

E-LEARN 2017 PRE-CONFERENCE SYMPOSIUM

“MOOCs and Open Education in the Developing World”

Monday and Tuesday October 16-17, 2017 Sheraton Vancouver Wall Centre
Registration is Required: <http://conf.aace.org/elearn/registration>

ABOUT

What do the World Bank, UNESCO, the Commonwealth of Learning (COL), the Inter-American Development Bank, and numerous other organizations and institutions around the globe have in common? They are all engaged in fascinating experiments to take advantage of advances in digital technologies and e-learning design to provide education, training, and professional development opportunities to people in developing countries who previously could not partake of these opportunities. One such delivery mechanism has been the massive open online course (MOOC) as well as various MOOC-like derivatives. Another is the use of open educational resources (OER). These efforts are already benefitting millions of people, but much potential for expansion and improvement remains.

According to recent data from Class Central, MOOCs continue to evolve and expand at mind-boggling rates. In fact, they now total nearly 7,000 such courses provided by over 700 universities worldwide that have reached 58 million students in 2016, of which 23 million registered for the first time (see <https://www.class-central.com/report/mooc-stats-2016/>). Last year, Coursera alone had 23 million registered users and edX another 10 million. Not too surprisingly, interest in certification and microcredentials from MOOC completion has exploded during the past few years. Today, sequences of MOOCs taken can lead to one of over 250 different specializations and credentials; Coursera has created more than 160 of them including popular ones in data science, robotics, creative writing, game design and development, inspired leadership, Python programming, virtual teaching, Spanish, music production, investment management, and cybersecurity, among other topics.

It is clear from such data that learning opportunities and outcomes are being transformed. Unfortunately, minimal attention has been placed on how developing countries and regions of the world are taking advantage of these new forms of technology-enabled learning. As this symposium will make clear, however, this is exactly where exciting and impactful innovations are currently occurring. As digital forms of informal and formal learning proliferate, there is an increasing need to better understand how people in fast-growing regions of the world are implementing MOOCs and OERs. Grasping the outcomes of different projects and initiatives can help educators and researchers as well as government managers and instructional designers.

Organizations like the Commonwealth of Learning (COL), which just happens to be headquartered in Vancouver, have worked diligently to find unique ways to deliver such open content to educators and learners in developing parts of the world. Their efforts have benefitted farmers in Jamaica, Antigua, and rural India, K-12 teachers and university instructors in Pakistan, St. Lucia, and Uganda, and disadvantaged learners in Sri Lanka, Samoa, and Nigeria. COL is also providing support for instructional innovations such as flipped classrooms, MOOCs for development, blended online teacher training models, and many other distance learning innovations and models. Clearly, the COL is among the organizations leading the way toward a more equitable, sustainable, and empowering educational future.

Questions and Concerns:

There are many issues that COL and others working in this space are presently grappling with. For instance:

- To what extent are MOOCs reaching those who previously lacked adequate educational access? A growing body of research shows MOOC takers are mostly college graduates from developed countries. How can learners in developing countries be empowered to more easily access and engage in these open learning opportunities?
- To what extent can MOOCs lead to the empowerment of people previously disenfranchised? And, just how does this play out?
- To what extent can MOOCs and open educational resources lead to the greater achievement of sustainable development goals? How might this play out?
- How are those in developing parts of the world dealing with the English language dominance of MOOCs and other forms of open education?
- Besides English dominance, what other MOOC design features might affect culturally diverse learners from successful MOOC participation?
- How are individuals as well as organizations and institutions dealing with MOOCs that are not entirely open or free?

There are many other emerging challenges in this context. For instance, institutions and organizations struggle with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among numerous other areas of concern. They also want to find effective ways to use technology to empower women and girls to shape their own futures. At the same time, researchers are targeting topics related to openness, ethics, privacy and security, fiscal responsibility, and different business models of success. Many educators are looking for answers and ideas in fields such as learning analytics, adaptive learning, and alternative assessment.

