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Adoption Social Learning in MOOCs Learning Designs to Increase the Interactivity and Cooperatively

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Abstract: ***MOOC system (Massive Open Online Course) represents a distinctive phenomenon in education by having the characteristics of open learning, e-learning and lifelong education. As well the availability of the Current technologies can provide the possibility of creating a new sophisticated learning environment. The main objective of this paper is to integrate the use of Social Media with MOOC in order to design more Interactive and Cooperative platform. What keeps MOOC successful is the dynamic building of the context around the content. The idea behind this work is to maintain the concept of MOOC that will depart it from the basic online courses which it contents are close ended and static while MOOCs are develops dynamically through student collaboration and participation. As will not to isolate the learners but to encourage them to form up a groups. Therefore this paper will focus on encouraging the use of network media at the same time supporting the student centered learning in another word cMOOC concept within the xMOOC and face to face learning benefits.***

Keywords: Social Media, Integration, MOOC, cMOOC, plugin, Facebook, YouTube, Google, Flickr.

1. Introduction

The educational process is undergoing significant transformation as a result of technological innovations. When observing the changes in the ways of the higher education taught and in the ways of students learn. However the conventional setting of the lecture chamber will remain to form the foundation of higher education systems. It will be enriched by the integration of new tools and pedagogical, and it will be complemented by various more online learning opportunities[1].

In the digital age where information is everywhere on the internet that allows learners worldwide to communicate easily. MOOCs take advantage of this access to information and the ability to communicate by combining learning content and offering collaboration, sharing and discussion between students and instructors[2].

The appearance of "Massive Open Online Courses" known (MOOCs), as a different Technology to Improved Learning has the potential to improve the existing higher education landscape. MOOCs offers the opportunities to opening up learning and presenting a wide range of choice in various areas and Specialties, for a massive number of contributors[3]. Moreover, MOOCs support the movement toward the lifelong and on demand learning, for the ones who are work fulltime or those who take a break from their formal education[4].

In MOOC, "Massive" means that they are generally open to large number of students per course. "Online" refer to the content of MOOC are available wherever an Internet connection is accessible as a distance learning. "Open" means that most of the MOOCs are free and open to anyone. And last "Course" generally a series of lectures or lessons on a specific subject. MOOCs are available online through a portal like a platform, which it's possible to browse many courses for the students and for the instructors to create and edited courses for profit or nonprofit. Typical MOOC course dominating features is a short prerecorded video lectures, followed by short quizzes or assignments[5].

A MOOC is considered as a game changer in the online educational system. MOOCs have the abilities to support vast learners in a specific matter. The methodology of courses offering by the MOOCs can be appealed to those who would like to search for many different career and learning options. Due to the nature of openness in it, learners in the MOOCs environment have the potential to gain knowledge from many others who are out of their community[6].

However, one main problem that's holds MOOC from accomplish the full potential was that most of implementations of MOOCs are still follows the centralized-learning-model, by using the traditional teacher-centered-learning model. Which controls the MOOC and its events. This will lack the interaction around video content, assessment, and feedback As well as the unawareness of face-to-face communication benefits and importance[7]. Learning in a MOOC isn't limited to a specific digital space. It spills over with the contributors tweeting about it, sharing it in other social media, Hangout sessions and holding meeting[8].

2. cMOOC Concept

Siemens announced a new theory called as the connectivism "an incorporation of principles explored by self organization theories". As a result, earlier MOOC is mentioned to us as cMOOC. Which focuses on the authority of connecting and networking with other individuals. Sharing different opinions from all over the world. Students use digital platforms to make connections with content and education communities to construct and create knowledge. cMOOCs offer networked materials where the members are responsible to organize themselves and make improvement in a cooperative constructivist manner [9]. Learners are capable to create their own environments via (wikis, Facebook, blogs, Twitter, Google groups and other social networking tools) outside of their educational platform without any boundaries from the educators in cMOOCs [10]. Contributors in cMOOCs take a double role as both organizer and learner as they share opinions with each other. So learning will be engaged through experiences and communication [11]. Figure (1) showing the key concepts of cMOOCs[7].

Siemens declared that cMOOC is for creating knowledge, while xMOOC focusing on the duplication of knowledge. So, despite cMOOC and xMOOC have the same goal of providing free and open education to the learners, both have definitely a different structures and abilities. Both need distinct courses designs in order to attain the learning goals of MOOCs [12].

3. bMOOC Design

So by following the suggested bMOOC design [7]. The proposed UOITC MOOC platform will combine the characteristic of (cMOOC, xMOOC with face to face learning) in one environment. [15].

