


## Open education and implications for medical education

University of Tokyo  
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### What impact do MOOCs have on:



Teaching & Learning



Clinical Care



Research


← Continuum of training →

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Technology is pervasive and increases access to more diverse and flexible learning experiences.

It's not “if” you use tools, but “how”, “how well”, and *most importantly* “why”...

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#### Crowdsourcing Japan's Earthquake and Tsunami Survivors

Written by Ramon Fouquet.

DVIDSHUB  
in Share Tweet

The devastating effects of the earthquake and the tsunami that hit Japan are still reaping casualties along with a potential nuclear catastrophe. Ushahidi, the internationally recognised platform that uses crowdsourcing for crisis management, once again steps in to help. The dedicated site [simai.info/ushahidi](http://simai.info/ushahidi) was established within two hours of the earthquake, to help search for survivors and provide vital information of safe spots and danger zones.

The site established by Japanese volunteers working with the Fletcher School at Tufts University, was already under construction in anticipation of an earthquake hitting Japan. The site enables anyone with a mobile phone or smartphone to post details of any survivors in



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## Quick definitions

- **Face to Face (F2F):** physically present instruction
- **Online learning:** internet-based computer-aided instruction using virtual learning environments or platforms
- **Blended learning:** computer-enhanced instruction, “flipped classrooms”
- **Hybrid learning:** part-residential, part-online