In response to the above issues, this preconference symposium explores and probes unique implementations of MOOCs and open education across regions and nations. Symposium participants will explain the MOOC and open education trends in their respective locales, share key research directions and findings, and provide suggestions and recommendations for the near future (3-10 years). Symposium facilitators will help participants bond and form communities of learning and inquiry.

Symposium Goals:

1. Clarify the far-ranging opportunities for alternative forms of instruction such as MOOCs and open education in the developing world;
2. Identify emerging trends, projects, and innovations in e-learning and new possibilities for professional development at a distance;
3. Enhance understanding of the educational, cultural, political, and economic challenges and issues facing various stakeholders in open education environments;
4. Share experiences, obstacles, and opportunities with peers in different institutions and organizations around the globe;
5. Identify and select MOOC and open education content and colleagues for future collaboration in communities of inquiry and practice
6. Solicit interest in a special journal issue of the International Journal on E-Learning (IJEL) related to "MOOCs and Open Education in the Developing World."
7. Develop a community of practice with fellow e-learning instructors, researchers, administrators, government officials, instructional designers, consultants, etc.

Listen, reflect, discuss, think, and converse! In effect, symposium participants will kick off the E-Learn 2017 conference by co-creating a unique community of peers and hopefully make a few new friends along the way!

SYMPOSIUM KEYNOTES



Asha Kanwar, Commonwealth of Learning

"MOOCs for Development: What Have We Learnt?"

Bio: Professor Asha Kanwar is the President and CEO of the Commonwealth of Learning (COL), Vancouver, Canada. She is an internationally renowned Distance Educator who is also known for her pioneering contributions in the area of learning for development. She has made significant contributions to gender studies, especially the impact of distance education on the lives of Asian women. A recipient of several awards, fellowships and Honorary Doctorates, Professor Kanwar has studied and worked in different contexts, both developing and developed. She received her master's and MPhil degrees from the Panjab University in India and DPhil from Sussex. She can be contacted at akanwar@col.org.



Sheila Jagannathan, World Bank

"Harnessing the learning revolution for International development"

Bio: Sheila Jagannathan is Head Open Learning campus at the World Bank in Washington DC. She has over 28 years of experience in designing and managing distance learning programs and transforming the use of online and classroom pedagogies and technology. Sheila also provides policy advice and technical assistance to World Bank country-level capacity building programs in East Asia, China, the Middle East and North Africa, Africa and South Asia. Her interest areas include MOOCs, experiential pedagogy, on-line/hybrid strategies, development of rich multimodal and social learning environments, big data and learning analytics, LMS, and learning ecosystems. She can be contacted at sjagannathan@worldbank.org.



Paul Kim, Stanford University

"On-demand Disposable Learning and the 4th Industrial Revolution"

Bio: Paul Kim is the Chief Technology Officer and Assistant Dean of the Graduate School of Education at Stanford University. Dr. Kim served on the Board of Directors of WestEd, the Committee on Grand Challenges in International Development for the National Academies of Science, and the advisory committee for the National Science Foundation's Education and Human Resources Directorate. As founder of Seeds of Empowerment, a non-profit global education incubator for social innovations leveraging mobile technologies, Paul has developed, implemented, and evaluated an array of technology tools for underserved and hard to reach communities as a means of addressing literacy gaps. Dr. Kim has implemented various

mobile learning pedagogies such as SMILE (Stanford Mobile Inquiry-based Learning Environment) in over 22 countries. He launched a MOOC on designing new learning environments in the Stanford Venture Lab (now called NovoEd) which attracted over 20,000 students from around the world. His involvements in overseas projects include Saudi Arabia's national online education initiative, the national evaluation of Uruguay's One Laptop Per Child project, Rwanda's national ICT planning, etc. He can be contacted at phkim@stanford.edu. Edgar Gonzalez is the Program Manager of IDBx, the training initiative of the Inter-American

