

iMOOC: Mastering American eLearning

<https://www.coursera.org/course/imooc>

A systematic review of competencies needed for international students and professionals to successfully navigate U.S.-style virtual environments

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Mastering American eLearning



The course development team



Primary audiences for this course

1. International (non-U.S.) students residing outside of the U.S. and studying online at a U.S.-based college (university)
2. International (non-U.S.) professionals residing outside of the U.S. and working remotely for a U.S.-based company or organization.
3. Incoming to the U.S. international students and first generation immigrants can also significantly benefit from the course
4. It is suitable for undergraduate, postgraduate studies and professional development regardless of academic discipline.

https://class.coursera.org/imoc-101/data/dashboard/Reach

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IMOC101: Mastering American eLearning

by Dr. Vaeni Chakrabarti, Lorette Peletiere-Calk, Dr. Anant Deshpande, Jeanine Meron, Amy Giaculli, Dr. Brian Chandre

Overview **Reach** Engagement Content Pops Classic Tools Exp

1,904
total learners joined

128
different countries

944 (50%)
from emerging economies

0
on Signature Track

Enrollment
Cumulative enrollment over time

Institutional Brand Awareness
Learn more about how brand awareness is measured »

Formally affiliated with your institution
Familiar with your institution
Heard of your institution
Not heard of your institution

Values extrapolated based on responses from 88 learners. [Learn more](#)

Continent

Asia	36%
North America	30%
Europe	22%

Country

United States	36%
China	30%
India	22%

The structure of the course

- M1: Examine barriers to American eLearning
- M2: Review technology-related competencies
- M3: Learn how to overcome barriers of language and culture
- M4: Understand U.S. academic system
- M5: Learn how to communicate ideas
- M6: Navigate professional contexts
- M7: Make sense of self-assessments
- M8: Learn how to get U.S. college credit for this course.

