

# Open Education Down Under OER Australasian Case Studies



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# Studies In Open Education

**Liying Dong**



## **Studies In Open Education:**

**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

**Open Educational Resources (OER) Pedagogy and Practices** Zhou, Molly Y., 2019-11-29 Access to learning materials has been an issue within education that has had a profound impact on student outcomes and equality among students New strategies for promoting more equal access to these materials began within institutions of higher learning and can be adapted at lower levels to facilitate equity within educational systems Open Educational Resources OER Pedagogy and Practices is a comprehensive research publication that explores open access to educational materials and its impact on educational cost educational equity and poverty Featuring a range of topics such as instructional design pedagogy and gamification this book is essential for teachers curriculum developers instructional designers principals school boards educational professionals academicians professors administrators educational policymakers researchers and educational agencies

**Open Educational Resources in Higher Education** Jako Olivier, Andreas Rambow, 2023-02-07 This book explores open educational resources and open education through research conducted on this topic globally This book engages with intersections between open educational resources social justice and equality as well as policy in terms of open educational resources Numerous examples of open praxis are also included ranging from open educational resources courses to the affordances of artificial intelligence data driven learning and open textbooks in this context Furthermore chapters range from providing a broad overview of open educational resources international and regional initiatives in Africa to cases of work done in the United States New Zealand Israel and Hong Kong The role of Wikipedia and Wikidata is also prominent Finally this book includes unique contributions focusing on open educational resources and feminist pedagogy as well as disabled learners motivations for participating in Massive Open Online Courses MOOCs Academics and researchers working in the field of open education and higher education in general will understand the importance of this work

**Open Education and Education for Openness**, 2019-02-11 The essays in this edited collection reflect on the nature of open education resources where the question on openness for education emerges What is remarkable today are the ways that teachers and institutions now begin to form part of the processes of global exchange and production of a network of global educational commons The question about the significance of this development their limits and the consequences for practitioners and institutions from the perspective of teachers is extremely complex For example the policy agenda of institutions states and international organizations related to the regulation of new technologies facilitates the existence and viability of those resources This has consequences for the ways that those resources are used and produced by educators Contributors to this collection each on their own way argue

that Open Education involves a commitment to openness and is therefore inevitably a political and social project This books ends with a challenge for those engaged in exploring the potential impacts and possibilities of open education initiatives The open education paradigm and its consequences for educators and learners speak of an uneven geography where the access to technological infrastructure does not necessarily imply freedom or openness In those instances openness in education related to open education initiatives requires an engagement in research about the ways in which policy cultural digital and educational environments facilitate a political commitment to open systems of knowledge production and distribution One thing is sure as the essays in this book demonstrated so clearly these developments promise an implicit paradigm of openness and democratic collaboration in education that remains to be realized *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

*Open Educational Resources* Rory McGreal, Wanjira Kinuthia, Stewart Marshall, 2013 **Studies in Open Education** Bernard Spodek, Herbert J. Walberg, 1975 *Giving Knowledge for Free The Emergence of Open Educational Resources* OECD, 2007-05-22 The report offers a comprehensive overview of the rapidly changing phenomenon of Open Educational Resources and the challenges it poses for higher education **Enhancing Higher Education Accessibility Through Open Education and Prior Learning** Stevenson, Carolyn N., 2021-02-05 Institutions of higher learning are providing access to free and low cost open resources to support students with prior college level learning during every step of their educational journey This unconventional approach to education removes traditional barriers to college credit by placing learners in an open environment which encourages accessibility to higher education and fosters independent and critical thinking By providing learners with free resources more learners have the resources needed to be successful in college Prior learning assessment is an excellent way for students to demonstrate the skills and knowledge gained throughout the course of their lives By developing a portfolio of artifacts that support prior learning outside of the classroom learners reduce the time and money needed to complete a degree Open educational resources prior learning assessment and competency based learning offer the potential to provide access to higher education to those who may not have the opportunity to earn a college

