The Designing Innovative Online Learning: Integrating a Coursera MOOC with Open SUNY Badging project supported access to non-credit opportunities by developing and presenting two MOOCs. One, Empowering Yourself as a Digital Citizen, included a digital badging component, and was offered on Canvas, while a second, Metaliteracy: Empowering Yourself in a Connected World, was offered on Coursera. The different platforms and learning opportunities further enhanced this access. In addition, a number of digital learning objects, including instructional videos, developed for the MOOCs are now available through the Metaliteracy Learning Collaborative YouTube Channel (https://www.youtube.com/channel/UCHY3RoKkwvQOeBS6jiRHmw)

Non-traditional students may not have thought about the scope of literacies that comprise metaliteracy, so what they were able to learn in the MOOCs enabled them to make connections between the abilities of a metaliterate learner and of evolving landscapes for education and industry alike.

The Designing Innovative Online Learning: Integrating a Coursera MOOC with Open SUNY Badging project provided opportunities for SUNY students to learn in an environment that included individuals from all over the world. The Coursera MOOC in particular was an excellent vehicle for this, because those who were actively engaged interacted with other MOOC participants through a lively discussion board and the peer review process.

MOOCs that focus on metaliteracy engender a new awareness or mindset about social media, approaches to project planning, team learning and other participatory endeavors. For example, technology allows for a broader scope of international teams and team-based learning. Metaliteracy informs a way of thinking that enhances the processes by which teams find success.

The Designing Innovative Online Learning: Integrating a Coursera MOOC with Open SUNY Badging project supports student inquiry by facilitating metacognitive thinking, empowering learners to take ownership of their own learning, and strengthening their metaliterate mindset and digital citizen awareness. This knowledge and abilities set are critical for student success in an academic program and beyond. These skills are also identified by the Office of the Provost as a critical component of both professional development and student instruction.
Metaliteracy involves critical thinking and lifelong learning, and the competencies developed by these MOOCs can be applied to workforce development initiatives. The badging component in the Canvas MOOC translates into a credential with the potential to be valued in workforce development.

If you wish to update your project abstract, to reflect updates or outcomes, you may do so in this text box (please keep it brief – less than 150 words - you can expand on this in your files and links)

We are currently preparing the Coursera course content to be migrated to the new on-demand platform.

Any additional resources or updates you wish to share?

ACRL Framework for Information Literacy for Higher Education See Introduction
http://www.ala.org/acrl/standards/ilframework


Open Education Week Webinar: “The Power of Open: SUNY Open Education Initiatives”
http://www.slideshare.net/kelmo/the-power-of-open-suny-open-education-initiatives