

We're All in for a Transformation: MOOCs and Open Education in the Global South

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The Global South

Antonia Pines (Author) [Editor]
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MOOCs and Open Education in the Global South Challenges, Successes, and Opportunities



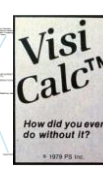
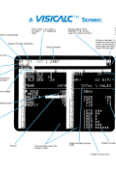
May 22, 2019

How computing's first 'killer app' changed everything Computers Spreadsheets (e.g., VisiCalc)

Tom Harford, BBC News

<https://www.bbc.com/news/business-47802280>

How computing's first 'killer app' changed everything



Dan Bricklin, inventor of the first computer spreadsheet

April 22, 2019

Videoconferencing (e.g., CU-SeeMe)

<http://www.umich.edu/~comm464/virtcomm/mingchen/>



CU-SeeMe
Videoconferencing Over the Internet



1995

Learning Management Systems (e.g., Niconet)

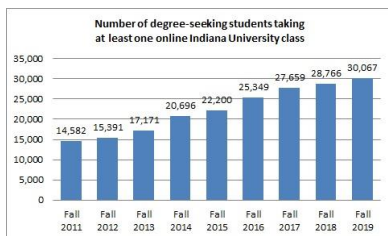
http://etec.ctlt.ubc.ca/510wiki/A_Niconet_Approach



November 10, 2019

Online Learning

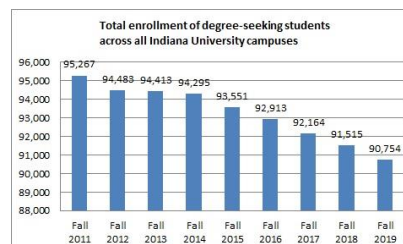
IU online enrollment on significant upswing
Michael Reschke, Herald Times



Source: IU University Institutional Research and Reporting

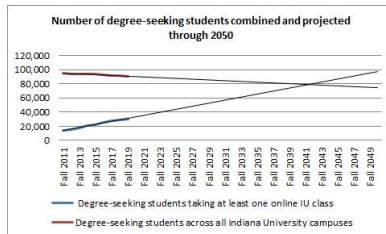
November 10, 2019

IU online enrollment on significant upswing
Michael Reschke, Herald Times



Source: IU University Institutional Research and Reporting

November 10, 2019
IU online enrollment on significant upswing
Michael Reschke, Herald Times



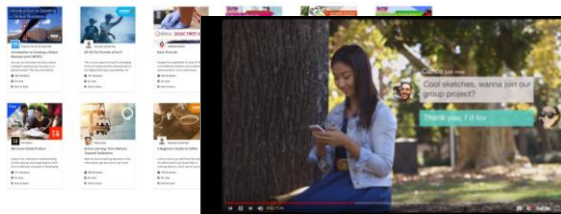
Source: IU University Institutional Research and Reporting

April 4, 2001
The Emergence of Open Education



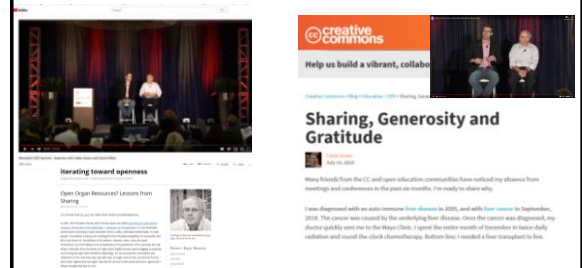
February 27, 2017
Learning became more Self-Directed
The LMS Market is Quickly Losing Ground
Carol Leaman, CLO

<https://www.openlearning.com/>
<https://www.openlearning.com/>



January 4, 2018
Maryland OER Summit –
Keynote with Cable Green and David Wiley

<https://www.youtube.com/watch?v=pl4L-Xz6shg>
<https://creativecommons.org/2019/07/10/sharing-generosity-and-gratitude/>



November 6, 2019
Michael Feldstein, eLiterate Blog
<https://eliterate.us/the-crumbling-of-the-opened-coalition/>
Open Education... Is Closed
Lillah Burke, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2019/11/06/devic-will-skip-down-and-a-course-open-education-conference>

A Conference on Open Education
 Invited For-Profit Publishers to a
 Keynote. Then the Objections Began.



Open Education... Is Closed

This year's Open Education Conference had more attendees than ever before. Why is it ending after 10 years and what does its demise mean for the sector?



September 10, 2019
Then Came MOOCs!
Simon Nelson, CEO, FutureLearn, PCF9 Conference,
Edinburgh, Scotland



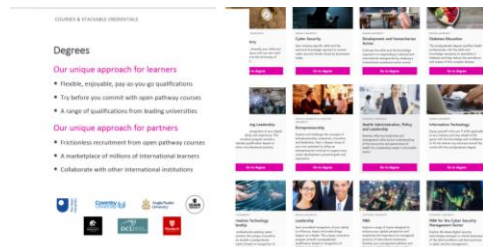
September 10, 2019
The Future of Learning,
Transforming Access
 Simon Nelson, CEO, FutureLearn, PCF9 Conference,
 Edinburgh, Scotland



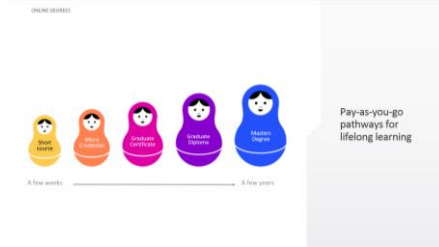
September 10, 2019
The Future of Learning,
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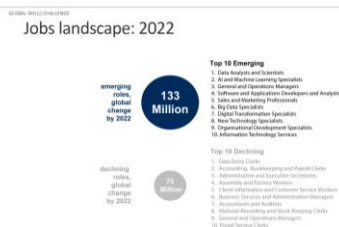
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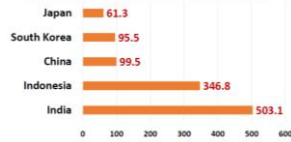


September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

Cost of Tertiary Education

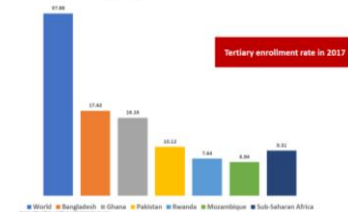
Cost as % of income in 2015

**September 9, 2019**

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

2. Opening Up Education

Tertiary enrollment rate in 2017

**September 9, 2019**

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

Inclusion

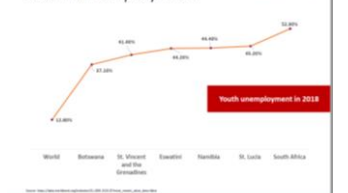
- 186 million disabled children have not completed primary school
- 90% disabled children are out of school in developing countries
- Access to tertiary education for people with disabilities is 3%

**September 9, 2019**

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

Youth Unemployment

Youth unemployment in 2018

**September 9, 2019**

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

3. Employability

Half of youth are not sure that post-secondary education has improved their chances of finding a job



Skills Gap

58% of worldwide employers do not believe new graduates are adequately prepared for work

Some Weird Things Going On...



I'M WEIRD!

But I know you love me!



