MOOCs for Development: the COL Experience

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Making Sense of MOOCs

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UNESCO

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COL
What is it for?

To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development.
Context
The Commonwealth

The Commonwealth comprises 53 developed and developing nations around the world.

Map published by the Communications and Public Affairs Division, Commonwealth Secretariat.
Of the 2.2 billion population of the Commonwealth, 60% under the age of 29
Commonwealth: Youth Unemployment Rate (ages 15-24, ILO estimate) 2004-2014

Percentage of households using the internet, 2015


Source: ITU Statistics, last accessed on May 4, 2016
Gross Enrolment Ratio 2013 by Region and Level of Education

GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
Skills, Speed, Scale
Education 2030
Incheon Declaration
and
Framework for Action
MOOCs
A Connected Classroom
A POLICY BRIEF ON MOOCs

May 2015
MOOCs Can

– Provide access to quality learning at low costs.
– Build capacity at scale
– Foster innovative uses of technologies, such as mobile devices
– Improve learning outcomes, through the use of alternative pedagogical approaches
– Be integrated within national quality assurance frameworks.
MOOC4D
massive open online courses for development
“…..presenters were amazed at the contributions and cross cultural exchanges that happened on Social Media”.

Ian Thomson, Course Manager
Using ICTs to Enrich Teaching and Learning

- Collaboration with AVU – 2015
- 1,692 registered
- Use of video clips, graphics and games

Kenya, South Africa, India, United States, Nigeria, Uganda, Trinidad & Tobago, Jamaica, Pakistan, Tanzania
• Videos and text used
• Material in video format was couriered on DVDs and memory cards to Sierra Leone and Zambia
• The groups completed online assignments and examination; some eligible for certification
MOOCs for Agriculture

• Online learning
  – Food and Ag sector underserved
• A consortium conceptualised by COL, supported by NPTEL-India
Audio-only MOOC for Gardeners
Reaching the Bottom Billion

- Content should be designed for delivery in low bandwidth
- Be able to deliver on a basic phone
- Social media integration is a must
- Online peer-to-peer interactions must be supplemented with blended approaches
- Content should be open ie. OER
Guidelines for Quality

COL Guidelines for MOOCs

• Purpose decides quality indicators
• Context critical
• Accreditation agencies looking for credit equivalence
Guidelines for QAA of MOOCs

- Platform and Provider
- Credits and Credentials
- Institutions, Instructors
- Learners
- Instructional Design
- Resources

Presage

Process
- Learning Process
- Engagement and Participation

Product
- Completion
- Satisfaction
Malaysian MOOC Credit Transfer

Source: Prof. Dato’ Dr. Mohamed Amin Embi (UKM)
Issues for Quality

• One size does not fit all
• Student verification and academic integrity
• Peer assessment needs to be accepted.
• Delinking of the institutions which teach and the institutions which offer credential.
Implications for policy
MOOC is a catalyst

Online Education: A Catalyst for Higher Education Reforms

APRIL 2016
National Policy

- View MOOC as a new, interactive broadcast medium
- Develop credible QA and Credentialing framework
- Focus on Higher Education as well as advanced skills development/in-service training
- Develop and nurture a capable and robust infrastructure
- Manage costs: adopt OER policies
Finally, for developing countries

- New model of MOOCs required, one that **reaches the unreached**
- MOOCs will **supplement** rather than replace traditional institutions
- Excellent platform for **skilling at scale** and **speed**
MOOCs

A tool for achieving SDG 4
Thank You

www.col.org