

Fundamentals of College Teaching for Adults
15:233:566 Sections 90 and 91
3 Credits

Instructor: Donald Yarosz	Email: dyarosz@yahoo.com
Phone Number: 732 476 8283	Website:
Office Hours: TBA Synchronous, one on one by phone, by appointment. Synchronous, on-line open office hours available for “drop in” will occur once every three weeks throughout the semester.” TBA	Requirements: Participate on a regular basis Be willing to put in 5 hours a week on assignments
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning goals

- To understand the characteristics of the majority of students participating in higher education in the United States.
- To understand the relationship between a variety of teaching approaches and learner outcomes.
- To consider a variety of interactive and engaging approaches to teaching and how they relate to adult learners.
- To be able to able to plan for a number of effective instructional strategies and approaches that can be integrated into college level teaching and implement approaches that are appropriate to your context.
- To consider ethical issues related to the teaching and learning in higher education.

Course catalog description

Fundamentals of College Teaching for Adults (15:233:5XX) is an exploration of different perspectives on College Teaching through an examination of both “traditional” and innovative approaches to facilitating learning in a college setting, taking into consideration the

characteristics of the adult learner. This course is designed to give students the opportunity to investigate a variety of perspectives on the topic and to reflect upon the implications of utilizing a number of approaches to teaching in your own setting.

Required Books:

- L. Neilson, (2010). *Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)*. San Francisco: Jossey-Bass

Recommended Materials:

- R. G. Brockett (2015) *Teaching Adults: A Practical Guide for New Teachers*. San Francisco: Jossey-Bass. Other related materials and readings will be posted on the class website

Assignments:

Class participation: You are expected to complete all reading assignments, fully and professionally participate in the online discussions and activities, and submit assignments on or before their due dates. All assignments should be submitted through the course website. All written work should have a cover page, be double spaced, use Times New Roman 12 pt. font, and include a properly formatted reference page using APA style. For more information about APA and guidance on formatting, visit <https://owl.english.purdue.edu/owl/section/2/10/>.

1. Online discussions/Weekly activities (30% of overall grade):

Weekly activities are designed to help you enhance your understanding of assigned texts, draw connections between them and your current experiences, critically analyze their relevance to adult education contexts, and synthesize across topics from week to week. You are expected to participate fully in all weekly assigned discussions/activities. The rubric below details how your participation will be assessed. The learning benefits of participating in weekly activities are cumulative. Although assessment points for each individual weekly discussion/activity are few, your diligent participation adds up to your being successful in completing all assignments and fully benefitting from the course.

Online Discussions/Weekly Activities Rubric

	Below Expectations	Average	Above Average	Superior	Weight
Content Quality of Initial Posts	Post does not relate to the prompt or is missing.	Post responds to the prompt but ideas are not stated clearly and/or fully elaborated.	Post responds to the prompt and ideas are stated relatively clearly; ideas are elaborated. There is little or no reference to the text or other sources	Post responds to the prompt, ideas are stated clearly and are well elaborated, and connections are draw to	50%

				the text and/or outside references.	
Responses to classmates	Does not respond to posts from classmates.	Responds to fewer than required number of classmates.	Responds to required number of classmates, but response is not particularly meaningful or substantive.	Responds to required number of classmates in meaningful and substantive ways.	30%
Timeliness	Does not submit assignment on time	N/A	N/A	Submitted assignment on time.	10%
Spelling, grammar, and punctuation	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication.	No or very few punctuation, spelling, or grammar errors.	10%

2. Literature Review—Effective Teaching Approaches: Learn about exemplary teaching approaches in your field both at the secondary level and at the college level through reviewing the scholarly literature and professional societies’ guidelines and/or standards, describe those in a paper, and consider them in light of theories and approaches described in the readings. Describe what might be improved upon or considered in terms of learner engagement. Provide a list of references and resources. If you are unable to locate exemplary practices, describe 3 – 5 best practices or approaches based on your reading(s) and justify your choice. Also, present an overview of your topic in a format of your choice (such as power point, video, etc.) for the class (30% of overall grade).

This is a three part assignment. You will carry out Part 1 and 3 individually and Part 2 with a small group (to be assigned by the instructor after the first week of class). Your small group must create a lesson schedule (by the end of Week 2) which includes the following information: who will present what, when, the mode of presentation (synchronous/asynchronous), and who will be responsible for providing feedback (individual or collaboratively composed among group members). Everyone must present. Presentations should be completed between Weeks 5 and 13. PowerPoint/video/resources will be shared with the entire class after feedback for improvement is provided in small group format. It is highly recommended that you space them out during this period.