Weirdness #1...We're Teaching the World June 19, 2018

How Blockbuster MOOCs Could Shape the Future of Teaching
Jeffrey R. Young, EdSurge

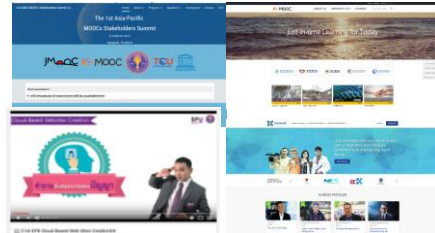
<https://www.edsurge.com/news/2018-06-19-how-blockbuster-moocs-could-shape-the-future-of-teaching>



Weirdness #2: Your Friends are doing MOOCs June 15, 2017

Massive List of MOOC Providers Around The World, Class Central
JMOOC, K-MOOC, and T-MOOC?

<https://www.class-central.com/report/mooc-providers-list/>

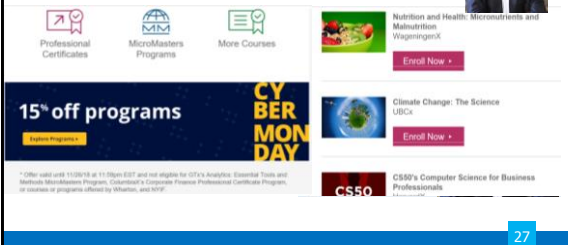


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Weirdness #3: Cyber Monday Discounts Email inbox: November 26, 2018

edX

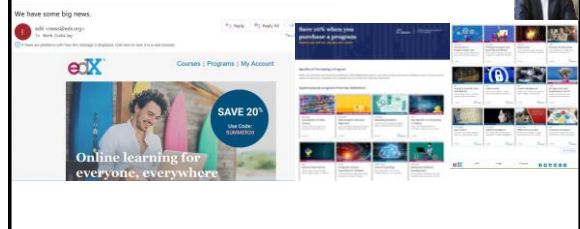
<https://www.edx.org/course>



27

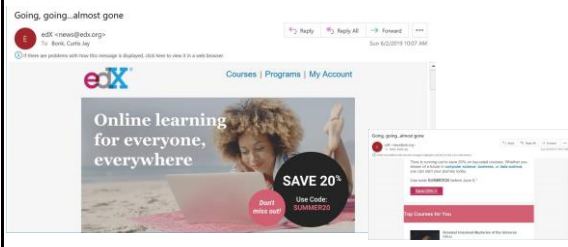
Save 20% on MOOCs! May 30, 2019

From: edX <news@edx.org>
Sent: Thursday, May 30, 2019 10:12 AM
To: Bonk, Curtis Jay <cjbok@indiana.edu>
Subject: We have some big news.



June 2, 2019

From: edX <news@edx.org>
Sent: Sunday, June 2, 2019 10:07 AM
To: Bonk, Curtis Jay <cjbok@indiana.edu>
Subject: Going, going...almost gone.



Weirdness #4...MOOCs in Wedding Announcements

September 26, 2018

The Future of Professional Credentialing ... in an Engagement Announcement

Joshua Kim, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/blogs/technology-and-learning/future-professional-credentialing-engagement>

The future bride graduated from the *University of Vermont* with a bachelor's degree in anthropology and is currently pursuing a master's degree in public health. She is employed as a care navigator with Apple.

The future groom graduated from *Worcester Polytechnic Institute* with a bachelor's degree in mechanical engineering and is currently pursuing a master's degree in mechanical engineering. He has been accepted in the *Harvard Business HBX CORE* program and plans to start in November. He is currently working as a technical program manager at Apple.

They are planning on a summer wedding in 2020.

INSIDE HIGHER ED



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January 9, 2018
MicroMaster's Degrees
 MIT launches MITx MicroMasters in Principles of Manufacturing, MIT Open Learning

<http://www.mit.edu/2018-mit-launches-mitx-micro-masters-program-principles-manufacturing-0108>



Udacity Unveils Nanodegree Program for Self-Driving Car Engineers



March 4, 2019
35+ Legit Master's Degrees You Can Now Earn Completely Online
 Laurie Pickard, Class Central

<https://www.class-central.com/report/mooc-based-masters-degree/>

35+ Legit Master's Degrees You Can Now Earn Completely Online

Laurie Pickard Mar 4th, 2019



Weirdness #10:
Hundred+ MOOC Clubs
April 20, 2015

250 MOOCs and Counting: One Man's Educational Journey, Chronicle of Higher Education

<http://chronicle.com/article/250-MOOCsCounting-One/229397/?cid=at>

If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.



Jima Ngei: "I had this unrelenting fear that this miracle of free access might evaporate soon."

Weirdness #8: Hundred+ MOOC Clubs
September 11, 2019

250 MOOCs and Counting: One Man's Educational Journey, Chronicle of Higher Education

<http://chronicle.com/article/250-MOOCsCounting-One/229397/?cid=at>

If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.



MOOC Trends and Recent Data



MOOCs are not dead
August 19, 2018

Cumulative Growth in Number of MOOCs, 2011-18

Almanac 2018, Chronicle of Higher Education

<https://www.chronicle.com/article/Top-5-MOOC-Providers-by-Number/244959?cid=cp216>



Cumulative Growth in Number of MOOCs, 2011-18



MOOCs Trends

Year of MOOC-based Degrees: A Review of MOOC Stats and Trends in 2018, Dhawal Shah, Class Central--January 6, 2019



- Coursera – 37 million
- edX – 18 million
- XuetangX – 14 million
- Udacity – 10 million
- FutureLearn – 8.7 million

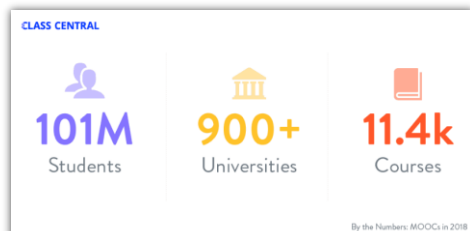
Top five MOOC providers



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MOOCs Stats

Year of MOOC-based Degrees: A Review of MOOC Stats and Trends in 2018, Dhawal Shah, Class Central--January 6, 2019



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August 18, 2019

MOOC Course Distribution by Subject, 2011-18 Almanac 2019, Chronicle of Higher Education

<https://www.chronicle.com/article/MOOC-Course-Distribution-by-Subject/2466843440257>
Of the more than 11,400 massive open online courses that have ever been offered, nearly 40 percent were in technology or business. Mathematics was the field with the fewest course offerings.

MOOC Course Distribution by Subject, 2011-18



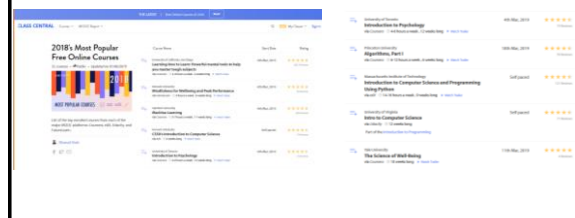
Subject	Percentage
1. Technology	39.0%
2. Business	38.0%
3. Social Sciences	22.0%
4. Humanities	14.0%
5. Science	9.0%
6. Education and Teaching	8.0%
7. Health and Medicine	7.0%
8. Engineering	7.0%
9. Art and Design	5.0%
10. Mathematics	3.0%

MOOCs Stats

2018's Most Popular Free Online Courses, : Coursera, edX, Udacity, and FutureLearn.

Dhawal Shah, Class Central--January 6, 2019

<https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtwv>



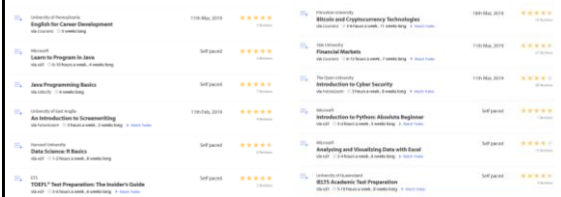
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MOOCs Stats

2018's Most Popular Free Online Courses: Coursera, edX, Udacity, and FutureLearn.

