

Chapter 10

MOOC Bullying in Schools: The First Experience in a Portuguese Tertiary Inst

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ABSTRACT

This chapter will describe the first experience MOOC (Massive Open Online Course) performed in a Portuguese tertiary institution. The “MOOC bullying in schools: characterization and intervention” was conceived, promoted and evaluated as a pedagogical experience by the ICT Competence Center, School of Education, Polytechnic Institute of Santarém (CC ICT ESE / IPS). It will focus on: a) the classification of readers in origin and typology concept; b) the construction of the course in its pedagogical aspect, connectivist exploration and inspiration; c) the presentation and discussion of the results of the evaluation performed by the participants; d) strengths and weaknesses that allow taking important lessons to be applied in future MOOCs.

INTRODUCTION

The ICT Competency Centers (CC ICTs) comprise nine institutions that have origin in protocols established between the Ministry of Education and Science from Portugal and the entities in which they are integrated, the majority being institutions of higher education.

In terms of mission, CC ICT, operate along the clustered and not clustered Schools of all levels of education, in close collaboration with Team Resources and Educational Technologies (Erte), the Directorate General of Education (DGE).

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The mission of CC ICT is to support schools, regarding the educational use of information and communication technologies (ICT) and, ultimately, the promotion of an innovative teaching leading to improved processes of teaching and learning. The most striking features of CC ICT are thus support proximity, speed up the actual response to the specific needs of each school and, last but not least, support the initiatives of national flavor, launched by the schools under the umbrella of the Ministry of Education and Science.

The CC ICT belonging to the Education School (ESE) of the Polytechnic Institute of Santarém (IPS) was established in 1997 and its main objectives are as follows:

- a) Design and implement workshops / courses training for teachers.
- b) Conduct session's dissemination of ICT tools and innovative practices in the context of educational areas.
- c) Conduct information sessions for teachers, students and parents about safety issues in the use of Internet, digital footprint and e-skills.
- d) Provide support directly, or at distance, to the schools involved in projects and developed in collaboration with the CC ICT, or other projects concerning the use of ICT in schools.
- e) Participate in meetings and conferences as a means of sharing knowledge, experiences, and practical tools and as a way to encourage the improvement of educational strategies promoting the advancement of research into the use of ICT in educational context.
- f) Ensuring the creation, organization and dissemination of regular resources, and the sharing of activities and experiences, through websites and social networks CC ICT.
- g) Collaborate with various partners (municipalities, institutions, teachers' associations, municipalities and school libraries) promoting the dissemination of knowledge, experiences, tools and educational practices within the educational community extended.

It was within the framework of these objectives that the CC ICT ESE/IPS created an organizational structure for research and development - The FormLab - that carries out its activities in the area of eLearning in its broadest sense - teaching and learning that uses electronic means, encompassing not only the distance learning but also blended learning and classroom learning that values ICT and multimedia resources.

The FormLab is intended primarily to teachers, researchers and trainers, and assumed as a framework for experimental and laboratorial character where new models, activities and resources on open learning are developed and tested by teachers, researchers and trainers. These offers are explored in the FormLab portal and their results are distributed in different ways to the school community.

Teachers at all levels of education and trainers are invited to collaborate with FormLab not only by participating on their free training but also for teach in courses that they have designed and that meet the principles set out in FormLab goals.

Taking into consideration these principles some researchers of FormLab team decided to create a MOOC in which participants were the center of learning, teaching, reflection and sharing, using resources such as videos, texts, podcasts, and discussion forums.

The thematic of Bullying in School was chosen because is a thematic that is on the agenda and is a general concern both for teachers, parents and teenagers. Participants of the training activities previously performed in FormLab, when asked about which issues they wanted to see worked into future training activities, revealed that Bulling was an issue that should be addressed.

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This MOOC proposes the use of a large variety of tools to establish an interaction between course participants, to encourage a debate around the content, collaboratively further questioning and reflecting on the themes versed.

This chapter focuses on providing a wide definition of MOOC, report the construction of a MOOC since the establishment of the multidisciplinary team, to evaluate it and present the lessons learned from the accomplishment of the course providing directions for building future MOOCs.

