

Project Description

University: Universidad de Salamanca

Project (Challenge/Tool/Action): “Habla bien, escribe mejor. Claves para un uso correcto del español” (“*Talk properly, write better. Keys for a proper use of Spanish*”). Massive Open Online Course (MOOC)

1. Introduction:

Since the first appearance of MOOCs in 2011, the cumulative number of courses started or scheduled has reached 6000. The universities and institutions involved are almost 900 and the courses are taught in 17 different languages (Spanish is the second one after English).

There is a specific type of MOOC that has grown significantly: the LMOOC, or language MOOC. These courses are among the most requested and usually have a higher completion rate than MOOCs on other subjects. LMOOCs are a trend that involves many countries and many different languages (the most popular are English and Spanish).

To carry out this project, the Universidad de Salamanca relies on a multidisciplinary team made up of professors from the Spanish Language Department of the Universidad de Salamanca, members from the R+D+I Department of *Cursos Internacionales de la Universidad de Salamanca*, graduates and doctors in Spanish Philology with expertise both in the teaching of Spanish as a foreign language and in the use of new technologies applied to the teaching of languages, and members of the Digital Production and Innovation Service, which had previously carried out a first LMOOC (“Español Salamanca A2”) whose results were highly satisfactory.

After several meetings and taking into account the different kinds of LMOOC which are currently offered, we decided, without abandoning the teaching of Spanish as a foreign language, as we can still try to take full advantage of the experienced gained with the previous MOOC, to aim at a wider target audience. We are thinking of a group of native speakers who are interested in knowing, because they need it for their work or because they are curious, the language framework and use. With this regard, the normative issues are the

most important these days in publications, mass media and social networks, where they are more visible and arouse more interest.

2. State of the art:

The MOOCs (*Massive Open Online Courses*) have their precedent in the systems and structures of distance learning previous to the appearance of the technological systems currently known as ICT (information and communication technologies). At the international level, the contributions made by the Instituto Federal de Capacitación del Magisterio de México, founded in 1945, the impact in Europe of the Open University of the United Kingdom (founded in 1969) and the launch in 1999 of the project Open Course by the Massachusetts Institute of Technology (MIT) have been essential.

On the other hand, the phenomenon of the Web 2.0, second generation of the development of web format and designs, whose characteristic feature was to facilitate the intercommunication among readers, share information and interoperate, meant that the users became the main character and that their need to satisfy their specific learning needs made interactivity and shared knowledge be the main purpose of the net.

Everything we have said was paving the way for the appearance of the first course known as MOOC: "Connectivism and Connective Knowledge", organized by George Siemens and Stephen Downes at the University of Manitoba (Canada) in August 2008, and for which 2,300 students registered, which was undoubtedly a significant figure. But the first MOOC that really promoted this kind of teaching was the one designed in the autumn of 2011 by Sebastian Thurn, professor at Stanford University (California, United States) and Peter Norvir, research director in Google. It was called "Introduction to Artificial Intelligence", and had about 160,000 registered students.

The inflection year for the growth of the MOOCs in the open education was 2012. It was in that year when the most known international platforms were developed, boosted by US universities, mainly within the so-called "Ivy League": Coursera, Udacity y EdX, although before the peak of these platforms their main developer had already offered MOOCs through their non-specialized resources.

The basic ideals that have promoted the philosophy of MOOCs can be summed up in two: democratization of the specialized education and access to university level education. These two values emerged within the idea of the digital *potlach*. However, the contents of the MOOCs are much more atomist: specific courses about very concrete subjects and subjects that go beyond official training and often have to do with popular, and even populist, motivations. The flexibility regarding what, how and where we study can make us prejudice MOOCs as not very serious. However, at least we have to admit that they interest their audience and sometimes also map some knowledge

areas that have often been marginalized by academic sectors and in which only intercultural studies and extremely specialized areas have interest at last these days.

As we have seen, new kinds of MOOCs have been developed and a great amount of courses are created every year. But what about the quality of all these MOOCs? We did a thorough review of the literature and wrote a report (“Calidad y evaluación de MOOC”, 2016) about quality issues in MOOCs, that is the basis of our approach to the new course we are creating for this project. We all know that traditional education measures the quality of teaching and learning with a variety of assessment methods based on a set of established criteria. But MOOCs do not fit into the traditional education system; therefore, it is not so easy to find the benchmarks to evaluate the design and the contents of the MOOCs, as it is quite a heterogeneous and evolving group. Some experts have analyzed the MOOCs’ market in order to establish quality parameters. A couple of the most popular studies are the one carried out by OpenupEd, that proposes a quality label for MOOCs, and the MOOC Quality Project, an initiative of the European Foundation for Quality in E-Learning (www.efquel.org).

The MOOC Quality Project identifies six key areas:

- Massive (and often unspecified) target group: MOOCs should be flexible and diverse, with a variety of content, assignments, forms and levels of interaction and assessment methods to provide a range of possible learning paths.
- Mixing formal and informal learners: it is important to define different levels of success for the different learners and offer certain activities specifically for the credit students.
- Learning across contexts: a MOOC comprises several large networks of learners with varying focus areas but which influence each other and drive the course forward, and these networks should be allowed to modify the course rules to a certain extent.
- Declaration of contents (pre-course information): students must be able to see a clear declaration of what sort of course they are signing up to, with information about the structure, expected workload, study methods...
- Peer to peer pedagogy: peer learning, peer review and peer assessment are essential, as well as scaffolding to assist learners.
- MOOCs supporting choice based learning: MOOCs should encourage shared responsibility, be open about requirements of self-organization and provide scaffolding for those who lack that self-organization.

According to the OpenupEd quality label, what does seem clear is that, to establish the value of a MOOC, we need to focus on different aspects:

- Strategic management: in order to develop quality MOOCs, it is important that the institution involved has a general e-learning and open education powerful strategy. For example, in Salamanca our research in these fields is really growing and we have some research groups and sections of the university that are working in these specific subjects.

- Curriculum and course design: for instance, course materials must be up to date, regularly reviewed and improved.
- Course delivery: including aspects related with the teaching methodology and the platform.
- Course level: the course content must be relevant and accurate. Activities should be interactive, provide feedback and help students to construct their own learning and to communicate it to others. Assessment has to be explicit, fair, valid and reliable.
- Staff and student support: before, during and after the course.

Of course, we must remember that, as we already said, LMOOCs have very specific characteristics that we must consider when we design a course and that determines specific quality criteria.

