

# **Media and Information Literacy**

**Quarter 4 - Module 8:  
Massive Open Online Course**



**Media and Information Literacy– Grade 12**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 8: Massive Open Online Course**  
**First Edition, 2019**

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# **Media and Information Literacy**

## **Quarter 4 – Module 8: Massive Open Online Course**

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

# Introductory Message

## **For the facilitator:**

This module was collaboratively designed, developed, and reviewed by educators to guide you, the teacher or facilitator, in helping the learners meet the standards set by the Department of Education. This module primarily aims to help the learners understand the lessons in Media and Information Literacy based on the *Most Essential Learning Competencies* and see their relevance to real-life through a fun-filled learning experience. This module hopes to engage the learners in guided and independent self-learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the necessary 21<sup>st</sup>-century skills while considering their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

## **For the learner:**

Welcome to the Media and Information Literacy Grade 12 Alternative Delivery Mode (ADM) Module. This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the module while being an active learner.

Specifically, this module aims to help you to describe the impact of massive open online – its advantages and implications.

This module contains the following parts: a. *What I Need to Know* (Introduction and Learning Objectives), b. *What I Know* (Pretest), c. *What's In* (Review), d. *What's New* (Introductory activity), e. *What Is It* (Content Discussion), f. *What's More* (Enrichment Activities), g. *What I Have Learned* (Generalization), h. *What I Can Do* (Application), i. *Assessment* (Posttest), *Additional Activities*, *Answer Key*, and *References*.

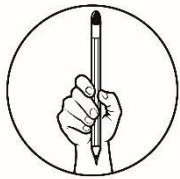
To enjoy learning about the lesson, you must set aside all other tasks that will disturb you while answering the module. Use the module with care. Do not put unnecessary mark/s on any part of the module. Follow carefully all the contents and instructions indicated on every page of this module. Take note of the significant concepts you find in the lesson, which you may use for future references. Keep in mind to USE SEPARATE SHEETS OF PAPER in doing all the provided activities to meet all the lesson's objectives. If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your facilitator. After accomplishing all the activities, let your facilitator/guardian assess your answers. The success in accomplishing this module depends on your will and grit. Keep going and enjoy learning!



## ***What I Need to Know***

This module was designed and written to help you understand the concept and the types of one of the current trends in media and information which is the massive open online course. Knowing the nature of massive open online course including the advantages and limitations could help us to determine if a certain group of people or locality can utilize it. The scope of this module allows many different learning situations where students could identify their daily activities where aspects of massive open online course are being used. The use of language recognizes the diverse vocabulary levels of students. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to describe the impact of massive open online (MIL11/12 CFT-IIIi-26).



## ***What I Know***

Read and answer each question carefully. Write the letter of the best answer on a separate sheet of paper.

1. Which of the following pertains to the knowledge or skill acquired by a person through instruction or study?
  - A. Book
  - B. Reference
  - C. Learning
  - D. Collaboration
2. Which term means “able to move easily from place to place”?
  - A. Accessibility
  - B. Mobile
  - C. Web site
  - D. Blog
3. Which is NOT a major massive open online course (MOOC) provider?
  - A. Coursera
  - B. Wikipedia
  - C. Udacity
  - D. EdX
4. What are the two main types of massive open online course (MOOC)?
  - A. xMOOCs and cMOOCs
  - B. aMOOCs and bMOOCs
  - C. xMOOCs and yMOOCs
  - D. sMOOCs and lMOOCs
5. What is defined as occurring or existing now?
  - A. Upcoming
  - B. Potential
  - C. Simultaneous
  - D. Current

6. Which is NOT an advantage of massive open online course (MOOC)?
- A. Feasibility
  - B. Affordable
  - C. Repetition
  - D. With strict class schedules
7. What is referred to as a segment appearing as part of an online publication that typically relates to a subject, and sometimes contain articles and personal commentary by one or several authors?
- A. Video
  - B. Recording
  - C. Twitter
  - D. Blog
8. What is described as a group of world wide web pages usually containing hyperlinks to each other and made accessible online by a person, company, institution, government agency, or organization?
- A. Blog
  - B. Web site
  - C. Online
  - D. Channel
9. What do you call a model for delivering learning content online to anyone who needs to take a learning course with no limit in attendance and participation?
- A. Browsing
  - B. Massive Open Online Course
  - C. 3D Environment
  - D. Wearable Technology
10. Which of the following pertains to the quality of being reached, used, or seen?
- A. Accessibility
  - B. Permissively
  - C. Attainability
  - D. Usability

