Second Regional Expert Meeting

MOOCs as a Catalyst to Enhance Teaching and Lifelong Learning in Asia and the Pacific

10-11 October 2016
National Institute for Lifelong Education
Seoul, Republic of Korea

CONCEPT NOTE

Background

Have we reached a new phase in the development of higher education in Asia and the Pacific? After more than two decades of rapid increases in access throughout the region, there is growing consensus about the central role of open and online education to enhance the quality of teaching and learning in higher education and promote lifelong learning opportunities for all.¹

Building on the Education 2030 agenda² and Qingdao Declaration³ to ensure access to quality education and unleash digital opportunities, UNESCO Bangkok and the National Institute for Lifelong Education (NILE) will organise the second regional expert meeting on Massive Open Online Courses (MOOCs) as a catalyst to enhance teaching and learning in higher education and lifelong learning throughout Asia and the Pacific (10-11 October 2016 in Seoul, Republic of Korea).

Based on the 2015 regional expert meeting in Chengdu, China the second meeting of leading practitioners and researchers will distil practical advice on MOOCs for policymakers, administrators and faculty that is culturally specific and relevant to the Asia-Pacific region.

MOOCs as a catalyst for quality higher education and lifelong learning

Used effectively with support from campus leadership, MOOCs can serve as a channel to enrich teaching and learning experiences both online and on campus. This dual potential to supplement existing university courses and promote online access for a wider target

 audience remains a key challenge for faculty and higher education leaders in Asia and the Pacific.

Data collected from MOOCs can support the development of learning analytics, improve assessment and provide targeted feedback to faculty to enhance active learning experiences for students. In this way, learning analytics from MOOCs can serve as a feedback loop to guide faculty as they develop student-centred learning experiences in diverse learning environments.

To ensure a coherent approach, higher education institutions need clear institutional strategies about the role of technology in teaching and learning and how MOOCs are integrated with the broader institutional strategic planning process. Teaching and learning support systems and other ICT infrastructure are needed to promote synergies of technology, pedagogy and content among the teaching staff. This integrated approach to building skills and capacity recognizes that quality higher education depends on appropriate use and institutional governance of online learning.

**An integrated approach to MOOCs: Enhancing teaching and learning**

To address this need, UNESCO Bangkok recently collaborated with the higher education community in Asia and the Pacific to develop a framework to help drive, sustain, and scale technology-integrated courses. Eight strategic dimensions were identified within the framework: vision and philosophy; curriculum; professional development; learning support; infrastructure, facilities, resources and support; policy and institutional structure; partnerships; and research and evaluation. By assessing these strategic dimensions, higher education stakeholders can better formulate and implement strategies that can sustain and scale MOOCs in and across their higher education programmes and courses while also expanding access to quality higher education for all.

The second regional expert meeting on MOOCs, co-organised by UNESCO Bangkok and NILE, will explore this strategic planning framework in the context of MOOCs in order to promote an integrated approach to teaching and learning that enhances student-centred experiences. The objectives of this important effort are outlined below.

**Meeting objectives**

The regional expert meeting on MOOCs is co-organized by UNESCO Bangkok and NILE in support of the Education 2030 agenda and Qingdao Declaration to seize digital opportunities and promote lifelong learning opportunities for all. The meeting will focus on the following core objectives:

1. Take stock of regional needs, with a special focus on Least Developed Countries and developing economies, to use MOOCs to achieve their goals for quality education;
2. Conduct a MOOC simulation on analysing learning analytics to promote quality higher education, both online and on campus;
3. Collect case studies to distil practical advice for policymakers and practitioners that is culturally specific and relevant to the Asia-Pacific region;
4. Prepare a synthesis report to share with key stakeholders in the Asia-Pacific region.

**Expected outcomes**

- Deepen understanding of challenges and opportunities for MOOCs to unleash potential in higher education and lifelong learning in Asia-Pacific, including Least Developed Countries and developing economies;
- Build skills on the assessment of learning analytics in MOOCs to ensure inclusive and equitable education, including promoting gender equality in higher education;
- Strengthen a regional platform for promoting continuous dialogue on the role of MOOCs to serve as a catalyst to enhance teaching and learning in Asia-Pacific.

**Participants**

With generous support from NILE, the regional expert meeting will involve representatives from Asia and the Pacific, including Least Developed Countries and developing economies, with expertise on MOOCs, online learning, Open Educational Resources and learning analytics. Meeting costs will be covered by NILE with support from UNESCO Bangkok.

**Organisation**

Co-organised by UNESCO Bangkok and NILE

**Dates**

10-11 October 2016

**Venue**

National Institute for Lifelong Education, Seoul, Republic of Korea

**Tentative programme**

**Day 1: Monday, 10 October (full day)**

- Welcome address by UNESCO Bangkok, the Ministry of Education and National Institute for Lifelong Education
- Objectives: MOOCs as a catalyst for quality higher education and lifelong learning
- Regional overview: MOOCs to enhance teaching and learning in Asia and the Pacific
- National case study on K-MOOC and Lifelong Learning (Republic of Korea)
- From the field: Roundtable discussion of case studies from Cambodia, China, Fiji, Hong Kong SAR, Indonesia, Japan, Malaysia, Philippines and Thailand
- Eight strategic dimensions to drive, sustain, and scale technology-integrated courses
Day 2: Tuesday, 11 October 2016 (half day)

- Opening remarks
- MOOC simulation: Analysing learning analytics
- Assessing the effectiveness of MOOCs to promote quality education in Asia-Pacific
- Taking action: Next steps for the development of a regional platform
- Closing remarks
- Optional afternoon session: Study/ cultural visits

Working language

English will be the working language

For further information, please contact:

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