CONTRIBUTION TO BUSINESS MODEL AND EFFICIENCY OF

EDUCATION BASED ON ICT'S

Universida_{de}Vigo

AUTHOR: BRAIS BLANCO RODICIO

THESIS DIRECTOR: MARTÍN LLAMAS NISTAL

AFFILIATION: COMPUTER SCIENCE AND NETWORKING (IT)

VIGO 2014/15

MOOC!?



Escola de Enxeñaría de Telecomunicación

MOTIVATION BUSINESS STRATEGIES LMS

Open Platforms : Moodle, Sakai

Private Platforms: Blackboard, Desire2Learn

Social Platforms: Edmodo, Schoology

Cloud Platforms: Instructure

REGION	LMS MARKET 2016
North America	27,1 billion dollars
Asia	11,5 billion dollars
Europe	9,3 billion dollars
Latin America	2,2 billion dollars
Others	1,072 billion dollars
TOTAL	51,172 billion dollars

THESIS OBJECTIVES

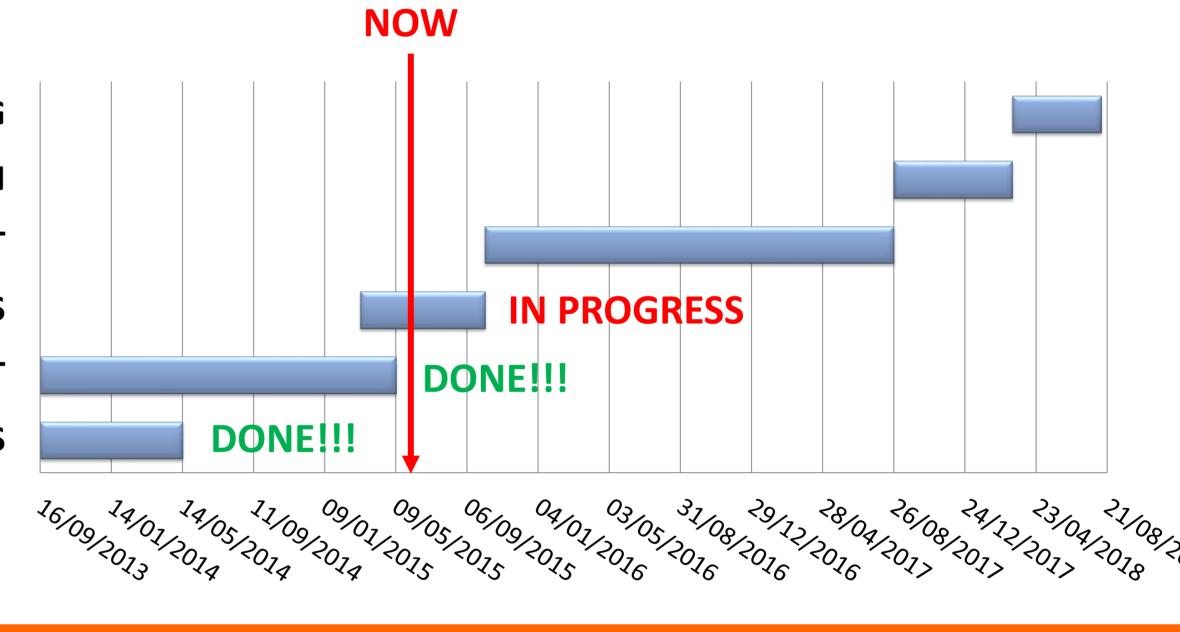
Contribute sustainable business creation of time where model over educational models based on ICT's, tools and contents are integrated.

OBJECTIVE 2: Contribute to increasing the e-learning efficiency by focusing on the evaluation and accreditation of knowledge.



RESEARCH PLAN

THESIS WRITING RESULTS DISSEMINATION INVESTIGATION DEVELOPMENT REVISION AND PRECISION OF OBJECTIVES STUDY OF THE STATE OF THE ART **EDUCATIONAL COMPLEMENTS**



THE STATE OF THE ART

- What are the MOOC?
- MOOC vs LMS
- The MOOC now
- The MOOC classes
- The MOOC platforms
- - To assess in the MOOC
 - Impact of the MOOC
 - Future of the MOOC
 - **Novelties of the MOOC**
 - To make profitable of the MOOC



miríada X

ACADEMY



UDACITY





WRITE A PAPER

In order to try to expound this in the XVII International Symposium on Computers in Education

(SIIE 15) in Setúbal (from 25 to 27 November 2015)

REVISION AND PRECISION OF THE OBJECTIVES (in progress)

NEXT YEAR PLANNING

DUED

IN THIS YEAR

REVISION AND PRECISION OF THE OBJECTIVES

INVESTIGATION DEVELOPMENT

REFERENCES

- Britain, S. (1999). A Framework for Pedagogical Evaluation of Virtual Learning Environments
- Capterra. (2015). The Top 20 Most Popular LMS
- Chambers, J. A., & Bork, A. (1980). Computer Assisted Learning in U.S. Secondary/Elementary Schools. *Association for Computing Machinery*.
- Despujol, I. et al. (2014) Evaluation and field trials of MOOC Platforms in the Spanish-speaking community..(209-213). En Cress, U., & Kloos, C. D.Proceedings of the European MOOC Stakeholder Summit 2014 (209-213).
- Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., & Ludgate, H. (2013).NMC Horizon Report: 2013 Higher Education Edition. Austin, Texas: The New Media Consortium.
- Keller, D. (2014). Shifting from the Traditional LMS. Training, 51(6), 52-53.

- Khan Academy. (2015). Khan Academy API Explorer.
- Rosselle, M., Caron, P. A., & Heutte, J. (2014). A typology and dimensions of a description framework for MOOCs. Proceedings of the European MOOC Stakeholder Summit 2014, 130-139
- SCOPEO. (2013). SCOPEO INFORME No . 2: MOOC: Estado de la situación actual , posibilidades, retos y futuro.
- Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Agee.
- Watson, W. R., & Watson, S. L. (2007). What are Learning Management Sysems, What are They Not, and What Should The Become, 51(2), 28–34
- Yuan, B. L., Powell, S., Yuan, L., & Cetis, J. (2013). MOOCs and Open Education: Implications for Higher Education A white paper.