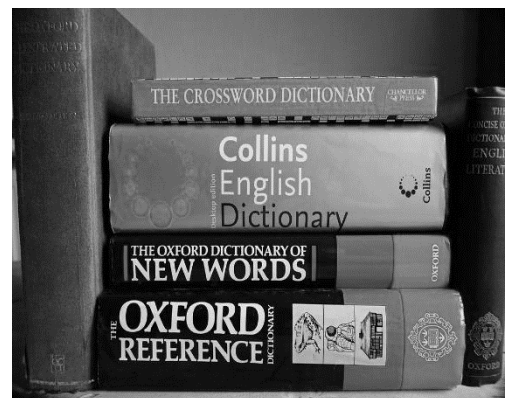
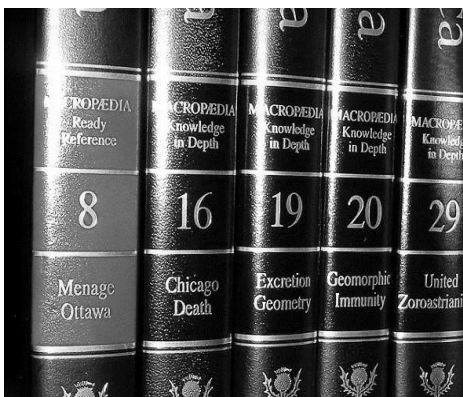
# Lesson 1

## Massive Open Online Course (MOOC)

You might not know it, but when your parents were younger, information was much harder, and more expensive, to come by. For information on a wide variety of topics, one had to consult an *encyclopedia*, a multi-volume collection of books with alphabetically arranged topics. For word meanings, one used a dictionary which could be pocket-sized and concise or massive and comprehensive. For more complete information on a subject, there were textbooks and trade books. Except textbooks, which were widely available wherever they were required in school, these sources of information were mostly seen in public and private libraries.

The information contained in books were relatively stable, that is, they do not change much over time, and new editions may not come for years. For new findings from academic research, one read journal publications and similar periodicals, which were available in university libraries. But, to keep abreast of current affairs, one read newspapers, listened to radio, or watched television.

The 21<sup>st</sup> century has brought many technological advancements that led to the development of the different modes of transmitting and getting information. Products of technology have also resulted in a paradigm shift in the field of education – from the traditional use of printed information such as books, journals, magazines, encyclopedia and dictionary to using their digital or online versions. Now, information may also be gathered from reliable and credible websites and how-to videos on YouTube, all found using search engines such as Google, Yahoo, and Bing. The use of technology has also influenced the behavior of people towards choosing the format and path of getting information, shifting from the traditional classroom set-up to online-based learning, thus, making it easier to gain knowledge anytime and anywhere.



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This module will discuss one of the current trends in media and information dissemination the Massive Open Online Course (MOOC), and how it influences the behavior of people when it comes to learning new information.



## What's In

### KWL Chart

To check your prior knowledge about the topic and to solicit the questions that you want to know about it, fill in the *Know* and *Want to Know* components of the *Know-Want to Know-Learned* (KWL) chart properly and correctly. For the *Know* component, you may write word/s or sentence. For the *Want to Know* component, state your responses in question form. List as many responses as you want for each component. Write your responses on a separate sheet of paper.

Topic	Know	Want to Know	Learned
Massive Open Online Course (MOOC)			

### Guide Questions

1. Based on what you have written on the *Know* component of the chart, what do you know about Massive Open Online Course (MOOC)?
2. If you were to think of a question that you want to ask about Massive Open Online Course (MOOC), what question would that be?

