Abstract

This chapter considers the pedagogies associated with different types of Massive Open Online Courses (MOOCs). It argues that the current discourse around the concept of xMOOCs (primarily based around interaction with content and essentially adopting a behaviourist learning approach), and cMOOCs (which focus on harnessing the power of social media and interaction with peers, adopting a connectivist learning approach), is an inadequate way of describing the variety of MOOCs and the ways in which learners engage with them. It will provide a brief history of the emergence of MOOCs and the key stakeholders. It will introduce an alternative means of categorising MOOCs, based on their key characteristics. It will then describe the 7Cs of Learning Design framework, which can be used to design more pedagogically informed MOOCs, which enhances the learner experience and ensure quality assurance.

Keywords

MOOC, 7Cs, Learning Design, Quality.