TOPICAL THOUGHT TALK SPEAKERS



Rajiv Jhangiani, Kwantlen Polytechnic University

Topical Thought Talk #1: “Open Education, Open Access, and Open Science: Shared Foundations and Global Implications”

Bio: Dr. Rajiv Jhangiani is the University Teaching Fellow in Open Studies and a Psychology Professor at Kwantlen Polytechnic University in Vancouver, BC, where he conducts research in open education and the scholarship of teaching and learning. A recipient of the Robert E. Knox Master Teacher Award from the University of British Columbia and the Dean of Arts Teaching Excellence award at KPU, Dr. Jhangiani serves as the Senior Open Education Advocacy and Research Fellow with BCcampus and an Associate Editor of Psychology Learning. Dr. Jhangiani’s most recent book is titled *Open: The Philosophy and Practices that are Revolutionizing Education and Science* (2017, Ubiquity Press, CC-BY). You can find him online at [@thatpsychprof](https://twitter.com/thatpsychprof) or thatpsychprof.com. He can be contacted at Rajiv.Jhangiani@kpu.ca.



Sanjaya Mishra, Educational Specialist, COL

Topical Thought Talk #2: “Promoting Use and Contribution of Open Educational Resources”

Bio: Dr. Sanjaya Mishra is Director of the Commonwealth Educational Media Centre for Asia (CEMCA). A leading scholar in open, distance and online Learning in Asia. Dr. Mishra previously served as Programme Specialist (ICT in Education, Science and Culture) at UNESCO, Paris and as Associate Professor of Distance Education at the Staff Training and Research Institute of Distance Education of Indira Gandhi National Open University, India. Dr. Mishra has received the ISTD-Vivekanand National Award for Excellence in Human Resource Development and Training in 2007. Dr. Mishra is recipient of the Indian Library Leaders Professional Excellence Award 2012 and Prof. G. Ram Reddy Memorial Social Scientist Award 2013. He can be contacted at smishra@col.org.



Edgar Gonzalez is the Program Manager of IDBx, the training initiative of the Inter-American Development Bank (IDB) in edX

Topical Thought Talk #3: “MOOCs for Development in Latin America and the Caribbean”

Bio: Edgar Gonzalez is the Program Manager of IDBx, the training initiative of the Inter-American Development Bank (IDB) in edX. The IDB works to improve lives in Latin America and the Caribbean providing loans, grants, technical assistance, training, and conducting extensive research on social and economic topics. As a Learning & Knowledge Management Lead Specialist in the Inter-American Institute for Social and Economic Development (INDES), Edgar is leading a group of talented professionals responsible for transforming into MOOCs and SPOCs the operational knowledge generated from thousands of projects in the public and private sector, which has been distilled through project evaluations, lessons learned, case studies and research findings. He has been developing

and applying his expertise as a health and knowledge management professional in many health and capacity building programs and projects at the IDB for 20 years. Before joining the IDB, Edgar served as Founding Director and professor of the Program of Health Services Management at the School of Public Administration (ESAP), as Director General for Development of Health Services in the Ministry of Health and as Health Advisor for the Presidency of the Republic of Colombia. He is a doctor in Medicine and Surgery from the Universidad de Santander (Colombia), holds a master's degree in Community Medicine from the LSH&TM, University of London (UK) and is certified in Knowledge Management by the Knowledge Management Institute (EUA). He can be contacted at edgargo@iadb.org.



Linda Harasim, Professor, Simon Fraser University’s School of Communication

Topical Thought Talk #4: “If, Why, and How MOOCs and Open Education Contribute to Sustainable and Innovative Development?”

