

**Massive Open Online Courses
(MOOC)
Their Impact on the Full Quality in Higher Education Institutions
"Rwaq: Saudi educational platform for MOOC"**

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Abstract

Educational University Institutions have an extraordinary timely opportunity to improve the quality of education in diverse countries, to absorb the additional numbers of students and reduce the cost in the educational process without the need for high financial investments. This can now be achieved by attending the worldwide movement of Openness, which is taken up, in its various forms, by many universities in different places all over the world; among which the presentation of educational programs directly on the Internet. This growth has its impact strength in changing traditional education process that is carried out face-to-face to modern education programs; which has become one of the rapid growths in computing because of its effectiveness. Educational University Institutions consider knowledge and learning is everyone's right and to achieve better standards in learning, it has been put up one of the new types of e-learning embodied in Massive Open Online Courses" (MOOC) to anyone seeking information and learning with the collaboration of the best and the most experienced teachers in this field using the latest technologies. The MOOC, thus, is a new method that enables thousands of students of learning at distance for free in the best universities of the world a new method that enables thousands of students of learning at distance for free in the best universities of the world, through the enormous potential offered by the Internet. We have that future trends are for education over the Internet, and the ability of this type of Electronic -learning to bring about the desired change in the minds to keep pace with the developments of the times, there are Arab platforms for education from home or from anywhere through the Internet are that become now available for Arab youth, strives to compensate for the problems of education in Arab universities, though these platforms or experiences in the beginning and in progress but they gave till now, confirms that these are experiences of being worthy of highlighting them.

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Perhaps one of the most important platforms is an electronic educational platform «Rwaq» it is interested to provide free academic matters in Arabic in various fields and specialties, provided by distinguished academics from across the Arab world, and is excited to expand the circle of beneficiaries of their scientific and specialist stocks. We will try through this chapter to learn about the nature of open source of electronic collective lessons and try to explain briefly the idea of the new system. And talk about how it will develop the role of teachers and changing the learning process through the MOOC, "we will also try to talk about the important Arabic experiences « RWAQ » which will form a unique and important opportunity for the Arab world in general and the Gulf states in particular, and open the way for Arab learners to enroll over the Internet with courses available from the best universities.

1.0 Introduction

Higher Education has seen, in the last quarter of the last century, shifts in teaching techniques and methods. This development came in response to a series of challenges that faced it. That is, by the development of computing technology and education, the increasing attendance, the great demand over knowledge and Globalization and the growth of new industries required investment guidance in the domain of knowledge and scientific researches. This latter has become the most important issue that can be taken instead of the improvised and random reforms that strain the budgets of Higher Education without reaching to the desired results. As the IT is one of the most important alternatives that can help the university educational system develop its members through the development of its operations and the quantity and the quality outputs and this dependence must keep pace with a clear change in the concept within the educational process to achieve effectiveness and contributes in solving the problems in their roots and depth. Mostly as the sudden technological renaissance imposed a fundamental responsibility to all communities to put the needed rules or regulations to serve their purposes and objectives.

Massive Open Online Courses: another phase in the development of open education resources, especially as they are theoretical learning programs supervised by great accredited universities and institutions.

The university programs of electronic Open courses remained on a narrow range for several years, but their real beginning was in 2012, after the Stanford University launched a leading platform such as "Udacity" and "Coursera", followed later by "edX" and "FutureLearn", which are a network of electronic service providers supervised by the Open University, created in December 2011.

This type of Education came out to make the learner a contributor in spreading knowledge and to open broad prospects through the provision of high-quality of scientific programs electronically via the World Wide Web for a massive number of learners generally for free.

Before this view of this educational method that might give a great opportunity for progress and development and it will be a practical solution to most of the problems that face higher education sector. It also will open new broad horizons if it is well used and exploited. This is why; it is necessary to have a look at this educational type to know better and to answer the following questions:

- What are the impacts of **MOOC** in achieving the quality standards in the processes of learning and education, the capacity of accumulation increasing developments in knowledge and the insurance of the quality in higher education?

- Will university education systems help in solving educational problems using Massive Open Online Courses in the absence of an integrated method taking in consideration the fact that any movement of renovation or development must be released upon what we have?

- What are the transition costs of traditional education policies to the policies and strategies of education through the developed **MOOC** based on computing technology?

Are they materiel or human beings costs? In addition, what is this change duration? And whether we will look to the future in terms of what will education be in the twenty-first century in order to build on this transition strategy basis?

What are Massive Open Online Courses?

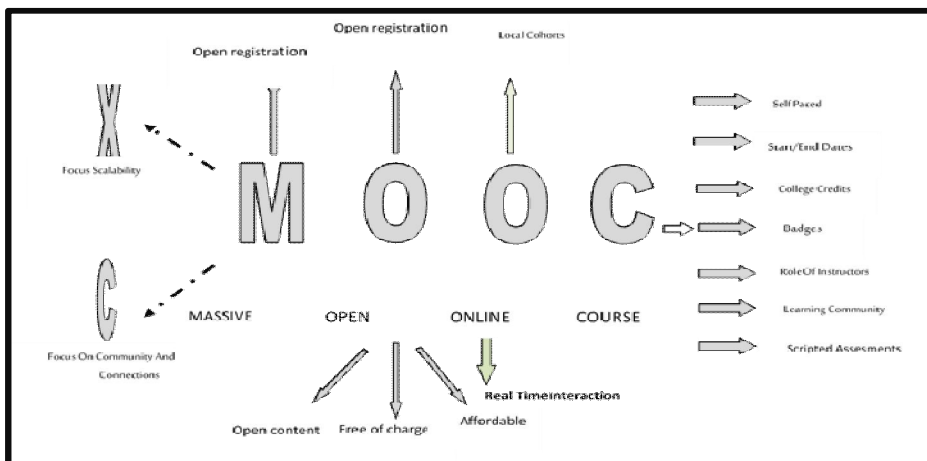
It is expected that the phenomenon of **MOOC** will revolutionize the field of e learning. With high teaching fees, universities reducing costs in any way possible and declining governments' fund that make MOOC programs seem reasonable solution which provide access to millions of people who are interested in learning in the same time.

