

## PAPER DETAILS

TITLE: BOOK REVIEW OPEN EDUCATION: FROM OERs to MOOCs

AUTHORS: Nil GOKSEL CANBEK

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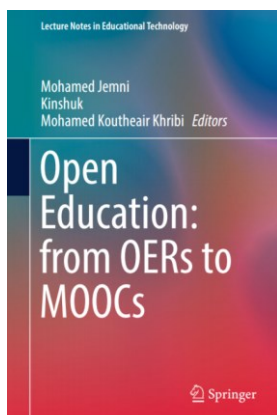
## BOOK REVIEW

### OPEN EDUCATION: FROM OERs to MOOCs

Edited by Mohamed JEMNI, KINSHUK & Mohamed Koutheair KHRIBI

Lecturer Nil GOKSEL CANBEK  
School of Foreign Languages  
Anadolu University, Eskisehir, Turkey

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The specific focus of this edited book is to point out the core policies, initiatives and international practices of Distance Education in connection with open and free accessed resources. The book aims to provide a roadmap for the existing and possible opportunities for new technologies and educational paradigms within the scope of lifelong learning. Concisely, the book addresses Open Education through the potential of Open Educational Resources (OER) and the new trends of Massive Open Online Courses (MOOCs).

To designate the issues mentioned above, the book covers 17 chapters:

#### Chapter 1

##### New Models of Open and Distributed Learning by Stephen Downes

In Chapter 1, the author looks into the evolution of new educational trends and technological developments in social learning, personal learning, and MOOCs. The chapter displays new models of open and distributed learning, based on the notions of free share and open access.

#### Chapter 2

##### Survey and Reflection of Open Education Policies by Junfeng Yang and Kinshuk

Chapter 2 is about the concept of Open Education (OE) in general. OE's different dimensions, educational perspectives, overall and specific policies and the critical analysis for those policies from various countries and regions are all examined closer. Shortly, the chapter illustrates the OER movement with its sustainable development approaches, production, distribution and promotion.

### Chapter 3

#### **Educational Design for MOOCs: Design Considerations for Technology-Supported Learning at Large Scale by Stylianos Sergis, Demetrios G. Sampson and Lina Pelliccione**

Chapter 3 observes MOOCs within the scope of “Massiveness” and “Openness” concepts. The *Massiveness* dimension is discussed according to learner analysis, teaching strategy and assessment method, selection and/or development of educational resources, participant performance monitoring and feedback provision, participant cultural diversity, participant motivation, and *Openness* dimension with regard to open curriculum, open learning, open assessment and open platform. The considerable differences between cMOOCs and xMOOCs are emphasised in this chapter. In addition, the ADDIE-based educational design considerations framework (EDCF) for MOOCs is explained in detail.

### Chapter 4

#### **Toward Empowering Open and Online Education in the Arab World Through OER and MOOCs by Mohamed Jemni and Mohamed Koutheair Khribi**

Chapter 4 guides readers to a discussion of the ongoing efforts of the Arab League Educational, Cultural and Scientific Organization (ALECSO) to promote effective use of ICT in education. The concepts namely open learning, mobile technologies, and cloud computing are also discussed within this chapter.

### Chapter 5

#### **MOOCs in Taiwan: The Movement and Experiences by Stephen J.H. Yang, Jeff C.H. Huang and Anna Y.Q. Huang**

Chapter 5 embraces the MOOCs movement and initiatives in Taiwan. MOOCs are perused in relation to Higher Education, K-12 Education, Lifelong Learning. The core mission of MOOCs is all explained from the perspectives of the Ministry of Education and the volunteers who come from various universities, K12 schools, and private sectors.

### Chapter 6

#### **Yet Another Perspectives About Designing and Implementing a MOOC by Sie Wai Chew, I-Ling Cheng and Nian-Shing Chen**

Chapter 6 scrutinizes the methods for the development and design of MOOCs. In this connection, the chapter reveals interactive video lectures used for on-campus learners. All those above mentioned aspects are covered in relation with the assessment of learners' performance, administration and credibility of MOOCs.

### Chapter 7

#### **A Critical Look at MOOCs by J. Michael Spector**

In Chapter 7, the concept of MOOCs with respect to their origin, types, goals, and impact is deliberated. A critical look at MOOCs is also provided within an instructional point of view. In this regard, both existing and possible impacts of MOOCs are discussed in this part as well.

### Chapter 8

#### **How to Evaluate the Sharing Effects of Open Educational Resource Projects: An Openness Maturity Analysis Framework by Ronghuai Huang, Yongbin Hu and Xiaolin Liu**

Chapter 8 probes OER projects that are highly valued by teachers, policymakers, and stakeholders. The chapter intentionally focuses on a framework of openness maturity of the projects by analyzing the development process of OERs.

## **Chapter 9**

**Intercreativity and Interculturality in the Virtual Learning Environments of the ECO MOOC Project by Sara Osuna-Acedo, Divina Frau-Meigs, Lucia Camarero-Cano, Adeline Bossu, Raquel Pedrosa and Darco Jansen**

In this chapter, a new MOOC model called sMOOC (social MOOCs) is introduced to the readers. This new model, as a part of European project entitled "ECO project", is based on constructivist and connectivist pedagogical theories.

