

# Use MOOC to learn image denoising techniques

Ting Zhao

School of Computer Science and Technology, Henan Polytechnic University, Jiaozuo, Henan 454000, PR China

## Abstract

This article focuses on using MOOCs to learn image denoising techniques. It begins with an introduction to the concept of MOOCs - these innovative online learning platforms that offer a wide range of courses across disciplines, providing convenient and affordable learning opportunities for a global audience. It then explains the characteristics of MOOCs: wide coverage, high flexibility, and different from traditional education models. It then introduces the advantages of MOOCs: accessibility and inclusiveness (open to anyone with an Internet connection), cost-effectiveness (a cost-effective alternative, many courses available for free), flexibility and self-paced learning (the ability to learn at your own pace), a diverse curriculum and global expertise. Then the concept of image denoising is introduced - image denoising is a basic process of digital image processing, and the common denoising methods are described: filter method and the applicable range of various filters, the advantages and disadvantages of wavelet change, the advantages of deep learning method and the principle of non-local mean denoising technology. It then describes how MOOCs can help learn image denoising: integrating course content, getting expert guidance, hands-on exercises and projects and community and peer communication. In addition, it introduces the challenges encountered by MOOCs: high dropout rate, quality and credibility of MOOCs, lack of interaction and humanization in traditional classrooms, accessibility. The relationship between e-learning and MOOC is also introduced - E-learning and MOOC play complementary roles in modern education. MOOCs provide a structured, flexible, cost-effective environment and a transformative educational experience for learning advanced digital image denoising.

**Keywords:** MOOC, Image denoising, E-learning, Filtering methods, Fast Fourier Transform, Deep Learning Approaches, Non-local Means Denoising

Received on 15 November 2023, accepted on 20 November 2023, published on 21 November 2023

Copyright © 2023 T. Zhao *et al.*, licensed to EAI. This is an open access article distributed under the terms of the [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/), which permits copying, redistributing, remixing, transforming, and building upon the material in any medium so long as the original work is properly cited.

doi: 10.4108/eetel.4396

\*Corresponding author. Email: [zting@csie.hpu.edu.cn](mailto:zting@csie.hpu.edu.cn)

## 1. Introduction of MOOC

Massive Open Online Courses, commonly known as MOOCs, have transformed the landscape of education in recent years [1]. These innovative online platforms offer a wide range of courses across various disciplines, providing accessible and affordable learning opportunities to a global audience. MOOCs have gained immense popularity due to their flexibility, scalability, and potential to democratize education [2]. As shown in Table 1, MOOCs compare to traditional education.

Table 1. Comparison between MOOCs and traditional education

Comparison	MOOC	Traditional education
Coverage area	Accommodate tens of thousands of students simultaneously	Accommodate a maximum of about 100 students
Category of subjects	From computer science and mathematics to humanities and social sciences	Few types of subjects
Learning content	Various multimedia resources	Relatively simple face-to-face teaching

MOOCs are characterized by their massive reach. Unlike traditional classroom settings, MOOCs can accommodate tens of thousands of students simultaneously [3]. This scalability is made possible by the internet and modern technology, allowing learners from all corners of the globe to enrol in courses offered by prestigious institutions and renowned instructors [4]. This democratization of education helps bridge educational gaps and disparities, making high-quality learning experiences available to a broader and more diverse population.

One of the key features of MOOCs is their flexibility. Learners can access course materials at their own pace, allowing for a personalized learning experience [5]. Most MOOCs are self-paced, enabling students to balance their studies with work, family, and other commitments [6]. Furthermore, these courses often include a variety of multimedia resources, such as video lectures, quizzes, and discussion forums, enhancing the overall learning experience.

MOOCs have disrupted traditional education models by offering a wide array of subjects, from computer science [7] and mathematics to humanities and social sciences. Many top universities and organizations partner with MOOC platforms to offer courses that are not only diverse but also affordable [8]. Learners can often audit courses for free or pay a fee for certification, which can be a fraction of the cost of a traditional degree program. Overall, MOOCs have revolutionized education by making high-quality learning accessible, flexible, and affordable to a global audience, ushering in a new era of lifelong learning. Paper structure is as in Figure 1:

## 2. Advantages of MOOC

The advantages of MOOCs are shown in this Figure 2, these are the advantages of accessibility and inclusion, cost-effectiveness, flexibility and self-paced learning, as well as a diverse curriculum and global expertise.



Figure 2 Advantages of MOOC

**Accessibility and Inclusion:** One of the most significant advantages of MOOCs is their unparalleled accessibility. These courses are open to anyone with an internet connection, making education available to individuals who may not have had access to traditional educational institutions. This inclusivity is particularly beneficial for learners in remote or underserved areas, those with disabilities, or people who have busy schedules and cannot attend physical classes. MOOCs remove many barriers to education, allowing people from diverse backgrounds to acquire new skills and knowledge [9].

**Cost-Efficiency:** MOOCs often offer a cost-effective alternative to traditional higher education. Many of these courses can be audited for free, enabling learners to access high-quality educational content without the burden of tuition fees or expensive textbooks. For those seeking certification, the cost is typically lower than that of a traditional degree program. This affordability is especially advantageous for individuals who want to upskill, reskill, or explore new subjects without committing to a full-time degree program.