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Opening Education Terry Denis Evans, Daryl Nation, 1996 We live in a society with ever changing needs and expectations Education practitioners and policy makers need therefore to face the challenges of new economic social and technological conditions in their work There is a global concern to develop forms of education and training which are open to the demands of needs of learners and which are accessible at times and places suitable to those learners Governments institutions and practitioners are developing and implementing policies which reflect these trends The overall theme of this book is the relationship between government and organizational policies and the work of practitioners in open and distance learning The book does this by exploring a selection of international examples The authors many of them recognized experts write from a wide range of international and organizational perspectives Each one draws on significant experience within his or her field Terry Evans is Head of the Graduate School of Education at Deakin University He was the foundation director of the Master of Distance Education course there and has extensive experience teaching undergraduate and postgraduate students Daryl Nation is Deputy Head of the School of Humanities and Social Sciences at Monash University He is Associate Professor in the School and divides his time between policy development research and teaching

*Best Practices in Designing Courses with Open Educational Resources* Olena Zhadko, Susan Ko, 2019-12-03 Best Practices in Designing Courses with Open Educational Resources is a practical guide that assists faculty and institutions looking to adopt and implement open educational resources OER and to foster meaningful effective learning experiences through the course design process Chapters loaded with tips case examples and guidance from practitioners advise readers through each step necessary for sustainable OER initiatives from preliminary planning and course redesign through teaching learning and faculty development Written by two authors with direct experience in training higher education professionals to use OER this is a comprehensive resource for faculty instructional designers course developers librarians information technologists and administrators hoping to rethink and refresh their curricula by moving beyond traditional textbooks An authors website expands the book with resources templates and examples of implementation models including faculty development workshop OER materials that can be adopted by readers

Research in Education , 1972

**Open(ing) Education** Dianne Conrad, Paul Prinsloo, 2020-01-20 There is no shortage of scholarly research that reflects the growing importance of open education whether referring to issues surrounding access to education formal informal or postformal different copyright licencing regimes e.g Creative Commons alternative forms of educational delivery such as Massive Open Online Courses MOOCs or alternative pathways to learning curriculum development and delivery and or assessing and accrediting learning So what can another publication add to our understanding of open education It has become clear that thinking in terms of the binaries of open versus closed can no longer account and do justice to the wide range of possibilities and the varying factors that destabilise some definitions and practices In *Open ing Education Theory and Practice* the authors therefore map open as emerging from a dynamic network or ecology of often mutually constitutive factors resulting in a range of possibilities The chapters in this book provide us with glimpses of open opening and opened with none of these being permanent states of affairs but rather contingent serendipitous often uncertain and fluid This book is unique not only with regard to its variety of approaches to mapping the various possibilities between open and closed but also with regard to the global spread of its many contributing authors [Bernard Spodek, Early Childhood Education Scholar, Researcher, and Teacher](#) Olivia N. Saracho, 2013-03-20 This book highlights Spodek s six decades of significant contributions to early childhood education It provides an in depth look at his work integrating theory research and practice offering valuable insights for students and professionals in early childhood education **Interactive Open Educational Resources** John D. Shank, 2013-12-13 A Choice Outstanding Academic Title for 2014 Sponsored by the Association of College and Research Libraries ACRL this one of a kind book demonstrates the best tools resources and techniques for discovering selecting and integrating interactive open educational resources OERs into the teaching and learning process The author examines many of the best repositories and digital library websites for finding high quality materials explaining in depth the best practices for effectively searching these repositories and the various methods for evaluating selecting and integrating the resources into the instructor s curriculum and course assignments as well as the institution s learning management system **Open and Distance Education Theory Revisited** Insung Jung, 2019-05-22 This book explores foundational theories that have been applied in open and distance education ODE research and refined to reflect advances in research and practice In addition it develops new theories emerging from recent developments in ODE The book provides a unique and up to date source of information for ODE scholars and graduate students enabling them to make sense of essential theory research and practice in their field and to comprehend the gaps in and need for further enquiry into theoretical approaches in the digital era It also offers theory based advice and guidelines for practitioners helping them make and justify decisions and actions concerning the development implementation research and evaluation of ODE [Open World Learning](#) Bart Rienties, Regine Hampel, Eileen Scanlon, Denise Whitelock, 2022-01-25 This book provides state of the art contemporary research insights into key applications and processes in open world learning Open world learning seeks to understand access