### Let's have some fun! - Word Hunt Activity

A password is needed to log in to a computer. Codes are listed below inside the term bank that could be used to determine the password of the computer. Encircle all the codes in the puzzle completely and properly.

A	K	G	T	J	B	L	O	G	J	A	O	P
N	C	S	F	O	L	I	D	X	B	N	N	E
R	W	C	I	U	M	K	T	F	H	G	L	N
E	C	N	E	G	K	I	L	P	O	E	I	A
P	M	A	S	S	I	V	E	F	G	L	N	S
E	C	V	B	N	S	A	S	F	G	I	E	H
T	P	I	U	Y	T	I	E	D	G	C	H	K
I	G	R	S	Z	X	C	B	V	B	A	N	M
T	H	J	U	Y	G	D	H	I	G	R	H	M
I	E	C	O	U	R	S	E	F	L	K	H	G
O	F	G	J	O	P	E	N	W	E	I	G	H
N	G	A	R	Y	R	A	M	O	S	F	T	G
U	O	F	E	A	S	I	B	I	L	I	T	Y

#### TERM BANK

Course Online	Blog Accessibility	Repetition Open	Massive Feasibility
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## What's New

### Make Meaning: Internet Assisted Activity

Describe the given word in each item correctly. You may use the internet to find the meaning of the words.

	WORD	MEANING
1.	Massive	_____
2.	Open	_____
3.	Online	_____
4.	Course	_____
5.	Feasibility	_____
6.	Blog	_____
7.	Accessibility	_____
8.	Repetition	_____
9.	Asynchronous	_____



## What is It

### Massive Open Online Course (MOOC)

MOOC is an acronym for *Massive Open Online Course*. The word “*massive*” means large number or amount, “*open*” means accessible to all, “*online*” means connected to or available through a system, and “*course*” means the act of moving in a path from point to point. Therefore, MOOC refers to a route or pattern of getting a content or information available through an online system that can be accessed by many people. MOOC is also described as a pattern for providing



<https://www.pxfuel.com/en/free-photo-ebzbi>

learning information or content online to any person who needs to take up a course with no limit on attendance.

MOOCs are asynchronous web-based courses geared towards enabling several hundreds of students all over the world to enroll and learn from top world-renowned academic institutions at the same time. MOOCs deliver content via recorded video lectures, online readings, and online assessments, with various degrees of student-student and student-instructor interactions. Many MOOC-providers offer free courses, which entice more people to enroll. There are MOOCs that provide certificates of completion to the students; however, most of them do not count for college credit. The concept of MOOC was invented in 2008 by Dave Cormier, from the University of Prince Edward Island, for a course offered by the University of Manitoba, "Connectivism and Connective Knowledge", (<https://whatis.techtarget.com/definition/massively-open-online-course-MOOC>).

The learning material or video content used in an MOOC is created by an educational institution, usually a university or a college that offers such programs. The organization and administration operation of an MOOC are coordinated by active MOOC platforms (e.g. Coursera and edX). MOOCs were created from the idea of covering an entire university course online and thereby making it accessible to everyone in the world. The intent was to "democratize" educational content from elite universities.

### **Types of Massive Open Online Course (MOOC)**

There are two main types of MOOCs:

#### **1. xMOOCs**

xMOOC stands for eXtended MOOC. xMOOCs are based on traditional university course structures and make use of established teaching approaches and materials. Students will watch pre-recorded lectures, complete required readings, and participate in discussions as produced and managed by a course instructor or an instructional team from a higher education institution. These are typically self-contained and rarely utilize content external to the main content delivery and learning platform.

