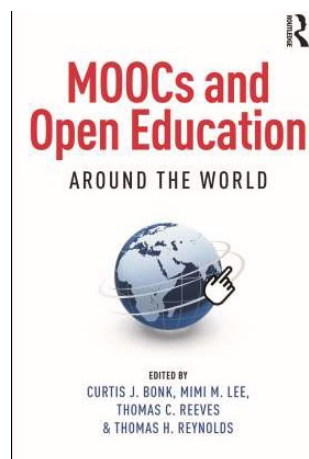


MOOCs AND OPEN EDUCATION AROUND THE WORLD

Edited by

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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 has 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.

In his foreword, George Siemens reminds us that MOOCs are recent phenomena that have yet to fulfill their initial expectations and hype and likely never will. He counters that this is inconsequential. While the changes that were promised by many MOOC pundits have yet to come to fruition, it is more important to realize that MOOCs reflected the vastly changing societal needs for knowledge and lifelong learning.

As Siemens points out, it is the complexification and digitization of higher Education along with increases in societal needs for education and training that are the primary areas where attention should be focused today, not necessarily MOOCs. Unfortunately, universities, as they are presently structured, are mismatched with pace of knowledge change today as well as the way that knowledge is structured. In an increasingly online, networked, and connected learning world, learners, including scientists and healthcare workers dealing with critical issues, require more immediate and pervasive access to knowledge. As such, in this digital learning age, universities must begin to re-architect themselves to better serve learner needs.

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