So, according to these benchmarks, it seems that the connectivist model is the most appropriate or, at least, the one that can guarantee a quality standard as described in the most recent studies, and starting from this approach we have designed our course. We have tried to resolve from the beginning the problems traditionally attributed to LMOOCs:

- The lack of personal monitoring during the learning process.
- Assessment, because language learning is usually a skill-based learning and not only a knowledge-based one. This is related to the short variety of activities that the platforms usually offer.
- The format. Most people have argued that online environment is not the most suitable to learn a language, especially for the oral interaction. As a result, most language MOOCs focus mainly on writing, on the passive skills (reading/listening) and on considering language as a structure, due to the constraints of the online format.

Regarding the chosen subject, from the very beginning we tried to look for a field of common interest and a typology of target audience related to the activity of the members of the work team, which, as it has been said, is made up of teachers of Spanish language, experts in the teaching of Spanish as a foreign language and experts in the use of ICT applied to language teaching. Finally, with regard to the subject, we decided to focus on the linguistic norms, a very important issue in the Hispanic publications nowadays and which arouses much interest in the internet and mass media, it has specific sections in newspapers and TV and radio programs that only talk about it.

Just to justify what we have said, we can refer to “Español al día”, the linguistic consultancy department of the Royal Spanish Academy, whose main duty is to answer linguistic doubts (about spelling, vocabulary and grammar) from the perspective of the norms of formal Spanish. This website receives about 250 questions every day. From its creation in 1998 till today there have been more than 700,000 questions.

The *Fundación del español urgente (Fundeu)*, which has been ensuring the right use of the Spanish in the media since 2005, also receives 150 questions per day.

In connection with the target public, we tried to develop a MOOC for both high level students of Spanish (C1 and C2 levels according to the European Framework of Reference) and native speakers with great interest in the language.

We thought that, due to the subject on which we were going to work for the MOOC, we could not resign the contact between the two types of target audience. In addition, it would be a new feature in this field and add great enrichment to the MOOC.

To decide the subject of the MOOC and design its contents, we also turned to the descriptors of the Common European Framework, where we found the key to link content and target audience. According to this document, when we plan a course or design any material or activity aimed at speakers of a foreign language, it is indispensable that the non-native learners of the levels before mentioned have a series of skills very similar to those of the native speakers with regard to the spoken and written use of the language. Referring to the contents of our project, we can highlight the following skills:

- Flexible and effective use of the language for social, academic and professional purposes.
- Wide and reliable command of linguistic elements to express thoughts with precision.
- Correct and suitable vocabulary.
- High grade of consistent grammar correctness.
- Lack of spelling mistakes in writing.
- Consistent and practical use of structures, distribution in paragraphs and punctuation.
- Correct spelling, except for sporadic typographic mistakes.
- Awareness of the sociocultural and sociolinguistic implications in the language used by native speakers.
- Development of coherent and united texts, with a complete and appropriate use of different organization criteria and a big variety of cohesion mechanisms.
- Precise transmission of subtle nuances of meaning.

3. Target groups:

This course is aimed at advanced and proficient students of Spanish as a second language that are interested in improving their level. At the same time, also native speakers can enroll in this course. In fact, we are going to take advantage of the variety of potential audience of this MOOC in order to foster the cooperation among the students.

We have designed an accessible and participatory MOOC, a kind of scaffolding that moves students progressively toward stronger understanding and greater independence in the learning process. We want to take advantage of the fact

that learners of different cultures (native speakers or not), with different levels and different backgrounds, can enroll and create a collaborative community where they can help each other recommending resources, creating documents, sharing ideas, etc. Hence, one of the best outcomes of our MOOC is the network connections they can create with other people.

The course is distributed, so all the blog posts, forum discussions, tags, lists and so on connect together to create a networked course. And last but not least, this MOOC is a step towards lifelong learning.

4. Methodology:

The design is based on a cMOOC – xMOOC hybrid format and aims to combine a convenient and familiar structure with the necessary flexibility to allow for an independent and customized training, as well as a strong social component.

The so-called xMOOCs keep a strict hierarchy of the learning process, as they are focused on behaviourist methods and place teachers and their materials (whose order and structure is thought to reach very clearly defined objectives) in the center of the teaching and learning experience.

The traditional hierarchy of the MOOC causes unidirectionality in the learning process, but resources 2.0 such as forums are used to promote collaborative activities. In spite of that, they have a reduced impact and it is considered that their ability to promote dialogue and a collaborative and collectivized knowledge building is not comparable with that of the cMOOCs (connectivist MOOC).

This opposite orientation regarding teacher and learners' role between cMOOC y xMOOC is said to give xMOOC an advantage to approach an objective of empirical knowledge against the holistic one of the cMOOC. It also means that in the xMOOC teachers continue playing the role of guiding and leading learning, while in the cMOOC the teacher's role is building a community.

The preparation of the MOOCs also varies according to these two big aspects. The cMOOC, due to their connectivist approach, must favor the adding of materials against the preselection which is dominant in the xMOOC. At the same time, these materials should favor the connection among students in order to promote their collaborative and teamwork skills.

Of course, the xMOOCs match better the main pedagogical trends in the field of higher education, and can be understood as a direct translation of the classroom (even of the master class due to the predominance of instructional videos) to the open teaching. However, the difficulties in building a strong community among the students can be one of the reasons why drop-out rates

from the MOOCs are so high, a problem which has also traditionally affected distance learning.

The completion rate of the MOOCs offered in the Spanish platform Miriada X is of 18 % (Oliver, Hernández-Leo and Albó, 2015). According to the same study, this percentage is in a level close to other platforms such as MITx or HarvardX, whose completion rate is of 17 %. The course completion rate is highly conditional on a third part of the participants who finally do not start the course they have register for. It represents a common feature of the MOOC. Yuan and Powell (2013) suggest that the MOOC aspects regarding quality, sustainability, pedagogy, completion rates and credits are of great importance for the institutions of higher education. Jordan (2014) says that it is confusing to refer just to the numbers of initial registration and completion as numbers of dropouts. The registrations of six digits are getting more and more uncommon, while the number of the courses continue increasing. The majority of MOOCs have a completion rate under the 10 % of the registrations, but the definition of the completion rate is the percentage of students registered that fulfill the course criteria to get a certificate. This definition is used because the information is usually available, but we have also to consider the different ways in which the MOOC students can participate and take advantage of the course without completing the assessments. Jordan suggests that this guarantees future work in order to understand better the reasons why those who initially register for the course finish or do not finish them. From the quality point of view, it is necessary to consider if the completion in this context is or is not a primary worry. However, Jordan also suggests to consider it a starting point to get a better understanding of the MOOC design and the ways to help students to complete these courses. For this it is necessary to take into account the impact of the different kind of assessments, and take the completion rate together with the underlying pedagogy to see the differences that arise depending on how much transmissive (xMOOC) or connectivist (cMOOC) the courses are. Other aspect is the previous information which is available for the possible students (Creelman et al 2014).