Dhawal Shah, Class Central--January 6, 2019

<https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtwv>



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June 19, 2018

How Blockbuster MOOCs Could Shape the Future of Teaching

Jeffrey R. Young, EdSurge

<https://www.edsurge.com/news/2018-06-19-how-blockbuster-mooc-could-shape-the-future-of-teaching>

Coursera Top 10 Most Popular Courses (over past 12 months)

Rank	Course Title	Partner College or Organization
1	Machine Learning	Stanford U.
2	The Science of Well-Being	Yale U.
3	Learning How to Learn	UC San Diego
4	Neural Networks and Deep Learning	DeepLearning.AI
5	Programming for Everybody (Starting with Python)	U. of Michigan
6	Algorithms, Part I	Princeton U.
7	Business and Engineering Technologies	Princeton U.
8	Combinatorial Neural Networks	DeepLearning.AI
9	Sequence Models	DeepLearning.AI
10	Improving Deep Neural Networks	DeepLearning.AI

edX Top 10 Most Popular Courses (all time)

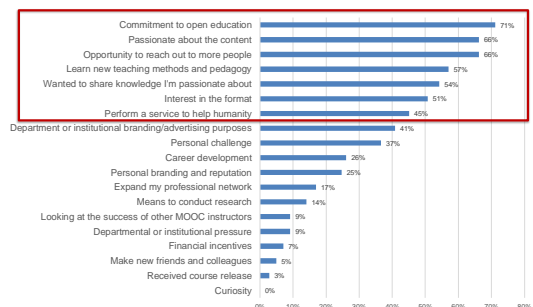
Rank	Course Title	Partner College or Organization
1	Introduction to Computer Science and Programming using Python	MIT
2	Introduction to Linux	Linux Foundation
3	CS50's Introduction to Computer Science	Harvard U.
4	Analytics and Visualizing Data with Excel	Microsoft
5	MIT's Academic Test Preparation	U. of Queensland
6	English Business and Style	U. of Queensland
7	The Science of Progress	UC Berkeley
8	Python for Data Science: The Beginner's Guide	Educational Training Service
9	The Science of Everyday Thinking	U. of Queensland
10	Introduction to Python for Data Science	Microsoft

Source: edX

MOOC Research



1. Motivation for teaching MOOCs



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2. Motivation for teaching MOOCs

Types of motivation	Areas	Motivational factors	(N=142)
Intrinsic motivation (86.98%)	Interest in a new learning technology (20.40%)	Interest in the format	72
		Wanting to learn new teaching methods and pedagogy	81
	Desire to provide service to the community and public (21.77%)	Test my ability to teach the masses	24
		Commitment to open education	101
	Share professional expertise with others (30.55%)	Perform a service to help humanity	64
		Expand my professional network	24
	Personal growth and development (14.28%)	Passionate about the content	94
		Wanted to share knowledge I'm passionate about	77
		Opportunity to reach out to more people	94
		Personal challenge	52
Extrinsic motivation (13.02%)	Financial reasons and research purposes (3.92%)	Career development	37
		Personal branding and reputation	35
	Institutional goals (9.1%)	Financial incentives	10
		Course release	4
		Means to conduct research	20
		Department or institutional branding/advertising purposes	58
		Departmental or institutional pressure	13
		Train teaching assistants	8

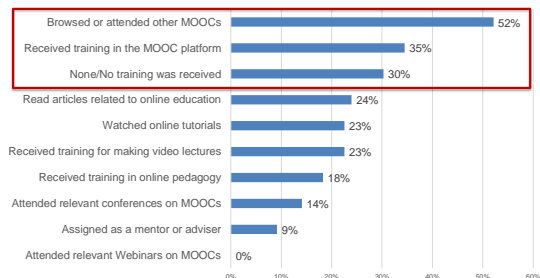
51

3. Expected benefits of teaching MOOCs



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4. How did participants learn about creating MOOCs



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November 20, 2019 Who's Completing Microcredentials? Lilah Burke, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2019/11/20/new-report-offers-analysis-microcredential-completers>



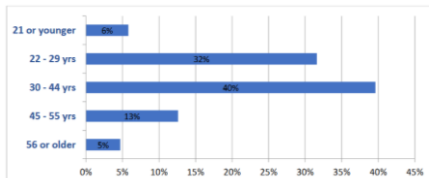
October 2018

Benefits and Costs of MOOC-Based Alternative Credentials: 2017 - 2018 Baseline Survey Results

Fiona Hollands and Aasiya Kazi, Teachers College

https://docs.wixstatic.com/ugd/cc7beb_5803e625ebec463ebc6f4796027366f1.pdf**Suggested citation:**

Hollands, F., & Kazi, A. (2018). Benefits and Costs of MOOC-Based Alternative Credentials: 2017-2018 Results from End-of-Program Surveys. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University.

**June 3, 2019**

MOOC-Based Alternative Credentials: What's the Value for the Learner?

Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

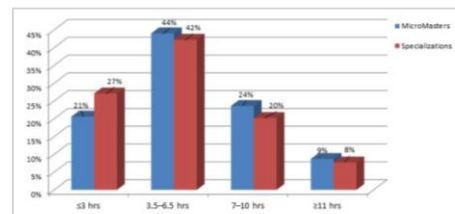
<https://er.education.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

Figure 8. Number of hours per week learners expected to spend on their courses.

June 3, 2019

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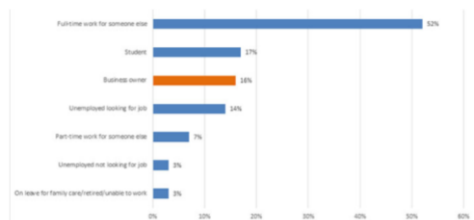
<https://er.education.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

Figure 4. Employment status of learners across all 10 programs.

June 3, 2019

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<https://er.education.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

Table 2. Expected benefits of participating in a MicroMasters or Specialization program.

Benefits Expected	% of Learners	% of Specialization Learners	% of MicroMasters Learners
Improve my performance in current job	44%	42%	40%
Help me start my own business	27%	25%	28%
Learn something new	26%	26%	26%
Network	23%	19%	20%
Improve application for a different job	23%	19%	20%
Improve my English	21%	19%	22%
Supplement a formal degree program	16%	13%	16%
Improve application to a formal degree program	12%	12%	12%
Help me get a job promotion	11%	13%	12%
Help me get a pay raise	9%	9%	9%
Improve my application to a first job	8%	7%	11%

^aNoted percentages indicate statistically significant differences between responses given by learners in Specializations and MicroMasters.

June 3, 2019

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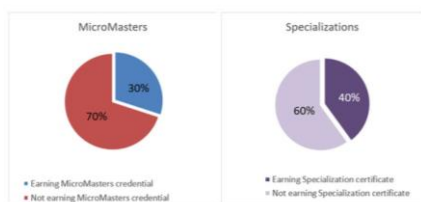
<https://er.education.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

Figure 5. Percentage of learners planning to earn the certificate or credential.

