MOOCS AND OER

Open Wide-Open-Course (MOOCs) consist of courses that are freely available to anyone who wishes to participate. They are experienced by many as a form of distance education, but they differ in a number of ways from traditional distance education. The majority of participants do not commit to the full course, but instead participate according to their personal needs and preferences. MOOCs have grown out of the online learning movement, and many are available free of charge or for a small fee. In contrast, traditional distance education courses are typically part of a degree program and are designed for a specific audience.

SELECT LIST OF SPECIALISED SEARCH ENGINES

The Consortium of Commonwealth’s Directory of Open Educational Resources was designed to aid distance education practitioners in particular and in the search for OER in the major repositories. Excluded from this list are general-purpose search engines. These are available elsewhere.

- Creative Commons Search is not included in the list and contains links to open content of all sorts. http://creativecommons.org

- JISC in the UK provides search advice and a list of open and closed licensed content that is freely accessible on the Internet. http://free.ed.gov


Open Educational Resources (OER) are learning resources available on the Internet for free. They are often available in a variety of formats such as text, images, audio, and video. OER can be used freely for educational purposes, which means they can be copied, modified, used in teaching, and redistributed. They are often used in online courses, open textbooks, and other educational materials. OER can be found on websites such as YouTube, TED Talks, and other platforms.

There are many benefits to using OER in addition to sharing, which is the main advantage of OER. OER can be used in a variety of ways, such as being used as a supplementary resource, a main study tool, or as a substitute for traditional textbooks. OER can also be used as a way to encourage collaboration and creativity among students. OER can also be used to supplement traditional textbooks and course materials.

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OER are reusable; are applicable to many learning contexts and environments; and can be interoperable, different formats (including print) as well as different devices, operating systems and applications.

INTRODUCTION

Open Educational Resources (OER) are learning resources available for use and reuse without charge. There are many benefits to using OER: they are free to use, they aren’t always bound by copyright restrictions, and others are free to take and adapt the materials. They can be used in various formats such as open textbooks, online courses, and video lectures. The use of OER is becoming more widespread and can be found in various contexts, including higher education, K-12 education, and professional development.

There are many benefits to using OER in addition to which, they are useful for developing new or revising existing courses, instructors can develop new courses without having to start from scratch, and students can access materials that are not available through traditional means. OER can be used at any time and in any format, and they are not restricted by geographical or economic barriers.

OER are also open (in two ways). What does it mean in practical terms? OER are generally developed in an open process where anyone can contribute or add to the work. They are available on the internet, and anyone can download and use the resources. They can also be modified or adapted by anyone, and the original author or creator retains the copyright and rights to the materials.

They can be edited to reflect the style and approach of the users. The materials can be modified and adopted to suit the needs of the users. The materials can be changed and adapted to meet the needs of the user. They can be used to create new materials.

OER can be shared through online repositories and can be used by others without restrictions. They are reusable; are adaptable to many learning contexts and environments; and can be easily translated. This makes it easier to adapt and repurpose materials for new contexts.

COPYRIGHT ISSUES

In the Commonwealth and the EU, copyright is regulated by the Ideas of the United Kingdom Act 1988 (http://www版权.com/volunteer/uk/). In the United States, copyright is regulated by the Copyright Act of 1976 (http://www.copyright.gov/). In contrast, in the Creative Commons (CC) licence, which is based on the US Copyright Act, the owner can control how the work is used.

Linking to a file that is freely available on the internet is legal and can be recomputed by other parties without restrictions. Linking to a file that is freely available on the internet is legal and can be recomputed by other parties without restrictions.

In this context, the licence of the original creator or author of the work must be respected. The licence of the original creator or author of the work must be respected.

Terms and conditions: the licence should be in the public domain. The licence should be in the public domain.

 linking to the original OER is expected.

When linking to an OER, it is expected that the licence should be available for anyone to use the original OER.

When linking to an OER, it is expected that the licence should be available for anyone to use the original OER.

Creating your own content. You can make an OER. Remember, ideas are not covered by copyright. If no OER are available you can also use fair dealing rights to access materials to your needs than to develop them yourself. If course materials are available, you can use them.

PROBLEMS WITH COMMERCIAL CONTENT

DRM - DIGITAL RIGHTS MANAGEMENT (DRM)

This is not a foolproof method of controlling access to content, but it is a method to ensure that the content is only available to those who have paid for it. DRM systems are used to control access to content, and it is not a problem for users who have paid for the content.

CEMMA CONTENT LICENCE

OER development is more complicated than expected and causes many problems, including restrictions and limitations. These restrictions can be due to technical limitations, such as compatibility issues, or due to the fact that the content is not available in a usable format.

Copyright restrictions include: the content is not available in a usable format; the content is not available in a usable format; the content is not available in a usable format.

Specific modules on relevant course topics can sometimes be more difficult to find, especially when the technical resources are available. OER are reusable; are adaptable to many learning contexts and environments; and can be easily translated. This makes it easier to adapt and repurpose materials for new contexts.