Part 1: Conduct a Literature Review (10%).

- a. Search research literature, professional literature, information provided by professional societies and associations, Dissertation Abstracts International, and/or other sources in your field around the topic of teaching excellence, best practices in teaching, teaching strategies, etc. in your area of specialization. Describe literature review/search for standards and/or exemplary teaching approaches in your field. For example, list the databases searched and key words used in that search. Provide a 3-5 page summary describing both the search procedure(s) and the key findings of the search (include 3-5 key resources, if available). This literature review should also be used for Assignment 3.4.
- b. Select a digital tool (by week 3) you have learned how to use in previous courses. The tool should be something you use or could imagine using in your practice as an adult educator. Use the tool to compose a presentation on your literature review on exemplary teaching practices in your field AND/OR guidelines/standards in your field.

Part 2: Teach/Learn and Give/Get Feedback (10%).

- a. Based on the schedule you and your small group have arranged, present your findings to members of your assigned small group. Your presentation should focus on how you will use what you learned from your search of the literature (20-30 minute presentation). Your presentation should have a learning objective, explain your literature review search, what was found/not found and how it relates to your instructional context. Provide some background, context, key features, and how these approaches might be used in your own context. You can use any digital tools you find helpful to present your lesson. Your presentation should be interactive, not just a lecture/demonstration/presentation (you need to allow for learner feedback and be able to provide- feedback if asked questions). It can be completed synchronously or asynchronously in small group, although the final presentation needs to be presented to the group. In addition, you are expected to share your topic with the rest of the class in case someone else would like to learn more about it.
- b. Everyone in your group must be a designated learner at least once. This means participating in the presentation and providing feedback. Or a group can decide that they will be learners for all members' sessions and will work collaboratively to provide feedback. However, you can also participate in as many training sessions as you like (no feedback necessary).

c. The designated learner(s) should give written feedback (submitted within 5 days of the presentation to the student instructor). The feedback should address questions such as: What was a strength of this presentation? What suggestions could you give the instructor to improve the presentation? Reflect on how you can use the information from the presentation to think about good teaching in their own field.

Part 3: Synthesis (10%)

Reflect on your presentation and your “student’s” feedback. Improve upon the presentation so that you can share it with the whole class (asynchronous). Draw on course readings you have encountered so far to help you understand and make meaning from the experience (2-3 pages). Submit initial reflection, feedback, and post the final presentation so the class can access it 1 week (or sooner) after getting feedback from the group.

Teaching Practices Literature Review Presentation Rubric

	Below Expectations	Average	Above Average	Superior	Weight
Lesson	Presentation is not presented in a clear and engaging way. “Best Practices” for teaching in the candidate’s field was not fully explained.	The Presentation is not presented in a clear and engaging way or the “Best Practices” for teaching in the candidate’s field was not fully explained.	The Presentation is presented in a clear and engaging way and the purpose and “Best Practices” for teaching in the candidate’s field was not fully explained.	The Presentation is presented in an outstanding way that is engaging and the purpose and usefulness of “Best Practices” for teaching in the candidate’s field was fully explained	30%
Feedback	Feedback is not provided or is very limited in depth, description, and helpfulness	Feedback provides some useful information, but may just skim the surface of description	Feedback describes the lesson and makes useful suggestions about how to improve the lesson	Feedback is descriptive, analytic, and provides in-depth and meaningful	20%
Reflections	Facilitator is not reflective about the experience of	Facilitator does some reflection on the	Facilitator reflects on what has been learned	Facilitator reflects on what has been learned about standards/evaluation	30%

	completing the assignment	experience of completing the assignment	about adult learning and teaching and the online tools learned.	and identifies implications for practice	
Group Cooperation	Does not participate work with group to complete assignment	Works with group to complete assignment but is late or not very responsive	Works with group to complete assignment, is on time, and responsive	Works with group to complete assignment, is on time, and responsive; takes a leadership role	20%

3. Integrating Teaching Excellence into Your Teaching (s) (10-20 pages/40% of overall grade)

Your final project will take the form of a traditional paper (10-20 pages) with a portfolio of learner activities developed through weekly assignments over the course of the semester. It will consist of expanded descriptions of at least 3 activities for learner engagement that you developed for weekly assignments and that could be integrated into an introductory course you may be teaching or plan to teach going forward. Looking across the contents of your portfolio, what have you learned about college teaching? Has your perspective on teaching changed? If so, how? Will what you have learned in this this course influence your practice moving forward? How?