## **Chapter 10**

**Towards Fostering Quality in Open Online Education through OER and MOOC Practices by Ebba Ossiannilsson, Zehra Altınay and Fahriye Altınay**

Chapter 10 provides a possible insight on both OER and MOOC practices that foster open and online education quality. The chapter deals with the concept of technology in education as well. It is also mentioned in this chapter that a roadmap for institutions is built up for better international cooperations in higher education, student and staff mobility, mobile learning, and the strategic management of internationalization.

## **Chapter 11**

**How OER Enhances MOOCs—A Perspective from German-Speaking Europe by Martin Ebner, Anja Lorenz, Elke Lackner, Michael Kopp, Swapna Kumar, Sandra Schön and Andreas Wittke**

Chapter 11, provides proof for the need of OER and MOOCs in Germanspeaking Europe. The current state of OERs and MOOCs in German-speaking Europe are broadly discussed within various dimensions such as participation, cooperation with partners, creativity, the impact of the courses, and the sustainability of the content.

## **Chapter 12**

**Open Learning: 'Communication and Mobile Learning' at Spanish University by Sonia Santoveña Casal and Alejandro Silva**

This chapter reports a study namely "Communication and mobile learning" that is conducted within "Elearning, Communication and Open-data: Massive Mobile, Ubiquitous and Open Learning (ECO)" Project of the European Commission. The learning model effectiveness is analyzed in a broad sense.

## **Chapter 13**

**MOOCs: A Viable Business Model? by Yves Epelboin**

Chapter 13 highlights the essentials for a successful MOOC. The emerging models are also elaborated in detail in order to conceive a financing model between MOOCs' creators and providers.

## **Chapter 14**

**Quality Frameworks for MOOCs by Darco Jansen, Jon Rosewell and Karen Kear**

Chapter 14, particularly focuses on the existing and newly emerging practices for the quality assurance of MOOCs. The chapter has also explored the key issues for assuring the quality of MOOCs.

## **Chapter 15**

**Using Linked Data to Blended Educational Materials with OER—A General Context of Synergy: Linked Data for Describe, Discovery and Retrieve OER and Human Beings Knowledge to Provide Context by Nelson Piedra, Janneth Chicaiza, Javiera Atenas, Jorge Lopez-Vargas and Edmundo Tovar**

In this chapter, the OER integration with face-to-face classrooms is examined within the scope of blended learning. A high quality education that is aimed to be reached by any one, any time and any place is also indicated.

## **Chapter 16**

**Designing Massive Open Online Learning Processes: The sMOOC Pedagogical Framework by Francis Brouns, António Teixeira, Lina Morgado, Santiago Fano, quilina Fueyo and Darco Jansen**

Chapter 16 proposes an approach for MOOC design that has already been evaluated in EU-funded project called Elearning, Communication and Opendata: Massive Mobile, Ubiquitous and Open Learning (ECO). The ECO sMOOC model has also been presented to the readers.

## **Chapter 17**

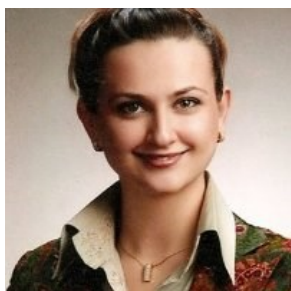
**Innovative OER Model for Technology-Enhanced Academic and Entrepreneurial Learning by Nenad Stefanovic and Danijela Milosevic**

The final chapter 17, introduces an OER model and a web platform that is aimed to be created for meeting both current and future educational needs. This technology enhanced model unifies individuals, educational institutions, and companies.

## **CONCLUDING THOUGHTS**

In all, the book stands as a must have resource for those who are interested in Open Education in general; and Open Educational Resources and Massive Open Online Courses in particular. Throughout those 17 chapters, the book provides multiple perspectives to explore and dig a little deeper into OERs and MOOCs. Considering the wide affect of Open Education, it is thought that the publication of this book is timely and responses many critical questions about OERs and MOOCs.

## **BIODATA and CONTACT ADDRESSES of the AUTHOR**



**Nil GOKSEL CANBEK**, who is an English language instructor, is a PhD candidate in the Department of Distance Education, Graduate School of Social Sciences at Anadolu University. She pursued her MA Degree with her completed study entitled "Learner-Instructor Interaction within University-Community Partnerships by Giving Samples from Second Life (SL)" in 2009. Currently, she is working on various academic works related to Personal Learning Environments and their potential use in foreign language learning.

Her other research interests lie broadly in the areas regarding Educational Social Networks, New Learning Technologies, Virtual Interaction, Augmented Reality, Web 2.0 tools, Mash-ups and Artificial Intelligence.

Lecturer Nil GOKSEL CANBEK  
Anadolu University  
School of Foreign Languages  
Eskisehir TURKEY  
Phone: +90 (222) 335 0580 - Ext.6095  
Email: [ngoksel@anadolu.edu.tr](mailto:ngoksel@anadolu.edu.tr)

## **REFERENCE**

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