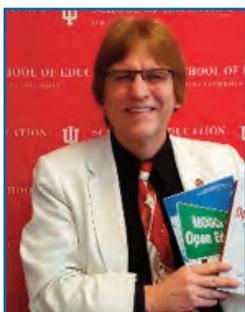
Bio: Linda Harasim, a professor at Simon Fraser University’s School of Communication, is a pioneer and one of the inventors of online education. She has been building knowledge and design in online collaborative learning (OCL) since 1983. Linda invented the pedagogy of online collaborative learning at the University of Toronto (1983 – 1989). In 1990 she moved to Vancouver, BC to continue teaching, research and design of online collaborative learning at Simon Fraser University, Vancouver Canada. Currently she teaches, publishes and researches in the areas of “Social Media and the Knowledge Society” and “New Social Media Research Methods,” as well as continuing her work in OCL. In 1985, she taught the first online university course in the world (University of Toronto)

and in 1987-1989, Linda developed the online pedagogy and design that launched the University of Phoenix Online. In 1993, she developed Virtual-U, an online educational environment designed to support collaborative learning, which she continues to use in her courses and to prototype new educational social media environments and tools. In 1995 she founded and served as CEO of the TeleLearning Network of Centre of Excellence (TL*NCE) in Canada, receiving \$25 million from the Canadian government and another \$25 million from the public and private sector for an eight-year project to study and design new online collaborative knowledge-building tools, environments and pedagogies for education and training worldwide. Between 1995 and 2003, Dr. Harasim ran TL*NCE, funding hundreds of researchers from 32 universities in Canada as well as participants from 225 various organizations, both public and private. TL*NCE also included International partnerships with organizations such as the United Nations, European Union, and National Universities. Dr. Harasim has written 5 books on the field including: *Learning Theory and Online Technologies*, (2012, Routledge Press); *Learning Networks: A Field Guide to Teaching and Learning Online* (1995, MIT Press); *Global Networks* (1993, MIT Press) and *Online Education: Perspectives on a New Environment* (1990). She has given over 100 keynotes and presentations in 30 countries and has published hundreds of articles related to OCL. Dr. Harasim has been a member of several prestigious boards and committees, and consults around the world, in North America, South America, Europe and Asia. She can be contacted at harasim@sfu.ca.

ORGANIZING COMMITTEE & SYMPOSIUM FACILITATORS

Curt Bonk, Indiana University
Sheila Jagannathan, World Bank
Tom Reeves, University of Georgia
Tom Reynolds, National University

The symposium coordinators have coordinated two previous preconference symposia events in 2008 and 2013. These previous symposia have led to special journal issues of IJEL as well as two books, “A Special Passage Through E-Asia Learning” in 2009 and “MOOCs and Open Education Around the World” in 2015. They will be joined this time by Sheila Jagannathan, Head Open Learning campus and Program Manager of the e-Institute, from the World Bank. This year’s committee looks forward to your participation in the 2017 symposium at E-Learn!



Dr. Curtis J. Bonk is Professor at Indiana University teaching psychology and technology courses. Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology in his popular blog, TravelinEdMan. In addition to many national and statewide innovative distance teaching awards, in 2014, he received the Mildred B. and Charles A. Wedemeyer Award for Outstanding Practitioner in Distance Education. In 2016, he received the Fellowship Award from the Association for the Advancement of Computing in Education (AACE). He has authored several widely used technology books, including *The World Is Open*, *Empowering Online Learning*, *The Handbook of Blended Learning*, *Electronic Collaborators*, *Adding Some TEC-VARIETY* which is free as an eBook (<http://tec-variety.com/>), and, most recently, *MOOCs and Open Education Around the World* (<http://www.moocsbook.com/>), with Mimi Miyong Lee, Thomas Reeves, and Thomas Reynolds. He can be reached by email at cjbonk@indiana.edu and his personal homepage is <http://php.indiana.edu/~cjbonk/>.

Sheila Jagannathan is Head Open Learning campus at the World Bank in Washington DC. She has over 28 years of experience in designing and managing distance learning programs and transforming the use of online and classroom pedagogies and technology. Sheila also provides policy advice and technical assistance to World Bank country-level capacity building programs in East Asia, China, the Middle East and North Africa, Africa and South Asia. Her interest areas include MOOCs, experiential pedagogy, online/hybrid strategies, development of rich multimodal and social learning environments, big data and learning analytics, LMS, and learning ecosystems. She can be contacted at sjagannathan@worldbank.org.