**Flexibility and Self-Paced Learning:** MOOCs provide learners with the flexibility to study at their own pace. Unlike traditional classroom settings, students are not tied to rigid schedules [10]. They can access course materials, lectures, and assignments whenever it's most convenient for them. This flexibility is particularly valuable for working professionals, parents, and those with busy lifestyles, as it allows them to balance their educational pursuits with other commitments.

**Diverse Course Offerings and Global Expertise:** MOOC platforms offer a wide range of courses in various subjects, often taught by experts from top universities and institutions worldwide [11]. This diversity of course offerings allow learners to explore their interests, discover new fields, or gain specialized skills. The global nature of MOOCs also means that students can benefit from a wealth of knowledge and perspectives from instructors and fellow learners around the world. This exposure to different cultures and teaching styles enhances the overall educational experience and promotes a global perspective.

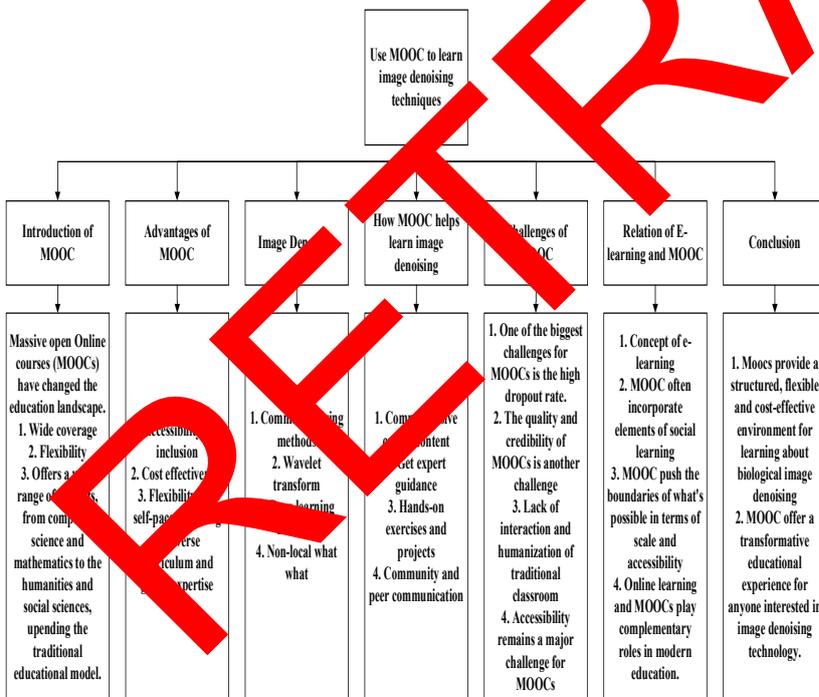


Figure 1. Paper structure

In summary, MOOCs offer numerous advantages, including increased accessibility, cost-efficiency, flexibility, and access to a diverse array of courses and expertise. These benefits have made MOOCs a valuable tool for lifelong learning, career development, and personal enrichment [12], empowering individuals to take control of their education and adapt to the evolving demands of the modern world.

### 3. Image Denoising

Image denoising is a fundamental process in digital image processing that aims to remove or reduce unwanted noise from images while preserving the essential details and structures [13]. Noise, often manifested as random variations in pixel intensity, can degrade image quality and impact the performance of various computer vision and image analysis tasks [14]. As shown in Table 2, common noises are Gaussian noise, Poisson noise, multiplicative noise and salt and pepper noise. As illustrated in the Table 3, several techniques have been developed to address this challenge and enhance the visual quality of images.

Table 2. Common noise and causes

Noise	Concept	Cause
Gaussian noise	The probability density function obeys a Gaussian distribution (that is, a normal distribution)	<ol style="list-style-type: none"> <li>1) The field of view of the sensor is not bright enough and the brightness is not uniform when shooting;</li> <li>2) The noise and mutual influence of the circuit components;</li> <li>3) The image sensor works for a long time, and the temperature is too high.</li> </ol>
Poisson noise	The noise model conforms to the Poisson distribution, which is suitable for the probability distribution describing the number of random	Due to the nature of discrete charge, related to the uncertainty of photons, the fundamental reason is because light is made up of discrete photons (particle nature of light)

	events occurring per unit time	
Multiplicative Noise	Noise and signal are related	Channel unsatisfactory
Impulse noise	The random change of some pixel values is the black and white light and dark spots, noise generated by the image sensor transmission channel, decoding processing, et	Image cutting

Table 3. Common methods of noise reduction

Technology reducing noise	Theory	Advantage
Gaussian	The pixel value of the whole image is weighted average, and the value of each pixel is obtained by weighted average of its own value and other pixel values in the neighbourhood.	Reduce high-frequency noise.
Median filters	Select the median value of each pixel value in a neighbourhood of the pixel to be processed to replace the pixel to be processed.	It is robust to pulse noise.
Bilateral filters	The principle of Gaussian filter (spatial proximity) is optimized as the product of the weight calculated by spatial proximity and the weight calculated by pixel similarity, and the optimized weight is convolved with the image.	Considering both spatial and strength information, it is suitable for preserving edges and fine structures.
Wavelet Transform Deep	The image is decomposed into wavelet coefficients Training a CNN on a large	While preserving Ability to

Non-local Means Denoising	Image patches are compared and weighted averages are calculated to de-noise each pixel.	While preserving image structure and texture, Gaussian noise can be effectively reduced.
---------------------------	---	--

**Filtering Methods:** Filtering is a common and widely used image denoising technique. Various filter types, such as Gaussian filters [15], median filters [16], and bilateral filters [17], are applied to images to suppress noise. Gaussian filters are effective in reducing high-frequency noise but may blur fine details [18]. Median filters are robust against impulsive noise [19], while bilateral filters consider both spatial and intensity information, making them suitable for preserving edges and fine structures [20].

