Forum: Challenges and Pitfalls of MOOCs for Higher Education (PMOOC: MODeL)

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Outline of this Presentation

- Country and University Contexts: to answer the question why we are doing MOOC and why those MOOCs
- Our MOOC Experience and Direction
- Insights:
  - Opportunities and Benefits
  - Challenges and Pitfalls
Introduction

Country Background and Context Specific to Education

• A developing Country
  – Gross National Income (GNI)
  – Human Assets Index (HAI)
  – Economic Vulnerability Index (EVI)

• Percentage of population undernourished
• Mortality of children 5 years and under
• Gross secondary enrollment
• Adult literacy rate
Country Background and Context: Specific to Education

- A developing Country
- Gross National Income (GNI)
- Human Assets Index (HAI)
- Economic Vulnerability Index (EVI)

Measure of the income status of a country or the value of the products and services produced by the country
Country Background and Context: Specific to Education

- Get the degree
- Enter college
- 1000 who start Grade 1
- 650 graduate
- 430 HS Grad
- 230
- 120
Country Background and Context: Specific to Education

- Unemployment rate: averaged 9.01% (1994-2013)
- Among the unemployed persons in April 2014:
  - 61.7% were males
  - 30.5% in the age group 25-34
  - 22.4% were college graduates
  - 14.5 were college undergraduates
  - 32.7% were high school graduates
Country Background and Context: Specific to Education

While “there are many jobs available for jobless Filipinos, many of them, unfortunately, are not qualified”

(Waga, 2014)
Country Background and Context: Specific to Education

The Department of Labor and Employment cited job mismatch as one of the top factors why many Filipinos remain unemployed.
One of the constituent units of the University of the Philippines

- Established in 1995; mandated to democratize access to quality higher education through distance education
- A public service university; research university
- Started doing distance elearning in 2001; became fully online in 2008
- Started implementing MOOC in 2013
- RA 10650 (Open Distance Learning Act)
Faculty of Education
• Associate in Arts
• Bachelor of Education Studies
• Graduate Certificate in Distance Education
• Diploma in Science Teaching
• Diploma in Mathematics Teaching
• Diploma in Language and Literacy Education
• Diploma in Social Studies Education
• Master of Distance Education
• Master of Arts in Language and Literacy Education
• Master of Arts in Social Studies Education
• Doctor of Philosophy in Education

Faculty of Information and Communication
• Bachelor of Arts in Multimedia Studies
• Diploma in Computer Science
• Master of Development Communication
• Master of Information Systems
• Doctor of Communication

Faculty of Management and Development Studies
• Diploma in International Health
• Diploma in Land Valuation & Management
• Diploma in Social Work
• Diploma in Research and Development Management
• Master of International Health
• Master of Land Valuation & Management
• Master of Social Work
• Master of Public Health
• Master of Hospital Administration
• Master of Arts in Nursing
• Master of Public Management
• Master of Environment and Natural Resources Mgmt
• Master of ASEAN Studies
UPOU expanded its reach by offering its MOOCs or MODeL

- android apps development
- Technopreneurship
  - Smart Communications
- Fundamentals of Business Process Management
- Business Communication
- Service Culture,
- Systems Thinking,

IT-Business Process Association of the Philippines and the Asian development Bank
UPOU expanded its reach by offering its MOOCs or MODeL

- Inter Local Cooperation
  
  *Dept of Interior and Local Government*

- Child Rights Protection and Promotion (8)
  
  *UNICEF-Phil*

- Business Analytics (9 courses)
  
  *CHED*

- Bridge Courses for English and Math
pMOOCs Direction & Positioning

- MOOCs for Credit to our degree programs
- MOOCs for the implementation of RA10650
- MOOCs for Teacher Training and Certification

- Lifelong learning/continuous training/learning new skills/updating knowledge and skills (inclusive education for inclusive economic growth/financial inclusion)
Benefits and Opportunities of MOOCs for Higher Education

