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3.2.3. MOOCs and continuing education; 3.3. Assessment of learners and certification; 3.4. Following of MOOCs and "tutored" MOOCs; 4: Financing and Development of MOOCs; 4.1. What benefits do MOOCs bring, and what profits can be made?; 4.1.1. In universities; 4.1.2. Continuing education; 4.1.3. Value of data; 4.2. Financing of MOOCs; 5: MOOCs and Higher Education; 5.1. MOOCs and universities; 5.1.1. What is a university?; 5.1.2. Who is the target market for a university?; 5.1.3. Which universities?; 5.1.4. MOOCs in universities and the "educational revolution"; 5.1.5. The end for universities? 5.2. MOOCs and lifelong learning; 5.2.1. At present, which are the largest groups of MOOC users?; 5.2.2. Various uses for MOOCs; 6: Conclusions: What Does the Future Hold for MOOCs?; 6.1. "To MOOC or not to MOOC"?; 6.2. Why and for whom should MOOCs be developed?; 6.3. What can be done to support the development of MOOCs?; 6.3.1. Hardware and software platforms; 6.3.2. Encouragement of developers; 6.4. What can be done to support the users of MOOCs?; 6.5. A step towards digital learning houses (DLHs); Bibliography; Glossary of Terms; Index

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## Sommario/riassunto

MOOCs (Massive Online Open Courses) are shaking up the traditional forms of primary and continuing education and training. These new distance teaching tools which take advantage of the Web and social network revolution are making us think again about how we teach and learn. However, for all that, do they constitute a threat to universities and schools, or are they just a new tool to change the traditional classroom? This book brings together answers to the questions most often posed: Is the MOOC really new or is it just a modern form of distance education? What is a MOOC, how does it d

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