**Wavelet Transform [21]:** Wavelet denoising is a popular technique that leverages the mathematical concept of wavelet transforms to analyse and process images in different scales and orientations [22]. By decomposing an image into wavelet coefficients, noise can be separated from the signal [23]. Wavelet thresholding methods then selectively shrink or remove coefficients associated with noise, effectively reducing noise while retaining important features [24]. This approach is especially useful for handling images with both low and high-frequency noise components [25].

**Deep Learning Approaches [26]:** Deep learning methods [27, 28], particularly convolutional neural networks (CNNs) [29], have shown remarkable success in image denoising. Training CNNs on large datasets of noisy-clean image pairs enable them to learn complex noise patterns and denoise images effectively [30, 31]. Techniques like denoising autoencoders [32] and deep residual networks have been developed to produce visually pleasing results [33]. The advantage of deep learning approaches [34, 35] lies in their ability to adapt to diverse noise types and levels [36].

**Non-local Means Denoising [37]:** The non-local means (NLM) denoising technique is based on the principle that pixels of similar intensity values should have similar surrounding patterns [38]. The clean latent image  $A$  is represented mathematically by estimating it from an observational model of noise degradation:

$$B = A + V \tag{1}$$

Where  $V$  is added noise and can be expressed as:

$$\hat{A}(i) = \sum_{j=1}^{num} w(i,j)B(j) \tag{2}$$

Where  $B$  is a noisy image,  $\hat{A}$  is a de-noised image,  $num$  is the total number of pixels in  $B$ ,  $B(j)$  is the pixel intensity at position  $j$ . NLM compares image patches and calculates weighted averages to denoise each pixel [39]. This method is highly effective for reducing Gaussian noise while preserving image structures and textures [40].

## 4. How MOOC helps learn image denoising

**Comprehensive Course Content:** MOOCs often provide comprehensive courses on digital image processing and computer vision, which include modules on image denoising. Shown in Figure 3, these courses cover fundamental concepts, algorithms, and practical applications related to image denoising. They typically offer a structured curriculum, video lectures, interactive assignments, and quizzes, providing a well-rounded learning experience. Learners can start with the basics and gradually progress to more advanced denoising techniques, understanding the underlying principles and best practices.

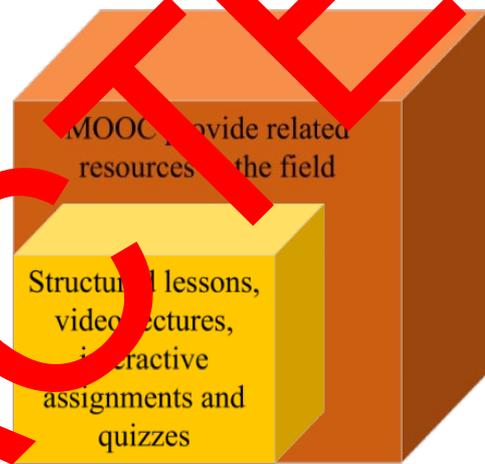


Figure 3. MOOC provide related resources in the field

**Access to Expert Instructors:** MOOCs often feature renowned experts and instructors in the field of image processing who can provide valuable insights and guidance [41]. These instructors may share their experience, research findings, and practical knowledge, helping learners grasp the nuances of image denoising. Additionally, learners can interact with instructors through discussion forums, Q&A sessions, or even virtual office hours, allowing them to seek clarification and explore the subject in depth [42].

**Hands-On Exercises and Projects:** Many MOOCs incorporate hands-on exercises and projects that require learners to apply image denoising techniques in real-world scenarios. These practical assignments help learners develop essential skills and gain experience by working on actual image denoising problems [43]. By applying the concepts they've learned, students can refine their abilities and understand how to address the challenges of noise reduction in various images [44].

**Community and Peer Support:** MOOCs often foster a strong online community of learners from around the world. This community can be an excellent resource for individuals studying image denoising. Learners can engage in discussions, share insights, and collaborate on projects with their peers. The diversity of backgrounds and

perspectives within the MOOC community can offer different viewpoints and innovative solutions to image denoising challenges, enhancing the overall learning experience.

In conclusion, as shown in the Figure 4, MOOCs provide a flexible and effective means of learning image denoising. Through comprehensive course content, access to expert instructors, hands-on exercises, and a supportive online community, individuals interested in mastering image denoising techniques can acquire the knowledge and practical skills required to excel in this field. MOOCs democratize education by making high-quality learning opportunities accessible to a global audience, allowing learners to gain expertise in image denoising and apply it in various professional or academic settings.



