

# FROM SMOOC TO TMOOC, LEARNING TOWARDS PROFESSIONAL TRANSFERENCE. ECO EUROPEAN PROJECT

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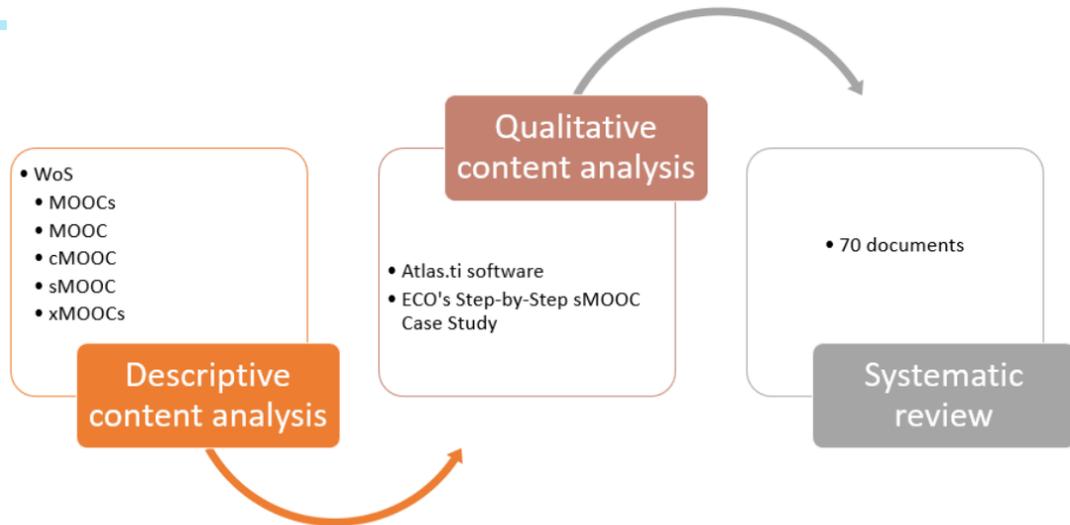
## INTRODUCTION



### MOOCS SOCIAL NEED

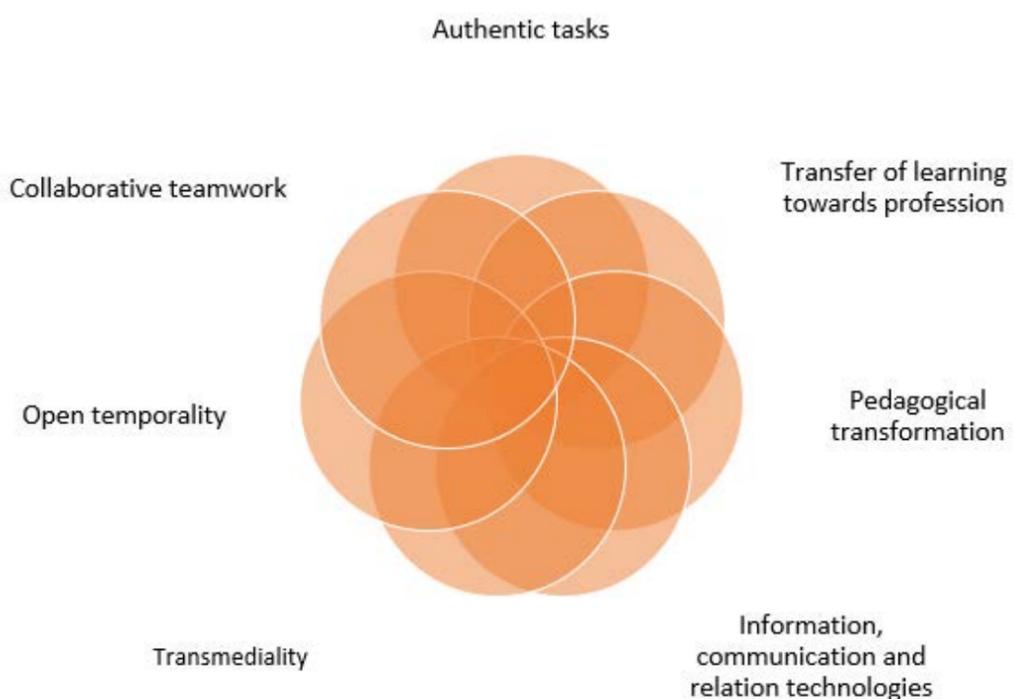
MOOCs arise to solve social demands for lifelong learning. The traditional measures of success show that their completion rate is lower (between 5-8%) than the classic e-learning courses (between 20-30%), and their massive nature makes them transmissive learning methods.

## METHODOLOGY



## RESULTS

Dimensions of the tMOOCs.



In view of the analysis of results, further work on a research line focused on students as leaders in MOOCs is a priority. Therefore, we advocate a more social and transforming outreach for learning through massive courses.



## CONCLUSIONS



TMOOCs work as media and cultural products in the twenty-first century's social media, which are characterised by a self-selective use, adapted to each participant's interest and preferences in the intercreative and intercultural process.

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