In this respect, the xMOOC has been the most boosted format in some of the most important platforms for these kinds of courses, such as Coursera or EdX. Their own tools for the administration, assessment and development of courses are oriented to a structural design of contents within those parameters against the just pure integration of 2.0 social components.

To this dual categorization we have to add the tMOOC. They are proposed as a hybridization of cMOOC and xMOOC, which seems a clearer response to the dominant production of this kind of courses. The approaches for the design of the materials developed by these authors indicate that the different courses have been done from different theoretical approaches: the XMOOCs come from the objectivist theory, the tMOOCs from the constructivist approach and the cMOOCs are related to the connectivist theory.

Furthermore, Moreira and Mota (2014) add the iMOOCs to the taxonomy of the MOOCs and consider them the first institutional model specifically designed for a MOOC. This model is compatible with the university learning culture, as it is built over the main four pillars of its pedagogical model: a learner-centered approach, flexibility, interaction and digital inclusion. The aim is to combine the self-learning with a strong social dimension and interaction that enrich the learning and make it more profitable. We also focused on the flexibility necessary for the learners of online courses and the stimulation needed to help them make progress and follow the course. At the same time, we did our best to make the course available for the highest possible number of people. We wanted to bring people closer to the online digital environment, so that we could help reduce the digital divide (and thus respond to the previously stated ideals of the digital citizens and the commons). This model is called iMOOC, as it is centered on individual responsibility, interaction, interpersonal relationships, innovation and inclusion.

Our objective is to follow a line close to the tMOOC: to establish appropriate teaching materials but de-hierarchize the sequence of contents, be flexible with the students and respect their personal goals, favor the connectivity and interaction to build a community that can benefit from their positive feedback, contribute with their own materials and contents, and build new knowledge through the experience of the online learning with the group.

5. Development of the project:

MOOC design and implementation

<https://miriadax.net/web/habla-bien-escribe-mejor-claves-para-un-uso-correcto-del-espanol-2-edicion->

The Project *Habla bien, escribe mejor. Claves para un uso correcto del español (Talk properly, write better. Keys for a proper use of Spanish)* focuses on the correct use of spoken and written language, specifically on those aspects which were considered to get high profitability and progress in this kind of courses. After the most important contents were selected in accordance with the criteria before mentioned, they were divided into seven modules (plus an introductory one to present the course) which, for their part, were organized in three sections according to the following outline:

SECTION I. *Habla bien (Talk properly)*. Vocabulary, grammar and speech issues

- Module 1. *¿Esto está bien dicho?* Paronyms, derivative pairs, lexical improprieties, taboo words and euphemisms. Political correctness. Use of the dictionary.

- Module 2. *Me queda la palabra*. Loan words (¿adaptation or equivalence?), Latinisms, valid neologisms, *Spanglish*. Phraseology. Linking words.

- Module 3. *Todos y todas concordamos*. Agreement (gender and number) and adverbs with possessives. Formation of feminine (professions and positions, etc.). Linguistic sexism, inclusive language.

- Module 4. *De verbos y algunos -ismos*. Personal pronouns (leísmo, laísmo, exclusive use of *le* in singular...) and use of relatives (*quesuísmo*, *que galicado*, depronominization...). Prepositional regime (*queísmo*, *dequeísmo*, regime vacillation...) and use of some prepositions. Verbal conjugation: regularizations (*andé*, *satisfacieron*, *dijistes*), participles (*freído/frito*; *imprimido/impreso*) and imperative form of *you* (*vosotros*).

SECTION II. *Escribe mejor (Write better)*. Spelling issues.

- Module 5. *¿Y eso cómo se escribe?* Accentuation: basic rules, problematic cases, diacritic accent. Is it written together or in a separate way? They sound the same, but are spelled differently: “y/ll”, “h/0”, “b/v”, “g/j”.

- Module 6. *Mayúscula después de punto*. Use of uppercase and lower case letters: basic rules and problematic cases. Punctuation: basic rules (special emphasis on the differences with other languages), problematic marks.

SECTION III. *Claves para un uso correcto del español (Keys for a proper use of Spanish)*. Your learning.

- Module 7. *El curso en un portfolio*. P2P task in which the students who want to get the paid certificate have to upload their portfolio of the course (learning notebook) and assess their mates’ portfolio using the guidelines provided.

	Módulo 0. Presentación
	Módulo 1. ¿Esto está bien dicho?
	Módulo 2. Me queda la palabra
	Módulo 3. Todos y todas concordamos
	Módulo 4. De verbos y algunos -ismos
	Módulo 5. ¿Y eso cómo se escribe?
	Módulo 6. Mayúscula después de punto
	Módulo 7. El curso en un portfolio

Each module has the following structure:

Empezamos (Let's start).

Initial resource → On the main screen, with reference to the forum/blog to discuss the resource.

3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia? ¿Cuáles cometes y quieres evitar?



¿Son bien recibidos los cambios ortográficos?

¿Es complicada la ortografía del español?

¿Para qué crees que sirve la ortografía?



La ortografía no enamora, pero tampoco me veo con alguien que quiera "aserme mui felis"

Aprendemos juntos (Learning together).

It is divided into the corresponding sub-item for each module. Each sub-item contains:

- Qué quiero aprender (What I want to learn): "Placement" survey to choose the itinerary ("ruta de aprendizaje", learning route).

Módulo 1. ¿Esto Está Bien Dicho?

Aprendemos juntos. 1.1. Cosas de pareja. Qué quiero aprender

📄 Estadísticas

1. Quiero saber si es correcto decir...

- a. *Cocino con muchas especias* o *Cocino con muchas especies.*
- b. *alimentario* o *alimenticio.*
- c. cualquiera de las expresiones anteriores.
- d. Sé cuáles de las expresiones anteriores son correctas.

Indicaciones para la elección de la Ruta de aprendizaje:

Mayoría de respuestas (a): Te recomendamos que sigas la ruta de aprendizaje A, donde se tratan las parejas de palabras que tienen forma parecida pero significado distinto, así como los archisílabos y otras palabras problemáticas.

Mayoría de respuestas (b): Te recomendamos que sigas la ruta de aprendizaje B, donde se repasan algunas palabras derivadas y compuestas que suelen plantear dudas en español.

Mayoría de respuestas (c): Te recomendamos que sigas las rutas de aprendizaje A y B.

Mayoría de respuestas (d): ¡Enhorabuena! Te recomendamos que pases al siguiente tema.