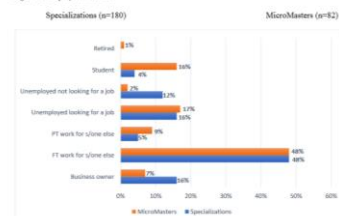
November 2019

Benefits and Costs of MOOC-Based Alternative Credentials 2018-2019 Results from End-of-Program Surveys

Fiona Hollands and Aasiya Kazi, Teachers College

https://8606adb0-7829-4e6c-a502-3e181c63720.filesusr.com/ugd/cc7beb_a74e1be71af04e72bb7146da03d9eb.pdf

Figure C: Employment Status



^aNote: FT = full time; PT = part time; n/a = not answer

Fiona Hollands & Aasiya Kazi, TCEC, Teachers College, Columbia University

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November 2019

Benefits and Costs of MOOC-Based Alternative Credentials 2018-2019 Results from End-of-Program Surveys

Fiona Hollands and Aasiya Kazi, Teachers College

https://8606adb0-7829-46fc-a502-3e181c6f3720.filesusr.com/ugd/cc7beb_a74e1be71afb4e72bb7f44adaf03d9eb.pdf

Reported Benefits of Taking the Courses

Table 2. Reported Benefits of Completing a MicroMasters (MM) or a Specialization (Sp)

Benefits Reported	% of all completers	% of Sp completers	% of MM completers
Learned something new	90%	91%	89%
Improved performance in current job	38%	39%	35%
Improved my English	22%	21%	20%
Networked with other professionals in this field	16%	17%	13%
Helped me start my own business	15%	28%	4%
Improved application to a first job	11%	7%	18%
Improved application to a new job at different employer	10%	9%	12%
Improved application to a formal degree program	9%	7%	19%
Improved application to a formal degree other than related MA or same university offering MM or Sp	7%	6%	7%
Improved my application to a formal degree other than related MA or same university offering MM or Sp	6%	6%	5%
Helped me get a pay raise	6%	7%	2%
Helped me get a home	5%	2%	13%
Supplemented a formal degree program	5%	2%	3%
Important to my employer in getting first job	4%	4%	2%
Helped me get a job promotion	3%	2%	6%
Improved application to formal degree other than related MA or other university	3%	2%	6%

Note. The first column in this table represents responses out of the full sample of 363 respondents. The next 2 columns report percentages out of all Sp respondents and all MM respondents respectively. Numbers in bold indicate a statistically significant difference between Sp and MM.

November 2019

Benefits and Costs of MOOC-Based Alternative Credentials 2018-2019 Results from End-of-Program Surveys

Fiona Hollands and Aasiya Kazi, Teachers College

https://8606adb0-7829-46fc-a502-3e181c6f3720.filesusr.com/ugd/cc7beb_a74e1be71afb4e72bb7f44adaf03d9eb.pdf

Benefits and Costs of MOOC-Based Alternative Credentials | 2019

Figure B. Highest Level of Education Completed

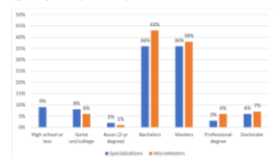


Figure C. Employment Status
Specializations (n=188) MicroMasters (n=142)

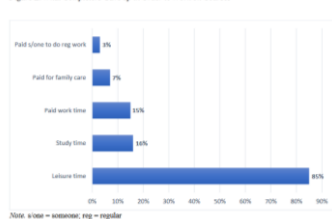
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Figure E. What Completers Gave up in Order to Work on Courses



Note. n=none, some, reg=regular

Fiona Hollands & Aasiya Kazi, TCCS, Teachers College, Columbia University

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June 3, 2019

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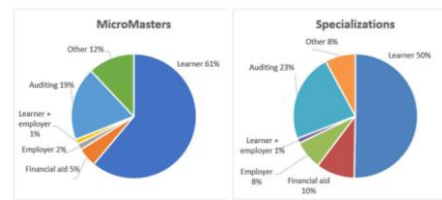


Figure 6. Who is paying the course fees?

MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities

https://www.education.com/press-releases/2019/06/03/0367025779/?ref=mt_paperback7_encoding=UTF8&me=&id=1570630210

0367025779/?ref=mt_paperback7_encoding=UTF8&me=&id=1570630210



November 26, 2019


Chapter 1. MOOCs and Open Education in the Global South: Successes and Challenges

Ke Zhang, Curtis J. Bonk, Thomas C. Reeves,
and Thomas H. Reynolds

TABLE 1.1. List of Countries Discussed in the Book

Region	Countries and Chapters	Lead Authors
Africa	1. Egypt (Chapters 4, 22)	1. Reynolds (Chapter 4), 2. Bonk (Chapter 22)
	2. Kenya (Chapters 24, 26)	2. Bonk (Chapter 24), 3. Reynolds (Chapter 26)
	3. Somalia (Chapter 24)	3. Reynolds (Chapter 24)
	4. South Africa (Chapters 15, 16)	4. Reynolds (Chapter 15), 5. Zhang (Chapter 16)
	5. Tanzania (Chapter 24)	5. Zhang (Chapter 24)
	6. Uganda (Chapter 24)	6. Zhang (Chapter 24)
	7. Zambia (Chapter 24)	7. Zhang (Chapter 24)
	8. Zimbabwe (Chapters 16, 24)	8. Zhang (Chapter 16), 9. Zhang (Chapter 24)
	9. China (Chapter 5, 16)	9. Zhang (Chapter 5), 10. Zhang (Chapter 16)
	10. India (Chapter 26)	10. Zhang (Chapter 26)
Asia	1. Indonesia (Chapters 6, 17)	1. Zhang (Chapter 6), 2. Zhang (Chapter 17)
	2. Malaysia (Chapters 17, 20)	2. Zhang (Chapter 17), 3. Zhang (Chapter 20)
	3. Nepal (Chapter 9)	3. Zhang (Chapter 9)
	4. North Korea (Chapter 2)	4. Zhang (Chapter 2)
	5. Philippines (Chapters 17, 21)	5. Zhang (Chapter 17), 6. Zhang (Chapter 21)
	6. Sri Lanka (Chapter 7)	6. Zhang (Chapter 7)
	7. South Korea (Chapter 2)	7. Zhang (Chapter 2)
	8. Thailand (Chapters 15, 17)	8. Zhang (Chapter 15), 9. Zhang (Chapter 17)
	9. Vietnam (Chapter 17)	9. Zhang (Chapter 17)
	10. Vietnam (Chapter 17)	10. Zhang (Chapter 17)







The name of the Himalayan peak is Mt. Nilgiri with 7061 Meters height.

Bishwa Raj Gautam,
Program Specialist,
Regional English
Language Office
(RELO), U.S. Embassy,
Nepal.

With Baman Kumar Ghimire, Motherland Secondary School, Pokhara, Nepal

November 9, 2019
Chapter 9. Nepali High School Students in Massive Open Online Courses (MOOCs): Impressive Results and a Promising Future
Baman Kumar Ghimire and Bishwa Raj Gautam
Greetings from Nepal
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara



November 9, 2019
Greetings from Nepal,
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara



November 9, 2019
Greetings from Nepal,
Baman Kumar Ghimire, Teacher
Motherland Secondary School, Pokhara

From: Baman Kumar Ghimire <baman.ghimire@gmail.com>
Sent: Saturday, November 9, 2019 1:49 PM
To: Thomas C Keesen <ckeesen@uga.edu>; Ke Zhang <prof.zhang@gmail.com>; Bonk, Curtis Jay <cjbbonk@indiana.edu>; Tom Reynolds <nmofwrs@hotmail.com>
Subject: Nepal, Update

Hello MOOC Mentors,
Greetings from Nepal

A piece of exciting outcome from Nepal. In February 2019, I held a workshop in a school about 70 students of age 13-15. I was excited to learn that in less than 8 months 78 students of age 10-15 from that school completed at least a MOOC. They have started mentoring MOOC to the neighboring schools, too. They are guided by no any incentives nor the craze for the popularity but they enjoy learning Online and Gaming fellows be digitally smart. Thus, through my request, last month, Regional English Language Office (RELO) from US Embassy Nepal visited the school to honor their MOOC-Craze handing them the certificate they got.

