Present Status of MOOCs in Myanmar

Prof. Dr. Hla Tint
Rector
Yangon University of Distance Education

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People expect to be able to work, learn, and study whenever and wherever they want to.

The technologies we use are increasingly cloud-based and expectations of IT decentralized support.

Abundance of resources and relationships are easily accessible via the Internet.

Education paradigms are shifting to include online learning, hybrid learning, and collaborative models.
Enrolment of Higher education in Myanmar - more and more increased.

ODL: can extend the reach of HEIs to aspiring students and enables them to pursue a tertiary degree at any place and any time. ODL is increasingly becoming a legitimate and cost-effective tertiary education.

ODL: significant improvement with the advent of new ICT Courses are uploaded in LMS that can be conveniently accessed through the Web.
Online learning of Higher Education in Myanmar

- e-Learning initiated in Myanmar since 2001
- YUDE is the focal university for e-Learning
- 624 e-Learning Centers under the control of YUDE
- e-Learning centers were upgraded to two-way communication system or the interactive system
- e-Learning centers, computer training centers, e-resources centers, language labs, multimedia lecture auditorium, multimedia conference rooms in every HEIs
- Myanmar Education Network, utilizing VSAT and iPStar was established in Oct 2001

- Computer colleges, Universities and UT Yadanapon Cyber City offer the degree program of ICT
Only three universities can offer online program, i.e., Yangon University, Yangon Institute of Economics and Yangon University of Distance Education.

YUDE offers two online programme

- Post-Graduate Diploma in Law (PGDL)
  [www.yudeonline.com.mm](http://www.yudeonline.com.mm)
- Under-graduate degree program of Law (LLB)
  [www.ynou.edu.mm](http://www.ynou.edu.mm)
- Public website for all students
  [www.yude.edu.mm](http://www.yude.edu.mm)
YUDE focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

**access** to higher education: promote the learning opportunities through ODL

**equity and inclusion**: gender ratio is good

**quality and learning outcomes**: Not yet established QA Team; fitness for requirement

promote life-long learning opportunities for all: equitable and increased access to quality higher education and research, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education.
Online Diploma By Occupation

- Public: 31%
- Private: 58%
- Student: 3%
- Dependent: 6%
- Foreign: 2%
Online Diploma
By Sex

- Male: 66%
- Female: 34%
Online Diploma
Kinds of Degree

- M.B.B.S: 37%
- B.N.Sc: 4%
- B.V.Sc: 1%
- B.E: 0%
- B.Pharm: 0%
- M.E: 3%
- M.C.Sc: 1%
- B.C.Sc: 0%
- B.C.Tech: 0%
- M.Sc: 3%
- B.SC: 0%
- M.A: 1%
- LLB: 3%
- B.Ed: 3%
- B.Ecom: 0%
- B.A: 3%
- BBM: 1%
- BBM: 1%
- B.Ag: 0%
Online Diploma
By Age

- 61-70: 12%
- 51-60: 14%
- 41-50: 22%
- 31-40: 25%
- 21-30: 27%
LLB (Online)
By Occupation

- Public: 54%
- Private: 16%
- Student: 20%
- Dependent: 10%
LLB Online
By Sex

40%  Male
60%  Female
LLB Online
By Age

- 61-70: 31%
- 51-60: 10%
- 41-50: 5%
- 31-40: 8%
- 21-30: 19%
- 16-20: 27%
LLB Online
Kinds of Degree

- M.B.B.S
- BBM
- PhD
- B.E
- B.Pharm
- M.C.Sc
- B.C.Sc
- B.C.Tech
- B.Tech
- B.Sc
- BDS
- B.Ecom
- B.com
There is no MOOCs in Myanmar.

MOOCs provide access to quality educational materials
MOOCs provide the opportunity to connect with people who share the same interests or professional profiles.
MOOCs can contribute to SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
MOOCs access learning opportunities

MOOCs as a means of achieving higher quality education by making more quality learning materials available.

MOOCs as a means of training teachers, thereby increasing the quality of teachers and hence of education.
MOOCs as just another milestone in the process of transforming HE into a more open, accessible, flexible, affordable, transparent and accountable entity.
MOOCs should be opening up and continuously improving education through the use of ICT.
MOOC as an event in the cyber space.
- It is a global event in that anyone from anywhere can join in.
- There is a strong media component to it.
- Planning and preparations are essential to the success of a MOOC media event.
- MOOC is not managed by an individual a team necessary.
- The team must bring together different types of expertise and capabilities.