There are no specific definitions for (MOOC) however, there is an explanation or a description of the activity or the learning process in the framework of this system:

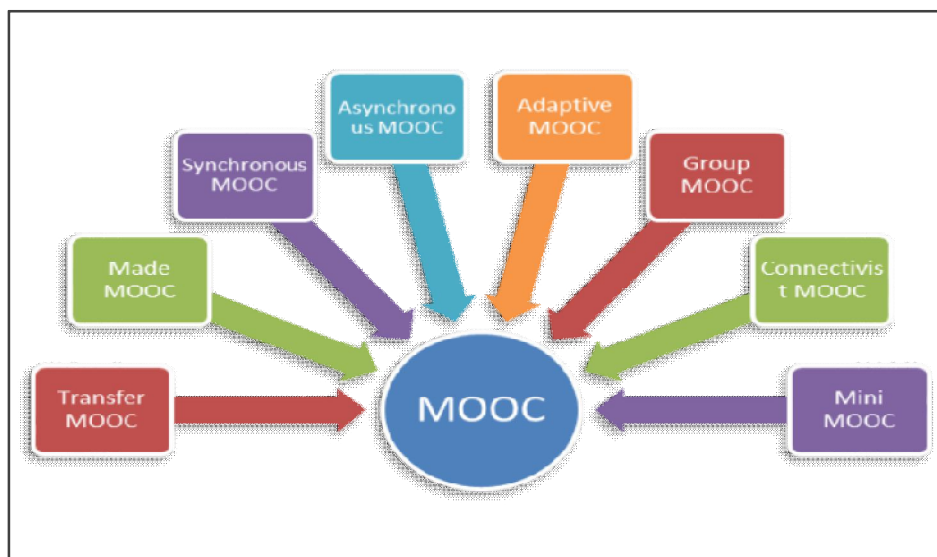
- "The term "MOOC" is an acronym for Massive Open Online Courses. Extensive publications, often with an enthusiastic undertone, described MOOCs as "a revolution" and "the future of learning." (Miesenberger & Fuels, p. 141)
- "The term MOOC was introduced by Dave Cornier in 2008 as a response to an online course, in which the massive number 2,200 participants from the general public enrolled. A typical MOOC has no on-site attendance and is solely held online. It consists of a mix of video lecturing and online tests." (Miesenberger & Fuels, p. 141)
- "MOOC stands for "massive open online course." A MOOC is typically offered by colleges and universities as a way to open up education to all. Anyone with an Internet connection can sign up for a MOOC and participate in an online class, alongside traditional university students." (Huggett, 2013, p. 19)
- "MOOC: Massive Online Open Course. This is a model of educational delivery which is normally structured in a similar way to traditional online higher education courses. Students watch lectures, read assigned material, participate in online discussions and forums, and complete quizzes and tests on the course material. MOOCs are usually provided by higher education institutions and partners, examples include Coursera, edX, and Udacity." (Issa & Isaias, 2015, p. 15)

Through these definitions, we could say that it is a new method of learning that was able to attract the attention of many people from different countries of the world. It came out with the development and the renovation of educational methods, which help the learner around the world study and get open sources for free in the best educational university institutions all over the world just by making use of the Internet. Therefore, we find that the educational institutions are studying the e-learning data over the Internet from all sides, and raise many questions about the objectives, the public, quality standards, and levels of experience in this field. Hence, the importance of the determination the correct range and state in perspective learning initiatives of online.

MOOC are one of the latest trends in the open online education. These courses are designed with effectiveness and easiness in use to facilitate and promote interaction at all levels between each of the (teacher-learner, learner-learner, and learner-content) and to be a place where learners meet and interact to build a common knowledge with the help of faculty members. These courses are also designed to be free and open as they include a large number of participants, from different countries with different knowledge and culture, but they look alike in wanting to learn the same topic. **MOOC** essential components (Davidson, Cathy. MOOC, SPOC, DOCC, Massive Online Face 2 Face Open, 2013)



Types of Massive Open Online Courses(Donald Clark Plan B: MOOCs: taxonomy of 8 types of MOOC, 2013)



Transfer MOOCs:

“Transfer MOOCs literally take existing courses and decant them into a MOOC platform, on the pedagogic assumption that they are teacher-led and many rely on a ‘name’ of the institution or academic to attract learners. The pedagogic assumption is that of transfer from teacher and course content to learner.”

Made MOOCs:

“Made MOOCs tend to more innovative in their use of video, avoiding talking heads in favor of Khan Academy or Udacity hand on board sequences. They also tend to have more of a formal, quality driven approach to the creation of material and more crafted and challenging assignments, problem solving and various levels of sophisticated software-driven interactive experiences.”

Synch MOOCs:

“Synchronous MOOCs have a fixed start date; tend to have fixed deadlines for assignments and assessments and a clear end date. They often around the agricultural, academic calendar.”