Figure 4. How MOOC helps learn image denoising

### 5. Challenges of MOOC

MOOC has become an innovative model in modern education, from the Figure 5, but it also faces some difficulties and challenges.

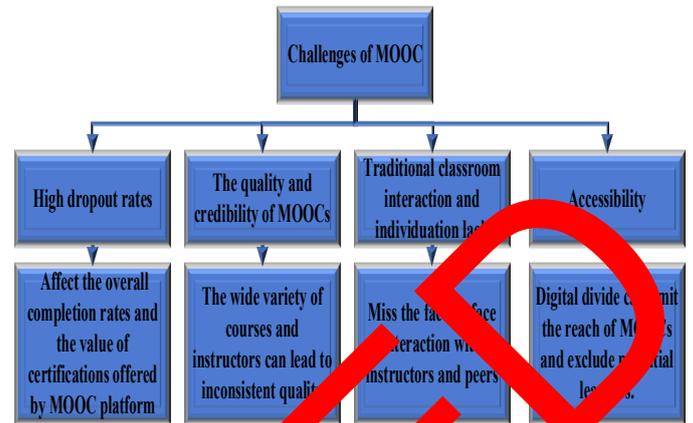


Figure 5. Challenges of MOOC

One of the most significant challenges MOOCs face is high dropout rates [46]. Many students enroll in MOOCs but do not complete the courses they start [46]. The lack of in-person interaction, accountability, and structure can contribute to this issue [47]. Dropout rates are a concern because they affect the overall completion rates and the value of certifications offered by MOOC platform [48].

Ensuring the quality and credibility of MOOCs is another challenge [49]. While many prestigious universities and institutions offer MOOCs, the wide variety of courses and instructors can lead to inconsistent quality [50]. Establishing standardized quality assurance measures is essential to maintain the reputation and reliability of MOOCs. Additionally [51], the credibility of MOOC certifications is sometimes questioned by employers and traditional educational institutions, which can hinder their acceptance in the job market and academic institutions [52].

MOOCs often lack the level of interactivity and personalization found in traditional classrooms [53]. Tailoring education to individual learning styles and needs is a complex challenge in the online learning environment [54]. Some students may struggle to engage with the course material, as they miss the face-to-face interaction with instructors and peers that can enhance the learning experience [55]. While efforts have been made to incorporate more interactive elements, there is room for improvement in this area.

Accessibility remains a significant challenge for MOOCs [56]. Not everyone has equal access to the internet and the necessary technology, particularly in underserved or remote regions. This digital divide can limit the reach of MOOCs and exclude potential learners. Additionally, some individuals may lack the digital literacy skills needed to navigate and participate effectively in online courses, further exacerbating disparities in access to education [57].

## 6. Relation of E-learning and MOOC

E-learning [58] is a broad term encompassing all forms of education delivered electronically, often via the internet [59]. This includes online courses, virtual classrooms, webinars, and digital educational resources [60]. MOOCs, on the other hand, are a specific subcategory of e-learning [61]. As depicted in the Figure 6. They are characterized by their massive scale, open access, and the ability to accommodate a vast number of learners simultaneously. In essence, MOOCs represent a particular format or model within the broader realm of e-learning.

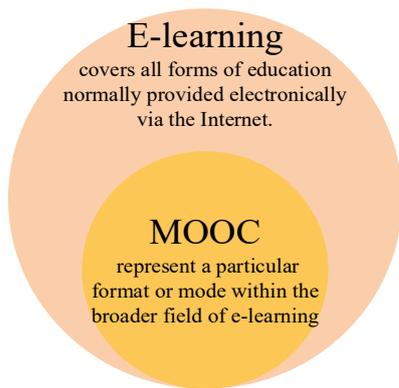


Figure 6. Relationship between E-learning and MOOC

MOOCs have distinct characteristics that set them apart from traditional e-learning methods. These courses are typically open to anyone interested, irrespective of geographical location or prior educational background. MOOCs often incorporate elements of social learning, with discussion forums, peer assessments, and collaborative activities [62]. While e-learning can be highly structured and may include instructor-led courses, MOOCs often provide greater flexibility and autonomy to learners, allowing them to set their own pace and explore a wide range of subjects [63].

MOOCs have significantly influenced the e-learning landscape by popularizing online education and pushing the boundaries of what is possible in terms of scale and accessibility [64]. The introduction of MOOCs has spurred innovations in online course delivery, including more interactive content, automated assessment systems, and adaptive learning techniques. Many traditional educational institutions now incorporate MOOC elements into their online offerings, blending the benefits of MOOCs with the structure of traditional e-learning [65]. As a result, the influence of MOOCs has permeated the broader e-learning ecosystem, leading to improved learning experiences for all types of online learners [66].

