

Mooc as a training model in Media Education

Simona Ferrari, Alessandra Carenzio, Pier Cesare Rivoltella
Università Cattolica del Sacro Cuore

The question

<https://www.generazioniconnesse.it/site/it/educazione-civica-digitale/>



INTERNET E IL
CAMBIAMENTO IN
CORSO

Architettura, Diritti,
Ecologia



EDUCAZIONE AI
MEDIA

Orientarsi e
comportarsi in una
società mediatizzata



EDUCAZIONE
ALL'INFORMAZIONE

Cercare, analizzare e
utilizzare
correttamente
l'informazione



QUANTIFICAZIONE E
COMPUTAZIONE:
DATI E INTELLIGENZA
ARTIFICIALE

Capirne il ruolo, il
valore, i rischi, le
implicazioni



CULTURA E
CREATIVITÀ DIGITALE

Stare in Rete è anche
un atto culturale

mooc design

LAUNCH OF COURSE

Course available to students

1 week

WARM- UP

Onboard mission
Self presentation
Participants' map
Twitting
Initial questionnaire

4-5 weeks

CORE COURSE

*Information (announcements, staff details, course syllabus);
Community;
Learning modules;
Achievements;
Discussion board.*

END OF COURSE

Course unavailable to students

1 week

CLOSURE

Certificate of completion
Final course questionnaire

Process :

- “process-defined” not “outcomes-defined” (Downe 2013)
- Self-education Networking learning + knowledge building approach (Laurillard, 2002; Gibbs & Jenkins, 1992) when blended learning

Facilitation: e-tutor based on e-moderation models (Salmon, 2000) and constructivism

Gamification: single-module badges + completion certificate



Media as an opportunity, and not only as a risk

Education for preventing wrong behaviours and for creating a new digital citizenship

ME not individual task but social task (Tisseron, 2015)

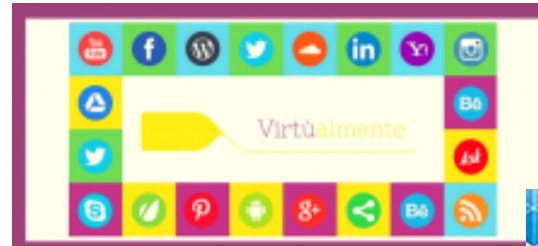
Cremit moocs catalogue

MOOC

Code

"Virtually": 7 virtues in the digital age

V1; V2; V3; V4



"Spectrum of Cyberbullying behaviors"

C1; C2; C3; C4



"Peer & media education" (Ottolini G., Rivoltella P.C., 2015);

PM1; PM2; PM3



"3-6-9-12: growing up with digital screens" to support the awareness campaign on media educational issues in early childhood launched by Tisseron in France (Tisseron, 2018)

