

BOOK REVIEW

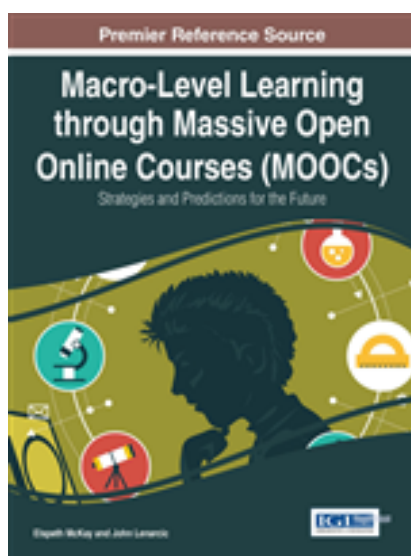
MACRO-LEVEL LEARNING THROUGH MASSIVE OPEN ONLINE COURSES (MOOCs): STRATEGIES AND PREDICTIONS FOR THE FUTURE

Edited by Elspeth MCKAY and John LENARCIC

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INTRODUCTION

Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future is edited by Elspeth McKay and John Lenarcic. This book was published by IGI Global in 2015 also this book has 306 pages.

The book consists of 14 chapters in four thematic sections. These sections and chapters are:

- Chapter 1-4: Policy Issues in MOOCs Design: Emerging Technology and Change Management Issues for eLearning in the MOOCs Environment
- Chapter 5: Social Networking and Collaborative Learning: Building MOOCs Communities
- Chapter 6-7: ePedagogy and Interactive MOOCs: ePedagogy and Students' Use of HCI – Integrating Interactivity into Asynchronous MOOCs
- Chapter 8-14: Rich Internet Applications and Educational Practice of MOOCs: Educational Training Design

REVIEW OF THE BOOK

Chapter 1: Mining a MOOC: What Our MOOC Taught Us about Professional Learning, Teaching, and Assessment by Sandra Milligan and Patrick Griffin (2015). This section begins with a course at the University of Melbourne, ATC21S, and provides an overview of a MOOC development and teaching process in general. Also it includes answers to how to create MOOC designs and MOOC environments. To my view, the visuals and tables in this section are useful for understanding the subject.

Chapter 2: Quality Assurance for Massive Open Access Online Courses: Building on the Old to Create Something New by Justin Walls, Jo-Anne Kelder, Carolyn King, Sara Booth and David Sadler. In this section, quality assurance is examined in the context of the assessment of MOOC quality. Quality assurance

was addressed using a MOOC at the University of Tasmania. In my opinion, the quality assurance process is important for the recognition of MOOCs in higher education.

Chapter 3: Professional Learning through MOOCs? A Trans-Disciplinary Framework for Building Knowledge, Inquiry, and Expertise by Jason M. Lodge and Melinda J. Lewis. In this section, the authors focus on the expertise needed by MOOC participants. Again in this section, the major roles of MOOCs are emphasized.

Chapter 4: MOOCs and the Art Studio: A Catalyst for Innovation and Change in eLearning Development and Studio Pedagogies by Howard Errey and Megan J McPherson. In this section, the authors refer to the challenges faced by the MOOCs in the context of openness, in addition to the management, design and policies of the MOOCs.

Chapter 5: Internationalising Social Work Education Using Massive Open Online Courses by Linette Hawkins, Jennifer Martin, Elspeth McKay and Supriya Pattanayak. In this section, community building processes in MOOCs mentioned. However, a supporting case study mentioned.

Chapter 6: Learning Theories: ePedagogical Strategies for Massive Open Online Courses (MOOCs) in Higher Education by Eileen O'Donnell, Seamus Lawless, Mary Sharp and Liam O'Donnell. In this section, e-pedagogical strategies for effective use of MOOCs in higher education are reviewed. The section discusses e-pedagogy and interactive MOOCs.

Chapter 7: Beyond the Phenomenon: Assessment in Massive Open Online Courses (MOOCs) by Amit Chauhan. In this section, the types of MOOC participants, MOOC completion rates, student interactions and evaluation processes mentioned.

Chapter 8: What is Best for the Learner? Are MOOCs the Answer? by Carole A. Bagley and Janet Weisenford. This section is based on the question of what is best for students. The advantages and benefits of MOOCs are discussed in this section.

Chapter 9: Deceptive Promises: The Meaning of MOOCs-Hype for Higher Education by Stefan Popenici. This section has been a synthesis of issues that researchers and other stakeholders have been focusing on since the first day of the MOOCs. In this section, scientific researches, blogs, reports and media bulletins about MOOCs are examined. I found this section remarkable, which has an analysis of expectations for MOOCs.

Chapter 10: Redefining the Classroom: Integration of Open and Classroom Learning in Higher Education by Shikha Gupta, Sheetal Taneja and Naveen Kumar. This section provides an evidence of the impact and traces of MOOCs on higher education. In my opinion, this chapter can give readers a perspective on the revolutionary advantage that MOOCs provide.

Chapter 11: MOOCs: Evolution and Revolution by Kenneth Ronkowitz and Lynnette Condro Ronkowitz. This section focuses on the history of distance education and the evolution of MOOC also it focused on the discussion on research questions about MOOCs. To my view, this section will be useful for people who want to have an idea of the future of MOOCs.

Chapter 12: The Evolution of Online Learning and Related Tools and Techniques toward MOOCs by Drew Parker and Kamal Masri. This section discusses the development of MOOCs. In addition, there has been a discussion about the technologies that can be used for MOOC development.

Chapter 13: MOOCs in Initial Teacher Training: Perspectives and Learning-Teaching Needs by Calos Monge Lopez, Patricia Gomez Hernandez and David Montalvo Saborido. This section is about teachers' attitudes and needs towards MOOCs. It is stated that teachers can benefit from MOOCs. Additionally, it is stated that teachers do not have knowledge about MOOCs. In my perspective, it is very important that the teachers of the future should be educated with MOOC culture.

Chapter 14: Challenges about MOOCs in Teacher Training: Differences between On-Site and Open University Students by Patricia Gomez Hernandez, Carlos Monge Lopez and Alba Garcia Barrera. In this section, the study carried out with university students. The current situation is presented with a case study. It can be said that the distinction between students at distance education universities and traditional universities is quite remarkable.

CONCLUSION

The revolutionary innovation provided by the MOOCs is effective in all higher education. Change has been inevitable for students, teachers, administrators and policy makers. MOOCs with flexible access are discussed in many different ways from the book *Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future* written by Elspeth McKay and John Lenarcic. Information on the place of MOOCs in higher education, policy studies, network community process, practices and their reflection on traditional universities are presented. Completion rates and learner profiles in MOOCs have been the subject of many studies. In this book, in my opinion, there is little emphasis on studies on completion rates in MOOCs which is an issue to be considered in follow-up studies and, as a final remark, I believe that the book can be a good resource for researchers who is willing to learn more about MOOCs.

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