Guardar

- Ruta de aprendizaje A (Learning route A): multiple-choice activities with significant feedback.

- Ruta de aprendizaje B (Learning route B): multiple-choice activities with significant feedback.

Aprendemos juntos. 4.1. Problemas pronominales. Ruta de aprendizaje A

1. A la pregunta *¿Has llamado a Sonia y a Joaquín?, se podría contestar...*

- No, pero los voy a ver hoy.
- No, pero les voy a ver hoy.
- Las dos opciones anteriores son correctas.

→ At the end of each route, students are referred to the following resources:

- Forum: a space to discuss the contents of the module or other related subjects.
- Wiki: a general repository with resources about style rules and recommendations that students can also complete.



MÓDULO 1. *¿Esto está bien dicho?*

¿Compartimos recursos? ¿Has encontrado algún material interesante relacionado con los contenidos de este módulo? Compártelo en la sección correspondiente.

Recursos de consulta

Portales web y recursos disponibles en línea para conocer la norma lingüística, realizar consultas con tal de resolver dudas léxicas u otras, debatir sobre temas relacionados con la lengua o hacer sugerencias.

Asociación de Academias de la Lengua Española. Inicio | ASALE <http://www.asale.org/>
Diccionarios. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/diccionarios>
Gramáticas. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/gramatica>
Ortografías. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/ortografia>
Real Academia Española. Inicio | RAE <http://www.rae.es/>
Diccionario Panhispánico de Dudas | DPD (RAE) <http://www.rae.es/recursos/diccionarios/dpd>
Diccionario de la Lengua Española | DLE o "DRAE" (RAE) <http://dle.rae.es/?w=diccionario>
Diccionario de americanismos (ASALE) <http://lema.rae.es/damer/>
Diccionario del Estudiante (RAE, descarga en Google Play / Apple Store) <http://www.rae.es/noticias/el-diccionario-del-estudiante-en-dispositivos-moviles>
Español al Día – Consultas lingüísticas – Preguntas frecuentes (RAE) <http://www.rae.es/consultas-linguisticas/preguntas-frecuentes>
UNIDRAE | Unidad Interactiva DRAE – Propuestas para el DLE (RAE). Pedir formulario a través de la página inicial RAE. <http://www.rae.es/>
Corpus de Referencia del Español Actual | CREA (RAE, 1975-2004) <http://www.rae.es/recursos/banco-de-datos/crea>
Corpus del Español del Siglo XXI | CORPES XXI (RAE, ASALE e.o.) <http://www.rae.es/recursos/banco-de-datos/corpes-xxi>
Diccionario de términos clave de ELE https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/default.htm
Fundéu | Fundación del español urgente (BBVA, EFE, asesoría RAE) <http://www.fundeu.es/>
Fundéu GA | Fundéu Guzmán Ariza (Rep. Dominicana, asesoría ADL) <http://fundeu.do>
Buscador urgente de dudas (Fundéu BBVA) <http://www.fundeu.es>
Wikilengua del español (Fundéu BBVA | Agencia EFE) <http://www.wikilengua.org/index.php/Portada>
Manual de español urgente. Presentación. Índice. Muestra. Fe de errata (Fundéu BBVA, 1985-2017) <http://www.fundeu.es/sobre-fundeu/publicaciones/manual-de-espanol-urgente>
Manual de español urgente. Glosario (Fundéu BBVA, 2008, PDF) http://www.bibliodiversidad.com/MEU_FUNDEU_SOBRE_LEXICO_1986_2008.pdf
Escribir en Internet. Guía Fundéu BBVA (páginas web, correo) https://issuu.com/mazzymazzy/docs/escribir_en_internet_fundeu_bbva

Este Pdf me parece muy interesante. Considero que puede servir a docentes, pues al final presenta una guía didáctica para enseñar el vocabulario.

https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/10/10_0987.pdf

+4 (4 Votos)  

 Responder  Arriba  Editar  Eliminar

GRACIAS POR POR COMPARTIRNOS ESTOS ENLACES.

0 (0 Votos)  

<http://lexicoon.org/es>

+1 (1 Voto)  

- Video: a video with the final explanation of the contents of the module.

Módulo 1. ¿Esto está bien dicho? / 1.1. Cosas de pareja:

<https://www.youtube.com/watch?v=puLzO7WJRMw>

Módulo 1. ¿Esto está bien dicho? / 1.2. ¿Cómo viene en el diccionario?:

<https://www.youtube.com/watch?v=erwpMpU2tkl>

Módulo 2. Me queda la palabra. / 2.1. De aquí y de allá:

<https://www.youtube.com/watch?v=YDMwmGP8PdI>

Módulo 2. Me queda la palabra. / 2.2. Dichos... ¿bien dichos?:

<https://www.youtube.com/watch?v=LFEQ5AI7EuM>

Módulo 3. Todos y todas concordamos / 3.1. Ligando palabras:

<https://www.youtube.com/watch?v=ESQ9fwiPBcl>

Módulo 3. Todos y todas concordamos / 3.2. Para tod@s:

https://www.youtube.com/watch?v=hTW1vmaMN_A

Módulo 4. De verbos y algunos -ísmos. / 4.1. Problemas pronominales:

<https://www.youtube.com/watch?v=SgwUPZ7CNEc>

Módulo 4. De verbos y algunos -ísmos. / 4.2. ¿Qué de qué?:

<https://www.youtube.com/watch?v=anIXgZzvraM>

Módulo 4. De verbos y algunos -ísmos. / 4.3. Jugando y conjugando:

<https://www.youtube.com/watch?v=2q0Paq3PLNA>

Módulo 5. ¿Y eso cómo se escribe? / 5.1. De tilde en tilde:

