Unit 5

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**Graduate programs in American universities are generally structured with required courses. But many include a "cognate," or a small selection of courses a student makes to pursue an allied and related interest (e.g., statistics, gender studies, or the study of another culture and language). The rapid expansion of open and free (or low cost) online resources can give new meaning to the idea of the traditional cognate, depending as it does solely on conventional credit courses.   Imagine for yourself a cognate to your graduate program built around "open educational resources." Or, as Anya Kamenetz might put it, what you would do to "hack" part of your graduate education. Write an essay of approximately 750 words identifying an area of "cognate" interest and the Internet resources you found for study, and explaining how they make up a unified educational experience that will enrich your graduate program, strengthen your professional prospects, or simply satisfy a personal need for learning about a particular subject or mastering a particular skill.   In identifying Internet resources the websites mentioned in 5.10 are merely a place to begin. Consider also, as your intentions dictate, what is available in traditional  locations that might now be properly  seen as open educational resources, like museums and libraries, or any institution and organization offering suitable online educational opportunities. There is no minimum number of resources to name in your paper--just enough to show that you have done enough "hacking" to represent the spirit of independent inquiry that is the subject of *DIY U*, in this case, though, as it might applied to a graduate student seeking to enhance her or his education.**

From Engineering to Law, and from Medicine to Social Sciences, every student should be taught by educators to be international minded. We are going through a century that International Education cannot stand as an option but rather as a precondition.

International mindedness, global citizenship education, peace and conflict resolution education are all part of what is used, here, as International Education. The purpose of this essay is to analyze my ‘cognate’ interest (International Education) in relation with a sample of valuable and trustworthy Internet sources, which provides me with a unified experience to enrich my current knowledge in education and graduate program.

International Education, although well written and analyzed in books needs closer attention on how it is exposed to the new digital tools and open educational resources. I will start with a valuable number of sources with mostly video presentations of analysts and professors examining the various aspects surrounding the ways International Education functions.

Anya Kamenetz expressed her concern of education today, her statements is a good start to think on International Education, which I have chosen as cognate in order to demonstrate how an international graduate student may enhance his/her education. Edupunksguide.org is a nice starting point with various colleges placed in the Home page similar to a Chemistry Periodic table. I searched and found a link to California Institute of Integral Studies; it concluded courses about leaders in Integral Education to attack passionate learners and international renown (online).

I have chosen International Education as it highlights, under its meaning, the Internet and its valuable resources in terms of learning process. It makes, even educators, acknowledge that it is somehow an allowance of thinking and writing in a much more natural way than the traditional written format (Origgi G.: 1). This new mode is perfectly fitted to what is elaborated here. For example, in the BigThink.com I found myself in front of a 13inches pc screen with more than 100 videos of discussions and talks of educators around their subjects of interest. Relevant to my cognate, I searched and found Darnel Koretz from Harvard University who elaborated the skills needed for the 21st century in the Education sector.

Additionally, in P2PU.com, international education was touched and discussed in various presentations and talks. Precisely, a talk about Schmidt (2013) illustrated possible Universities’ actions around online learning. New mental models should be developed on how people perceive learning. People learn best when they are passionate. Those two should be combined in a precise and efficient manner in educational institutions.

All the web sources that have explored above were to demonstrate the variety of materials that I have found straight away under my cognate. The traditional way of learning through millions of hours in the Library searching and researching has blurred once we take into account that many sources are available online with a ‘click’ (Burbules C. N.: 16).

Classes, now more than ever, are not restricted within some square meters classroom. There is the ‘School of Everything’; a sample web source in which you can search courses as well as teachers all over the world around your own area of interest. Lessons are available too. In my case, ‘Learn Mindfulness’ acted as a good starting point to develop the foundations of an improved daily life within educational context. Technology did change the way we live but should change evenly the way students learn.

The list of resources that I have expanded above demonstrates a unified educational experience that should be promoted and enhanced in any of today’s University. Universities, now, should place students in a position to experience education that inspires as well as challenge them. Web sources under this lens should be seen as a place in which students are participating as creators and contributors among broader communities all over the world (Schubert P.: 9).

What MIT did by opening its course materials and initiative it provided to spur dozens of other Universities to post their own course materials on the web (Smith S. M.: 90) corresponds faithfully to what I have been discussing throughout this paper. The critical point through my example of cognate (International Education) is to provide the reader with a variety of valuable web sources.

Of course, as it is elaborated also in the previous paper, not all sources are the same. Each of them is useful for a particular aspect and reliance exclusively to one will have many disadvantages regarding the effectiveness of the course. Those sources construct suitable online educational opportunities as well as present the essence of self-determined educational inquiry within one University educational program.