Moosle-ee: Massive open online social learning environment for english elearning system

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Moosle-ee: Entorno abierto de aprendizaje social masivo en línea para el sistema de e-learning en inglés

ABSTRACT

In language learning there is a need for collaborative and social learning. A kind of learning that gives the students the opportunity to work together online and use the foreign languages in real time. This article is to list the kinds of social and learning properties that we already have online. We will give a small review about a new idea MOOSLE (Massive Open Online Social Learning Environment), which uses the collaboration and social environment to build a platform for sharing courses and learning materials. MOOSLE opens a new way for collaboration and gives the users the power of sharing their work and courses and tracking it inside or outside of the system for free. They search for other courses, engage in new MOOCs (massive open online course), work in groups. We are trying to push the reusability to the extreme with MOOSLE, to use the common social properties in a structural collaboration way for learning.

KEYWORDS: English, collaboration, learning management system, student, MOOC, eLearning, MOOSLE.

RESUMEN

En el aprendizaje de idiomas, existe una necesidad de aprendizaje colaborativo y social. Un tipo de aprendizaje que les da a los estudiantes la oportunidad de trabajar juntos en línea y usar los idiomas extranjeros en tiempo real. Este artículo es para enumerar los tipos de propiedades sociales y de aprendizaje que ya tenemos en línea. Presentaremos una pequeña reseña sobre una nueva idea MOOSLE (Massive Open Online Social Learning Environment), que utiliza la colaboración y el entorno social para construir una plataforma para compartir cursos y materiales de aprendizaje. MOOSLE abre una nueva forma de colaboración y les da a los usuarios el poder de compartir su trabajo y sus cursos y rastrearlo dentro o fuera del sistema de forma gratuita. Buscan otros cursos, participan en nuevos MOOC (cursos en línea abiertos masivos), trabajan en grupos. Estamos tratando de llevar la reutilización al extremo con MOOSLE, para usar las propiedades sociales comunes en una forma de colaboración estructural para el aprendizaje.

PALABRAS CLAVE: Inglés, colaboración, sistema de gestión de aprendizaje, estudiante, MOOC, e Learning, MOOSLE.

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1. INTRODUCTION

Social networks are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with who they share a connection, view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site [1]. From an e-Learning researcher's view we can say that social networks are a platform which has user management that allows discussions, collaborative work and learning, publishing experiences and thoughts, sharing information and resources. The increased popularity of social networks such as Facebook and Twitter have enormous number of social users. It gives the opportunity to access more resources in terms of learning and sharing [2] and allows people to communicate, share memories, information and feelings. All these features attracted a huge amount of users reaching to 1.71 billion monthly active ones who were on Facebook in 2016 [3] and 1 billion users on YouTube [4], 317 million users on twitter [5], 500 million users on Instagram [6], 450 million members on LinkedIn [7]. Through those social networks people could establish their communication [2], share their photos, videos, emotions, texts, educational subjects and learn from each other. In this paper we will list the properties of MOOCs and social networks to show effectiveness of a social collaboration platform.

2. METHODS

The current paper is focused on definitions to learning systems, their structures, advantages and characteristics used in learning English. There applied such methods of study as observation, testing, investigating and summarizing the experience of other researchers. The information approach has provided expeditious and high-quality implementation of feedback. The materials for this study were the researches of Evriklea Dogoriti and Jen-

ny Pange, Gregory S. Anderson in their work "The use of social networking and learning management systems in English language teaching in higher education" [1], Huseyin Bicen, Saide Sadıkoglub, Gunay Sadıkoglu "The Impact of Social Networks on Undergraduate Students Learning Foreign Language" [2]. We also use the results of the research that was held by Nadire Cavus, Huseyin Uzunboylu, Dogan İbrahim "Student opinion towards using an open source learning management system together with a collaborative tool" [8].

3. RESULTS

We will only speak about the social features of social networks considering that all those characteristics can be used in a collaboration and social learning environment.

We can say that a social website will have the main social system and other sub-systems. The sub-systems contain all the information about the users, materials and connections between them. We see that one of the sub-systems is a user management sub-system, which defines their profiles and the relationships between them. The profile allows people to express themselves and what is going on in their lives and choose what to share and with who. We can see CMSS (Content Management Sub-System) permits to upload files, photos and videos with setting the privileges of access.

Another important sub-system to control the pages, events and groups defines the relationship between them and the users. The users can share information, media files, experiences in their profiles and have the privileges to comment any material. Communications between the users are defined by the relationships between them in the main system. These relationships can be sharing, tagging and chatting with each other or with a group of people, doing conferences or life time videos [9].

