DECLARATION

We hereby declare that the work which is being presented in this project report entitled **"MASSIVE OPEN ONLINE COURSE ",** in partial fulfillment of the requirement for the award of the degree of **MASTER OF COMPUTER APPLICATIONS** submitted to Department of Computer Applications, National Institute of Technology, Kurukshetra is an authentic work done by us during a period from …….. to ……. under the Guidance of Dr. Kapil Gupta

The work presented in this project report has not been submitted by us for the award of any other degree of this or any other Institute/University.

Signature	**Signature**	**Signature**
Mukesh Verma	**Vivek Lambhi**	**Ankur Gupta**
5141085	**5141087**	**5141083**

This is to certify that the above statement made by the candidate is correct to best of my knowledge and belief.

Date :

Place :

Signature
Dr. Kapil Gupta
Professor

ACKNOWLEDGEMENT

We would like to sincerely thank the National Institute of Technology Kurukshetra for giving us this opportunity of taking up such a challenging project which has enhanced our knowledge about the MOOC's and to make a project on Massive Open Online Course and how to make it easily available to users and clients of the agency.

We are very grateful to Dr. Kapil Gupta Project Supervisor, under whose guidance and assistance we were able to successfully complete our project, whose advice and thoughts helped us gain a better understanding of this huge huge concept of MOOC's.

Last but not the least; we also thank the below-mentioned honorable dignitaries and task-masters who have played a major role in our project to the sky of glory. This is a special thanks to them for sparing their precious time, fitting my out-of-the-way appointment into their diary and giving almost all the information required by us in an unbelievably amicable manner.

Without the priceless contribution and coveted guidance of all the above-mentioned people, this project would have never got a shape of reality and emerged before all of you in the manner and in the style as it now appears.

Thank you.

ABSTRACT

This project proposes, the person always connect with the course is the challenge for mooc's, learner, because learner can't travel with his/her computers. So We are proposing a mobile application on mooc's. In which there will be system infrastructure of mooc's related with user discussion form random question generation based multiple choice questions(MCQs),live interaction, learners progress graph. This mobile application helps the people to always connect with their courses. With the help of this application people can access their course anytime, anywhere

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Chapter-1

INTRODUCTION

MOOCs is a one way of learning. A course of study made available over the Internet with or without charge to a very large number of people. It is an event of courses which is open access. Open access means access it from anywhere, everywhere. It is a way to connect and collaborate skills.

Distance education has a long history, with correspondence courses making use of reasonable cost universal postal services for the delivery of study material to learners and for submission/return of assignments by/to students (Casey, 2008). Further developments of distance education have appeared with each new communication technology: radio, television, video recorders, home computing. The latest development, that of the Internet (including very recently the mobile Internet), has similarly been adopted by many existing higher education providers but has also supported the emergence of a new model dubbed a massive open online course (MOOC(s)), the term coined in 2008 to describe an open online course to be offered by the University of Manitoba in Canada. A range of both topics and platforms have since emerged and the term was described as "the educational buzzword of 2012" by Daniel (2012) reflecting widespread interest in the concept. MOOCs are widely discussed across a range of media, including blogs and the specialist and popular press, however this includes "thinly disguised promotional material by commercial interests … and articles by

Practitioners whose perspective is their own MOOC courses" according to Daniel (2012).
This paper seeks to classify academic research relating to MOOCs, based on a systematic review of the existing peer reviewed MOOC literature. Search techniques for papers related to MOOCs are considered and a corpus of papers identified, then a grounded research approach is presented from which a classification of the works emerges

More recently MOOCs have developed within international co-operative partnerships such as Coursera (www.coursera.org), a partnership of 62 world class universities (as of April 11, 2013)

led by Stanford University, and edX (www.edx.org) which includes the Massachusetts Institute of Technology, École Polytechnique Fédérale de Lausanne, The Hong Kong University of Science and Technology. Udacity (www.udacity.com), P2P University, and Futurelearn (the UK Open University's MOOC platform) are other related platforms. The numbers registering for MOOCs have reached 160,000 in the case of a 2011 Artificial Intelligence online course offered by Stanford University (Rodriguez, 2012).