BACKGROUND

In order to be able to create or develop a MOOC (Massive Open Online Courses) we must first understand and know what a MOOC is. According to the article of NYTimes (2012), we will define a MOOC like a course design to promote interactivity, organize study groups, forum discussions and other synchronous and asynchronous group interactions. Others characteristics of MOOCs are that they are offered openly and free in many institutions around the world, especially in higher education institutions.

Another important aspect that should be mention is the connectivist learning principles: autonomy, diversity, openness, and connectivity in process of learning.

Although the term MOOC appeared in 2008 with George Siemens and Stephen Downes, in practice, the first MOOC was offered in 2007 by David Wiley (Wiley, 2007) who developed an open course, based on a Wiki, at Utah State University together with Alec Couros (Couros, 2007-2010) at the University of Regina. This course was called Social Media and Open Education, giving rise to what is now called MOOC - Massive Open Online Course. In 2008, George Siemens and Stephen Downes broadcast this term during the Connectivism and Connective Knowledge (CCK08) course. After these courses, a lot of others, covering different areas, followed.

George Simens (2012) wrote about the concept of MOOC saying that they are Massive because involve hundreds and thousands of participants, they are Open because aren't necessarily openly licensed, and students can access the course content and participate in guest lectures without fees. They are Online, because most of the course is online, the interactions, the resources and all courses are available online. Finally, they are Courses because they have a calendar with a set start and stop time.

Siemens also distinguishes cMOOC from xMOOC. He says that the cMOOCs are exploratory typology, following an approach of trial and error-reflection, close to the design practices that offer strong opportunities for the development of collective creativity. The intention of it is to harness the power of social and participatory media to enable participants to communicate and collaborate through a variety of channels; for example Twitter, blogs, wikis, etc. Each participant forges his / her own learning path through the materials; picking and mixing which content, activities and communications are meaningful for him / her.

The xMOOCs, original from the MIT / Stanford, emerged in 2011, for its features and tighter organization, focused primarily on content. Here, the approach is more hierarchical and traditional, with little room for creativity or for trial and error-reflection. The xMOOC adopted a more behaviourist pedagogical approach, with the emphasis on individual learning, rather than learning through peers.

Clark (2013) recently provided the follow taxonomy of types of MOOCs:

- transferMOOCs – where existing courses are transferred to a MOOC

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- madeMOOCs – these courses are more innovative, making effective use of video and interactive materials
- synchMOOCs – courses with a fixed start and end date
- asynchMOOCs – courses which don't have fixed start and end dates and have more flexible assignment deadlines
- adaptiveMOOCs – courses which provide personalized learning experiences, based on dynamic assessment and data gathering on the course
- groupMOOCs – courses where the focus is on collaboration in small groups
- connectivistMOOCs – emphasis on connection across a network of peers
- miniMOOCs – which are much smaller than the traditional massive MOOC

Conole (2013) suggests that a better classification of MOOCs is in terms of a set of twelve dimensions: the degree of openness, the scale of participation (massification), the amount of use of multimedia, the amount of communication, the extent to which collaboration is included, the type of learner pathway (from learner centered to teacher-centered and highly structured), the level of quality assurance, the extent to which reflection is encouraged, the level of assessment, how informal or formal it is, autonomy, and diversity.

The principles that led to the construction of MOOC Bullying in School Context as a cMOOC were presented by Professor Dias Figueiredo (2012), at the occasion of his participation in the first MOOC about Distance Learning released between Portugal and Brazil. At that moment he characterized cMOOC as: a) exploration because they are composed of cycles of trial, error and reflection b) disruptive because they broke with the classical way of teaching and learning, c) deconstructive because they jeopardize installed ideas in education, d) incubators because they are spaces for exploration of new teaching practices, and where contextual knowledge is being co-constructed by participants and there is a primacy of context over content and enhancer of collective intelligence.

Typically, these courses do not define prerequisites for participation. Perhaps this is why it can be said that the MOOC have the potential to open up the higher education (HE) to a number of people who otherwise would not have access to an institution of higher education.