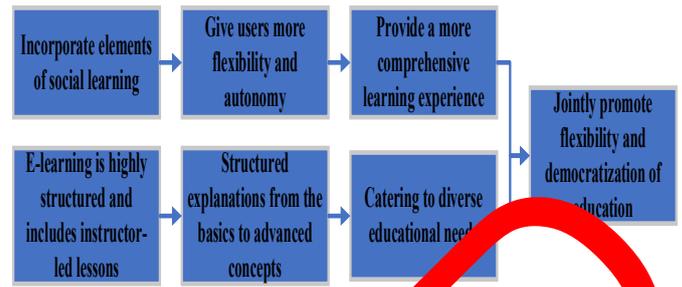


Figure 7. The complementary role of E-learning and MOOCs in modern education

E-learning and MOOCs play complementary roles in modern education [67]. As shown in the Figure 7, the complementary roles of E-learning and MOOCs in modern education. E-learning caters to a diverse range of educational needs, including corporate training, K-12 education, and specialized professional development [68]. MOOCs, with their openness and scalability, are particularly well-suited for broad public access to higher education and lifelong learning [69]. Together, they contribute to the flexibility and democratization of education, enabling learners to choose the format that best suits their goals and preferences.

## 7. Conclusion

Online Massive Open Online Courses (MOOCs) as a platform for learning image denoising techniques offers a valuable and accessible opportunity for individuals looking to enhance their digital image processing skills. MOOCs provide a structured, flexible, and cost-effective environment in which learners can delve into the intricacies of image denoising [70]. The advantages of MOOCs, such as comprehensive course content, access to expert instructors, hands-on projects, and a supportive online community, make them a compelling choice for those seeking to master this critical aspect of digital image processing [71].

MOOCs empower learners to acquire the knowledge and skills required for image denoising from the comfort of their own homes, eliminating geographical and financial barriers that often hinder access to quality education. The structured curriculum ensures that students' progress from fundamentals to advanced concepts, providing a solid foundation in image denoising. Additionally, the guidance and insights of expert instructors, as well as the opportunity for interaction with peers in a global online community, contribute to a rich learning experience [72].

In conclusion, MOOCs offer a transformative educational experience for individuals interested in image denoising techniques [73]. They open doors to a world of knowledge and skill development, providing a pathway to expertise in a field that is increasingly relevant in today's digital age [74]. As technology continues to advance, MOOCs remain a dynamic and effective way to stay at the

forefront of image denoising and related digital image processing advancements [75].

### Acknowledgements.

We thank all the anonymous reviewers for their hard reviewing work.

### Funding

This research did not receive any grants.

### Conflict of Interest

The author declares there is no conflict of interest regarding this paper.

### Data Availability Statement

There is no data associated with this paper.

