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

Curtis J. Bonk, Professor, Indiana University
cjbonk@Indiana.edu, http://curtbonk.com/

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.

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

Jobs landscape: 2022

133 Million

Top 10 Declining
1. Data Entry and Office Workers
2. Installation and Maintenance Technicians
3. Administrative and Executive Secretaries
4. Assembly and Fabrication Workers
5. Customer Service Representatives
6. Mail Handlers and Mail Carriers
7. Truck Drivers
8. Retail Salespersons
9. Construction Laborers
10. Cashiers

75 Million

Top 10 Emerging
1. Data Analysts and Scientists
2. Art and Machine Learning Specialists
3. General and Operations Managers
4. Sales and Marketing Management
5. Web Developers and Designers
6. Remote Workers
7. Digital Transformation Specialists
8. New Technology Specialists
9. Product Management Specialists
10. Information Technology Services


March 3, 2020
Keep Teaching, Indiana University
https://keepteaching.iu.edu/strategies/index.html

March 19, 2020
COL announces a series of webinars on online learning
May 27, 2020
Webinar by Curt Bonk and Meina Zhu on “Research Issues and Findings of MOOCs: Leading to Better Design Practices” for the Commonwealth of Learning (COL)
https://youtu.be/kmsWZi3yrg

March 21, 2020
Silver Lining for Learning
https://silverliningforlearning.org/
https://www.youtube.com/channel/UC9XEsh89g97pmV5pOJ-

June 3, 2020
Contact North | Contact Nord Webinars
https://teachonline.ca/webinars
June 29, 2020 Contact North Webinar, Curt Bonk, IU, How to Motivate and Retain Learners Online
https://youtu.be/1uMc7pOO2to

June 12, 2020
The 7 elements of a good online course
George Veletsianos, The Conversation
https://theconversation.com/the-7-elements-of-a-good-online-course-139736

June 23, 2020
Turns Out You Can Build Community in a Zoom Classroom
Rachel Toor, The Chronicle of Higher Education

July 8, 2020
Yes, Your Zoom Teaching Can Be First-Rate
Stephen Hersh, Inside Higher Ed
April 14, 2020
900-Strong Singapore Virtual Choir sings Home (Dick Lee)
https://www.youtube.com/watch?v=4psK61cafiE&feature=youtu.be

MOOC Trends and Recent Data

MOOCs Stats
December 17, 2019
A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central

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

May 26, 2020
Remember the MOOCs?
After Near-Death, They're Booming
Steven Lohr, The New York Times
https://www.nytimes.com/2020/05/26/technology/moocs-online-learning.html

Coursera added 10 million new users from mid-March to mid-May. Credit...Jessica Chou for The New York Times
December 16, 2019
2020 Impact Report, edX

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19

There has been an immense surge in enrollments in courses related to Telecommuting (21,598% increase) and Virtual Teams (1,532%), as well as Decision Making (277%), Self Discipline (237%), and Stress Management (235%).


Categories with the highest surge in new courses include Office Productivity (159% increase), Health and Fitness (84%), IT & Software (77%), and Personal Development (61%).

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19

Strong global growth in top-ranking professional skills includes Neural Networks (61% increase), Communication Skills (131%), and Growth Mindset (206%). Passion topics like Pilates (402% increase), Technical Drawing (920%), and Ukulele (292%), have surged as well.


June 26, 2020 (HolonIQ)
2.5x Global MOOC Web Traffic: MOOC’s digital reach just grew 2.5x, up 300 million monthly visits globally, as isolated learners seek immediate solutions to their knowledge and skills needs amid a rapidly-evolving work landscape.


Is there another form of learning where so many people have deliberately chosen to come to learn in one month in the history of the world?
March 25, 2020 (2.8 million enrolled)

Use Video Lectures of Experts
A housebound world finds solace in Yale’s ‘Science of Well Being’ course
Bill Hathaway, YaleNews
Laurie Santos teaches “Psychology and the Good Life,” the precursor to her popular Coursera course, at Woolsey Hall in 2018.
Video v.2:9:  http://curtbonk.com/yalenews.html
https://news.yale.edu/2020/03/25/housebound-world-finds-solace-yale-s-science-well-being-course
In just the past month, more than 600,000 people in an increasingly housebound world have signed up for Yale’s free online course “The Science of Well Being,” originally taught on campus in the spring of 2018 by Yale psychology professor Laurie Santos.

MOOCs Cyber Week Discounts...
December 15, 2019
Coursera <cno-reply@m.mail.coursera.org>
Ends TOMORROW: 50% off top tech Specializations

MOOCs in Wedding Announcements
September 26, 2018
The Future of Professional Credentialing ... in an Engagement Announcement
Joshua Kim, Inside Higher Ed

Hundred+ MOOC Clubs
September 11, 2019
250 MOOCs and Counting: One Man’s Educational Journey, Chronicle of Higher Education

MOOCs Stats
2018’s Most Popular Free Online Courses, : Coursera, edX, Udacity, and FutureLearn.
Dhawal Shah, Class Central—January 6, 2019
MOOCs Stats

Dhawal Shah, Class Central—January 5, 2019
https://www.class-central.com/list/2018-s-most-popular-free-online-courses

June 19, 2018
How Blockbuster MOOCs Could Shape the Future of Teaching
Jeffrey R. Young, EdSurge