Likewise, lately reported that, a school whose head teacher and a few students I mentored in 2017 has about 350 students completing at least a MOOC. Acknowledging the benefits of MOOCing and the growing interest of the students and guardians, the school administration has made at least a MOOC compulsory for the students age 11-14 in its school.


I am working on a next research on if MOOCs can benefit the students in Nepal. I have surveyed almost 800 high school students from Semi-urban regions of Nepal for the cause. Let's see what the finding will be!

Thanks for activating my MOOC spirit!


Good times,
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara
Alumnus, International Exchange Programs (USA)
Alumnus, Australian Awards



November 26, 2019
Chapter 16: Courses for a Cause...
(Veg garden planting and eco education in Soweto)
Marianne Krasny, Brittney López Hampton Coleman, Zahra Golshani,
Michael Schrenk, Gail L. Woon, Yueyang Yu, Masango (Massy)
Roderick Warakula, and Juan Felipe Restrepo Mesa



November 26, 2019
Chapter 16. Courses for a Cause: MOOC Contributions to a "Better Place for All"
Cornell University's Civic Ecology Lab
(Marianne Krasny et al., 2020)



November 26, 2019

**Courses for a Cause:
MOOC Contributions to a "Better Place for All"
(Marianne Krasny et al., 2020)**



November 26, 2019

**Courses for a Cause:
MOOC Contributions to a "Better Place for All"
(Marianne Krasny et al., 2020)**



November 26, 2019

**Chapter 6. Massive Open Online Courses:
The State of Practice in Indonesia
Tian Belawati**

TABLE 6.1 Internet Users and Penetration

Country	Internet Users M-Dex-17	Penetration (% Population)	Users % Asia
China*	772,000,000	54.60%	38.10%
India	462,324,989	34.10%	22.80%
Indonesia	143,260,000	53.70%	7.10%
Japan	118,626,672	93.30%	5.90%
Bangladesh	86,483,000	48.40%	3.80%
Philippines	67,000,000	62.90%	3.30%
Vietnam	64,000,000	66.30%	3.20%
Thailand	57,000,000	92.40%	2.80%
Korea, South	47,353,649	92.60%	2.30%
Pakistan	44,608,063	22.20%	2.20%

*Do not include SAR, Hong Kong
Source: InternetWorldStats, 2018



November 26, 2019

**Chapter 8. A Different Kind of MOOC Architecture for
Emerging Economies in the Pacific and Oceania
Deepak Bhartu and Som Naidu**



FIGURE 8.1 The USP Campus

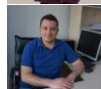


November 26, 2019

**Chapter 12. Insights into a Nationwide pdMOOC portal:
Bilgeis.net of Turkey
Kursat Cagiltay, Sezin Esfer, and Berkan Celik**



FIGURE 12.1 Registration trends (August 2017–December 2018)



November 26, 2019

**Chapter 12. Insights into a Nationwide pdMOOC portal:
Bilgeis.net of Turkey
Kursat Cagiltay, Sezin Esfer, and Berkan Celik**

TABLE 12.2 The Most Preferred pdMOOCs in the Bilgeis pdMOOC Portal

#	Most Preferred pdMOOC	Enrolled Users
1	Personal Stress Management	11,005
2	Coping with Problematic People	10,170
3	Leadership	9,367
4	Python Programming I	8,863
5	Work Health and Safety	7,215
6	Investment	6,663
7	Basics of Programming	5,827
8	Social Media for Your Job	5,584
9	Basics of Project Management	5,557
10	Photography Techniques	5,544

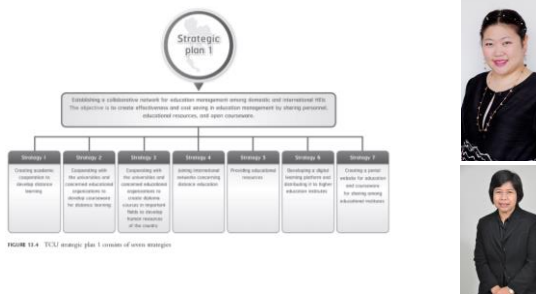
TABLE 12.3 The Least Preferred pdMOOCs in the Bilgeis pdMOOC Portal

#	Least Preferred pdMOOC	Enrolled Users
1	Database Management with OpenOffice Base	472
2	OpenOffice Writer	368
3	Accessible Workplace Design	357
4	Visual Reality for Small Medium Enterprises	361
5	Information and Communication Technology Experiences of Small Medium Enterprises	389
6	Developing IoT Applications with Raspberry Pi	614
7	Integrated Business Management Applications (Case OpenOffice)	634
8	Basic Concepts and Major Advantages of Risk-Controlling Tools	677
9	Advanced Raspberry Pi	677
10	Intellectual Property Rights for Small Medium Enterprises	701



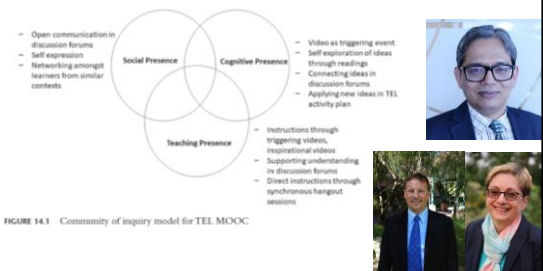
November 26, 2019

Chapter 13. Promoting Open Education and MOOCs in Thailand: A Research Based Design Approach
Jintavee Khlaisang and Thapanee Thammatar



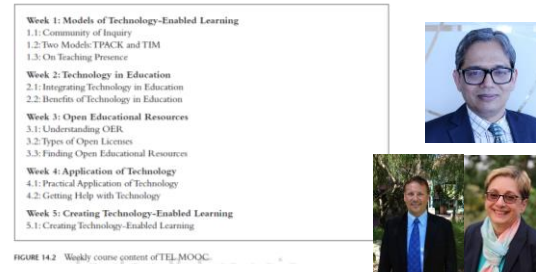
November 26, 2019

Chapter 14. Capacity Building of Teachers: A Case Study of the Technology-Enabled Learning (TEL) Massive Open Online Courses
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashevski



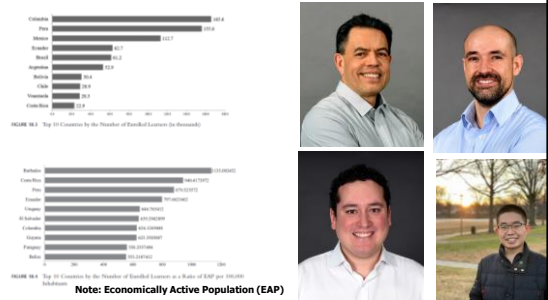
November 26, 2019

Chapter 14. Capacity Building of Teachers: A Case Study of the Technology-Enabled Learning (TEL) Massive Open Online Courses
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashevski



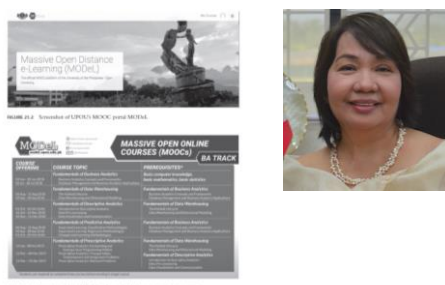
November 26, 2019

Chapter 18. A Glimpse on How MOOCs from IDB are Impacting Learners in Latin America and the Caribbean
Edgar González, Antonio García, Carlos Macher, and Dou Zhang



