

Contribuciones a la identificación de patrones de comportamiento según el estilo de aprendizaje de estudiantes en SPOC (pequeños cursos privados en línea).

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- 1) Contextualización
- 2) Escenario de Motivación
- 3) Revisión de Documentos

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Contextualización

Los Cursos en Línea Abiertos y Masivos -MOOC, su principal objetivo es brindar alternativas educativas soportadas en tecnologías de Internet de acceso abierto (Guàrdia et al, 2013) (Liyanagunawardena et al, 2013).

Los pequeños cursos privados en línea -SPOC, caracterizan aquellos procesos formativos en línea que no necesariamente son abiertos para todo el público (Fox, 2013).

Contextualización

Estilos de aprendizaje: Se refieren a la manera en que los alumnos reciben y procesa la información (Fasihuddin et al, 2015).



Video



Texto

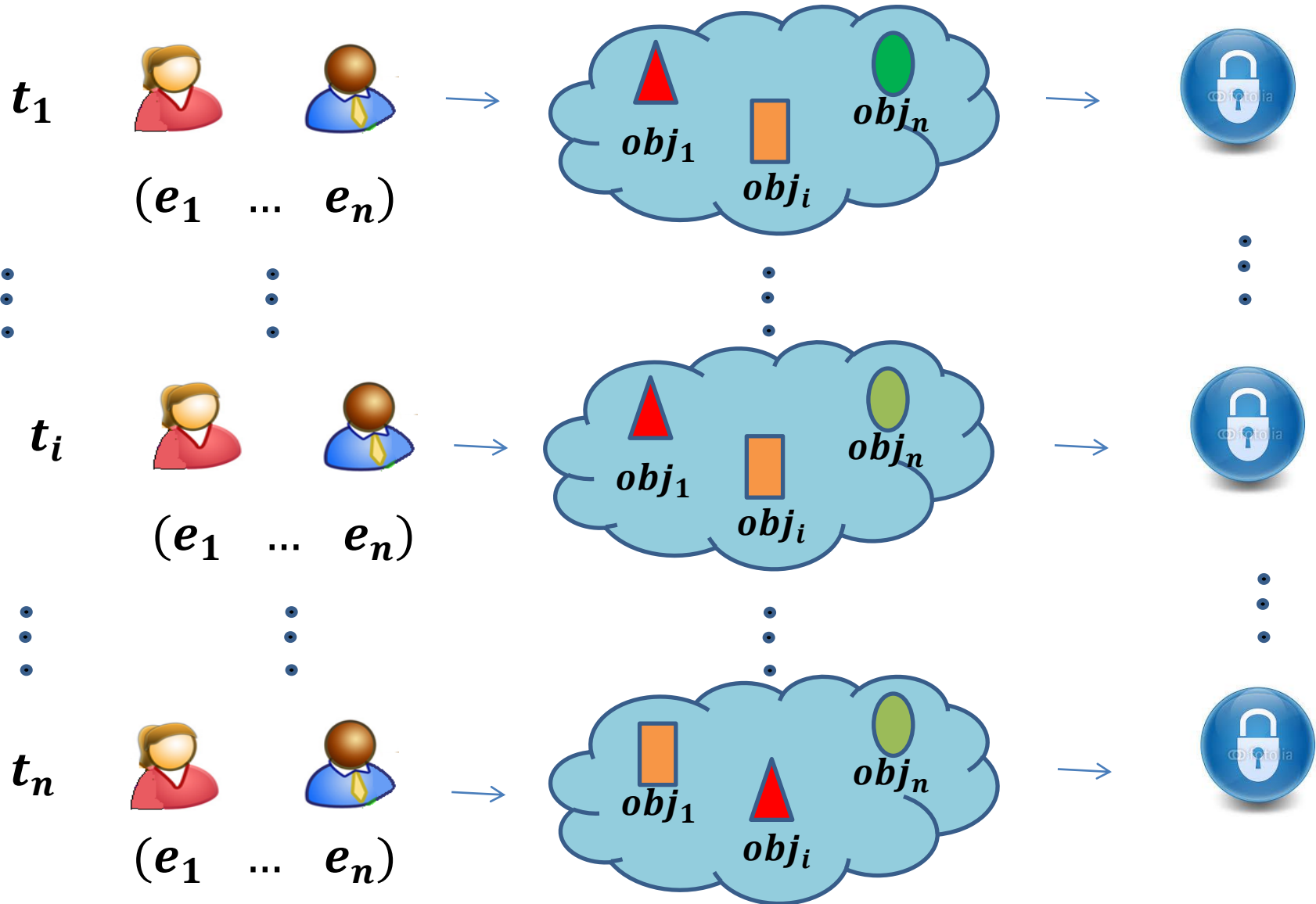


Evaluación

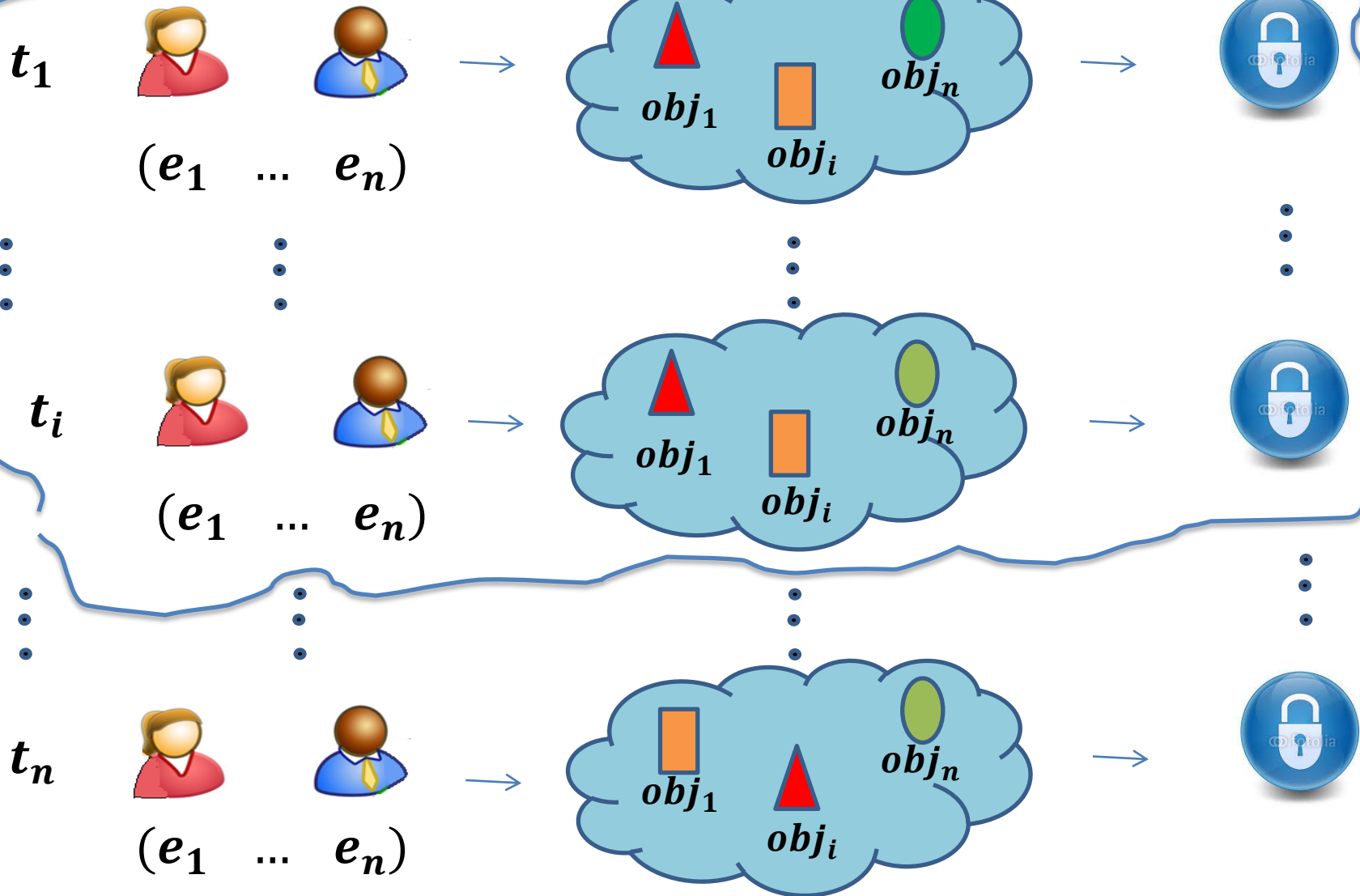
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Escenario de Motivación