For this assignment, you will prepare a detailed plan for integrating approaches to college teaching covered in a course you teach (or anticipate teaching) in your local context. If you are not currently teaching at the college level, imagine an introductory course in your subject area. The purpose of this assignment is to consider your own college teaching or planned approach to college teaching in relationship to the theories, concepts, and teaching approaches we have covered during in this class. You should organize your paper in such a way that allows you to integrate and make connections with the material covered in this class.

Your proposal must include:

Final Project – A Course Portfolio that includes in an appendix the outlines of activities from weeks 4 – 11. Please select 3 – 5 planned activities for learning and (or others if appropriate to your selected field of study) and describe them in more detail to be included in an introductory course in your field. Please include the following components:

1. Cover page with the name of the institution, your name as the teacher/trainer/instructor, and your qualifications, your experience, and knowledge/credentials.
2. Type of organization, location of the organization, intended audience, a description of

the setting and other related information.

3. Overview that includes: Goals and objectives of the activities and justification for the selected activities to be integrated into an introductory course.

4. Literature Review (What are considered “best practices” for teaching in your field? How might they be improved?) (From assignment 3)

5. Given your specific context and anticipated course content, what approaches to learner engagement are most appropriate? Please describe your context and provide a 1 page paragraph justification for each of the activities you have selected.

6. Create a rubric for learner outcomes for the activities you have selected.

7. 3- 4 Activities

8. Remember to:

- a. Identify key contextual elements
- c. Include your literature for exemplary teaching approaches in your field.
- d. Describe how your approach to teaching will be responsive and useful to learners in the program and describe how it articulates with research or standards-based best practice.
- e. Identify how you will *engage intended users*
- f. Reflect upon the following theories you learned about in the intro course. Which adult education theory seems most aligned with the activities you selected? Why and why not?

- Andragogy
- Self-Directed Learning
- Transformative Learning
- Experiential Learning

9. A reflection paper (3 – 5 pages) on your portfolio. Looking across the contents of your portfolio what have you learned about college teaching? Has your perspective on teaching changed? If so, how? Will what you have learned in this this course influence your practice moving forward? How? **(1- 9 is 30%)**

10. A class presentation (weeks 14 and 15) on your portfolio that includes 1-9 above activities that you decided were most appropriate for your context. **(10 - 10%)**

PART I RUBRIC (Paper)

	Below Expectations	Average	Above Average	Superior	Weight
Content Quality Paper	Submission does not respond to the specific description of the	Responds to most of the specific description of the assignment but is not very	Responds fully to the description of the assignment, in a clear way, but does not go	Responds fully to the description of the assignment, in a clear way, is fully	80%

	assignment or is missing.	clear, does not make any reference to any assigned texts, does so in a surface way, or does not go very deep into analysis/reflection	very deep into analysis/reflection, is not completely clear, or makes little reference to assigned texts.	analytic/reflective and makes substantive reference to assigned texts.	
Timeliness	Did not submit assignment on time	N/A	N/A	Submitted assignment on time.	10%
Spelling, Grammar, and punctuation	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but noticeable; they do not detract from clarity of communication.	No or very few punctuation, spelling, or grammar errors.	10%

PART 2 RUBRIC (Class Presentation)

Final Presentation Rubric

	Below Expectations	Average	Above Average	Superior	Weight
Lesson	Presentation is not presented in a clear and engaging way. “Best Practices” for teaching in the candidate’s field was not	The Presentation is not presented in a clear and engaging way or the “Best Practices” for teaching in the candidate’s	The Presentation is presented in a clear and engaging way and the purpose and “Best Practices” for teaching in the	The Presentation is presented in an outstanding way that is engaging and the purpose and usefulness of “Best Practices” for teaching in the candidate’s field was fully explained	80%

	fully explained.	field was not fully explained.	candidate's field was not fully explained.		
Reflections	Facilitator is not reflective about the experience of completing the assignment	Facilitator does some reflection on the experience of completing the assignment	Facilitator reflects on what has been learned about adult learning and teaching and the online tools learned.	Facilitator reflects on what has been learned about standards/evaluation and identifies implications for practice	20%