With the increasing uptake and interest in MOOCs, it has become a popular topic in the educational press such as the Time Higher Education Magazine article (Corbyn, 2012), which presents an account of running a MOOC. Likewise there are many blog posts relating to MOOCs, posted from a variety of viewpoints including course leaders, participants, and outsiders (for example http://mooctalk.orgchronicles the experience of a mathematician leading a MOOC in late 2012).

Rodriguez (2012) classifies MOOCs into two categories: connectivity MOOCs (c-MOOCs) and AI-Stanford like courses. By comparing multiple case studies Rodriguez (2012) claims that courses similar to AI-Stanford have a more individualist learning approach while c-MOOCs have a more social approach to learning. He also shows the different roles played by facilitators in each type of MOOC. Daniel (2012) on the other hand discusses cMOOCs and xMOOCs, which he claims are a bifurcation of MOOCs. He refers to "xMOOCs now being developed by elite US institutions that follow a more behaviourist approach" (Daniel 2012) but does not provide a definition. It is probable that both Rodriguez (2012) and Daniel (2012) are similarly classifying MOOCs but using the two different labels for the same thing: "AI-Stanford like courses" and "xMOOCs".

ISSUES AND CHALLENGES FOR MOOCS

SUSTAINABILITY

According to Global Industry Analysts (2010), the global e-learning market will reach $107 billion by 2015. However, it is not entirely clear how the MOOC approach to online education will make money. Most MOOC start-ups do not appear to have clear business models and are

following the common approach of Silicon Valley start-ups by building fast and worrying about revenue streams later

PEDAGOGY

There are two concerns regarding pedagogy for MOOCs:

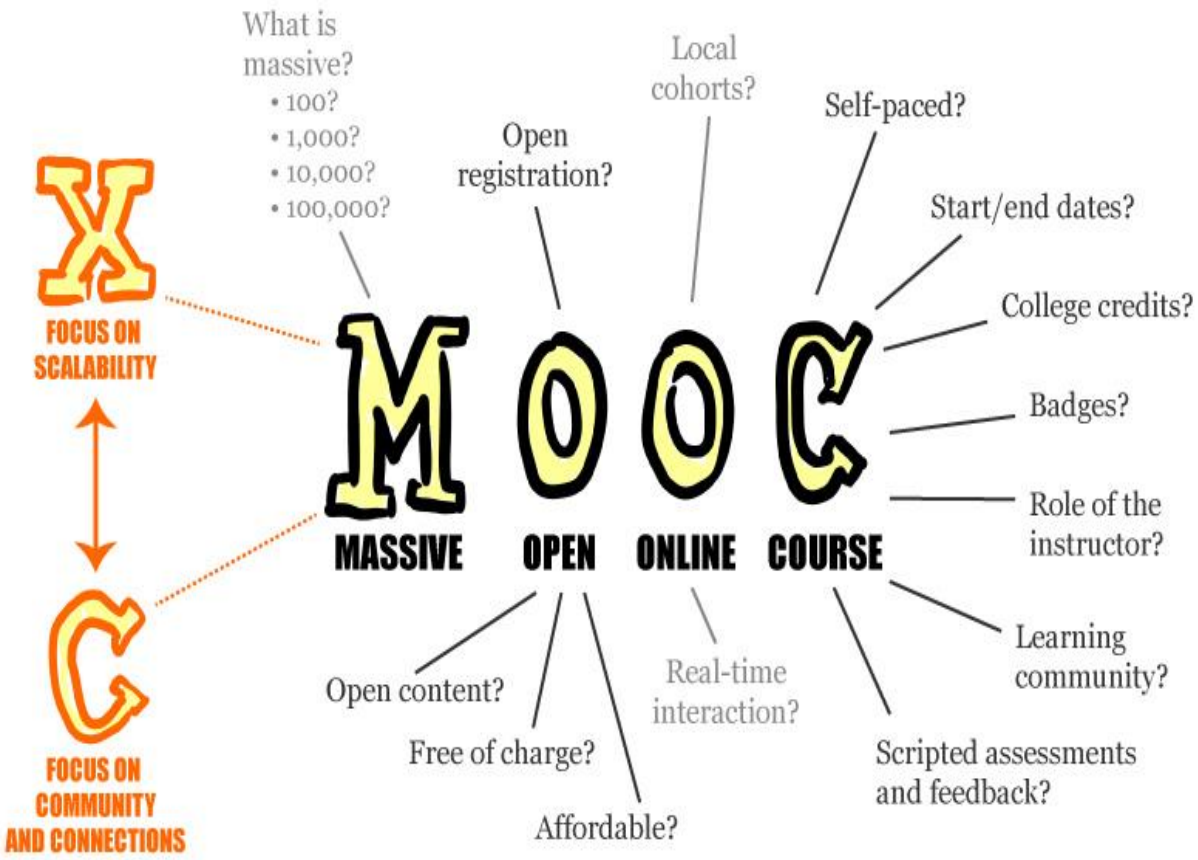
1 Do MOOCs follow a sound pedagogy and organisational approach to online learning that will lead to quality outcomes and experiences for students? And, 2 What new pedagogies and organisational mechanisms might be required if MOOC are to deliver a high quality learning experience?

