MOOC Here; MOOC There; MOOC Everywhere: But who are our Learners?

Melinda dela Pena-Bandalaria, PhD
Dean & Professor
University of the Philippines
Open University

the course, Connectivism and Connective Knowledge considered to be the first MOOC was offered – facilitated by George Siemens and Stephen Downes; the term "MOOC" was coined during a chat/skype conversation between Dave Cormier and George Siemens

New York Times declared this year as the "Year of the MOOC"

the "Year of Anti-MOOC (as described by George Siemens himself) because MOOC was seen to be in a "*period of flux and that criticism is mounting*" (Times Higher Education)

The Criticisms

- perceived intellectual neo-colonialism given the one-way transfer of educational materials from the rich north to the poor south;

- Low completion rate

- Quality of education

- Cheating and plagiarism

MOOC by the Numbers

- edX:
  - 60 courses
  - >1 Milion users as of June 2013
- Udacity:
  - 30 courses
  - More than 750,000 as of late 2013
- Coursera:
  - 400 courses
  - 4 Million users

http://www.educationdive.com/news/moocs-by-the-numbers-how-do-edx-coursera-and-udacity-stack-up/161100/

❑ **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**

❑ **Started doing distance elearning in 2001; became fully online in 2008**

❑ **Center of Excellence for ODL (CHED)**
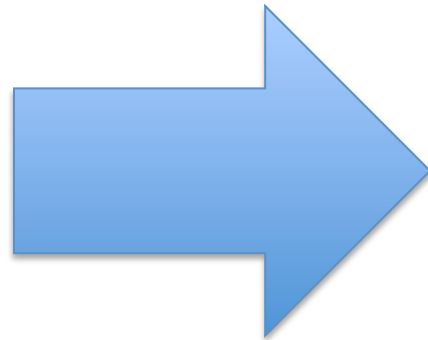
❑ **Member: AAOU and ICDE**

The UP Open University

ICT
Openness

Era of Open Education

MOOCs
massive open
online courses
(in 2013)

mainstreaming
open education
discourse

In 2013, the UPOU expanded its reach by offering its MOOCs

- android apps development
- Technopreneurship
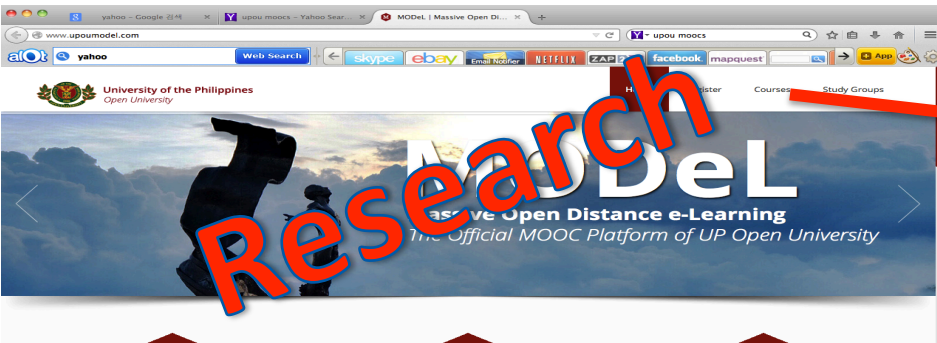   Smart Communications.

- Fundamentals of Business Process Management
- Business Communication
- Service Culture,
- Systems Thinking,
- Advanced Business Process Management.

IT-Business Process Association of the Philippines and the Asian development Bank.

Research

MOOCathon

the unending conversation about MOOC

A documentation of the journey:

MOOC is just a DeL course made open

Initial Framework

MODeL

Current Framework

For this Study:
The Specific Objectives

❑ **What specific learning needs did the university consider in its MOOCs?**

❑ **How were these needs reflected in the MOOC offerings?**

❑ **What MOOC framework can be recommended to other universities and institutions who are planning to offer their own MOOCs?**

Research Methodology

- Documentation of the following activities:
  - MOOC-cathon
    - crowd sourcing for the design and development of the LMS for MOOCs
  - Pilot run/offering of the courses
    - Profiling of the learners

Results and Discussion

- What specific learning needs did the university consider in its MOOCs?