Thomas C. Reeves is a Professor Emeritus of Learning, Design, and Technology in the College of Education at The University of Georgia. His research interests include evaluation, authentic learning, and educational design research. He is a former Fulbright Lecturer in Peru and he has been an invited speaker in the USA and more than 30 other countries. In 2003, he received the Fellowship Award from the Association for the Advancement of Computing in Education. In 2010, he was made a Fellow of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE). In 2013, he received the Lifetime Award from the International Association for Development of the Information Society as well as the David H. Jonassen Excellence in Research Award from the Association for Educational Communications and Technology (AECT). His books include *Interactive Learning Systems Evaluation*, *A Guide to Authentic E-Learning*, *Conducting Educational Design Research*. He consults with the World Health Organization and other organizations on the development of authentic task-based e-learning and

technology-based evaluation. He may be contacted at treeves@uga.edu and his personal webpage is <http://www.evaluateitnow.com/>.

Thomas H. Reynolds is a professor of Teacher Education at National University in La Jolla, California where he researches design of online learning environments, standards-based online assessment of learning, assessment of online teaching competence, e-learning in Latin America, open education, and MOOCs. Before coming to National University, he served on faculty at Texas A&M University after earning his Ph.D. in Curriculum and Instruction at the University of Wisconsin-Madison. He twice served as a Fulbright Scholar—2010 in Colombia where he researched open education resources and 1998 in Peru where he lectured on Web-based learning and technology-enhanced instruction. He can be contacted at treynold@nu.edu.



SYMPOSIUM SCHEDULE OVERVIEW

Registration is Required: <http://conf.ace.org/elearn/registration>

Prior to Event: Virtual ice breakers in Flipgrid (video discussion threads—Link to be announced): <http://flipgrid.com/>

MONDAY EVENING (VIRTUAL & FREE)

- 5:00-7:15 PM** **Monday Night Preconference Virtual Session (October 16)**
All E-Learn attendees and friends of AACE are welcome to join the virtual discussion.
Join URL: <https://IU.zoom.us/j/228110751>
Virtual Panel Discussions in Zoom on MOOCs and Open Education in the Developing World
Check World Clock time: <https://tinyurl.com/y6uwopy9>
Session Host/Coordinator: Curtis J. Bonk, Indiana University
Moderator: Ke Zhang, Professor, Wayne State University
- Panelists Hour #1 5:00-6:00 pm PST; 8:00-9:00 EST**
1. Zoraini Wati Abas, President, AIDA-Assoc for Instructional Design Advancement, Penang, Malaysia
 2. Tel Amiel, UNESCO Chair in Open Education, University of Campinas, Brazil
 3. Som Naidu, Pro Vice Chancellor Flexible Learning, Director of the Center for Flexible Learning, University of South Pacific, Fiji
 4. Xornam Apedoe, American University of Antigua, College of Medicine
- Panelists Hour #2 6:15-7:15 pm PST; 9:15-10:15 EST**
1. Melinda Bandalaria, University of the Philippines Open University
 2. Atieno Adala, African Virtual University, Kenya
 3. Thapanee Thammetar, Thailand Cyber University, Bangkok, Thailand
 4. Jingjing Zhang, Beijing Normal University, China

MONDAY EVENING (ON-LOCATION MEET UP)

7:15-7:45 PM **Live Meet-up in the lounge of the Sheraton Wall Centre and head to Dinner**

TUESDAY MORNING (LIVE IN VANCOUVER)