QUALITY AND COMPLETION RATES

The issue of quality assurance of MOOCs is a big concern for HEIs. In most cases, compared to other online courses, MOOCs lack structure, and rarely include the central role of the instructor or teacher. They are largely selfdirected learning, which is a very different experience to formal education. The open nature of MOOCs creates a population that is selfselected to be engaged and passionate about this approach to learning. MOOCs demand a certain level of digital literacy from the participants, which has raised concerns on inclusivity and equality of access.

ASSESSMENT AND CREDIT

Most MOOCs use quizzes as their main instrument of assessment – short multiple choice questions with automated answers for feedback. Some may offer other types of assessment that require open responses, but with limited resources it is not possible for thousands of essay assignments to be marked by one lecturer. Some MOOCs rely heavily on peer engagement and assessment to support the individual student's learning process. Coursera, for example, includes submission of essay style answers, graded through peer assessment, to balance the scale with the available resource. Some concerns are expressed around cheating and plagiarism with online learning, particularly where courses are eligible for academic credits. On the one hand, MOOCs' scale may magnify the issue; on the other hand, the majority of MOOCs do not offer academic credits so there may be fewer concerns in this respect.



Source : Wikipedia

Chapter 2

LITERATURE SURVEY

MOOCs: A Systematic Study of the Published Literature 2008-2012

- Tharindu Rekha Liyanagunawardena1, Andrew Alexandar Adams2, and Shirley Ann Williams1 1University of Reading, UK, 2Meiji University, Japan
- MOOCs have created wide interest as a change agent in higher education, and the peerreviewed research literature on them is growing but still limited. Many articles published to date have discussed empirical evidence from case studies, the influence on higher education structure, or educational theory relating to MOOCs
- MOOCs generate a plethora of data in digital form for interested researchers. However, this volume has so far limited researchers to analysing only a tiny portion of the available data, restricting our understanding of MOOCs
- There are further interesting research avenues such as cultural tensions within courses and the ethical aspects of using data generated by MOOC participants still to be explored

MOOCs and Open Education: Implications for Higher Education

- Li Yuan and Stephen Powell, JISC CETIS.
- MOOCs promise to open up higher education by providing accessible, flexible, affordable and fast-track completion of universities courses for free or at a low cost for learners who are interested in learning.
- The popularity of MOOCs has attracted a great deal of attention from HE institutions and private investors around the world seeking to build their brands and to enter the education market.
- Open education brings new opportunities for innovation in higher education that will allow institutions and academics to explore new online learning models and innovative practices in teaching and learning.

- At a national and international level, new frameworks for HE funding structures, quality insurance and accreditation to support different approaches and models for delivering higher education will be required
- Policy makers will need to embrace openness and make education more affordable and accessible for all and at the same time be profitable for the institutions in an open higher education ecosystem

MOOC Pedagogy: Gleaning Good Practice from Existing MOOCs

- Maha Bali Associate Professor of Practice Center for Learning and Teaching The American University in Cairo Cairo EGYPT
- The benefit of MOOCs lies not in the way they are designed, nor in what the instructor "assigns" participants, but rather in the spaces for engagement made possible by the course
- However, offering a MOOC that neither intentionally develops higher order thinking, nor promotes student interaction, is shortchanging the participants and providing nothing like a true college education
- The large number of mature MOOC participants would suggest variability in technical skill. I believe that MOOC instructors/designers need to review the pedagogical challenges of teaching a MOOC and consider whether they are able to provide good pedagogy as a start, and from there, to explore the many possibilities offered by contemporary educational technologies that suit their learners and their own teaching philosophies
- The current trends may help improve completion rates in the short term, but harm the reputation and potential of MOOCs in the longer term

