

Things are heating up!

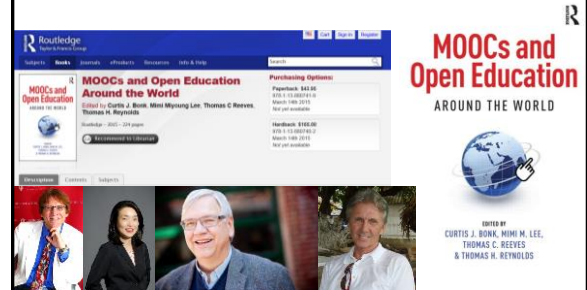
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MOOCs and Open Education Around the World
By Bonk, Lee, Reeves, & Reynolds

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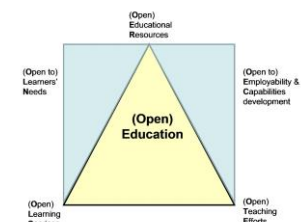
Foreword #1: The Role of MOOCs in the Future of Education?

George Siemens, Executive Director of the Learning Innovation and Networked Knowledge Research Lab, University of Texas Arlington



Foreword #2: Open(ing up) Education for All, Boosted by Moocs?

Fred Mulder, UNESCO Chair in Open Educational Resources at the Open University of the Netherlands



Chapter 1: The MOOC Misstep and the Open Education Infrastructure

David Wiley, Co-founder and Chief Academic Officer, Lumen Learning

The Open Education Infrastructure

1. Open Credentials
2. Open Assessments
3. Open Educational Resources
4. Open Competencies



Chapter 2: The Single Canon: MOOCs and Academic Colonization

**Karen Head, PhD
The Georgia Institute of Technology**

"If MOOC proponents truly seek to offer the best educational opportunities to the world, they will have to open these platforms to a wide variety of institutions and instructors."



Chapter 3: MOOCs and Open Education in Japan:

A Case of the Open University of Japan
Kumiko Aoki, Ph.D., The Open University of Japan

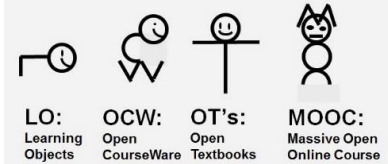
"It is hoped that MOOCs will play a significant role for stakeholders in Japanese higher education in the near future."



Chapter 4: MOOCs, MERLOT, and Open Educational Services

Gerard L. Hanley, Ph.D.
MERLOT Executive Director
Assistant Vice Chancellor, Academic Technology Services
California State University, Office of the Chancellor

Figure 1. MOOCs as a Recent Evolution of OER



Chapter 5: Enabling Open Education: A Feasibility Protocol for Australian Higher Education

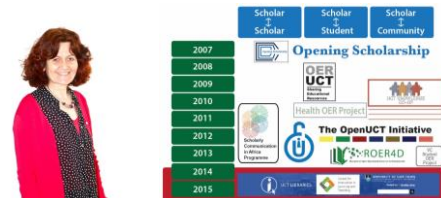
Dr Carina Bossu, University of Tasmania, Australia
Mr David Bull, University of Southern Queensland, Australia
Professor Mark Brown, Dublin City University, Ireland
Figure 5.1. Feasibility Protocol



Chapter 6: Open Education at the University of Cape Town

Laura Czerniewicz, Glenda Cox, Cheryl Hodgkinson-Williams, and Michelle Willmers

Figure 3: The openness journey at the University of Cape Town (UCT)



Chapter 8: MOOCs Downunder: Insights from the Open2Study Experience

Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University

Figure 3: Example of the Indigenous Studies subject



Chapter 10: MOOC Pedagogy AMP: A Tool for Characterizing the Pedagogical Approaches of MOOCs

Karen Swan, Scott Day, Leonard Bogle, and Traci van Prooyen
University of Illinois Springfield

