

MOOCs and Open Education

AROUND THE WORLD



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Moocs And Open Education Around The World

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Moocs And Open Education Around The World:

MOOCs and Open Education Around the World Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H. Reynolds, 2015-06-12 As new digital forms of formal and informal learning proliferate there is an increasing need to better understand how people in different regions of the world are implementing massive open online courses MOOCs and other forms of open educational resources OERs Educators researchers politicians and numerous other stakeholders want to grasp what the outcomes of these initiatives are and how they can be improved Ongoing e learning developments related to both technology and pedagogy have pushed institutions and organizations to grapple with issues of accreditation credentialing quality standards innovative assessment and learner motivation and attrition among other areas of concern In response MOOCs and Open Education Around the World explores and illuminates unique implementations of MOOCs and open education across regions and nations The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology enabled learning What are the different delivery formats interaction possibilities assessment schemes and business models What are the key controversies or issues that must be discussed and addressed This edited collection explains MOOCs and open education trends and issues in a variety of contexts shares key research findings and provides practical suggestions and recommendations for the near future

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MOOCs and Open Education in the Global South Ke Zhang, Curtis Bonk, Thomas Reeves, Thomas Reynolds, 2019-11-05 With e learning technologies evolving and expanding at high rates organizations and institutions around the world are integrating massive open online courses MOOCs and other open educational resources OERs MOOCs and Open Education in the Global South explores the initiatives that are leveraging these flexible systems to

educate train and empower populations previously denied access to such opportunities Featuring contributors leading efforts in rapidly changing nations and regions this wide ranging collection grapples with accreditation credentialing quality standards innovative assessment learner motivation and attrition and numerous other issues The provocative narratives curated in this volume demonstrate how MOOCs and OER can be effectively designed and implemented in vastly different ways in particular settings as detailed by experts from Asia Latin America the Middle East Africa the Pacific Oceania and the Caribbean This comprehensive text is an essential resource for policy makers instructional designers practitioners administrators and other MOOC and OER community stakeholders

Innovation in Education. Massive Open Online Courses and Dissemination Strategies Sixbert Sangwa, 2021-05-12 Academic Paper from the year 2019 in the subject Pedagogy Media Pedagogy grade 76 The Open University School of Educational Technology course Openness and Innovation in e Learning language English abstract This report introduces this innovation in eLearning and set out its main contributions highlighting why MOOC are considerable innovation in today s teaching and learning and the developments of innovations that are important in our today s life It will provide a history of the MOOCs describe the research and the works on which this innovation is built by specifying the first MOOCs what they were and when and then tell how they have developed so far The report also examines the different MOOCs produced and their impact on higher education and human life Highlight the main issues or problems remaining around MOOC projects and try propose valid and appropriate their next steps Finally resources will be considered to recommend three important elements in the strategic MOOC project dissemination namely the use of social media engagement conference presentations and webinars

Open Education: from OERs to MOOCs Mohamed Jemni, Kinshuk, Mohamed Koutheair Khribi, 2016-08-11 This book focuses on the emerging phenomenon of Massive Open Online Courses MOOCs which are changing the fundamental underpinning of educational systems worldwide and forcing educators and other stakeholders to re think the way instruction is currently conducted It examines the origins of MOOCs within the context of the open education movement and reviews current policies guidelines and initiatives to promote the use of ICT in education through the development and use of open educational resources from international practices including implementation and licensing issues With a particular focus on new trends in MOOCs the book explores the potential of this emerging paradigm its rise and its impact on openness in education Various new initiatives are also presented including more global examples and those that are more geared to certain regional contexts The book is intended as a stepping stone for both researchers and practitioners who are looking to approach MOOCs from a holistic perspective