These courses use the common resources used in distance learning, ie, videos, texts, podcasts, challenges, but also discussion forums that aim to establish the interaction between course participants, foster discussion around the content, deepen collaboration by questioning and reflecting on the themes versed.

In summary, we combined an innovative and interesting theme for a broad audience, the scientific knowledge on the subject and the experience, knowledge, critical thinking and innovation in one team for making this experience possible. We don't have doubts that the methodology of work in this kind of MOOCs, is a new challenge to learning of participants because they have some autonomy to organize themselves in collaboration groups, to share knowledge and participate in a course with flexibility in the hierarchies, with a good diversity and actualization of contents.

The diversity of public and backgrounds are another interesting aspect to be taken into account because a course of this nature can deliver the enlargement of the professional network contacts, new working partnerships as we already mentioned and collaborative social construction of knowledge.

For these reasons the CC ICT ESE / IPS team decided to organize and monitoring the MOOC of Bullying in School Context.

MOOC Bullying in Schools

Figure 1. Blog of the MOOC

MOOC - BULLYING EM CONTEXTO ESCOLAR
caracterização e intervenção

Para começar...

1º PASSO (Conhecer o curso)
2º PASSO (Inscrição)
3º PASSO (Ler as FAQs)

DESTINATÁRIOS

Professores e educadores de infância que lecionem em Portugal ou noutros países de língua oficial portuguesa

OBJETIVOS

INSCREVA-SE AQUI!

REDES SOCIAIS

CALENDÁRIO

Events from one or more calendars could not be shown here because you do not have the permission to view them.

(Today) October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Oct 1	2	3	4
5	6	7	8	9	10	11

THE MOOC BULLYING IN SCHOOLS: CHARACTERIZATION AND INTERVENTION

The MOOC Bullying in School Context, can be accessed at: <http://moocbullying.blogspot.pt> and arose from a combination of synergies between the expertise of CC ICT ESE / IPS and the professor Sónia Seixas who was responsible by its scientific aspect. The development of the course took advantage of the fact that this teacher has recently released a book on the topic of Bullying (Fernandes & Seixas 2012), thus linking their skills with the innovative character and team spirit that aim at working within the CC ICT ESE / IPS for more than 17 years. The idea of this course was pioneer in Portugal.

The course was developed during 2 months by four persons, three persons dedicated to the technical part and a person dedicated to the scientific part. The structure and course materials were created based on the connectivist design principles, taking into consideration the four major sorts of activities designated by Stephen Downes (2011): 1) Aggregation 2) Remixing 3) Repurposing 4) Feeding Forward, which will be explained further ahead.

The premise in the materials construction was that they would only use free software available on the Internet. So the videoconferences and all video materials were created in Google Hangout.

The course took place between November 19 and December 12, 2012. The course was targeted at educators and teachers of the Elementary and Secondary Education and includes activities to build teaching materials and other pedagogical suggestions for these levels of education. However, all professional education and training, researchers and others interested in the topic or in this new form of distance learning, were also welcomed to the course.

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It's important to emphasize, that we combined an innovative and interesting theme for a broad audience, the scientific knowledge on the subject and the experience, knowledge, critical thinking and innovation in one team for making this experience possible.

The access to the MOOC was free; it was totally delivered at distance and was extremely flexible since the availability of the trainees was scarce. The preferred platforms of communication between the course providers and learners were a Blog, Facebook, Twitter, YouTube and Wiki.

The MOOC lasted four weeks and was developed in three modules, the first about "The Nature of the bullying phenomenon", the second one about "Implications and risk factors" and the last one about "Guidelines for intervention". Every Monday was available on the Blog the materials and tasks that correspond to the activities held during the week. This operation was repeated at the beginning of each of the three modules of the course. Each module included a videoconference at the beginning to introduce the themes and also at the end of the module where the trainer answered questions / concerns that arose during the week. All videoconferences were available for future reference, giving the opportunity for participants to be able to see or review them when they think is appropriate or necessary.

The structure of the MOOC included three modules on: the nature of the bullying phenomenon, implications and risk factors and guidelines for intervention. In the first module were treated framing issues, classification of terms and reflection, the second held a survey of risk factors and discussed the impact of bullying on young people's health, the third module made a more targeted approach to action teaching, since this MOOC was addressing teachers working here are the strategies for prevention, assessment, intervention and analysis of some learning resources.

