




MOOC4D
massive open online courses
for development

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COMMONWEALTH OF LEARNING

The Commonwealth



Comprises 52 nations around the world



Commonwealth Heads of Government Meeting
Vancouver, 1987

COMMONWEALTH OF LEARNING



To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development

Context


GOAL 4



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

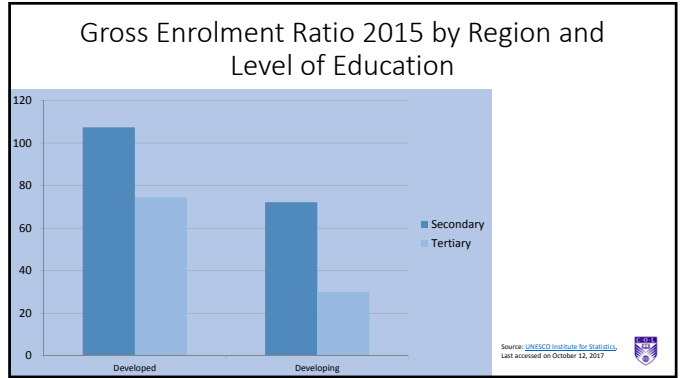
SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal

The Youth 'Bulge': 1.2 billion 15-29



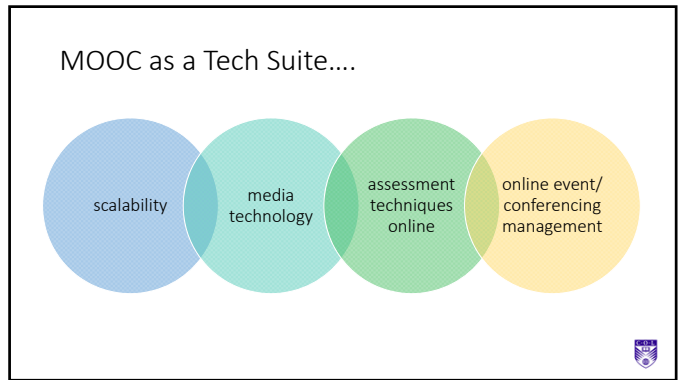
Of the 2.2 billion population of the Commonwealth, 60% under the age of 30

Source: The Commonwealth Youth Programme, last accessed on October 12, 2017





MOOCs can be an ally in Open Learning

- Provide access to **quality** learning at **low costs**.
- Build **capacity at scale**.
- Improve learning outcomes, through the use of alternative pedagogical approaches.
- Be integrated within national quality assurance frameworks.



Diversification in MOOCs

- No longer limited to credit orientation
- Not limited to Higher Education sector

Direct Use of a MOOC Service

From Climate Science to Action

Adaptation of Tech




XuetangX has Eight Million learners (Sep 2017)

Re-engineering the Tech Suite in MOOC




MOOC portal of Ministry of HRD, India (built by Microsoft)

For-profits in China, such as 163.com

Why is re-engineering necessary for MOOC4D in Open Education


- Reaching out to **Faculty with no exposure to TEL**
- **Learners not comfortable** with peer-grading and online socialising paradigms in industry-grade MOOCs
- Strongly **felt need for mentoring** in the course space
- **Video streaming demands bandwidth**
 - implies reasonable or **high costs to learners**

COL's MOOC4Dev

- Adaptation
- Re-engineering and innovation





COL and Indian Institute of Technology Kanpur partnership



- MookIT platform
 - Scalable to tens of thousands at low cost
 - Uses publicly accessible video streaming services (such as YouTube)
 - Content is open (OER)
- Audio track of video accessible on a phone
- Scripts of talks and slides available (as PDF)
- Integrates Social Media into the course discussion space

