## Contents

### Acknowledgment — VIII

### 1 Introduction — 1
1.1 Introduction — 1  
1.2 Overview of Bloom’s Taxonomy — 3  
1.2.1 To Remember and Understand New Knowledge — 7  
1.2.2 To Apply and Analyze Knowledge and Competences — 7  
1.2.3 To Evaluate and Create — 8  
1.3 How to Use This Book — 9  
1.4 Exercises — 10  
1.5 Solved Exercises — 11  
1.6 References — 13

### 2 To Remember and Understand New Knowledge Using Online Educational Resources — 14

2.1 Introduction — 14  
2.2 Education Portals — 15  
2.2.1 Definition — 15  
2.2.2 Features — 18  
2.2.3 Taxonomy and Samples — 20  
2.3 MOOCs — 25  
2.3.1 Definition — 25  
2.3.2 Features — 26  
2.3.3 Some Repositories of MOOCs — 28  
2.3.4 Using a MOOC in Coursera Step-by-step — 29  
2.4 Google Resources for Education — 32  
2.4.1 Gmail to Communicate with Students — 34  
2.4.2 Google Drive to Create and Share New Resources On-line — 39  
2.4.3 Google Calendar to Organize Your Class Events — 53  
2.4.4 Google Video to Find Videos and Google Book to Find Book — 56  
2.4.5 Google Sites to Create Your Own Website and Google Blogger for Blogs — 58  
2.5 Dropbox — 63  
2.6 Exercises — 67  
2.7 Solved Exercises — 67  
2.8 References — 70
# To Apply and Analyze Knowledge and Competences Using Formative Evaluation Tools — 72

## 3.1 Introduction — 72

## 3.2 Hot Potatoes — 73

### 3.2.1 Introduction and Installation — 73

### 3.2.2 JCloze — 75

### 3.2.3 JMatch — 81

### 3.2.4 JQuiz — 85

### 3.2.5 JCross — 91

### 3.2.6 JMix — 94

### 3.2.7 The Masher — 97

## 3.3 JClíc — 99

### 3.3.1 Introduction and Installation — 99

### 3.3.2 JClíc Player — 101

### 3.3.3 JClíc Author — 105

## 3.4 Exercises — 115

## 3.5 Solved Exercises — 116

---

# To Synthesize and Evaluate Using Assessment Tools — 120

## 4.1 Introduction — 120

## 4.2 Delicious — 121

## 4.3 Webnotes — 126

## 4.4 Prezi — 132

## 4.5 Animoto — 136

## 4.6 Exercises — 139

## 4.7 Solved Exercises — 139

---

# Future Trends (I): Pedagogical Conversational Agents — 142

## 5.1 Introduction — 142

## 5.2 Overview of PCAs — 144

### 5.2.1 PCAs Taking the Role of Teachers — 144

### 5.2.2 PCAs Taking the Role of Students — 148

### 5.2.3 PCAs Taking the Role of Companions — 151

## 5.3 Let’s Practise with the Willow Agent — 154

## 5.4 Taxonomy: How to Choose Which PCA to Use — 157

## 5.5 Exercises — 159

## 5.6 Solved Exercises — 159

## 5.7 References — 160

---

# Future Trends (II): Mobile Devices for Education — 162

## 6.1 Introduction — 162

## 6.2 Hardware — 163