Figure 3. Ratings Metaphors

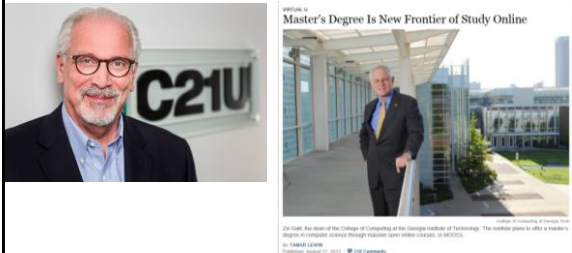


(objective)	1	2	3	4	5	(constructivist)
(teacher-centered)	1	2	3	4	5	(student-centered)
(convergent)	1	2	3	4	5	(divergent)
(less structure)	1	2	3	4	5	(more structure)
(concrete)	1	2	3	4	5	(abstract)
(infrequent, unclear)	1	2	3	4	5	(frequent, constructive)
(unsupported)	1	2	3	4	5	(integral)
(artificial)	1	2	3	4	5	(multifaceted)
(passive)	1	2	3	4	5	(authentic)
	1	2	3	4	5	(generative)

Udacity = _____
Coursera = _____
EdX = _____

Chapter 13: Unbundling Higher Education and the Georgia Tech Online MS in Computer Science: A Chronicle

Richard DeMillo



Chapter 14: Creating a Temporary Spontaneous Mini-Ecosystem through a MOOC

Paul Kim and Charlie Chung, Stanford University

Figure 2. Twitter thread announcing the MOOC



Chapter 15: Learning about MOOCs by Talking to Students

Charles Severance, University of Michigan

Figure 3. Internet History, Technology, and Security on the Coursera Platform.



Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty

Sheila Jagannathan, World Bank, Washington DC

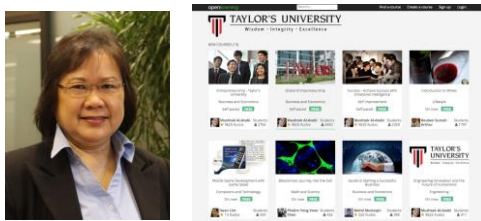
Figure 1: World Bank Group Twin Goals



Chapter 20: The Glocalization of MOOCs in Southeast Asia

Zoraini Wati Abas, Ed.D.

Figure 2. Eight of thirteen MOOCs offered by Taylor's University



Chapter 22: OER and MOOCs in Africa: The AVU Experience

Griff Richards and Bakary Diallo, African Virtual University, Nairobi, Kenya

It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%.



Chapter 23: Open Learning in the Corporate Setting

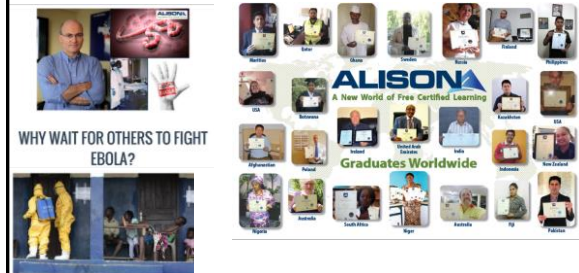
Elliot Masie, The Learning CONSORTIUM @ The MASIE Center

"Open" is an interesting and disruptive word to use about a corporate setting. Yet, Open Learning is one of the most provocative and rapidly changing elements of how corporate learning is being harvested, delivered, and packaged.



Chapter 24: ALISON: A New World of Free Certified Learning

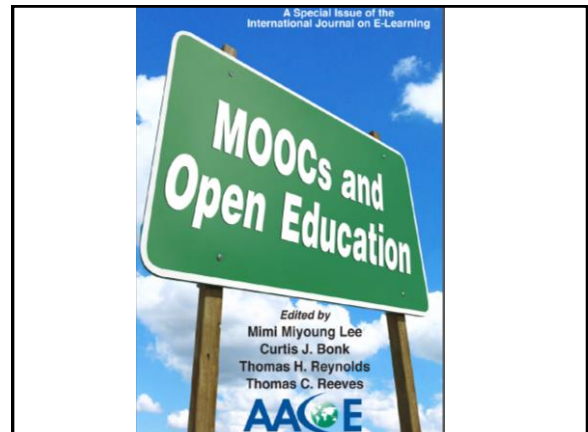
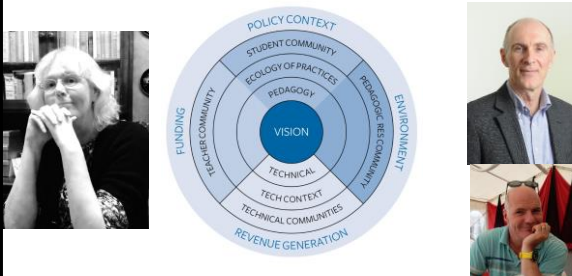
Mike Feerick, CEO & Founder, ALISON



Chapter 28: MOOCs 2030: A Future for Massive Online Learning

Rebecca Ferguson, Mike Sharples (The Open University, UK),
Russell Beale (University of Birmingham)

Figure 1. The Beyond Prototypes Models of the TEL Complex



Driving down the road to cultural sensitivity in MOOCs?