Sustainability of Higher Education Rosni Bakar, Aziah Ismail, 2018 *Massive Open Online Courses for professional development for teachers of higher education. An Indian perspective* Pratibha Mallu, 2021-04-28 Academic Paper from the year 2021 in the subject Pedagogy The Teacher Educational Leadership grade A language English abstract The main aim of the present paper is to explore the importance and contribution of MOOCs for the professional development of

teachers in higher education institutes MOOCs are online courses for anyone with internet access A qualitative research has been conducted to find out the opinion of teachers At present MOOCs are popular in higher education institutes particularly in engineering and management In general teachers attitude towards MOOCs is positive MOOCs can be used for teachers who need additional insights into topic of their choice to update their skills to expand their knowledge and to learn innovatory and current trends in teaching learning MOOCs require some more momentum in the form of teachers awareness credit recognition etc In the future there will be high demand for MOOCs for professional development since professionals can continue their services apart from updating their skills Thus MOOCs can be incorporated gradually in a step by step manner to cope with the current trends of teachers professional development along with the updated rules and regulations

Moocs and Open Education Mimi Miyong Lee, Curtis J. Bonk, Thomas H. Reynolds, 2015-07 In April of 2001 the president of MIT Charles Vest announced the establishment of a project for placing MIT course contents on the Web for free access by anyone with an Internet connection In effect this announcement started the OpenCourseWare OCW movement Since that time open educational resources OER and more recently massive open online courses MOOCs have proliferated A flurry of research reports books programs announcements debates and conferences related to MOOCs and open education have encouraged educators to reflect on how these new forms of educational delivery might enhance or even transform education As part of this global movement the four editors of this special issue Mimi Lee Curt Bonk Tom Reynolds and Tom Reeves organized a one day preconference symposium on this topic at the International E Learn Conference in Las Vegas in October 2013 One direct result of that event is this special issue of the International Journal on E Learning IJEL which contains highly informative and important papers related to the present and future of MOOCs and Open Education around the globe

Open Education Patrick Blessinger, TJ Bliss, 2016-12-19 This insightful collection of essays explores the ways in which open education can democratise access to education for all It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world A must read for practitioners policy makers scholars and students in the field of education

Quality Models in Online and Open Education Around the Globe Ebba Ossiannilsson, Keith Williams, Anthony F. Camilleri, Mark Brown, 2015 This report is written for 1 institutional leaders responsible for quality in online open and flexible higher education 2 faculty wanting to have an overview of the field 3 newcomers that want to develop quality schemes 4 policy makers in governments agencies and organisations and 5 major educational stakeholders in the international community It is a must read for any person concerned with quality in online open and flexible higher education The report provides the first global overview of quality models in online and open education an overview which is very timely delivered as it is for Global Education 2030 the new global educational agenda which replaces Education For All EFA The report paints with a broad brush the landscape of quality in online and open education and its challenges Illustrating that quality in online learning is as complex as the reality

of online learning itself It addresses new needs such as quality in MOOCs and Open Education Resources It shows that one size does not fit all that improving quality of student experiences is more than ever extremely important and it warns against implementation of quality models that restrict innovation and change These are all important issues to reflect on and discuss It delivers insight into the quality concept the aspects of quality and describes a selected number of models in relation to certification benchmarking accreditation and advisory frameworks and can therefore serve as a guide and inspiration for building quality frameworks While its findings on the one hand shows there is no need for new quality schemes as such it reveals a huge gap and need for knowledge building knowledge sharing capacity building and for coordination among stakeholders The research team makes 11 recommendations spanning from important principles such as mainstreaming e learning quality into traditional institutional quality assurance to topical issues such as the establishment of quality criteria for mobile learning systems and addressing unbundling and the emergence of non traditional providers Some key recommendations relate to knowledge building and sharing to ensure knowledge resources for guidance and capacity building among experts and stakeholders While it is difficult to pin point one recommendation as the most important or most urgent my overall impression is that its findings and recommendations on the need for information and knowledge sharing collaboration and coordination are the most crucial and most urgent to address This major and important task can best be carried out in partnership between key stakeholders intergovernmental organisations e g UNESCO Commonwealth of Learning quality assurance networks e g INQAAHE and networks of higher education institutions e g ICDE and others The relevance and importance of the work undertaken by the research team can probably best be understood in light of the main finding from another recent study Our results indicate that distance education when properly planned designed and supported by the appropriate mix of technology and pedagogy is equivalent to or in certain scenarios more effective than traditional face to face classroom instruction Kovanovic V Joksimovic S Skrypnyk O Gaaevic D Dawson S and Siemens G 2015 The History and State of Distance Education Taking note that 414 2 million students will be enrolled in higher education around the world by 2030 an increase from 99 4 million in 2000 and that online open and flexible education is going mainstream the importance of quality learning outcomes for learners cannot be overestimated I hope that by making this report broadly available that ICDE contributes to exciting dialogue discussion and development of quality online open and flexible higher education for the future we want High Level Group on the Modernisation of Higher Education ,2014