Disruptive Pedagogies and Technologies in Universities

- Terry Anderson and Rory McGreal Technology Enhanced Knowledge Research Institute (TEKRI), Athabasca University, Athabasca, AB, Canada

- Network technologies and resulting social and economic innovations present disruptions to all organizations. Some industries like the sound recording and movies, retail and publishing industries have been forced to drastically reengineer their processes and products in order to survive competition from net-based alternatives
- The net is a profoundly disruptive technology. As Christenson (1997) noted, disruptive technologies are often offered at very much lower cost to traditional customers, thus opening the door to new (often low-end) markets
- The open universities have a particular challenge and opportunity to embrace these disruptive technologies and pedagogies as these initiatives speak directly to their mandate of increasing access. If both public campuses and online systems

MOOCs: So Many Learners, So Much Potential

- Judy Kay, Peter Reimann, Elliot Diebold, and Bob Kummerfeld, University of Sydney
- MOOCs' engineers can exploit diverse results and techniques from AIED to improve MOOC platforms and create new opportunities for AIED research
- In addition to providing general research opportunities on how to support online learning with technical means, MOOCs might also provide a particularly fruitful arena for research on e-portfolio systems, competence management (including assessment), and technical support for lifelong learning
- The quality, timing, and form of feedback is critical to effective learning. MOOCs currently rely heavily on self- and peer-review. Higher education already recognizes the place for such forms
- However, they are more effective if students are explicitly taught how to do such self- and peer-assessment, a valuable role for AIED systems

COMPARATIVE ANALYSIS

Initiatives	For profit	Free to access	Certification fee	Institutional credits
eDX	X	✓	✓	X
Coursera	✓	✓	✓	X✓
Udacity	✓	✓	✓	X✓
Udemy	✓	X✓	✓	X✓
P2PU	X	✓	X	X

Key:

X Not a feature

✓ Feature present

X✓ Features partially present

Features	eDX	Coursera	Google Course	Udemy	Lernanta
Video lectures					
Where are they stored?	YouTube	Coursera	YouTube	Udemy or YouTube	N/A
Quizzes integrated with video	No	Yes	No	No	N/A
Discussion on video page?	Yes	No	No	Yes	N/A
Additional files and features	Subtitles	Subtitles files	Subtitles files	Subtitles video and slide mashup	N/A

Quizzes					
Are there quizzes outside of videos?	**Yes**	**Yes**	**Yes**	**No**	**N/A**
Question types					
Multiple choice	✔	✔	✔		
Short answer	✔	✔	✔		✔
Numeric					
No. of attempts allowed	**Limited**	**Limited**	**Unlimited**	**N/A**	**N/A**

Discussion forums					
Can posts be rated?	Positive	Positive/negative	N/A	None	None
Grading and analytics					
Student's view of progress	Raw marks with graph	Raw marks	None	Progress percentage	Progress percentag
Teacher's view of progress	Unknown	Unknown	CSV* export Google analytics (CSV)	N/A	Can see and edit progress

RESEARCH GAPS

* **Boundary Condition :**

In research papers boundary condition has been mentioned i.e. if the users violates the boundary condition they have given then the user will not be able to access the services.

* **Cost :**

This is one of the main research gap we have found i.e. many of the existing systems that have been proposed yet required additional hardware.

* **Privacy :**

The existing systems are less secure because they do not provide authentication like before connecting to system you need permission for accessing his account .

Chapter-3

PROJECT OBJECTIVES

MODULE-1 :

In this module we will develop an application in android in which will we will provide user account, questions with solutions and discussion forum.

MODULE-2:

In this module we will enhance this application by providing more subject and related videos.

Chapter-4

PROPOSED SOLUTIONS

MOOCs based mobile application:

- A mobile application that will provide a system of learning through web media.
- Application will provide a platform to the user where user can discuss their problems and solutions, submission of assignments and also they will get hints regarding their problems.