to education structures and the presence of dialogue and support systems It explores how the application of open world and educational technologies can be used to create opportunities for open and high quality education Presenting ground breaking research from an award winning Leverhulme doctoral training programme the book provides several integrated and cohesive perspectives of the affordances and limitations of open world learning The chapters feature a wide range of open world learning topics ranging from theoretical and methodological discussions to empirical demonstrations of how open world learning can be effectively implemented evaluated and used to inform theory and practice The book brings together a range of innovative uses of technology and practice in open world learning from 387 134 learners and educators learning and working in 136 unique learning contexts across the globe and considers the enablers and disablers of openness in learning ethical and privacy implications and how open world learning can be used to foster inclusive approaches to learning across educational sectors disciplines and countries The book is unique in exploring the complex contradictory and multi disciplinary nature of open world learning at an international level and will be of great interest to academics researchers professionals and policy makers in the field of education technology e learning and digital education The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Studies Columbia University. Teachers College. International Institute,1929

**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 **Integrating Digital Literacy in the Disciplines** Lauren Hays,Jenna Kammer,2023-07-03 Digital literacy has become the vital competency that students need to master before graduating This book provides rich examples of how to integrate it in disciplinary courses While many institutions are developing introductory courses to impart universal literacy skills students need to know and creative literacy

skills for creating new content discipline specific skills skills needed to succeed within a specific discipline are a vital extension to their learning and ability to apply digital literacy in different contexts This book provides examples of how to integrate digital literacy across a wide variety of courses spanning many domains Rather than a wholly new core institutional outcome digital literacy adds to the development of critical thinking communication problem solving and teamwork skills by building students capacities to assess online information so they can ethically share communicate or repurpose it through the appropriate use of available digital technologies In short it provides the vital digital dimension to their learning and the literacy skills which will be in increasing demand in their future lives Following introductory chapters providing context and a theoretical framework the contributing authors from different disciplines share the digital competencies and skills needed within their fields the strategies they use to teach them and insights about the choices they made What shines through the examples is that regardless of the specificity of the disciplinary examples they offer all readers a commonality of approach and a trove of ideas that can be adapted to other contexts This book constitutes a practical introduction for faculty interested in including opportunities to apply digital literacy to discipline specific content The book will benefit faculty developers and instructional designers who work with disciplinary faculty to integrate digital literacy The book underscores the importance of preparing students at the course level to create and be assessed on digital content as fields are modernizing and delivery formats of assignments are evolving Domains covered include digital literacy in teacher education writing musicology indigenous literary studies communications journalism business information technology strategic management chemistry biology health sciences optometry school librarianship and law The book demonstrates a range of approaches that can be used to teach digital literacy skills in the classroom including Progressing from digital literacy to digital fluency Increasing digital literacy by creating digital content Assessment of digital literacy Identifying ethical considerations with digital literacy Sharing digital content outside of the classroom Identifying misinformation in digital communications Digitizing instructional practices like lab notes and essays Reframing digital literacy from assumption to opportunity Preparing students to teach digital literacy to others Collaborating with other departments on campus to support digital literacy instruction Incorporating media into digital literacy digital media literacy Using digital storytelling and infographics to teach content knowledge Weaving digital literacy throughout the curriculum of a program and with increasing depth

## Unveiling the Magic of Words: A Review of "**Studies In Open Education**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Studies In Open Education**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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