### References

- [1] N. Voudoukis and G. Pagiatakis, "Massive open online courses (MOOCs): practices, trends, and challenges for the higher education," *European Journal of Education and Pedagogy*, vol. 3, pp. 288-295, 2022.
- [2] S. Al Shaqsi and R. T. Syed, "Massive Open Online Courses and Entrepreneurship Education in Higher Education Institutions," in *Technology and Entrepreneurship Education: Adopting Creative Digital Approaches to Learning and Teaching*, ed: Springer, 2022, pp. 187-206.
- [3] Y. Zhang, "Smart detection on abnormal breasts in digital mammography based on contrast-limited adaptive histogram equalization and chaotic adaptive real-coded biogeography-based optimization," *Simulation*, vol. 92, pp. 873-887, 2016.
- [4] R. Singha, "The Implementation of Massive Open Online Courses (MOOCs) in India: An Initiative Toward Quality Education for Sustainable Development," in *Public Policies and Quality Development in Post-Reform India: Regional Responses and the Way Forward*, ed: Springer, 2023, pp. 225-240.
- [5] M. P. Pratama, R. Sampeloh, and H. Lura, "RE-ORIENTALIZING EDUCATION: HARNESSING THE POWER OF ARTIFICIAL INTELLIGENCE FOR PERSONALIZED LEARNING," *KLASIKAL: JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE*, vol. 5, pp. 350-357, 2023.
- [6] A. J. Purwana, L. Samboteng, M. R. Kusmad, and M. Basit, "Global Trends and Policy Strategies and Their Implications for the Sustainable Development of MOOCs in Indonesia," in *Fourth International Conference on Administrative Science (ICAS 2022)*, 2023, pp. 491-500.
- [7] Y. Zhang, "Image Extraction of Brain MRI by Stationary Wavelet Transform and Its Application," *Journal of Biological Systems*, vol. 18, pp. 115-132, 2010.
- [8] J. F. Torres, M. Garbajosa, E. Kremenova, and L. Vartiak, "MOOC PLATFORMS: MODERN DISTANCE LEARNING," in *Proceedings*, 2023, pp. 3122-3130.
- [9] J. J. Guerrero Quiñonez, M. C. Bedoya-Flores, E. F. Mosquera-Quiñonez, E. D. Ango-Ramos, and R. M. Lara-Tambaco, "The MOOC as an alternative model for university education," *Ibero-American Journal of Education & Society Research*, vol. 3, pp. 28-36, 2023.
- [10] D. F. Onah, E. L. Pang, and J. E. Sinclair, "An investigation of self-regulated learning in a novel MOOC platform," *Journal of Computing in Higher Education*, pp. 1-34, 2022.
- [11] I. King and W.-I. Lee, "Global MOOC Landscape," in *A Decade of MOOCs and Beyond: Platforms, Policies, Pedagogy, Technology, and Ecosystems with an Emphasis on Greater China*, ed: Springer, 2022, pp. 17-40.
- [12] E. H. Ramirez-Asis, K. Srinivas, K. Sivasubramanian, and K. Jaheer Mukhtar, "Dynamics of inclusive and lifelong learning prospects through Massive Open Online Courses (MOOC): a descriptive study," in *Technologies, Artificial Intelligence and the Future of Learning Post-COVID-19: The Crucial Role of International Accreditation*, ed: Springer, 2022, pp. 679-696.
- [13] C. S. K. Abdulah, M. N. K. H. Rohani, B. Ismail, M. A. M. Isa, A. S. Rosmi, W. A. W. Mustafa, et al., "Review Study of Image Denoising on Digital Image Processing and Applications," *Journal of Advanced Research in Applied Sciences and Engineering Technology*, vol. 30, pp. 331-343, 2023.
- [14] Y. Liu, X. Chen, X. Ma, X. Wang, J. Zhou, Y. Qiao, et al., "Unifying Image Processing as Visual Prompting Question Answering," *arXiv preprint arXiv:2210.10512*, 2023.
- [15] M. Rizwan, A. Shabbir, A. R. Javed, M. Shabbir, M. Baker, and F. A.-J. Obe, "Brain tumor and glioma grade classification using Gaussian convolutional neural network," *IEEE Access*, vol. 10, pp. 29731-29740, 2022.
- [16] A. Shah, J. I. Bangash, A. Khan, M. Khan, A. Khan, A. Khan, et al., "Comparative analysis of median filter and its variants for removal of impulse noise from grayscale image," *Journal of King Saud University - Computer and Information Sciences*, vol. 34, pp. 505-519, 2022.
- [17] L. Wu, Y. Fang, J. Li, B. Zhang, P. Chen, and M. He, "Deep bilateral filtering network for point-supervised semantic segmentation in remote sensing images," *IEEE Transactions on Geoscience and Remote Sensing*, vol. 31, pp. 7419-7434, 2022.
- [18] G. Ramesh, J. Logeshwaran, J. Gowri, and A. Mathew, "The management and reduction of digital noise in video image processing by using transmission based noise elimination scheme," *ICTACT Journal on Image & Video Processing*, vol. 13, 2022.
- [19] D. Kuskni and J. Smolka, "Robust mean shift filter for mixed Gaussian and impulsive noise reduction in color digital images," *Scientific Reports*, vol. 12, p. 14951, 2022.
- [20] B. S. Reddy and S. S. Lamba, "Structure-aware adaptive bilateral texture filtering," *Digital Signal Processing*, vol. 123, p. 103386, 2022.
- [21] C. Tian, M. Zheng, W. Zuo, B. Zhang, Y. Zhang, and D. Zhang, "Multi-stage image denoising with the wavelet transform," *Pattern Recognition*, vol. 134, p. 109050, 2023.
- [22] Y. Liang and W. Liang, "ResWCAE: Biometric Pattern Image Denoising Using Residual Wavelet-Conditioned Autoencoder," *arXiv preprint arXiv:2307.12255*, 2023.
- [23] A. Halidou, Y. Mohamadou, A. A. Ari, and E. J. G. Zacko, "Review of wavelet denoising algorithms," *Multimedia Tools and Applications*, pp. 1-31, 2023.
- [24] L. Jain and P. Singh, "A novel wavelet thresholding rule for speckle reduction from ultrasound images," *Journal of King Saud University-Computer and Information Sciences*, vol. 34, pp. 4461-4471, 2022.
- [25] S.-J. Moon, C. Kim, and G.-M. Park, "WaGI: Wavelet-based GAN Inversion for Preserving High-frequency Image Details," *arXiv preprint arXiv:2210.09655*, 2022.
- [26] A. Chiche and B. Yitagesu, "Part of speech tagging: a systematic review of deep learning and machine learning approaches," *Journal of Big Data*, vol. 9, pp. 1-25, 2022.
- [27] Y. Zhang, "Deep learning in food category recognition," *Information Fusion*, vol. 98, p. 101859, 2023.
- [28] Y.-D. Zhang, "ANC: Attention Network for COVID-19 Explainable Diagnosis Based on Convolutional Block Attention Module," *Computer Modeling in Engineering & Sciences*, vol. 127, pp. 1037-1058, 2021.
- [29] Q. Zhang, J. Xiao, C. Tian, J. Chun-Wei Lin, and S. Zhang, "A robust deformed convolutional neural network (CNN) for image denoising," *CAAI Transactions on Intelligence Technology*, vol. 8, pp. 331-342, 2023.
- [30] X. Zhang, "Diagnosis of COVID-19 pneumonia via a novel deep learning architecture," *Journal of Computer Science and Technology*, vol. 37, pp. 330-343, 2022.
- [31] Y. D. Zhang, "Pseudo Zernike Moment and Deep Stacked Sparse Autoencoder for COVID-19 Diagnosis," *CMC-Computers Materials & Continua*, vol. 69, pp. 3145-3162, 2021.
- [32] A. Kascenas, N. Pugeault, and A. Q. O'Neil, "Denoising autoencoders for unsupervised anomaly detection in brain MRI," in

