

2019 IEEE Learning With MOOCS (LWMOOCS 2019)

**Milwaukee, Wisconsin, USA
23 – 25 October 2019**



**IEEE Catalog Number: CFP19Q10-POD
ISBN: 978-1-7281-2550-3**

**Copyright © 2019 by the Institute of Electrical and Electronics Engineers, Inc.
All Rights Reserved**

Copyright and Reprint Permissions: Abstracting is permitted with credit to the source. Libraries are permitted to photocopy beyond the limit of U.S. copyright law for private use of patrons those articles in this volume that carry a code at the bottom of the first page, provided the per-copy fee indicated in the code is paid through Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923.

For other copying, reprint or republication permission, write to IEEE Copyrights Manager, IEEE Service Center, 445 Hoes Lane, Piscataway, NJ 08854. All rights reserved.

****** This is a print representation of what appears in the IEEE Digital Library. Some format issues inherent in the e-media version may also appear in this print version.***

IEEE Catalog Number:	CFP19Q10-POD
ISBN (Print-On-Demand):	978-1-7281-2550-3
ISBN (Online):	978-1-7281-2549-7

Additional Copies of This Publication Are Available From:

Curran Associates, Inc
57 Morehouse Lane
Red Hook, NY 12571 USA
Phone: (845) 758-0400
Fax: (845) 758-2633
E-mail: curran@proceedings.com
Web: www.proceedings.com

CURRAN ASSOCIATES INC.
proceedings
.com

2019 IEEE Learning With MOOCS (LWMOOCS)

Table of Contents

Title	Page range
Experience of Offering MOOC on Research in Technical Education for Teachers and Lessons Learnt	1–6
The Impact of Incorporating Hands-on Raspberry Pi Projects with Undergraduate Education in Boosting Students' Interest in Scientific/Engineering Majors and	7–14
Portable Blended MOOC Laboratory	15–20
Student Readiness for Online Learning in relation to Gender and Stream of Study.	21–25
Using Tough Love to Promote Active Learning	26–29
Performance of Men and Women in Graded Team Assignments in MOOCs	30–35
Enhancing Educators' Social Presence in MOOCs: Design of Daily Video Blog	36–41
Exploring Digital Cultural Heritage beyond MOOCs: Design, Use, and Efficiency of Generous Interfaces	42–46
How Student Background and Topic Impact the Doer Effect in Computational Thinking MOOCs	47–52
Analyzing Student Code Trajectories in an Introductory Programming MOOC	53–58
Scaling Open Educational Resources for Student Veterans and the Challenges of Assessing Their Impact	59–63
Exploring SWAYAM: How India is Making MOOCs an Integral Part of its Education System	64–68
Applying a Digital Learning Ecosystem to Increase the Effectiveness of a Massive Open Online Course	69–74
21st Century Syllabus: Aggregating Electronic Resources for Innovation Based Learning	75–78
Federal Funding Opportunity Announcements as a Catalyst of Students' Projects in MOOC Environments	79–83
MOOC Videos in Project MANEUVER	84–89
Innovation Based Learning on a Massive Scale	90–95
Driving Change Using MOOCs in a Blended and Online Learning Environment	96–104
F-Lingo: Integrating lexical feature identification into MOOC platforms for learning professional and academic English	101–109
Design and Development of a Machine Learning Tool for an Innovation-Based Learning MOOC	105–100
Annotation-free Automatic Examination Essay Feedback Generation	110–115
Categorizing Resources and Learners for a Finer-Grained Analysis of MOOC Viewing & Doing	116–121
The Influence of Grades on Learning Behavior in MOOCs: Certification vs. Continued Participation	122–127
Taxonomy of MOOC-Based Hybrid Educational Models in Higher Education	128–132
Eight years of MOOCs for physicians across Latin America	133–137
Solving Diversity Issues in University Staff Training with UNIPS Pedagogical Online Courses	138–144
A MOOC for crossing boundaries in hospital classrooms through ICT	145–149
Cultivating professional technical skills and understanding through hands-on online learning experiences	150–155
Using MOOCs to Supplement Reading Courses: An Instructor's View	156–158
Surveying the MOOC Data Set Universe	159–164
Improving learner experience and participation in MOOCs: A design thinking approach	165–169
Understanding Open Pedagogy for Designing a Constructivist Learning in Indian Massive Open Online Courses (MOOCs)	170–173
Improving MOOC quality using learning analytics tools	174–179
Bridging Socioeconomic Gaps with MOOCs: A Case of a Free Digital Preparation Course for the Psychometric Test in Israel	180–184
Visualising learning pathways in MOOCs	185–190
Evolution Education and Massive Open Online Courses: A Multiverse Proposal	191–195
Framework for the Development of Virtual Labs for Industrial Internet of Things and Hyperconnected Systems	196–198