Openness → **Massiveness**

Openness → **Diverse Learners**
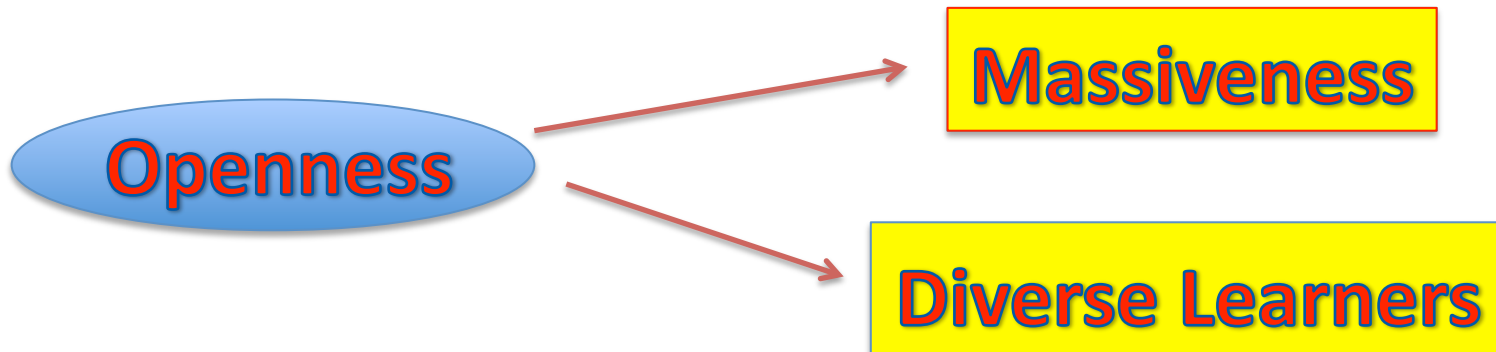
Different needs/reasons for learning
- Different ways to learn/learning style
- Different starting points/knowledge level
- Different grasp of the English language

Results and Discussion

- How were the diverse needs of the learners considered in the MOOCs?
  - Addressing the various criticisms that may turn away learners from enrolling in the MOOCs
    - Quality; plagiarism/cheating; developed own materials (to mirror the context of work/community environment/culture
  - Learning Management System features
    - Moodle (different features e.g. DF to keep the students engaged; workshop for peer assessment)
    - Plug-ins (e.g youtube anywhere for assessment of learning)
    - Google Hang out
  - Learning/Instructional design
    - Multimedia format of lessons/materials (text; video; audio)/multiple paths to learning
    - A blending of instructivist and constructivist approaches depending on the the learning goals set for the topic/lesson

Results and Discussion

- What MOOC framework can be recommended to other universities/institutions who are planning to offer their own MOOCs?