Chapter-5

IMPLEMENTATION DETAILS AND RESULTS

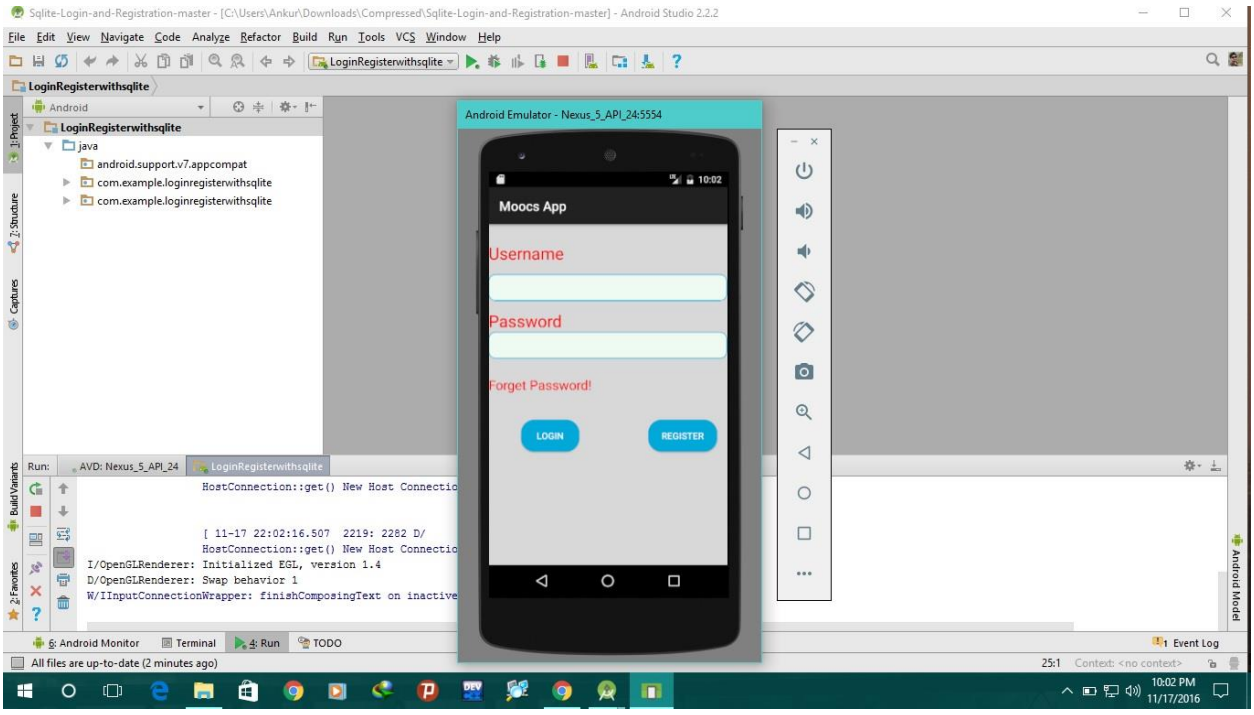
- **Approach** : Waterfall Model
- **IDE used** : Android Studio
- **Language used** : Android
- **Tool** : Mobile
- **Database** : SQLite