• How did the MOOCs initiative contribute to the university/higher education system?
  – Helped other HEIs in improving the quality of education through content sharing (OERs) and teacher training (through MOOCs)
  – A new area for research
  – Opened access to quality higher education
  – Contributed to the thickening of discourse on MOOC and changing the world view about it
Challenges of MOOCs for Higher Education

• Changing perception about MOOCs
  – A disruption in the current system/conventional education
  – Quality is not good (no f2f meetings; plagiarism and cheating; etc)

• Show/develop model of using MOOCs to improve current system/conventional education

• Position MOOC as a good disruption (use of OERs to improve quality of teaching in terms of content and teacher professional development)
Challenges of MOOCs for Higher Education

• Changing perception about MOOCs
  – A disruption in the current system/conventional education
  – Quality is not good

• Integrate quality pillars for open distance elearning (ODeL)
  – I Teach IDEA quality Framework (UPOU MOOC Framework)
Quality of Instruction in UPOU MOOCs/MODEl

the I Teach IDEA framework

(I)- institutional support or commitment

(Teach)- teaching, support staff, and the teaching learning environment or LMS

(I)-IT infrastructure

(D)- design of learning and instruction
  (constructivism; instructivism; connectivism as appropriate based on learning goals; keeping the students engaged; integration of different types of interaction)

(E)- evaluation or continuous research and monitoring of the initiative

(A)- assessment of and for learning by adapting this I Teach IDEA framework

Partnership with the Industry/other stakeholders
Designing the LMS for UPOU’s MOOCs

• LMS for UPOU MOOCs was powered by Moodle
• free and open plug-ins like YouTube anywhere, google hang out for various types of assessment
• interaction between and among the teacher and learners to facilitate and to motivate the learners
• automated assessments; peer assessment to facilitate assessment for learning
• platform for social interaction/community of learners and practitioners (acadeimiacs)
• ePortfolio system
• Helpdesk
Challenges of MOOCs for Higher Education

- Initial capital investment
- Recognition of Certificates of Accomplishment/Completion by universities (for transfer credit) and industries for employment
- Sustainability model
- Digital Divide
- Massiveness = Diversity
- Language
- Concept of ROI
- Partnership with industries/interested stakeholders
  - BPO companies
  - Telcos
  - UNICEF
  - DILG
  - CHED
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  - Consider transfer credit mechanism of HEIs (validation exams, etc)
  - MOOCs Quality pillars
  - Partnership with industries/interested stakeholders (for material development and assessment)
    - BPO companies
    - Telcos
    - UNICEF
Challenges of MOOCs for Higher Education

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**Sustainability model**
- Digital Divide
- Massiveness = Diversity
- Language

- MOOCs Quality pillars
- Partnership with industries/interested stakeholders (for continuous material improvement/updating)
- Knowledge Hub – where all stakeholders can participate (HEIs for content; learners for certification; industry for talents needed; teachers for training, etc)
Challenges of MOOCs for Higher Education

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  - Massiveness = Diversity
  - Language
- Access; Skills; Cost
  - Partner with other agencies who can do digital literacy training (CeCs)
- Course site can be accessed using different devices (including mobile phones)
Challenges of MOOCs for Higher Education

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- Multiple paths to learning for different learning preferences/multimedia materials (text; print; video; podcast)
- Learner Support (DE Readiness Module; additional learning materials to prepare learners to the lessons)
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- Digital Divide
- Massiveness = Diversity
- Language
  - Language as an option to paths to learning/lessons are translated to Filipino
Pitfalls of MOOCs for Higher Education

• Doing MOOCs just to join the bandwagon/Failing to interrogate the why’s and the how’s and the what’s of doing MOOCs
• Be limited to what the leading MOOC providers do
• Measuring success using indicators other than learning or the purpose why we do MOOCs e.g. enrollment
Thank you!