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## iMOOC Platform: Adaptive MOOCs

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- Describing a logistic, methodological and technological proposal based on a platform that allows adaptive MOOCs
- Identifying the adaptive processes that can be associated to a MOOC
- Measuring the perception of the participants in a MOOC about the adaptive characteristics thereof

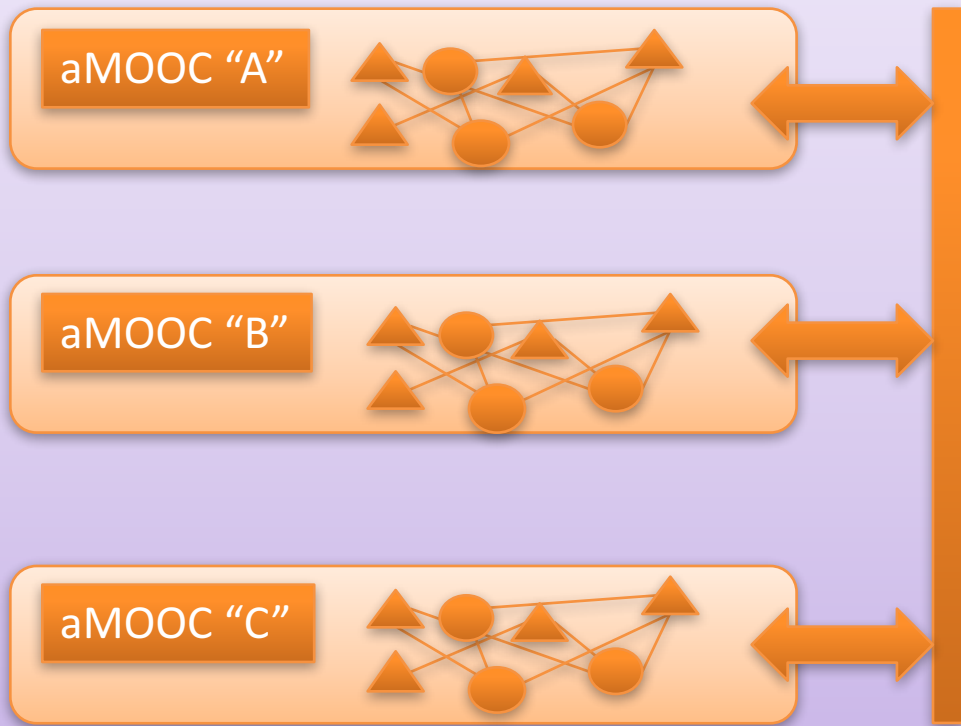
# *The adaptive characteristics of iMOOC Campus*

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- Against a classic MOOC, with fixed starting and ending dates and specific week timetable (all is oriented to users adapt themselves to the MOOC), this proposal has a wide period of learning that supports different schedules and plans. During this period the enrolment process is open and every participant decides, from an individual point view, the number of aMOOCs that wants to do, also the intensity and the working schedule
- Virtual campus definition, each one composed by many aMOOCs sharing a common topic or knowledge field. Each specific aMOOC is independent from the others, but it can be joined with other aMOOCs in order to create a greater pedagogical unit and optimize common resources
- The interconnection is based on sharing resources, activities and itineraries (learning paths)
- The training from other aMOOCs is recognized. Common parts to others aMOOCs made are identified, this way the shared part is validated. For example, if in the “A” aMOOC a student develops an activity to acquire a specific skill, this student will not to do the activities related to the same skill in the same virtual campus