## Where do MOOCs fit?

### Technical Infrastructure

INTERNET

CLOUD SERVICES

SOFTWARE

Open content

DIGITAL LIBRARIES

E-JOURNALS

MOOCs

RESOURCES

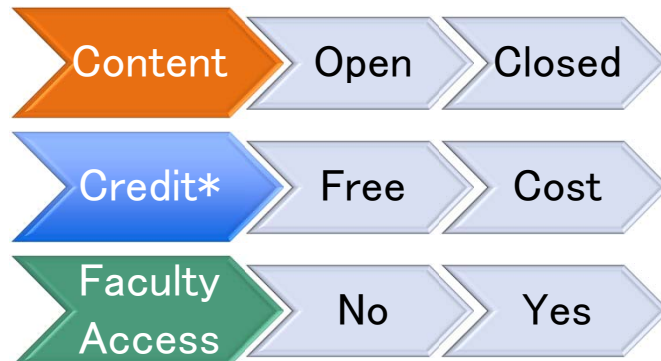
DATASETS

Instruction

COURSE MODULE

ASSESSMENT

## MOOC components



\*credit for employment or towards a degree

## Recent MOOC

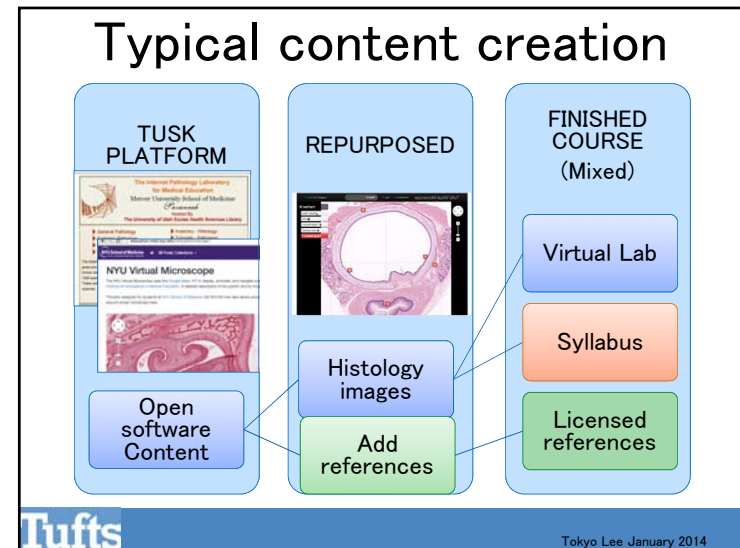
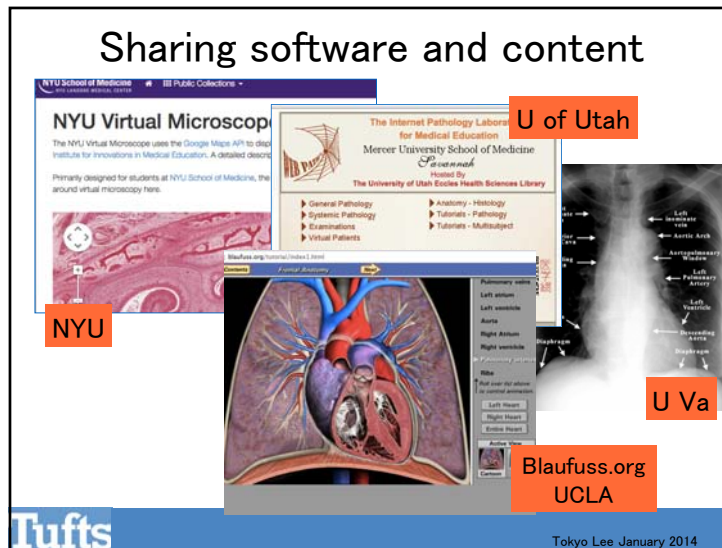
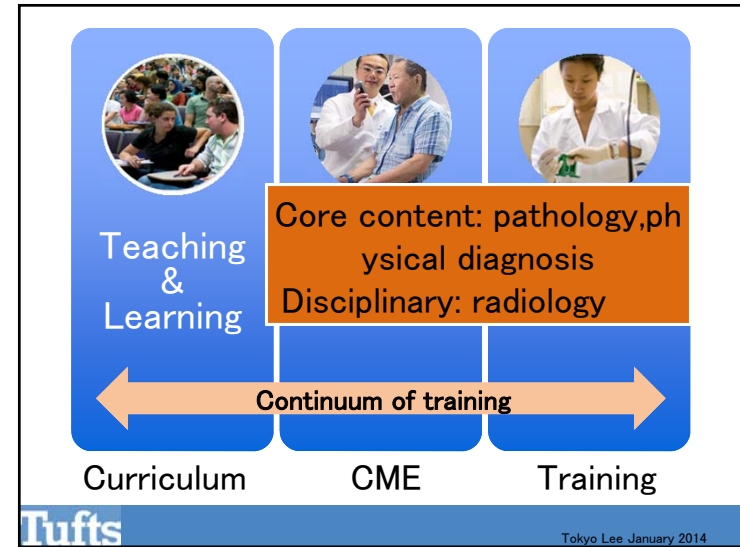
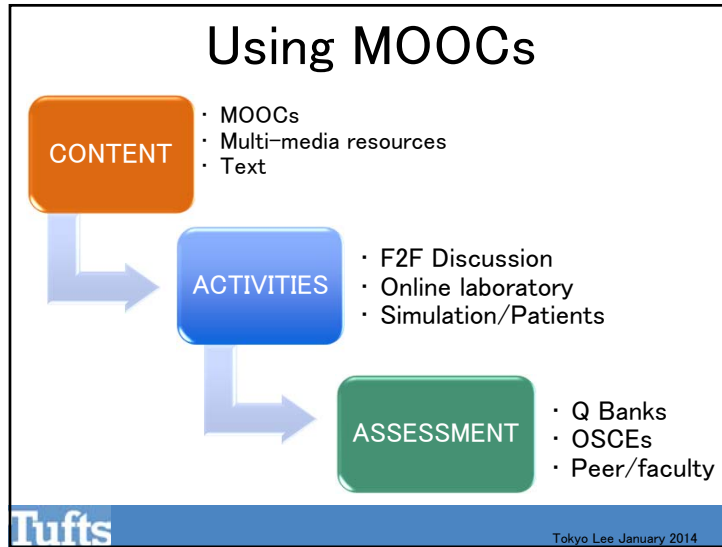
edX HOW IT WORKS FIND COURSES SCHOOLS & PARTNERS