Figure 2. MOOC activities

ATIVIDADES PROPOSTAS

1 - Participe na **Videoconferência** * (2ª feira - 19 novembro 12h00**).



2 - Veja (ou reveja) o PowerPoint apresentado na videoconferência.

3 - Leia o seguinte texto:
- Martins, M. J. (2005). O problema da violência escolar: uma clarificação e diferenciação de vários conceitos relacionados. *Revista Portuguesa de Educação*, 18 (1), 93-115.

O presente artigo trata de uma revisão de literatura e remete para questões conceituais no sentido de contribuir para uma melhor clarificação e diferenciação de vários conceitos, frequentemente mobilizados quando se fala nas diferentes manifestações de violência escolar. Nomeadamente, são apresentados e discutidos os conceitos de conduta anti-social, condutas agressivas, indisciplina, delinquência juvenil, distúrbio de conduta e bullying. Nesta diferenciação são ainda exploradas as fronteiras entre alguns destes conceitos.

POSTS POPULARES

 **Bullying em contexto escolar**
O Centro de Competência TIC da Escola Superior de Educação de Santarém (ESES) organiza este curso

 **Atividade 3.1**
Leia o seguinte texto : - Martins, M. J. (2005). O problema da violência escolar: uma clarificação e

 **Módulo 2 - Atividade 3**
Gostaria de partilhar convosco uma situação de bullying que tenho estado a acompanhar nos

 **Módulo 3 - Atividade 5**
O principal intuito deste módulo relaciona-se com aspetos práticos: Como intervir? Que alternativas,

 **Módulo 3 - Atividade 2**
Veja (ou reveja) o Powerpoint apresentado na videoconferência. Entre as várias iniciativas neste

 **Atividade 4.1**
Leia o seguinte texto : - Stadler, P. & Martins, M. S. (nov. 2011). Bullying: desvendando um conceito. X

 **Atividade 4.2**
4.2 - Como equaciona a desigualdade social enquanto potencial facilitador de conflitos?

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Figure 3. Facebook



Also noteworthy is the standardization of the modules with respect to their presentation and organization, so all followed the same sequence: Contents; Materials - resources, essential and supplementary bibliography and Activities. Thus, optimized usability and with the academic advisor in their approach to the course.

Teaching Model of the Course

The teaching model of the course was based on the connectivist design principles, from the perspective of the course, which means the process of taking the course is itself much more important than the content that participants may learn in the course. The idea of a connectivist course is that a learner is immersed within a community of practitioners and introduced to ways of doing the sorts of things practitioners do, and through that practice, becomes more similar in act, thought and values to members of that community. So, a connectivist course becomes a community of educators attempting to learn how they learn, with the objective of allowing them to be able to help other people to learn. We are all educators, or at least, learning to be educators, creating and promoting the (connective) practice of education by actually practicing it.

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Figure 4. Twitter



In practice connectivist teaching and learning consists of four major sorts of activities (Downes, 2011):

- 1) Aggregation - The fact of offering a course is to provide a starting point, to provide a variety of things to read and watch. The starting point was the blog of the course, where they were shown the articles related to the topic, suggestions for activities, resources and links to the interactions that were produced in different areas of learning, such as the Facebook group the YouTube channel and Twitter. An aggregator aspect can also be considered the newsletter sent every Sunday where the students were referred to the interactions of the previous week and those expected next week.
- 2) Remixing - The next step is to draw connections. The idea is to associate the materials with each other, and with materials from elsewhere. In the course students were asked to make comments on Blog, added concepts in to the wiki and indicate relevant links in the Facebook group.
- 3) Repurposing - the role of the participant is not memorize content, is to use the techniques and processes described in the course and practice with them, reusing materials to create new ones, defining strategies for prevention and intervention in Bullying.