Recoge 1 Why Europe needs to act 2 Harnessing new modes of learning and teaching to modernise higher education 3 Challenges and how they can be addressed 4 Recommendations 5 Selective glossary of terminology 6 Acknowledgements 7 Members of the group *MOOCs and online education* Sarah R. Pouezevara,Laura J. Horn,2016-03-01 Massive open online courses MOOCs are a relatively recent innovation with potential to provide access to relevant education and workforce training at scale RTI previously studied MOOCs in the context of the US market and determined that more efforts are needed

to examine the prospect of MOOC use in developing economies This paper defines MOOCs and contrasts MOOCs with previously established forms of online learning and open educational resources It concludes that although MOOCs have potential for expanding access to important educational content and resources currently they favor more privileged and educated individuals Further evolution of ICT infrastructure platforms and pedagogical models is needed before common MOOC models can meet the needs of the majority of learners in developing economies *MOOC (Massive Open Online Courses)* Dragan Cvetković, 2022-06-23 Massive Open Online Courses MOOCs are free online courses available to anyone who can sign up MOOCs provide an affordable and flexible way to learn new skills advance in careers and provide quality educational experiences to a certain extent Millions of people around the world use MOOCs for learning and their reasons are various including career development career change college preparation supplementary learning lifelong learning corporate e Learning and training and so on **A University for the 21st Century 20 Years Later** James J.

Duderstadt, 2017 University presidents are expected to draw upon their experiences to draft a book suggesting possible futures for higher education Since my term of office ended in 1996 as the new century approached it was natural to label this assignment as A University for the 21st Century a book that was awarded the Alice Beeman Award of CASE the Council on Advancement and Support of Education in 2001 Although this effort was heavily influenced by my experience in serving the University of Michigan as dean provost and president during the 1980s and 1990s I attempted to paint a broader picture of American higher education writ large Of course universities have a remarkable constancy in roles such as teaching and scholarship in organizations such as schools colleges and departments and in cultures such as academic freedom and tenure Indeed as Clark Kerr has noted in his famous quote **Blended Learning and MOOCs** Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel, 2023-04-21 This book presents a framework for integrating blended learning and massive open online courses MOOCs in the Indian education system It argues that blended teaching and learning is the most suitable approach to education in a post COVID 19 world Drawing on case studies used in blended learning practices around the world the book provides ample resources for beginners to improvise the spread of knowledge around information technology in higher education It discusses various concepts such as flip learning in blended learning models and examines the self assessment tools and structures it offers to institutions for building competencies In addition to addressing the challenges and opportunities of adopting the digital mode of teaching the book also offers techniques and concepts helpful for designing MOOCs It covers concepts such as curriculum designing content flow teaching behavior and evaluation patterns which are important aspects of online teaching An indispensable guide to navigating the shift from offline to online teaching this book will be of interest to students teachers and researchers of education education technology digital education and information technology It will also be useful to policymakers educational institutions EdTech start ups NGOs in the education sector and online education centers *The Evolution and Evaluation of Massive Open Online Courses* Leonard