As it shows in Figure (1) cMOOCs offers openness, flexibility as well for supporting networked learning and self organized, where participants can state their own goals. On the other hand xMOOCs follow the instructional design approach and focus on high quality content, where learning objective is well defined by instructors. (Face to face) learning offers the advantages of including coaching, and direct feedbacks[7].

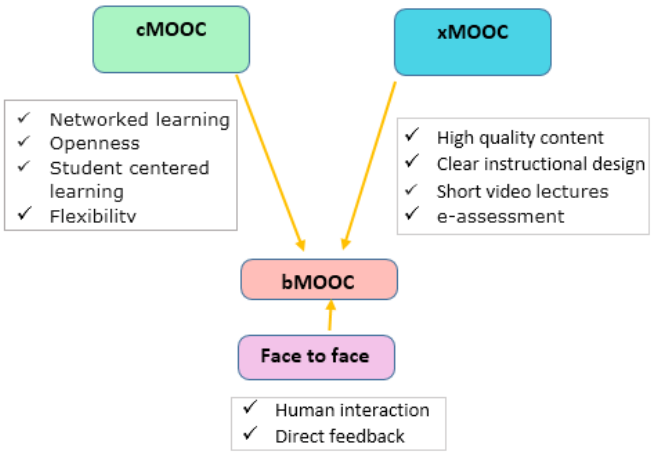

Figure 1: bMOOC Design.

This paper will focus on supporting the Characteristics of cMOOC's by integration social media plugins in the design in a way that can support the requirements need.

4. Online Social Networks

Online social networks have wider and an easy coverage of followers globally to share material and resource[13]. The idea of the online social network which it develops from Web2.0 means members tied each other's with one or more social-connections and so individuals constructing a societal connection and even a corporation [14]. For example Facebook offer to the web-masters and the blogger many opportunities for integrating their platforms into websites. Considering the number of users who logging into Facebook daily. Therefor website owners want to take benefit of the power of Facebook user[13]-[15].

5. Social Media Plugins Implementation Result and Discussion

After creating the Social media accounts and put their link button in the header or footer of the platform to be easier to include it in the rest of pages. And it is important to choose the right ones that served your needs. As it shows in Figure (2) with a Google map for the location.

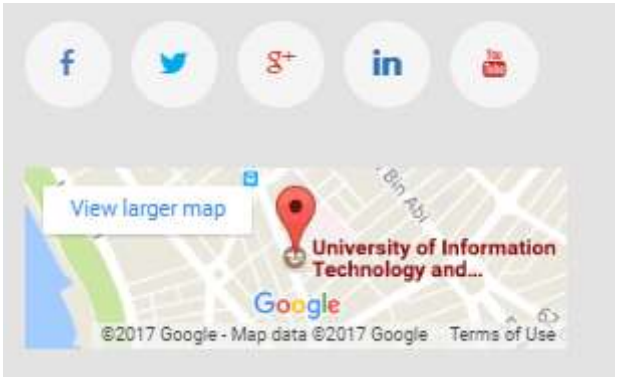

Figure 2: Social Media Links and Google Map Location.

5.1 Flickr Slideshow

Flickr is one of the best online-photo management and sharing application on the Internet. Flickr slideshow allows to simply creates an custom Flickr photo-slideshow for your platform. By using it, it becomes easier to share a photo from some events or putting an announcement for meetings and studying groups. As it shows in figure (3).

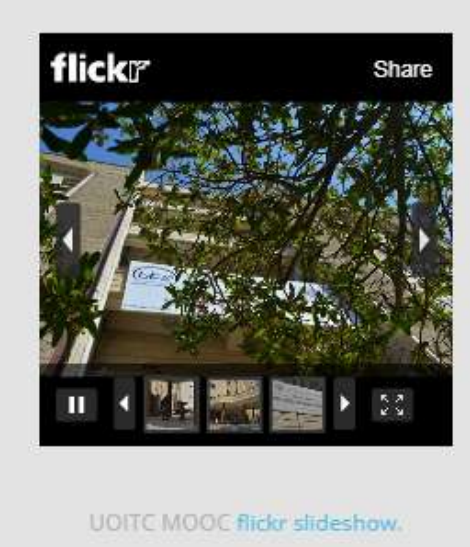

Figure 3: Flickr Slideshow

5.2 YouTube Subscribe Button

YouTube Subscription Button allow to add a Subscribe buttons to the MOOC official YouTube channel. By clicking it the channel page will be opened in a new window to let the users confirm their subscription as well it will encourages the students to communicate and participate in their learning process. As it show in figure (4).