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Figure 5. YouTube

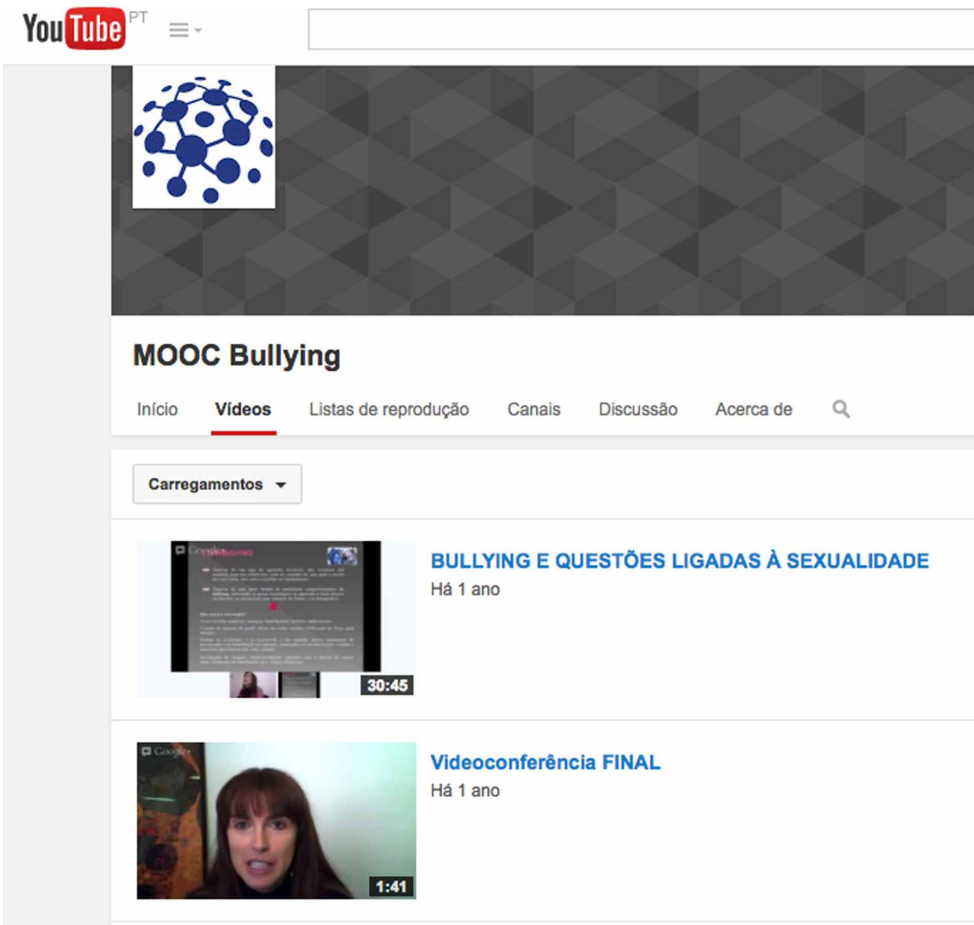
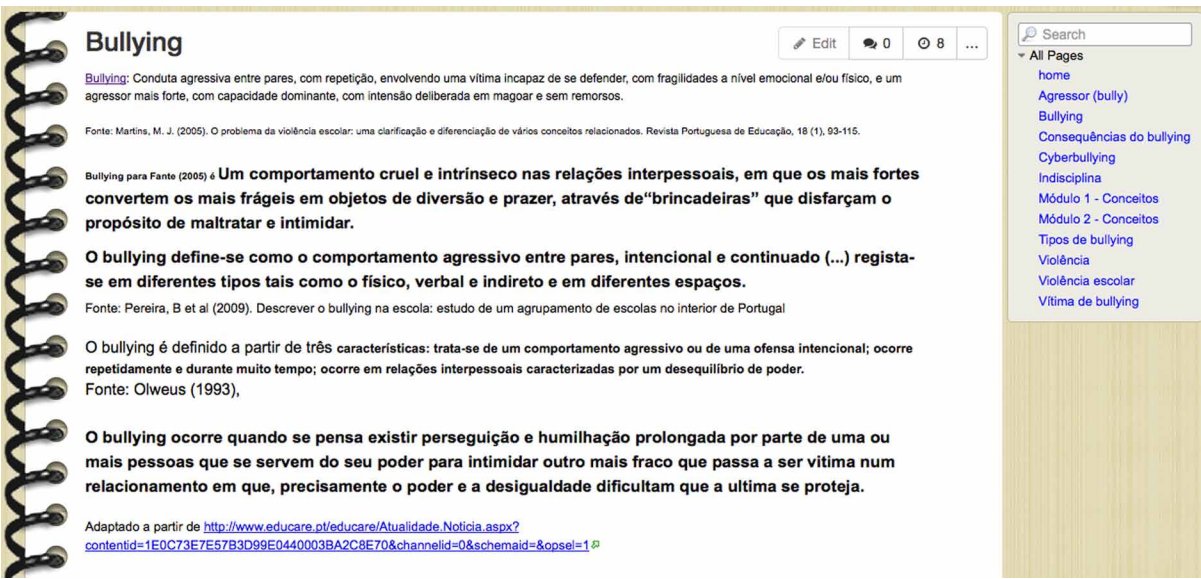


