

MOOCs and OPEN EDUCATION AROUND THE WORLD

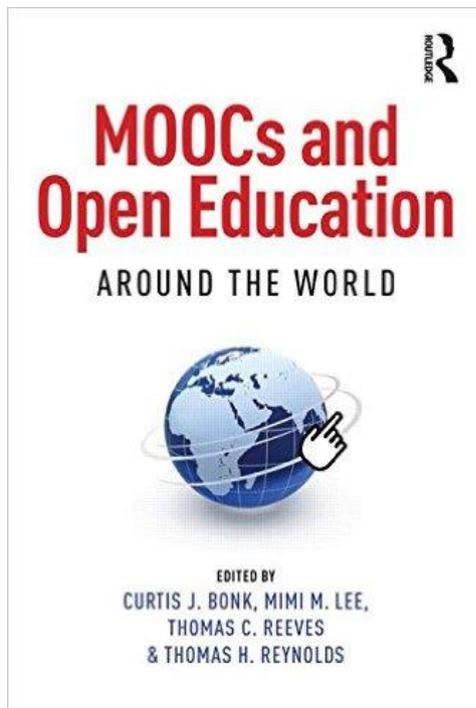
Edited by

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INTRODUCTION



This book, which has a pivotal importance on indicating both past and the present progress of Massive Open Online Courses (MOOCs), is edited by prominent authors including CEOs of various companies and non-profit organizations, directors and conspicuous scholars.

The above-mentioned authors who work in the field of open and distance education and instructional technology specifically focused on the endless debate on re-architecting higher education through MOOCs to serve a broader population with diversified learning. The learning needs are discussed in terms of constant learning as well.

In this regard, the book's central point is to analyze MOOCs as a response to larger societal needs related to education and training. As a new concept for thinking and operationalizing innovation of learning, the main theme: MOOCs, are examined in 8 parts throughout the book. Within these parts, the basis of unique opportunities for constant learning is aimed to be introduced. The book also aims to unify the

ideas of contributors, leaders and innovators from different regions and nations in order to discuss the key issues related to current progress, concerns, and constraints of MOOCs and open and distance education in general.

In response to these issues, 8 different parts are covered as below:

PART 1 **MOOCs AND OPEN EDUCATION:** **HISTORICAL AND CRITICAL REFLECTIONS**

Part 1 primarily focuses on the history of open education and the ongoing conversation regarding the key problems, criticisms, concerns, barriers and constraints related to MOOCs. In Chapter 1, David Wiley discusses the idea of "open" and the damage done to this idea by MOOCs. The chapter addresses critical disputes related to MOOCs and open education infrastructure of future.

In the ensuing chapter (2) Karen Head divulges the concerns about course design for MOOCs. The author also points out the advantages of MOOCs as more diverse and inclusive milieus that unifies large numbers of students. Kumiko Aoki in Chapter 3 underlines the salient historical developments of distance education and open education in Japan. The chapter illustrates the struggles and efforts of the Open University of Japan within the context of online education.

PART 2 OPEN EDUCATION OPPORTUNITIES NOW AND ON THE HORIZON

Part 2 looks into the evolution, policies and enterprises related to open education resources and open courseware. Gerard L. Hanley, in Chapter 4, evaluates the development of MOOCs. The author emphasizes open educational services which provide open sources like MERLOT (Multimedia Educational Resources for Learning and Online Teaching, www.merlot.org). Chapter 5, written by Carina Bossu, David Bull and Mark Brown investigates the open educational resources (OER) in higher education in Australia within the scope of a conducted study. In this connection, the chapter presents a "Feasibility Protocol" and raises issues related to OER movement. Laura Czerniewicz, Glenda Cox, Cheryl Hodgkinson-Williams, and Michelle Willmers in Chapter 6, displays the open education and open scholarship activities and projects promoted by University of Cape Town. In addition, open education resources have been revised within the concepts of open access, open research, open data and open practices.

PART 3 RESEARCHING AND EVALUATING NOTIONS OF MOOCS AND OPENNESS

Part 3 embraces the insights into the effectiveness of MOOCs and open education. Markus Deimann, Alexander Lipka, and Theo Bastiaens in Chapter 7, first makes a revision on Distance Education and next illustrates how MOOCs can be utilized within a Distance Education ecosystem. Finally, the chapter concludes what MOOCs can learn from Distance Education.

In the succeeding chapter (8) Maggie Hartnett, Mark Brown, and Amy Wilson reports the lessons gained from the experience of Open2Study and three online courses developed by Massey University. The chapter concluded with the questions about the future of the MOOC movement.

Chapter 9, written by Jeff Haywood, Amy Woodgate and David Dewhurst executes the results of MOOCs experience of The University of Edinburgh. The design, target and potential benefits of MOOCs are described by the authors of this chapter.

PART 4 THOUGHTS ON THE QUALITY OF MOOCS AND OER

Part 4 offers three insights on the quality of MOOCs and OERs. In Chapter 10, Karen Swan, Scott Day, Leonard Bogle and Traci van Prooyen reports the development of The Assessing MOOC Pedagogies (AMP) tool and gives information on pedagogical approaches MOOCs with ten dimensions namely Epistemology, Role of the Teacher, Focus of Activities, Structure, Approach to Content, Feedback, Cooperative Learning, Accommodation of Individual Differences, Activities/Assignments, User Roles.