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Weekly Topics

	Week	Instructional Materials (what to read/watch/do to prepare for the week)	Weekly Activities	Written Assignments
1	Introduction to course and begin engaging in discussion of College Teaching for Adults	Instructor presentation describing the course overview/setting expectations - post introduction to discussion board. Get your books. Explore the course shell. Send instructor days/times/availability for all course conference call	<p>1. Post a voice thread (or other) post in the course lounge two paragraphs that describes who you are, your work context, something interesting about you that you feel comfortable sharing. Also discuss why you are taking the course and what your interest is in college teaching.</p> <p>2. Activity: <i>Analysis and reflection on 2 educational experiences.</i> Describe 2 higher education teaching/learning experiences 1 “bad” and another “outstanding”. Share those experiences with your colleagues being careful not to include the actual identity of the actual teachers. Please be professional and describe the experience objectively. Include the course, the context, the audience, and the mode of instructional format. Then, analyze this experience reflecting on what worked, what didn’t work. Think about the similarities and differences among the good and the bad experiences as a way to start identifying</p>	<p>Post a written description of who you are, what your work context is, and what your interest is in college teaching.</p> <p>Post to discussion board your analysis/reflection (1) A college level teaching/learning experience that was “bad” and (2) A college level teaching/learning experience that was outstanding”. Respond to at least 2 colleagues’ post on that experience focusing on what can be learned from those experiences when designing activities for learning at the college level.</p>

			<p>principles of effective Teaching in Higher Education.</p> <p>You will go back to these experiences at the end of the course, reflecting upon what was learned in the course.</p> <p>Start your search of the literature for exemplary teaching practices in your field.</p>	<p><i>Sign up to report and present on group activity for a week.</i></p>
2	<p>What is a “non-traditional student”?</p> <p>Who are adult learners in Higher Education?</p> <p>What are their characteristics?</p>	<p>Ross-Gordon, J. M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. <i>Peer Review</i>, 13(1), 26-29. https://www.aacu.org/publications-research/periodicals/research-adult-learners-supporting-needs-student-population-no</p> <p>October 15, 2012 The New 'Traditional Student' By Rob Jenkins http://chronicle.com/article/The-New-Traditional-on/135012/</p>	<p>Share your experiences about being a student. Were you a “traditional student” or a “non-traditional” student? What makes you think so? If you were a “traditional student” looking back, did you encounter any “non-traditional” students? If you were a “non-traditional” student, did you encounter any “traditional students”?</p> <p>In either case, what were your impressions of them? What do you think now?</p> <p>Continue your search your search of the literature for exemplary teaching practices in your field.</p>	<p><i>Sign up to report and present on group activity for a week.</i></p> <p>Respond to at least 2 colleagues’ post on that experience.</p>

3	<p>Tools for Teaching and Learning I Choosing and the Using Right Tools for Teaching and Learning Matching Teaching Method with Learning Outcomes</p>	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 103</p>	<p>Discussion Question: Examine Table 11.1 Which methods seem most promising for your context? Why and why not?</p> <p>Discussion Questions: Describe your program context to your colleagues. Who are the (real or potential) adult learners in your program?</p> <p>What are the implications of matching an adult education approach to the needs of adult students in the context of college teaching?</p>	<p>Post preliminary results to the class of your search of the literature for exemplary teaching practices in your field and in your context.</p> <p>Post your responses to the discussion questions to the discussion board Respond to two or more colleagues.</p>
4	<p>Making the Lecture a Learning Experience</p>	<p>1.L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 113</p>	<p>Develop an outline for an interactive lecture for your subject matter area for an introductory college course.</p>	<p>Assignment Due: Literature Review.</p> <p>Post your response to the discussion question to the discussion board. Respond to 2 or more colleagues.</p> <p>Develop an outline for an interactive lecture for your subject matter area for an introductory college course.</p> <p>Get feedback from at least 2 colleagues on your outline.</p>

				<i>After receiving feedback, revise your outline and save it to your portfolio.</i>
5	<p>Leading Effective Discussions</p> <p>Questioning Techniques for Discussion and Assessment</p>	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 127</p>	<p>Develop an outline for an effective discussion for your subject matter area as well as good discussion questions for an introductory college course.</p>	<p>Develop an outline for an effective discussion for your subject matter area for an introductory college course.</p> <p>Get feedback from your classmates on your outline.</p> <p><i>After receiving feedback, revise your outline and save it to your portfolio..</i></p>
6	<p>Experiential Learning Activities</p>	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 145</p>	<p>Develop an outline for an experiential learning activity for your subject matter area for an introductory college course. Which of the activities under the following categories outlined by Nilson (Student Presentation Formats, Role Playing, and Simulations and Games) are most appropriate to your context? Why?</p>	<p>Develop an outline for an experiential learning activity for your subject matter area.</p> <p>Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.</p> <p>Get feedback from your classmates on your outline.</p> <p><i>After receiving</i></p>