MINIMUM REQUIREMENT

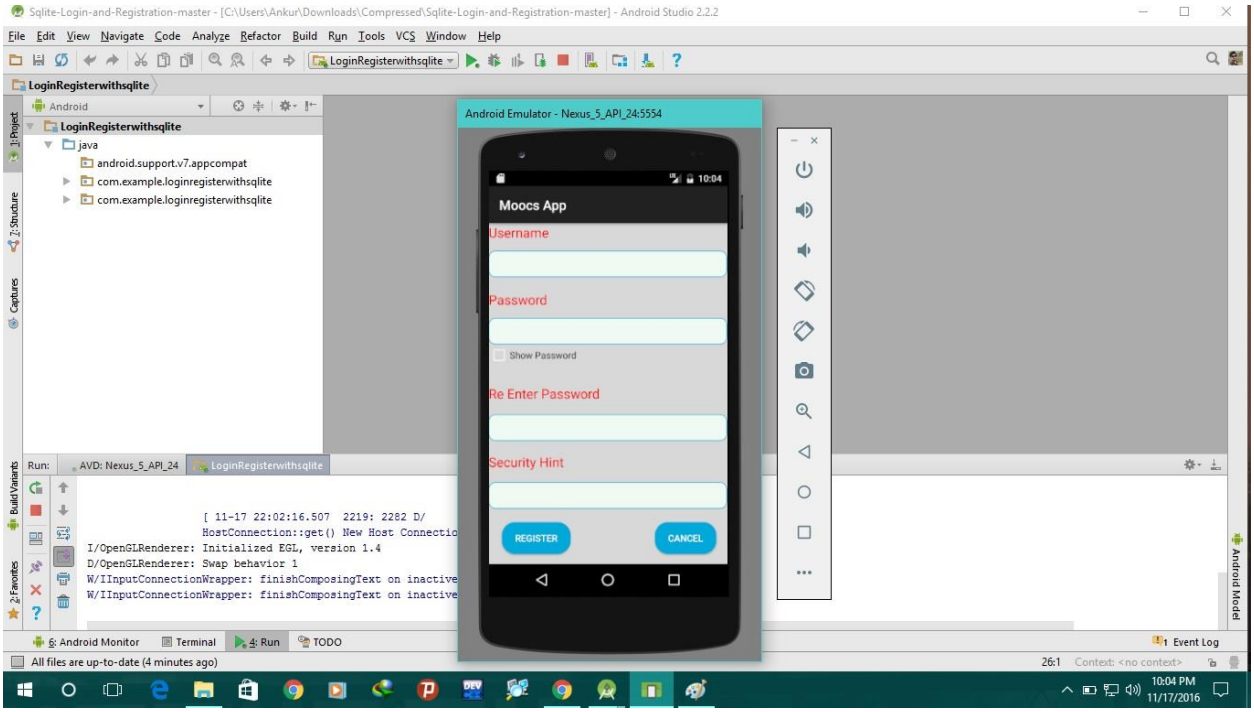
- Android Phone
- Internet Connection

IMPLEMENTATION:

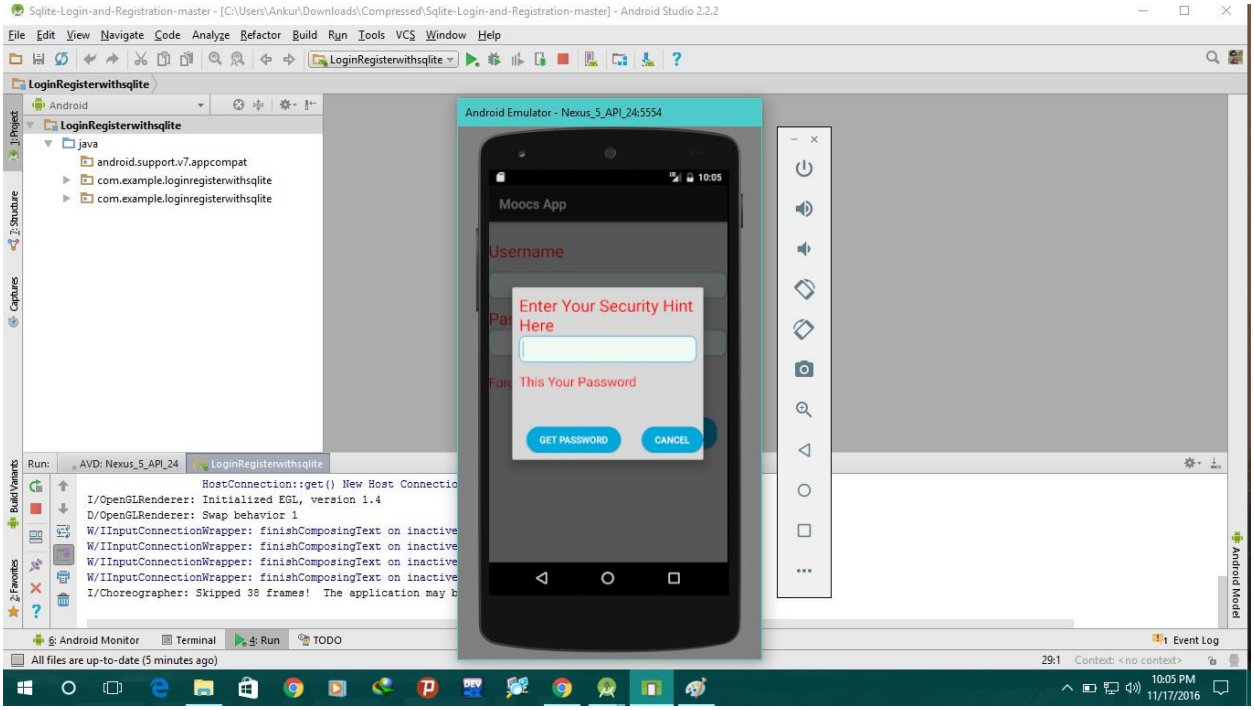
This is how our application`s main page will look like