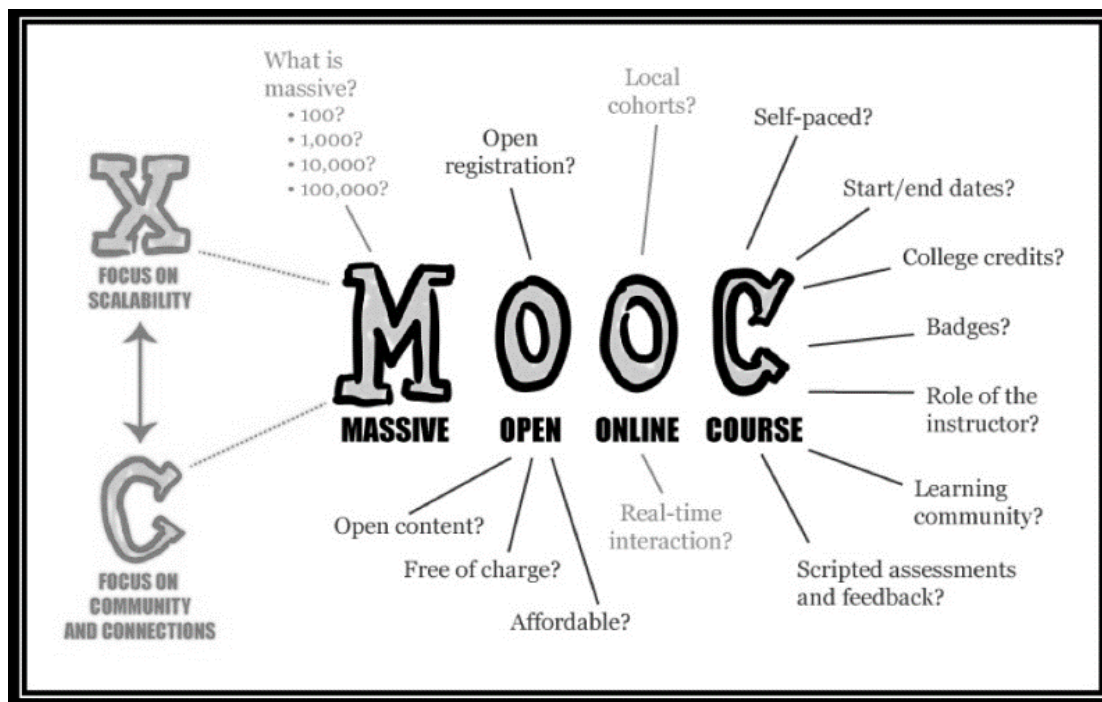
#### **2. cMOOCs**

cMOOC stands for Connectivist MOOC. cMOOCs are based on the connectivist learning model that favors collaboration among learners as a form of active learning. Students in cMOOC work together to locate, evaluate, and contribute to the course content by uploading materials in the form of tweets, blog posts, wikis and others, to the course using the learning platform. A cMOOC instructor or instructional team facilitates learning by finalizing, aggregating, and assessing the students' contributions to the course.

The following table illustrates the conceptual differences between cMOOCs and XMOOCs.

<b>xMOOCs</b>		<b>cMOOCs</b>
Scalability of provision (e.g., offering university courses to a larger audience)	<b>Massive</b>	Community and Connections
Open access – Restricted license	<b>Open</b>	Open access and license
Individual learning in single platform	<b>Online</b>	Networked learning across multiple platforms and services
Acquire a curriculum of knowledge & skills	<b>Course</b>	Develop shared practices, knowledge and understanding

### Advantages of Massive Open Online Course (MOOC)



<https://www.igniteengineers.com/mooc-advantages-and-disadvantages/>

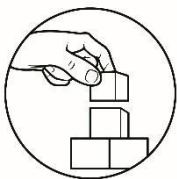
1. Relax requirements – MOOC can be taken by anyone who is interested in the subject matter and able to access the course, regardless of age, background, or location.
2. Video format availability - Teaching in a modern video format (not just texts like those that you'd find in other e-learning courses).
3. Accessibility- learning content from top universities like Harvard, Stanford, etc. can be opened through online format.
4. Repetition- an MOOC will often run two or three times a year, ensuring that students would not miss their chance.

5. High quality- MOOCs are led by subject matter experts (SMEs) and supported by teaching assistants, so that students have access to first-rate educational resources.
6. Feasibility- an MOOC usually requires 1-2 hours of study a week for about 5 weeks, making learning doable even for busy students.
7. Self-paced- an MOOC enables students to work through the course materials and assessments at their own pace.
8. Online collaboration- learners across the globe work together on common goals without the need to meet each other in person.

