



Course program and reading list

Semester 3 Year 2022

School: Adelson School of Entrepreneurship B.A

Being an Autodidact in the Digital 21st Century

Lecturer:

Dr. Yossi Maaravi myossi@runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
6801	Elective	3	3

Course Requirements :	Group Code :	Language:
Final Paper	223680101	English



Course Description

In the fast-paced, dynamic reality of the 21st century, change is the only constant. Organizations, technologies, jobs, organizational and social structures – are all changing rapidly. To adapt and survive in this changing reality, all of us, managers and employees, must change accordingly.

One of the methods to do so is through what is referred to as "Lifelong Learning". What was once reserved for a selected few is now available to all. All of us are required to become "Auto-didactic" and build a lifelong learning process. As such, the "Thinker" of the 20th century has become "The Learner" of the 21st century.

However, the world that we live in does not only create the problem but also the solution through infinite learning resources. Various platforms, from Wikipedia to YouTube, through online books and online courses from the leading Universities worldwide, allow everyone, everywhere and anytime, to learn, develop professionally and intellectually, and adapt to a changing reality.

Course topics:

- Dynamic reality at the dawn of the 21st century

- Self-learning processes
- Lifelong learning
- The internet and its available resources
- Open academic courses – MOOC's
- Experiential auto-didactic process
- Reflection on the learning process

Requirements:

- Participation in 3 online Zoom sessions (around the theoretical background, goals, and course assignments):
19.7, 3.8, 31.8 - all between 18:00 to 19:30 Israel time.
 - Completion of class readings
 - Experiential learning by participating in and completing an approved online course (minimum of 20 hours)
 - Final project
-



Course Goals

The course "21 Century Autodidactic learning in a Digital Reality" is an experiential course that offers students knowledge, tools, and a hands-on process geared to help them transform into auto-didacts.



Grading

Submission of a final project as described below on Sunday, September 18th by 13:00 through the MOODLE system.

The grade is on a 1 to 100 scale.

Final Project

CAN BE WRITTEN IN HEBREW OR ENGLISH (up to you to decide)!

1. Select a topic that you are either unfamiliar with or would like to learn more about
2. Focus on a topic that you are very interested in or believe will help you develop personally and professionally.
3. Find a professional learning source on the topic. We recommend MOOCS from leading platforms such as:
www.coursera.org
www.edx.org
4. Make sure that the course includes at least 20 hours of online learning

5. Approve your course with the faculty by filling the following form **before 31.7 at 13:00**
<https://airtable.com/shrP4XH2RSblU8fsI>
6. Complete your selected online learning experience, including all related course assignments.
7. It is your responsibility to familiarize yourself with your MOOC requirements and best practices

Submit a final paper around your learning experience that includes the following:

- 8-10 pages (not including appendix pages!)
Include references to at least five academic papers from the course syllabus or others

Paper structure:

- **Introduction:**
 - The dynamic reality at the dawn of the 21st century
 - Self-learning processes
 - Lifelong learning
 - The internet and its available learning resources
 - Open academic course – MOOC
- **Reflection on your learning process:**
 - Why did you pick this particular topic?
 - Why did you choose this specific course?
 - Describe your learning process: Did you study alone? With a friend? How much time did you allocate to the learning process? Was it consecutive?
 - What were your expectations before you started the course?
 - To what extent were your expectations met?
 - What did you learn? Pick 3-4 prominent topics from the course and describe your learning process
 - Do you intend to continue studying via online MOOCs in the future? How and why?
 - Has your feeling of self-efficacy regarding learning improved following your experience? How so?
 - How would you improve the online course that you took?



Lecturer Office Hours

Dr. Yossi Maaravi - myossi@idc.ac.il

Students must schedule office hours a few days in advance by contacting Mrs. Dana Barda dbarda@idc.ac.il



Teaching Assistant

Mrs. Dana Barda - dbarda@idc.ac.il

Students must schedule office hours a few days in advance



Reading List

- Chang, V. (2016). Review and discussion: E-learning for academia and industry. *International Journal of Information Management*, 36(3), 476-485.
- De Barba, P. G., Kennedy, G. E., & Ainley, M. D. (2016). The role of students' motivation and participation in predicting performance in a MOOC. *Journal of Computer Assisted Learning*, 32(3), 218-231.
- Deng, R., Benckendorff, P., & Gannaway, D. (2019). Progress and new directions for teaching and learning in MOOCs. *Computers & Education*, 129, 48-60.
- Di Stefano, G., Gino, F., Pisano, G. P., & Staats, B. R. (2016). Making experience count: The role of reflection in individual learning. *Harvard Business School NOM Unit Working Paper*, (14-093), 14-093.
- Joo, Y. J., Bong, M., & Choi, H. J. (2000). Self-efficacy for self-regulated learning, academic self-efficacy, and Internet self-efficacy in Web-based instruction. *Educational technology research and development*, 48(2), 5-17.
- Noe, R. A., Clarke, A. D., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*. 1(1), 245-275.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, 25(1), 3-17.