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Pre-thesis
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Response to the articles

Michael B. Horn, the executive director of education program and cofounder of the Clayton Christensen Institute, states in his article **"MOOCs for High School: Unlocking opportunities or substandard learning?"** that "most MOOCs today have been built with far less attention to learning design than have courses from established K-12 online learning companies ... and the MOOCs are not well suited for high school students [1.]". This seems to relate to the hypothesis that leads to my thesis idea which start with the question "How can online course be more engaging to teenagers?".

Another article by Nathan M. Castillo, **"MOOCs for Development: Trends, Challenges, and Opportunities"**, which synthesized from an international conference on MOOCs for Development held at the University of Pennsylvania, reports the interesting challenge on MOOCs in developing country that "One major consensus was the need to focus more directly on local utilizations of MOOCs that take into account the diversity of learners and learning contexts in these regions[2.]". I was inspired by this suggestion to solve the problem. Although well-known MOOCs were created by the world's leading institutions, back in the Fareast country, there are still some barriers for people to access because of different learning contexts.

1. HORN, MICHAEL B.1. "Moocs For High School." Education Next 14.3 (2014): 82-83. Education Source. Web. 21 Sept. 2015.
2. Castillo, Nathan M., et al. "Moocs For Development: Trends, Challenges, And Opportunities." Information Technologies & International Development 11.2 (2015): 35-42. Business Source Complete. Web. 21 Sept. 2015.