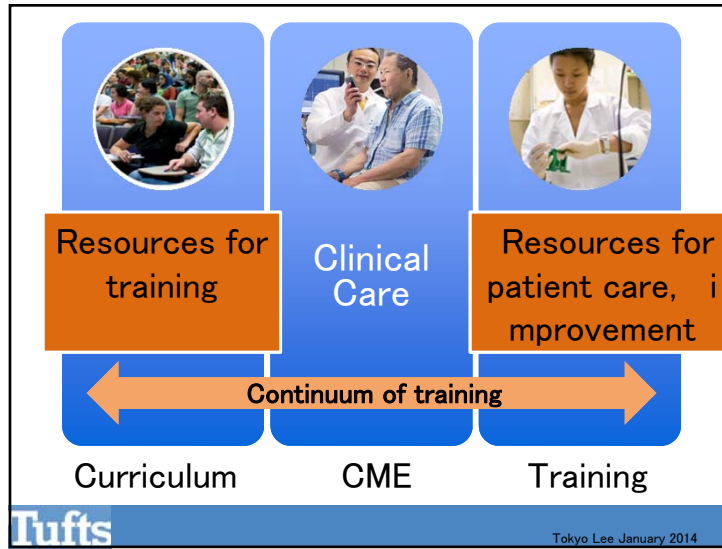
**The Biology of Water and Health - Part 1**

A uniquely interdisciplinary approach to critical water and water-related health challenges across the globe.

About this Course

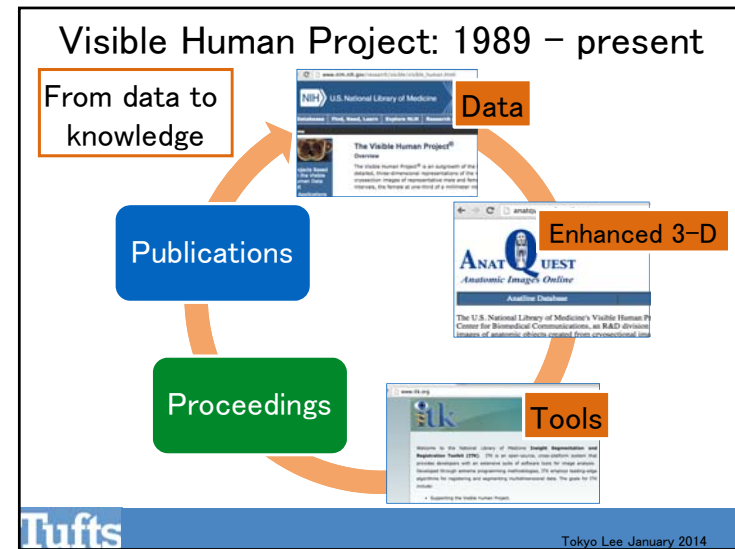
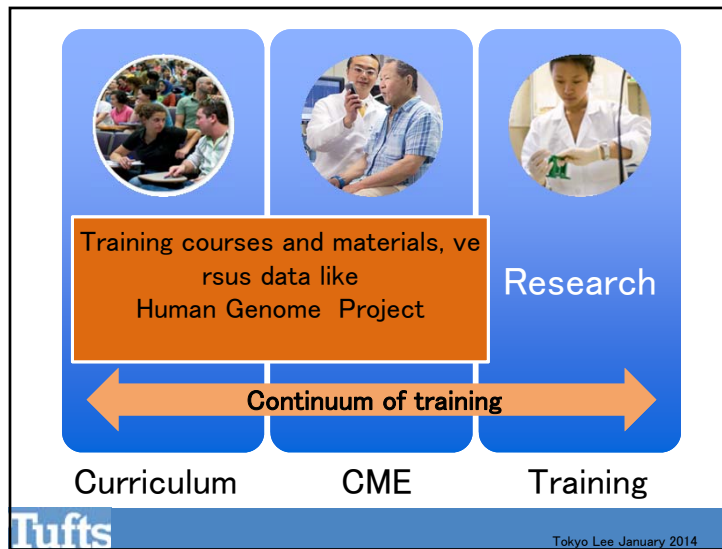
**Preliminary data:**  
 4000 enrollees  
 Many from Africa, SE Asia  
 38% completion