- International Conference on Medical Imaging with Deep Learning*, 2022, pp. 653-664.
- [33] M. Shafiq and Z. Gu, "Deep residual learning for image recognition: A survey," *Applied Sciences*, vol. 12, p. 8972, 2022.
- [34] Y.-D. Zhang, "Improving ductal carcinoma in situ classification by convolutional neural network with exponential linear unit and rank-based weighted pooling," *Complex & Intelligent Systems*, vol. 7, pp. 1295-1310, 2021.
- [35] S.-H. Wang, "DSSAE: Deep Stacked Sparse Autoencoder Analytical Model for COVID-19 Diagnosis by Fractional Fourier Entropy," *ACM Transactions on Management Information Systems*, vol. 13, Article ID: 2, 2021.
- [36] J. Su, B. Xu, and H. Yin, "A survey of deep learning approaches to image restoration," *Neurocomputing*, vol. 487, pp. 46-65, 2022.
- [37] X. Zhang, "Two-step non-local means method for image denoising," *Multidimensional Systems and Signal Processing*, vol. 33, pp. 341-366, 2022.
- [38] Y. Sun, Y. Wang, F. Tang, Y. Geng, Y. Xu, and M. Bu, "A two-stage synthetic non-local mean (NLM) filtering method for efficient denoising in quantitative phase imaging (QPI)," *Journal of Modern Optics*, pp. 1-13, 2023.
- [39] X. Zhang, "A modified non-local means using bilateral thresholding for image denoising," *Multimedia Tools and Applications*, pp. 1-22, 2023.
- [40] A. E. Mahdaoui, A. Ouahabi, and M. S. Moulay, "Image denoising using a compressive sensing approach based on regularization constraints," *Sensors*, vol. 22, p. 2199, 2022.
- [41] L. Li, J. Johnson, W. Aarhus, and D. Shah, "Key factors in MOOC pedagogy based on NLP sentiment analysis of learner reviews: What makes a hit," *Computers & Education*, vol. 176, p. 104354, 2022.
- [42] X. Lin, Q. Sun, and X. Zhang, "Increasing Student Online Interactions: Applying the Video Timeline-Anchored Comment (VTC) Tool to Asynchronous Online Video Discussion," *International Journal of Human-Computer Interaction*, pp. 1-15, 2023.
- [43] M. Elad, B. Kawar, and G. Vaksman, "Image denoising: The deep learning revolution and beyond—a survey paper," *SIAM Journal on Imaging Sciences*, vol. 16, pp. 1594-1654, 2022.
- [44] A. Kessler, S. D. Craig, J. Goodell, D. Krawinkel, and S. W. Greenwald, "Learning engineering is a success," *The Learning Engineering Toolkit: Evidence-Based Practices from the Learning Sciences, Instructional Design, and Beyond*, pp. 29-41, 2022.
- [45] M. Mehrabi, A. R. Safarpour, and A. R. Karimian, "Massive open online courses (MOOCs) dropout rate in the world: a protocol for systematic review and meta-analysis," *Interdisciplinary Journal of Virtual Learning in Media Sciences*, vol. 13, pp. 1-12, 2022.
- [46] K. A. Azhar, N. Iqbal, M. Shah, and H. Ahmed, "Understanding high dropout rates in MOOCs: A qualitative case study from Pakistan," *Innovations in Educational and Teaching International*, pp. 1-15, 2022.
- [47] I. Borrellà, Caballero-Caballero, and E. Llorente-Cueto, "Taking action to reduce dropout in MOOCs: Tested interventions," *Computers & Education*, vol. 179, p. 104412, 2022.
- [48] T. Senjaya, "The role of learners' motivation in MOOC completion," *Open Learning: The Journal of Open, Distance and e-Learning*, vol. 37, pp. 273-281, 2022.
- [49] N. Albelbisi, S. Al-Jawhri, S. Al-Wan, and A. Habibi, "A qualitative analysis of the factors influencing the adoption of mooc in higher education," *Turkish Online Journal of Distance Education*, vol. 24, pp. 1-15, 2023.
- [50] Y. Meng, "Factors, Causes and Countermeasures of MOOC in the Development of Higher Education in China," in *Proceedings of the 8th International Conference on Frontiers of Educational Technologies*, 2022, pp. 87-91.
- [51] M. J. Carlton, S. Boonyubol, N. Keerativoranan, and J. S. Cross, "Educational Data Science Approach for an End-to-End Quality Assurance Process for Building Creditworthy Online Courses," in *Educational Data Science: Essentials, Approaches, and Tendencies: Proactive Education based on Empirical Big Data Evidence*, ed: Springer, 2023, pp. 151-191.
- [52] E. Surahman and T. H. Wang, "Academic dishonesty and trustworthy assessment in online learning: a systematic literature review," *Journal of Computer Assisted Learning*, vol. 38, pp. 1535-1553, 2022.
- [53] N. Jitpaisarnwattana, P. Darasawang, and H. Reinders, "Understanding affordances and limitations in a language MOOC from an activity theory perspective," *Research and Practice in Technology Enhanced Learning*, vol. 17, pp. 1-22, 2022.