Barriers

Personal Skills and Attitudes

Module 2

Technology

Module 3

Language and Culture

Module 4

Social and Academic Systems

Module 5

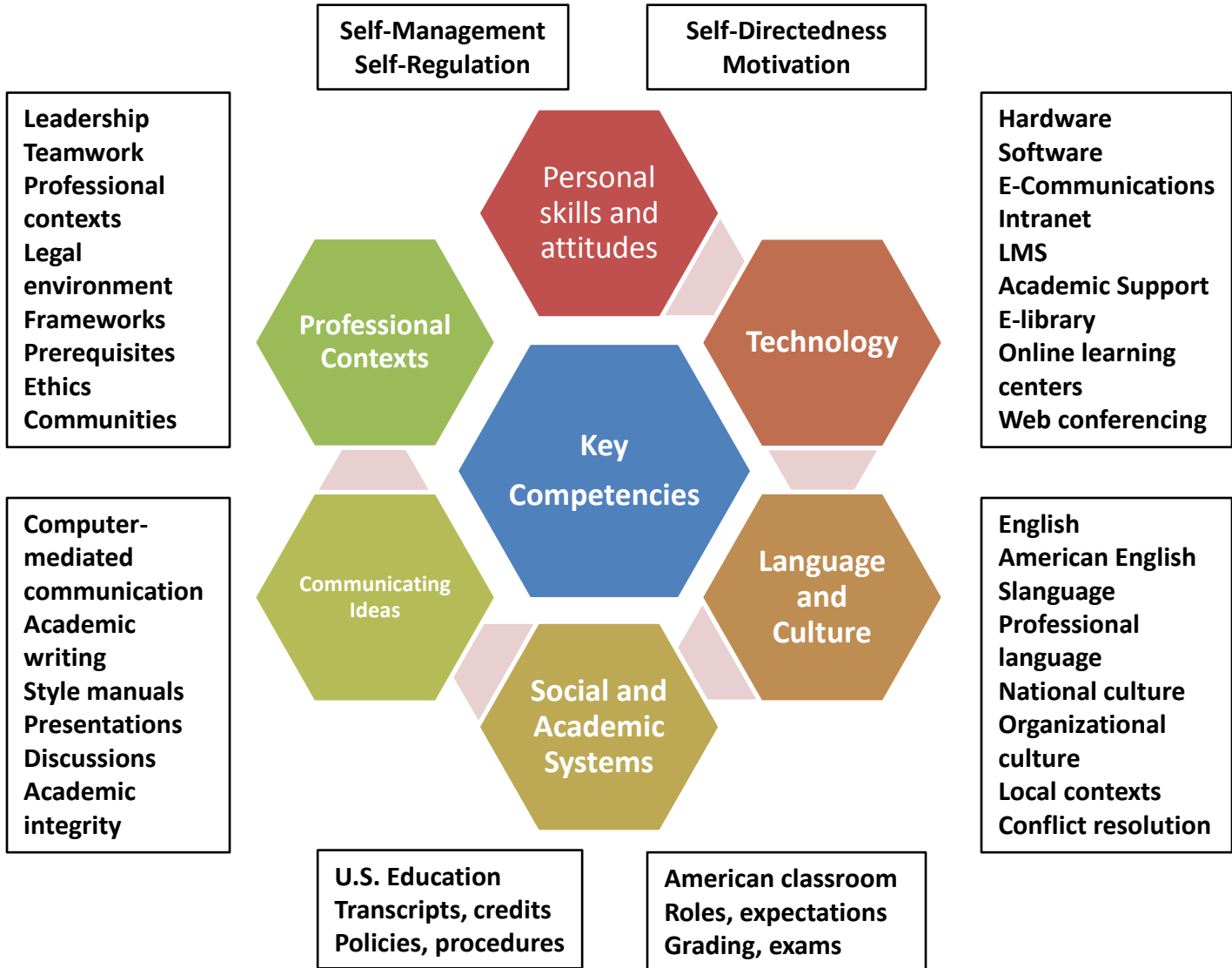
Communicating Ideas

Module 6

Professional Contexts

A competency-based approach to bridging AKSA gaps

1. Competency: an ability to perform tasks based on awareness, knowledge, skills and attitudes (AKSA)
2. 5 majors competency areas (technology, language and culture, U.S. academic systems, communications and professional contexts)
3. To overcome barriers and master American eLearning, non-native students need to develop a set of competencies;
4. Barriers are conceptualized as AKSA gaps; to help students detecting gaps, we use a self-diagnostic tool designed for this course.



iMOOC

- Focuses on overcoming barriers
- Uses competency-based approach
- Provides a framework of competencies needed to overcome barriers and become proficient
- Works primarily as a self-diagnostic tool
- Is part of a larger effort
 - iMOOC as a hub; then, xMOOC, ESC (SIL, leLS, and TIS), orientations by SUNY campuses, partner university credit-bearing courses abroad;
 - Refer students to external resources including other MOOCs.

Introducing *iMOOC*: Working with partner universities across the globe

- Ways of using the course (xMOOC, cMOOC, sMOOC)
- What is an iMOOC?
 - An integrated MOOC which includes:
 - A traditional MOOC (xMOOC or cMOOC)
 - A self-paced, on-demand MOOC (sMOOC)
 - Linked to orientation courses offered by U.S. universities
 - Linked to for-credit courses offered by U.S. universities
 - Linked to for-credit courses offered by partner universities abroad
- Benefits for partner universities and organized groups
- How to become a partner university?

Expected learning outcomes

- Recognize 6 key competency areas (domains) that a non-native student (professional) needs to master in order to seamlessly navigate U.S.-style virtual environments;
- For each competency area, systematically review competency sets (“competency units and elements”) and examine levels of proficiency in terms of required knowledge, skills and attitudes;
- Recognize how gaps in knowledge, skills and attitudes form barriers to effective learning and work in U.S.-style virtual environments

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Expected learning outcomes (continued)

- Identify remedial resources, strategies, best practices and skill-building techniques and discuss those with peers across the globe;
- Self-assess your perceived level of mastery of each competency unit (element); identify gaps in knowledge, skills and attitudes and develop personal strategies for improvement;
- As a result, perform more effectively in U.S.-style virtual environments, develop self-directed study skills and enhance employability skills.