J. Waks, 2016-11-24 Winner of the Outstanding Book Award Society for Professors of Education This book offers a re assessment of the educational and occupational value of MOOCs based on developments since 2013 When MOOCs appeared amidst great fanfare in 2012 leaders proclaimed an educational revolution By 2013 however dramatic failures negative research findings and sharp critiques ended the MOOC hype This book examines both MOOCs and prior distance learning innovations and offers a broad overview of their educational economic and social effects Chapters explore ties between MOOCs and emerging pedagogical models as well as exponentially rising tuition rates student debt and chronic underemployment of university graduates worldwide It offers readers a comprehensive up to the moment guide to the MOOC phenomenon Aid for Trade at a Glance ,2017 **Education For All: Ten years of open education luminaries from around the world** David T. Kindler, Marcela Morales, Paul Stacey, 2021-12-07 Education for all is a bold audacious statement But that is the very goal of open education Can you imagine a world where access to education materials is free Where teachers and learners have the right to reuse revise remix localize and translate those materials Where copies of textbooks and course materials can be retained without cost Can you imagine a world where teachers and learners co create education together A world where learners engage in assignments that generate global public goods benefiting everyone You may say this isn't possible but open educators around the world have been doing this for years Building on the work of luminaries such as those featured in this book open education has grown into a global movement transforming education Each year Open Education Global opens up nominations for awards to the entire global open education community As part of the 10th anniversary of these awards OEGlobal is publishing this Education For All book collecting all ten years of award winners into a single volume This book is a celebration of their achievements **Berkeley Engineer** ,2012 Mastering MOOCs ,2015 How business professionals are using MOOCs to further their careers and help their companies and teams succeed Since first making headlines in 2011 hundreds of universities across the world have begun offering thousands of MOOCs or massive open online courses to millions of students around the world While researchers are still looking at what this relatively new technology means for education many business professionals are already yielding the benefits Mastering MOOCs Using Open Online Courses to Achieve Your Goals offers insights into how anyone can gain the greatest personal and professional impact from a MOOC In this original in depth ebook Knowledge Wharton The Wharton School's online journal of business analysis addresses The ROI for MOOCs Learn how to decide if a MOOC is a good value for your time and your goals How a MOOC can increase your value to an employer Find out how some have found new jobs changed careers and received new responsibilities or promotions after taking a MOOC How MOOCs can help your team succeed Discover how business leaders are using MOOCs to solve business problems as a team and to bring employees up to speed on new areas of knowledge Mastering MOOCs is a comprehensive guide that outlines the opportunities MOOCs offer to business professionals Each chapter includes key takeaways that you can use immediately It is also a must read for those who want to

know how to get the most out of a MOOC whether to develop themselves or their teams

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Table of Contents Moocs And Open Education Around The World

1. Understanding the eBook Moocs And Open Education Around The World
 - The Rise of Digital Reading Moocs And Open Education Around The World
 - Advantages of eBooks Over Traditional Books
2. Identifying Moocs And Open Education Around The World
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Moocs And Open Education Around The World
 - User-Friendly Interface
4. Exploring eBook Recommendations from Moocs And Open Education Around The World
 - Personalized Recommendations
 - Moocs And Open Education Around The World User Reviews and Ratings
 - Moocs And Open Education Around The World and Bestseller Lists
5. Accessing Moocs And Open Education Around The World Free and Paid eBooks

- Moocs And Open Education Around The World Public Domain eBooks
- Moocs And Open Education Around The World eBook Subscription Services
- Moocs And Open Education Around The World Budget-Friendly Options
- 6. Navigating Moocs And Open Education Around The World eBook Formats
 - ePub, PDF, MOBI, and More
 - Moocs And Open Education Around The World Compatibility with Devices
 - Moocs And Open Education Around The World Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Moocs And Open Education Around The World
 - Highlighting and Note-Taking Moocs And Open Education Around The World
 - Interactive Elements Moocs And Open Education Around The World
- 8. Staying Engaged with Moocs And Open Education Around The World
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Moocs And Open Education Around The World
- 9. Balancing eBooks and Physical Books Moocs And Open Education Around The World
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Moocs And Open Education Around The World
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Moocs And Open Education Around The World
 - Setting Reading Goals Moocs And Open Education Around The World
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Moocs And Open Education Around The World
 - Fact-Checking eBook Content of Moocs And Open Education Around The World
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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