### **What are some MOOC platforms?**

There are already thousands of MOOCs from countless providers worldwide. Here are the top MOOC platforms.

- a. **Coursera** has over 20 million learners/participants. Courses were created by the universities of Stanford, Princeton, Yale, London, Munich, Zurich, and many more.
- b. **EdX** has around 10 million learners/participants. Courses were created from Harvard, MIT, Berkeley, and Oxford, among others.
- c. **Udacity** is created as an MOOC platform at Stanford. Now mostly programming courses in cooperation with industry partners such as Google, Facebook, or Daimler. Course topics include artificial intelligence and self-driving cars.
- d. **FutureLearn** is MOOC platform (UK-based) which includes various British and European universities. Courses offered are shorter in duration compared to others.



### ***What's More***

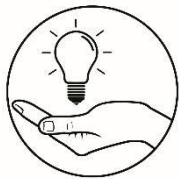
#### **Activity: Creating your own Massive Open Online Course Material**

Using your smartphone/laptop, create a Massive Open Online Course Material in the form of audio-visual presentation. The said material should focus on understanding corona virus and how this virus can be transmitted and prevented particularly at home and in school. The audio-visual material should not exceed 15 minutes. Use the audio-visual presentation rubric below to assess your output.

### Rubric – Audio-Visual Presentation

CRITERIA	INDICATORS			
	Expert (4 points)	Intermediate (3 points)	Novice (2 points)	Beginner (1 point)
<b>Organization</b>	Information presented in a logical and very interesting sequence	Information presented in a logical sequence	Presentation jumps around and audience has difficulty following	Audience cannot understand presentation because of weak organization
<b>Design</b>	All multimedia elements work well together and demonstrate excellent synthesis	Multimedia elements are appropriate and enhance the presentation	Selection of media elements are adequate	Shows poor selection of graphics, fonts, sound, and video
<b>Content</b>	Covers the topic completely and in depth with a variety of resources. Encourages viewers to know more	Includes essential information and facts to give viewers an understanding of the topic	Includes some essential information with a few citations and facts	Includes little essential information and one or two facts
<b>Graphics</b>	Graphics explain and reinforce message of presentation	Graphics vary and relate to presentation	Occasionally uses graphics, but rarely support presentation	Poor use of graphics or no graphics
<b>Sound</b>	Excellent use of sound and music to reinforce message	Sound and music are used to convey message. Audio is clear.	Some use of sound, but poor quality. Audience has trouble understanding	Poor use of sound or no sound used

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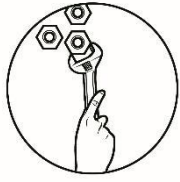


## ***What I Have Learned***

The students will fill in the *Learned* component of the KWL chart to generalize the things they learned about the topic.

### KWL Chart

Topic	Know	Want to Know	Learned
Massive Open Online Course			



## What I Can Do

### Work In Progress

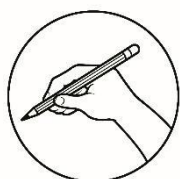
You are tasked to create a blog about the effects of Earthquake in your local community. Use the Blog Post rubric below to assess your output.

### Rubric – Blog Post

CRITERIA	INDICATORS			
	Expert (4 points)	Intermediate (3 points)	Novice (2 points)	Beginner (1 point)
<b>Purpose</b>	The blog has a clear purpose to share and collect opinions and information about an important and interesting topic.	The purpose of the blog is to share information and the blogger's opinions about an important topic.	The blog is mostly about one topic, but sometimes the blogger gets off the subject.	The blog appears to be about unconnected topics and events.
<b>Content</b>	The blog is fair and balanced. Blogger refers to information from a variety of viewpoints and draw original conclusions based on research.	The blog is fair. Blogger refers to information from more than one viewpoint and draw conclusions based on research.	The blogger tries to be fair in the blog, but the information presented is missing critical content. I try to draw conclusions, but sometimes my conclusions are not based on research.	The blogger presents one viewpoint on the topic. Do not draw conclusions about the research, but just repeat what other sources have said about the topic
<b>Sources</b>	The blogger gathered extensive information from a variety of reliable sources outside the classroom. Cites the sources correctly.	The blogger gathered information from some reliable sources outside the classroom. Cites all the sources with no or very few minor errors.	Most of the information on the blog comes from the opinions. The blogger cites only one or two sources, or the citations have numerous errors.	The information of the blog is opinion, without any sources to back it up.
<b>Audience</b>	My writing engages my readers. I ask good questions and describe interesting ideas to get my readers to respond.	I think about what my readers want to know and write my blog entries to answer their questions and concerns.	I try to think about my readers and answer their questions, but most of the time I just write about what I am interested in or what is easy to find.	Poor use of graphics or no graphics