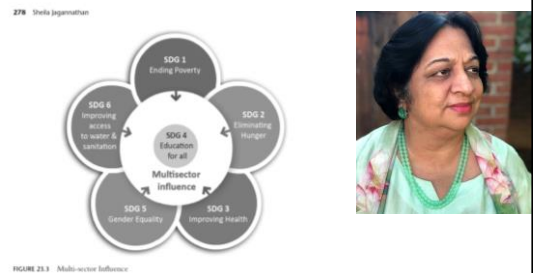
November 26, 2019

Chapter 21. OERs for Development (OERs4D) Framework as Designed and Implemented in the Philippines
Melinda dela Pena Bandalaria



November 26, 2019

Chapter 23. Open Education at the World Bank: A Significant Dividend for Development
Sheila Jagannathan



November 26, 2019

**Chapter 23. Open Education at the World Bank:
A Significant Dividend for Development**
Sheila Jagannathan



FIGURE 23.4 Global Education Learning



FIGURE 23.5 Examples of Open Education - Open source learning



November 26, 2019

**Chapter 24. From OER to OEP: The Case of an OER-Integrated
Teacher Education eLearning Program in Africa**
A. Atieno Adala

TABLE 24.1 Institutional Context of Adoption and Use of AVU OER

University (pseudonym)	OER-integrated degree program in Math & Science	OER-integrated short certificate courses in ICT Integration	Instructional resource for existing programs
UC Uganda	Yes, Bachelor of Education (ODEL) Science	No	Yes
UE Zimbabwe	Yes, Bachelor of Education (Science & Maths) ODL program	No	Yes
UA Kenya	No	Yes	Yes
UB Tanzania	No	Yes	Yes
UD Zambia	No	Yes	Yes
UF Somalia	No	Yes	Yes



June 7, 2019

**Online Classrooms Look to Improve Higher
Education Across Africa, but Face Skepticism**
Karin Fischer, The New York Times

<https://www.nytimes.com/2019/06/07/education/learning/online-higher-education-opportunities-africa.html>



Margaret Simbunji earned her M.B.A. from the University of South Wales through Unicaf University and says it helped her get a promotion as a bank auditor in Zambia.



Emily Kamizi, right, at a market near her home in Lusaka, Zambia, is studying for an M.B.A. through Unicaf, whose courses are mostly online.

November 26, 2019

**Chapter 25. Responsive Innovations in MOOCs for
Development: A Case Study of AgMOOCs in India 300**
Balaji Venkataraman and Tadinada V. Prabhakar
(agMOOCs in India)
<http://www.agmoocs.in/>



April 2, 2019

**In India, MOOCs Are Now Part of the
Education System**
Manoal Cortes Mendez, Class Central

<https://www.classcentral.com/report/swayam-for-credit/>



Dr (Mrs) Pankaj Mittal (@pankajmittal)

First @SWAYAM-IND pen and paper examination for 39 @Bharat_maharashtra courses successfully conducted today at 50 centres all over India. Congratulations to UGC, Swayam and MHRD teams and Best of Luck to the candidates appearing for swayam exam.
👍 94 · 9:07 AM · Jan 19, 2019

Significance

As an emerging superpower that accounts for almost one fifth of the world's population, India has an MOOC with a strong message: integrating online and traditional education can help developing nations overcome challenges such as:

- **Knowledge Divide:** Thanks to SWAYAM, India hopes to raise national enrolments in higher education to 10% by 2020.
- **Rural Disadvantage:** By leveraging MOOCs, schools can expand their course catalog without having to rely on local instructors.
- **Geographical Barriers:** Through satellite internet, SWAYAM allows schools to extend their reach beyond their local area and into rural India.

And some developing nations have already taken heed of this message. In late 2018, India and Afghanistan signed a cooperation agreement to help Afghanistan institutions and students, respectively, offer and take courses on SWAYAM.

Beyond the developing world, integrating online and traditional education may also help developed nations seize opportunities, including:

- **Learning Costs:** By making records, materials, and suitable online courses part of the education system, MOOCs can make a dent in the costs of higher education.
- **Increasing Flexibility:** By offering learners to study when and where is more convenient to them, MOOCs can make a dent in online learning participation.
- **Facilitating Credit Mobility:** By encouraging institutions to contribute to a collective pool of credit-eligible courses, MOOCs can help streamline credit transfer.

And these opportunities coincide with the push of leading actors in the MOOC world, in a bid to shed their elitist image. As noted by MIT's MIT OpenCourseWare, MOOCs are not just for the elite.

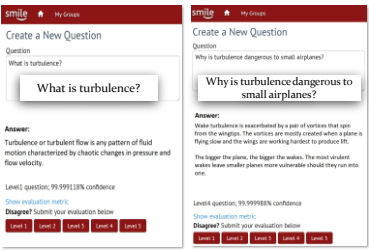
November 8, 2018

**Chapter 27 Evolution of Online Learning Environments
and the Emergence of Intelligent MOOCs 329**
Paul Kim and Jieun Lee

AI Question Asking
(Paul Kim keynote in Taiwan; Education 4.0 Conference)
<https://www.facebook.com/digitalschema>
<https://www.facebook.com/digitalschema/videos/1021785495270186/>



Question Answering: Level 1 – Level 5




(Paul Kim, Taiwan, November 2018)

Level 11	<ul style="list-style-type: none"> When did Elon successfully launch the SpaceX program? Who admitted that launching the car into space was "kind of silly and fun"?
Level 12	<ul style="list-style-type: none"> What are the things Tesla designed? What were the things Tesla couldn't determine the cause of?
Level 13	<ul style="list-style-type: none"> How do you compare Elon Musk and Nicolas Tesla? How is Mars different from Jupiter?
Level 14	<ul style="list-style-type: none"> Why did Tesla built a plant in Colorado, not in New York? Why did Tesla at first consider whether they were "electrical disturbances as are produced by the sun"?
Level 15	<ul style="list-style-type: none"> If he did not devise ever-more sensitive receivers to detect these waves, what could have been the consequence? If he did not introduce the AC motor in the late 1880, what would have been the consequence?

(Paul Kim, Taiwan, November 2018)

June 13, 2019
Paul Kim flies plane
<https://www.dropbox.com/s/79x3p9b6u6s199/cH559131.MP4?dl=0>



September 9, 2019
Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland



June 8, 2019
The second half of humanity is joining the internet: They will change it, and it will change them
The Economist
<https://www.economist.com/leaders/2019/06/06/the-second-half-of-humankind-is-joining-the-internet>


The second half of humanity is joining the internet
They will change it, and it will change them



September 9, 2019
Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

1. Equity and Inclusion

- Poor girls in Pakistan, Nigeria, India, Mozambique, Cameroon, and Sierra Leone spend 1-2 years in school compared to 9-12 years of school for wealthy urban boys.
- Girls from rural households spend an average of five years or less in school in 15 out of 21 Commonwealth countries.