- [54] J. L. R. Muñoz, F. M. Ojeda, D. L. A. Jurado, P. F. P. Peña, C. P. M. Carranza, H. Q. Berrios, et al., "Systematic review of adaptive learning technology for learning in higher education," *Asian Journal of Educational Research*, vol. 98, pp. 2022-2033, 2022.
- [55] K. A. Gamage, A. Gamage, and S. C. DeSilva, "Online and hybrid teaching and learning: Enhancing effective student engagement and experience," *Education Sciences*, vol. 12, p. 651, 2022.
- [56] F. Iniesto, P. McAndrew, S. Rocha, and J. Coughlan, "A qualitative study to understand the perspectives of MOOC providers on accessibility," *Australasian Journal of Educational Technology*, vol. 38, pp. 1-10, 2022.
- [57] T. Tate and M. Warriner, "Flexibility in online learning," *Educational Psychologist*, vol. 47, pp. 192-206, 2012.
- [58] I. A. Mastan, P. Sensuse, P. Suryono, and K. Kautsarina, "Evaluation of distance learning system (e-learning): a systematic literature review," *Jurnal Teknoinfo*, vol. 1, pp. 132-137, 2022.
- [59] P. Noviy and M. Al-Badi, "Challenges and Problems of e-Learning: A Conceptual Framework," *Electronic Journal of e-Learning*, vol. 21, pp. 1-10, 2023.
- [60] M. H. Hussien, "E-learning environment in Egypt," *International Journal of Education and Learning Research*, vol. 5, pp. 116-144, 2022.
- [61] S. El Emrani, J. Palomo-Duarte, J. M. Mota, and J. M. Dodero, "E-Learning through an Adaptive eMOOC: Is it Worthy of Further Research?," *EAI Endorsed Transactions on Scalable Information Systems*, vol. 9, pp. e10-e10, 2022.
- [62] F. M. Vallejo and M.-S. Ramirez-Montoya, "Social Construction of Learning: Analysis from the Participants of an Energy Sustainability xMOOC," in *International conference on Psychological ecosystems for enhancing multicultural diversity*, 2022, pp. 540-549.
- [63] P. Négyesi, Z. Csernai, and R. Racsco, "Attempts to Develop a New Type of Adaptive E-Learning Environment," *What will our Future Be Like?*, p. 69, 2023.
- [64] S. Sengupta and D. Singhal, "Pandemic, MOOCs, and Responsible Management Education," in *The Future of Responsible Management Education: University Leadership and the Digital Transformation Challenge*, ed: Springer, 2023, pp. 299-315.
- [65] S. R. Virani, J. R. Saini, and S. Sharma, "Adoption of massive open online courses (MOOCs) for blended learning: The Indian educators' perspective," *Interactive Learning Environments*, vol. 31, pp. 1060-1076, 2023.
- [66] N. Dabbagh, "The Pedagogical Ecology of Learning Technologies: A Learning Design Framework for Meaningful Online Learning," in *Higher Education in the Arab World: E-Learning and Distance Education*, ed: Springer, 2023, pp. 25-51.
- [67] M. Liu and D. Yu, "Towards intelligent E-learning systems," *Education and Information Technologies*, vol. 28, pp. 7845-7876, 2023.
- [68] A. S. Alanazi, "DEVELOPING A COGNITIVE PRESENCE FRAMEWORK FOR INCLUSIVE TEACHING: PROFESSIONAL DEVELOPMENT TRAINING FOR K-12 TEACHERS OF SPECIAL EDUCATION AND AUTISM," *Journal of Southwest Jiaotong University*, vol. 58, 2023.
- [69] H. D. Mohammadian, Z. G. Langari, M. Castro, and V. Wittberg, "A Study of MOOCs Project (MODE IT), Techniques, and Know How-Do How Best Practices and Lessons from the Pandemic through the Tomorrow Age Theory," in *2022 IEEE Learning with MOOCs (LWMOOCs)*, 2022, pp. 179-191.
- [70] L. N. Wu, "Improved image filter based on SPCNN," *Science In China Series F-Information Sciences*, vol. 51, pp. 2115-2125, 2008.
- [71] M. Zhu and C. J. Bonk, "Guidelines and strategies for fostering and enhancing self-directed online learning," *Open Learning: The Journal of Open, Distance and e-Learning*, pp. 1-17, 2022.
- [72] A. Gorman and K. Hall, "Exploring the impact of an online learning community to support student teachers on school placement," *European Journal of Teacher Education*, pp. 1-17, 2023.

- [73] C. Diwan, S. Srinivasa, G. Suri, S. Agarwal, and P. Ram, "AI-based learning content generation and learning pathway augmentation to increase learner engagement," *Computers and Education: Artificial Intelligence*, vol. 4, p. 100110, 2023.
- [74] M. Akour and M. Alenezi, "Higher education future in the era of digital transformation," *Education Sciences*, vol. 12, p. 784, 2022.
- [75] N. A. Mudawi, M. Pervaiz, B. I. Alabduallah, A. Alazeb, A. Alshahrani, S. S. Alotaibi, *et al.*, "Predictive Analytics for Sustainable E-Learning: Tracking Student Behaviors," *Sustainability*, vol. 15, p. 14780, 2023.

RETRACTED