Asynch MOOCs:

“Asynchronous MOOCs have no or frequent start dates, tend to have no or looser deadlines for assignments and assessments and no final end date. The pedagogic advantages of asynchronous MOOCs is that they can literally be taken anytime, anywhere and clearly work better over different time zones.”

Adaptive MOOCs:

“Adaptive MOOCs use adaptive algorithms to present personalized learning experiences, based on dynamic assessment and data gathering on the course and courses. They rely on networks of pre-requisites and take learners on different, personalized paths through the content.”

Group MOOCs:

“Group MOOCs start with small, collaborative groups of students. The aim is to increase student retention. Stanford, the MOOC manufacturing factory, has spun out NovoEd. (formerly Venture Lab) which offers both MOOCs and closed, limited number, internal courses.”

Connectivist MOOCs:

“Pioneered by Geperge Siemens and Stephen Downes, these connectivist MOOCs rely on the connections across a network rather than pre-defined content.”

Mini MOOCs:

“So far, MOOCs tend to be associated with Universities, whose courses last many weeks and often fit the semester structure and timetable of traditional institutions. We have also seen the emergence of shorter MOOCs for content and skills that do not require such long timescales.”

Despite the differences of MOOC divisions, but it is currently a phenomenon in education and education technology field, Perhaps the most important reasons for this that it came to check for many of the beneficiaries dream college without requiring previous requirements or requiring the student to pay specific expenses. Often MOOC is not a single model but it is different in its design in accordance with the its goal, it is generally divided in three categories, the decisions based on the student's interaction with the content and focus on the collection, the decisions based on the mandates and tasks provided to students and aims to develop practical competences of students, and the decisions based on the students' interaction in reticular form and aimed at developing communication competences and interaction between individuals.

As a classification Downes, Stephen of MOOC's decisions to the decisions which depend on the content, the decisions based on the tasks and interactive activities, and the decisions depend on the cooperation and communication between participates in what constitutes learning networks.

Massive Open Online Courses features:

Additional features in the "MOOC" seem evident in three terms included within its appellation: Massive, open and via the Internet, the first indicates of the enormous number of learners, the second expresses the absence of classrooms or real restrictions on time and place and the third is open to all because most of them free. We will try to detail in every feature.

(http://www.chinapictorial.com.cn/al/se/txt/2014-07/01/content_626829.htm)

Massiveness:

The idea behind **MOOC** is still attractive. It includes the use of the Internet to open the auditorium for free without fees to reach thousands or even millions of learners in the same time of developing and developed countries, this first success raised huge sessions the expectations that will show a major revolution in the field of higher education, in terms of the increasing number of registered in the open courses for the success of the learning process and which can get to the numbers that the traditional educational institutions cannot deal with.

Openness:

MOOC is a free system, accessible and available to anyone whenever and wherever and with the ability to take up unlimited learners using developed tools and methods. Unlike traditional classrooms, it provides an opportunity to access the courses by attending lectures and participate online in learning communities as well as many of the tools and resources that were not available in the past. This is considered a great leap in the world of education;

It is also "open" in the sense that the program can be reached at any time and in any place, without paying a financial payment. Learners may have to pay some fees to educational institutions to obtain a certificate of completed subjects; however, there is no charge for follow-up courses with MOOC. It opens to learner's wide participation. Hence, here comes the definition of "participatory," where learners share in educational accomplishment and hold with one another through this system. It does not require any home work, but they share subjects and experiences and learn from one another through the network.

Connectivism

MOOC is based on the relational theory developed by Siemens 7002, which is the appropriate and suitable theory of learning to the digital age, "the era of technology, » it puts forward the concept of «Network Learning " where the network is characterized by the existence of "nodes" and "connection "with these nodes, we are able to exchange knowledge, information, data, feelings, photos, videos (http://emag.mans.edu.eg/media/upload/36/logo_297691377.pdf);

Theory focuses on that learning is communication process that depends on the diversity of opinions, and that its development is more important and complex, and the communication process should be maintained to facilitate continuous learning, as the interdependence between fields, ideas and concepts, and as an objective of all interrelated in learning activities, is considered an accurate knowledge and keep pace with the era.

The impact of Massive Open Online Courses on the quality of university education:

The need to enhance the quality of higher education institutions is a fixation in university, to learner's and to authorities in the society, which pushes higher education institutions to set up an internal system to achieve an education quality based on the educational institution system.

What we mean by the quality are the total properties and characteristics of the educational result to meet learners' needs and the labor market, the society, and all internal and external beneficiaries. This is why it requires all human resources and policies, systems, methods, processes and infrastructure in order to achieve and to create favorable conditions for innovation and creativity.

It is a necessity to create complete system of specifications and standards to achieve quality in education and reveal the ability of each educational institution to: Set up an educational issue in conformity with the international standards and specifications, requirements. As well as the needs to fulfill the quality of education, the labor market and keep up with all the challenges and progress in order to enhance the satisfaction of the learner, the labor market and other related authorities.

Improving the quality of higher education system by MOOC:

The quality of higher education system could include the following:

1: Requirements, specifications and standards related to the reorganization of the educational process that shows the pattern **MOOC**.

2: Requirements , specifications and standards relating to the minimum requirements to be responsible for managing higher education institution in achieving quality through **MOOC**.

3: Setting up requirements, specifications and standards for measurement and continuous analysis used in higher education institutions and Improvement in **MOOC**.