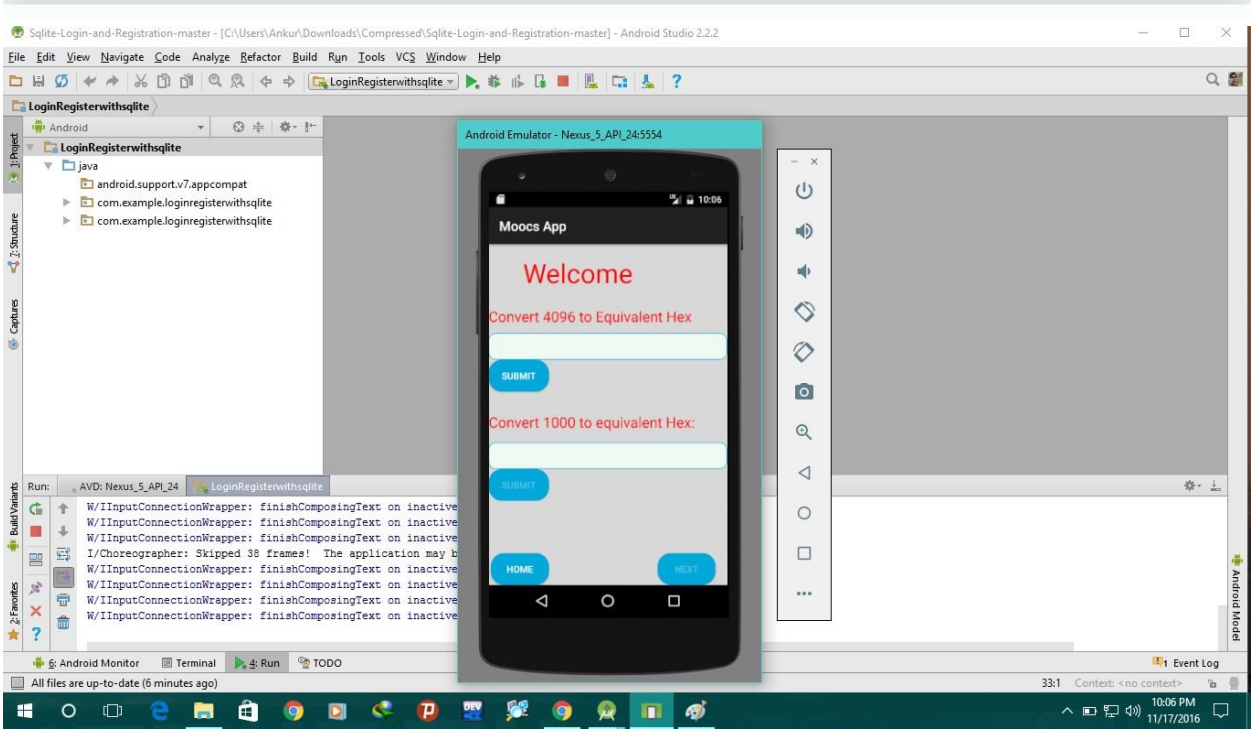
This is how the registration window looks like having an extra feature-security hint.



This is security hint pop window, if the user forgot password then he/she has to type the security hint to get the password.