COL's MOOC4D: Overview




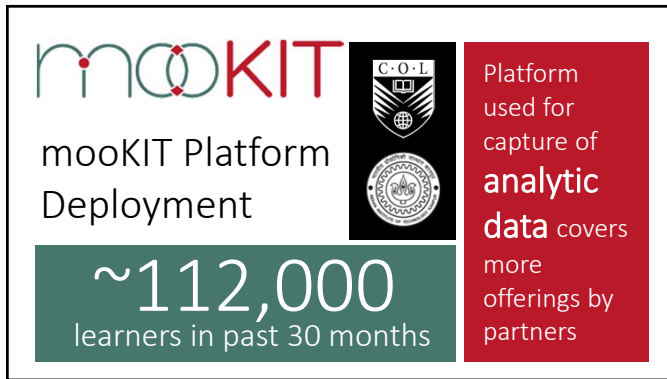
18 MOOCs on topics related to Human and Sustainable Development

112 countries

20,000 learners

3 MOOCs using just basic cell phones as access devices





mooKIT
mooKIT Platform Deployment

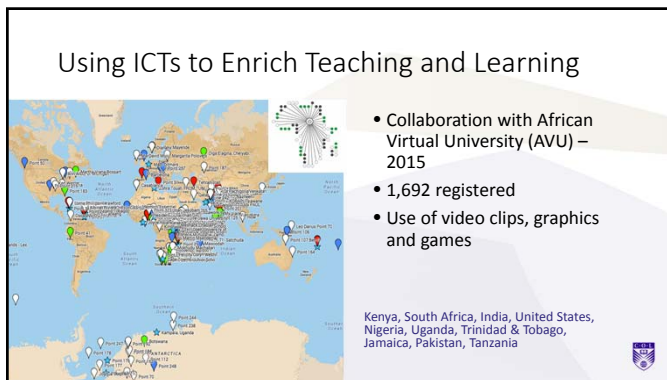
Platform used for capture of **analytic data** covers more offerings by partners

~112,000
learners in past 30 months



Mobiles for Development
a Massive Open Online Course (MOOC) by IIT Kanpur and COL

- Videos and text used
- Material in video format was couriered on DVDs and memory cards to Sierra Leone and Zambia
- The groups completed online assignments and examination; some eligible for certification



Using ICTs to Enrich Teaching and Learning

- Collaboration with African Virtual University (AVU) – 2015
- 1,692 registered
- Use of video clips, graphics and games

Kenya, South Africa, India, United States, Nigeria, Uganda, Trinidad & Tobago, Jamaica, Pakistan, Tanzania



Climate Change and Pacific Islands
28th August 2015 - 16th October 2015

Proudly supported by:

“.....presenters were amazed at the contributions and cross cultural exchanges that happened on Social Media”.