Partnership

Initial Investment
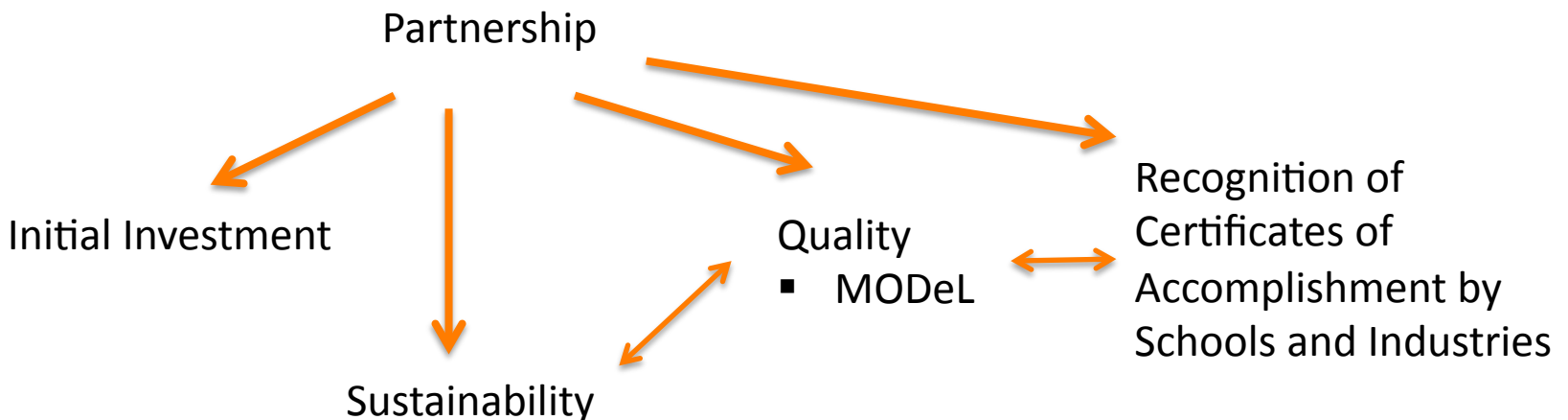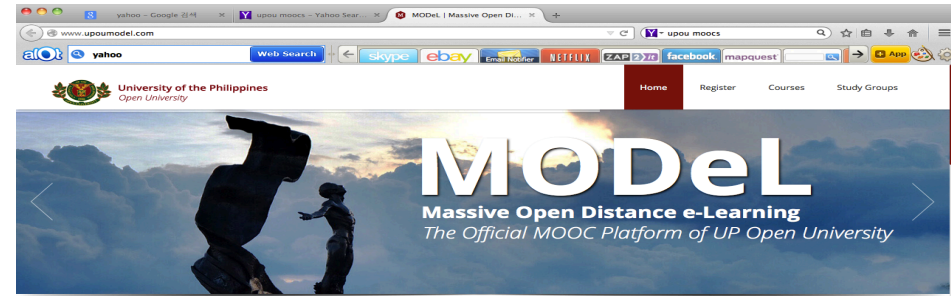
Sustainability

Quality
- MODeL

Recognition of Certificates of Accomplishment by Schools and Industries

MODeL: The Features

❑ **Massive**

❑ **Open**

❑ **Distance eLearning as mode**

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 hub

(I)-IT infrastructure

(D)-design of learning and instruction

(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/ relevant organization for content

So Who are Our Learners?:

	Android Apps Development MOOC (754)	BPO Industry MOOCs (1080)
Gender		
• Male	475(63%)	446(41%)
• Female	226(30%)	634(59%)
• No Response	53(7%)	0
Education		
• Did not finish college	117(30%)	171(16%)
• Finished college	189(48%)	444(41%)
• With post grad degree/units	58(15%)	80 (8%)
• No Response	26(7%)	383(35%)

So Who are Our Learners?:

	Android Apps Development MOOC (754)	BPO Industry MOOCs (1080)
Employment Status		
▪ Employed	300(77%)	864(80%)
• Unemployed	10(3%)	22 (4%)
• Student	35(8%)	108 (10%)
• No response	45(11%)	86(6%)

So Who are Our Learners?: Some insights

- There seemed to be a dichotomy in terms of course preference of men and women.
  - Technical courses for men
  - Non-technical courses for women

The same trend was observed in the credit/ degree courses of the university.

So Who are Our Learners?: Some insights

- It seems that the university is not reaching the sector it is supposed to reach through MOOCs (the undergrads; the unemployed; the OFWs).

The university aimed to position its MOOCs as a strategy for education inclusion/opening access to education as tool for inclusive economic growth.

This observation confirmed the findings of earlier studies on who enroll in MOOCs.

Implications: there may be concerns like access problem, awareness that these courses exist; unsure of procedure/process on how to participate

Strategic Moves based on the Profile of the Learners:

We partnered with other institutions:
- ❑ To make sure that the target learners will be reached
- ❑ To ensure access to Internet (CeCs)
- ❑ To Increase completion rate (learner support)
- ❑ To employ learning analytics to further interrogate MOOC Learners Profile with course completion

We got learners who are really interested to learn about the topics!!

- ❑ *Teachers of HEIs who are planning to offer the courses*
- ❑ *Interested to be employed in the BPO industry/use the learning for gainful economic engagement/more productive work*
- ❑ *Interested to learn*

Thank you!!

www.upou.edu.ph

mbandalaria@upou.edu.ph