- 8:00-8:30 AM** **Coffee, tea, etc., informal chatting and meeting other participants**
8:30-8:45 AM **Brief Welcome to Symposium and Agenda**
- Tom Reeves, The University of Georgia, General welcome and plan for the day
 - Curt Bonk, Indiana University, Recap of Monday night virtual panels and of previous events
 - Tom Reynolds, National University, Symposium goals, deliverables, and expectations
- 8:45-9:30 AM** **Keynote #1: Asha Kanwar, President and CEO, Commonwealth of Learning**
Topic: "MOOCs for Development: What Have We Learnt?"
- 9:30-9:45 AM** **Q&A with Asha Kanwar**
- 9:45-10:00 AM** **Topical Thought Talk #1: Rajiv Jhangiani, Kwantlen Polytechnic University**
Topic: "Open Education, Open Access, and Open Science: Shared Foundations and Global Implications"
- 10:00-10:15 AM** **Break for tea and coffee and move to groups for introductions**
10:15-10:45 AM **Thought Talks Continued** (12 minutes each; includes time for 2 minutes of questioning after each talk):
1. **Topical Thought Talk #2:** Sanjaya Mishra, Educational Specialist, COL
Topic: "Promoting Use and Contribution of Open Educational Resources"
 2. **Topical Thought Talk #3:** Edgar Gonzalez is the Program Manager of IDBx, the training initiative of the Inter-American Development Bank (IDB) in edX.
Topic: "MOOCs for Development in Latin America and the Caribbean"
- 10:45-11:15** **Keynote #2: Sheila Jagannathan, The World Bank**
Topic: "Harnessing the Learning Revolution for International Development"
- 11:15-11:30** **Comments and questions from audience and presenters**
11:30-11:45 **Share the Mic: Participant Insights and Ideas about MOOCs and Open Education** (99 seconds each)
11:45-Noon **Facilitator Recap of the Morning and Transition to Afternoon** (Tom Reeves, Tom Reynolds, Curt Bonk)

SYMPOSIUM SCHEDULE OVERVIEW

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TUESDAY AFTERNOON (LIVE IN VANCOUVER)

Lunch Break

12:00-12:45 PM	Thematic Groups Lunch and Conversation and Community group or by topic (in same room)
12:45-1:15 PM	Lunch Group Report Outs (1-2 minutes per table)
1:15-1:30 PM	Topical Thought Talk #4 Linda Harasim, Simon Fraser University
1:30-2:30 PM	Moderated Panel Topic: "If, Why, and How MOOCs and Open Education Contribute to Sustainable and Innovative Development?" Moderator: Tom Reynolds, National University Panelists: Sanjaya Mishra, COL, Sheila Jagannathan, World Bank, Paul Kim, Stanford and Seeds of Empowerment, Edgar Gonzalez, Inter-American Development Bank, Rajiv Jhangiani, Kwantlen Polytechnic University, Linda Harasim, Simon Fraser University Field Reporters (Audience Questions): Tom Reeves, The University of Georgia, and Curt Bonk, Indiana University
2:30-2:45 PM	Tea Break and movement back to either thematic groups or expert interactions
2:45-3:15 PM	Thematic Teams: Panelists lead team discussions
3:15-3:20 PM	Break to reconvene in the main room
3:20-3:35 PM	Group Report Outs
3:35-3:45 PM	Share the Mic Part 2: Participant Insights and Ideas about MOOCs and Open Education (99 seconds each)
3:45-4:15 PM	Keynote #3: Paul Kim, Stanford University , Topic: "On-demand Disposable Learning and the 4th Industrial Revolution"
4:15-4:30 PM	Q&A with Paul Kim
4:30-4:45 PM	Future directions survey of audience (i.e., solicit research & special journal issue participation & collab.)
4:45-5:00 PM	Wrap-up comments from symposium facilitators and others.

SYMPOSIUM REGISTRATION

You can register for this special pre-conference Symposium through your E-Learn conference registration:

<http://conf.ace.org/elearn/registration>

SYMPOSIUM CONTACT

For additional details or inquiries about the pre-conference symposium, please contact **Curt Bonk** at cjbonk@indiana.edu.