The Commonwealth
Comprises 52 nations around the world

Context

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

GOAL 4
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL
The Youth ‘Bulge’: 1.2 billion 15-29

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

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

MOOC as a Tech Suite....

scalability
media technology
assessment techniques online
online event/conferencing management

Direct Use of a MOOC Service

WBGx
Free online courses from World Bank Group

From Climate Science to Action
Adaptation of Tech

XuetangX has Eight Million learners (Sep 2017)

Re-engineering the Tech Suite in MOOC

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

- 3 MOOCs using just basic cell phones as access devices
- 18 MOOCs on topics related to Human and Sustainable Development
- 20,000 learners
- 112 countries
**mooKIT Platform Deployment**

~112,000 learners in past 30 months

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

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**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

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**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

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**MOOCs for Agriculture**

- Online learning
- Food and Ag sector underserved
- A consortium conceptualised by COL, anchored at IIT-Kanpur
Important to allow content access in multiple formats

Methods of Access
(Data from a MOOC, 10 October 2017)

Certificate is not the main source of motivation

An “Off-lined” MOOC?

Audio-only MOOC for Semi-skilled Gardeners
Audio-only MOOC
Correlation between clips listened to and completion rates

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

Guidelines for QAA of MOOCs

Presage • Platform and Provider
• Credits and Credentials
• Institutions, Instructors
• Learners
• Instructional Design
• Resources

Process
• Learning Process
• Engagement and Participation
• Completion
• Satisfaction

Product

Malaysian MOOC Credit Transfer

Source: Prof. Dato' Dr. Mohamed Amin Embi (UKM)
Issues for Quality

• 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, OH 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