CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 1 POSTO DI CATEGORIA EP, POSIZIONE ECONOMICA EP1, 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. 2007)

QUESITI NON ESTRATTI ALLA PROVA ORALE DEL 29 SETTEMBRE 2020

Nell'ambito di un progetto europeo regionale relativo alla progettazione e erogazione di corsi digitali, il candidato illustri le modalità per la gestione e il monitoraggio di gruppi di lavoro complessi attraverso software per la gestione dei flussi di produzione.

SI chiariscano le modalità di progettazione e comunicazione istituzionale per un corso di Alta formazione multimediale per i bisogni della pubblica amministrazione italiana, con particolare riferimento a esperienze in corso.

Si individuino principi e modalità di budgetizzazione di un progetto regionale europeo destinato all'Alta formazione online.

Si illustrino i passi utili per impostare un foglio del software di grafica-visuale Adobe InDesign.

Il candidato legga e traduca dall'inglese all'italiano la pagina 3 (ALLEGATA ALLA PRESENTE SCHEDA) del testo di Calise, M., Kloos, C. D., Reich, J., Ruiperez-Valiente, J. A., e Wirsing, M. (Eds.). (2019). Digital Education: At the MOOC Crossroads Where the Interests of Academia and Business Converge, Cham, Springer.

Chrome Plug-in to Support SRL in MOOCs

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Abstract. Massive Open Online Courses (MOOCs) have gained popularity over the last years, offering a learning environment with new opportunities and challenges. These courses attract a heterogeneous set of participants who, due to the impossibility of personal tutorship in MOOCs, are required to create their own learning path and manage one's own learning to achieve their goals. In other words, they should be able to self-regulate their learning. Self-regulated learning (SRL) has been widely explored in settings such as face-to-face or blended learning environments. Nevertheless, research on SRL in MOOCs is still scarce, especially on supporting interventions. In this sense, this document presents MOOCnager, a Chrome plug-in to help learners improve their SRL skills. Specifically, this work focuses on 3 areas: goal setting, time management and selfevaluation. Each area is included in one of the 3 phases composing Zimmerman's SRL Cyclical Model. In this way, the plug-in aims to support enrolees' self-regulation throughout their complete learning process. Finally, MOOCnager was uploaded to the Chrome Web Store, in order to get a preliminary evaluation with real participants from 6 edX Java MOOCs designed by the Universidad Carlos III de Madrid (UC3M). Results were not conclusive as the use of the plug-in by the participants was very low. However, learners seem to prefer a seamless tool, integrated in the MOOC platform, which is able to assist them without any learner-tool interaction.

Keywords: Self-regulated learning · Massive Open Online Course · Plug-in · MOOCnager · Tool

1 Introduction

A MOOC (Massive Open Online Course) can be defined as "an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes" [1]. These courses offer new opportunities to learn in a timeless and demographically unrestricted way. Their impact on higher education has been envisioned [2], reaching figures of more than 101 million enrolees up to 2018 [3].

Despite this remarkable success, one of the main problems of these courses is the funnel of participation [4] with a typical completion rate ranging between 5 and 10% [5]. MOOC instructors deal with a heterogeneous environment with many enrolees that differ in motivation, background and previous knowledge. Moreover, the high number of participants does not allow for personalised attention from the instructors.

Il candidato illustri un sistema di budgettizzazione, con pianificazione dei tempi e delle procedure amministrative relativo ad un progetto europeo regionale, anche attraverso software per la gestione dei flussi di produzione e delle attività in programmazione.

Il candidato programmi la comunicazione interna e la comunicazione esterna multimediale applicata a una piattaforma MOOC, specificandone le principali dimensioni e criticità.

Il candidato progetti e programmi la produzione di un corso multimediale interateneo, anche in riferimento alle procedure amministrative e gestionali.

Si illustrino le principali funzionalità del software di grafica visuale Canva.

Il candidato legga e traduca dall'inglese all'italiano la pagina 6 (ALLEGATA ALLA PRESENTE SCHEDA)del testo di Calise, M., Kloos, C. D., Reich, J., Ruiperez-Valiente, J. A., e Wirsing, M. (Eds.). (2019). Digital Education: At the MOOC Crossroads Where the Interests of Academia and Business Converge, Cham, Springer.

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elements: a plug-in for Chrome and a web application. The plug-in allows the learner to take notes while taking the course. The web application is a dashboard in which the user gets different personalised visualisations so that he can observe how he has interacted with the MOOC. For example, the user can get figures showing the number of videos watched and the time spent on them, or the percentage of time spent on the course versus the time spent procrastinating. After an evaluation with real users, positive results regarding the usability of the tool were obtained [16].

However, authors in [15] state that more effectiveness might be achieved by helping learners across all the phases of SRL. Therefore, we opted for designing a tool to support one SRL strategy per self-regulation phase, as modelled by Zimmerman's SRL model [11].

3 Analysis

Before designing a tool to support SRL in MOOCs, we reviewed the literature to decide on which 3 SRL strategies this tool should focus. Regarding the forethought phase, goal setting is considered helpful in the literature [17, 18] but, in general, is a weak area for learners [17, 19]. Regarding the performance phase, time management appeared to be influential to succeed in MOOCs [20], although learners seem to have difficulties to effectively adapt their study time according to their goals [21]. Regarding the self-reflection phase, the self-evaluation strategy seems to have promising outcomes. For example, Learning Tracker is a tool which improved the performance of learners by fostering self-evaluation through social comparisons [22]. Additionally, emotions are an influential factor in learners' interactions, whose regulation helps to predict the academic outcomes [23].

After this decision, the authors derived a set of requirements to support goal setting, time management and self-evaluation in MOOC environments. The summary of requirements is presented below:

- Provide *sign up* and *authentication* for the users so that their information is not shared among other users. Data privacy is considered an essential requirement.
- Provide the option of indicating *the MOOC(s)* in which the user is *enrolled*. The tool should have a list of supported MOOCs, from which the user can select those courses in which he is registered.
- Support the *creation of goals* for the MOOC(s) in which the user is enrolled to foster goal setting. Additionally, the user should be able to *view, mark as completed*, and *delete* the goals he has set.
- Support the *notification of expired goals* according to their due date. When a goal expires, an alert should be triggered to raise the awareness of the learner.
- Provide a *timeline display* with the user goals according to the due date to foster time management. Specifically, the supported display should be a calendar with a colour code indicating the status of the goals which expire in each specific date.
- Support the learner's own *evaluation of performance* and *emotions* to foster selfevaluation. This self-evaluation should be simple to ease learners' reflection. Providing several predefined options to choose from is advisable.

Per ordine del Presidente
Il segretario
f.to Claudia Russo