

# Contents

|                                                                                                                                      |     |
|--------------------------------------------------------------------------------------------------------------------------------------|-----|
| What Drives Enrollment in Massive Open Online Courses? . . . . .                                                                     | 1   |
| <i>Julien Jacqmin</i>                                                                                                                |     |
| MOOC-Based Online Instruction . . . . .                                                                                              | 17  |
| <i>Paker Doğu Özdemir, Caroline Fell Kurban, and Zelha Tunç Pekkan</i>                                                               |     |
| Hybrid MOOCs Enabling Global Collaboration Between Learners . . . . .                                                                | 35  |
| <i>Johanna Koskinen, Anette Kairikko, and Maija Suonpää</i>                                                                          |     |
| Long-Term Effects of Short-Term Intervention Using MOOCs for Developing<br>Cambodian Undergraduate Research Skills . . . . .         | 49  |
| <i>Cheyvuth Seng, May Kristine Jonson Carlon, John Maurice Gayed, and Jeffrey<br/>S. Cross</i>                                       |     |
| MOOCs for Flexible and Lifelong Learning in Higher Education . . . . .                                                               | 63  |
| <i>Inger Langseth, Dan Yngve Jacobsen, and Halvdan Haugsbakken</i>                                                                   |     |
| TransPipe . . . . .                                                                                                                  | 79  |
| <i>Joseph Bethge, Sebastian Serth, Thomas Staubitz, Tobias Wuttke, Oliver<br/>Nordemann, Partha-Pratim Das, and Christoph Meinel</i> |     |
| Integrating Community Teaching in MOOCs . . . . .                                                                                    | 95  |
| <i>Eva Ponce, Sindhu Srinath, and Laura Allegue</i>                                                                                  |     |
| A MOOC-Based Computer Science Program for Middle School . . . . .                                                                    | 111 |
| <i>Shai Perach and Giora Alexandron</i>                                                                                              |     |
| Fostering Women to STEM MOOCs . . . . .                                                                                              | 129 |
| <i>Paola Corti, Valeria Baudo, Carlos Turró, Ana Moura Santos, and Charlotta<br/>Nilsson</i>                                         |     |

The MOOC-CEDIA Observatory . . . . . 143  
*Jorge Maldonado-Mahauad, Javier Valdiviezo, Juan Pablo Carvallo, and Nicolay Samaniego-Erazo*

Evaluating OERs in Museum Education Context . . . . . 159  
*Antonella Poce, Maria Rosaria Re, and Mara Valente*

MOOC Monetization Changes and Completion Rates . . . . . 169  
*Sa’ar Karp Gershon, José A. Ruipérez-Valiente, and Giora Alexandron*

Universitat Politècnica de València’s Experience with EDX MOOC Initiatives  
During the Covid Lockdown . . . . . 181  
*Ignacio Despujol, Carlos Turró, and Jaime Busquets*

Open Tools and Methods to Support the Development of MOOCs . . . . . 187  
*John Kerr, Anja Lorenz, Sandra Schön, Martin Ebner, and Andreas Wittke*

Confidence Counts . . . . . 201  
*Elaine Beirne, Mairéad Nic Giolla Mhichíl, Mark Brown, and Conchúr Mac Lochlainn*

CoFeeMOOC-v.2 . . . . . 209  
*Paraskevi Topali, Irene-Angelica Chounta, Alejandro Ortega-Arranz, Sara L. Villagrà-Sobrino, and Alejandra Martínez-Monés*

Learning During COVID-19 . . . . . 219  
*Virginia Katherine Blackwell and Mary Ellen Wiltrout*

Investigating Mechanical Engineering Learners’ Satisfaction with a Revised  
Monozukuri MOOC . . . . . 237  
*May Kristine Jonson Carlon, Mohamed Rami Gaddem, César Augusto Hernández Reyes, Toru Nagahama, and Jeffrey S. Cross*

Using the Addie Model to Produce MOOCs . . . . . 249  
*Ilona Buchem and Ebru Okatan*

Who Are the Students of MOOCs? . . . . . 259  
*Mohammad Khalil*

The Role of MOOCs in the New Educational Scenario . . . . . 271  
*Daniela Casiraghi, Susanna Sancassani, and Federica Brambilla*

|                                                                                                                                 |     |
|---------------------------------------------------------------------------------------------------------------------------------|-----|
| DigiCulture MOOC Courses Piloting with Students . . . . .                                                                       | 275 |
| <i>Vlad Mihaescu, Diana Andone, and Radu Vasiu</i>                                                                              |     |
| Behavioral Patterns in Enterprise MOOCs at openSAP . . . . .                                                                    | 281 |
| <i>Muhittin Şahin, Marc Egloffstein, Max Bothe, Tobias Rohloff, Nathanael Schenk,<br/>Florian Schwerer, and Dirk Ifenthaler</i> |     |
| Podcasts, Microcontent & MOOCs . . . . .                                                                                        | 289 |
| <i>Julia Hense and Mike Bernd</i>                                                                                               |     |