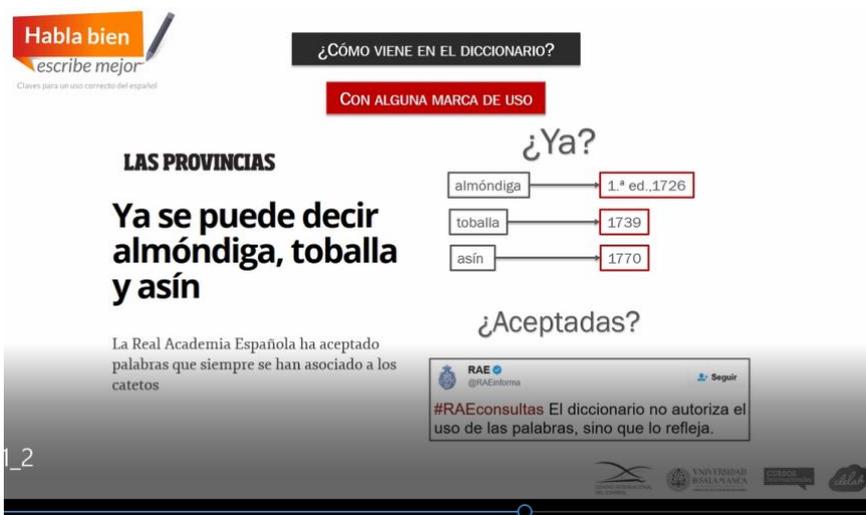
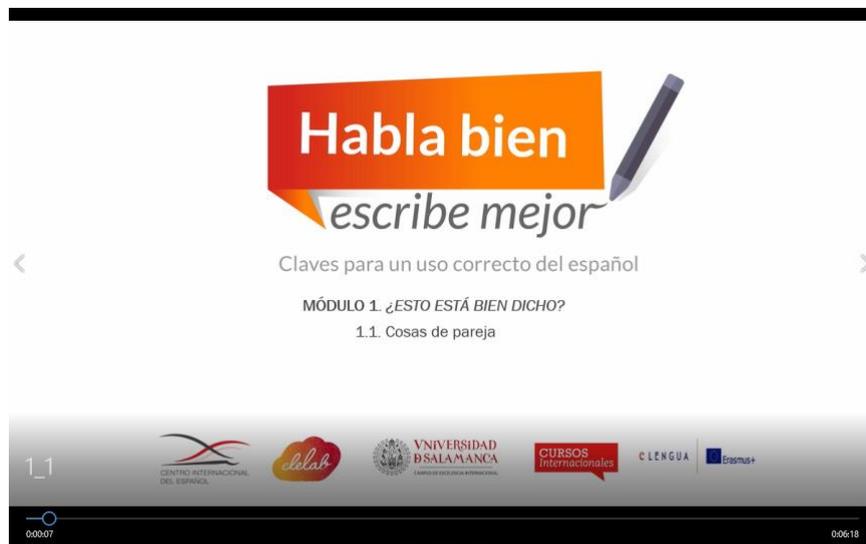
<https://www.youtube.com/watch?v=z9zz1tUXP0o>

Módulo 5. ¿Y eso cómo se escribe? / 5.2. Juntos pero no revueltos:
<https://www.youtube.com/watch?v=R7gRxnKlvO4>

Módulo 5. ¿Y eso cómo se escribe? / 5.3. Suenan igual, pero se escriben diferente:
<https://www.youtube.com/watch?v=fM4RLknVWHk>

Módulo 6. Mayúscula después de punto. / 6.1. El tamaño importa:
<https://www.youtube.com/watch?v=M5UOtwcp3wY>

Módulo 6. Mayúscula después de punto. / 6.2. Punto y seguido:
<https://www.youtube.com/watch?v=NIHoENEWW64>



Habla bien
escribe mejor
Claves para un uso correcto del español

QUEÍSMO

DE + QUE

QUE DE QUE

Me acuerdo de que hacía frío. Acordarse de algo	Me acuerdo que hacía frío.. Acordarse algo
Le convencí de que viniera. Convencer a alguien de algo	Le convencí que viniera. Convencer a alguien algo
Me di cuenta de que no me entendía.	Me di cuenta que no me entendía.

0:02:08 0:04:19

Habla bien
escribe mejor
Claves para un uso correcto del español

VERBO

1. HACER MÁS FÁCIL LO DIFÍCIL

contestastes, vistes, fuistes

Si tú cantaS, cantabaS, cantarás, cantaríaS

cantasteS

cantaste

4_3

0:03:20 0:05:21

Habla bien
escribe mejor
Claves para un uso correcto del español

Tilde y mayúsculas

Reglas de acentuación → minúscula

Diéresis → PINGÜINO LINGÜÍSTICA

EXCEPCIÓN → SIGLAS CIA

minúscula: camión, árbol, gramática

MAYÚSCULA: CAMIÓN, ÁRBOL, GRAMÁTICA

6_1

0:00:00 0:00:00

Comprobamos (Checking)

- En equipo (Team work): P2P task (only in modules 4 and 6)

Comprobamos. En equipo

Descarga la tarea pinchando aquí.

1. Entrega tu tarea > 2. Valora a tus compañeros > 3. Valoraciones recibidas

TAREA P2P MÓDULO 4

Para completar esta tarea deberás buscar al menos 3 ejemplos reales en los que se reflejen algunos de los usos incorrectos que se han tratado en este *Bloque I. Habla bien. Cuestiones de vocabulario, gramática y discurso*. Puedes buscarlos en la prensa, en la televisión, en letras de canciones, en carteles, en pintadas, etc.

Además de aportar los tres ejemplos, explica por qué se consideran usos incorrectos y propón alternativas acordes con la norma del español. Dos compañeros revisarán posteriormente tu trabajo y te darán su opinión sobre los ejemplos y las explicaciones que has aportado.

He aquí una muestra de la edición digital del diario argentino *Clarín*:

🕒 03/08/2016 - 04:00 | Clarin.com | Económico

Lo cierto es que en unos meses la Argentina cumplirá un ciclo de diez años con inflación promedio cercana a 25% (con excepción de 2009). Y Mauricio Macri, el verdadero ministro de Economía como lo definen **cerca suyo**, apuesta a romper ese maleficio con una jugada tan audaz como inédita.

- Qué he aprendido (Things I have learnt): Learning test (compulsory)

Comprobamos. Qué he aprendido

Para superar este test, has de responder correctamente al menos el 75% de las preguntas.

1. Elige la frase correcta...

- La di un regalo muy bonito.*
- Le di un regalo muy bonito.*
- Lo di un regalo muy bonito.*

- Cuaderno de aprendizaje (Learning notebook). In a survey form, the results must be saved.

**Cuaderno de aprendizaje
Módulo 1**

Es el momento de que registres tu experiencia de aprendizaje en relación con este módulo y de que reflexiones sobre ella. No olvides guardar tus resultados e incorporarlos en la parte correspondiente de tu cuaderno de aprendizaje. Recuerda, además, que los materiales van a estar a tu disposición durante todo el curso, así que, en cualquier momento, puedes volver sobre ellos, añadir nuevos recursos, plantear más dudas o resolverlas, participar en las discusiones, etc. En ese caso, anota tus nuevas interacciones y actualiza tu cuaderno de aprendizaje.

1. Mis objetivos para este módulo eran...

- a. aprender a distinguir palabras parecidas como *asequible* y *accesible* o *infringir* e *infligir*.
- b. usar adecuadamente palabras derivadas de la misma raíz, como *costo* y *coste* o *comible* y *comestible*.
- c. saber cuándo deben usarse palabras cultas como *adolecer* o *tachar* y *tildar*.
- d. entender por qué el diccionario recoge palabras como *asín* o *amigovio*.

