CONCORSO PUBBLICO, PER ESAMI, A N. 1 POSTI DI CATEGORIA D, POSIZIONE ECONOMICA D1, AREA TECNICA, TECNICO-SCIENTIFICA ED ELABORAZIONE DATI, PER LE ESIGENZE DEL CENTRO DI SERVIZIO DI ATENEO "FEDERICA WEBLEARNING – CENTRO DI ATENEO PER L'INNOVAZIONE, LA SPERIMENTAZIONE E LA DIFFUSIONE DELLA DIDATTICA MULTIMEDIALE" DELL'UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II (COD. RIF. 2102), INDETTO CON DECRETO DEL DIRETTORE GENERALE N. 637 DEL 5.08.2021 E DI CUI E' STATO DATO AVVISO SULLA GAZZETTA UFFICIALE IV SERIE SPECIALE – CONCORSI ED ESAMI N. 67 DEL 24.08.2021

QUESITI <u>NON ESTRATTI</u> ALLA PROVA ORALE DEL 20.10.2021

PROVA ORALE N. 5 CONCORSO PUBBLICO COD. RIF. 2102

1. La candidata/il candidato illustri possibili sinergie di prodotto che una piattaforma MOOC può intraprendere con partner esterni, in ottica di realizzare prodotti orientati al Lifelong Learning;

2. La candidata/il candidato individui e descriva alcuni dei principali indicatori che è possibile utilizzare per monitorare il flusso di produzione e i risultati di un corso MOOC;

3. La candidata/il candidato illustri le principali caratteristiche della piattaforma edX, descrivendo le principali azioni intraprese per innovare il modello di business e i possibili scenari future;

4. Si descriva come esportare in formato PDF una porzione di celle di una tabella excel.

5. Leggere e tradurre un estratto dell'articolo scientifico: "*The Future of MOOCs: Adaptive Learning or Business Model?*", Sir John Daniel, Esteban Vázquez Cano and Mercè Gisbert Cervera, RUSC Vol. 12 No. 1, Universitat Oberta de Catalunya and University of New England, Barcelona, January 2015, pag. 70.

Finally, there are fragile contexts (war, refugee camps, etc.) where MOOCs could play an important role. For example, Dr. Mahmud Angrini, a Syrian doctor, explained how the U.S.-based learning portal Coursera, initially founded by two Stanford professors, changed his life. "Nowadays, I always tell my friends in refugee life: 'It is never too late to start again,'" he continues. "Someday, the war will end, and we will come back to our homes and our former lives to contribute to the reconstruction process in our country. To do so, we need to learn new skills, and this could only be achieved through continuing education. We can take advantage of the high quality courses that Coursera offers at no cost." (Curley, 2014).

Another interesting experience is the one developed by Barbara Moser-Mercer involving two refugees living in Dadaab Refugee Camp, Kenya, taking a MOOC offered on the Coursera platform together with the author (Moser-Mercer, 2014). Moser-Mercer suggests that MOOCs in these contexts need to consider offering suitable engagement tools for poor Internet connectivity areas with responsible pedagogical models that let learners interact with each other on the ground. In short, the humanitarian dimension of conflict zones requires that design, development and delivery of education respect International Humanitarian Law (Moser-Mercer, 2014: 121).

Therefore, some questions will need to be answered to determine what obstacles prevent access to and use of MOOCs among disadvantaged populations and how MOOCs may be used to promote improved economic, health and social outcomes in order to use them as a tool for development.

Conclusions

More than any other phenomenon this century, MOOCs have made higher education institutions reflect on how they should position themselves in a changing world. With some 4,000 MOOCs now on offer worldwide, the original models of cMOOCs and xMOOCS have evolved in many different directions – so much so that the term "MOOC" has probably outlived its usefulness. What we see now is the gradual expansion and the steady increase of quality of online teaching and learning for regular courses and programmes leading to credit and degrees. When we look back in ten years' time we shall judge that MOOCs were an important milestone in the evolution of higher education into the world of the Internet, rather than being significant for their own sake.

PROVA ORALE N. 6 CONCORSO PUBBLICO COD. RIF. 2102

1. La candidata/il candidato definisca alcuni attori e i principali trend che caratterizzano l'ambiente della Digital education nei principali mercati asiatici;

2. La candidata/il candidato definisca il Lifelong Learning e descriva le possibili opportunità di business in relazione a tale fenomeno e a quello della Digital education;

3. La candidata/il candidato descriva i principali interventi di Digital education adottati dai musei a seguito della pandemia covid-19 e individui possibili ipotesi di intervento e potenzialità per progetti di Digital learning in ambito museale;

4. Si illustri come gestire e monitorare un sottogruppo di studenti in un LMS (ad esempio MOODLE).

5. Leggere e tradurre un estratto dell'articolo scientifico: "*The Future of MOOCs: Adaptive Learning or Business Model?*", Sir John Daniel, Esteban Vázquez Cano and Mercè Gisbert Cervera, RUSC Vol. 12 No. 1, Universitat Oberta de Catalunya and University of New England, Barcelona, January 2015, pagg. 65 e 66.

The MOOC teaching model

The xMOOC model that emerged in 2012 had not changed much by 2014, with completion rates and participation rates just as low as they were when concrete data on completion rates appeared in 2013 (Parr, 2013). Sadly, it seems impossible to run a cMOOC (a course based on the pedagogical principles of connectivism) today on one of the big provider platforms as the software tools do not allow for the type of interaction and collaboration among participants that characterize cMOOCs' teaching model (UNESCO, 2013; Gaebel, 2014). xMOOCs, however, have a fairly linear approach with clearly defined (learning) outcomes and quiz-type examination methods and lectures. This xMOOC model generates criticism about its influence on higher education. Many teachers consider that MOOCs cannot replace a teacher because learning has to be interactive. Furthermore, it does not allow for laboratory experiments, clinical practice or medical simulation (Bates, 2012; Daniel, 2012; Dillenbourg, et al., 2014; Hollands & Tirthali, 2014).

The xMOOC teaching model is essentially a collection of videos with a chat forum. Many teachers and researchers consider that the MOOCs' teaching model is nothing new since it is based on watching TV programmes —live or recorded— on the internet or thematic YouTube videos. A student can find quizzes, discussion groups and peer support on any theme through social media, forums, blogs, and many online portals. Do participants in stand-alone MOOCs gain useful skills and knowledge that can be applied in productive, real-world contexts (Hollands & Tirthali, 2014: 169)? Far from the hype that MOOCs will replace traditional universities, anyone who studies the evidence soon sees that MOOCs augment rather than replace formal educational models (Cann, 2013). For institutions that have been offering online and hybrid courses for many years, MOOCs represent more of an incremental step along a pre-existing trajectory than a major innovation.

MOOCs have to address fundamental questions, such as the following, about their teaching model to secure their future (Gaebel, 2014: 23):

- Can MOOCs solve the problems and dysfunctions in mass education resulting from an unfavourable instructor-to-student ratio?
- Can MOOCs even reverse the pattern of one (instructor) to many students toward "many to one" or "many to many"?

Without an adequate answer to these teaching challenges, MOOCs will probably not have a significant future.