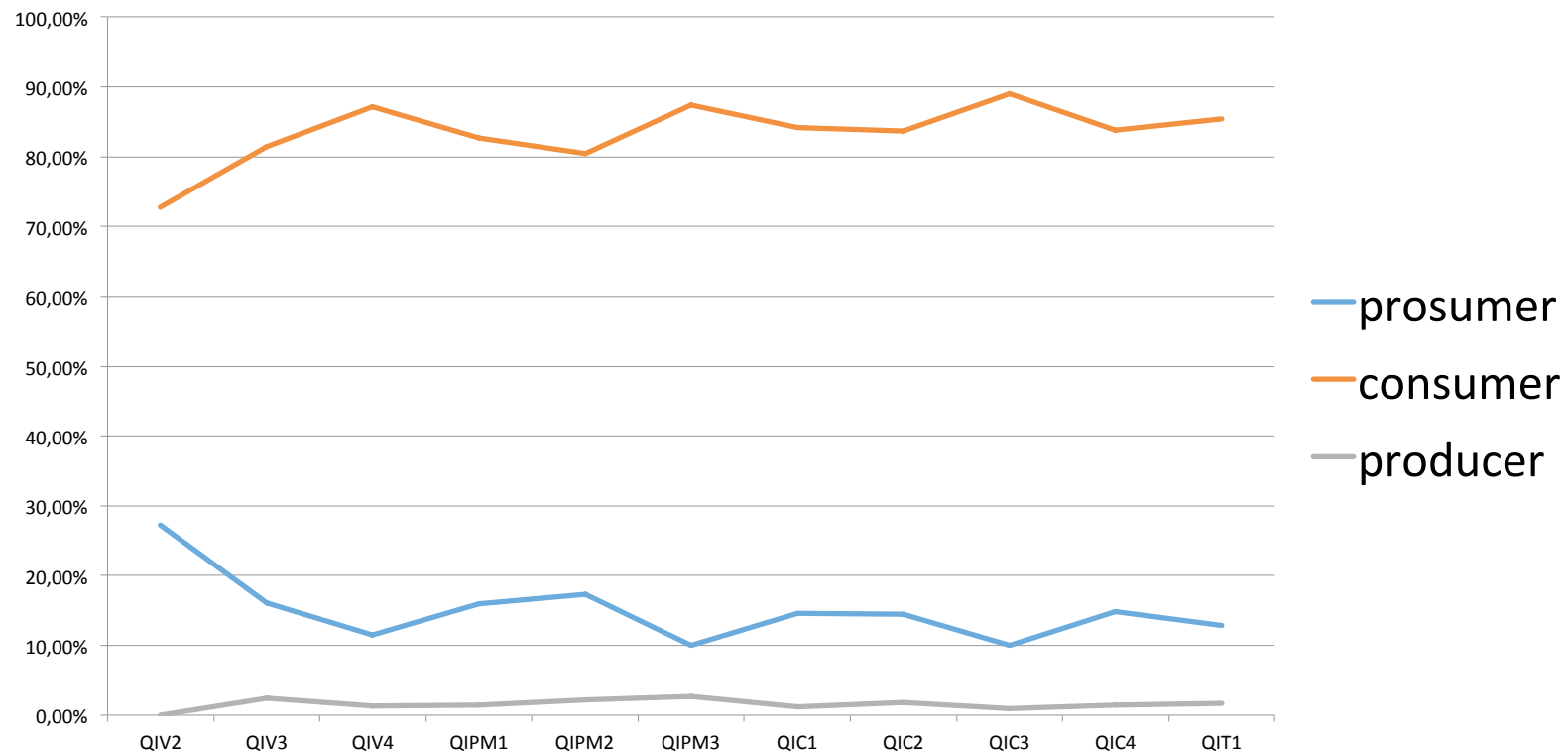
T1



	Virtualmente I ed.		II ed.		III ed.		IV ed.		3-6-9-12 I ed.	
Activity	N.	%	N.	%	N.	%	N.	%	N.	%
Access online	447		389		658		659		1520	
Zero test	273	61,07	69	17,74	100	15,20	96	14,57	n.d	n.d
>1 Test	184	41,16	320	82,26	392	59,57	563	85,43	n.d	n.d
Honor code			155	39,85	422	64,13	387	58,73	n.d	n.d
Initial Q	184	41,16	159	40,87	374	56,84	385	57,12	840	55,26
active in forum	77	17,23	285	73,26	432	65,65	477	70,77	n.d	n.d
Final Degree	63	14,09	226	58,10	364	55,32	394	59,79	n.d	n.d
Final Q	63	14,09	324	83,29	354	53,80	325	48,22	601	39,54

Cyber I ed.			II ed.		III ed.		IV ed.		Peer&Media I ed.		II ed.			
Activity	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Access online	928		2370		1047		1040		422		660		648	
Zero test	181	19,50	550	23,21	160	15,28	n.d	n.d	152	36,02	138	20,91	n.d	n.d
>1 Test	747	80,50	1820	76,79	887	84,72	n.d	n.d	270	63,98	522	79,09	n.d	n.d
Honor code	732	78,88	1679	70,84	729	69,63	n.d	n.d	219	51,90	495	75,00	n.d	n.d
Initial Q	121	13,04	2218	93,59	809	77,27	656	63	363	86,02	514	77,88	385	59,4
active in forum			759	32,03	111	10,60	n.d	n.d	79	18,72	70	10,61	n.d	n.d
Final Degree	617	66,49	1697	71,60	835	79,75	n.d	n.d	199	47,16	449	68,03	n.d	n.d
Final Q	257	27,69	1875	79,11	592	56,54	354	34	201	47,63	376	56,97	207	31,94