iMOOC

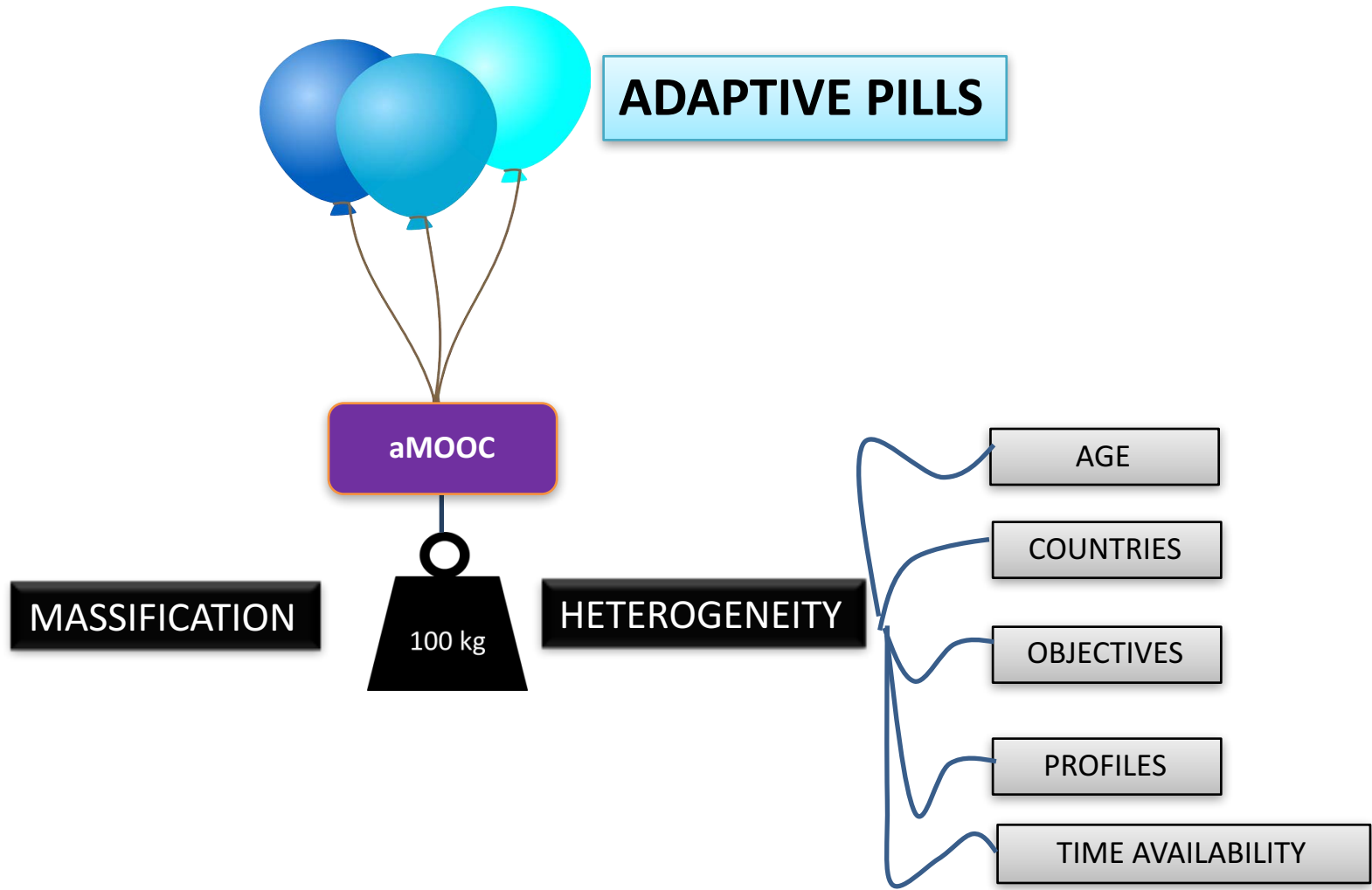
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aMOOC



**P<sub>1</sub>. Self-assessment training**

**P<sub>2</sub>. Adapted advance to the student's learning speed**

**P<sub>3</sub>. Adaptation of learning to different profiles/skills/interests**

**P<sub>4</sub>. Contributing and sharing resources among a set of users with a common interest/profile**

**P<sub>5</sub>. Adapted learning to the acquired knowledge (the results of the activities to be carried on)**

**P<sub>6</sub>. Monitoring student's progress**

**S<sub>1</sub> (P<sub>1</sub>) Quizzes with feedback and hints**

**S<sub>2</sub> (P<sub>2</sub>) Activity completion and Restrict access options**

**S<sub>3</sub> (P<sub>3</sub>) Groups and groupings. Group Choice plugin**

**S<sub>4</sub> (P<sub>4</sub>) Forums (grouping mode)**

**S<sub>5</sub> (P<sub>5</sub>) Activity completion and Restrict access options. Lesson**

**S<sub>6</sub> (P<sub>6</sub>) Table of Activity completion**



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## Campus MOOC Innovación Educativa



aMOOC Practical fundamentals of educational innovation (15 hours)  
aMOOC Flip Teaching (20 hours)  
aMOOC Learning communities (15 hours)  
aMOOC Teamwork competence development (30 hours)

19.02.2016 -28.02.2016

870 enrolled people

500 people began the course



**Table 1.** Professional profile

Self-employed	5.59
K12 teacher	10.02
Secondary teacher (13-18 years)	24.08
Vocational education teacher	10.79
University teacher	22.54
Employee (non teacher)	5.97
Student (non university)	0
University student (education area)	6.55
University student (non education area)	1.93
Other	12.52

**Table 2.** Educational innovation previous experience

I have not previous experience	21.00
I only have seen information in Internet	30.25
I have applied or apply educational innovation	38.34
I have occupied or occupy a position related to educational innovation	10.40

**Table 3.** Motivation for enrolling in the MOOC Campus

Expanding my education in general	53.37
Knowing what the educational innovation is, but for now I will not apply	12.72
Starting to apply educational innovation	35.65
Having a new vision of educational innovation	44.12
Researching in educational innovation	46.63
Knowing how the course is organized and/or accessing to the materials	19.27

**Table 4.** Perception about adaptivity aspects

	1	2	3	4
F <sub>1</sub> - Proposing of different activities depending on my choice or the results of my evaluation	0.58	4.43	47.98	47.01
F <sub>2</sub> - Accessing the contents/activities following my learning speed of work, without a specific timetable to do that	0.58	5.78	27.55	66.09
F <sub>3</sub> - Choosing between different difficulty levels in the contents/activities to reach different learning objectives	0.39	5.59	41.62	52.41
F <sub>4</sub> - Organizing interest groups by the same area or the same experience level to discuss in specific fora	0.77	13.68	43.93	41.62
F <sub>5</sub> - Choosing different evaluation methods (self-evaluation, peer review, etc.)	0.96	7.90	45.47	45.66
F <sub>6</sub> - Organizing peer evaluation also by interest groups/same area/same level of experience	2.31	10.02	47.98	39.69

It has been shown that the logistic, methodological and technological models offer new options to the previous frameworks; it may be implemented in a particular product and the campus users of this experience accept adaptivity on eLearning platforms, in MOOCs and in cooperative activities

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