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Technologies for creating and acquiring knowledge in the open information environment

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**Аннотация:**

This article contains solutions for creation of quality competitive e-learning courses placed in the open information environment. It is noted that a characteristic feature of the knowledge society is the active use of new knowledge placed in the open educational resources. At the moment, the trend towards increase in the number of those who learn using MOOCs is growing steadily. This is a real step towards making world-class education accessible to a huge number of people thanks to the mass availability of free e-learning content. Increasing interest in such courses is shown not only by academic, but also by corporate organizations with a view to training their staff. However, those mass courses, which we can see today, use a fairly simple pedagogical model of online learning. Basically these are lectures, mostly webinars, plus tests and literary sources. In some cases, group work is required, although in general such services are not always supported by the MOOCs providers. The most common models for creation of open electronic educational resources to date (cMOOC and xMOOC) for the most part express striving of their creators to implement specifically the principles of massiveness, openness and accessibility of materials and are characterized by different approaches to learning. However, development of activities in this direction requires placing greater focus on the quality of learning materials provided, which can be achieved only by increasing involvement of experts in the process of creation of open educational resources, providing user-friendly services in the process of completing a course, integrating repositories and a wider discussion of the learning materials. The technology for creation and use of open electronic educational resources is proposed, based on combining capabilities of a unified repository of objects of the professional community web portal and peer-to-peer communication in educational networks. Such combination of two paradigms is expected to help accelerate the evolution in creation and application of massive open educational resources by providing the necessary high quality educational material. The principal difference of the suggested technology from existing ones is the mechanism of automatic updating of the learning content of the course. Examples of implementation of the proposed model for creation and use of open electronic educational resources are given. © The Authors, 2018. All Rights Reserved.

**Ключевые слова:**

Adaptive learning, Massive open online courses, Open educational resources, Quality of e-learning content