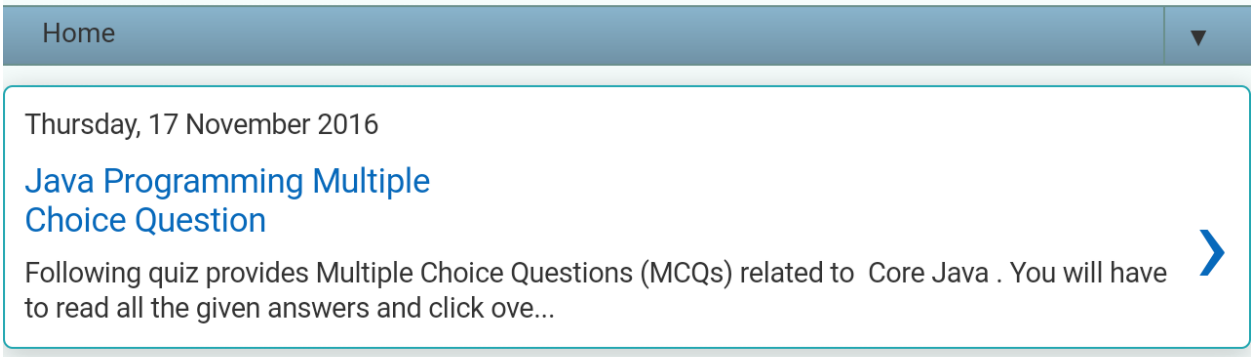


This is the welcome window having exercise questions.

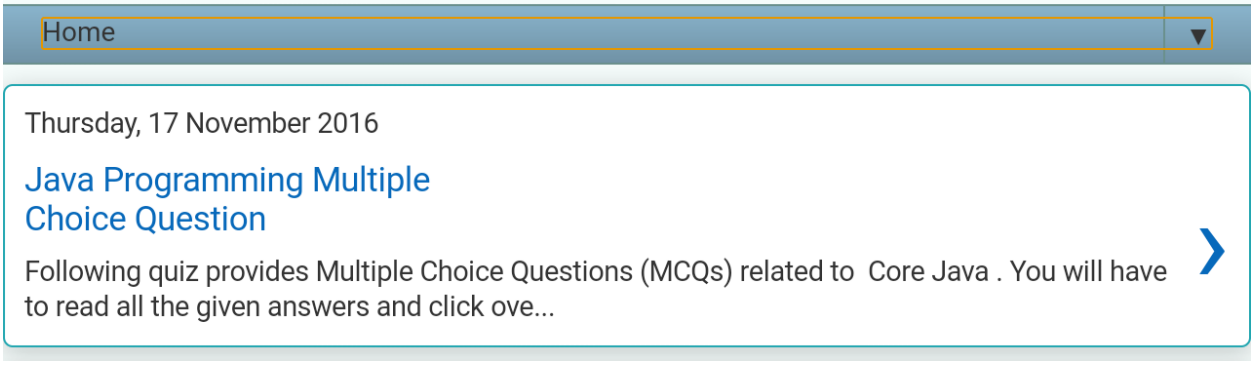


This is Our Website implementation

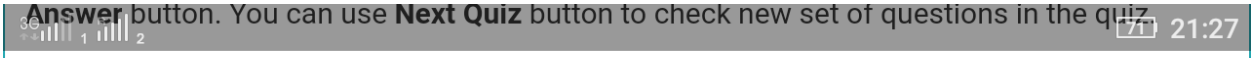
MCA NIT KURUKSHETRA



MCA NIT KURUKSHETRA



Answer button. You can use **Next Quiz** button to check new set of questions in the quiz.



Q 1 - What is the size of byte variable?

A - 8 bit

B - 16 bit

C - 32 bit

D - 64 bit

Q 2 - Which of the following is true about protected access modifier?

A - Variables, methods and constructors which are declared protected can be accessed by any class.

can be accessed only by its child class.

D - None of the above.

at 09:42

Share G+1 0

No comments:

Post a Comment

Links to this post

Create a Link

Chapter-6

CONCLUSION:

With our propose system, a successful attempt is made to reduce both initial investment cost as well as the operational cost in terms devices an services. There is no need for someone to buy other expensive service.

Using the free online website service for learning , there is no need to go for a paid services and this contributed in the cost reduction of developing the system.

FUTURE SCOPE:

With the help of a server a successful application can be developed through which all the mentioned objective can be achieved.

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CONTRIBUTION OF EACH MEMBER

Ankur Gupta

- Introduction to android
- Implementation, details and result
- Future scope
- Case study

Mukesh Verma

- Literature survey
- Comparative study
- Future encoding and matching
- References

Vivek Lambhi

- Introduction to SQLite
- System testing and performance evaluation
- Conclusion