MOOC PROPERTIES

MOOCs (Massive Open Online Courses) are courses designed for a large number of participants. They can be accessed by anyone anywhere as long as they have an internet connection. MOOCs are open to everyone without entry qualifications and offer a complete course experience online for free. The creator of MOOCs is Dave Cormier, when

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he published one course on the internet and 2000 students participated in that course in 2008 [10]. Massive Open Online Course is a response to the challenges faced by organizations and distributed disciplines. People could get access to the information about a topic and the instructors analyzed journals and books to pull the information together from a library. They might have found others who were also interested in the same things. MOOC is one the ways of learning in a network world. MOOC is an open interactive course supporting lifelong network. It has materials, dates of beginning and finishing, participants themselves. It is a way to connect and collaborate while developing digital skills, to engage in the learning process where people can get together and work and talk about any topic. The course operates in the following ways:

All the work is done in areas accessible for people to read, reflect and comment on.

The users can go ahead and take the course without paying for it.

The work done in the course is shared between all the people taking it.

The material is put together by the facilitators.

The users get to keep their work in the system and everybody else gets to learn from it because the course is participatory. The course is distributive and it posts the discussion of videos, comments to articles, tweets and tags. All these are linked together to create a network course and mostly not found in one central location all over the internet but in different pockets and clusters. There is no right way to do the course, no single path from the first week to the last. This allows new ideas to develop and different points of views to coexist. It also means that one of the side effects of MOOC is the building of distributed knowledge base on the net. MOOC promotes independence among learners and encourages participants to work in their own spaces, to create authentic networks that can maintain after the course finishes. In the course educational content Video – Audio – Text – Games (incl. simulation) – Social Media – Animation may be included. The course offers possibilities for readers' interaction,

such as social media channels, forums, blogs or RSS (Really Simple Syndication) to build a learning community.

Participants are provided with some feedback mechanism. It can be automatically generated (e.g. quizzes) only by peers (peer feedback) and/or general feedback from academic staff. The course always provides some kind of recognition like badges and a certificate of completion. A formal certificate is optional and most likely has to be paid for. The course usually contains a study guide syllabus, which includes instructions how students may learn from the presented materials and interactions.

4. DISCUSSION

Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way [11]. We think that learning a language is a social thing because it is a social tool for face-to-face communicating with other people or texting. From this point we can understand that it will be a good practice to try teaching or learning languages in a social site with the help of other people in an open collaborative and structured way. Actually, students have stated that they have a positive effect of social networking sites on learning foreign languages [2]. The study showed that Learning Management System (LSM) can become more efficient if it is enhanced by collaborative learning tools [8]. Recommendations are made in relation to the effective use of a social networking platform to support productive and meaningful learning [12]. Students have mentioned that they follow recommendations of professional foreign language teachers and use various available facilities in order to improve their speaking skills [2].

In our opinion, one of the best ways to teach or study a language is by a social platform or an interactive course, which gives the students the feeling of working with someone else. We consider it is not enough to have a social network to start learning languages. The students can study but not with good results, because there is always a need for some structure that must be presented LMS courses. That means we need a social network and a structured course like MOOC. We definitely must track the students and if we cannot do it with MOOC. WHY? As we have already

understood MOOC can be distributed. Therefore, if we really want to track our students, we must give an interface for communicating with our system from the outside. Inside the system we must allow the users to share lessons or learning materials, do a repository for all learning lessons and materials for others to use those assets. If we use the system like LRS, teachers can share the courses on their websites and have the opportunity to track their students in other LRS. We also can save this tracking information in our LRS in the same time.

MOOSLE Structure

In MOOSLE we started to think about socializing courses not only making collaborative courses. But we give the users the power to share courses online, to do their channels of the lessons in their own way, to put the content for free, to get a certificate for some money and to share the materials in the repository which holds all the learning content of our social learning environment.

All the users can share their content in their profiles, or in groups for collaboration work, or in MOOC. The access privilege can be for a group of users or public.

Figure (1) The structure of MOOSLE (See annexes)

In both ways the content will be available for everybody from the repository of the system. For every MOOC, lesson or learning asset there will be meta data in the repository which informs who used it in our system. This meta data helps the users to access the historical information of the learning material for reading.

There are a lot of structures inside the environment for people, schools or universities.

For every user there will be a profile, where they can put and share all their personal information and academic knowledge, have friends, share photos, videos, albums, music and lessons.

The users can participate in MOOCs, be a part of a group, an event, a discussion, or reuse any material inside or outside the system. MOOCs stand alone, and the users enroll in them with or without collaboration. MOOCs

have assignments, discussions and learning materials in the system. Being a group member gives the privilege access to MOOCs inside them without registration, and all the students in the group are tracked together. Students' results have a hierarchy in the system to help teachers to control their work. However, we are not saying that this MOOC is for a particular school or group. When MOOC is a part of a group, it gives the users of this group the privilege to participate in private discussion, which can be accessed to other groups only for reading. MOOC has an open discussion for public users.