				<i>feedback, revise your outline and save it to your portfolio.</i>
7	Learning in Groups	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 155	1) Develop an outline for group learning activity for your subject matter area. Be sure to include what approaches you would use and how would you manage them.	Develop an outline for a group learning activity for your subject matter area Get feedback from your classmates on your outline. <i>After receiving feedback, revise your outline and save it to your portfolio.</i> 2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.
8	Writing-to-Learn Activities and Assignments	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 167	1) Develop an outline for a writing-to-learn activities and assignments for your subject matter area. Justify the approach. Get feedback from your classmates on your outline. <i>After receiving feedback, save it to your portfolio.</i>	1) Post an outline for a Writing-to-Learn Activities and Assignments for your subject matter area. Get feedback from your classmates on your outline. <i>After receiving feedback, revise your outline and save it to your portfolio.</i>

				<p>2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.</p>
9	Inquiry-Guided Learning	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)</i>. 175</p>	<p>Develop an outline for an Inquiry Guided Learning activity for your subject matter area. Justify the approach. Be sure to address what is inquiry guided learning and why it would be appropriate for your topic.</p>	<p>1) Post an outline for an inquiry guided learning activity for your subject matter area.</p> <p>2) Get feedback from your classmates on your outline.</p> <p><i>After receiving feedback, revise your outline and save it to your portfolio.</i></p> <p>Post your response to discussion question to the discussion board. Respond to 2 or more colleagues.</p>

10	The Case Method	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)</i>. 181</p>	<p>Develop an outline on for a case study in your subject matter area. Please address what makes a good case? What does debriefing a case mean and how do you do it?</p>	<p>1) Post your outline for a Case Study for your subject matter area.</p> <p>Get feedback from your classmates on your outline. <i>After receiving feedback, revise your outline and save it to your portfolio.</i></p> <p>2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.</p>
11	Problem-Based Learning	<p>1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)</i>. 187</p>	<p>Develop an outline for a Problem-Based Learning activity for your subject matter area. Justify the approach.</p>	<p>1) Post your outline for a Problem-Based Learning activity for your subject matter area.</p> <p>Get feedback from your classmates on your outline. <i>After receiving feedback, revise your outline and save it to your portfolio.</i></p> <p>2) Post your response to</p>

				discussion questions to the discussion board. Please respond to 2 or more colleagues.
12	Different Learning Styles	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)</i> . 229	Reflect upon the readings. How do approaches to learning covered in this course address different learning styles?	2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.
13	Ethical Issues in College Teaching	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.)</i> .	What are major ethical dilemmas are college instructors are most likely to face? What is the “best” way to deal with them?	1) Engage in the class presentation and prepared activity 2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.
14	Class Presentations I.	1. TBA		1) Engage in the class presentation 2) Post your response to discussion

				questions to the discussion board. Please respond to 2 or more colleagues.
15	Class Presentations II.	TBA	<p>Discussion Questions: Reflect back on your first posting about a “bad” teaching/learning experience and an “outstanding” you shared the first day of class. Has this class informed that experience? How?</p> <p>Share your reflections on the course. Class get-together?</p>	<p>Final Papers due</p> <p>1) Engage in the class presentation</p> <p>2) Post your response to discussion questions to the discussion board. Please respond to 2 or more colleagues.</p>
	Supplemental: Quantitative Research and Problem Solving – 193	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 193		
	Supplemental: Problem Solving in the Sciences	1. L. B. Nilson <i>Teaching at its best: A Research-Based Resource for College Instructors (3rd Ed.).</i> 199		

Class Presentation Resources: Textbook, Instructor provided resources, YouTube

Visit one or more of the following sites and resources related to College Teachin:

OpenStax College – Provides high-quality open textbooks for a variety of intro-level courses. Textbooks are available in PDF, Epub, or HTML format.

Boundless – Provides textbooks and modules for a variety of intro-level courses. There is some

topic overlap between Boundless and OpenStax.

Book Archive 2012 – These are available copies of the Flatworld Knowledge open textbooks. There are over 90 textbooks in topics ranging from Psychology, to Writing, to Business Law. After a licensing dispute, the textbooks were allowed to remain free, but had to remove the “Flatworld Knowledge” brand name.

The websites are the largest and best curated open resource and open course databases. One of the biggest issues with databases is the reliability of the licensing information. These databases are customarily reliable on that end.

OnlineCourses.com – This is a database of both MOOCs and Open Course Modules. This is a good option if you want to track your progress over multiple MOOCs from different providers at the same time.

CourseTalk – This is a database specifically for MOOCs. Additionally, they offer reviews from students and professors who have participated in each.

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