September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland



Inclusion

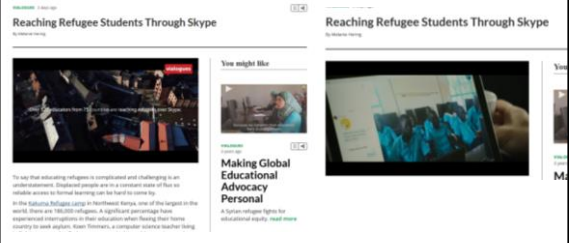
- 186 million disabled children have not completed primary school
- 90% disabled children are out of school in developing countries
- Access to tertiary education for people with disabilities is 3%



July 16, 2019

Reaching Refugee Students Through Skype
Melanie Hering, New Learning Times

<https://newlearningtimes.com/cms/article/6369/reaching-refugee-students-through-skype>
Over three years, he has recruited a team of 325 educators from over 75 countries to teach a variety of subjects for free to residents of Kakuma.
Video (1:09): <http://curtbonk.com/skype.html>



February 7, 2018

Breaking language barriers with the We Speak Translate project
Techfugees

<https://techfugees.com/>



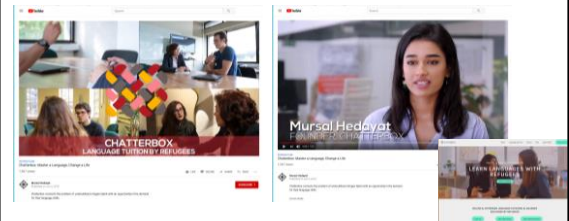
June 5, 2018

Chatterbox: Master a Language, Change a Life
The overall winner in the competition was **Chatterbox**, an online language school powered by refugees

<https://wearechatterbox.org/>

Mursal Hedayat, London

<https://www.youtube.com/watch?v=3K3VexuIpe0>



August 28, 2019

Distance Learning Without Computers
Dian Schaffhauser, Campus Technology

<https://campustechnology.com/articles/2019/08/28/distance-learning-without-computers.aspx>
Arizona State University is finding out what refugee farmers in Uganda and online course creators have to teach each other about making do with very little.

Available <https://campustechnology.com/articles/2019/08/28/distance-learning-without-computers.aspx>



Distance Learning Without Computers

Arizona State University is finding out what refugee farmers in Uganda and online course creators have to teach each other about making do with very little.

By Dian Schaffhauser | 08/28/19

While online courses can offer the promise of education to a worldwide audience, what happens when the students have neither computing devices nor an internet connection? That's the challenge that Education for Humanity faces in delivering access to higher education for refugees and displaced people. This Arizona State University initiative, run by EdHyv, has multiple arms: a global "brilliance academy" that provides credit-bearing online university courses intended to serve as a bridge to enrollment at local universities in the student's host country; modules to help people gain English language skills and professional competencies; and full access to ASU Online, with its 175 online degree and certificate programs.



March 6, 2014

Moocs: students in the global south are wary of a 'sage on the stage'
Charlotte Gunawardena, The Guardian

<https://www.theguardian.com/education/2014/mar/19/cost-barrier-students-global-south>



November 28, 2018

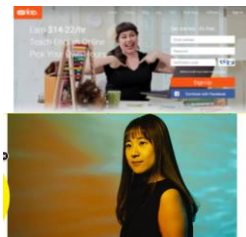
Chinese unicorn VIPKid says it's focused on maintaining quality in the face of 'rapid growth'
 San Menadith, CNBC
 By connecting Chinese pupils with North American teachers, Beijing-based platform is building cultural bridges, one online English class at a time.

Most Innovative Companies, Fast Company
 Interview with VIPKid CEO Cindy Mi
<https://www.cnbc.com/2018/11/28/rapid-growth-innovation-top-online-learning-the-learning-experience-vipkid-ceo-says.html>
 Video (3:49): <http://curtbank.com/vipkid.html>

Chinese unicorn VIPKid says it's focused on maintaining quality in the face of 'rapid growth'

China's unicorn status is a testament to the company's rapid growth and success in the education technology sector. The company's focus on maintaining quality in the face of rapid growth is a key factor in its success.

VIPKid CEO: Our platform connects teachers and students in China, US

**June 11, 2019**

Chinese parents are paying for their kids to learn English from US online tutors. Here's how the job works

Yan Zhang, The USA Today
<https://www.usatoday.com/story/news/2019/06/11/chinese-parents-pay-for-online-tutors-remote-jobs-usa/1356821001/>
 Elementary school teacher Stacie Baur in Pennsylvania teaches English to Chinese students via Skype to make ends meet. Jack Gruber, USA TODAY
 2:37 (video on teaching English online): <http://curtbank.com/online-tutors.html>
 1:26 (video International School teaching): <http://curtbank.com/online-teachers.html>

Chinese parents are paying for their kids to learn English from US online tutors. Here's how the job works



Autumn Fletcher, a mother of three who lives in Illinois, teaches English remotely to young students in China. Using her laptop, headphones and web camera, she tutors elementary-age students in basic grammar, the idioms of daily conversation and songs.

December 13, 2018

In China's Silicon Valley, Edtech Starts at the 'MOOC Times Building'
 Jeffrey R. Young, EdSurge

<https://www.edsurge.com/news/2018/12/13/in-chinas-silicon-valley-edtech-starts-at-the-mooc-times-building>

**September 10, 2019**

The Future of Learning,
 Transforming Access

Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland
 And the threat of AI and automation is very real. A 2017 report by McKinsey found that half of all current work activities could be automated, using technology that already exists. And that by 2030 anywhere from 75 million to 375 million workers worldwide will be displaced from their old jobs and require retraining.

**August 24, 2019**

Robots could take 20 million manufacturing jobs by 2030
 Annken Tappe, CNN

<https://www.cnn.com/2019/06/25/economy/robot-jobs-manufacturing-automation/index.html>

Robots could take 20 million manufacturing jobs by 2030

By Annken Tappe, CNN Business
 Updated 6:00 PM EDT, Tue, June 26, 2019

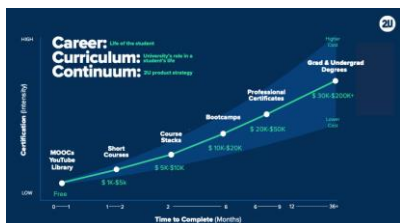
**March 13, 2019**

The Career Curriculum Continuum

Andrew Hermalyn, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2019/03/13/low-achievers-earn-career-center-learners-lives-split>

In fact, every year since 1840, there has been a three-month increase in life expectancy. **Today the average life expectancy in the United States is 79, and millennials have a 50 percent chance of living to 100 years.** In past centuries, people would study, get a job and retire at age 65. But times have changed, and it's now estimated that the average person will have 12 to 14 careers in a lifetime.

March 13, 2019**The Career Curriculum Continuum****Andrew Hermalyn, Inside Higher Ed**<https://www.insidehighered.com/digital-learning/views/2019/03/13/how-universities-can-stay-center-learners-lives-opinion>

109

October 19, 2018**The 60 Year Curriculum:
Developing New Educational Models to Serve the
Agile Labor Market****Chris Dede, Harvard University, The Evollution**<https://evolution.com/revenue-streams/professional-development/the-60-year-curriculum-developing-new-educational-models-to-serve-the-agile-labor-market/>**November 19, 2019****The Technology 202****Washington Post**
By 2025, there will be over 80 billion connected to the Internet, transmitting a tremendous amount of data.
(Source: Charter Spectrum Network)**September 10, 2019****The Future of Learning,
Transforming Access****Simon Nelson, CEO, FutureLearn, PCF9 Conference,
Edinburgh, Scotland****June 15, 2019****University of the Third Age****London, UK**<https://www.u3a.org.uk/>**U3A (The University of the Third Age)** is a UK-wide movement which brings together people in their 'third age' to develop their interests and continue their learning in a friendly and informal environment.

If you're wondering what we mean by the third age - it is a time after you have finished working full-time or raising your family and have time to pursue your interests or just try something new.