The introduction of the concept quality in higher education institutions was not an extraordinary event for it. It intended to increase the productivity of education. Academic distinction, in the educational result, is what universities seek everywhere, and this can be achieved through one of the most important educational alternatives based on modern technology, known as **MOOC** that was spread in the recent years. That enables universities to achieve the following points to insure quality:

Increasing the learning rate:

This may through the use of **MOOC** for the positions of educational linked to the lives and the environment of the learner that the teacher cannot provided in ordinary classroom where he presented knowledge and information to the learner as they appear in the textbook, which constitute the main source and the basic information, even the presented subjects became a set of facts, though the latter have had the benefit of the interest, but it disappear once they are taken away from their lives and their environments.

Making the learning experience more realistic:

MOOC rely on one of the most important modern theories of learning methods, which claims that the learning process does not occur only through listening or watching, but through the structures of knowledge of the learner that change on the basis of its development and the growth of experience of what students learn. This is mainly based permanently on the educational environment.

Therefore, we must get to a way that gives the importance of the life of the individuals we are teaching and respect their ability to grow and mature to think about their future and this requires:

A/ Self-Learning: "a trend that allows the learner to choose study phases and time, with respect to the ability of each learner more than the collective methods of." Modern educational trends stipulates the uniqueness of Learning that inspires the spirit of independence of each learner, and **MOOC** is one of the most important pillars of this modern thought because they provide opportunities for each learner to acquire knowledge and develop their abilities is what ensures the continuous self-learning, which is desired by each individual on the one hand and university institution on the other hand.

B/The, learner thinks by himself about himself:

The learner is only addressed or led by the teacher, who does not provide ready-made solutions. **MOOC** is one of the effective means actually to transfer vitality; they are also a means to attract the attention of the learner by providing opportunities for direct or semi-direct dealing with this reality. (Li Yuan; Sheila Mac Neill; Wilbert Kraan, 2008)

Provide equal education opportunities

in the sense that we open the way for all individuals to learn wherever they are and at any time, that is one of the most important principles of Massive Open Online Courses because the opportunities for education and learning are limited in the context of the normal life of the learner as time and place are important elements, it shows the learner's responsibility for learning, and his experience is based upon it, this leads us to use other means of education rather than those of speaking and showing of the teacher which are not limited to himself alone, nor on the verbal language written in a textbook. The use of modern technological means in the transfer of information properly used would change the quality of education, and that's what we aim at to achieve it through and make the educational experience more realistic and closer to life, more applicable, and reach more types of education impact and benefit.

Solving of higher Education problems with the assistance of MOOC

Many people believe that Massive Open Online Courses is promising hope to fundamentally change in the traditional higher education, by providing distinctive and equal educational opportunities of the greatest universities in the world for large numbers of learners, reduce the costs of education. What makes it easy, at least in theoretical point of view, anyone can get a good education? Through which he can be:

1-Low Focus on intensive lectures in a traditional classroom, regardless to whether the teaching is happening in the physical classrooms or on the Internet. There will be shifts in the higher education model that is based on teachers to a model that focuses on cooperation and partnership where teachers and learners, creative and participants in the same time in this new world. This is the philosophy of **MOOC**.

2- Through **MOOC**, the focus is not on teacher as holder of power in the educational process. This is what is mentioned by the theorists of social networks who assert that the power is shared equally among all participants in the learning process – and reduce the power of the traditional authority owners, then he is a teacher lost control and the power monopoly of knowledge from being a mere transmitter of knowledge to being a participant and directing and giving the learner a helping hand to guide him to the true sources of information and the available learning opportunities through multiple technological means.

3 - **MOOC** will show a new concept of achievement which is not based on precise hours. If there is anything that helps to establish the current model of higher education, it is the concept of précised hours. How can we be sure of the accuracy of the student's commitment to the given lecture? Students meet for three hours a week and do three hours of homework through conferences and will be submitted to scheduled evaluation of a teacher who will evaluate the individual achievement on the competency of each learner as defined by the courses in which they take part.

4- **MOOC** will help solve the problem of the large growth in demand for higher education and ease growing pressure on universities, to increase enrollment rates because of the learners' average, where it is possible to integrate these courses with programs and regular universities curricula and admission of students whose marks did not allow them attend university programs in exchange for specific financial fees knowing that he can make the final examinations for these courses on campus and it is calculated for successful.

5- **MOOC** will have significant implications in the higher education sector in all parts of the world, especially if they are to find a solution to the problem of recognition of documents issued by these institutions in the labor market but it is important to consider that many of the higher education experts in the world think that This new educational style completes and assists traditional educational process within the campus and it is not the only alternative. Some American universities have found, for example, that by using this educational style many common programs can be taught between specialties which usually receive a large number of learners as languages departments, general chemistry, statistics and others which would reduce pressure on the infrastructure of the university.

6 - **MOOC** is regarded as a call to change the form of the typical education and a liberation from all the classic limitations by inventing their new ways and methods, this model represents a new liberal thought to give the individual or the learner a wider freedom in learning, the emphasis on the need for the individuality of each learner and the need to take into account individual differences and not impose rigid formulas and methods to the learner.

7- As for **MOOC** link with improving the efficiency of the education that universities have focused to take benefit from it, exploit its features to design courses, programs or electronic scientific approach to be broadcast in full through the Internet and thus develop new field of Education by launching their programs to reach the largest number of those who are interested in learning across different parts of the world till they become more and more popular. But the negative point remains that the role of the teacher will be limited to providing information and dumping across cyberspace. He will not know the extent of the learners understanding or how to assess their level before and after the session to engage in knowledge of the skills they possess.

