MOOC (Massive Open Online Courses):
Communicative Interactivity and Multimedia

Topic Editors:

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Summary of the monograph:

In the current paradigm of online teaching and learning no other educational technology has generated more expectations, criticism or differences of opinions in the pedagogical community than Massive Open Online Courses (MOOC).

Since the end of 2010, early MOOC initiatives such as Udacity, Coursera co-lead by universities such as Stanford and funded by private companies, have been recently followed by an expansion of new open source MOOC such as edX with its multiple university alliances (MIT, Harvard and a consortium of affiliated universities) and the international Spanish language MOOC MiríadaX in early 2013, the first in Spanish and promoted by Banco Santander and Universia.

Despite their short existence, the educational community is already noticing the benefits and limitations of MOOC. There is a growing need to provide MOOC with more engaging innovative instructional design models, including creative interactive activities and greater flexibility in a non-linear structuring of contents that leverage traditional best practices of traditional online teaching. The value of interactive multimedia content in online education has been well documented; these media-rich technologies coupled with iterative and targeted multilevel assessment models (self and peer-to-peer) open new pedagogical and research opportunities.

Some scholars and educators argue that MOOC will not bring much pedagogical innovation to traditional brick-and-mortar universities. Many believe that MOOC are not sustainable and are a passing fad that will have to deal with the obsolescence of their online content.

Undoubtedly, the rapid evolution and dynamism of MOOC have sparked worldwide interest, providing engaging discussions and opportunities to rethink the future of education at the Uni-

versity. Likewise they offer a way to measure the impact of educational technologies in communities worldwide. They promote a pedagogical transformation in the universities, aligning them with knowledge building opportunities that are already becoming a reality in the XXI century.

There is currently enough use case experience to aggregate in a monograph bringing together, with rigor and clarity, the possibilities that really have been proven and experienced with MOOC.

Descriptors:

- The future of resources and education materials
- Multimedia and interactivity
- interactive-learning Platforms
- Design of massive open online courses
- interactive social Videos
- Multimedia Annotations

Proposals of collaborations and researches:

a) Educational materials, multimedia and interactive applications, in network: cloud resources, repositories, courseware and AOs...

Analysis and review of the state of the art in terms of the trends that have preceded and currently have led the MOOC.

b) Towards greater interactivity multimedia for education.

Analysis of interactive possibilities and multimedia of media (text, video, sound and pictures ...)

c) Pedagogical and communicative designs in MOOC.

Contributions offering indicators and good practices on pedagogic design and development of courses MOOC format.

d) Present and future lines of Education and MOOC: Recursion, scalability and sustainability.

Present and future trajectory of Education and MOOC, educational opportunities, obstacles and threats to their sustainability, etc.

e) Platforms, media and technological developments for MOOC

Analysis and study of its technology platforms, technical and interactive limitations, evolution and development.

f) Multimedia Annotations in teaching and learning: research, experimentation and research on educational practices.

Review best practices in didactic processes and significance of multimedia annotations Future developments in semantic annotations and the Web 3.0. Possibilities and pedagogical functions of the annotations for educational processes.

Indications:

Editorial guidelines and sending of proposals:
www.revistacomunicar.com/index.php?contenido=normas

Proposals for this monograph through OJS RECYT Platform:
http://recyt.fecyt.es/index.php/comunicar/login

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