Ian Thomson, Course Manager

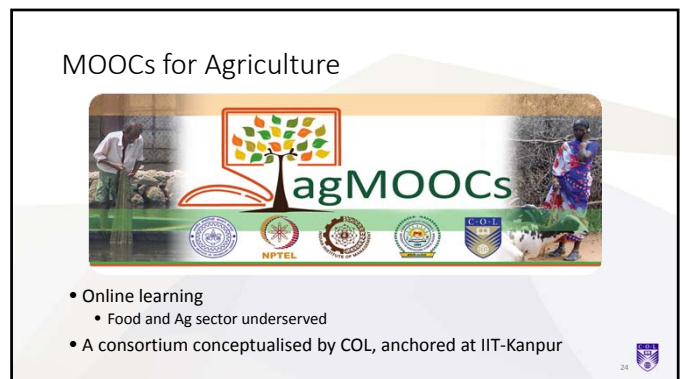


mooKIT
Platform support

ITS
Institute of Tourism Studies MALTA

HISTORY OF PHILOSOPHY OF SCIENCE
NATIONAL OPEN UNIVERSITY OF NIGERIA

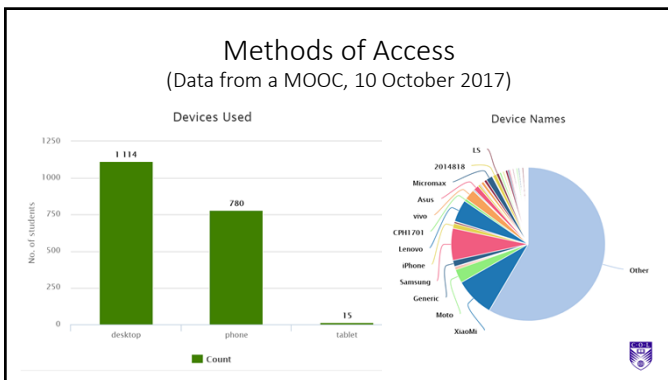
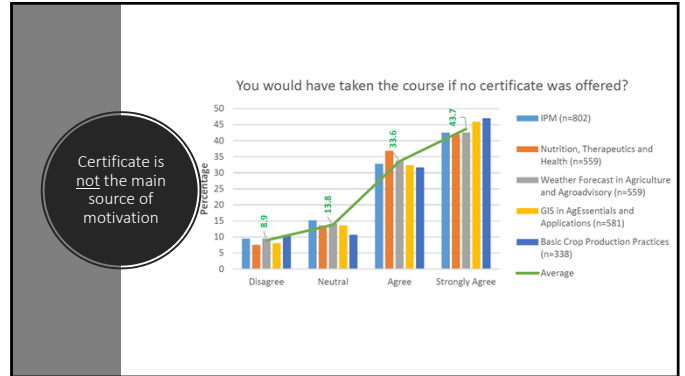
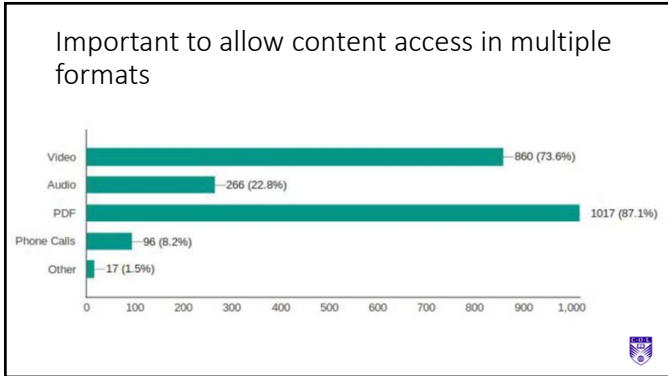
MOOC
Technology-Enabled Learning



MOOCs for Agriculture

agMOOCs

- Online learning
- Food and Ag sector underserved
- A consortium conceptualised by COL, anchored at IIT-Kanpur



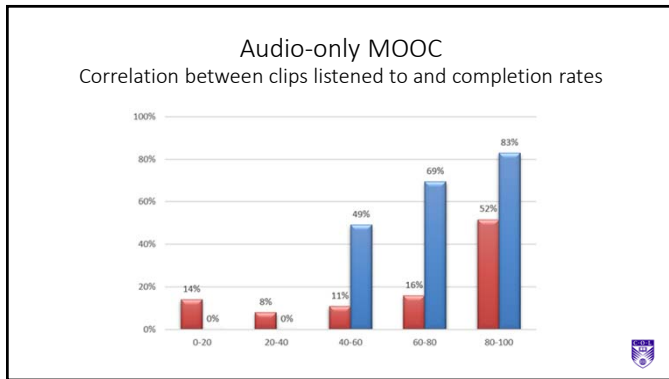
mooKIT Offline

mooKIT is a powerful MOOC management system that instructors, learners and system administrators find easy to work with. mooKIT has been built ground up at Dept. Of Computer Science and Engineering, IIT Kharpur, which is well known for its excellence in education and research. mooKIT's unique architecture makes it highly customizable and cost-effective at any scale. As of now, tens of courses have been offered to more than 100000 students.

mooKIT Offline tries to address the challenges with internet connections. Archived courses can now be accessed using an intuitive mobile app without an internet connection, which also makes content sharing much easier. All the course information like announcements, resources and forums from the previous run can be accessed, thus giving a complete MOOC experience without internet.