A shift from traditional education policies to educational strategies through MOOC

The World is today seeking for a shift from the educational model of education of prompt model mediated by the teacher (or educational institution) and based on the course book as the only source of knowledge, to prompt model mediated by the learner and based on multiple sources. The change that has occurred in this educational model is based primarily on:

- The emergence of new assumptions about learning in the age knowledge and the appearance of new systems such as continuous learning and self-monitoring and others.
- The emergence of new technologies that differ from its predecessors in terms of possibilities, efficiency, and effectiveness of the approved elements in the process of the change in the educational model.
- The emergence of new educational philosophy.
- The emergence of new skills to work.

There is difficulty in the process of the shift of the traditional educational model to the modern educational model. It has appeared, in our time, in various developed countries of the world, especially a lot of the modern means of communication and the various techniques which played an important role in the educational field and the transfer of knowledge to the members of the community, it has also been used in other areas, but this advantage is not without obstacles and problems that does not concern only the Arab world, but shared by a lot of countries in the developing world.

A. Difficulties linked to an important element of the educational process elements that have become all centered on a learner and are:

- The difficulty of the shift from the traditional learning method to modern method of learning as the learner back to the traditional way, where he was the recipient of a negative or there was a position of educational unidirectional. It is difficult to a learner to become a participant that received on his shoulder new responsibilities such as researches, analysis. The environment of the new learning is quite different from the traditional learning environment.

- The difficulty of obtaining tools for some learners, especially since modern technological means are difficult to follow without financial possibilities and this is why the learner finds it difficult to acquire some of these means.

B. Difficulties linked to the teacher and appear in:

- Difficulty of dealing with learners are not used or trained in self-learning, where we find that this would be cast on the new roles of the teacher just transmitter of information as the means for self and continuous learning and this is what the learner did not get used to it.

- Difficulty managed to make sure the student skill to use technological means, especially as the use of modern technological means need to be trained and this is what constitutes the difficulty of the teacher. Teachers realize that the proper use of technology can enrich the learning environment and gives the ability for students to achieve the required skills, it is important that teachers analyze the potential benefits of the use and recruitment of technology in the educational process correctly.

- Physical effort and cost, as the teacher sees in the use of modern technological means it big burden, and that makes lateness the performance of educational functions and this would slow down the process system of **MOOC**.

C - Difficulties linked to the curriculum:

They concern mainly the shift of the educational content from its traditional form to a digital format, or digital content in addition to the absence of educational programs, especially electronic ones in Arabic.

Can we afford the costs and burdens of the shift? No small feat and easy because it depends on where and how to use them, as well as the goal of their use, and the educational needs of each used position. Some believe that technology can not be a luxury on which we cannot spend much funds but rich states.

The truth is that the shift in the process that weighs expenses on State budget but if we were able to make good use of this educational system we will achieve what we want, especially if you use an arbitrator with the need to be free from the general belief that technology is a trend towards educational well-being, but it is a necessity imposed by the surrounding circumstances to ensure better teaching and learning.

Rwaq: An Example Platform for Massive Open Online Courses

On the Arab level, many of the initiatives appeared in the publication of Mooc, which was in their beginning:

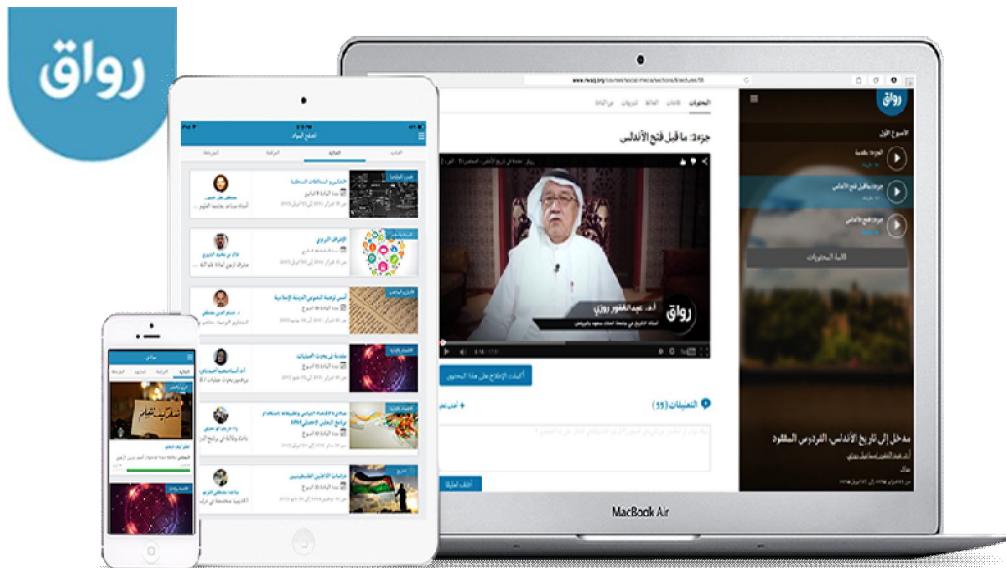
- The experience of the Open University of Sudan, by providing three resources studied at its university: the education program and the program of Computer Science and Management Science Program, rumored for all under the slogan «Education for All».

-Egypt University initiative translation of the open curriculum Masatoychets University by choosing a number of curricula and adapted to meet local needs including translation into French. Also that this initiative will work to complete some modules and add graphics and / or animation to illustrate the concepts.