MOOC Research

1. Motivation for teaching MOOCs

<table>
<thead>
<tr>
<th>Type of motivation</th>
<th>Area</th>
<th>Motivational factor (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional motivations (86.01%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in new learning technology (28.49%)</td>
<td>Interest in the topic</td>
<td>76</td>
</tr>
<tr>
<td>Wanting to learn new teaching methods and pedagogy</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Test my ability to teach others</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Desire to provide additional collaboration with public (33.17%)</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Personal or professional relationships (27.53%)</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Desire to provide a service to help humanity</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Desire to expand my professional network</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Personal or institutional reputation (35.37%)</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Desire to share knowledge in passions and subjects</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Opportunity to reach out to more people</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Personal challenges</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Career development</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Personal fulfillment and reputation</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Commitment to open education</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Passionate about content</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Opportunity to reach out to more people</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>2. Motivation for teaching MOOCs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of motivation</th>
<th>Area</th>
<th>Motivational factor (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional motivations (86.01%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial resources and research purposes (35.10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course reach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More respect from colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gained research data to publish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Expected benefits of teaching MOOCs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Motivational factor (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced my professional reputation</td>
<td>55%</td>
</tr>
<tr>
<td>Improved my teaching skills</td>
<td>52%</td>
</tr>
<tr>
<td>Boosted my commitment to international service</td>
<td>34%</td>
</tr>
<tr>
<td>Course mentioned in press releases and media</td>
<td>32%</td>
</tr>
<tr>
<td>Expanded my professional network</td>
<td>31%</td>
</tr>
<tr>
<td>More respect from colleagues</td>
<td>23%</td>
</tr>
<tr>
<td>Gained research data to publish</td>
<td>17%</td>
</tr>
</tbody>
</table>
4. How did participants learn about creating MOOCs

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended relevant Webinars on MOOCs</td>
<td>52%</td>
</tr>
<tr>
<td>Assigned as a mentor or adviser</td>
<td>23%</td>
</tr>
<tr>
<td>Attended relevant conferences on MOOCs</td>
<td>14%</td>
</tr>
<tr>
<td>Received training in online pedagogy</td>
<td>18%</td>
</tr>
<tr>
<td>Received training for making video lectures</td>
<td>14%</td>
</tr>
<tr>
<td>Received training in the MOOC platform</td>
<td>10%</td>
</tr>
<tr>
<td>Watched online tutorials</td>
<td>8%</td>
</tr>
<tr>
<td>Read articles related to online education</td>
<td>3%</td>
</tr>
<tr>
<td>None/No training was received</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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.

November 9, 2019
Greetings from Nepal,
Baman Kumar Ghimire and Bishwa Raj Gautam

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. 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.
November 28, 2018
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

Video (1:46): https://www.youtube.com/watch?v=tt6-9ra0nMk

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

November 26, 2019
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashewski

Chapter 16: Courses for a Cause…
(Veg garden planting and eco education in Soweto)
Marianne Krasny, Brittney Lopez Hampton Coleman, Zahra Golshani, Michael Schronk, Gael L. Woon, Yueyang Yu, Masango (Massy) Roderick Warakula, and Juan Felipe Restrepo Mesa

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=3K3V4aldp0

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

Chapter 13. Promoting Open Education and MOOCs in Thailand: A Research Based Design Approach
Jintavee Khiaisang and Thapanee Thammetar
November 26, 2019
Courses for a Cause: MOOC Contributions to a "Better Place for All" (Marianne Krasny et al., 2020)

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

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

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

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/

What’s the Future?
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/2019/06/08/the-second-half-of-humanity-is-joining-the-internet

June 2018

Massification of Higher Education Revisited

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

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

February 27, 2019

Thinking About ‘Massification of Higher Education Revisited’

Joshua Kim, Inside Higher Ed


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.

May/June 2020

Chatting with Chatbots and Text Buddies

Lindsey McKenzie, Inside Higher Ed


September 26, 2018

Interactive Agents and Tutors

Pushing the Boundaries of Learning With AI

Lindsey McKenzie, Inside Higher Ed


https://www.youtube.com/watch?time_continue=4&v=7EuSTu1iR2A

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

July 24, 2018

The 100-Year Life: Living and Working in an Age of Longevity

Lynda Gratton and Andrew Scott

http://www.100yearlife.com/

https://www.amazon.com/100-Year-Life-Living-Longevity/dp/1543624634
March 13, 2019
The Career Curriculum Continuum
Andrew Hermalyn, Inside Higher Ed

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.

Professional Certificates
October 3, 2019
Google IT Professional Certificates
Coursera Blog
https://grow.google/programs/it-support/?cid=wc&source=ams&sourceId=61203
Video: Melinda Williams: Aspiring IT Support Specialist (2:57)
https://www.youtube.com/watch?time_continue=107&v=fvhPKZWbfms&feature=emb_logo

Stackable Degrees
January 20, 2019
Stackability is a Learning Strategy
Matthew Rascoff and James DeVaney, Inside Higher Ed

35+ MOOC Master’s Degrees
March 4, 2019
Laurie Pickard, Class Central

February 25, 2020
The 60 Year Curriculum:
Developing New Educational Models to Serve the Agile Labor Market
Chris Dede, Harvard University, The Evolution
219: The 60-Year Curriculum with Rovy Branon
https://teibelinc.com/podcast/219
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.

Per Kim and Mahoney: “Where might we be in 2050? As we said, a lot can happen. We might see changes in how we use technology, and how students use technology engage in both curricular and co-curricular activities.”

Any Questions or Comments?

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