Chapter 14 (USA/Stanford): Paul Kim and Charlie Chung

- Encourage students to download lecture videos and translate them to other languages and perhaps add captions and make available in their local cloud services.
- Encourage students to create low bandwidth versions of videos for those in low bandwidth areas.
- Encourage students to translate videos and add nuances and words understandable in local languages.
- Encourage students to meet locally in teams to share materials and take care of "sensitive matters."

Chapter 15 (USA/U of Michigan): Chuck Severance

- Avoid troublesome metaphors and examples (e.g., the baseball World Series in the USA).
- Never show lecturer's face (use audio only)—allows for complete overdubbing in the native language and avoid hand gesture problems.
- Make slides as word free as possible—where possible use symbols

Chapter 21 (the Philippines/The Open U): Melinda Bandalaria

- Strictly avoid references to religion.
- Use acceptable dress code.
- Even when English is the primary or secondary language of the country, consider making MOOC content available in the major dialects of the country.

To be mindful of:

- Jokes and Humor
- Hand gestures or body movements
- Mode of communication
- Dominance of English
- Political issues and current events

To be mindful of:

- Different levels of digital literacy skills
- Local resources by locals
- Legal differences and barriers
- Gender, age and disability issues
- Device-specific pedagogy and interface

To address the concerns:

- “Avoid” troublesome metaphors and images
- “Limit” to audio and “No” video OR keep the video “simple”
- “Neutralize” cultural issues in the contents
- “Personalize” the learning experience to offset the massiveness

To address the concerns:

- “Widen” and “increase” representations from more diverse groups and stakeholders
- “Engage students” to make the contents more culturally sensitive/relevant

Curt, Tom, Mimi, and Yadi



Chapter 2: Karen Head



- Be careful with small things like finger pointing—use at least two fingers.
- **Jokes and humor can easily be misinterpreted.**
- Be aware of shifting political climates impacting resource access such as YouTube in China.
- Many cultures do not have a linear approach (e.g., from A to B) to communication.
- Using visual rhetoric (e.g., visual images) to communicate can be a minefield of problems.

coursera

Foundations of Virtual Instruction

- Asynchronous Learning
- Chat
- Open Source
- Synchronous Learning
- Virtual Classroom
- Webinar



Chapter 5: Carina Bossu



- To ensure inclusiveness (including cultural, ethical, and religious), one should openly license all educational materials developed for MOOCs, so as to guarantee the permissions and freedoms required for translation, adaptation, re-use, redistribution, and repackaging.

textbooks students policy video
transformation discussions curriculum learning audio group source
materials resources applications content paper-based
assessment teaching
videos peer text
podcasts
FAQ licensing
educational data science multimedia
educators streaming computer-based discussion course
tutorials documents webinars access maps

open

LICENSES	TERMS
	Attribution BY Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you
	No Derivative Works ND Others can only copy, distribute, display or perform verbatim copies of your work
	Share Alike SA Others can distribute your work only under a license identical to the one you have chosen for your work
	Non-Commercial NC Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.



Chap. 6: Laura Czerniewicz

- The single most important requirement is that MOOCs and MOOC resources be made available under Creative Commons licenses or other open licenses which allow for re-use and adaptation. No matter how culturally sensitive the materials, it is essential that a broadcast model be employed.
- **The agency for and ownership of local resources need to be in the hands of those who best understand local conditions, and therefore they need to be able to create and adapt as they see fit.**



Additional Slides (not used)

Our research should be driven by a desire for **IMPACT**



Too Much Research on Things

- MOOCs
- iPads and other tablets
- Smart phones
- 3-D printers
- Games
- Wearable Technology
- Virtual Assistants
- LMS
- Smart boards
- Social Media



Too Little Research on Problems

- Ineffective primary, secondary, higher education
- Increasing gaps between haves and have-nots
- Long-term unemployment
- Poor public health
- Lack of literacy
- Hopelessness
- Lack of engagement
- Racism
- Sexism