OER development is more complicated than expected and causes many problems, including restrictions and limitations. These restrictions can be due to technical limitations, such as compatibility issues, or due to the fact that the content is not available in a usable format.
OER are reusable; are accessible to many learning contexts and environments; and should be interoperable in different formats (including print) as well as on different devices, operating systems and applications.

**INTRODUCTION**

Open Educational Resources (OER) are learning resources available on the web for free. They are free of copyright or other legal restrictions on use or modification so that anyone may reuse and build upon them. OER can include a variety of media such as text, images, audio, video, software, and interactive modules. OER are used by anyone, anywhere, anytime, to achieve their educational goals. There are three main types of OER: freeware, shareware, and public domain. Freeware is software that is free to use, but not necessarily to modify. Shareware is software that is free to use and modify, but may require a user to pay for a license to continue using it. Public domain refers to materials that are no longer protected by copyright or other legal restrictions. OER can be used in a variety of ways, including for teaching, learning, research, and outreach. OER are a valuable resource for educators and learners alike.

**WHY OER?**

OER can be a valuable resource for educators and learners alike. They are often free, easily accessible, and can be adapted to fit the needs of individual learners. In addition, OER can be used to promote effective learning experiences. Seemingly disconnected modules can be linked to build an integrated whole. The technology of OER is the same as the technologies used in the business world. The benefits of OER are vast, and the applications are endless. OER can facilitate change in the type and amount of your course materials. Of course, the above quality indicators can and should also be used to evaluate pedagogical quality. Ability to adapt to different learning styles. Ability to design for use on mobile devices. Ability to save time and money. Ability to save on technology costs. Ability to save on infrastructure costs. Ability to save on staff costs.

**OER DEVELOPMENT**

OER development is more sophisticated than it seems. Thus, when developing OER, the designer should design not for paper or desktop, but for any other means, including mobiles. So, when developing OER, the designer should design not for paper or desktop, but for any other means, including mobiles.

The design of OER involves understanding the needs of learners, instructors, and developers. It involves understanding the learning environment, the technological environment, and the social environment. It involves understanding the learning objectives, the learning outcomes, and the learning strategies. It involves understanding the learning resources, the learning activities, and the learning technologies. It involves understanding the learning assessment, the learning evaluation, and the learning feedback. It involves understanding the learning motivation, the learning engagement, and the learning satisfaction. It involves understanding the learning experience, the learning journey, and the learning story. It involves understanding the learning culture, the learning community, and the learning ecosystem.

**PROBLEMS WITH COMMERCIAL CONTENT**

DMCA - Digital Rights Management (DRM)

Commercial content can be expensive, but the real cost of OER is not the cost of the content. The real cost of OER is the cost of maintaining a sustainable business model that delivers high-quality education. OER can be used to promote effective learning experiences. Seemingly disconnected modules can be linked to build an integrated whole. The technology of OER is the same as the technologies used in the business world. The benefits of OER are vast, and the applications are endless. OER can facilitate change in the type and amount of your course materials. Of course, the above quality indicators can and should also be used to evaluate pedagogical quality. Ability to adapt to different learning styles. Ability to design for use on mobile devices. Ability to save time and money. Ability to save on technology costs. Ability to save on infrastructure costs. Ability to save on staff costs.
MOOCS AND OER

MORE USEFUL REPOSITORIES

Academic Earth provides a list of open and closed repositories.

Academic Earth houses US college courses.

http://www.academicearth.com

Academic Earth provides a list of open and closed repositories.

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MOOCS AND OER

 Massive Open Online Courses (MOOCs) consist of lessons that are freely available to anyone on the Internet, and are accessed by large numbers of learners. They are generally free to enrol in and the majority of participants do not register to be full course, but instead participate according to their personal needs and preferences. MOOCs have grown out of the online learning movement, and they rely heavily on open and shared licensed content.

CREATE A START-UP GUIDE TO DISTANCE EDUCATION PRACTICE AND DELIVERY: AN OVERVIEW OF KNOWLEDGE SERIES FOR THE COMMONWEALTH OF LIVING COMMONWEALTH OF LEARNING

Creating, Using and Sharing Open Educational Resources

SIMPLE GUIDES

More Useful repositories

Academic Earth holds US college courses.
Academic Earth is a big repository that hosts content in many languages.

Google University Learning searches through a collection of OER and EDI and Open Courses sites.

MDST in the OER Magazines site has more than 40,000 resources, but some are subject to copyright restrictions.

The National Repository of Open Educational Resources in India (NROER) is a large database of OER with resources suitable for distance education practitioners. It “also provides search features, a course catalog, and reports about OER.

OAPEN-UK is a large database of OER with resources for higher education, focusing on learning analytics.

Niftyjump has a South African repository of OER that includes science and technology content.

A catalogue of OER repositories is available in Appendix E (p. 273) of the Commonwealth of Learning’s publication Distance Learning (p. 273).

Creative Commons guide to open educational resources.

Creative Commons has a page dedicated to open educational resources.

Further references

The resource is a collection of OER that includes content from various OER resources.

INDEX: A TOPICAL START-UP GUIDE TO DISTANCE EDUCATION PRACTICE AND DELIVERY

Creating, Using and Sharing Open Educational Resources

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