



ABSTRACT

Engagement in portuguese Social MOOCs: emoticons and social presence through Microblogging

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There is currently a wide variety of modalities and communication tools and online publishing, which builds and feeds what has been called, among other terms, the social web. However, many of these forms of communication require a considerable investment of time and attention, both in terms of preparation and production of what is published and shared, as well as about the interaction (reading, scanning display) with what is shared by others users.

Twitter launched a new way of publishing and communicating online through short messages (140 characters), now known as microblogging. Since then, other short forms to publish and share content have appeared, such as Pinterest, Vine (6 seconds) videos or Tumblr.

The advantage provides by these tools or service derives from, on the one hand, the relatively low investment of time and effort in terms of production and publishing, and, on the other hand, from the the good integration in mobile platforms (smartphones and tablets).

In terms of learning, these ways of interacting potentiate the content creation, contribute to the development of a PLE (Personal Learning environment) and, as a communication tool, to enhance the social presence. Many studies have shown the importance of social presence to increase effective learning. This paper aims to present a case study regarding the use of Microblogging as a booster of social presence and interaction in a Massive Open Online Course (MOOC).

Within the model and pedagogical approach to the implementation of a MOOC, the use of microblogging played an important role. During the week of familiarization, a microblogging tool was used as a communication tool between the facilitators and participants, and the participants themselves, making room for socializing, engagement and growth of a learning community.

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