<b>Sound</b>	Excellent use of sound and music to reinforce message	Sound and music are used to convey message. Audio is clear.	Some use of sound, but poor quality. Audience has trouble understanding	I rarely think about how my readers will respond to my blog. I write about what is interesting to me or is easy to find.
<b>Voice</b>	Writing shows the personality of the blogger and reflects a deep commitment to the topic.	Writing shows that the blogger care about the topic.	Writing sometimes shows that the blogger care about the topic.	Writing sounds like that the blogger is just completing an assignment without caring about the topic.

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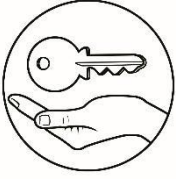
## Assessment

Read and answer each statement carefully. Then, write the letter of the best answer on a separate sheet of paper.

- Mr. Ramos, a professor in a University, is teaching online to a number of students from different parts of the country and overseas using his uploaded videos about the different parts and functions of the human body. Which medium is being used here?
  - 3D
  - Massive Open Online Course
  - Ubiquitous Learning
  - Wearable technology
- \_\_\_ are based on connectivist learning models that favors collaboration as a form of active learning.
  - cMOOCs
  - xMOOCs
  - Google
  - Yahoo
- Which of the following is NOT massive open online platform?
  - Google
  - Coursera
  - Edx
  - Udacity
- \_\_\_ are based on traditional course structures and make use of established teaching approaches and materials
  - cMOOCs
  - xMOOCs
  - Google
  - Yahoo
- \_\_\_ enables students to work through the course materials and assessments at their own rates while also interacting with a global learning community.
  - Accessibility
  - Feasibility
  - Repetition
  - Self-paced
- Erwin is watching a video about renowned Filipino scientists on his tablet in the assigned learning station. Next, he will transfer to the next learning station to watch the different Filipino folk dances. Which medium is being used here?
  - 3D
  - Massive Open Online Course
  - Ubiquitous Learning
  - Wearable technology
- \_\_\_ is an advantage of MOOC in which a course runs two or three times a year, ensuring that students would not miss their chance
  - Accessibility
  - Feasibility
  - Repetition
  - Self-paced

8. Mary Anne realized that she forgot to answer the guide questions in one of the learning stations in the Science class. She decided to log in to her account as soon as she got home. Which characteristic of ubiquitous learning is shown in the situation?
- A. Accessibility
  - B. Permanency
  - C. Interactivity
  - D. Adaptability
9. Which of the following is NOT an advantage of Mass Open Online Course?
- A. Teaching in a modern video format
  - B. Courses in a true online format
  - C. Online interaction between learners and teachers
  - D. Uses paper and pencil test in evaluating students
10. Who invented the concept of Massive Open Online Course or MOOC in 2008?
- A. Bill Gates
  - B. Dave Cormier
  - C. Mark Zuckerberg
  - D. Jeff Bezos





# Answer Key

<p><b>Assessment</b></p> <p>1. B 2. A 3. A 4. B 5. D 6. A 7. C 8. D 9. A 10. D</p>	<p><b>What's More</b></p> <p>Answers may vary.</p> <p><b>Activity 1.1</b></p> <p>Answers may vary.</p> <p><b>Activity 1.2</b></p> <p>Answers may vary.</p>	<p><b>What I Know</b></p> <p>C B A D D D B B B A</p>
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<https://www.wisegeek.com/what-is-ubiquitous-learning.htm>

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