COURSES

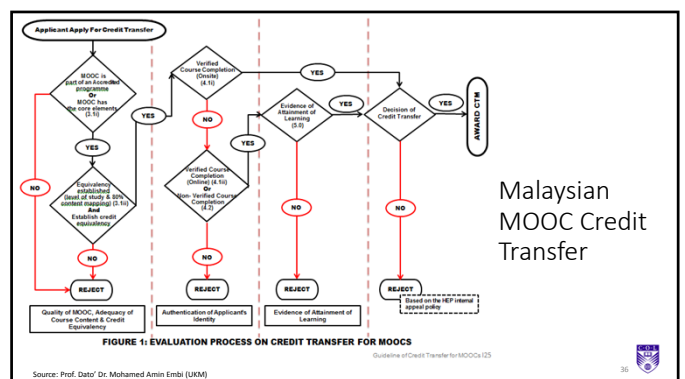
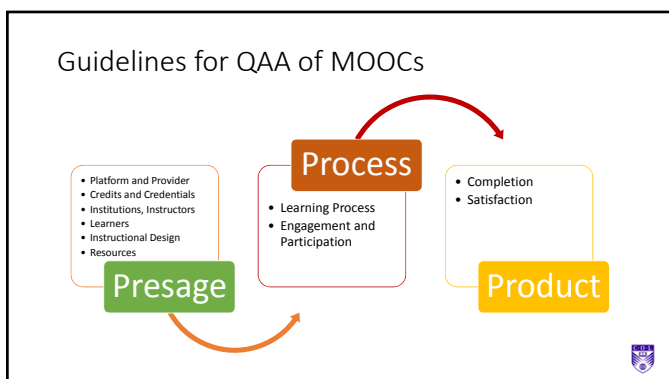




- ### Reaching the Bottom Billion
- Content should be designed for delivery in low bandwidth
 - Be able to deliver on a basic phone
 - Social media integration is a must
 - Online peer-to-peer interactions must be supplemented with blended approaches
 - Content should be open (i.e. OER)

Quality

- ### Guidelines for Quality
- COL Guidelines for MOOCs
- Purpose decides quality indicators
 - Context critical
 - Accreditation agencies looking for credit equivalence



Issues for Quality

One size does not fit all

- Student verification and academic integrity
- Peer assessment needs to be accepted
- Delinking of the institutions which teach and the institutions which offer credential

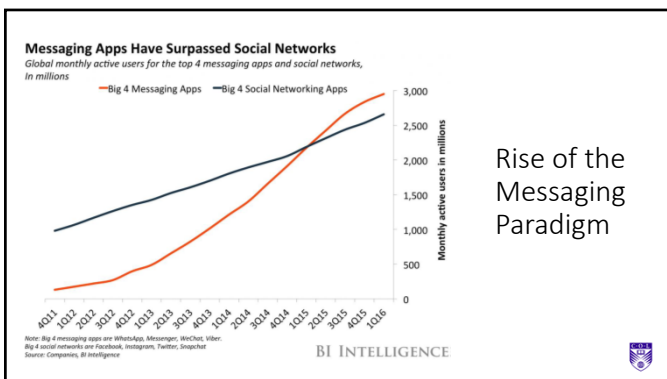
Implications for Policy

National Policy

- View MOOC as a new, interactive broadcast medium
- Develop credible QA and Credentialing framework
- Focus on Higher Education as well as advanced skills development/in-service training
- Develop and nurture a capable and robust infrastructure
- Manage costs: adopt OER policies

'Register at Swayam to become a trained teacher, or lose your job': Javadekar

Prakash Kumar, DH News Service, NEW DELHI, Sep 5 2017, 18:39 IST



Mainstreaming of MOOCs in developing countries national systems

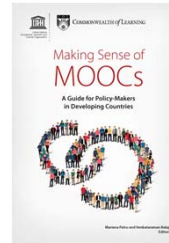
Integration of two technologies:

Messaging space for interactions

Use of Blockchains for preserving integrity of learner records

Finally, for developing countries

- New model of MOOCs required, one that reaches the unreached
- MOOCs will supplement rather than replace traditional institutions
- Excellent platform for skilling at scale and speed



MOOCs



A tool for achieving SDG 4

Thank You

col.org

