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

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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

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
Era of Open Education

MOOCs
massive open online courses
(in 2013)

mainstreaming open education discourse

- Connectivity
- Interactivity
- Ubiquity
- Constructivist-participatory pedagogy
In 2013, the UPOU expanded its reach by offering its MOOCs:

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

A documentation of the journey:

Research MOOCathon

the unending conversation about MOOC

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:
  • MOOCathon
  • 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?

- 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?
MODeL: The Features

- Massive
- Open
- Distance eLearning as mode
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
So Who are Our Learners?:

<table>
<thead>
<tr>
<th></th>
<th>Android Apps Development MOOC (754)</th>
<th>BPO Industry MOOCs (1080)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>475 (63%)</td>
<td>446 (41%)</td>
</tr>
<tr>
<td>Female</td>
<td>226 (30%)</td>
<td>634 (59%)</td>
</tr>
<tr>
<td>No Response</td>
<td>53 (7%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not finish college</td>
<td>117 (30%)</td>
<td>171 (16%)</td>
</tr>
<tr>
<td>Finished college</td>
<td>189 (48%)</td>
<td>444 (41%)</td>
</tr>
<tr>
<td>With post grad degree/units</td>
<td>58 (15%)</td>
<td>80 (8%)</td>
</tr>
<tr>
<td>No Response</td>
<td>26 (7%)</td>
<td>383 (35%)</td>
</tr>
</tbody>
</table>
So Who are Our Learners?

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Android Apps Development MOOC (754)</th>
<th>BPO Industry MOOCs (1080)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>300 (77%)</td>
<td>864 (80%)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>10 (3%)</td>
<td>22 (4%)</td>
</tr>
<tr>
<td>Student</td>
<td>35 (8%)</td>
<td>108 (10%)</td>
</tr>
<tr>
<td>No response</td>
<td>45 (11%)</td>
<td>86 (6%)</td>
</tr>
</tbody>
</table>
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!!

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