Initial profile



	Virtualmente I ed.		II ed.		III ed.		IV ed.	
Engagement profile	N. corsisti	%	N. corsisti	%	N. corsisti	%	N. corsisti	%
Drop-out iniziale	10	2,19	49	11,19	74	10,11	77	10,46
Drop out	110	24,61	24	6,17	37	5,62	6	0,91
Lurker	153	34,23	105	26,99	139	21,12	60	9,10
Producer	184	41,16	320	82,26	558	84,80	23	3,49
active in forum	77	17,23	285	73,26	432	65,65	477	70,77

	Cyberbullyng I ed.		II ed.		III ed.		Peer&Media I ed.		II ed.	
Engagement profile	N. corsisti	%	N. corsisti	%	N. corsisti	%	N. corsisti	%	N. corsisti	%
Initial Drop-out	158	14,55	256	9,75	126	10,74	49	9,68	103	13,50
Drop out	88	9,48	24	1,01	9	0,86	11	2,61	37	5,61
Lurker			0	0,00	124	31,88	336	79,62	0	0,00
Producer	747	80,50	1820	76,79	887	84,72	270	63,98	522	79,09
active in forum		n.d.	759	32,03	111	10,60	79	18,72	70	10,61

Customer satisfaction

	QFV1	QFV2	QFV3	QFV4	QFPM2	QFPM3	QFC1	QFC2	QFC3	QFC4	QFT1
6=completely	41,98%	32,56%	37,29%	40,92%	51,86%	41,55%	47,62%	59,89%	48,65%	50,56%	51,58%
5	41,98%	47,29%	42,94%	37,54%	34,04%	41,55%	38,29%	31,31%	36,32%	37,29%	34,61%
4	13,58%	16,67%	14,12%	15,69%	11,44%	12,79%	11,31%	7,47%	8,61%	10,73%	11,31%
3	2,47%	3,10%	3,67%	5,54%	2,66%	3,65%	2,58%	1,01%	5,74%	1,41%	2,16%
2	0,00%	0,39%	1,41%	0,31%	0,00%	0,46%	0,20%	0,27%	0,68%	0,00%	0,17%
1= not at all	0,00%	0,00%	0,56%	0,00%	0,00%	0,00%	0,00%	0,05%	0,00%	0,00%	0,17%

Outcomes

Digital competence: main issues	Score
Knowledge and use of digital devices	4.7
Knowledge and use of applications	4.06
Ability to identify and use tools with specific aim	4.52
Knowledge and use of media languages	4.6
Research and evaluation of online information (information literacy)	4.75
Knowledge and evaluation of the effects of sharing materials	4.57
Communication between public space and private space	4.45
Online sharing	4.39
Online collaboration	4.24
Analysis of media consumption	4.1
Analysis of online communication behaviors	4.37

Q Follow-up
N 1034 su 3437 → 30%

1=not at all; 6= completely

References

Laurillard, D. (2002). *Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies* (2nd ed.). London: RoutledgeFalmer.

Gibbs, G., & Jenkins, A. (1992). *Teaching large classes in higher education: How to maintain quality with reduced resources*. London: Routledge.

Bowen, K., & Thomas, A. (2014). Badges: A common currency for learning. *Change: The Magazine of Higher Learning*, 46(1), 21-25

Ferrari S., Rizzi C., Scott F., Rivoltella P.C. (2015) *Designing MOOCs in Higher Education. Outcomes of an experimentation at the Catholic University of Milan* «REM Research on Education and Media», Vol.7, N.1, 2015 De Gruyter