Figure 4: YouTube Subscribe Button.

5.3 Google calendar

In MOOC platform it very useful to have a calendar to share events and dates. Google offers an interactive version of the calendar to your own website account, as well for a buttons to save it to the user Google calendar. As it shows in figure (5).

Figure 5: Google calendar.

5.4 Facebook Button

This section will show Facebook social plugin button.

5.4.1 Facebook Like Button

It enables the users to share the MOOC pages and content from the site back to their Facebook profile account with only one click, as a result all their friends will be able to read them and participate as well.

5.4.2 Facebook Share Button

Allow users to share content and pages to their Facebook profile, share it with specific friends or with a groups. Else, they can share it into a private messages.

5.4.3 Facebook Send Button

Allow users to privately send content on the MOOC to their friends. Moreover the location of the button depends on the design the specific pages or content to share. As it shows in figure (6).

Figure 6: Facebook Share, Like and Send Button.

5.5 Comments Plugin

Facebook comments plugin allows users to comment on a specific content or page on the MOOC platform by only with their Facebook account. Also users can choose to share the comment activity with their friends and friends of their friends as well. The location of the comments section depends on the platform design.

Figure (7) shows UOITC MOOC Facebook comments section for discussions and suggestions about the course in general.

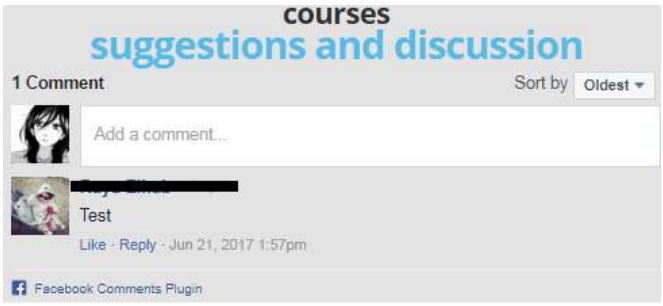

Figure 7: UOITC MOOC Facebook Comments Section in Courses Page

Also like the courses page there is a Facebook comments section to share ideas in the UOITC MOOC blog, as it shows in figure (8).

Figure 8: UOITC MOOC Blog Facebook Comments Section.

5.6 Google Hangout Button

The Hangout button offers a direct launch to Google Hangout from the MOOC platform. Moreover it can be set-up the Google Hangout in variety of configurations. As an example, it can specify the Hangout application that will be launch along with Google Hangout. Furthermore the button can be modified to meet the MOOC design by changing the size, or loading it when the page is loaded. Video conference will supports the benefit of face to face learning and will encourage the connection and discussion between the instructor and the student as will between the students themselves. As it shows in figure (9).

Figure 9: Google Hangout Button.

Figure (10) shows the window that will be opened after clicking the button with a place to invite the people by their emails as well for a chat section.

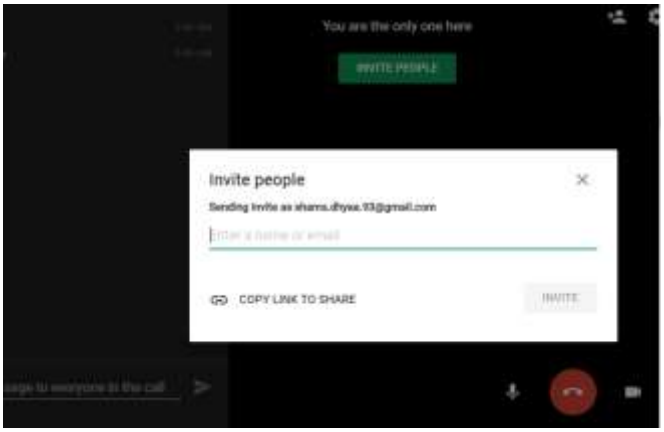

Figure 10: Hangout Window

6. Google Translator

It can make the MOOC platform directly available in (100+) language. It's a free Translator plugin to expands the global reach in a quick and easy way.

Figure 11: Google Translator Button.

7. Conclusion

This paper suggested the integration of social media to design more interactive and cooperative MOOC platform. And by applying only the concept of xMOOC can hold the system from accomplishing its goal. Face to face learning and cMOOC characteristics are important to design a blended MOOC environment. Therefore the proposed idea is to use some of the most popular social network plugins integrated with the platform design, in order to supports cMOOC concept of network learning. The power of Facebook, YouTube and Google social plugin can be a great way to encourage the collaboration and communication between the students and instructors. Furthermore, as a result, the implementation of UOITC MOOC platform social plugins are shown with a discussion for its purpose of use.

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