On the other hand, when you return to the open curriculum Union (<http://www.ocwconsortium.org>), we find that the Arab presence to the membership of this coalition is very limited.

There are two Arab countries are Saudi Arabia and Lebanon, which have carried out to join the coalition through the World University (<http://www.gu.edu.lb>) from Lebanon, al-Faisal University (<http://www.alfaisal.edu>) and Saudi Aramco of Saudi Arabia. There is an active participation from King Fahd University of Petroleum and Minerals in the open methods movement through the two gates (<http://ocw.kfupm.edu.sa>) which is an extension of the project Masatoychets Institute and the gate (<http://opencourseware.kfupm.edu.sa/>) It is a gateway to the publishing of some matters studied at the university, it is that these approaches are still in English.

Among the successful models of the Arab platforms of open decisions on Arab level, we mention platform Rwaq: it is an educational platform for collective lessons electronic open-source, which is trying to be a popular global of MOOC, It is to facilitate access to good education. The teachers also hopes that "Rwaq" will can reform the educational existing systems and to develop new rules for training programs.



Rwaq is a project of the company, "the corridors of knowledge" which is emerging a Saudi company specialized in the development and operation of electronic initiatives in the education sector and training Arabs It relies on lecturer's initiatives and donating free teaching and progress.

Rwaq, a Gulf platform started in September 2013 in Riyadh, which knows no boundaries of time or place, a age, race, or sex or nationality? It came to support teaching and learning at no cost and the tools available to the majority at least, capital a computer and Internet. Through this facility and simplification in obtaining material specialized to knowledge, Rwaq made during the last period 75 course, for 180 thousand schools, from 172 countries around the world.

It is the product of cooperation and co-investment between Saudi investors, Fouad Al-Farhan and Sami El hassine. They provide the platform of visual lectures in a variety of academic disciplines, presented by teachers and experts.

The application of what has been taught of the content through interactive exercises; learners can also interact with one another, share experiences and questions through an interactive learning community related to the platform. a few years ago, no one of us expected that a person can get a college degree internationally recognized in front of the computer screen! Now, with the launch of the Saudi Arabian "Rwaq", the first electronic platform for lectures in the Arab world, Arab users are able to receive free academic subjects in Arabic in various fields. Heading "Rwaq" is seeking to become a regional center for e learning in the Middle East. Varied subjects can be found on "Rwaq" between electronic and free lessons thanks to Rwaq platform:

- Economics and Management (17)
- Education (13)
- Science and technology (12)
- Engineering (8)
- Medicine (8)
- Culture and Art (6)
- Social Sciences (4)
- Religions and Doctrines (4)
- History (2)



Rwaq team is seeking to expand the circle of beneficiaries of the scientific and cognitive information; and to present it to those who are outside the walls of universities, freely through academic subjects in Arabic in various fields and disciplines, given by famous teachers from the Arab world. We can say that Rwaq, the leading Arab experience deserves encouragement in the field of education, **MOOC** that open the latest bound in the University education sector in developed countries, is also a space to take advantage of the competencies that exist in the Arab world, and that does not officially find an outlet for the presentation of knowledge and experience to the public.

The Method of Work in Rwaq Platform: (<http://www.rwaq.org/pages/about>)

Rwaq platform method is based on visual presentations of high quality, which encourage learners to follow until the end of the lecture, reinforced by a calendar of interactive activities and exercises, with direct correction of the answers, in order to make sure of grasping the content presented during the lecture.

The lecturer chooses, weekly, the day and the time of publication of the lecture in advance. The lecture will be published in the educational platform on time.

The lecture lasts approximately between 30 to 60 minutes, which divided into short sections, each section lasts between 7 to 15 minutes, each section represents a phase of the lecture. This means that after the presentation, the learner will find a new lecture every week composed of several videos; he can watch them in any moment, i. e in time that suits the learner. Before the subject you want to learn, you will receive an e-mail message reminding you, the first lecture is about to start.

Interactive environment in Rwaq platform:

We believe that creating an interactive environment that relies on modern technology information is a positive contribution to establishing and strengthening the educational trends of modern learning. The use of interactive environment through Rwaq platform facilitates cooperation and encourages participation between the learner and the teacher on the one hand and between the educational institutions on the other hand. it is an environment in which we develop Education strategies as it is open to educational institutions and in front of the learner and presents an integrated set of opportunities and challenges. Its role is setting free the imagination and urging curiosity, because of the availability of getting information and certainly it is a design that accommodates curricula and easiness in taking advantages of the available databases, and so through the effective link between the texts and lectures, through the available technology.

With each lecture progress through Rwaq platform, there will be exercises containing questions and answers about an interactive lecture material. These exercises are designed to ensure the coming of the most important lecture information and make you ready to understand you. There will be also a test that must be done before its completion on time determined by the teacher to get a mark on it. All tasks will be corrected automatically through Rwaq. Each lecturer will decide separately, how much will the proportion of marks will be from the amount of total subject, for example: The tests of a given subject will constitute 40% of the total score subject, however, other subjects may be 50% or more, each item varies according to the lecturer policy. In the case of a late delivery of the test answers of any subject, marks are to be reduced.

