

МООК В КОНТЕКСТЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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MOOC?

«В качестве общего определения, охватывающего различные типы MOOK, я использую следующее: **дистанционные курсы с колоссальным числом одновременных слушателей (от нескольких тысяч и более), организуемые в сети Интернет для всех желающих и бесплатно.»**

<http://nell.ru/static/pubs/2014/xmoocs>

xMOOC vs. cMOOC

1. cMOOC: организационные и педагогические инновации в ДО
2. xMOOC: беспрецедентный масштаб как инновация

Инсайты: преподавание

«The study found that instructor intervention had no statistically significant impact on overall completion rates, overall badge acquisition rates, student participation rates, or satisfaction with the course...»

Tomkin, J. H., & Charlevoix, D. (2014). *Do professors matter?: using an a/b test to evaluate the impact of instructor involvement on MOOC student outcomes*

«The student-teacher interaction was morphed into **student-content interaction** through the digital videos. The study shows there was **student-student interaction, however in no teacher interaction MOOC, this interaction was both stimulated and supported by the students themselves.**»

~ комментарий Т. Андерсона, <http://terrya.edublogs.org/2014/03/13/does-teaching-presence-matter-in-a-mooc/>

Инсайты: **КОНТЕНТ**

«Our main findings are that shorter videos are much more engaging, that informal talking-head videos are more engaging, that Khan-style tablet drawings are more engaging, that even high-quality pre-recorded classroom lectures might not make for engaging online videos, and that students engage differently with lecture and tutorial videos.»

Guo, P. J., Kim, J., Rubin, R. (2014) **How video production affects student engagement: an empirical study of MOOC videos.**

Инсайты: взаимодействие

«An automatic preference for synchronous (usually audiovisual) interaction with students is often a “mistake”. (...) When we learn online, we are not together in one room, and we need to recognize not only the limitations of that, but the openness of its possibilities. (...) **The strengths of online learning, especially in massive courses such as MOOCs, and especially for adult learners, might lie in their *asynchronous interactive* components.»**

Bali, M., Meier, B. (2014) **An Affinity for Asynchronous Learning.**

Открытые Образовательные Ресурсы



Технологическая платформа

cMOOC: Web 2.0 вместо VLE/LMS

xMOOC: своя платформа
(+ внешний видео-хостинг)



ВУЗы и МООКи

качество **аккредитация**

– варианты?

Для «своих» студентов:

«свой» МООК → зачет

«чужой» МООК → «взаимозачет»

Для *не-студентов*: ?



Stephanie Teasley

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Great question @ MOOC session #LAK14 : Why is your institution doing research on MOOCs (goal)?

12:57 AM - 28 Mar 2014

1 RETWEET 2 FAVORITES