In MOOSLE we use the same technique as LRS in a matter of saving all the users' data online or offline and from different platforms.

We save offline data because using something like LRS gives the opportunity for the users to work offline where there is no secure internet. There are two reasons for the platforms. Firstly, MOOC functions on different platforms simultaneously. The second reason is the reusability of the course or content. When we work in a tracking system, the users must give the system URL or web service to the materials (lessons, MOOCs, games, simulations) and the materials get access to the system. Therefore, we obtain the information about all the users, which worked with this material all over the internet.

5. SUMMARY

Summarizing all the above we can conclude that MOOSLE gives the users the opportunity to do courses which are free. They collect information and provide feedback about their work. Using social networks, MOOCs and outside tracking systems help to track and visualize data depending on the groups of users, discussions and feedback.

MOOSLE uses a social network to connect people with each other and teachers with their students in a way of sharing and having fun in the same time.

MOOSLE offers the users to do MOOCs and give knowledge for free to more people than usual as a lot of people like to do it on YouTube but in more professional way.

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MOOSLE allows the users to share and to get a big feedback with all the details that they need.

MOOSLE gives the users the opportunity to work with other courses from the system repository and to reuse it inside or outside the system.

6. CONCLUSIONS

Using only LMS for teaching language is not enough in our time, and doing a non-structured social network for teaching English is not a good idea. In the end we confirm that using MOOCs in a social network does a big deal with English learning. For tracking the system needs an interface and this interface lets the users share materials inside and outside the system. These materials link to the system and can be tracked despite they are in the system or not. This kind of work is to do a social collaborative network for sharing learning materials in a good and structured way to make professional and free learning.

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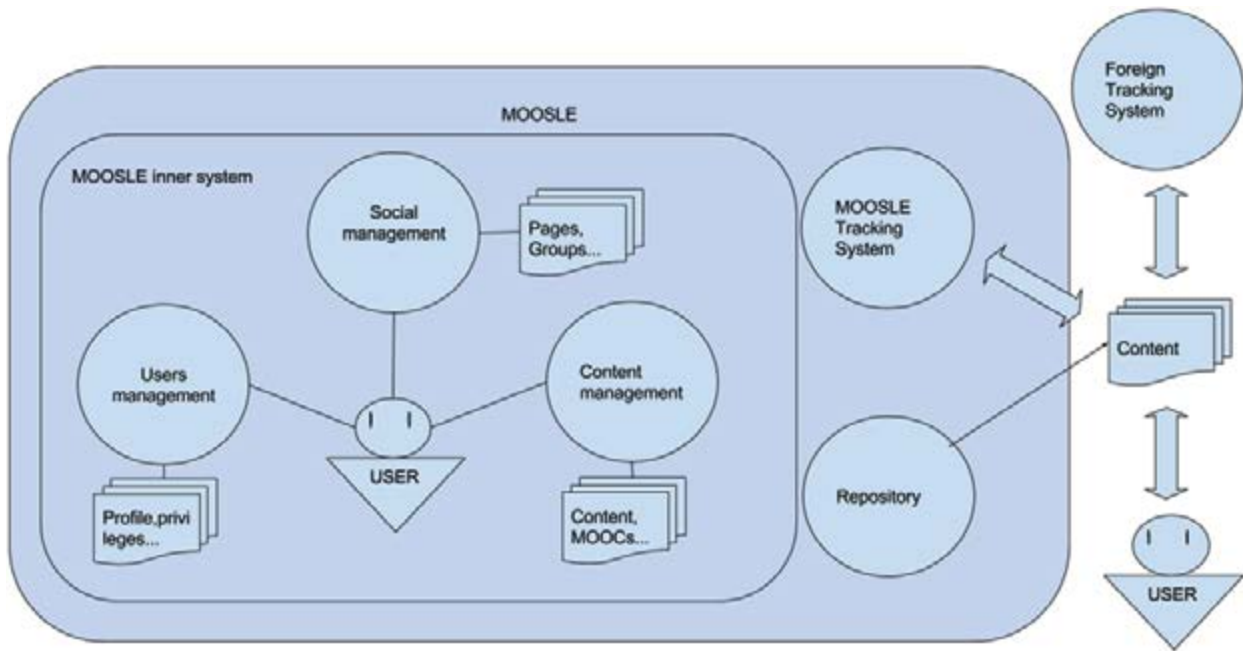
ANNEXES

Figure 1. The structure of MOOSLE

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