- the important things in an online course is the educational resources the interactions identity management assessments learning analytics certification and event management
- assessment is not about testing or testing alone
- facilitating interactions is a key matter in any MOOC.
- This is where the course manager has an important role.
- Faculty lead and content specialists are very good for managing content and presentation
- The course manager thus can focus on facilitating interactions.
Major Tasks for MOOC Organizers

Event: Course team formation - Infrastructure and course setup - Publicity and operation
Technology Platform: Choose MoocMS - MOOC hosting - Content preparation

Content: Schedule of topics - Speaker identification - Recording of lectures

Event organization

Identify the course team: Instructors, Teaching assistants, Technical support persons
Define the course structure: Outline of topics/modules, Process of assessment and certification etc.
Infrastructure setup: MooCMS: Setup a dedicated website, Content creation, Social media presence
Running the MOOC: Registration, Periodic Releasing the content, Class monitoring, Student assessment
Course content
Schedule of topics: Topics to be covered - Sequencing of topics
Identify speaker(s) for topics: Who will deliver which topics
Content preparation Record: the video lectures - Fine tune by editing

Running the MOOC:
Registration: Online/offline/both; Handling payments if any
Content Release: Periodic (Weekly/daily); All at once
Monitoring the class: Watch the forums/chat rooms; Watch analytics
Student assessment; Quizzes; Analytic
MOOCs

- Free for the student!
- It is EXPENSIVE to the producer
- Production Costs

People Faculty Members (Domain Experts)
  Project Manager
  Design Team
  Video Production Team

• Time 10 mts. needs 6-8 hours of preparation by the Instructor

• Cost $4000 to 5,000 per hour of Video (if you have the infrastructure in place)

And then you have to deliver the course

If the students are not paying, where is the money coming from?
So far -
  • Venture Capitalists
  • University Endowments
  • Governments
  • How to make is self-sustaining?
Universities can use MOOCs to deliver standard course lectures; this enables the students to view and study standard course content outside the school, and frees up class hours for professor and students to have a more personalized, interactive, and meaningful teaching and learning sessions in the classroom.

MOOCs provides an opportunity to revisit the existing pedagogical and technological approaches in HEIs in Asia-Pacific, while identifying ways on how to make best use of MOOCs in higher education in the region.

Unique to MOOCs are interactive forums that promote a peer-to-peer learning experience. Because MOOCs are open to all, students can be sharing their experience with thousands of other students around the world.

MOOCs will be incorporated into formal education.
MOOCs for development The important ones are:

- limitations on public ICT infrastructure;
- the relatively high costs of accessing higher bandwidth (such as broadband or 3G mobile);
- most teachers’ unfamiliarity with offering online courses and mentoring online; and
- most learners’ limited exposure to online socialisation in learning.

Intensive mentoring was necessary for the successful management of MOOCs for development.

Carefully planned training of faculty and technical support staff prior to the launch of MOOCs was critical. Frequent and extensive consultations online and offline were carried out to identify relevant topics.
The following policy measures at both national and institutional levels could be taken to remove some of these barriers:

- providing an adequate infrastructure for online education;
- investing in improving teacher quality; and
- stimulating the development of the skills required to be successful in MOOCs.

Continuous evaluation of MOOCs for effectiveness and impact is necessary, especially when MOOCs are harnessed in support of social and economic development.

For example, at an institutional level, the following processes should be evaluated on a regular basis:

- It is essential to examine the impact of MOOCs on the institution’s present and potential customers.
- MOOCs influence an institution’s processes and resources both positively and negatively. All these major influences should be evaluated.
- High-quality MOOCs require significant financial resources, while their financial benefits are subtler and tentative. These must be evaluated.
Future Plan for MOOCs

To invest in building the ICT skills of teachers as well as learners to increase participation in MOOCs.

To invest developing an affordable infrastructure for online learning and in improving teacher quality should also be a priority.

To be considered that offering MOOCs on multiple access devices, including mobile phones, providing for translation features or automatic translation of the learning materials, thereby lowering the technological and linguistic barriers for learners in developing countries.

Let the students take a MOOC as part of a traditional course.
- Each week, the teacher organises a face-to-face meeting to discuss difficulties, add extra tasks, present local cases to supplement those in the MOOC and so forth. The final examination is prepared and graded by the teacher.

To collaborate and cooperate with local and international institutions and organizations.
Thank You