cooperative and massive way, useful knowledge to improve the course and, later, to apply it in their specific work context. The study also shows that participants have a good perception on the capabilities of the ahMOOC to adapt the learning process to their profiles and preferences.

Keywords
Adaptive learning, Massive open online course, Online learning, Learning management system

Link to the presentation
http://goo.gl/wX2CXL

DOI
10.5281/zenodo.832364

References