Figure 6. Wiki



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- 4) Feeding Forward - at the end of the course participants were encouraged to create and share their own materials for diagnosis and intervention so that they could be used by other teachers, educators and technicians to work with students. These materials could take the form of quizzes, games, videos, stories, presentations, activities and could have various formats (pdfs, videos, docs, etc.).

The Analysis of the Course**Characterization of the Participants**

As it is expected in MOOC, participants were the center of learning, teaching, reflection and sharing. This MOOC had 658 subscribers. Approximately 20% of enrolled students (129 participants) followed all the way and completed the course until its evaluation.

This course was addressed to teachers and early childhood educators who teach in Portugal (465 participants) or in other Portuguese speaking countries such as Brazil (152 participants). According to the registration data of the participants, 65% were teachers (60% of Basic and Secondary Education and Higher Education 5%). Note also that 8% were students and 28% of the participants were connected to other professions (were not teachers or educators).

This are the results of the final survey applied to participants who have reached the end of the course. The questions on the survey were:

1. How did you find this course?
2. How do you evaluate the enrollment process in this course?
3. Rate the quality of this course in relation to the following items:
 - a. Quality of presentation / materials
 - b. Usefulness of the materials
 - c. Relevance and topicality of the theme
 - d. Duration
4. What is the overall assessment of the activities?
5. Would you attend another course in this format - MOOC (Massive Open Online Course)?
6. Please indicate some topics for future initiatives:
7. Let us, please, a final comment about this MOOC:

Most participants were already part of a network and it was through it that they enrolled in the course: 27% learned about the course through a friend and 23% received email messages from the ICT Competence Center. It appears, therefore, that in addition to the new relationships created within the MOOC, previous relationships constituted the starting point for adherence to this initiative.

In the questions asked about the contents, 40% considered the quality of presentation of the material excellent, while 47% ranks it as very good. Regarding the usefulness of these, 47% of the participants considered them of excellent quality and 43% of very good quality.

The relevance of the theme of the course was considered excellent by 73% of participants, which is a very noteworthy percentage, and obtained very good by 37% of participants. When asked about the overall assessment of the course, 50% of the participants considered the course very good and 41% excellent.

When inquired if the participants would turn to participate in a course under the MOOC format, 95% responded affirmatively, leaving testimonies as:

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Figure 7. Final survey

Avaliação do MOOC- Bullying em contexto escolar***Obrigatório****Como tomou conhecimento deste curso? ***

- ☐ Página web do Centro de Competência
- ☐ Mensagem de correio eletrónico do Centro de Competência
- ☐ Na escola
- ☐ Amigo(a)
- ☐ Facebook
- ☐ RSS da ERTE
- ☐ Outra:

Como avalia o processo de inscrição neste curso? *

- ☐ Fácil
- ☐ Difícil

Avalie a qualidade deste curso no que respeita aos seguintes itens: *

	1 Pouco Satisfatório	2 Satisfatório	3 Bom	4 Muito Bom	5 Excelente
Qualidade da apresentação/materiais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilidade dos materiais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevância e atualidade da temática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duração	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A course that allowed to reflect and discuss some issues and opinions with a very diverse audience. The proposed activities have enabled a deeper theme. Furthermore, the flexibility of time allowed for utilization of time without loss of other.

