

Editorial

of «real professors with limited perspective on an issue». Typically, these were professors who would write a series of self-evaluation questions, or who would distribute certificates without receiving official confirmation about the authenticity of the person who did the tasks, or whose only interest was financial gain.

For this reason, it is imperative to ask oneself the question: which model are we using? At least, this should be done from the point of view of fora such as these, or an educational and communications journal such as «Comunicar», which, in this 20th anniversary edition, as with the other volumes, permanently upholds the critical and intelligent usage of technologies in the teaching-learning process, i.e. as a «means» and not as an «end» to improving quality.

Can the MOOC revolution thus respond to a traditional-conductist model, i.e. where knowledge is transmitted unidirectionally and massively – without taking into consideration learning contexts? Can this be achieved, moreover, by using a horizontal model with people learning interactively, that is, where the teacher is reduced to standardized multimedia packages, or where there is no solid foundation for evaluation? Furthermore, if these factors were to be translated haphazardly within the framework of a conductist system without obtaining a certificate and with using prescribed economic rates[–], would institutional altruism truly exist? Or, is this simply a new university model to be implemented? Put simply, would this be a business model that would generate a new emerging degree mill system under the title of ‘free teaching’?

As Sevillano, Vázquez and Aguaded have already pointed out, the philosophical-pedagogical model that underpins the MOOC proposal does not necessarily have to be conductist-commercial. We would certainly consider this model as an opportunity to take advantage of the infinite possibilities that technology offers us today, that is, to generate «ubiquitous» and «emerging» learning that is of a high standard. Thus, from the perspective of PLEs, LMS and Youtube, the management and development of MOOCs with poorly developed pedagogical designs and little collaboration, would be impertinent.

The two main characteristics that differentiate MOOCs from other traditional e-learning training models are that they are «freely available» and are offered on a «massive» scale. In order for this movement to continue progressing, however, it is essential to re-conceptualize MOOCs and to avoid current fads in this field. By so doing, we will create a more sustainable and didactic model. MOOCs could therefore become an exceptional learning experience. However, today they are inadequate as an educational experience – seeing that they still lack some vital components. To this end, Vázquez has made an important contribution by filling these gaps and providing sustainable evaluation and a verifiable/certifiable learning model that consists of optimum interactions with instructors and facilitators, planned collaborative work that is genuinely interactive, and the effective development of transferable skills... Nonetheless, there is still a risk of converting this type of training into another business, namely to «McDonaldise» or commodify MOOCs, and to clothe them with a biased form of training and culture, which is typically westernized. The MOOC movement has thus yet to discover the cultural and linguistic diversity of various socio-cultural contexts. This can only be done by steering away from initial training standardization of an imperialist nature.

Finally, «sustainable» MOOCs should aim to promote pedagogical models based on multiculturalism, the diversity of contexts, multilingualism, the synthesis of local and global cultures (glocal), and commercial processes. However, this should be done without undue ambition or excessive commercial gain – behind which we often find big companies and consortia. The Google model is, despite its weaknesses, an interesting option to explore.