Escenario de Motivación



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Revisión de Documentos

Web semántica en MOOC

Web ontologies to categorialy structure reality: Representations of human emotional, cognitive, and motivational processes (López-Gil et al, 2016).

Semantically enriched Massive Open Online Courses (MOOCs) platform (Zhuhadar et al, 2015).

Enhanced scenario model for peer assessment in iMOOCs based on semantic web (Bachir et al, 2015).

Quality evaluation of web-based educational software: A systematic mapping (Lopes et al, 2015).

Revisión de Documentos

Bases de Datos consultadas:



ELSEVIER

IEEE

Scopus

Cadenas de Búsquedas:

"MOOC" AND "patterns", "MOOC" AND "learning styles" OR "patterns " "massive online open courses" AND "patterns", " Small Private Online Courses ", "SPOC" AND "patterns ", "SPOC" AND "patterns" AND "learning styles " .

Revisión de Documentos



"MOOC" AND "patterns", 89 resultados

"SPOC" AND "patterns", 21 Resultados

Mapping research trends from 35 years of publications in Distance Education (Zawacki-Richter & Naidu, 2016).

Speakers and boards: A survey of instructional video styles in MOOCs (Santos-Espino et al, 2016).

Metaphors for learning & MOOC Pedagogies (Swan et al, 2016).

Observing URL sharing behaviour in Massive Online Open Courses (Gallagher & Savage, 2016).

The Research of Online Teaching Pattern Based on MOOC (Luo & Zheng, 2015).

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MOOCs for Research: The Case of the Indiana University Plagiarism Tutorials and Tests (Frick & Dagli, 2016).

Massive open online courses (MOOCs): Participant activity, demographics, and satisfaction (Shrader et al, 2016).

Combining click-Stream data with NLP tools to better understand MOOC completion (Crossley et al, 2016).

Investigating social and semantic user roles in MOOC discussion forums (Hecking et al, 2016).

Work in progress: Student behaviors using feedback in a blended physics undergraduate classroom (DeBoer & Breslow, 2016).

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Students' patterns of engagement and course performance in a Massive Open Online Course (Phan et al, 2016).

Persistence patterns in massive open online courses (MOOCs) (Evans et al, 2016).

Motivation to learn in massive open online courses: Examining aspects of language and social engagement (Barak et al, 2016).

Towards adaptive open learning environments: Evaluating the precision of identifying learning styles by tracking learners' behaviours (Fasihuddin et al, 2015).

Gracias

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- Barak, M., Watted, A., & Haick, H. (2016). Motivation to learn in massive open online courses: Examining aspects of language and social engagement. *Computers & Education*, 94, 49-60.
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- Fasihuddin, H., Skinner, G., & Athauda, R. (2015). Towards adaptive open learning environments: Evaluating the precision of identifying learning styles by tracking learners' behaviours. *Education and Information Technologies*, 1-19.
- Fox, A. (2013). From moocs to spocs. *Communications of the ACM*, 56(12), 38-40.
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