The course also has the following resources:

General forum

- Key questions about the course
- Technical doubts
- The expert's corner: section in which native students can answer foreign speakers' questions and vice versa.

Regarding the certification, two models are planned:

- Free certificate. To get it, the learning tests of each module must be completed.

- Paid certificate. To get it, students have to do task P2P of module 7: upload the portfolio (learning notebook) and grade two other students' portfolio. The portfolio must include the results of at least 4 complete modules.

The MOOC is hosted on Miriada X and its first and second edition have already been launched, as detailed below. The main problems we had to face in the design and implementation of the MOOC were:

- The format. We had to partially adapt the structure of the MOOC to the contents demanded by the platform.
- The tasks, because language learning is usually a skill-based learning and not only a knowledge-based one. This is related to the short variety of activities that platforms usually offer. We solved this problem by using external resources, a wide range of materials (texts, videos, pictures...) and promoting interaction and collaboration among participants.

Editions

First edition

The first edition of the MOOC took place from October 29 to December 14 and had a total of 5037 registered participants from 88 countries (Spain, Brazil, Mexico, Peru, Colombia, Italy, Greece, Argentina, United Kingdom, United States, France, Portugal, Russia, Czech Republic, Egypt, Morocco, Hong Kong, Vietnam, Japan, Iraq, etc.). In this way, we have been able to achieve our main goal: to develop, through a new model of LMOOC, a great learning community where native Spanish speakers and foreign students have contributed significantly to make progress in Spanish language proficiency and in understanding how language works. This MOOC has broadened the concept of LMOOC, by including native speakers and foreign students, and has taken advantage of the variety of potential of this audience in order to foster the cooperation among the participants.

The MOOC has proven to be accessible and participatory, as reflected, for example, in the different forums, where the collaboration among participants has been very satisfactory. Below are some examples of interventions in one of the forums of the course:



Angela Romero

Fecha de incorporación:
30/10/17

Mensajes recientes
Excluya a este usuario

RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?
31/10/17 2:56 en respuesta a Vanessa Izquierdo Álvarez.

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Vanessa Izquierdo Álvarez:

3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia? ¿Cuáles cometes y quieres evitar? ¿Consideras grave que los hablantes cometan errores

Los errores lingüísticos que se evidencia con mayor frecuencia son aquellos a los que se refieren a la acentuación, muchas personas no marcan el acento a la hora de escribir textos, en mi caso a pesar de ser hablante nativa en ocasiones no pronuncio de manera correcta palabras que lleven la letra X... si es un hablante nativo si es delicado que no haga un buen uso de la lengua, pero esto también le permite reconocer el nivel de Educación de una persona.

0 (0 Votos) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Dividir hilo de discusión](#) [X Eliminar](#)



Francesca Ugóni

Fecha de incorporación:
31/10/17

Mensajes recientes
Excluya a este usuario

RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?
31/10/17 13:47 en respuesta a Vanessa Izquierdo Álvarez.

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Como se ha dicho en otros comentario, me parece frecuente el uso de laísmo. También he notado con frecuencia el uso de la forma personal del verbo "haber" cuando expresa existencia (*Habían muchas personas en la fiesta. Hubieron chubascos; etc*).

+4 (4 Votos) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Dividir hilo de discusión](#) [X Eliminar](#)



Ivana Quiroga

Fecha de incorporación:
23/10/17

Mensajes recientes
Excluya a este usuario

RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?
2/11/17 2:02 en respuesta a Silvana Mendoza.

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Silvana Mendoza:

Hola a todos! Estoy de acuerdo con Francesca, el uso del verbo haber (como sinónimo de existir) en cualquier tiempo verbal en plural es un error muy común. Soy uruguayo, pero vivo en San Pablo y he notado que ese error se comete también en el portugués. Otro de los errores más comunes que se comete es el uso de la "s" al conjugar los verbos en la segunda persona del singular del pretérito indefinido, por ej. fuistes, estuvistes, comistes, etc...

Saludos

¡Así es! Yo soy argentina y el uso de la "S" al final de los verbos de esa manera se tomaba inclusive como un modo de hablar de alta sociedad. Tremendo.

+1 (1 Voto) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Dividir hilo de discusión](#) [X Eliminar](#)

The design of diverse learning routes according to the level and preferences of the participants, the videos and the significant feedback given after each response have been highly valued too.

Qué bien aprovechado mi tiempo con el desarrollo de actividades de este módulo. ¡Muy interesante!

+5 (5 Votos) [👍](#) [👎](#)

He completado el Módulo 1 y la verdad es que ha sido estimulante y a la vez muy útil. Me ha despertado una curiosidad enorme hacia las nuevas palabras compuestas y las nuevas incorporaciones en el DRAE. Además, me ha permitido corregir algunas imprecisiones.

+1 (1 Voto) [👍](#) [👎](#)

Soy profesora de español, pero soy extranjera y no tengo mucha oportunidad de enriquecer mi idioma de manera natural por no poder viajar mucho a España, por eso este módulo me ha parecido muy interesante y útil.

+3 (3 Votos) [👍](#) [👎](#)

¡Hola a todos!

Soy estudiante de lengua española, lo hecho de no ser hispanohablante me suele a cometer muchos errores, tanto en la escrita como en conversación. Imagino yo que el primer modulo me ha ayudado muchísimo.

+2 (2 Votos)  

Muy didático! La metodología me gusta y además se aprende de forma divertida. He terminado el modulo 2. Espero que el próximo consiga aprender más y mejor la comprensión gramatical.

0 (0 Votos)  

 Responder  Arriba  Editar  Eliminar

The main challenges during the learning process have been related to the monitoring, motivation strategies, technical issues with P2P activities and the drop-out rate, which has been high, as in many other MOOCs.

Second edition

After studying and analyzing the results of the first edition in order to identify and apply the necessary improvements, the second edition was implemented from February 5 to March 26, 2018. The number of participants increased with respect to the first edition: there was a total of 5972 registered students, 935 more than in the previous edition. They came from 90 different countries, both Spanish-speaking countries (Spain, Mexico, Peru, Colombia, Venezuela, Ecuador, Dominican Republic, Argentina, Chile, etc.) and non-Spanish speaking countries (Brazil, Italy, United States, United Kingdom, France, Czech Republic, Japan, Canada, Egypt, etc.), and the collaboration between them was again very satisfactory.