It was very productive. Allowed the participation of stakeholders using the (s) tool (s) / service (s) of your choice or with which they are most familiar. May have led to some dispersion, especially for those who have never even heard to talk about MOOC, but I think everything was very well organized. I was sorry not to have had a more active role, but I'm doing other training and have not had the time I would ...

This MOOC was very important because it served the group of the Post-Graduation in a course on Education, Technology and Society, when the working groups should present an activity on specific topics, directed by the teacher. One of the ideas we had was to talk about MOOC provide to colleagues that they had contact with the course. They liked it a lot, especially because we discussed earlier about Cyberbullying. Thus it was possible to revisit the issue and know the MOOC in practice.

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Interesting. Even if one cannot follow any theme is always possible to recover the contents. Upon completion of the activity is warranted to continue the learning process and keep contacts.

Difficulties, and Potential Lessons for the Future

The experiment conducted has shown great pedagogical potential but has not been free of problems and difficulties. Were withdrawn lessons that will serve to improve the design and animation to promote future MOOCs. Because of its importance, it should be stressed the following points: a) The constant feedback on enrolled people proved essential, because the moderators have the responsibility to keep participants motivated and their interest in interacting with others. This aspect took on special importance in its vector public (forums, social networks) but also in the individual contact as many private messages were received. Of course, we encouraged the placement of messages in public places since many of the doubts and clarifications provided were common to the group b) The weekly newsletter has proved very useful allowing students to know at what stage of the course were., c) From all course tools available for interaction, the wiki was the unless used. We haven't data to justify this, but perhaps the necessity of an extra registration discouraged the participant to use it; d) the use of various communication tools not proved counterproductive or redundant. Importantly, however, the poor use of Twitter by trainers and trainees. We believe that this fact is related to the non-use of this tool in daily activities., e) the synchronous video conferencing participation was minimal. However, most subscribers have accessed their record. In future courses will be given more importance to the asynchronous communication, the more that potential enrollees MOOC in Portuguese will be distributed in different time zones f) It is possible to design, make and animate the MOOC virtually zero cost, as respect to the software. To do so, simply use the open source or commercial tools in their free versions, made available on the Internet.

CONCLUSION

The experiment conducted has shown great pedagogical potential but has not been free of problems and difficulties. Were withdrawn lessons that will serve to improve the design and animation to promote the future MOOC CC ICT ESE / IPS. Because of its importance, we would like to stress the following points: a) the constant feedback on enrolled proved essential. This aspect took on special importance in its vector public (forums, social networks) but also in the individual contact as they were received many private messages. Of course, that we encouraged the placement of messages in public places since many of the doubts and clarifications provided were common to the group b) the weekly newsletter has proved useful due to induce and facilitate access to state of play course to the students, especially those struggling to follow him daily, c) the tools used, the Wiki was the one that triggered unless membership. We have no basis to justify this fact but it should not be oblivious to the need for an independent and cumulative enrolment of trainees for its use; d) the use of various communication tools not proved counterproductive or redundant. Importantly, however, the poor use of Twitter by trainers and trainees. In the case of forming believed that this is related to the fact that not every day use, e) the synchronous video conferencing participation was minimal. However, most subscribers have accessed their record. In future courses will be given more importance to the asynchronous communication, the more that

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potential enrollees MOOC in Portuguese will be distributed in different time zones f) it is possible to design, make and animate the MOOC virtually zero cost, as respect to the software. To do so, simply use the open source or commercial tools in their free versions, made available on the Internet.

The MOOC Bullying in School Context is permanently open¹ to allow access to its resources to all interested participants. The Facebook group is still active and dynamic and it was forming a community of practice and sharing space.

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KEY TERMS AND DEFINITIONS

cMOOC: Exploratory typology, model emphasizes creation, creativity, autonomy, and social networked learning.

Connectivism: Is the thesis that knowledge is distributed through a network of connections and therefore that learning consists of the ability to construct and traverse those networks.

MOOC: Massive Open Online Course.

xMOOC: University lecture based course, converted to an online course more traditional and focused on content.

ENDNOTE

¹ <http://moocbullying.blogspot.pt/>