Evaluation scale in Rwaq platform

There will be obviously a final test in every subject and the correction will be through Rwaq. There will be a time and a clear timetable for opening the doors to enter and start doing the test, and the end of time of the test. The learner will receive a degree in some of the subjects of Rwaq that allows him with a rate of success degree, as it follows:

Periodic

All lectures are followed by interactive exercises that have questions about the lecture subject. These exercises are designed to ensure the coming of the most important lecture information for the learner, and to what extent the objective is set. In addition to an exercise to be done ahead of time determined by the teacher to be corrected automatically through Rwaq and the granting of the mark to which the learner is given, which will be included in calculating the overall grade of the subject determined by the lecturer.

Final

After completing lectures of a subject, the final test is given automatically and corrected through Rwaq platform, according to the time- schedule showing the date and time duration in order to sit for the exam .If a learner pass successfully the exam of the subject, a he can get a certificate, if the subject allows this, and we distinguish here between two **types of certificates:**

- A Non-Official Certificate: It serves as a certificate of completion of a studied subject, and this will be received automatically after you complete seeing all lectures and interact with assignments, tests, you get a passing grade.
- Official Certificate proves your success in the study of matter, which is currently not available because Rwaq is still in its infancy, waiting to reach an appropriate legal status, which authorizes the issuance of this type of certification.

Who teaches at Rwaq?

Teaching at Rwaq is of two types of lecturers:

University lecturers: Arab best lecturers in the universities in the Arab world want to put their scientific and academic programs freely on Rwaq platform to reach the large Arab audience from the entire world.





Experienced Teachers



Some Rwaq lecturers are not university lecturers but they have a long experience that enables them to put freely educational programs of high quality. Rwaq lecturers are experienced in a variety of different disciplines, and Rwaq is trying to cover a greater number of disciplines access to the owners of science and knowledge and experience, helping them to join the platform as lecturers.

Academic partnerships in Rwaq platform: (<http://www.rwaq.org/articles>)

"Rwaq" concluded a several academic partnerships with colleges and departments, associations, organizations, and it will be awarded under the agreement, account for these organisms, and their own page and their articles, with full control in electronic and educational environment, and increase the size of the content presented on the "Rwaq". Platform Hopes through these agreements to solve the problem of proliferation and the difficulties of access to markets, which is one of the reasons that experienced by emerging companies in the Arab region. It also will benefit students who exceed the number of 230,000 thousand students, so that 40% of them are from Saudi Arabia and the rest dispersed among other Arab countries, <http://ar.wamda.com>

Agreements come that have been signed from various countries such as Saudi Arabia, Qatar, Egypt, Tunisia, Britain, and the United States of America. These agreements provide matters in various fields around the world» and this would diversify the Arab World and enriching it. Among the subjects that will be addressed through the partnership, we mention education and training of teachers in the Arab world, training and rehabilitation of young people for the job market, and others.

<ul style="list-style-type: none"> - promote entrepreneurship and employment among Arab youth. - enhance the capabilities of Arab youth and skills through a training Arabic and electronic courses with high quality. - Unification of access between the two platforms, "Rwaq" and "work" for all users via the protocol Single Sign On (SSO) Protocol. - Mutual promotion of educational content between the two platforms, "Rwaq» and "working" at the sites and applications of the two. 	
<p>A student organization in the United States of America.</p>	
<p>Reach the largest number of mothers and fathers category in the Arab world, through a production of series of oriented educational matters of mothers and fathers in order to raise educational awareness, and provide scientific matter specializing in the field of parenting and providing educational content featured that form a quality of Arab e-content shift in this important domain</p>	
<p>Academy partnership between the first Arab platform for open education "Rwaq» and the the holy house studies institute to teach the "holy house Studies Diploma" on a platform Rwaq, which will be attended by a group of specialists in the Holy House studies and the pioneers of</p>	

<p>cognitive project for holy house Studies. This course will be the introduction for those who want to specialize in holy house studies by "holy house Studies Diploma" on a platform Rwaq.</p>	
<p>A huge library of free and educational videos for everybody, that aims to build a generation of Egyptians creators through the Open Learning, situated in Egypt.</p>	
<p>Through this partnership, the Organization of Us to Us will work to produce an academic decisions through the platform "Rwaq" provided by the Saudi researchers for higher education in America for the Arab audience. The team "Rwaq" will offer all the support for Us to US to achieve the objectives</p>	

what will" Rwaq" present?

The academic nature: It hosts academic lecturers from universities and academic, international, and Arabic sides and so to provide the opportunity for every one skilled to teach it to the Arabic world.

The diversity of the target groups: "RWAQ" seeks to acquire (to gain) the status of leadership in distance education and targets at university students category in order to support them and develops their knowledge in their field, it also targets at staff in the framework of continuous training, it also targets at every one desiring to acquire science and knowledge for its own sake.

Pat form equipments: the most things which interest students during school tests are looking for summaries and notes which include a final summary for subjects, and usually those summaries are not reliable, that is why the student summaries those subjects by himself.

But nowadays, through this specific application prepared by the best university teachers, it presents to their users a final summary for some literary and historical subjects in addition to engineering, medical and scientific subjects and lot of others that the student resorts to the notes and the summaries because of the difficulty of these subjects.(<http://www.roro44.net/news/87858>)

Lessons Free: It depends on the lecturer's initiatives and donating, their progress and FREE teaching through "RWAQ", and seeks to reach the largest slice of lecturers from all specialties and scientific departments .

Interactive: The platform offers a flexible interactive environment that allows to the learner to interact with the audience and classmates without any dependence to a specific place or time, with an emphasis on free education in the site.

Show Manner: the Site shows the lecture in a visible manner , providing interactive exercises and community which allows to the student the raise of their understanding and comprehension with holding ongoing discussions on the object of the subject with different students under the supervision of a lecturer in order to raise awareness and increase understanding.