## Open patient information

The screenshot shows the SPIRAL website interface. A search box at the top contains the text 'Cancer'. Below it, search results are listed under the letter 'C':  
 - Cancer - Living with Cancer 癌ととも生活  
 - Cancer Prevention and Cancer Screening 癌予防と検診  
 - Cancer Treatments 癌の治療法  
 - Child Development 子供の成長に関して  
 - Child Nutrition 子供の栄養  
 - Child Safety 子供の安全に関して  
 - Children 児童  
 Under the letter 'D':  
 - Dental Health 歯科(口腔)衛生  
 - Depression 鬱病(うつ病)  
 - Diabetes 糖尿病  
 - Diabetic Diet 糖尿病の食生活  
 On the right side, there are search filters: '資料検索: トピック別' and '資料検索: 言語別'. A blue box with the text 'See: spiral.tufts.edu' is overlaid on the right. At the bottom, the Tufts logo is on the left and 'Tokyo Lee January 2014' is on the right.



## Global open content for USAID RESPOND Pandemic Training



- 📍 Hanoi School of Public Health  
Hanoi Medical University  
Hanoi University of Agriculture
- 📍 Chiang Mai University
- 📍 Mahidol University
- 📍 Universiti Kebangsaan Malaysia  
Universiti Putra Malaysia
- 📍 Institut Pertanian Bogor  
Universitas Indonesia  
Universitas Gadjah Mada

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## For global health researchers



[www.fic.nih.gov/Global/Pages/training-resources.aspx](http://www.fic.nih.gov/Global/Pages/training-resources.aspx)

Home | About Fogarty | Funding Opportunities | Grants Management | **Global Health Resources**

Home > Global Health Resources > E-learning Resources for Global Health Researchers

### E-learning Resources for Global Health Researchers

Many organizations offer no- and low-cost e-learning resources to those working in the field of global health research. Resources include training courses, MOOCs and course materials (presentations, videos, reading lists, visual aids, articles), resource centers and resource networks.

Please feel free to send additional suggested resources to [ficinfo@mail.nih.gov](mailto:ficinfo@mail.nih.gov).

Please note: Fogarty provides this collection of training resources to supplement the information found on this website. These resources are not produced by Fogarty and FIG cannot guarantee the accuracy of information provided on external websites. Inclusion in this collection of resources does not indicate an endorsement by Fogarty of the sponsors or of the information and products.

[NIH | Networks | Courses | Limited Connectivity](#)

#### NIH E-learning Resources

- Fogarty Brain Disorders in the Developing World webinar series - FREE  
This series of NIDA-sponsored webinars features success stories and lessons learned directly from investigators working on projects supported through Fogarty Brain Disorders in the Developing World program.
- Distance Education Program Resources - FREE  
A collection of links to online trainings, courses, videos, webinars and other training resources assembled by the National Library of Medicine.
- Genetics and Social Science: Expanding Transdisciplinary Research - FREE

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## Benefits

For faculty

- ❖ Enhance teaching and research
- ❖ Increase reach, visibility and impact

For institution

- ❖ Increase access/reach of resources
- ❖ Enhance curriculum, research, reputation
- ❖ Fulfill mission of public good

For students

- ❖ More flexible, engaging & effective learning

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## *Thank you!*

## Questions?

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# How open is it?

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### How To Use This Guide


In 2002, the Budapest Open Access Initiative articulated the basic tenets of Open Access for the first time. Since then, thousands of journals have adopted policies that embrace some or all of the Open Access core components related to: readership, reuse, copyright, posting, and machine readability. However, not all Open Access is created equal. For example, a policy that allows anyone to read an article for free six months after its publication is more open than a policy that creates a twelve month embargo; it is also less open than a policy that allows for free reading immediately upon publication.


This guide will help you move beyond the seemingly simple question, "Is this journal Open Access?" and toward a more productive alternative, "HowOpenIt!?"

**Use it to:**


- Understand the components that define Open Access journals
- Learn what makes a journal more open vs. less open
- Make informed decisions about where to publish

This Guide Is A Collaboration Among:

  
[www.arl.org/sparc](http://www.arl.org/sparc)

  
[www.plos.org](http://www.plos.org)

  
[www.oaspa.org](http://www.oaspa.org)



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