## **Contents**

I	1.1 A Fast Track Introduction to the Connection Between					
	1.1	Quality and Assessment	6			
2	Disc	overing the Power of Social Media	9			
	2.1	Getting Started with Social Media	9			
	2.2	The Rise of Web 2.0 and Social Media in Higher Education	11			
	2.3	· · · · · · · · · · · · · · · · · · ·				
		Education	23			
		2.3.1 Web 1.0 and Web 2.0	23			
		2.3.2 From e-learning 1.0 to e-learning 2.0	27			
	2.4	The Read and Write "Pro-sumer" Web	32			
	2.5	Harnessing the Power of Social Networks	34			
		2.5.1 The Strength of Weak Ties	35			
		2.5.2 The Wealth of Networks	35			
		2.5.3 The Wisdom of Crowds	36			
		2.5.4 Crowdsourcing	36			
	2.6	2.6 The Web as a Platform				
	2.7	7 Architecture of Participation				
	2.8	Looking Ahead: Web 3.0 and the Semantic Web	39			
3	Eme	erging Open-Learning Cultures: Transforming				
	Higl	ner Education	43			
	3.1	Understanding Learning Culture as a Holistic Concept for				
		Higher Education	44			
	3.2	Creating a Model of Learning Culture	46			
		3.2.1 Organizational Culture According to Edgar H. Schein	46			
		3.2.2 Organizational Culture According to Geert Hofstede	48			
		3.2.3 Organizational Culture According to Johannes				
		Rüegg-Stuerm	49			
		3.2.4 Organizational Culture According to Gareth Morgan	50			
		3.2.5 Harvesting Elements for a Learning Culture Model	51			

хi

xii Contents

	3.3	From Knowledge Acquisition to Competence Development	52					
		3.3.1 How to Develop Competence?	58					
		3.3.2 Designing Learning for Competence Development	59					
	3.4	The Rise of Lifelong Learning	63					
	3.5	The New Blend: Connecting Formal and Informal Learning	65					
	3.6	Opening Learning Architectures: From Distribution						
		to Collaboration	72					
	3.7	From Expert via User to Learner-Generated Content	77					
	3.8	Open Educational Resources and Open Educational Practices	83					
		3.8.1 Open Educational Resources	84					
		3.8.2 Creative Commons	88					
		3.8.3 Open Educational Practices	89					
	3.9	Massive Open Online Courses	95					
		3.9.1 Myth 1: MOCs Follow Their Own Quality Logic	97					
		3.9.2 Myth 2: MOOCs Are the Solution for a Better						
		Educated World for All for Free, Especially the						
		Developing and Emerging Countries	98					
		3.9.3 Myth 3: MOOCs Use Innovative Learning Design	98					
		3.9.4 Myth 4: Large Data Will Improve Teaching						
		(Taken from Tony Bates Blog 2013)	98					
	3.10	From Teachers to Facilitators, Learning-Stewards						
		and Change Agents	99					
4	Open and Community-Based Learning Ecologies:							
•	-		103					
	4.1		104					
	4.2	Learning Networks: Moving from a Constructive						
	~		107					
	4.3		115					
	4.4		117					
5	The Foundations for Quality of Open-Learning Cultures							
	5.1		126					
	5.2	Quality from an Educational Perspective: Participation						
		and Coproduction as Conditions for Educational						
		<u> </u>	130					
	5.3	The Learner's Role in Quality Development: An Important						
			131					
	5.4	How to Involve Learners into Quality Development						
	5.5	A New Approach to High-Quality Learning for Autonomous						
			139					
		5.5.1 Theoretical Background and Approach of a New						
		<u>.</u>	140					
		5.5.2 The Four Dimensions of Quality Literacy	143					

Contents xiii

6	The Practice of Quality Development: Tools and Concepts							
	for (		of Open-Learning Cultures	147				
	6.1		rs to Consider for Quality Development in					
		Open-	Learning Cultures	150				
		6.1.1	Factor 1: What Is the Object of Quality Development					
			for Open-Learning Cultures?	151				
		6.1.2	Factor 2: Taking a Holistic Approach to Develop					
			Quality of Learning Cultures	151				
		6.1.3	Factor 3: Methods and Instruments for Quality					
			Assessment	152				
		6.1.4	Factor 4: The Stakeholders	153				
		6.1.5	Factor 5: Coevaluation and Codesign of Quality					
			Development	153				
	6.2	From	Theory to Practice: Shifting the Focus	154				
		6.2.1	Worksheet	154				
	6.3	Princi	ples for Quality Development of Open-Learning					
		Cultur	res	160				
	6.4	MyQu	uality: Building Your Own Quality Approach	163				
7	Asse		t for Open-Learning Cultures	167				
	7.1		iting Assessment of Learning Outcomes	169				
	7.2	Movir	ng Ahead to Assessment for Open-Learning Cultures	171				
		7.2.1	Self- and Peer Reflection	173				
		7.2.2	Peer Review	176				
		7.2.3	Peer Assist	178				
		7.2.4	Self-Assessment	181				
		7.2.5	Peer Assessment	187				
		7.2.6	Self-Evaluation	188				
		7.2.7	Social Recommendation	189				
		7.2.8	E-Portfolio Assessment	194				
		7.2.9	Rubrics as a Tool for Assessment: Also for					
			Open-Learning Cultures	200				
	7.3		Remarks on Assessment in Open-Learning Cultures	203				
		7.3.1	Trust and Peer Reputation	203				
		7.3.2	Selecting a Peer That Fits!	209				
		7.3.3	Comparison of Assessment Methodologies: Strength					
			and Weaknesses	209				
Ai	brev	iations		213				
De	efiniti	ons		215				
Re	eferer	ices		217				
<b>I</b> n	dev			237				