Sanjaya Mishra and Asha Kanwar in the following chapter (11) emphasize the need for quality guidelines and presents these guidelines for OER using the TIPS framework,

namely: (1) Teaching and Learning, (2) Information and content, (3) Presentation, and (4) Technology. Fred Mulder and Darco Jansen in Chapter 12 questions MOOCs as a tool to open up education and evaluate the pan-European OpenupEd MOOCs initiative with its common features and highlights.

PART 5 DESIGNING INNOVATIVE COURSES, PROGRAMS AND MODELS OF INSTRUCTION

Part 5 observes MOOC courses, programs, and models of instruction. Chapter 13 written by Richard DeMillo specifically focuses on online master's degree in computer science (OMSCS) based entirely on Massive Open Online Courses (MOOCs) announced by Georgia Tech's College of Computing in 2013. As the author of the chapter claims, this unique program stands alone as the first of its kind. In Chapter 14, Paul Kim and Charlie Chung describe their experience with a MOOC entitled "Designing a New Learning Environment" and examine MOOCs as a potential platform to improve global education. Charles Severance in Chapter 15 presents anecdotal stories from students who participated MOOCs.

The stories are shared by Chuck Severance from the University of Michigan who has been teaching a series of MOOCs since 2012. Bernard Robin and Sara McNeil in Chapter 16 describes the two designed MOOCs in which authors and their graduate students collaboratively designed and developed MOOCs that focused on professional development for K-16 teachers. Chapter 17 written by Erika M. Behrmann, Radhika Gajjala, Elizabeth Losh, T.L. Cowan, Penelope Boyer, Jasmine Rault, Laura Wexler and CL Cole present a collaborative project called the Distributed Open Online Course (DOCC) and FemTechNet, a network including 18 nodal sites and 27 instructors from different disciplines and students who engage with feminism and technology.

PART 6 MOOCs AND OPEN EDUCATION IN THE DEVELOPING WORLD

Part 6 specifically focuses on the use of MOOCs and open education in the developing world. Balaji Venkataraman and Asha Kanwar in Chapter 18, analyzed MOOCs in terms of their contribution to advance human development. The advantages of the MOOC in developing countries are also discussed by the authors.

Sheila Jagannathan in Chapter 19 briefly disputes the challenges in order to build a learning culture for exterminating the poverty and sharing global prosperity. Chapter 20, written by Zoraini Wati Abas gives information about how MOOCs have been launched in Southeast Asia to meet the local needs. The chapter also provides an overview of MOOCs development in Southeast Asia within the frame of glocalization.

The authors: Melinda dela Pena Bandalaria and Grace Javier Alfonso of Chapter 21 evaluate MOOCs in one of the developing countries namely Philippines. They also describe how a quality assurance framework would work for MOOCs. Chapter 22 written by Griff Richards describes collaborative OER and MOOC initiatives in Africa. The experience of African Virtual University (AVU) is pointed out in terms of technological advancements related to MOOCs and open education.

PART 7

MOOCS AND OPEN LEARNING ALTERNATIVES IN CORPORATE SETTINGS

Part 7 embraces the current state of open learning in corporate settings. In this chapter 23, Elliot Masie explores the meaning of “open”. As indicated by the author, the corporate open movement will evolve in the upcoming years. In chapter 24, written by Mike Feerick, an online learning community: “ALISON” is discussed. This chapter describes the evolution of the working system of ALISON that provides free online learning certification. In Chapter 25, written by Ray Schroeder, Vickie S. Cook, Carrie Levin and Michele Gribbins, MOOCs offered by The University of Illinois Springfield Center for Online Learning, Research and Service (COLRS) are discussed in terms of training, professional development, information sharing, and collaboration. As underlined by the authors, today’s MOOCs are the future of education.

PART 8

FUTURE GLIMPSES AND OPEN OPTIONS

Part 8 considers the deficiencies of MOOCs and provides insights on open education policies, quality standards and level of acceptance of MOOCs. In this chapter, the author Mike Keppell focuses on the knowledge, skills, and attitudes of students as lifelong learners. The author indicates the importance of a toolkit containing six dimensions for lifelong personalized learning. Rita Kop and Hélène Fournier, in Chapter 27, mention that MOOCs contribute to the Knowledge Commons and they are open networked learning events. Chapter 28 written by Rebecca Ferguson, Mike Sharples, and Russell Beale looks ahead to the year 2030 and ponders the structure of MOOCs in terms of pedagogical approaches that must be taken into great consideration while enhancing online learning. In the final chapter of this book (29), Thomas H. Reynolds, Thomas C. Reeves, Mimi M. Lee, and Curtis J. Bonk elucidate the current state of MOOCs and OERs around the world. In this closing chapter, the authors embrace ideas on the future of learning that is hoped to serve not only the highly inquisitive, informal, and nontraditional learners but educationally disadvantaged, under privileged, and at-risk learners around the world as well.

CONCLUDING THOUGHTS

MOOCs as a result of openness movement in education (Abelson, 2008; McKinney, Dyck ve Luber, 2008) provide many opportunities to lifelong learners. Additionally, MOOCs are one of the most searched topics in Distance Education (Bozkurt et al., 2015) and this book (Bonk, Lee, Reeves and Reynolds, 2015) shed light to the emerging phenomena by examining MOOCs within multiple perspectives. It is for sure that lifelong learners benefit much from MOOCs and it is a long run to see their effects against higher education. In this regard, this book serves as an important reference for those who wants to understand MOOC phenomena and for those who want to foresee the future of MOOCs.

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