Mediation: Platform acts as an intermediary between academics and lecturers in the Arab Universities and sciences students in all research areas.

Diversity: the platform shows many of the courses in all scientific, medical, engineering, historical, literary fields, electronic sciences and others. And generally, we can summarize the features which characterize RWAK in the following points (http://www.almarefh.net/show_content_sub.php):

Universal of the access to knowledge using a variety of digital formats and multimedia.

- To engage students in the academic content.
- To updated permanently information and curriculum to conform to the scientific and academic developments.
- To take advantage of the educational resources provided by the world-reputable institutions, which were produced by the world -renowned experts in various fields.

- To Enrich and diversify sources and create greater opportunities for comparative analysis and discussion and dialogue.
- To save time and money due to the lack of access and development costs because the materials are usually ready for immediate use.
- To simplify license resources for authors and teachers
- To Support open education as movement and field.
- To Support and facilitate continuous training because of its role in the professional and personal life.
- To take advantage of cultural diversity and knowledge to serve the aims of education.
- "RWAQ» platform has been able to achieve within a very few years the following steps:

Concerning the Viewing:

- 4.500.000 view on you-tube, the equivalence of 75.000 hours.
- Spread over 78% boys, 22% girls.
- and regarding to the age group of 50%, from the age of 18 to the age of 24 years.

Concerning the Visit:

- 5 million visits.
- One hundred thousand students from 144 country.
- 65 ambassador of RWAQ in the schools and universities.
- 55 lecturer and specialists.

Concerning the Fields of Rwaq Subjects:

- -It contains 09 areas, distributed as follows:
- -Sciences and technology.
- -Economy and management.
- -Medicine, engineering.
- Culture and art.
- Religions and doctrines.
- Social sciences

- Education

The platform "RWAQ" has also been able to spread its application relating to smart devices working with Android application. To allow for those interested to use their services from anywhere without the need for a personal computer and the application provides the same functionality that presents the site itself, where you can browse the selection of courses and any decision you want to learn from various fields provided by the site, such as medicine, engineering, history and computer pan and others.

But what we cannot disagree about is that the educational platform "REWAQ" has challenges in the gulf society:

- Due to the problems that often exist in the educational system in the region, starting with the very densely classes passing to the absence of resources and access to the rely on conservation, the need for a platform such as a "REWAQ" is urgent, but the expectations must remain reasonable.

-And all these kinds of problems, whether access to a good education (for job seekers) or access to competent graduates (for companies) are things that we are trying to solve through "RWAQ".

It is true that a "RWAQ" cannot alone resolve the several methodological problems in the education system in the region, but combining it with the technology and the high quality education makes it an encouraging blend. Perhaps the most important problems that face "RWAQ" are:

Continuity: it means identifying and applying the models that ensure the continuity of the initiatives of the movement of the educational resources

Copyright and licenses: OECD (2007) has summarized this challenge in the following problem:

-The difficulty of obtaining property rights of the constituent elements of the educational resource and the cost of license obtaining of these constituents may be more of the cost of the production of the elements.

-Lack of awareness among teachers concerning the property rights of others, or even to them and the fear that the publication of any educational resource on the Web may cause the loss of their original rights in the production.

- Incompatibility between licenses of Open diverse Educational Resources because of the use of different licenses that may conflict with each other.

And we can override the license problem through the use of Creative Commons licenses for educational resources

Ensure the quality of educational resources and the quality of education and learning: It means the methodological review of the open educational resources in order to ensure the continuing investigation acceptable standards for education and its development and as well as the infrastructure.

Interoperability:

This might be the future most important obstacles that would face such a movement as the educational resource will lose the educational value of participatory if the beneficiary could not take advantage of it.

The movement of educational open resources depends entirely on the re-use (REUSE) and re- adoption (Repurpose) of the educational resources. Thus the susceptibility of exchanging educational resources between the different education systems and educational and educational warehouses and also can be integrated with other resources.

It is considering the most important challenges that faces the open educational traffic. In addition, it can be over passed by using open standards that can facilitate this problem.

The availability, which means the degree of facilitate access of people and their use of information and communication techniques and through which they accede to the open educational resources, one of the challenges that the movement must overpass.

And by adopting open standards and indexing the resource, so that it can be able to reach and indexing by search engines.

Funding and ability to pay : the cost of producing of separate units of open educational resources may be a affordable matter but the huge projects such as the work of a warehouse in order to save the educational open resources , or even producing a large number of them in the production line is expensive financially. And from here begin thinking and the searching for a source of income, which ensures the continuity of these projects

Funding is one of the most important reasons for the continuation of any project and in order to ensure the continuation of the movement of the educational open resources in any state or educational institution , a continuous material support must exist , whether direct or indirect forms to ensure the continuity of the project ..

Conclusion:

Massive Open Online Courses is only an element of the rapid change in education, which is referred to the open education environment. The more the scope of this system is spreading out, the more several related inquiries are raised about the role of academic and community institutions. Although competencies and solutions offered by Massive Open Online Courses, It is still facing challenges and difficulties it needs an open debate in order to reach solutions and consensus, to benefit everyone equally from human knowledge.

Thus, education is a major issue to interact with the contemporarily affairs and to accommodate the requirements of modern civilization. we are in terrible need today to make changes in the quality of the project our education, so that we can meet all development and progress of civilization requirements, and the participation of other people and nations in the building of human civilization on more just , tolerant and free basis .

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