The results of this cooperation among the participants have been shown in the numerous messages posted on the different forums of the course. Here are some examples:

 <p>Karla Martínez Fecha de incorporación: 4/09/15 Mensajes recientes Excluya a este usuario</p>	<p>Sobre el espanglish 26/02/18 23:46</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>El tema del espanglish me parece muy interesante, pues vivi toda mi vida en la frontera con Estados Unidos y ese fenómeno permea el habla de las personas que estamos en ambos lados. Aprendes a comunicarte de tal manera, que en ocasiones los hablantes del español o el inglés no te entienden y todo se vuelve confuso.</p> <p>Encontré un ejercicio divertido que puede dar una mayor idea de lo que pasa con esta reconstrucción del lenguaje. Saludos</p> <p>https://www.edinumen.es/descargas/boletin/noviembre_2011/B1-ZonaHispana_unidad1.pdf</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Eliminar </p>
 <p>Marina Rodríguez Ocegüera Fecha de incorporación: 22/01/15 Mensajes recientes Excluya a este usuario</p>	<p>RE: Sobre el espanglish 28/02/18 18:14 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>Me parece muy importante lo que comentas, Karla Martínez. El asunto del "espanglish", desde mi punto de vista, desde luego es resultado de un fenómeno de globalización lingüística (con diéresis) que, como siempre, da como resultado una afectación (positiva o negativa) sobre la cultura e identidad de los países en vías de desarrollo. Es decir, la hegemonía de E.U. sobre México, por ejemplo, se ha hecho presente también a través del proceso de comunicación.</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Dividir hilo de discusión  Eliminar </p>
 <p>sandra yolima Díaz Tovar Fecha de incorporación: 3/02/16 Mensajes recientes Excluya a este usuario</p>	<p>RE: Sobre el espanglish 26/03/18 22:00 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>Karla interesante artículo, donde podemos evidenciar que este fenómeno surge de la necesidad de comunicación de nuestra población hispana, lo malo es ver como la generación actual ha adoptado estos términos que dañan tanto el español como el inglés y crean grandes daño a la gramática.</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Dividir hilo de discusión  Eliminar </p>
 <p>Bettina Urteaga Bogelo Fecha de incorporación: 3/11/16 Mensajes recientes Excluya a este usuario</p>	<p>RE: Sobre el espanglish 26/03/18 23:39 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>Me parece que es un tema que va mas allá de usar terminos, creo que tiene que ver mucho con la adaptación y sobrevivencia de los individuos en medio de dos culturas distinta. Perdonen la ortografía pero mi ordenador tiene el teclado del idioma ingles... hablando del tema.</p> <p>Saludos</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Dividir hilo de discusión  Eliminar </p>

In addition to the collaboration and shared resources, in this edition, participants highly appreciated the work of monitoring and tutoring, aspects that were reinforced specifically after the experience of the first edition.

 <p>Mar Fernandez Fecha de incorporación: 23/10/17 Mensajes recientes Excluya a este usuario</p>	<p>Dar las gracias 19/03/18 22:55</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>Quiero dar las gracias (aunque no sé si es el espacio adecuado) a todo el equipo técnico y profesorado que ha hecho posible este curso y pedir perdón a mis compañeros por no aportar nada ni a la wiki ni al blog. Soy torpe con la informática.</p> <p>+2 (2 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Eliminar </p>
 <p>Veronica Micalí Fecha de incorporación: 25/01/18 Mensajes recientes Excluya a este usuario</p>	<p>RE: Dar las gracias 23/03/18 16:38 en respuesta a Mar Fernandez.</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>Hola a todos! Yo también quiero agradecer. Este curso ha sido muy útil, así como vuestros consejos en el foro. Los trabajos p2p han sido un buen medio para poner en práctica todo lo que hemos aprendido. Espero volver a trabajar pronto con vosotros. Un saludo!</p> <p>+1 (1 Voto)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Dividir hilo de discusión  Eliminar </p>
 <p>ROSANGELA MARIA BOMBINE PIMENTEL Fecha de incorporación: 4/01/18 Mensajes recientes Excluya a este usuario</p>	<p>RE: Dar las gracias 26/03/18 17:25 en respuesta a Mar Fernandez.</p> <p style="text-align: right;">  Responder  Responder citando  Contestación rápida </p> <p>También quiero agradecer, pues conseguí agregar muchas informaciones importantes y de una manera clara y objetiva. ¡Qué vengan otros!</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba  Editar  Dividir hilo de discusión  Eliminar </p>



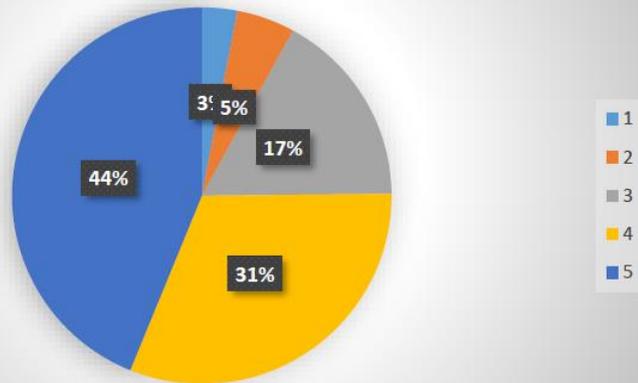
Also, with the goal of knowing the participants’ opinion, a questionnaire was carried out, in which they had to assess their satisfaction with the course through a scale of 1 to 5, where 1 meant to be totally in disagreement with the given statement and 5 meant to be in complete agreement. These were the 6 statements of the questionnaire:

1. The didactic guide was very useful.
2. The materials are clear and rigorous.
3. The videos improved my training.
4. The tutoring was adequate.
5. The platform worked correctly.
6. I would recommend this course.

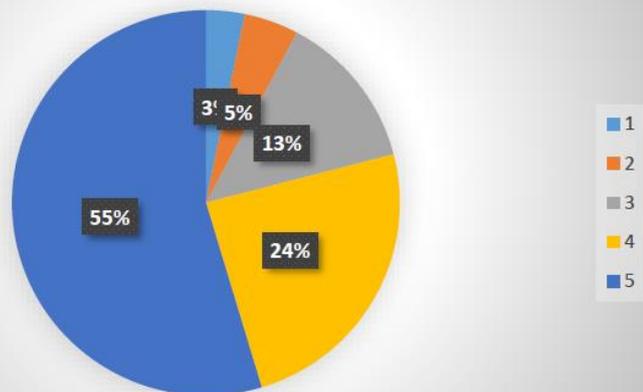
The course evaluation questionnaire was completed by a total of 463 participants, obtaining the following data in the different items:



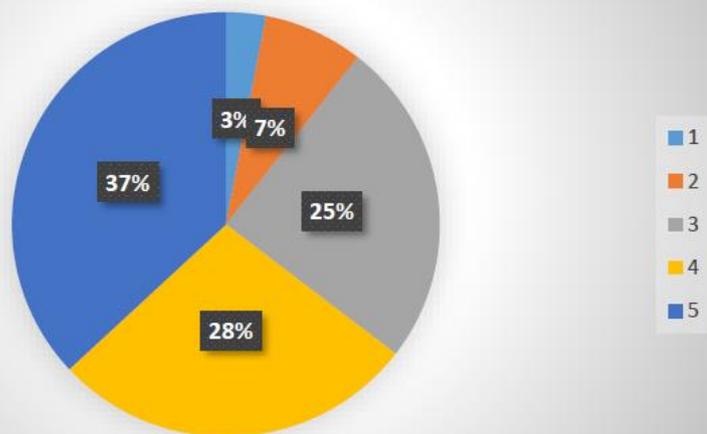
2. Los materiales son claros y rigurosos



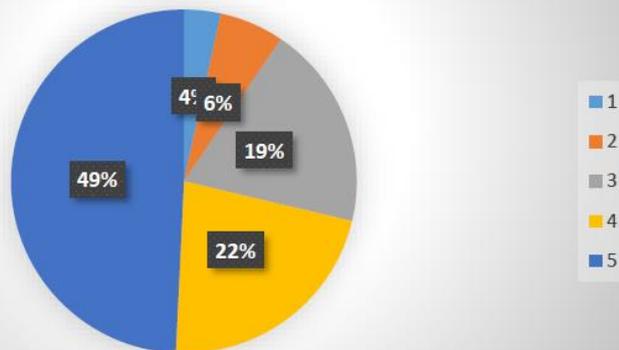
3. Los vídeos mejoraron mi formación



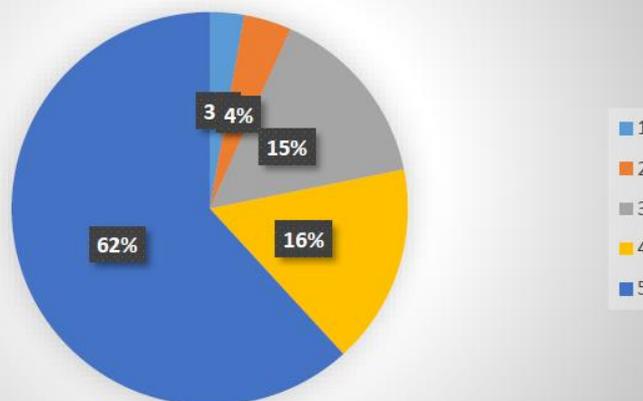
4. La tutorización fue adecuada



5. La plataforma funcionó correctamente en todo momento



6. Recomendaría este curso



6. Chronogram:

2016:

- 1) Initial exploration of the already existing MOOCs.
- 2) Critical analysis of the results of the MOOCs previously carried out by the Universidad de Salamanca.
- 3) Study of the state of the art
- 4) Writing a report about the typology of MOOCs and proposal of the quality assessment criteria for MOOCs.
- 5) Study, from the report, of the features applicable to a MOOC for the teaching of languages.
- 6) Identification of the target audience, spectrum of interested potentials and possible foreseeable learning goals.
- 7) Design of the MOOC structure.
- 8) Establishment of the MOOC platform for hosting.
- 9) Adaptation of the structure design and prediction of the contents demanded by the platform.
- 10) Design of the MOOC contents and selection of the external learning objects and contents.

- 11) Design of the audiovisual materials for the MOOC.
- 12) Design of the advertising video and other promotional materials.

2017:

- 1) Technical design of the MOOC.
- 2) Incorporation of the contents to the digital platform.
- 3) Technical creation of the advertising video and the other promotional materials.
- 4) Advertising campaign.
- 5) MOOC Development (1st edition).
- 6) MOOC Supervision (1st edition).
- 7) Study and analysis of the results.
- 8) Identification and application of possible improvements.
- 9) Publication on the process of design and development of the MOOC in an open access journal: Recio Ariza, M. y C. Tomé Cornejo (2017): "Hacia un nuevo MOOC de lenguas. El caso de *Habla bien, escribe mejor. Claves para un uso correcto del español*", *Caracteres. Estudios culturales y críticos de la esfera digital*, 6(2), 298-322.

2018:

- 1) Advertising campaign.
- 2) MOOC Development (2nd edition).
- 3) MOOC Supervision (2nd edition).
- 4) Study and analysis of the results.

Subsequent plans:

- 1) Publication of the first results and diffusion in conferences, lectures and symposiums.
- 2) Analysis of the platform impact in the results and report with the proposals for improvement regarding the management and versatility of the MOOC in the platform.
- 3) Consecutive revisions and editions of the MOOC according to the platform standards.
- 4) Critical analysis and study of the MOOC results with regard to the initial teaching hypothesis.
- 5) Verification of the satisfactory points and achievements made with the method, identification of problems and development of proposals to solve them.
- 6) Publication of the final results and diffusion in conferences, lectures and symposiums with the aim to continue improving the online teaching methodology, the linguistic MOOCs and the MOOCs in general.

7. Dissemination:

- 1) MOOC Diffusion:

The MOOC developed in this project has had the usual advertising campaign for the hosting platform, that is, MiriadaX. It includes the following activities, which are carried out by the company responsible for the platform itself:

- Massive *mailing*
- Advertising aimed at specific *targets*
- Advertising aimed at former students of previous MOOCs

Furthermore, habitual advertising strategies in social networks has also been developed both by MiriadaX and by the members of the projects.

Both campaigns will be repeated for future editions of the course.

2) Transfer and scientific research

With regard to the knowledge transfer, the results of the research will be announced in international conferences, workshops and symposiums in which one or more MOOC experts will take part. A full report has also been written, and it will be published in an open access journal as soon as we make progress with the project.

The creation of the MOOC has already been published, as mentioned above (Recio and Tomé, 2017), and its teaching development and subsequent analysis of results can give rise to other important research publications in the areas of Applied Linguistics, Teaching of Second Languages, IT Use in the Teaching Sector, Communication and Teaching Innovation. The plan for the scientific dissemination of the results will give priority to publication in prestigious open access journals, which are conveniently indexed following the Humanities standards.

As MOOCs can be done in numerous editions along the years, the data study can also go on longer, so new important data can arise to assess the social impact, the scope and the learning achievement level in the consecutive editions. Consequently, the results will also be analyzed during several years, and they will include comparative studies which lead to a deeper and more detailed analysis of the different aspects, the impact of the changes and the improvements that can be introduced in following editions.

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