MOOC for Sustainable Development?

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Commonwealth of Learning
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The Commonwealth

THE COMMONWEALTH COMPRIDES 53 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat.
Commonwealth of Learning

What is it for?
To help Commonwealth governments and institutions use various technologies to improve and expand learning for development
COL Impact Statement

A substantial and equitable increase in the number of Commonwealth citizens acquiring the knowledge and skills for leading productive and healthy lives, through formal and non-formal ODL opportunities
COL Priorities

Girls and Women’s Education
Open Educational Resources
Skills Development
Learning for Sustainable Development

Context: UN Sustainable Development Goals

Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
Two Trends and Convergence

OER Open Educational Resources since 2002

Rise of MOOCs

MOOC for Development today
OER

2012 World Congress on OER

Open licenses:
Delink authoring institution and OER use
OER: Leading in Volume (English)

- USA
- UK
- India
- South Africa
- Nigeria
- Pakistan
Open Education and Open Data together…
OER leading to Open Textbooks

BCcampus OpenEd

STUDENTS | FACULTY
Find a Textbook
Search our collection of open textbooks. The curated collection aligns with the top 40 subject areas in BC. Many of these textbooks have been reviewed and vetted by BC post-secondary faculty.

FACULTY
Adopt a Textbook
Let us know if you have adopted an open textbook. Or, if you are looking for resources on how to adopt a textbook, we have some resources to help.

FACULTY
Modify a Textbook
Take advantage of the open textbook Creative Commons license and customize an open textbook to fit your specific needs. Here are some resources to help you modify an existing open textbook.

http://open.bccampus.ca/
Rise of Developing Countries is Recent

Top 5 Producing Countries

- UK: 1526
- India: 1183
- Nigeria: 786
- South Africa: 333
- Pakistan: 160
Re-engineering OER paradigm

Big names are no longer the only ones

Delinking publishing from institutional processes

Specific institutional arrangements DO NOT matter
SDG: Education Imperatives

Skills Development

Sustainable Management of Natural Resources

Climate Change
Need for Scale and Speed

Equitable and Affordable Access

Lifelong Learning Opportunities
Rise of MOOC

Big Brands

Business Models
An operational view

Scalability of instructional delivery

Three interactions facilitated

Suitability for outreach at scale
Unbundling MOOC for SD

Focus on Relevance

Reduced emphasis on platforms

Foster Communities of Practice

Emphasize socialization for problem solving
M4D Course

Two partners
116 countries
2282 sign ups
90% from developing countries

Seven weeks
Essentials of technology

No brand platform

- Drupal for registration
- Sakai for LMS
- Email for communication
<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Responses</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The website was easy to use.</td>
<td>208</td>
<td>4.38</td>
</tr>
<tr>
<td>How would you rate the usefulness of discussions on forums/chat sessions?</td>
<td>207</td>
<td>4.06</td>
</tr>
<tr>
<td>Questions in the quizzes were relevant and well chosen.</td>
<td>205</td>
<td>4.12</td>
</tr>
<tr>
<td>How was the clarity of instructor's presentation of the material (slides,</td>
<td>205</td>
<td>4.30</td>
</tr>
<tr>
<td>audibility, vocal clarity)?</td>
<td></td>
<td></td>
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<tr>
<td>The short course was delivered consistent with its stated objectives.</td>
<td>207</td>
<td>4.40</td>
</tr>
<tr>
<td>Overall I am satisfied with the quality of this short course.</td>
<td>208</td>
<td>4.45</td>
</tr>
<tr>
<td>The presenter had good knowledge of the subject content.</td>
<td>206</td>
<td>4.66</td>
</tr>
<tr>
<td>QUESTION</td>
<td>EMERGENT THEMES FROM RESPONSES</td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>What did you particularly like about this short course?</td>
<td>• Course content, and especially its practicality</td>
<td></td>
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<tr>
<td></td>
<td>• Course format and especially its use of videos with scripts, slides, case studies and online</td>
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<tr>
<td></td>
<td>quizzes</td>
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<tr>
<td></td>
<td>• Relevance of the topics and case studies to the developing world, agriculture and banking</td>
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<tr>
<td></td>
<td>• Professional knowledge of the instructors, their preparation, and the quality of explanations</td>
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<tr>
<td></td>
<td>of the course topics</td>
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<td></td>
<td>• Convenience of the online course format and the flexibility of the design to accommodate</td>
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<tr>
<td></td>
<td>students’ working lives</td>
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<tr>
<td>Interest in Future Topics</td>
<td></td>
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<td>-----------------------------------</td>
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<td></td>
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<tr>
<td>Education</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>Digital Media</td>
<td></td>
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<tr>
<td>Wireless and network</td>
<td>Entrepreneurship</td>
<td></td>
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<tr>
<td>Security</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>Finance</td>
<td></td>
</tr>
</tbody>
</table>
# Week 3

<table>
<thead>
<tr>
<th>Lecture Title</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Week 3*</td>
<td>Video</td>
</tr>
<tr>
<td>Prof. TV Prabhakar</td>
<td></td>
</tr>
<tr>
<td>The Mobile Learning Ecosystem</td>
<td>Video</td>
</tr>
<tr>
<td>Dr. Aga Polatas</td>
<td>Slides</td>
</tr>
<tr>
<td>Benefits of Mobile Learning</td>
<td>Video</td>
</tr>
<tr>
<td>Prof. Mohamed Ally</td>
<td>Slides</td>
</tr>
<tr>
<td>Mobiles in Agriculture - Voice POP*</td>
<td>Video</td>
</tr>
<tr>
<td>Ms. Meeta Bagga</td>
<td>Slides</td>
</tr>
</tbody>
</table>

## Course Details

- **Course Name**: Mobiles for Development
- **What is the course about?**:
- **Start Date**: October 2, 2013
- **Closed On**: November 25, 2013
- **Offered and Certified By**:
  - Indian Institute of Technology Kanpur
  - Commonwealth of Learning
Insights

MOOC4D is possible

MOOC approach can be harnessed for capacity development at scale

Public sector can do it
MOOC with software industry

NPTEL MOOC with software industry

• 52000 joiners
• 15000 active
• 7500 participation certificates

Advanced certificates through proctored tests
MOOC on MOOC

New platform
• 2100 joiners
• 82 countries
• In progress (started 5 September, 4 weeks)

Interest from various sectors
Branded MOOCs

No certification

No QA effort

No credits
MOOC4D

Framework for QA and certification necessary

Eventually, transfer of credits

National policy backing helpful
Visa/Mastercard models at national level?

Credible framework for assessment and credit banking and transfer

Policy grounding will be essential to coordinate
## MOOC4D to New Virtual Universities?

<table>
<thead>
<tr>
<th>Re-engineer MOOC</th>
<th>Build in certification framework</th>
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<tbody>
<tr>
<td>Stringent QA</td>
<td>Use and create OER/lowers costs</td>
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</tbody>
</table>
Thank you!