**February 27, 2019****Why 'The Future Is Asian' Should Inform Your
University's Strategy****Joshua Kim, Inside Higher Ed**<https://www.insidehighered.com/blogs/technology-and-learning/why-future-asian-should-inform-your-university-strategy>
Today, there are about 70 million East Asian and Pacific students enrolled in postsecondary education. By 2040, that number is [projected to rise](#) to 257 million.**Why 'The Future Is Asian' Should Inform Your University's
Strategy**

Can books start campus conversations?

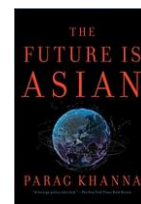
By Joshua Kim · February 27, 2019



The Future Is Asian by Parag Mehta
Published in February of 2019
What is your university's Asian strategy?
If your school is like most schools, the Asian strategy is likely one of the following:

- Recruit more tuition-paying Asian students
- Open satellite campuses in Asian cities
- We have an international strategy for Asia

Having read Parag Mehta's new book, *The Future Is Asian*, I'm convinced that the three strategies



February 27, 2019

Thinking About 'Massification of Higher Education Revisited'

Joshua Kim, Inside Higher Ed

<https://www.insidehighered.com/blogs/technology-and-learning/thinking-about-massification-higher-education-revisited%42%80%99>

Enrolment size over time ('mil)



June 2018

Massification of Higher Education Revisited

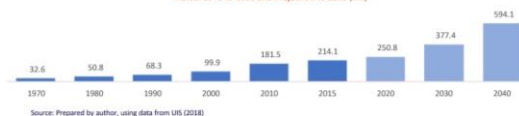
Angel J. Calderon, Analytics & Insights, Melbourne, Australia

https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Global overview

From 32.6 m students in 1970 to 594.1 m by 2040

Fig. 1: Global higher education enrolments
Actual 1970 to 2015 and Projection to 2040 (mil)



Source: Prepared by author, using data from UIS (2018)

June 2018

Massification of Higher Education Revisited

Angel J. Calderon, Analytics & Insights, Melbourne, Australia

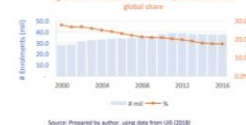
https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Regional shifts

East Asia & the Pacific overtook North America & Western Europe in 2003

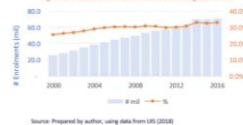
Up to 2002 there were more students enrolled in higher education from North America & Europe than any other world region. In 2003, East Asia & the Pacific overtook North America & Western Europe both in highest volume and global share of enrolments. In 2014 South & West Asia overtook North America & Europe as the world's top third region. These shifts in enrolments are comparable with the United Nations' world population estimates as discussed in Section 2.

Fig. 2: North America & Western Europe enrolments and global share



Source: Prepared by author, using data from UIS (2018)

Fig. 3: East Asia and the Pacific enrolments and global share



Source: Prepared by author, using data from UIS (2018)

October 14, 2017

China wants to bring artificial intelligence to its classrooms to boost its education system

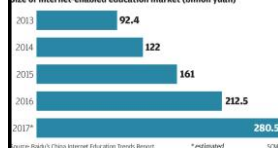
How the take off of AI-enabled education will affect the interaction between China's 14 million teachers and 1.88 billion pupils

Meng Jing, South China Morning Post

<https://www.scmp.com/tech/science-research/article/2132723/china-wants-bring-artificial-intelligence-to-classroom-boost>

Video 1:33: <http://curtbonk.com/chinese-ai.html>

Size of internet-enabled education market (billion yuan)



Source: Baidu's China Internet Education Trends Report

* estimated



September 26, 2018

Interactive Agents and Tutors Pushing the Boundaries of Learning With AI

Lindsay McKenzie, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2018/09/26/academic-push-expand-use-ai-higher-ed-teaching>

<https://www.lhm.com/blogs/research/2018/08/mandarin-language-ai/>

<https://www.youtube.com/watch?v=7EusTuiIR2A>

1:17: <http://curtbonk.com/mandarin.html>



April 8, 2018

What I Learned When My Students Used Google Translate

Diane Loyet, The Chronicle of Higher Education

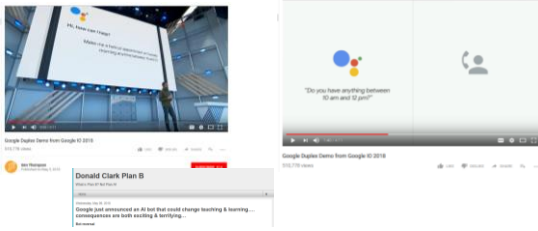
<https://www.chronicle.com/article/What-I-Learned-When-My-Students-Used-Google-Translate/243817>

- I was very surprised by the results. They sent me examples of translations into English from Albanian, Chinese, Kazakh, Russian, and Spanish. **The translations from Albanian, Kazakh, Russian, and Spanish were good. They were not perfect, but the mistakes were such that, had I encountered the sentences in a student paper, I would have attributed them to grammatical errors on the part of the non-native speaker of English.** Here is one of the Spanish examples:
- Original Spanish:** Si yo fuera tú, le cobrara hasta por respirar.
- Google Translate's English translation:** If I were you, I'll even charge you for breathing.
- Accurate translation:** If I were you, I would even charge him for breathing



May 9, 2018 Google Duplex Demo from Google IO 2018

Video (4:11): <https://www.youtube.com/watch?v=bd1mEm2Fy08>
Video (2:05): <http://curtbook.com/google40-245.html>
Entire video (4:11): <http://curtbook.com/google40-245.html>
Donald Clark Plan B
<http://donaldclarkplanb.blogspot.ca/2018/05/google-just-announced-ai-bot-that-could.html?m=1>



September 6, 2019 Chatting with Chatbots Lindsey McKenzie, Inside Higher Ed

<https://www.insidehighered.com/news/2019/09/06/expansion-chatbots-higher-ed>
<https://www.usatoday.com/story/tech/2019/11/08/alexa-google-assistant-ai-robots-become-substitute-friends/4057885002/>

Chatting with Chatbots

Chatbots have started to replace every corner of higher ed – from admissions to student affairs, career services and even test prep. Is that a good thing?



Hey, Alexa: Can a robot with AI or your voice assistant help you feel less lonely?

Edward G. Berry III, The Chronicle



August 29, 2019 'Hey, Google! Let me talk to my departed father.'

Peter Holley, The Washington Post

<https://www.washingtonpost.com/technology/2019/08/29/hey-google-let-me-talk-my-departed-father/>

Available: <https://www.washingtonpost.com/technology/2019/08/29/hey-google-let-me-talk-my-departed-father/>

The Washington Post

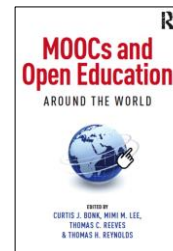
'Hey, Google! Let me talk to my departed father.'

Will the rise of virtual beings be the next step in the human quest for immortality?



Andrew Kaplan, 76, at his house in Boulder, Colo., on Aug. 18. Kaplan may be remembered as one of the world's first "virtual friends." (Photo: Justin Lee/The Washington Post)

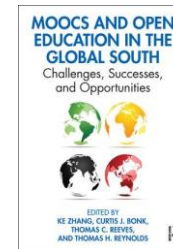
MOOCs book #1 (2015)



MOOCs book #2 (2015)



MOOCs book #3 (2020)



Remember...
"I cannot do this alone."
 "I cannot do this alone."
 "I cannot do this alone."
 "I cannot do this alone."



Any Questions or Comments?

Slides at: TrainingShare.com
 Papers: PublicationShare.com
 Free book: <http://tec-variety.com/>
 Email: cjbonk@indiana.edu

